

**ГАОУ ВО «ДАГЕСТАНСКИЙ ГОСУДАРСТВЕННЫЙ  
УНИВЕРСИТЕТ НАРОДНОГО ХОЗЯЙСТВА»**

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**КАФЕДРА АНГЛИЙСКОГО И РУССКОГО ЯЗЫКОВ**

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**

**ПО ДИСЦИПЛИНЕ ОГСЭ.03 «ИНОСТРАННЫЙ ЯЗЫК В  
ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ»**

**Специальность 43.02.15 Поварское и кондитерское дело**

**УРОВЕНЬ ОБРАЗОВАНИЯ-СРЕДНЕЕ ПРОФЕССИОНАЛЬНОЕ**

**Махачкала – 2024**

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*Фонд оценочных средств дисциплины ОГСЭ.03 «Иностранный язык в профессиональной деятельности» разработан в соответствии с требованиями федерального государственного образовательного стандарта среднего профессионального образования по специальности 43.02.15 Поварское и кондитерское дело, утвержденного приказом Министерства образования и науки Российской Федерации от 09 декабря 2016 г. № 1565, в соответствии с приказом Министерства просвещения Российской Федерации от 24 августа 2022 г. № 762 «Об утверждении Порядка организации и осуществления образовательной деятельности по образовательным программам среднего профессионального образования».*

Фонд оценочных средств дисциплины ОГСЭ.03 «Иностранный язык в профессиональной деятельности» размещен на официальном сайте [www.dgunh.ru](http://www.dgunh.ru)

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## СОДЕРЖАНИЕ

|                                                                                                                                                                                                               |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Назначение фонда оценочных средств.....                                                                                                                                                                       | 4         |
| <b>I. ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ, ФОРМИРУЕМЫХ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ.....</b>                                                                                                                | <b>5</b>  |
| 1.1. Перечень формируемых компетенций.....                                                                                                                                                                    | 5         |
| 1.2. Компонентный состав компетенций.....                                                                                                                                                                     | 5         |
| <b>II. ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ НА РАЗЛИЧНЫХ ЭТАПАХ ИХ ФОРМИРОВАНИЯ, ОПИСАНИЕ ШКАЛ ОЦЕНИВАНИЯ.....</b>                                                                         | <b>6</b>  |
| 2.1 Структура фонда оценочных средств для текущего контроля успеваемости и промежуточной аттестации .....                                                                                                     | 6         |
| 2.2 Критерии оценивания компетенций на различных этапах их формирования по видам оценочных средств .....                                                                                                      | 7         |
| <b>III. ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ ИЛИ ИНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ.....</b> | <b>14</b> |
| 3.1. Типовые контрольные задания для текущего контроля успеваемости обучающихся.....                                                                                                                          | 14        |
| 3.2. Типовые контрольные задания для промежуточной аттестации обучающихся.....                                                                                                                                | 39        |
| <b>IV. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ОПРЕДЕЛЯЮЩИЕ ПРОЦЕДУРЫ ОЦЕНИВАНИЯ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ, ХАРАКТЕРИЗУЮЩИЕ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ.....</b>                                                             | <b>53</b> |

### **Назначение фонда оценочных средств**

Фонд оценочных средств (далее – ФОС) разрабатывается для текущего контроля успеваемости (оценивания хода освоения дисциплины), для проведения промежуточной аттестации (оценивания промежуточных и окончательных результатов обучения по дисциплине) обучающихся по общеобразовательной дисциплине ОГСЭ.03 «Иностранный язык в профессиональной деятельности» в целях определения соответствия их учебных достижений поэтапным требованиям образовательной программы среднего профессионального образования – программы подготовки специалистов среднего звена (далее – ППССЗ) по специальности 43.02.15 Поварское и кондитерское дело.

ФОС по дисциплине ОГСЭ.03 «Иностранный язык в профессиональной деятельности» включают в себя: перечень планируемых результатов освоения дисциплины; описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания; типовые контрольные задания или иные материалы, необходимые для оценки результатов освоения дисциплины, характеризующих этапы формирования компетенций в процессе освоения ППССЗ; методические материалы, определяющие процедуры оценивания результатов освоения дисциплины, характеризующих этапы формирования компетенций.

ФОС сформирован на основе ключевых принципов оценивания:

- валидности: объекты оценки должны соответствовать поставленным целям обучения;
- надежности: использование единообразных стандартов и критериев для оценивания достижений;
- объективности: разные обучающиеся должны иметь равные возможности для достижения успеха.

Основными параметрами и свойствами фонда оценочных средств являются:

- предметная направленность (соответствие предмету изучения конкретной дисциплины);
- содержание (состав и взаимосвязь структурных единиц, образующих содержание теоретической и практической составляющих дисциплины);
- объем (количественный состав оценочных средств, входящих в ФОС);
- качество фонда оценочных средств в целом, обеспечивающего получение объективных и достоверных результатов при проведении контроля с различными целями.

# **I. ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ, ФОРМИРУЕМЫХ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ**

## **1.1. Перечень формируемых компетенций**

| <b>Код компетенции</b> | <b>Формулировка компетенции</b>                                                     |
|------------------------|-------------------------------------------------------------------------------------|
| <b>ОК</b>              | <b>ОБЩИЕ КОМПЕТЕНЦИИ</b>                                                            |
| ОК - 09                | Пользоваться профессиональной документацией на государственном и иностранном языках |

## **1.2. Компонентный состав компетенций**

| <b>Код и формулировка компетенции</b>                                                               | <b>Компонентный состав компетенции</b>                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                        |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
|                                                                                                     | <b>Знает:</b>                                                                                                                                                                                                                                                                                        | <b>Умеет:</b>                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Имеет практический опыт:</b>                                                        |
| <b>ОК-09</b><br>Пользоваться профессиональной документацией на государственном и иностранном языках | 31 – правила построения простых и сложных предложений на профессиональные темы<br>32 – знает лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности<br>33 – знает особенности произношения, правила чтения текстов профессиональной направленности | У1-понимет общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые)<br>У2 -понимает тексты на базовые профессиональные темы<br>У3- участвует в диалогах на знакомые общие и профессиональные темы<br>У4- умеет строить простые высказывания о себе и о своей профессиональной. Деятельности<br>У5- умеет писать простые связные сообщения на знакомые или интересующие профессиональные темы | Использование актуальной нормативно-правовой документацию по профессии (специальности) |

## II. ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ НА РАЗЛИЧНЫХ ЭТАПАХ ИХ ФОРМИРОВАНИЯ, ОПИСАНИЕ ШКАЛ ОЦЕНИВАНИЯ

### 2.1 Структура фонда оценочных средств для текущего контроля успеваемости и промежуточной аттестации

| №<br>п/п | контролируемые темы<br>дисциплины                    | код<br>контролир<br>уемой<br>компетенц<br>ии | планируемые<br>результаты<br>обучения,<br>характеризу<br>ющие этапы<br>формировани<br>я<br>компетенций | Наименование оценочного средства                                                                                      |                                                   |
|----------|------------------------------------------------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
|          |                                                      |                                              |                                                                                                        | текущий контроль<br>успеваемости                                                                                      | промежуточна<br>я аттестация                      |
| 1.       | <b>UNIT 1.</b><br>Worldwide competence in packaging. | ОК-09                                        | Знать: 31, 32, 33<br>Уметь: У1, У2, У3, У4, У5                                                         | Выполнение тестовых заданий, грамматических и лексических упражнений<br><br>Коллоквиум                                | Теоретические вопросы 1-5<br>Тесты I<br>Текст 1   |
| 2.       | <b>UNIT 2.</b> Casings.                              | ОК-09                                        | Знать: 31, 32, 33<br>Уметь: У1, У2, У3, У4, У5                                                         | Решение фонетических упражнений<br><br>Выполнение тестовых заданий, грамматических и лексических упражнений           | Теоретические вопросы 6-8<br>Тесты 2<br>Текст 2   |
| 3.       | <b>UNIT 3.</b> Pork production in Denmark            | ОК-09                                        | Знать: 31, 32, 33<br>Уметь: У1, У2, У3, У4, У5                                                         | Проведение тестирования<br><br>Выполнение тестовых заданий, грамматических и лексических упражнений<br><br>Коллоквиум | Теоретические вопросы 8-10<br>Тесты 3<br>Текст 3  |
| 4.       | <b>UNIT 4.</b> Planning.                             | ОК-09                                        | Знать: 31, 32, 33<br>Уметь: У1, У2, У3, У4, У5                                                         | Решение фонетических упражнений<br><br>Выполнение тестовых заданий, грамматических и лексических упражнений           | Теоретические вопросы 10-13<br>Тесты 4<br>Текст 4 |
| 5.       | <b>UNIT 5.</b> Retail                                | ОК-09                                        | Знать: 31, 32,                                                                                         | Решение                                                                                                               | Теоретические                                     |

|    |                                                       |       |                                                         |                                                                                                                               |                                                           |
|----|-------------------------------------------------------|-------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
|    | Market                                                |       | 33<br>Уметь: У1,<br>У2, У3, У4,<br>У5                   | фонетических<br>упражнений<br><br>Выполнение<br>тестовых заданий,<br>грамматических и<br>лексических<br>упражнений            | вопросы 13-16<br>Тесты 5<br>Текст 5                       |
| 6. | <b>UNIT 6.</b><br>MATERIALS<br>HANDLING<br>TECHNOLOGY | OK-09 | Знать: 31, 32,<br>33<br>Уметь: У1,<br>У2, У3, У4,<br>У5 | Решение<br>фонетических<br>упражнений<br><br>Выполнение<br>тестовых заданий,<br>грамматических и<br>лексических<br>упражнений | Теоретические<br>вопросы 13-16<br>Тесты 5<br>Текст 4, 6   |
| 7. | <b>UNIT 7.</b><br>AQUACULTURE.                        | OK-09 | Знать: 31, 32,<br>33<br>Уметь: У1,<br>У2, У3, У4,<br>У5 | Решение<br>фонетических<br>упражнений<br><br>Выполнение<br>тестовых заданий,<br>грамматических и<br>лексических<br>упражнений | Теоретические<br>вопросы 16-20<br>Тесты 6<br>Текст 5, 7   |
| 8. | <b>UNIT 8.</b> THE<br>BENEFITS OF<br>POLYCULTURE      | OK-09 | Знать: 31, 32,<br>33<br>Уметь: У1,<br>У2, У3, У4,<br>У5 | Выполнение<br>тестовых заданий,<br>грамматических и<br>лексических<br>упражнений<br><br>Коллоквиум                            | Теоретические<br>вопросы 20-25<br>Тесты 3,4<br>Текст 6, 7 |

## 2.2 Критерии оценивания компетенций на различных этапах их формирования по видам оценочных средств

Балльно-рейтинговая система является базовой системой оценивания сформированности компетенций обучающихся.

Итоговая оценка сформированности компетенции(й) обучающихся в рамках балльно-рейтинговой системы осуществляется в ходе текущего контроля успеваемости, промежуточной аттестации и определяется как сумма баллов, полученных обучающимися в результате прохождения всех форм контроля.

Оценка сформированности компетенции(й) по дисциплине складывается из двух составляющих:

✓ первая составляющая – оценка преподавателем сформированности компетенции(й) в течение семестра в ходе текущего контроля успеваемости (максимум 100 баллов). Структура первой составляющей определяется технологической картой дисциплины, которая в начале семестра доводится до

сведения обучающихся;

✓ вторая составляющая – оценка сформированности компетенции(й) обучающихся на экзамене (максимум – 30 баллов) или на зачете (максимум – 20 баллов).

|                           |                  |                 |                            |                              |
|---------------------------|------------------|-----------------|----------------------------|------------------------------|
| <b>4 – балльная шкала</b> | <b>«отлично»</b> | <b>«хорошо»</b> | <b>«удовлетворительно»</b> | <b>«неудовлетворительно»</b> |
| 100-балльная шкала        | 85 и $\geq$      | 70 – 84         | 51 – 69                    | 0 – 50                       |
| Бинарная шкала            | Зачтено          |                 |                            | Не зачтено                   |

#### ПЕРЕЧЕНЬ ОЦЕНОЧНЫХ СРЕДСТВ

| № п/п                                | наименование оценочного средства  | характеристика оценочного средства                                                                                                                                                                                                      | Представление оценочного средства в фонде |
|--------------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <b>УСТНЫЕ ОЦЕНОЧНЫЕ СРЕДСТВА</b>     |                                   |                                                                                                                                                                                                                                         |                                           |
| 1                                    | устный опрос, аудирование, чтение | Средство контроля, организованное как специальная беседа преподавателя с обучающимся на темы, связанные с изучаемой дисциплиной, и рассчитанное на выяснение объема знаний обучающегося по определенному разделу, теме, проблеме и т.п. | Вопросы по темам/разделам дисциплины      |
| 2                                    | Коллоквиум                        | Средство контроля усвоения учебного материала темы, раздела или разделов дисциплины, организованное как учебное занятие в виде собеседования преподавателя с обучающимися.                                                              | Вопросы по темам/разделам дисциплины      |
| <b>ПИСЬМЕННЫЕ ОЦЕНОЧНЫЕ СРЕДСТВА</b> |                                   |                                                                                                                                                                                                                                         |                                           |
| 1                                    | Тест                              | Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося.                                                                                                              | Фонд тестовых заданий                     |
| 2                                    | Контрольная работа                | Средство проверки умений применять полученные знания для решения задач определенного типа по теме или разделу                                                                                                                           | комплект контрольных заданий по вариантам |

#### А) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ОТВЕТОВ НА УСТНЫЕ ВОПРОСЫ

| № п/п | критерии оценивания                                                                                                                                                                                                                                     | количество баллов | оценка/зачет |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------|
| 1.    | 1) полно и аргументированно отвечает по содержанию задания;<br>2) обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры не только по учебнику, но и самостоятельно составленные; | 10                | отлично      |

|    |                                                                                                                                                                                                                                                                                                                                                                       |   |                     |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------|
|    | 3) излагает материал последовательно и правильно.                                                                                                                                                                                                                                                                                                                     |   |                     |
| 2. | студент дает ответ, удовлетворяющий тем же требованиям, что и для оценки «5», но допускает 1-2 ошибки, которые сам же исправляет.                                                                                                                                                                                                                                     | 8 | хорошо              |
| 3. | ставится, если студент обнаруживает знание и понимание основных положений данного задания, но:<br>1) излагает материал неполно и допускает неточности в определении понятий или формулировке правил;<br>2) не умеет достаточно глубоко и доказательно обосновать свои суждения и привести свои примеры;<br>3) излагает материал непоследовательно и допускает ошибки. | 5 | удовлетворительно   |
| 4. | студент обнаруживает незнание ответа на соответствующее задание, допускает ошибки в формулировке определений и правил, искажающие их смысл, беспорядочно и неуверенно излагает материал; отмечаются такие недостатки в подготовке студента, которые являются серьезным препятствием к успешному овладению последующим материалом.                                     | 0 | неудовлетворительно |

