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Комплект контрольно-оценочных средств
по учебной дисциплине
ОГСЭ.03 Иностранный язык
основной профессиональной образовательной программы
по специальности СПО
43.02.11 Гостиничный сервис

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Комплект контрольно-оценочных средств учебной дисциплины разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальности СПО **43.02.11 Гостиничный сервис.**

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1. Паспорт комплекта контрольно-оценочных средств

В результате освоения учебной дисциплины «Иностранный язык (английский)» обучающийся должен обладать предусмотренными ФГОС по специальности СПО 43.02.11 Гостиничный сервис следующими умениями, знаниями, которые формируют профессиональную компетенцию, и общими компетенциями:

У1 - общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;

У2 – читать и переводить (со словарем) иностранные тексты профессиональной направленности;

У3 - самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;

З1 - лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

Умения и знания направлены на формирование следующих **компетенций**:

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

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

ОК 3. Решать проблемы, оценивать риски и принимать решения в нестандартных ситуациях.

ОК 4. Осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития.

ОК 5. Использовать информационно-коммуникационные технологии для совершенствования профессиональной деятельности.

ОК 6. Работать в коллективе и команде, обеспечивать ее сплочение, эффективно общаться с коллегами, руководством, потребителями.

ОК 7. Ставить цели, мотивировать деятельность подчиненных, организовывать и контролировать их работу с принятием на себя ответственности за результат выполнения заданий.

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

ОК 9. Быть готовым к смене технологий в профессиональной деятельности.

ПК 1.1. Принимать заказ от потребителей и оформлять его.

ПК 1.2. Бронировать и вести документацию.

ПК 1.3. Информировать потребителя о бронировании.

ПК 2.1. Принимать, регистрировать и размещать гостей.

ПК 2.2. Предоставлять гостю информацию о гостиничных услугах.

ПК 2.3. Принимать участие в заключении договоров об оказании гостиничных услуг.

ПК 2.4. Обеспечивать выполнение договоров об оказании гостиничных услуг.

ПК 2.5. Производить расчеты с гостями, организовывать отъезд и проводы гостей.

ПК 2.6. Координировать процесс ночного аудита и передачи дел по окончании смены.

ПК 3.1. Организовывать и контролировать работу обслуживающего и технического персонала хозяйственной службы при предоставлении услуги размещения, дополнительных услуг, уборке номеров и служебных помещений.

ПК 3.2. Организовывать и выполнять работу по предоставлению услуги питания в номерах (room-service).

ПК 3.3. Вести учет оборудования и инвентаря гостиницы.

ПК 3.4. Создавать условия для обеспечения сохранности вещей и ценностей проживающих.

ПК 4.1. Выявлять спрос на гостиничные услуги.

ПК 4.2. Формировать спрос и стимулировать сбыт.

ПК 4.3. Оценивать конкурентоспособность оказываемых гостиничных услуг.

ПК 4.4. Принимать участие в разработке комплекса маркетинга.

Формой аттестации по учебной дисциплине является экзамен.

2. Результаты освоения учебной дисциплины, подлежащие проверке

2.1. В результате аттестации по учебной дисциплине осуществляется комплексная проверка следующих умений и знаний, а также динамика формирования общих компетенций:

Таблица 1.1

Результаты обучения: умения, знания и общие компетенции	Показатели оценки результата	Форма контроля и оценивания
Уметь:		
У1 - участвовать в	- применять основные фразы,	Оценка