## **Б) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ТЕСТИРОВАНИЯ**

| № п/п | тестовые нормы: % правильных ответов | количество баллов | оценка/зачет |
|-------|--------------------------------------|-------------------|--------------|
| 1     | 90-100 %                             | 29-30             |              |
| 2     | 80-89%                               | 25-26             |              |
| 3     | 70-79%                               | 20-21             |              |
| 4     | 60-69%                               | 17-18             |              |
| 5     | 50-59%                               | 14-15             |              |
| 6     | менее 50%                            | 0                 |              |

## **В) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ПИСЬМЕННЫХ ЗАДАНИЙ ТРЕНИРОВОЧНОГО ХАРАКТЕРА**

*(лексико-грамматические упражнения, работа по карточкам, домашнее задание)*

| № п/п | критерии оценивания                                                                                                                                                                                 | количество баллов |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 1     | Задание выполнено полностью: цель домашнего задания успешно достигнута; основные понятия выделены; наличие схем, графическое выделение особо значимой информации; работа выполнена в полном объеме. | 5                 |
| 2     | Задание выполнено: цель выполнения домашнего задания достигнута; наличие правильных эталонных ответов; однако работа выполнена не в полном объеме.                                                  | 4                 |
| 3     | Задание выполнено частично: цель выполнения домашнего задания достигнута не полностью; многочисленные ошибки снижают качество выполненной работы.                                                   | 3                 |
| 4     | Задание не выполнено, цель выполнения домашнего задания не достигнута.                                                                                                                              | менее 2           |

## **Г) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ КОНТРОЛЬНЫХ РАБОТ**

| № п/п | критерии оценивания | количество | оценка |
|-------|---------------------|------------|--------|
|-------|---------------------|------------|--------|

|    |                                                                                                                                                                                                                      | баллов |                         |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------------------------|
| 1  | исключительные знания, абсолютное понимание сути вопросов, безукоризненное знание основных понятий и положений, логически и лексически грамотно изложенные, содержательные, аргументированные и исчерпывающие ответы | 29-30  | Отлично                 |
| 2  | глубокие знания материала, отличное понимание сути вопросов, твердое знание основных понятий и положений по вопросам, структурированные, последовательные, полные, правильные ответы                                 | 24-25  | Хорошо                  |
| 3  | глубокие знания материала, правильное понимание сути вопросов, знание основных понятий и положений по вопросам, содержательные, полные и конкретные ответ на вопросы. Наличие несущественных или технических ошибок  | 22-23  | Хорошо                  |
| 4  | твердые, достаточно полные знания, хорошее понимание сути вопросов, правильные ответы на вопросы, минимальное количество неточностей, небрежное оформление                                                           | 19-20  | удовлетворительн<br>о   |
| 5  | твердые, но недостаточно полные знания, по сути верное понимание вопросов, в целом правильные ответы на вопросы, наличие неточностей, небрежное оформление                                                           | 15-16  | удовлетворительн<br>о   |
| 6  | общие знания, недостаточное понимание сути вопросов, наличие большого числа неточностей, небрежное оформление                                                                                                        | 11-12  | удовлетворительн<br>о   |
| 7  | относительные знания, наличие ошибок, небрежное оформление                                                                                                                                                           | 8-9    | неудовлетворител<br>ьно |
| 8  | поверхностные знания, наличие грубых ошибок, отсутствие логики изложения материала                                                                                                                                   | 5-6    | неудовлетворител<br>ьно |
| 9  | непонимание сути, большое количество грубых ошибок, отсутствие логики изложения материала                                                                                                                            | 3-4    | неудовлетворител<br>ьно |
| 10 | не дан ответ на поставленные вопросы                                                                                                                                                                                 | 1-2    | неудовлетворител<br>ьно |
| 11 | отсутствие ответа, дан ответ на другие вопросы, списывание в ходе выполнения работы, наличие на рабочем месте технических средств, в том числе телефона                                                              | 0      | неудовлетворител<br>ьно |

#### Д) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ЗАДАНИЙ НА ЧТЕНИЕ И АУДИРОВАНИЕ

| №п/п | Критерии оценивания                                                                                                                                                                                                                                                                                                                                                                                        | Количество баллов | Оценка/зачет |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------|
| 1.   | 1) понимает основное содержание прочитанного и услышанного материала, почти все детали и смысловые связи между содержательными компонентами и частями текста;<br>2) свободно оперирует программным учебным материалом в незнакомой ситуации по аспектам языка при непосредственном общении;<br>3) содержание высказывания отличается связностью, полнотой, спонтанностью, беглостью, аргументированностью, | 10 баллов         |              |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |  |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--|
|    | <p>выражением собственной точки зрения, привлечением сведений из других учебных курсов;</p> <p>4) речь лексически и грамматически разнообразна, допускаются 1-3 ошибки (единичные ошибки, исправляемые путем самокоррекции, не учитываются).</p>                                                                                                                                                                                                                                                                                                                                              |          |  |
| 2. | <p>1) понимает основное содержание прочитанного и услышанного материала, значительную часть деталей и основные смысловые связи между содержательными компонентами и частями текста;</p> <p>2) свободно оперирует программным учебным материалом в частично измененной ситуации;</p> <p>3) содержание высказывания соответствует ситуации общения, отличается связностью, полнотой, спонтанностью, беглостью, хорошо аргументировано;</p> <p>4) речь лексически и грамматически разнообразна, допускаются 4-5 ошибки (единичные ошибки, исправляемые путем самокоррекции, не учитываются).</p> | 9 баллов |  |
| 3. | <p>1) понимает основное содержание прочитанного и услышанного материала и половину деталей;</p> <p>2) коммуникативная задача решается в пределах знакомой ситуации;</p> <p>3) речь лексически и грамматически разнообразна;</p> <p>4) высказывания логичны, аргументированы и построены на основе известных алгоритмов, допускаются ошибки на изученный программный учебный материал (6-7 ошибок).</p>                                                                                                                                                                                        | 8 баллов |  |
| 4. | <p>1) понимает основное содержание прочитанного и услышанного материала и некоторые детали;</p> <p>2) коммуникативная задача решается в пределах знакомой ситуации;</p> <p>3) речь лексически и грамматически разнообразна;</p> <p>4) высказывания логичны, построены на основе известных алгоритмов, допускаются ошибки на изученный программный учебный материал (8-9 ошибок).</p>                                                                                                                                                                                                          | 7 баллов |  |
| 5. | <p>1) достаточно полно понимает основного содержания прочитанного и услышанного, но без деталей;</p> <p>2) коммуникативная задача решается по образцу в знакомой ситуации;</p> <p>3) речь лексически и грамматически разнообразна;</p>                                                                                                                                                                                                                                                                                                                                                        | 6 баллов |  |

|     |                                                                                                                                                                                                                                                                                                                                        |          |  |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--|
|     | 4) допускаются ошибки языкового характера на изученный программный учебный материал (10-11 ошибок).                                                                                                                                                                                                                                    |          |  |
| 6.  | 1) понимает значительную часть основного содержания прочитанного и услышанного, но без деталей;<br>2) коммуникативная задача решается по образцу в знакомой ситуации;<br>3) осознанно воспроизводит программный учебный материал по образцу;<br>4) допускаются ошибки, не препятствующие пониманию смысла высказывания (до 12 ошибок). | 5 баллов |  |
| 7.  | 1) воспроизводит большую часть общего содержания прочитанного и услышанного материала;<br>2) говорит на уровне механического воспроизведения большей части текста, образца;<br>3) многочисленные фонетические и грамматические ошибки затрудняют понимание смысла высказывания.                                                        | 4 балла  |  |
| 8.  | 1) частично воспроизводит содержание прочитанного и услышанного материала, состоящего из простейших слов и предложений;<br>2) говорит на уровне механического воспроизведения отдельных предложений;<br>3) выполняет простые инструкции;<br>4) многочисленные ошибки затрудняют понимание смысла высказывания.                         | 1 балла  |  |
| 9.  | 1) различает отдельные слова и фразы при чтении и аудировании;<br>2) говорит на уровне отдельных слов и словосочетаний;<br>3) выполняет простейшие инструкции.                                                                                                                                                                         | 2 балла  |  |
| 10. | 1) узнает отдельные слова при чтении, аудировании и говорении с помощью преподавателя.                                                                                                                                                                                                                                                 | 1 балл   |  |

### 2.3. Критерии и шкала оценивания результатов обучения по дисциплине при зачете

| №<br>n/n | Критерии оценивания                                                                                                                                    | Шкала оценок                                          |                                  |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------|
|          |                                                                                                                                                        | Сумма баллов по дисциплине / междисциплинарному курсу | Оценка                           |
| 1.       | Обучающийся глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать | 51 и выше                                             | Зачтено<br>(достаточный уровень) |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |                                                                 |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------|
|    | <p>теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал различной литературы, правильно обосновывает принятое нестандартное решение, владеет разносторонними навыками и приемами выполнения практических задач по формированию компетенций.</p> <p>Обучающийся твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения, а также имеет достаточно полное представление о значимости знаний по дисциплине.</p> <p>Обучающийся имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает сложности при выполнении практических работ и затрудняется связать теорию вопроса с практикой.</p> |          | сформированности компетенции)                                   |
| 2. | Обучающийся не знает значительной части программного материала, неуверенно отвечает, допускает серьезные ошибки, не имеет представлений по методике выполнения практической работы, не может продолжить обучение без дополнительных занятий по данной дисциплине.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | менее 51 | Не зачтено (недостаточный уровень сформированности компетенции) |

### **III. ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ ИЛИ ИНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ**

#### **3.1. Типовые контрольные задания для текущего контроля успеваемости обучающихся**

##### **Задание 1. Перечень вопросов по теме для устного обсуждения:**

1. Can you just introduce yourself to other guests?
2. Are you looking for anything in particular?
3. Is there anyone who can get me a glass of water?
4. Is there anything else I can help you with?
5. Did you attend the seminar?
6. Can you spell words?
7. Can you do something about this?
8. Are you still eating that chocolate?
9. Can you take our orders now?
10. Do you serve meals?
11. Is there anything I can get for you?
12. Did you save the time?
13. Do you stock any fashion magazine?
14. Are you a sober (serious and calm) driver?
15. Can we talk?
16. Did you say anything to my friend?
17. Are you just going to stand there whole day?
18. Do you require a security deposit?
19. Did you see any lion?
20. Is there any restaurant available?

##### **Задание 2. Перечень контрольных вопросов по теме:**

1. Are you paying attentions?
2. Are you lost?
3. Do you have any new idea?
4. Do you have any recommendation?
5. Do you speak French/English?
6. Can you believe your eyes?
7. Did you see the show last night?
8. Are you having dinner with us this evening?
9. Do you have branded goods?
10. Can you forgive me?
11. Do you think he has forgotten?
12. Did you take any picture?
13. Can you describe the person who attacked you?
14. Can I tell my friend about this matter?
15. Do you have any question?
16. Do you have any imported item?
17. Do you have any friend in this area?

##### **Задание 3. Тестовые задания**

###### **Вариант 1.**

1. Which of these is NOT a type of meat processing?
  - a) Cutting
  - b) Packaging
  - c) Farming
2. What is the primary purpose of slaughtering animals for meat?
  - a) For scientific research
  - b) To create clothing
  - c) For human consumption
3. What does "slaughter" mean in the context of meat production?
  - a) To breed animals
  - b) To kill animals for meat
  - c) To cook meat
4. What is the term for the process of removing animal hair or feathers?
  - a) Skinning
  - b) Freezing
  - c) Curing
5. What is the name for the process of cutting meat into smaller pieces?
  - a) Marinating
  - b) Butchering
  - c) Sautéing
6. What is a common way to preserve meat?
  - a) Freezing
  - b) Boiling
  - c) Baking
7. What is the term for the process of storing meat at a low temperature to prevent spoilage?
  - a) Refrigeration
  - b) Drying
  - c) Baking
8. Which type of meat is often processed into bacon?
  - a) Chicken
  - b) Beef
  - c) Pork
9. What is the term for the process of removing bones from meat?
  - a) Deboning
  - b) Marinating
  - c) Curing
10. What is a common type of meat used for hamburgers?
  - a) Chicken
  - b) Lamb
  - c) Beef
11. What is the term for the process of mixing meat with spices and other ingredients?
  - a) Seasoning

- b) Freezing
- c) Curing

12. What is the name for the process of cooking meat over a fire?

- a) Baking
- b) Boiling
- c) Grilling

13. What is the name for the process of cooking meat in a closed oven?

- a) Grilling
- b) Roasting
- c) Boiling

14. What is the term for the process of making meat tender by using a special machine?

- a) Tenderizing
- b) Marinating
- c) Curing

15. What is a common way to preserve meat over long periods of time?

- a) Freezing
- b) Roasting
- c) Boiling

16. What is the term for the process of wrapping meat in paper or plastic?

- a) Packaging
- b) Curing
- c) Freezing

17. What is a common type of meat used for steaks?

- a) Chicken
- b) Pork
- c) Beef

18. What is the term for the process of removing the skin from a chicken?

- a) Skinning
- b) Curing
- c) Marinating

19. What is a common way to cook chicken?

- a) Baking
- b) Boiling
- c) Grilling

20. What is the term for the process of separating meat from bone?

- a) Deboning
- b) Curing
- c) Marinating

21. What is the term for the process of cooking meat quickly over high heat?

- a) Boiling
- b) Roasting
- c) Sautéing

22. What is the term for the process of cooking meat in a pan with a small amount of fat?
- a) Sautéing
  - b) Boiling
  - c) Roasting
23. What is the term for the process of cooking meat by placing it in a sealed container with steam?
- a) Grilling
  - b) Boiling
  - c) Steaming
24. What is the term for the process of cooking meat slowly over low heat?
- a) Braising
  - b) Boiling
  - c) Grilling
25. What is the term for the process of cooking meat in a skillet with fat?
- a) Sautéing
  - b) Boiling
  - c) Grilling
26. What is a common type of meat used for sausage?
- a) Pork
  - b) Chicken
  - c) Beef
27. What is the term for the process of mixing meat with spices and other ingredients?
- a) Curing
  - b) Marinating
  - c) Seasoning
28. What is the term for the process of adding salt to meat?
- a) Salting
  - b) Marinating
  - c) Curing
29. What is the term for the process of removing moisture from meat?
- a) Curing
  - b) Marinating
  - c) Drying
30. What is a common type of meat used for ham?
- a) Pork
  - b) Beef
  - c) Chicken
31. What is the term for the process of adding a marinade to meat?
- a) Curing
  - b) Seasoning
  - c) Marinating

### **Вариант 2.**

1. What is the main purpose of "grading" meat in the meat industry?
- a) To determine the nutritional value

- b) To assign a quality level
- c) To identify the breed of animal

2. What is the name for the process of making meat tender by beating it with a mallet?

- a) Marinating
- b) Tenderizing
- c) Curing

3. What is the term for the process of adding a mixture of spices to meat?

- a) Curing
- b) Marinating
- c) Seasoning

4. Term: Slaughtering

Definition:

- a) The process of separating meat from bone.
- b) The process of killing animals for meat.
- c) The process of aging meat to improve tenderness.

5. Term: Carcass

Definition:

- a) The body of an animal after it has been slaughtered and prepared for processing.
- b) A type of meat processing that involves smoking the meat.
- c) A process used to reduce the amount of bacteria in meat.

6. Term: Grading

Definition:

- a) The process of evaluating the quality of meat.
- b) The process of grinding meat into smaller pieces.
- c) The process of adding flavorings to meat.

7. Term: Curing

Definition:

- a) The process of adding salt, sugar, and other preservatives to meat.
- b) The process of cooking meat at a low temperature for a long period of time.
- c) The process of cutting meat into smaller pieces.

8. Term: Dry aging

Definition:

- a) The process of storing meat in a controlled environment to improve its tenderness and flavor.
- b) The process of using a vacuum seal to store meat.
- c) The process of marinating meat in a flavorful solution.

9. Which animal is often used for meat production in the world?

- a) Chicken
- b) Dog
- c) Elephant

10. What is the difference between "beef" and "veal"?

- a) Beef is from a mature cow, veal is from a young calf
- b) Beef is from a male cow, veal is from a female calf
- c) Beef is from a wild cow, veal is from a domestic cow

11. What is the name for the process of preserving meat by using salt, sugar, and other seasonings?
- a) Freezing
  - b) Grilling
  - c) Curing
12. What type of processing is used to create sausages?
- a) Grilling
  - b) Casing
  - c) Roasting
13. What is the name for the process of sealing meat in airtight packaging to prevent spoilage?
- a) Curing
  - b) Vacuum sealing
  - c) Marinating
14. What is the name for the process of removing fat from meat?
- a) Freezing
  - b) Trimming
  - c) Roasting
15. What is the main purpose of injecting meat with a brine solution?
- a) To remove fat
  - b) To increase moisture and flavor
  - c) To reduce the cooking time
16. What is the name for the process of cooking meat in a liquid, typically water or broth?
- a) Boiling
  - b) Roasting
  - c) Grilling
17. What is the name for the process of cooking meat by placing it on a rack over a source of heat?
- a) Boiling
  - b) Roasting
  - c) Grilling
18. What is the name for the process of heating meat to a high temperature to kill bacteria?
- a) Marinating
  - b) Cooking
  - c) Seasoning
19. What is the name for the process of adding chemicals to meat to prevent spoilage?
- a) Tenderizing
  - b) Preserving
  - c) Marinating
20. What is the name for the process of removing the feathers from a chicken?
- a) Plumping
  - b) Plucking
  - c) Skinning
21. What is the name for the process of adding a flavorful liquid to meat?
- a) Tenderizing

- b) Marinating
  - c) Cooking
22. What is the name for the process of cooking meat in a pot with liquid?
- a) Grilling
  - b) Stewing
  - c) Sautéing
23. What is the name for the process of cooking meat by wrapping it in foil or parchment paper?
- a) Grilling
  - b) Parchment baking
  - c) Boiling
24. What is the name for the process of grinding meat into a paste?
- a) Marinating
  - b) Mincing
  - c) Tenderizing
25. What is the name for the process of smoking meat to preserve and add flavor?
- a) Tenderizing
  - b) Smoking
  - c) Curing
26. What is the name for the process of adding nitrates or nitrites to meat to preserve and add flavor?
- a) Tenderizing
  - b) Curing
  - c) Marinating
27. What is the term for the process of cutting meat into thin slices?
- a) Slicing
  - b) Mincing
  - c) Deboning
28. What is the term for the process of heating meat in a pan with fat?
- a) Frying
  - b) Boiling
  - c) Steaming
29. What is the name for the process of cooking meat by immersing it in hot oil?
- a) Sautéing
  - b) Deep-frying
  - c) Grilling

**Задание 4. Прочитать и перевести текст**

***Read and translate the texts.***

***Choose the correct versions.***

***Restaurants in London***

The British have taken good ideas from all over the world. You can eat Chinese, Indian, Italian and Greek food in any big city. There is a fantastic variety of restaurants.

The restaurants' best customers are business people, who meet in them to talk business in a relaxed atmosphere away from the telephone. They can eat what they like because the company pays the bill.

When a man and woman want to get to know each other better, they often go out to a restaurant together. After all it's easier to talk in a quiet atmosphere with soft music, wine and good food. Most British families only go to restaurants on special occasions, like birthdays or wedding anniversaries.

For visitors to London, eating out can be fun. But if you want that special feeling of London, go to the Ritz in Picadilly for tea any afternoon at about half past four. And you'll see that the prices are very high.

Then you can try England's favourite food-fish and chips. Take it away and eat where you like — in the park, on the bus or while you walk down the street. British restaurants have not always been famous for their good food.

Too often, they offered only fried food and chips with everything. But now healthy food is in fashion.

### *Text 2. Television*

Television, also called TV, is one of our most important means of communication. It brings moving pictures and sounds from around the world into millions of homes. The name "Television" comes from Greek word meaning "far", and a Latin word meaning "to see", so the word "television" means "to see far".

About three-fourths of the 1 500 TV stations in the US are commercial stations. They sell advertising time to pay for their operating costs and to make profit. The rest are public stations, which are nonprofit organizations. Commercial TV stations broadcast mostly entertainment programs because they must attract larger numbers of viewers in order to sell advertising time at high prices. These programs include light dramas called situation comedies; action packed dramas about life of detectives, police officers, lawyers and doctors; shows featuring comedians, dancers and singers; movies; quiz shows; soap operas; cartoons

1. Television, also called TV, is one of our most important means of communication.
  - a. Телевидение — это самое важное средство коммуникации
  - b. Телевидение коротко называют ТВ
  - c. Телевидение является одним из наших самых важных средств коммуникации
2. The name "Television" comes from Greek word
  - a. Название "телевидение" происходит от греческого слова
  - b. Название "телевидение" происходит от латинского слова
  - c. Название "телевидение" происходит от итальянского слова
3. About ...of the 1 500 TV stations in the US are commercial stations.
  - a. three-fourths
  - b. four-fifths
  - c. one-third
4. They sell... time to pay for their operating costs and to make profit.
  - a. advertising
  - b. different goods
  - c. programs
5. Commercial TV stations broadcast mostly... because they must attract larger numbers of viewers in order to sell advertising time at high prices.
  - a. cartoons
  - b. political programs
  - c. entertainment programs

***Choose the correct versions.***

### **The Town of My Dream**

Peking is the capital of the People's Republic of China. It is spreads across a vast area. Part of its border is formed by the Great Wall of China, a huge wall which stretches along the mountains. It is the ancient seat of government and a modern industrial and commercial city. The population of Peking is about 10 million people and is still growing, although it is only the second largest city in China.

In 1421 Peking became the imperial capital of the Ming dynasty (1368—1644) and it was during this time that the spacious walled city was built. Like many ancient Chinese cities, the walls and streets were based on the points of the compass. Peking has remained the capital of China since then. With its modern international airport, it is not surprising that Peking has become a popular tourist destination. Peking's broad, straight streets are crowded with people, bicycles and buses. Very few people own a car.

Industries include textiles, steel and engineering. It is also a city of great cultural importance. There are more than fifty institutes of higher education, including Peking University. It has a famous opera, a ballet and some outstanding museums — The Museum of Chinese History and Gugun Museum. Among the many historical and cultural landmarks in Peking is Square, one of the largest public squares in the world. It is used for political rallies and military parades.

1. Peking is the capital of ...
  - a. the People's Republic of China
  - b. England
  - c. Japan
2. Part of its border is formed by ...
  - a. the government
  - b. people of China
  - c. the Great Wall of China
3. ...Peking became the imperial capital of the Ming dynasty
  - a. In 1421
  - b. In 1420
  - c. In 1398
4. There are more than fifty..., including Peking University.
  - a. institutes of higher education
  - b. colleges
  - c. museums
5. The population of Peking is about ...people and is still growing
  - a. 10 million
  - b. 20 million
  - c. 15 million

**Задание 5. Задания, направленные на развитие лексико-грамматических навыков и навыков письма**

**1. Вставьте артикль, где необходимо.**

A) My ... aunt and my ... uncle are ... doctor. They work at ... hospital. They get up at seven o'clock in ... morning. They go to ... bed at eleven o'clock. 2. I work in ... morning and in ... afternoon. I don't work in ... evening. I sleep at ... night. 3. When do you leave ... home for ... school? – I leave ... home at ... quarter past eight in ... morning. 4. What does your mother do after ... breakfast? – She goes to ... work. 5. Is there ... sofa in your ... living room? — Yes, there is ... cosy little ... sofa in ... living room. — Where is ... sofa? — It is in ... corner of ... room to ... left of ... door. I like to sit on this ... sofa in ... front of ... TV set in ... evening. 6. There is ... nice coffee table near ... window. There are ... newspapers on ... coffee table. 7. There is ... tea in ... cup. 8. When do you watch ... TV? — I watch ... TV in ... evening. We have ... large colour TV set in our ... room. There is ... beautiful vase on ... TV set. There are ... flowers in ... vase. 9. I have ... large writing desk in ... study. There is ... paper on ... writing desk. My ... books and ... exercise books are on ... writing desk, too.

B) My friend's ... flat is very comfortable. There are ... three rooms in ... flat: ... living room, ... study and ... bedroom. ... living room is not very large. ... walls in ... living room are blue. There are ... pictures on ... walls. There is ... table in ... middle of ... room with some chairs around it. To ... left of ... door there is ... sofa. Near ... sofa there are ... two large armchairs. They are very comfortable.

There is ... piano in my friend's living room. ... piano is to ... right of ... door. ... bedroom and ... study are small. ... furniture in ... flat is brown.

C) 1. ... Neva flows into ... Gulf of ... Finland. 2. ... Pacific Ocean is very deep. 3. ... Urals are not very high. 4. ... Elbrus is ... highest peak of ... Caucasus; but it's ... highest mountain in ... Europe too. 5. ... Alps are covered with ... snow. 6. ... Shetland Islands are situated to ... north of ... Great Britain. 7. Is ... Canada ... largest country in ... America? 8. ... Crimea is washed by ... Black Sea. 9. ... Lake Baikal is ... deepest lake in ... world. 10. Is ... Paris ... capital of ... France? 11. Lomonosov was born in ... small village on ... shore of ... White Sea. 12. Gogol was born in ... Ukraine in 1809. 13. ... Caucasus separates ... Black Sea from ... Caspian Sea. 14. ... Europe and ... America are separated by ... Atlantic Ocean. 15. ... Baltic Sea is stormy in winter. 16. There are many small islands in ... Pacific Ocean. 17. ... North Sea separates ... British Isles from ... Europe. 18. ... Balkans are old mountains. 19. ... Nile flows across ... northeastern part of ... Africa to ... Mediterranean Sea. 20. Which are ... highest mountains in ... Russia? 21. When was she in ... USA? 22. When was he in ... Ethiopia?

D) 1. This is ... pen. That is ... pencil. 2. This is ... book. It is my ... book. 3. Is this your ... pencil? – No, it isn't my ... pencil, it is my sister's ... pencil. 4. I have ... sister. My ... sister is ... engineer. My sister's ... husband is ... doctor. They have got two ... children. 5. This is ... girl. This ... girl is their ... daughter. Their daughter's ... name is Vera. 6. That is ... boy. That ... boy is her ... brother. Her brother's ... name is Nick. 7. This is our ... flat. 8. We have got ... car. Our ... car is not very expensive but reliable. 9. I have no ... pet. 10. My granny has got ... headache. She has no ... idea what to do. 11. I have ... friend. His ... name is Mike. My ... friend is very good. 12. It's ... cat. Its ... tail is long and bushy. It's Mike's ... cat.

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

## 2. Вставьте соответствующую форму глагола to be

1. I ... a pupil. 2. My father ... not a teacher, he ... a scientist. 3. ... your aunt a doctor? - Yes, she ... . 4. ... they at home? - - No, they ... not at home, they ... at work. 5. My brother ... a worker. He ... at work. 6. ... you an engineer? - - Yes, I ... 7. ... your sister a *photographer*? No, she ... not a *photographer*, she ... a student. 8. ... your brother at school? - - Yes, he ... . 9. ... your sister at school? - No, she ... not at school. 10. My ... sister ... at home. 11. ... this your watch? • Yes, it ... . 12. She ... an actress. 13. This ... my bag. 14. My uncle ... an office-worker. 15. He ... at work. 16. Helen ... a painter. She has some fine pictures. They ... on the walls. She has much paper. It ... on the shelf. The shelf ... brown. It ... on the wall. Helen has a brother. He ... a student. He has a family. His family ... not in St. Petersburg, it ... in New York.

## 3. Переведите с русского языка на английский

Я студент. Я в институте. Мой брат художник. Он не инженер. Моя сестра на работе. Моя сестра не дома. Мы не на улице. Мы дома. Моя мама не учительница. Она врач.

## 4. Напишите транскрипцию гласных звуков следующих слов:

- a) be, feel, we, me, see, meet, deed, feet, need
- b) it, is, in, ill, sit, fill, live, win, till, mill
- c) bed, pen, ten, tell, set, let, met
- d) tie, lie, my, pie, die, life, time, five, nine, smile
- e) man, bad, hat, lamp, glad, fat, cat, black, sack

**5. Напишите транскрипцию следующих слов, прочтите их вслух и объясните правила чтения:**

mine, type, bid, did, fine, pit, five, vine, me, meet, lend, mete, eve, seem, pep, beef, ebb, see, send, pie, type, tin, fine, pin, lip, pile, line, sit, fit, set, best, sin, fist, miss, pens, less, lends, Bess, seems, size, zest, send, pale, date, ban, tape, fate, mad, say, same, fat, day, Sam, lane, land, tame, leave, bede, beat, deed, lean, mean, seat, nice, line, pin, pine, dene, fine, man, dent, Ann, nice, bet, bed, dine, did, May, fit, style, vet, bay, sat, till, file, ease, pet, tin, veal, slip, she, meek, reel, grim, happy, pony, sack, lad, got, pond, mule, butter, ugly, rudder, sink, mill, fuss, hobby, fly, cube, seep, stove, made, pane, sand, plate, mean, heat, pine, sty, teach, close, clock, shelf, cock, tape, tone, bud, fun, fume, tube, icy, free, peg, gent, peck, skin, single, note, lot, lone, nod, code, cot, tone, cope, dot, sock, hot, pope, doll, hop, bone, lead, steel, meat, bet, lest, tip, tiny, type, mice, cell, cod, spin, cap, can, ice, came, nice, cat, neck, mice, fast, fact, space, peck, pace, kin, keen, pact, face, gate, gem, gas, age, gym, page, egg, gin, game, beg, gag, jam, Jim, Jack, Jane, sky, teem, fee, wee, bee, feel.