<p>беседе/дискуссии на знакомую тему, осуществлять запрос информации, обращаться за разъяснениями, выражать свое отношение к высказыванию партнера, свое мнение по обсуждаемой теме; составлять письменно аннотация текста, реферирование текста, писать эссе.</p> <p>ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4</p>	<p>клише для начала и конца беседы, для выражения своего отношения к высказыванию собеседника (согласия, несогласия, оценки).</p> <p>- использовать адекватные ситуациям бытового общения лексико-грамматические, коммуникативные модели;</p>	<p>результатов выполнения лексических и грамматических тестов.</p> <p>Оценка диалогов, ролевых игр, монологических высказываний, письменных аннотаций, реферирования текста, эссе.</p>
<p>У2 - читать и переводить аутентичный текст (со словарем) в рамках социально-культурной, профессиональной и бытовой сфер и определять его актуальность.</p> <p>ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4</p>	<p>- умение пользоваться словарем при переводе текста;</p> <p>- владеть лексико-грамматическими моделями для перевода специальной литературы;</p> <p>- выделять основные факты; отделять главную информацию от второстепенной; предвосхищать возможные события, факты; раскрывать причинно-следственные связи между фактами; понимать аргументацию; извлекать необходимую, интересующую информацию; определять свое отношение к прочитанному.</p>	<p>Оценка перевода текстов, результатов выполнения тестовых заданий, ответов на вопросы, заполнения текстовых карт.</p>
<p>У3 – самостоятельно пользоваться иноязычной справочной литературой по вопросам, связанным с профессиональной деятельностью и при подготовке проектов и презентаций; воспринимать на слух аутентичные аудио- и видеотексты.</p> <p>ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4</p>	<p>- владеть навыком просмотрового /поискового, изучающего и ознакомительного чтения.</p> <p>- выделять наиболее важную информацию по теме, проблеме;</p> <p>- передавать на русском или английском языке содержание услышанного текста.</p>	<p>Оценка результатов внеаудиторной самостоятельной работы.</p> <p>Оценка результатов выполнения тестовых заданий по аудированию, ответов на вопросы.</p> <p>Оценка результатов перевода текстов, предложений, выражений, словарных диктантов, подготовки проектов и</p>

		презентаций. Оценка составления тематического словаря и словаря профессиональных терминов
Знать:		
31 - произносительные нормы языка; лексику английского языка в общеупотребительном плане, а также в профессиональной сфере; грамматические нормы языка; типовые способы построения высказываний в устной и письменной речи; ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4	- знать особенности грамматического строя английского языка; - иметь лексический словарный запас в размере 1200-1500 слов по общеобразовательным темам и в профессиональной теме; - передавать содержание полученной информации, используя правильные грамматические структуры и соответствующий теме лексический вокабуляр; - использовать лексико-грамматические модели для перевода специальной литературы.	Оценка результатов выполнения лексических и грамматических тестов, письменных проверочных работ, словарных диктантов. Оценка результатов индивидуального и группового опроса в устной форме.

а. Требования к портфолио: не предусмотрено.

3. Оценка освоения учебной дисциплины

3.1. Формы и методы оценивания

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

Контроль и оценка освоения учебной дисциплины по темам (разделам)

Элемент учебной дисциплины	Формы и методы контроля					
	Текущий контроль		Рубежный контроль		Промежуточная аттестация	
	Форма контроля	Проверяемые ОК, У, З	Форма контроля	Проверяемые ОК, У, З	Форма контроля	Проверяемые ОК, У, З
Раздел 1 Вводно-коррективный курс (повторение)						
Тема 1.1 Приветствие. Прощание. Формы обращения. Фонетика. Знаки транскрипции (повторение).	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (составление словаря, транскрибирование, чтение, диалоги)	У1- У3, 31, ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4	Контрольная работа №1 (контроль остаточных знаний)	У1- У3, 31, ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4	Экзамен	У1- У3, 31, ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4
Раздел 2 Базовый курс						
Тема 2.1 Первая встреча. Начало беседы. Взаимопонимание. Просьбы Имя существительное. Артикль.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, диалоги, чтение)	У1-У3, 31, ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4				
Тема 2.2. Согласие и несогласие. Разрешение. Запрет. Словообразование. Местоимения.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (диалоги, лексико-грамматические упражнения, аннотация к тексту, лексический диктант, словарь по словообразованию)	У1-У3, 31, ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4				