**6. Поставьте вопросы к выделенным словам.**

1. *My friend* is a teacher (3). 2. This is *a map* (1). 3. It's *a good map* (1). 4. That's *a bad cap* (2). 5. It's *his cap* (1). 6. The match is *on the table* (1). 7. *Her name* is Mary (2). 8. *Bess* is a good pupil (2).

**7. Вставьте вместо пропусков слова, в соответствии с контекстом**

Everybody knows his own language, but it is useful to know \_\_\_\_\_ languages. Some people learn languages because they need them in their work, others travel \_\_\_\_\_, for the third studying languages is a hobby. People cannot read books in \_\_\_\_\_, know more about different \_\_\_\_\_ and traditions without knowing foreign languages. If a person \_\_\_\_\_ a foreign language well, he'll be able to go to the library and take and read books by English and American writers in the original. Knowledge of foreign languages helps young people of different countries to understand each other, to develop friendship \_\_\_\_\_ them. But we should remember that learning a foreign language \_\_\_\_\_ time and patience. English is one of the world languages. English is \_\_\_\_\_ by more than 350 million people. There's a wide range of materials and tools \_\_\_\_\_ to help you with your language studies, including dictionaries, grammar books, phrasebooks.

**8. Заполните пропуски предлогами, где это необходимо.**

1. "Do you work ... an office?" "No, I work ... a factory." "Do you live far ... the factory?" "Yes, I live a long way ... it." 2. Mary lives near ... a large park. She often takes her son.....a walk ... the park. ... Saturdays her sister Ann usually comes to stay ... Mary ... the week-end. 3. -I usually get ... home ... six ... the evening. 4. This is a letter ... my sister. I'm going to answer ... it now. She's coming ... Moscow. I'm going to meet ... her ... Tues day evening ... seven. 5. Nick works hard ... his English. He does a lot ... exercises ... class and ... home. 6. "What are you going to do ... the week-end?" "We're going ... Klin ... the week-end". 7. Are you going to stay here ... the week-end? 8. Do you often stay ... the office ... work ... your English lessons?

**9. Вставьте *much* или *many*.**

1. I don't eat ... mangoes. 2. He does not eat ... fish. 3. She ate so ... dessert that she is in bed today with a stomachache. 4. That man drank so ... wine, and he smoked so ... cigarettes that he has a terrible headache today. 5. Mary must not eat too ... food because she has a weight problem. 6. My mot he says I eat too ... French fries and drink too ... beer She wants me to be healthy. 7. There is not too .. space in my flat. 8. There are not ... pictures in this room. 9. There are so ... teachers at our school, but not... of them are men. 10. Not... of these books are new. 11. Thanks awfully for the books you sent m yesterday. — Don't mention it, it wasn't ... bother. 12. ... of her advice was not useful at all. 13. He has got so ...pairs of socks. 14. Please don't put ... pep per on the meat. 15. There were too ... plates on the table. 16.1 never eat... bread with soup. 17. Why did you eat so ... ice cream? 18. She wrote us not very ... letters from the country. 19. ... of these student don't like to look up words in the dictionary. 20. E you drink ... coffee? — Yes, a lot. Do you watch TV ...? — No, not... . 21. Not... of the answers were correct. 22. How ... money did you spend last Friday 23. The students enjoyed the concert very... .

**10. Вставьте *little* или *few*.**

1. He has got ... friends. 2. I drink ... coffee. I don't like it. 3. We must hurry. We've got very ... time. 4. This university offers very ... scholar ships. 5. The Smiths have ... money. They aren't rich. 6. The theatre was almost empty. There were very ... people there. 7. There was ... lemonade in the bottle. There were ... peaches in the basket. 8. I have ... time, so I can't go with you. 9. He has ... English books. 10. There is ... juice in my glass. Have you got any juice? 11. There are ... bears in the zoo. 12. Tom Canty was the son of poor parents and had very ... clothes. 13. There is too ... soup in my soup plate. Give me some more, please. 14. The children returned from the wood very sad because they had found very ... mushrooms. 15. There was too ... light in the room, and I could not read. 16. There are very ... people who don't know that the Earth is round. 17. I made very ... progress on this assignment. 18. There is very ... hope of getting financial support for the research project. 19. Fortunately, very ... passengers were injured in a traffic accident.

**11. Вставьте *much*, *many*, *little* или *few*.**

1. Robert wrote so ... letters that he's never going to write a letter again. 2. She ate so ... ice cream that she's going to have a sore throat. 3. His father didn't earn ... money, but he enjoyed his job. He loved teaching English very ... . 4. There are ... cookies in the box. I should have bought them last Monday. 5. Does your sister read ... ? — Yes, she does. And your brother? — Oh, he doesn't. He has so ... books, but he reads very ... . 6. Do you have ... work to do today? — No, not very ... . 7. Walk quicker, please. We have very ... time. 8. I am sorry to say, I have read very ... books by Walter Scott. 9. My brother is a young teacher. Every day he spends too ... time preparing for his lessons. 10. I know very ... about this writer. I is the first book I am reading. 11. The pupils of our class ask so ... questions at the lesson. They want to know everything. 12. You do not make ... mistakes ' your spelling. Do you work hard on it? — Oh, yes, I do I work very ... . 13. He is lazy. He's done very ... today. 14. Very ... people can afford to own a plane. 15. There is ... traffic on the roads this morning. I'm so glad.

**12. Употребите глаголы, данные в скобках, в соответствующем времени, лице и числе.**

1. My sister (to get) up at eight o'clock. 2. She (to be) a school-girl. She (to go) to school in the afternoon. 3. Jane (to be) fond of sports. She (to do) her morning exercises every day. 4. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 5. After breakfast she (to go) to school. 6. It (to take) him two hours to do his homework. 7. She (to speak) French well. 8. My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes. At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his office. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living-room. We (to watch) TV and (to talk).

**13. Выберите нужное слово из данных в скобках.**

1. This film lasts two (o'clock, hours). 2. They sometimes finish work at three (o'clock, hours) on Thursday afternoon. 3. "Where are you (going, walking) to?" "I'm (going, walking) to my office." 4. He likes (going, walking). 5. He (goes, walks) a lot. 6. How often does your son (go, walk) there for the week-end?

This magazine, that sticker, this stamp, that sandwich, this poster, this teacup, this egg, that wall, that picture, this foot, that mountain, this lady, that window, this man, that match, this knife, this book, this family, this pie, that answer, that apartment, that teacher, that comedy.

**14. Поставьте следующие предложения во множественное число.**

1. This is a spider. 2. That is a snail. 3. This is a star. 4. This is a film star. 5. That is a cartoon. 6. This is a boy. 7. This is a baby. 8. That is a plate. 9. That is a flower. 10. That is a bookshelf. 11. Is this a sofa? 12. Is this a bookcase? 13. Is this a man? 14. Is that a ball? 15. Is that a train? 16. Is that a plane? 17. Is the window open? 18. Is the door closed? 19. Is the boy near the window? 20. That is not a king. 21. That is not a queen. 22. That is not a bus. 23. This isn't a mountain. 24. That isn't a goose. 25. This isn't a mouse. 26. It is a sheep. 27. It is a calendar. 28. It is a cat. 29. It is not a girl. 30. It isn't a bag.

31. It isn't a tree. 32. It is not a bad egg. 33. It is a good egg. 34. Is that a flower? 35. Is this a rose? 36. This is a teapot.

**15. Поставьте альтернативные вопросы к следующим предложениям, используя слова, данные в скобках**

1. Fred is a doctor (teacher) 2. Ann is my friend (Kate). 3. They are teachers (students) 4. Those cups are brown (yellow). 5. These pencils are short (long). 6. Vera and Natasha are programmers (teachers). 7. This is a blackboard (spoon). 8. I am an economist (Sasha). 9. They are schoolboys (students). 10. Their rooms are large (small).

**16. Вставьте предлоги *in* или *to***

1. In winter I usually go... bed at ten o'clock because I go... school and have to get up early. But in summer, when I don't go ... school and live ... the country, I like to go ... bed late. 2. Do you like to read ... bed? 3. We did not want to stay ... town on such a hot day, so we went ... the country. 4. It is very late. Go ... bed at once. 5. Where is your little sister? — She is ... bed. Mother always puts her ... bed at eight o'clock. 6. In summer my mother does not go ... work and I don't go ... school. We live ... the country. My father goes ... work every day, so he stays ... town. But sometimes he comes ... the country after work and goes back ... town early in the morning, when I am still ... bed.

**17. Вставьте подходящие по смыслу предлоги вместо пропусков.**

1 There are very many German books ... their library. — В их библиотеке очень много немецких книг. 2 Our friends have seen nobody ... the beach. — Наши друзья никого не видели на пляже. 3 Your son dropped his ball ... the river. — Твой сын уронил в реку свой мяч. 4 There are no tomatoes and no cucumbers ... Jane's plate. — На тарелке Джейн нет помидоров и огурцов. 5 John must put his pens ... his pencil-box. — Джон должен сложить свои ручки в пенал. 6 What did your teacher write ... the blackboard? — Что ваш учитель написал на доске? 7 Our children will see many interesting animals ... the Zoo. — Наши дети увидят в зоопарке много интересных животных. 8 Do you have anything ... your pockets? — У вас есть что-нибудь в карманах? 9 Mary doesn't want to sit ... this chair. — Мэри не хочет сидеть на этом стуле. 10 Our granny is not ... the house. She is ... the garden. — Наша бабушка не в доме. Она в саду. 11 Jane puts newspapers and magazines ... the box. — Джейн кладет газеты и журналы в ящик. 12 My husband likes to sleep ... this sofa. — Мой муж любит спать на этом диване.

**18. Вставьте предлоги *on*, *in* или *into*.**

1. Where is the book? It is ... the table. 2. Where is the tea? It is ... the cup. 3. Put the plates ... the table. 4. Put the book ... the bag. 5. There is a beautiful picture ... the wall. 6. He went ... the room. 7. I like to sit ... the sofa ... my room. 8. Mother is cooking dinner ... the kitchen. 9. She went ... the room and sat down ... the sofa. 10. There are many people ... the park today. 11. There is a girl standing ... the bridge. Why is she crying? She has dropped her doll ... the water. 12. There is no tea ... my cup. 13. Pour some tea ... my cup. 14. Put these flowers ... the window-sill. 15. I saw many people ... the platform waiting for the train. 16. We went ... the garden and sat down ... a bench. 17. The teacher hung a picture ... the blackboard. 18. I opened the door and went ... the classroom. The teacher was writing some words ... the blackboard. The pupils were writing these words ... their exercise-books. There were some books and pens ... the teacher's table. There were two maps ... the wall and some flowers ... the window-sills. I saw a pen ... the floor. I picked it up and put it ... the table.

**19. Переведите на английский язык, употребляя глагол *to be* в *Present Simple*.**

1. Я ученик. Я в школе. 2. Мой брат художник. Он не инженер. 3. Моя сестра на работе. Она врач. 4. Он студент. 5. Вы студент? — Нет, я врач. 6. Моя сестра дома. 7. Мы не в школе. Мы дома. 8. Мой брат ученик. Он в школе. 9. Ваша мама дома? - Нет, она на работе. 10. Ваш двоюродный брат дома? - Нет, он в школе. Он ученик. 12. Ваша сестра учительница? - Нет, она студентка. 12. Твой папа на работе? — Нет, он дома,

13. Твоя сестра машинистка? — Да, — Она дома? - Нет, она на работе. 14. Мой дедушка ученый, 15. Моя мама не учительница. Она врач.

**20. Переведите на английский язык, употребляя глагол *to be* в *Present Simple*.**

1. Чья это ручка? — Это моя ручка. 2. Чья это книга? — Это ваша книга. 3. Чей это стол? - Это стол моего брата. 4. Чья это сумка? - - Это сумка моей мамы. 5. Чей это карандаш? - - Это карандаш моей сестры. 6. Это твоя тетрадь? -Да. 7. Это тетрадь твоего брата? - - Нет, это моя тетрадь. 8. Где ваш стол? -- Он посередине комнаты. 9. Где твоя ручка? — Она в моем кармане. 10. Где твоя тетрадь? - - Она на столе. 11. Где твоя мама? -- Она на работе. 12. Где твой брат? - Он в школе. 13. Где твоя сестра? -- Она дома. 14. Чей это карандаш? - - Это мой карандаш. -А где мой карандаш? — Он на столе. 15. Чьи это часы? - - Это мои часы. - - А где мои часы? -Они на столе.

**21. Переведите на английский язык, употребляя глагол *to be* в *Present* или *Past Simple*,**

1. Я ученик. 2. Он летчик. 3. Она доктор. 4. Мы школьники. 5. Вы рабочие. 6. Ты рабочий. 7. Они ученики. 8. Я дома. 9. Он в школе. 10. Она в кино? 11. Мы в парке. 12. Они в театре? 13. Она молодая? 14. Он старый. 15. Она не старая. 16. Они сильные. 17. Она больна. 18. Вы больны? 19. Он болен? 20. Я не болен. 21. Я был болен вчера. 22. Она не была больна. 23. Мы были в кино. 24. Они не были в кино. 25. Они не в школе. 26. Они дома. 27. Вы были в парке вчера? 28. Он был в школе вчера? 29. Он был рабочим. 30. Она была учительницей.

**22. Вставьте глагол *to be* в *Present*, *Past* или *Future Simple*.**

1, My father ... a teacher. 2. He ... a pupil twenty years ago. 3. I ... a doctor when I grow up. 4. My sister ... not ... at home tomorrow. 5. She ... at school tomorrow. 6. ... you ... at home tomorrow? 7, ... your father at work yesterday? 8. My sister ... ill last week. 9. She ... not ill now. 10. Yesterday we... at the theatre. 11. Where ... your mother now? — She ... in the kitchen. 12. Where ... you yesterday? — I ... at the cinema. 13. When I come home tomorrow, all my family ... at home. 14. ... your little sister in bed now? — Yes, she ... 15. ... you... at school tomorrow? — Yes I ... . 16. When my granny... young, she ... an actress. 17. My friend K.,, in Moscow now. 18. He ... in St. Petersburg tomorrow. 19. Where ... your books now? -- They ... in my bag.

**23. Переведите на английский язык, употребляя глагол *to be* в *Present*, *Past* или *Future Simple***

1. Мой брат сейчас в школе. 2. Мой брат был вчера в кино. 3. Мой брат будет завтра дома. [ 4. Ты будешь дома завтра? 5. Она была вчера в парке? 6 Он сейчас во дворе? 7. Где папа? 8. Где вы были вчера? 9. Где он будет завтра? 10. Мои книги были на столе. Где они сейчас? 11. Моя мама вчера не была на работе. Она была дома. 12, Мой друг не в парке. Он в школе. 13. Завтра в три часа Коля и Миша будут во дворе. 14. Мы не были на юге прошлым летом. Мы были в Москве. 15. Завтра мой дедушка будет в деревне. 16. Когда твоя сестра будет дома? 17. Ты будешь летчиком? — Нет, я буду моряком. 18. Моя сестра была студенткой в прошлом году, а сейчас она врач. — Ты тоже будешь врачом? — Нет, я не буду врачом. Я буду инженером.

**24. Вставьте *as ... as* или *so ... as*.**

1. Mike is ... tall ... Pete. 2. Kate is not ... nice ... Ann. 3. My room is ... light ... this one. 4. This book is not ... thin ... that one. 5. Sergei is... old ... Michael. 6. She is ... young ... Tom's brother. 7. This woman is ... good ... that one. 8. Nick's English is not ... good ... his friend's. 9. I am not ... tall ... Pete. 10. This woman is ... young ... that one. 12. I am ... thin ... you. 13. Kate is ... lazy ... her brother. 14. This child is not ... small ... that one.

**25. Переведите следующие предложения на английский язык.**

1. Этот дом такой же высокий, как тот. 2. Сегодня вода в реке не такая теплая, как вчера. 3. Ты не такой умный, как папа. 4. Индия не такая большая, как Китай. 5. Темза такая же красивая, как Нева. 6. Его бабушка не такая старая, как дедушка. 7 Яблоки такие же вкусные, как сливы, но не такие вкусные, как груши. 8. Русский музей такой же богатый, как Эрмитаж? 9. Державин

не такой знаменитый, как Пушкин. 10. Днепр не такой длинный, как Волга. 11. В прошлом году август был такой же жаркий, как июль.

*Не забывайте употреблять союз than при сравнительной степени прилагательного Tom is taller than Kate.*

*Том выше Кэти.*

**26. Переведите следующие предложения на английский язык.**

1. Этот дом выше того. 2. Сегодня вода в реке холоднее, чем вчера. 3. Папа умнее тебя. 4. Китай больше Индии. 5. Его бабушка моложе дедушки. 6. Груши вкуснее яблок. 7. Наша кошка меньше нашей собаки. 8. Мой брат моложе меня. 9. В прошлом году февраль был холоднее января, 10. Днепр короче Волги. 11. Эрмитаж богаче Русского музея.

**27. Переведите следующие предложения на русский язык.**

1. What is your height? You are taller than me. 2. She felt as strong as her brother. 3. We started earlier than you. 4. He was more careful than I. 5. This student is the most attentive in our group. 6. I need a warmer coat. 7. He is as tired as you. 8. He was one of the most experienced workers at the factory. 9. Better late than never. 10. She was not so attractive as her mother. 11. His work is not so difficult as mine. 12. He was the eldest in the family. 13. It is easier to swim in the sea than in the river. 14. This is the smallest room in our flat.

**28. Вставьте as ... as, so ... as или than.**

1. Our house is not ... big ... yours. 2. The new cinema in our district is much bigger ... the old one. 3. We are ... proud of our district ... you are of yours. 4. The house I live in is ... old ... the one my sister lives in. 5. Exercise No.2 is easier ... Exercise No.3. 6. Nevsky Prospect is more beautiful ... our street. 7. My composition is not ... long ... yours.

**29. Раскройте скобки, употребляя требующуюся форму прилагательного.**

1. This man is (tall) than that one. 2. Asia is (large) than Australia. 3. The Volga is (short) than the Mississippi. 4. Which building is the (high) in Moscow? 5. Mary is a (good) student than Lucy. 6. The Alps are (high) than the Urals. 7. This garden is the (beautiful) in our town. 8. She speaks Italian (good) than English. 9. Is the word "newspaper" (long) than the word "book"? 10. The Thames is (short) than the Volga. 11. The Arctic Ocean is (cold) than the Indian Ocean. 12. Chinese is (difficult) than English. 13. Spanish is (easy) than German. 14. She is not so (busy) as I am. 15. It is as (cold) today as it was yesterday. 16. She is not so (fond) of sports as my brother is. 17. Today the weather is (cold) than it was yesterday. 18. This book is (interesting) of all I have read this year. 19. January is the (cold) month of the year. 20. My sister speaks English (bad) than I do. 21. Which is the (hot) month of the year? 22. Which is the (beautiful) place in this part of the country? 23. This nice-looking girl is the (good) student in our group.

**30. Раскройте скобки, употребляя требующуюся форму прилагательного.**

1. Oil is (light) than water. 2. We shall wait for a (dry) day to go on the excursion. 3. A bus is (fast) than a tram. 4. Take some of these sweets: they are very (nice). They are (nice) than the sweets in that box. 5. He clearly did not like the explanation, and as he listened to it, he became (angry) and (angry). 6. He worked (hard) and (hard) as the end of the term came nearer. 7. The (tall) trees in the world grow in California. 8. Please be (careful) next time and don't spill the milk again. 9. Bobby was a (quiet) child. He was (quiet) than his sister. 10. Her eyes are (grey) than mine. 11. He was the (fat) man in the village. 12. As he went on, the box became (heavy) and (heavy). 13. My sister is the (tall) girl in her class. 14. Who is the (attentive) student in your group? 15. It is autumn. Every day the air becomes (cold), the leaves (yellow). 16. This is the (beautiful) view I have ever seen in my life. 17. Your handwriting is now (good) than it was last year; but still it is not so (good) as Nick's handwriting. Nick has a (good) handwriting than you. And of course Nellie has the (good) handwriting of all.

**31. Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Continuous, Present Simple, Past Simple* или *Future Simple*.**

1. Various kinds of sports (to be) popular in Russia. 2. Both children and grown-ups (to be) fond of sports. 3. What (to be) the matter with her? She (to be) so excited. -- I (not to know). 4. Where you (to go)? -- I (to go) to the Dynamo stadium to see the match which (to take) place there today. 5. You (to know) that very interesting match (to take) place last Sunday? 6. He (to go) to the south a week ago, 7. When I (to be) about fifteen years old, I (to enjoy) playing football. 8. Our football team (to win) many games last year. 9. Where (to be) Boris? - He (to play) chess with his friend. 10. I (to be) sorry I (to miss) the match yesterday. But I (to know) the score. It (to be) 4 to 2 in favour of the Spartak team. 11. Nellie (to leave) for Moscow tomorrow, 12. I (to be) in a hurry. My friends (to wait) for me. 13. You (to be) at the theatre yesterday. You (to like) the opera? — Oh yes, I (to enjoy) it greatly. 14. You (to go) to London next summer?

***Past Continuous Tense (Past Progressive Tense)***

**32. Раскройте скобки, употребляя глаголы в *Present Continuous* или *Past Continuous***

1. I (to write) an English exercise now. 2. I (to write) an English exercise at this time yesterday, 3. My little sister (to sleep) now. 4. My little sister (to sleep) at this time yesterday. 5. My friends (not to do) their homework now. They (to play) volley-ball. 6. My friends (not to do) their homework at seven o'clock yesterday. They (to play) volley-ball. 7. You (to eat) ice-cream now? 8. You (to eat) ice-cream when I rang you up yesterday? 9. What your father (to do) now? 10. What your father (to do) from eight till nine yesterday? 11. Why she (to cry) now? 12. Why she (to cry) when I saw her yesterday? 13. She (to read) the whole evening yesterday. 14. She (not to read) now, 15. Now she (to go) to school. 16. What you (to do) now? — I (to drink) tea. 17. You (to drink) tea at this time yesterday? — No, I (not to drink) tea at this time yesterday, I (to eat) a banana. 18. My sister is fond of reading. She (to read) the whole evening yesterday, and now she (to read) again, 19. Look! My cat (to play) with a ball. 20. When I went out into the garden, the sun (to shine) and birds (to sing) in the trees.

**33. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.**

1. I (to play) computer games yesterday. 2. I (to play) computer games at five o'clock yesterday. 3. He (to play) computer games from two till three yesterday. 4. We (to play) computer games the whole evening yesterday. 5. What Nick (to do) when I came to his place? 6. What you (to do) when I rang you up? 7. I (not to sleep) at nine o'clock yesterday. 8. What he (to do) yesterday? -- He (to read) a book. 9. What he (to do) the whole evening yesterday? -- He (to read) a book. 10. She (to sleep) when you came home? 11. My brother (not to play) tennis yesterday. He (to play) tennis the day before yesterday. 12. My sister (not to play) the piano at four o'clock yesterday. She (to play) the piano the whole evening. 13. When I came into the kitchen, mother (to cook). 14. She (to cook) the whole day yesterday. 15. We (to wash) the floor in our flat yesterday. 16. We (to wash) the floor in our flat from three till four yesterday. 17. You (to do) your homework yesterday? 18. You (to do) your homework from eight till ten yesterday? 19. Why she (to sleep) at seven o'clock yesterday? 20. He (to sit) at the table the whole evening yesterday.

**34. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.**

1. I (to go) to the cinema yesterday. 2. I (to go) to the cinema at four o'clock yesterday. 3. I (to go) to the cinema when you met me. 4. I (to do) my homework the whole evening yesterday. 5. I (to do) my homework when mother came home. 6. I (to do) my homework yesterday. 7. I (to do) my homework from five till eight yesterday. 8. I (to do) my homework at six o'clock yesterday. 9. I (not to play) the piano yesterday. I (to write) a letter to my friend. 10. I (not to play) the piano at four o'clock yesterday. I (to read) a book. 11. He (not to sleep) when father came home. He (to do) his homework. 12. When we were in the country last summer, I (to go) to the wood one day. In the wood I (to find) a little fox cub. I (to bring) it home. I (to decide) to tame the cub. Every day I (to feed) it and (to take) care of it. I (to tame) it the whole summer. Now the fox cub is quite tame. It lives in my house. 13. When I (to go) to school the day before yesterday, I met Mike and Pete. They (to talk) and (to laugh). They told me a funny story.

Soon I (to laugh), too. I still (to laugh) when we came to school. After school I (to tell) this story at home. My father and mother (to like) it very much.

**35. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.**

1. When I (to come) home, my little sister (to sleep). 2. When Nick (to come) home, his brother (to play) with his toys. 3. When mother (to come) home, I (to do) my homework. 4. When father (to come) home, Pete (to sleep). 5. When mother (to come) home, the children (to play) on the carpet. 6. When I (to get) up, my mother and father (to drink) tea. 7. When I (to come) to my friend's place, he (to watch) TV. 8. When I (to see) my friends, they (to play) football. 9. When I (to open) the door, the cat (to sit) on the table. 10. When Kate (to open) the door, the children (to dance) round the fir-tree. 11. When Tom (to cross) the street, he (to fall). 12. When I (to go) to school, I (to meet) my friend. 13. When we (to go) to the cinema, we (to meet) grandmother. 14. When grandmother (to go) home, she (to see) many children in the yard. 15. When Henry (to walk) about in the forest, he (to find) a bear cub. 16. When we (to walk) about in the forest, we (to see) a hare. 17. When I (to wash) the floor, I (to find) my old toy under the sofa. 18. When granny (to read) a book on the sofa, she (to fall) asleep. 19. When I (to play) in the yard, I suddenly (to see) my old friend. 20. When Nick (to run) about in the yard, he (to fall).

**36. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.**

1. They (to drink) tea when I (to come) home. 2. He (to walk) along the river when a boat (to pass). 3. The old man (to think) about his plan when he (to fall) asleep. 4. We (to listen) to an interesting lecture yesterday. 5. When I (to enter) the classroom, the teacher (to write) words on the blackboard and the pupils (to copy) them into their exercise-books. 6. They (to get) ready to go out when it (to begin) raining. 7. Yesterday at one o'clock I (to have) lunch at the canteen. 8. When he (to come) in, I (to do) my exercises. 9. What you (to do) at eight o'clock yesterday? 10. At this time yesterday I (to go) home. 11. You (to sleep) when I (to go) out. 12. He (to read) on the sofa when I (to come) in and (to sit) down beside him. 13. I (to walk) along the street with my friend when a tram (to pass). 14. She (to look) out of the window when I (to see) her. 15. We (to answer) the teacher's questions when the headmistress (to enter) the classroom.

**37. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.**

1. When I (to ring) up my friend, he (to sleep). 2. When grandfather (to watch) TV, he (to fall) asleep. 3. When my friend (to come) to see me, I (to do) my homework. 4. When I (to go) to the stadium, I (to meet) Kate and Ann. 5. When Nick (to ring<sup>1</sup>) me up yesterday, I (to help) mother. 6. When the children (to walk) through the wood, they (to see) a fox. 7. When I (to come) home, my sister (to wash) the floor. 8. When Mike (to play) in the yard, he (to find) a ball. 9. When I (to draw) yesterday, I (to break) two pencils. 10. When I (to meet) Tom, he (to go) to the shop. 11. When I (to look) out of the window, the children (to play) hide-and-seek. 12. I (to go) to the theatre yesterday. 13. At seven o'clock yesterday I (to go) to the theatre. 14. What you (to do) at 5 o'clock yesterday? - I (to play) the piano. 15. When I (to come) to school, the children (to stand) near the classroom. 16. We (to play) in the yard the whole evening yesterday. 17. When I (to prepare) breakfast in the morning, I (to cut) my finger. 18. Last year I (to go) to the United States. 19. You (to go) to Great Britain last year? -- No, I (to go) to France. 20. What you (to do) yesterday? — I (to translate) a very long article.

**38. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.**

1. He (to get) up at seven o'clock yesterday. 2. Father (to come) home at six o'clock yesterday. 3. I (to read) a book at six o'clock yesterday. 4. She (to fall) asleep at eleven o'clock yesterday. 5. Mother (to drink) tea at eleven o'clock yesterday. 6. Father (to watch) TV at ten o'clock yesterday. 7. I (to go) to bed at nine o'clock yesterday. 8. I (to finish) my homework at nine o'clock yesterday. 9. I (to play) the piano at five o'clock yesterday. 10. He (to begin) to do his homework at four o'clock yesterday. 11. She (to wash) the floor at four o'clock yesterday. 12. I (to meet) Nick at three o'clock yesterday. 13. When I (to come) home, Kate (to play) the piano. 14. When I (to meet) John, he (to go) to the railway station. 15. When I (to go) to the museum, I (to see) a big crowd of people in the street. 16. They (to play) in the yard in the evening yesterday. 17. They (to play) in the yard the whole evening yesterday. 18. I (to clean) my teeth at

eight o'clock in the morning yesterday. 19. We (to go) to the wood in summer. 20. When the teacher (to open) the door of the classroom, the pupils (to sit) at their desks.