Тема 2.3 Профессии. Местоимения (продолжение)	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, диалоги, лексический диктант, проектная работа)	У1-У3, 31, ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4	Контрольная работа №2	У1- У3, 31, ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4		
Тема 2.4 Каникулы и способы их проведения. Глагол.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, эссе, лексический диктант, аннотация к тексту, проектная работа)	У1-У3, 31, ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4				
Тема 2.5 Образование в России Порядок слов в предложении.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, устное сообщение, реферирование текста)	У1- У3, 31, ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4				
Тема 2.6 Мой выходной день. Время. Числительное.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, лексический диктант, ролевая игра, монологическое высказывание)	У1-У3, 31, ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4	Контрольная работа №3	У1- У3, 31, ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4		
Тема 2.7 Времена английского глагола в активном залоге.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения)	У1-У3, 31, ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4				
Тема 2.8 Времена	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы	У1-У3, 31, ОК 1-9; ПК 1.1-1.3, 2.1-				

английского глагола в пассивном залоге	(лексико-грамматические упражнения)	2.6; 3.1-3.4; 4.1-4.4				
Тема 2.9 Еда. Сервировка стола. Предлоги места и времени.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, эссе, лексический диктант, реферирование текста, проект, ролевая игра)	У1- У3, 31, ОК 1-9; ПК 1.1-1.3, 2.1- 2.6; 3.1-3.4; 4.1-4.4	Контрольная работа №4	У1- У3, 31, ОК 1- 9; ПК 1.1-1.3, 2.1- 2.6; 3.1-3.4; 4.1-4.4		
Тема 2.10 Российская Федерация. Крупные города России. Наречия и прилагательные.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, проектная работа, эссе, аннотация к тексту)	У1- У3, 31, ОК 1-9; ПК 1.1-1.3, 2.1- 2.6; 3.1-3.4; 4.1-4.4				
Тема 2.11 Путешествие. Модальные глаголы.	Устный опрос. Оценка результатов внеаудиторной самостоятельной работы (лексико-грамматические упражнения, монологическое высказывание, лексический диктант, реферирование текста)	У1- У3, 31, ОК 1-9; ПК 1.1-1.3, 2.1- 2.6; 3.1-3.4; 4.1-4.4				

3.2. Типовые задания для оценки освоения учебной дисциплины У1- У3, 31, ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4

Проверочная работа

I. Работа с текстом.

Прочитайте текст и выполните задание, предлагаемое после текста.

New York, one of the largest cities in the world, was founded three hundred years ago in the mouth of the Hudson River.

The center of New York is Manhattan Island. In 1626 it was bought from the Indians for a sum of twenty – four dollars. Today Manhattan is the centre of business and commercial life of the country. There are many skyscrapers, banks and offices of American businessmen in Manhattan. Broadway begins here; the Stock Exchange is located here. Very few people live in Manhattan, although the majority work here. Numerous bridges link Manhattan Island with the other parts of New York.

New York is inhabited by people all nationalities. It is even called “Modern Babylon”. At the turn of the 20th century a lot of people came to the USA from the different countries of the world. They entered the USA through New York- the Gate of America.

New York is one of the leading manufacturing cities in the world. The most important branches of industry are those, producing paper products, vehicles, glass, chemicals, and machinery. The city traffic is very busy.

1. Переведите в письменной форме 1 и 2 абзац.
2. Найдите эквиваленты:
устье реки Гудзон , много небоскребов , фондовая биржа, ворота Америки, отрасли промышленности, городской транспорт.
3. Ответьте на вопросы:
 - a) When was New York founded?
 - b) What was the price of Manhattan Island in 1626?
 - c) What is Manhattan today?
 - d) Do many people live in Manhattan?
 - e) Why is New York called “ Modern Babylon”?
 - f) What are the most important branches of industry in New York?