**39. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.**

1. At this time yesterday I (to sit) at the theatre. 2. He (to come) back to St. Petersburg on the 15th of January. 3. I (to go) to the institute when I (to see) him. 4. At this time yesterday we (to have) dinner. 5. He (to write) a letter when I (to come) in. 6. He (to make) a report when I (to leave) the meeting. 7. Yesterday he (to write) a letter to his friend. 8. When I (to look) at them, they (to smile) at me. 9. What you (to do) at six o'clock yesterday? 10. I (to go) to bed at half past eleven. 11. Yesterday the lesson (to begin) at nine o'clock. 12. The cat (to take) a piece of fish 'and then (to run) away. 13. He (to read) a newspaper when I (to come) in. 14. Yesterday I (to get) up at seven o'clock. 15. The train (to start) at fifteen minutes to ten. 16. He (to put) on his coat and cap, (to open) the door and (to go) out.

**40. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.**

1. I (to feed) my cat with fish yesterday. 2. What you (to do) at four o'clock yesterday? — I (to feed) my cat. 3. What your brother (to do) yesterday? -He (to play) computer games. 4. I (to begin) repairing my camera at six o'clock yesterday. 5. At five o'clock yesterday Helen (to cook) soup. 6. We (to play) badminton from nine till eleven yesterday. 7. Kate (not to go) for a walk yesterday. She (to write) a composition the whole day yesterday. 8. When your father (to come) home yesterday? He (to come) home at seven o'clock. 9. When my father (to come) home yesterday, my mother (to make) supper. 10. We (not to go) on a tramp last summer. 11. What you (to do) when your sister (to come) home yesterday? 12. You (to have) supper at nine o'clock yesterday? 13. He (not to go) to the shop yesterday. 14. Nick (to go) to bed at ten o'clock yesterday. 15. Rick (to sleep) at eleven o'clock yesterday. 16. When we (to play) in the yard yesterday, it suddenly (to start) raining heavily. 17. I (to see) Mike when he (to cross) the street. 18. He (to begin) repairing his bicycle in the morning yesterday. 19. He (to repair) his bicycle the whole day yesterday. 20. He (to finish) repairing<sup>1</sup> his bicycle in the evening yesterday,

**41. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.**

1. They (to meet) at the station two hours ago, 2. Where you (to spend) last Sunday? 3. We (to be) in a hurry because only twenty minutes (to be) left before the beginning of the performance. 4. I (to play) the violin when my friend (to come) in. He (to invite) me to the theatre and I (to accept) the invitation with pleasure. 5. He (to ring) up his friend and (to ask) him about the homework, 6. When I (to come) to the theatre, my friend already (to wait) for me. 7. Last Sunday we (to go) skiing in the country. There (to be) already a lot of snow in the fields and we (to enjoy) ourselves. We (to ski) for two hours and a half.

**22. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.**

1. They (to translate) a difficult text yesterday, 2. I (to open) the window at six o'clock yesterday, 3. You (to go) to the cinema yesterday? 4. I (not to see) Mike last week. 5. When I (to open) the door, my friends (to sit) around the table. 6. When you (to begin) doing your homework yesterday? 7. We (to discuss) the latest news from three till four yesterday. 8. When I (to read) the newspaper yesterday, I (to find) an interesting article on UFOs, 9. Lena (to sweep) the floor on Sunday. 10. Lena (to sweep) the floor from eleven till twelve on Sunday. 11. They (to go) to the wood last Sunday? 12. When they (to sail) down the river they (to sail) a little island. 13. We (to work) the whole morning yesterday, 14. Mother (to cook) dinner at three o'clock yesterday. 15. She (to finish) cooking at four o'clock yesterday. 16. At half past four yesterday we (to have) dinner. 17. You (to watch) TV yesterday? - Yes, we (to watch) TV the whole evening yesterday. 18. When you (to go) to bed yesterday? 19. I (to go) to bed at ten o'clock yesterday. 20. At half past ten yesterday I (to sleep). 21. When I (to come) home from school yesterday, my little brother (to sit) on the floor with all his toys around him. He (to play) with them. I (to tell) him to put his toys into the box as he (to make) too much noise.

**Задание 6. Перечень вопросов для устного обсуждения:**

**Answer the questions to practice talking about yourself, your family, your daily routine, household chores and the life of your dream**

2. What can you tell a stranger about yourself?
3. What are three things that you enjoy doing most of all and the three things that you hate doing?
4. How big is your family?
5. What is better: to have a small family or a big family with a lot of children and other relations? Why?
6. What is your family like? Have you got any brothers and sisters? Are you good friends with them?
7. Have you got baby brothers and sisters? Do you help your mother to take care of them? What do you do?
8. What are your family's favourite pastimes? What do you like doing together?
9. What are the things you like doing together? Have you got any family traditions? What are they?
10. In what way is your family important for you?
11. What are your parents?
12. What is the life of your dream?
13. Can you realize your dreams in future?
14. What are negative aspects of living in the city?
15. What are positive aspects of living in the city?
16. What is the house of your dream?
17. Where did you go to kindergarten?
18. Where did you go to elementary school?
19. Where did you go to junior high school?
20. Where did you go to high school?
21. Did you go to college or university?
22. Where did you go?
23. What did you study?
24. How many years did you go?
25. Did you work while you went there?
26. Did you enjoy going to elementary school?
27. Does your country have middle schools?
28. What is the age that children begin school?
29. How old are students they when they graduate?
30. Did you go to a good high school?
31. What do you remember about your teachers?
32. Who was your favorite teacher?
33. What teacher impressed you the most?
34. Do you still stay in touch with your teachers?
35. Did you have any teachers you didn't like?
36. How many students were in your high school?
37. Describe the students who attended your high school.
38. Did they have a good influence on you?
39. Did they make your childhood and teenage years harder or easier?
40. Were there cliques in your high school? Were there gangs?
41. Did you make friends in high school that you still keep in touch with?
42. What subjects were you good at?
43. What subjects were you bad at?
44. Did you study a foreign language in school? Was it taught well?
45. Do you know anyone who attended a private school? Do private schools offer higher quality education or are they just prestigious?
46. Did you attend college?
47. If you did, what made you decide to go to the college you did?

48. Was it a good school?
49. How many students attended it?
50. How many students were in your biggest class? How many in your smallest class? Did you prefer small classes or big classes?
51. Was it harder to study in college than in high school? How does college compare to high school? What advice would you give a high school student who is about to go to college?
52. What did you major in? Why did you choose the major you did?
53. Did you live in a dormitory while you went to college? Who were your roommates?
54. Does your country provide a good public school system?
55. Does your country have good public universities? If not, why do you think there is a lack of funding for education in your country?
56. What realistic changes would you make to your country's attitude toward education?
57. What role do you think human capital plays in the development of countries?
58. How many years did you attend college?
59. Did you study abroad?
60. Do the elite in your country attend one or two universities?
61. Do elite universities help or harm your country?
62. Where do we learn the skills necessary to become a good student - in elementary, middle or high school?
63. What are the skills that separate good students from bad students?
64. Were good grades important to you?
65. Did teachers grade students fairly? Did you ever feel like you should have gotten a better grade than you did in a class?
66. Did you procrastinate studying? Did you ever pull an all nighter?
67. Did you study with other students?
68. Did classmates talk to each other much before or after class?
69. Did you skip class very often?
70. Do college professors give students syllabuses at the beginning of term? Were you clear on what professors expected of you?
71. Are college tuitions reasonable in your country? Is it easy to get scholarships or government grants?
72. Are there good colleges in your country?
73. Do many people in your country study abroad?
74. Are there any subjects you wanted to study but they weren't available at your school?
75. Are women encouraged to pursue education?
76. Are straight-A students smarter than others or just better at memorizing things? Did you really learn in school or did you just memorize information and pass tests?
77. Do you know anyone who does not know how to read or write?
78. Do you think teachers are paid enough? Do you think teachers are well educated?
79. What is the best way to teach vocabulary at the upper intermediate level EFL?
80. What do you think you will be able to do in English
81. What is your favorite way to practice your English?
82. How much time do you spend looking out of the window during class?
83. What is your favorite way to practice your English? (UK spelling = favorite)
84. Do you think English is a difficult language to
85. Do you think English is a difficult language to learn?
86. How do you use the Internet to learn English?
87. What kind of dormitory room would you like to stay in?
88. What search engine do you use most often when you study? Why?
89. How often do you practice your English?
90. What do you think you will be able to do in English in the future?
91. If you are really absorbed in lessons, do the classroom arrangement matter?

92. Do you think that English will completely dominate all the other languages in the future? If yes, how will it affect the world?
93. Which country is the best place to study English?
94. In your own teaching environment what forms of pronunciation of English are learners likely to encounter?
95. Are you willing to get a tutor just to further learn English?
96. Have you ever spoken English on the phone?
97. How can English language help you advance in your career?
98. Who cooks Thanksgiving dinner in your home?
99. What do you like about your classroom?
100. Why are you learning English?
101. How can I listen to conversations and improve my pronunciation?

#### **Задание 7. Перечень контрольных вопросов по теме:**

1. What are your favourite pastimes and hobbies?
2. What is an ideal family as you see it?
3. What can you tell us about your nearest and dearest?
4. Where do you prefer to live: in the country or in the city?

#### **Задание 8. Составьте небольшие рассказы на темы.**

1. My Life.
2. My Parents.
3. My Sister's Family.

(Рекомендуемый объем – 10-15 предложений)

#### **Задание 9. Перечень контрольных вопросов по теме:**

1. Do you think your teachers gave too much homework? How much homework should teachers assign students?
2. Did you ride a bus or walk to school?
3. Was school ever canceled for a day when you were a child?
4. Do you think it is easier to learn as a child or as an adult?
5. Is it difficult for people without a college education to get good jobs where you live?
6. Does education guarantee a good job?
7. What are the qualities of a good student?
8. What are the qualities of a good teacher?
9. Why do you think people become teachers?
10. How much free time does a high school student in your country have?
11. Do parents home-school their children in your country?
12. What do you think of home schooling?
13. Do you know anyone who was home schooled?
14. Do you wish you had been home schooled?
15. Are teachers the only ones qualified to teach children? What makes someone qualified to teach children?
16. Can parents influence their children's schools? What can a parent do if he or she disapproves of a teacher's decision?
17. Do children have a right to an education? Should education be free?
18. Does your country provide a good public school system?
19. What improvements does the school system need?
20. Do you think your country should spend more money on schools?
21. If a school gets more money, will the quality of education always improve?
22. What would happen if public schools were abolished? Could children still get an education?

23. Once you graduate from a university should you stop learning?
24. What are some ways a person can continue to learn?
25. Are college graduates smarter than people who did not go to college?
26. Would you ever vote for a politician who did not attend college?
27. Do the elite in your country attend only one or two universities? Do elite universities help or harm your country?
28. What realistic changes would you make to your country's attitude toward education?
29. Why do students cheat during tests and exams? How do they cheat?
30. What is your attitude towards cheating? How should parents react? How should teachers react?
31. Where do we learn the skills necessary to become a good student - in elementary, middle or high school?
32. Should people go straight from school to a university, or do something different?
33. What is a "genius"?
34. Do teachers sometimes teach things that are not important?
35. Are there things your school does not teach that you think it should?
36. Are school uniforms good to have? Why or why not?
37. Would you ever want to learn a third language?
38. How important is curiosity in a student?
39. Can you teach someone who has no desire to learn?
40. What do you think about a gap year, is this something you would consider?
41. Should people go straight from school to University, or do something different?
42. Do you think it is necessary that there are windows in the classroom to provide for a proper learning atmosphere?
43. What do you wish your teachers understood about you?
44. Do you think a person can become a genius, or are they just born that way?
45. What do you consider to be a "smart" or "slow" person?
46. Are things your school teaches that you think are not important?
47. Are school uniforms good to have? Why/why not?
48. Do prefer school uniforms or casuals better?
49. Would you ever want to learn a third language? [To be "trilingual"]
50. What do you consider "hardworking" or "lazy"?
51. What is the role of schools in society?
52. Do you enjoy going to school? If so, why if not why?
53. What does your education mean to you?
54. What do you think the advantages and disadvantages of state and private schools are?
55. What would you do if you saw someone with a gun at school?
56. Are college tuitions reasonable?
57. Are foreign languages part of the curriculum? If so, which languages?
58. Are most schools coeducational in your country?
59. Are there any subjects/classes you wanted to study but they weren't available at your school/college?
60. Do you have difficulty with school work?
61. Do you think teachers are paid enough?
62. Do you think your school is a good one? Why/why not?
63. Do you think your teachers give too much homework?
64. Do you think public speaking can improve your english?
65. How can we improve our classroom?
66. Why English is hard to learn at university level?
67. How do you travel to school?
68. How long must you go to college to get a degree?
69. How much is too much homework? How should the homework load be managed?
70. If you have not attended college, do you plan on doing so?

71. What are some good ways to learn English?
72. What are some important factors in determining which college to attend?
73. What classes would you take?
74. What do you study? What's your major?
75. What is the average age of a high school graduate?
76. What is your favorite class?
77. What was (or is) your favorite subject? Why do you like it?
78. Who selects the college you will attend -- you or your parents?
79. Why are you studying a foreign language?
80. Why is it helpful to learn a Second language ?
81. Why is it sometimes very difficult to speak another language?
82. Would you consider studying abroad?
83. Do parents home-school their children in your country?
84. What do you think of home-schooling?
85. Do you know anyone who was home-schooled?
86. Do you think that most parents influence what university their child will attend?
87. Once you graduate from a university should you stop learning?
88. What are some ways a person can continue to learn?
89. Which is more important, the essential skills in life you've learned to develop on your own or the artificial structure in college about the "real" life?
90. Which high schools and colleges are the best in your country?
91. Which high schools and colleges are not so good in your country?
92. We should not just prepare for life, but live it. Do you agree?
93. What kind of world do you think this would be if people never went to school?
94. Should education be free?
95. Do the elite in your country attend only one or two universities?
96. Do your children attend US schools? If so, how do their schools differ from those your children attended back home?
97. Does your country have good public universities? If not, why do you think there is a lack of funding for education in your country?
98. Why do students cheat during tests and exams?
99. How do they cheat?
100. What is your attitude towards cheating?
101. What are the dangers of cheating?
102. How should parents react?
103. How should teachers react?
104. What is the role of school and decision makers?
105. What skills separate good students from bad students?
106. Should people go straight from school to university, or do something different?
107. Do you think a person can become a genius, or are they just born that way?
108. Are things that your school teaches you that you think are not important?
109. Do prefer school uniforms or casuals clothes better?
110. Have teaching methods for language learning changed over the last 50 years?
111. How did your best language teacher help you?
112. Do you need to write in a foreign language?
113. To speak a language well, why is it important to have an understanding of idioms?
114. Some people say "I'm no good at learning languages".
115. What is value of learning languages?
116. As a beginner, what are the first things that you need to be able to say?
117. Can a good teacher influence how well you enjoy learning a language?
118. Would you like to be a translator? Why? / Why not?
119. Is the classroom the best place to learn?
120. How did you learn your second language?

121. Why do some people have more difficulty than others when learning a language?
122. Are there any disadvantages?
123. Have you ever made a telephone call in a foreign language?
124. How can the Internet be a helpful tool when learning a foreign language?
125. What different techniques do you have for learning vocabulary?
126. Are teenage language exchange programs useful? Why? / Why not?
127. Is it necessary to write words down?
128. Have you had any particularly poor language learning experiences?
129. What languages would you like to learn in future?
130. Can you learn a language by watching television?
131. What personal qualities do you need to be an effective language learner?
132. What tools can help you learn a foreign language?
133. Have you ever paid for 1:1 lesson?
134. Are there some words that are similar in different languages?
135. To what extent do you agree that it's better to learn language as a child? Why or why not?
136. Is it possible to understand and write well but not be able to have a conversation?
137. Is knowing grammar more important than knowing vocabulary?
138. What is your mother tongue?
139. To speak its language well, how important is it to know something about the culture of a country?
140. Do you use free language-learning exercises on the Internet?
141. What are the problem areas that an advanced learner may have?
142. Is it good to sit an exam that shows your level in English?
143. Have you ever tried learning a new language from a textbook with audio tapes?
144. Do you think that knowing a foreign language might encourage you to live abroad in future?
145. Do you know how large your vocabulary is in your foreign language?
146. How old should a child be when a school introduces the first foreign language?
147. What's the best way to learn a foreign language?
148. Is this just a question of attitude (because of a previous bad experience) or were some people born lacking the ability to learn a new language?
149. What do you know about IELTS and TOEFL?
150. Is it a good idea to learn a language from a non-native speaker of that language?
151. What careers are possible if you speak a foreign language?
152. When you travel to a foreign country, is it always easy to use your foreign language?
153. Do you ever read websites in a foreign language?
154. Do you need to use your foreign languages at work?
155. What are the problem areas that an intermediate learner may have?
156. Could you teach your mother tongue to someone else?
157. Some people say that if you can teach something about your foreign language, then it you to understand it better. Do you agree?
158. Is it possible to teach yourself a language?
159. How many languages do you speak?
160. Is it possible to learn a language without studying grammar?

### **Задание 10. Текст для аудирования и чтения**

I woke up late yesterday. I only got up at a quarter to eight and I haven't got enough time to do my morning exercises or take a shower. I washed my face and hands and dressed quickly. I had a light meal and gave my son some money for his school lunch. "Can I have some money for an ice-cream, too, Daddy" he asked. "Don't ask silly questions", I said angrily. "Why did I say that?" I thought as I drove to the office, I went through the red light, and a policeman stopped and fined me. I was five minutes late to work and met my chief at the door. He saw me but didn't talk to me. I didn't have

much to do, but I was very tired in the afternoon. When I got home I spoke angrily to my wife and son. I had supper, watched a football match on the telly and went to bed.

**1. Choose the correct title for the text.**

- a) The Best Day in my life
- b) A Bad Day
- c) A Bad Chief
- d) Some Money for an Ice-cream

**2. Put the sentences into the correct order.**

- a) The chief met me at the door.
- b) My son asked some money for an ice-cream.
- c) I got up late yesterday.
- d) I watched TV after supper.
- e) I was fined by the policeman.

**3. Choose the correct variant to complete the sentences.**

- 1) The text tells about ... .
  - a) a bad father
  - b) a brave policeman
  - c) an angry chief
  - d) an unlucky day
- 2) The man in the story told about ... .
  - a) a bad dream
  - b) his great talents
  - c) a day in his life
  - d) his son and chief
- 3) The day was not good that's why....
  - a) he broke his leg
  - b) fell ill
  - c) his chief punished him
  - d) at home he was not kind to his wife and son
- 4) The man drove to his office... .
  - a) five minutes earlier
  - b) just in time
  - c) at the wrong time
  - d) and was stopped by his chief

## **2. How a Sparrow Set Off for Warm Lands**

Once a sparrow decided to see warm lands. "Perhaps," he thought, "the birds know what they are doing when they fly there. Perhaps, I too will go and see what they look like." So he left home. He flew till dusk. And then he thought, The next day the same thing took place. On the third day the sparrow again flew till dusk. And then he thought, "Perhaps it's time to see how far I have gone from my home. He never reached those warm lands. Winter came, he felt the cold, yet there he was at home.

**1. Choose the correct answer to the questions.**

- 1) What did a sparrow once decide to see?
  - a) Warm seas.
  - b) Cold lands.
  - c) Warm lands.
  - d) Strange lands.
- 2) How long did he fly?
  - a) Till night.
  - b) Till dusk.

- c) Till dawn.
  - d) Till sunset.
- 3) What took place the next day?
- a) An accident.
  - b) The unusual thing.
  - c) The usual thing.
  - d) The same thing.
- 4) Did he reach those warm lands?
- a) No, he didn't.
  - b) Yes, he did.
  - c) He didn't want to do that.
  - d) They were too far.

### **Choosing a career**

Choosing a career is one of the biggest decisions we make in life. It used to be that we chose only one career. People would start a job when they were 18, 19 or 20 and stay in that same career for life. Their career path was quite straightforward. Nowadays, it is normal for people to change careers, five, six, seven times. New technology and globalization means things change quickly. We need to study and keep up with all the changes. I've had four different careers now. I like moving from one job to another. It means life never gets boring. It's much better to keep learning different things in different careers. I have no idea what career I'll choose next. Perhaps one that doesn't even exist today.

#### **Task 1**

Choosing a career \_\_\_\_\_ biggest decisions we make in life. It used to be that we \_\_\_\_\_ career. People \_\_\_\_\_ a job when they were 18, 19 or 20 and \_\_\_\_\_ same career for life. Their career path \_\_\_\_\_ straightforward. Nowadays, it is normal for people to change careers, five, six, seven times. New technology and globalization means things change quickly. We need to study and \_\_\_\_\_ all the changes. I've had four different careers now. I like moving from \_\_\_\_\_ another. It means life \_\_\_\_\_ boring. It's much better to keep learning different things in different careers. I \_\_\_\_\_ what career I'll choose next. Perhaps one that doesn't \_\_\_\_\_ .

#### **Task 2**

Choosing a career is one of the biggest eiotsdnic we make in life. It used to be that we eshoc only one career. People would start a job when they were 18, 19 or 20 and stay in that same career for life. Their career path was iqteu straightforward. Nowadays, it is raomnl for people to change careers, five, six, seven times. New technology and globalization means gitsnh change quickly. We need to study and keep up with all the changes. I've had four iffreentd careers now. I like yniogm from one job to another. It means life never gets ingbro. It's much better to keep lanriegn different things in different careers. I have no idea what career I'll choose next. Perhaps one that doesn't even ixtsse today.

#### **Task 3**

Choosing a career decision biggest the of one is we make in life. that It we used chose to only be one career. People would start a job when they were 18, 19 or 20 career same that in stay and life for. Their career path was quite straightforward. Nowadays, it is normal for six , five , careers change to people, seven times. New technology and globalization means things change quickly. to need We with up keep and study all the changes. I've had four different careers now. I like moving another to job one from. It means life never gets boring. It's keep to better much different learning things in different careers. I have no idea what career I'll choose next. Perhaps that even today one doesn't exists.

## **3.2. Типовые контрольные задания для промежуточной аттестации обучающихся**

### **Перечень вопросов к зачету:**

1. Present Simple.
2. Present Continuous
3. Present Perfect
4. Future Simple
5. Future Continuous
6. Future Perfect
7. Be going to
8. Past Simple
9. Past Continuous
10. Past Perfect
11. Conditionals (0-3 types)
12. Passive Voice
13. What do the characteristics mean for sausage makers?
14. What does the endothermic quality of natural casings mean for retailers?
15. What does the osmotic quality allow for consumers?
16. What are other less well-known characteristics of natural casings?
17. Why must smoking, cooking and humidity be carefully controlled?
18. What required specifications will better casing suppliers and the sausage manufacturers determine?
19. What is a new sausage casing based upon?
20. What is this casing suitable for?
21. What properties does it possess?
22. Where is this casing typically applied?
23. What is the difference between the oriented casing and traditional casings?
24. What has happened to the Danish pork industry since 1980?
25. Do you want to be a businessman (businesswoman)?

#### **Грамматические и лексические тесты:**

##### **Test 1. Подберите к профессиям (1 - 10) соответствующие им определения (а - j):**

- |                          |                                                                                                                                                            |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. a cashier</b>      | <b>a.</b> an employee in an office, usually working for another person, dealing with letters, typing, filing etc. and making appointments and arrangements |
| <b>2. a lawyer</b>       | <b>b.</b> a person whose job is to receive and pay out money in a bank, shop, hotel etc.                                                                   |
| <b>3. an insurer</b>     | <b>c.</b> a person who is trained and qualified in legal matters                                                                                           |
| <b>4. a secretary</b>    | <b>d.</b> a person who writes programs for a computer                                                                                                      |
| <b>5. a scientist</b>    | <b>e.</b> someone who works or is trained in science                                                                                                       |
| <b>6. a receptionist</b> | <b>f.</b> a person undertaking to make payment in case of loss etc.                                                                                        |
| <b>7. a solicitor</b>    | <b>g.</b> a person to whom money is owed                                                                                                                   |
| <b>8. a programmer</b>   | <b>h.</b> a person employed to make appointments for and receive clients at a hotel                                                                        |
| <b>9. a creditor</b>     | <b>i.</b> a lawyer who prepares legal documents, advises clients on legal matters, and speaks for them in the lower courts                                 |
| <b>10. a merchant</b>    | <b>j.</b> a wholesale trader, especially one who trades with foreign countries                                                                             |

##### **Test 2. Поставьте название профессии (а - j) в соответствие каждому рекламному объявлению (1 – 10):**

- |                                 |                             |
|---------------------------------|-----------------------------|
| <b>a) accountant</b>            | <b>f) computer operator</b> |
| <b>b) advertising executive</b> | <b>g) chauffeur</b>         |
| <b>c) assembly person</b>       | <b>h) receptionist</b>      |
| <b>d) salesperson</b>           | <b>i) personnel officer</b> |

**e) clerk**

**j) R&D Manager \***

- R&D Manager – research and development manager

1. You will be in charge of a team of highly creative individuals delivering new quality products and enhancing our existing range.
2. Reporting directly to Managing Director. You will take over financial control for all aspects of daily operation.
3. Successful applicant will be articulate and presentable. Remuneration includes retainer and car allowance plus commission structure.
4. Duties include filling, mailing, reception and other general office work.
5. Needed for night shift. Clean modern factory. Varied work. Good eyesight essential.
6. You will be an essential member of an agency responsible for some of the country's top accounts. You will be responsible for the administration of local and national promotions.
7. Some experience in the above-mentioned software is essential but training will be given to the successful applicant.
8. Sober habits, clean driving licence, able to be on call 7 days per week at times. Uniform supplied.
9. You are the first person our clients will meet so you need to be friendly, stylish and efficient.
10. With particular responsibilities for recruitment and selection. Communication skills and a pragmatic approach to solve essential problem.

**Грамматические тесты:**

**Test III. Choose the correct versions.**

1. He had to spend about six months in a class with...students.
  - a. more younger
  - b. younger
  - c. the youngest
2. It was absolutely the...food I have ever had.
  - a. worst
  - b. worse
  - c. most had
3. She's...I am.
  - a. elder than
  - b. older then
  - c. more old then
4. Nowadays Bob is eating more and exercising ... than he used to.
  - a. little
  - b. less
  - c. the least
5. It's not the ...place to live if you want a quiet life.
  - a. better
  - b. good
  - c. best
6. You should practice speaking English...
  - a. most
  - b. more
  - c. the most
7. Ann is ...girl I have ever met.
  - a. the most beautiful
  - b. a more beautiful
  - c. the beautifulest
8. You can't run as fast...
  - a. as me
  - b. than I can
  - c. as I

9. Dick was ... of the three brothers.  
a. the eldest  
b. the oldest  
c. elder
10. She speaks French...  
a. very good  
b. very well  
c. very goodly
11. Peter will pass the exam if he works...  
a. hard  
b. hardly  
c. in a hard way
12. At about 5 o'clock the executive director arrived ... the office.  
a. at  
b. in  
c. to
13. They decided to spend an evening ... the cinema.  
a. in  
b. at  
c. inside
14. I've lost my key! How are we going to get ... the flat?  
a. into  
b. to  
c. through
15. They arrived ... Spain about two hours ago.  
a. at  
b. in  
c. to
16. The house is on fire! We'd better get ...!  
a. out  
b. off  
c. from
17. I really hate walking ...!  
a. on feet  
b. on foot  
c. by foot
18. His wife wasn't feeling too well and she wanted to go ... home.  
a. to  
b. for  
c. -
19. As a child, I was afraid of traveling ....  
a. in the air  
b. by the air  
c. by air
20. If I ...late, wait for me a little bit.  
a. am  
b. will be
21. Do you think they...our terms?  
a. accept  
b. will accept
22. I wonder if the weather...fine tomorrow.  
a. is  
b. will be

23. Do you know when the Production manager ...from his business trip?
  - a. is back
  - b. will be back
24. If you ...to the countryside tomorrow, let me know.
  - a. go
  - b. will go
25. Do you know when they...house
  - a. move
  - b. will move

**Test II. Choose the correct versions.**

1. ... that time my knowledge of English was minimal.
  - a. in
  - b. at
  - c. ...
2. My father comes home so tired that he can do little work ... the evening.
  - a. in
  - b. at
  - c. on
3. The BBC is showing this program ...Friday.
  - a. at
  - b. in
  - c. on
4. A lot of people were killed ... the war.
  - a. for
  - b. at
  - c. during
5. They've been building the house ... March.
  - a. during
  - b. for
  - c. since
6. They went to London ... Friday morning.
  - a. in
  - b. on
  - c. at
7. I usually wake up ... 7 o'clock ... weekdays.
  - a. in ... at
  - b. at ... on
  - c. on ...in
8. She was born ...1999.
  - a. in
  - b. during
  - c. at
9. Kate and Ted are getting married ... this July.
  - a. in
  - b. ...
  - c. at
10. They met again ...the spring of 2005.
  - a. on
  - b. at
  - c. in
11. Jane heard ... into the table.
  - a. that he bumped

- b. him bump
  - c. him bumping
12. Some firms expect ... twelve hours ...?
- a. the guards to work
  - b. that the guards work
  - c. the guards work
13. Don't you feel the house ...?
- a. to shake
  - b. shaking
  - c. shook
14. The crowd parted to let the happy couple ... through.
- a. going
  - b. to go
  - c. go
15. I saw him ... the road and... down a staircase that led to the Underground.
- a. crossing ... disappeared
  - b. crossed ...disappearing
  - c. crossing...disappearing
16. What kind of world do we want our children ...from us?
- a. to inherit
  - b. inherit
  - c. inheriting
17. Experienced teachers help you ... quickly.
- a. learn
  - b. to learn
  - c. learning
18. I was sitting on my windowsill, eating bread and cheese and watching the sun ...
- a. going down
  - b. go down
  - c. to go down
19. You should use the money to make your home ...lovely.
- a. to look
  - b. looking
  - c. look
20. Did I hear you... would like to sell your car?
- a. said
  - b. say
  - c. saying
21. I believed ... the most reliable person.
- a. her to be
  - b. her be
  - c. in her to be
22. Mary hated her boyfriend ...
- a. laugh at
  - b. to be laughed at
  - c. laughed at
23. I'd like ... with us for another week.
- a. you to say
  - b. that you will say
  - c. you say
24. I could feel the earth ... as the earthquake began.
- a. that shook
  - b. to shake

c. shake

25. I expect ... her test this time.

a. Anna pass

b. Anna to pass

c. Anna passing

**Test IV. Choose the correct versions.**

1. He can play golf well, ...?

a. ..., doesn't he?

b. ..., can he?

c. ..., can't he?