II. Грамматический тест.

Выберите правильный вариант из предложенных.

1. This exercise ... very easy.
a) is b) am c) are
2. ... you ready to go?
a) is b) am c) are
3. I ... good at English.
a) is b) am c) are
4. Every day Mike takes ... little sister to school.
a) their b) her c) his
5. Public transport in London isin Europe.
a) the expensivest b) the most expensive c) more expensive
6. Do you think Americans arethan English people?
a) nicer b) the nicest c) the nicer
7. It cost much to stay at that hotel.
a) doesn't b) isn't c) don't
8. Ithim two hours to get to London.
a) taked b) took c) tooked
9. He fourteen next year.
a) is b) will be c) was
10. You ... in Paris tomorrow evening.
a) will arrive b) arrive
11. Thereone table and three chairs in the room.
a) is b) am c) are
12. There only four tickets for Moscow yesterday.
a) was b) were c) is
13. He ... tennis yesterday.
a) didn't b) doesn't play c) don't play
14. Three weeks later I ... for Moscow.
a) leave b) left c) leaved

3.3. Типовые задания для оценки результатов внеаудиторной самостоятельной работы.

1) Темы монологических высказываний У1-У3, З1, ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4

1. Образование в России.
2. Мой выходной день
3. Наиболее популярные способы путешествия в России.
4. Крупный город в США и его достопримечательности.

2) Темы презентаций и проектных работ У1- У3, З1, ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4

1. В мире профессий.
2. Каникулы американских и российских студентов
3. Выбор, написание, презентация рецепта любимого блюда на английском языке, конкурс на лучшее блюдо.
4. Крупный город России и его достопримечательности.
5. Достопримечательности крупного города Великобритании.

3) Темы ролевых игр У1- У3, З1, ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4

1. Международная студенческая конференция по проблемам образования
2. Выходной день знаменитости.
3. В ресторане.
4. Американо-российский форум по проблемам крупных городов.

4) Темы эссе и письменных работ У1- У3, З1, ОК 1-9; ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4

1. Самые запоминающиеся каникулы.
2. Фаст фуд и здоровая еда в нашей жизни.
3. Мои впечатления о посещении крупного города России.

**3.4. Типовые задания для оценки знаний и умений У1- У3, З1, ОК 1-9;
ПК 1.1-1.3, 2.1-2.6; 3.1-3.4; 4.1-4.4
(контроль остаточных знаний и рубежный контроль)**

Контрольная работа №1 (контроль остаточных знаний)

Выберите правильный вариант из предложенных:

1. **When I ... in London I hope to visit a friend of mine.**
1. was 2. am
3. have been 4. will be
2. **I didn't know the answer because I ... the book.**
1. wouldn't read 2. don't read
3. hadn't read 4. didn't read
3. **He ... the report for today's seminar.**
1. doesn't prepare 2. hasn't prepared
3. isn't prepared 4. hadn't prepared
4. **I ... for you when you come out of the building.**
1. am waiting 2. was waiting
3. be waiting 4. will be waiting
4. **I ... this wonderful film when I was 16.**
1. see 2. have seen
3. saw 4. had seen
5. **When we came back she ... coffee.**
1. makes 2. was making
3. will make 4. would make
6. **When I arrived, there ... nobody at all in the house.**
1. was 2. is
3. has been 4. were
7. **She was sure she ... him somewhere before.**
1. would see 2. see
3. had seen 4. saw
8. **Where ... your parent company located?**
1. is 2. has