2. You like black coffee, ...?

a...., aren't you?

b. ..., don't you?

c...., do you?

3. I met my (good) friend yesterday.

a. goodest

b. better

c. best

4. Dorothy is (young) in her family.

a. the youngest

b. the younger

c. young

5. Nowadays Bob is eating more and exercising ... than he used to.

a. little

b. less

c. the least

6. It's not the ...place to live if you want a quiet life.

a. better

b. good

c. best

7. Diana can't ski and she can't skate ....

a. too

b. also

c. either

8. She's ... work from 9 a.m. to 6 p.m.

a. in

b. at

c. on

9. She sat down ... him on the sofa.

a. alongside

b. next to

c. with

10. Last year he spent a lot of time traveling ... London and Liverpool.

a. between

b. from

c. in

11. Everyone ... that women are equal to men.

a. know

b. knows

c. is knowing

12. Too ...people still smoke.

a. many

b. much

- c. a lot of
13. She doesn't speak...English.
- a. many
  - b. much
  - c. a lot of
14. (3) were absent from the lecture.
- a. Three
  - b. Third
  - c. thirty
15. The (2) lesson begins at eleven o'clock.
- a. two
  - b. second
  - c. twenty
16. ... of students were present at the meeting.
- a. Hundreds
  - b. The hundred
  - c. A hundred
17. ... of people greeted the Russian representatives.
- a. The thousand
  - b. Thousand
  - c. Thousands
18. We aren't rich. We aren't poor ... .
- a. too
  - b. either
  - c. so
19. Mrs. Potts wants to live in the country. ... does Mr. Potts.
- a. either
  - b. so
  - c. neither
20. In most countries you ... a special license to hunt wild animals.
- a. have to need
  - b. can have
  - c. may have
21. My aunt leaves for work at (8.30).
- a. half past eight
  - b. thirty to seven
  - c. quarter past eight
22. I usually get up at (7.10).
- a. ten minutes to six
  - b. ten minutes to seven
  - c. ten minutes past seven
23. My father likes driving ....
- a. really fast
  - b. very fastly
  - c. fastly
24. "What are you doing?" – "I ... the fish to see if it's all right."
- a. am smelling
  - b. smell
  - c. do the smelling
25. Someone ... to speak to you on the phone.
- a. is wanting
  - b. want
  - c. wants

**Test V. Choose the correct versions.**

1. ... strange began to happen.
  - a. Anything
  - b. Something
  - c. Nothing
2. I believed ... the most reliable person.
  - a. her to be
  - b. her be
  - c. in her to be
3. Mary hated her boyfriend ... .
  - a. laugh at
  - b. to be laughed at
  - c. laughed at
4. I'd like ... with us for another week.
  - a. you to say
  - b. that you will say
  - c. you say
5. I tried to get her on the phone but she ... .
  - a. already left
  - b. already had left
  - c. had already left
6. Please be quite! Don't say ... !
  - a. nothing
  - b. anything
  - c. something
7. He ... his wallet on the train.
  - a. lost
  - b. had lost
  - c. has lost
8. The boy ... his hand because he knew the right answer to the question.
  - a. rose
  - b. raised
  - c. has risen
9. No one of my classmates has ... London.
  - a. been to
  - b. been in
  - c. gone to
10. Since I ... university, I've been interested in sociology.
  - a. have been met
  - b. was at
  - c. has gone to
11. After leaving school, James ... it very difficult to get a good job.
  - a. has found
  - b. found
  - c. had found
12. When ... her new fur coat?
  - a. did she buy
  - b. has she bought
  - c. did she bought
13. When we finally got to the airport, the plane ... yet.
  - a. hadn't landed
  - b. didn't land

- c. wasn't landing
14. Christina said that ... week had been the longest one in his life.
- a. that night
  - b. tonight
  - c. last night
15. My neighbour said that her nephew had been killed in a skiing accident a few days ....
- a. ago
  - b. before
  - c. before long
16. Charles said that he hadn't seen the office manager ....
- a. last night
  - b. the night before
  - c. yesterday in the evening
17. I ... give up algebra because it got difficult for me.
- a. was able to
  - b. was allowed
  - c. had to
18. Nobody ... Charlie Chaplin completely.
- a. knew
  - b. has known
  - c. was know
19. When ... from his business trip?
- a. has he returned
  - b. did he return
  - c. was he returning
20. How long ago ...?
- a. did they marry
  - b. have they married
  - c. they married
21. Letters ... sent to all our clients every week.
- a. are
  - b. have been
  - c. are been
22. Nothing can ... done about this.
- a. be
  - b. be being
  - c. have been
23. Ann ... taken to hospital only tomorrow.
- a. will be
  - b. is
  - c. is being
24. When she was young, she ... people. Nobody liked it.
- a. had always criticized
  - b. was always criticizing
  - c. always criticizing
25. Everybody ... the party when the police arrived.
- a. were leaving
  - b. was leaving
  - c. had left

## TEXTS

***Read the text and do the exercises given below.***

**Text 1. My profession.**

My name is Alice and I'd like to tell you about my profession. I've chosen a profession of a cook because I have been interested in cooking since childhood. I used to watch my mom cooking different tasty things and asked her to teach me. She agreed with pleasure. Of course, at first, I could do only simple dishes such as an omelet, macaroni and cheese, sandwiches.

When I grew older, I began to cook more serious dishes, such as apple pie, soups, baked pudding and so on. So, cooking became my hobby.

After my graduation from school there was a question what to do next. I didn't think a lot and decided to continue my cooking learning. My parents supported me and now I'm a college student. This profession is very popular nowadays because there are a lot of cafes, restaurants which need good specialists. I like my studying at college because the teachers are experienced and always ready to help. I like cooking at our canteen.

In conclusion I would like to say that I like my profession very much. My parents also like it because I often cook for them at home and they enjoy it!

Task 1. True or false:

1. Alice is a college teacher.
2. She has been hated cooking since childhood.
3. At first she could cook simple food.
4. Her parents don't like her profession.
5. Her teachers are helpful.

Task 2. Answer the questions:

1. What are the reasons of choosing her profession?
2. Why this profession is popular nowadays?
3. Who taught Alice cooking at home?
4. Does Alice like studying at college?
5. Can she bake a pie?

***Read the text and do the exercises given below.***

**Text 2. My favorite food.**

Let me introduce myself. My name is Sally and I'm a school girl. I like my school, my classmates and meeting my friends at cafes. I'd like to tell you about me favorite food. To be honest, I like eating something tasty because it gives me pleasure and improves my mood. I prefer home-made food because I exactly know about the ingredients in it and also know that the products are fresh. I have a sweet tooth and like sweets, chocolate and pies. But I want to be slim so I don't eat such things often.

My favorite food is pizza. There are so many kinds of one and I especially like it with sausage, mushrooms, tomatoes and cheese. I can order it at Italian restaurants or make it myself. I also like mushrooms, grilled chicken salads and ice-cream.

For drinking I prefer an orange juice or green tea.

Task 1. True or false:

1. Sally is a student.
2. Sally doesn't have a sweet tooth.
3. Her favorite food is soup.
4. She likes hanging out with her friends.
5. Sally wants to be slim.

Task 2. Answer the questions:

1. What's Sally's favorite food?
2. Does she often eat sweets?
3. Can she cook a pizza herself?
4. What kind of pizza does she like most of all?
5. What are her favorite drinks?

**Read the text and do the exercises given below**

### **Text 3. Russian cuisine.**

My name is Sophia and I live in Russia. This is great country with various traditions and customs. One of them concerns eating habits and national dishes. Let's speak about them.

Russian cuisine is varied and includes many dishes. One of the most well-known ones are borsch, pancakes, vinegrette, holodets and others.

Borsch is a kind of soup made of beetroot, cabbage, carrots, onion and potatoes. It is traditionally served with sour cream.

Pancakes (blini) are thin and are served with jam, sour cream, honey and can be rolled with cottage cheese, meat and so on.

Vinegrette is a kind of salad made of potatoes, beetroot, cabbage, pickles, carrots, onion and oil.

Holodets is a kind of jelly made of meat broth with meat pieces. It is often made at winter holidays.

All these dishes are tasty and I advise everyone to try them.

Task 1. True or false:

1. Russia is rich in traditions and customs.
2. Pancakes are made of beetroot.
3. Holodets is often cooked in spring.
4. Potatoes are used in cooking vinegrette.
5. Sophia likes the mentioned dishes.

Answer the questions:

1. What dishes are popular in Russia?
2. What salad is made of beetroot and pickles?
3. What is holodets?
4. What is borsch?
5. Do you like Russian cuisine?
- 6.

**Read the text and do the exercises given below**

### **Text 4. Where to buy products.**

There is abundance of different products: vegetables, meat, dairy products, bakery and they can be bought in special places or store departments.

Vegetables and fruits can be found at groceries. Nowadays groceries offer a great variety of products: oranges, tomatoes, beetroot, cabbage, carrots, onions, cucumbers, bananas, kiwi, eggplants, grapes and so on. One should look at them attentively in order to have fresh ones.

At butcher's you can get meat, poultry and different meat products.

At dairy's there are dairy products: milk, cottage cheese, cheese, yoghurt, butter, sour cream and others. Dairy products are often used in cooking and very tasty.

Bakery is a place where you can find bread, pies, cookies and other baking. But remember that you shouldn't eat much of this food if you want to be slim.

Task 1. True or false:

1. Vegetables are sold in bakery.
2. Meat can be found at butcher's.
3. Dairy products can be bought at grocery's.
4. Carrots is a kind of bakery.
5. Pies are sold at dairy's.

Answer the questions:

1. Where can you buy meat?
2. Where can you buy fruits?
3. Where can you buy sour cream?

4. Where can you buy bread?
5. Where can you buy potatoes?

**Read the text and do the exercises given below**

#### **Text5. My favorite salads.**

Hello! My name is Jane. It is known that there is a great variety of salads, many of which not only tasty but also very good for health. Besides, it is not difficult to make them and it doesn't take much time. Let's see the receipts of some popular salads. They are also my favorite ones.

The first one is Olivier salad. It is very popular in Russia especially at New Year's Day. To make this salad you should cut boiled potatoes, eggs, carrots into small cubes. Then add pickles, tin cucumber and sausages. Add mayonnaise, some salt and mix. The salad is ready!

Next salad is vegetable one. It is rich in vitamins and also very tasty. Put cucumbers, tomatoes, red pepper and slice them into pieces. Slice an onion and some cabbage and add to the bowl. Add some olive oil, salt and herbs.

And the last one is salad made of crab sticks, tin corn, fresh cucumber and mayonnaise. Cut cucumber and crab sticks into small cubes, add tin corn and mayonnaise. Enjoy this simple salad!

Task 1. True or false:

1. Olivier is made of carrots, potatoes and pickles.
2. Vegetable salads are good for health.
3. Olivier is popular in Russia.
4. Tin corn is used in cooking Olivier.
5. The last salad is difficult to make.

Task 2. Answer the questions:

1. What are Jane's favorite salads?
2. Do you like salads?
3. What is your favorite salad?
4. Do you like vegetables?
5. Have you ever cooked the mentioned salads?

**Read the text and do the exercises given below**

#### **Text 6. Special occasions' food.**

My name is Michel and I would like to speak about some special food.

Sa, we know there are many holidays, customs in our country and abroad and the celebrating often includes serving special dishes, table decorations. Let's see what people usually cook at some celebrations. Let's start with New Year's Day, a very popular holiday among Russian people. The traditional meals on that day are holodets, Olivier salad, Herring under fur coat. In Britain and in the USA on Christmas they eat baked turkey with vegetables. It is often served with cranberry sauce. For the dessert they have Christmas pudding.

One ancient Russian tradition is Shrovetide (Maslenitsa). It is celebrated in spring and during the Shrovetide Week people bake pancakes.

On birthday people usually bake a chocolate cake with cream and decorate it with berries.

I hope this information was interesting for you.

Task 1. True or false:

1. On New Year's Day Russian people eat often pancakes.
2. Holodets is a traditional Spanish food.
3. During Shrovetide people usually cook macaroni.
4. Baked turkey is served in Britain on Christmas.
5. On birthday people usually bake a cake.

Answer the questions:

1. What do Russian people cook on New Year's Day?
2. What do you know about Shrovetide?

3. What do you usually cook at your birthday?
4. What do the British cook on Christmas?
5. Can you cook pancakes?

**Read the text and do the exercises given below**

**Text 7. Healthy food vs. fast food.**

My name is David. I would like to discuss a very important topic – our eating habits. Nowadays we can see some health problems due to eating too much fat and sugar and as a result – weigh problems.

Everyone knows that fast food is not good for health, but people still eat it because it is tasty and they are accustomed to it. In this situation they should begin to reduce it gradually and add some healthy products to their meals. Fast food doesn't bring necessary nutrients which can be found in vegetables, grains. Healthy foods give people nutrients, energy and helps them to keep fit.

Speaking about me, I am for healthy food and sport. I'm fond of baseball. These things improve my life, my mood and I can do more things. So, my advice to everybody: eat more fresh vegetables and fruit, drink clean water, avoid chips, sugar and fast food. Be slim and healthy!

Task 1. True or false:

1. David is for fast food.
2. Fast food doesn't give necessary nutrients.
3. Vegetables are very healthful.
4. Fast food should be avoided.
5. Healthy diet and sport can improve people's lives.

Answer the questions:

1. Does David prefer fast food and why?
2. Is he fond of sports?
3. Why is fast food harmful?
4. What should people eat?
5. What should people avoid eating?

#### **IV. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ОПРЕДЕЛЯЮЩИЕ ПРОЦЕДУРЫ ОЦЕНИВАНИЯ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ, ХАРАКТЕРИЗУЮЩИЕ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ**

Во время дифференцированного зачета обучающиеся должны ответить на два теоретических вопроса, выполнить тестовое задание и провести работу над текстом, которые соответствуют содержанию планируемых результатов обучения. Дифференцированный зачет проводится в устной форме. На устный ответ и выполнение тестового задания и работу над текстом обучающемуся отводится 35 минут. За ответ на теоретические вопросы студент может получить максимально 10 баллов, за выполнение тестового задания -5 баллов, за работу над текстом-5 баллов.