3. does 4. will
9. **When ... you receive a telephone call from them?**
 1. have 2. were
 3. did 4. are
10. **... he going to be an economist?**
 1. has 2. will
 3. does 4. is
11. **Our friends ... to London last year.**
 a) are moving b) move c) moved
12. **Ed and I ... to the stadium to play volleyball last Wednesday.**
 a) are going b) go c) went
13. **What mountains did your friends .. last summer holidays?**
 a) climb b) climbing c) climbed
14. **My friend always... hard at school.**
 a) is working b) work c) works
15. **How often ... they stay at home on Sunday?**
 a) are b) do c) did
16. **Emily often ... abroad with her friends in summer.**
 a) is living b) lived c) lives
17. **Mrs. Halls ... in the shop.**
 a) didn't work b) doesn't work c) don't work
18. **Mike and his friend ... in the room now. They want to watch TV.**
 a) is b) are c) were
19. **Philip usually ... potatoes and tomatoes in this shop.**
 a) is buying b) buys c) bought
20. **The teacher often ... funny stories to her pupils.**
 a) told b) are telling c) tells
21. **... Mr. Reve work for a big ship-building company?**
 a) did b) does c) is
22. **What time ... little Hilda usually go to bed?**
 a) did b) is c) does
23. **What... her sister's name?**
 a) are b) is c) do
24. **The little children ... always noisy.**
 a) were b) is c) are
25. **They usually ... a rest in the living room after dinner.**

a) have b) are having c) had

26. Why .. Bob want to find a job abroad?

a) do b) does c) did

27. ...Nat want to join our sports club?

a) did b) does c) do

28. ... Emily have a driving licence?

a) did b) does c) do

29. Which of your friends ... wild animals at home?

a) kept b) is keeping c) keeps

30. What job ... Chris want to get in New York?

a) did b) does c) is

31. Why... Mrs. Smith keep pets at home?

a) isn't b) doesn't c) didn't

32. Who in you family usually ... to the market?

a) goes b) go c) went

33. Mr. Biggs always ...his car very carefully.

a) drove b) is driving c) drives

34. Gloria ... driving licence.

a) didn't have don't have doesn't have

35. Yesterday Frank ... to work in a car.

a) didn't drive b) doesn't drive c) isn't driving

36. We ... very beautiful flowers at the market last Sunday.

a) buy b) bought c) are buying

37. I prefer ... outdoor games.

a) playing b) to playing c) to play

38. My son likes ... football most of all.

a) playing b) play c) to play

39. I think I. to this theater before.

A was B has been C have been

40. -Look! Somebody. milk on our new carpet.

A spilt B have spilt C has spilt

41. She looks young because she. weight.

A have been lost B lost C has lost

42. Where. you. yesterday morning?

A have. gone B did go C were going

43. This house is fantastically expensive. We expected it to be.

A much cheaper B more cheaper C much cheap

44. He was driving at a hundred miles an hour, he should have driven.

A slower B much slower C more slowly

45. Can you walk. ?

A a bit faster B more fastly C little faster

46. Will you give me. information on delivery arrangements?

A farther B further C more further

47. We stayed at. hotel in this town.

A more cheaper B a cheaper C the cheapest

48. It takes. time to travel to Manchester than to Liverpool.

A few B more C the most

49. A Porsche can go. a Volvo.

A more fastly than B more fast than C faster than

50. The Volga is longer ...the Thames.

A as B than C from

Контрольная работа №2

Выберите правильный вариант из предложенных:

1. There is always ... I don't understand.

- a) some b) something c) nothing

2. Can ... of you help us?

- a) anybody b) any c) somebody

3. It is useless to wait for ... any longer.

- a) they b) their c) them

4. They talked about

- a) themselves b) ourselves c) himself

5. They spent ... holidays in Spain.

- a) theirs b) their c) themselves

6. We usually drink water in hot weather.

- a) few b) a lot of c) many

7. We have bread, please, go and buy some.

- a) many b) little c) few

8. She wanted to tell me ... interesting.

- a) something b) some c) somewhere

9. I think we have met her

- a) somebody b) something c) somewhere

10. There is ... place like home.

- a) no b) nothing c) nobody

11. ... has lived in this house for years.

- a) nowhere b) nobody c) no

12. How... money do you have?

a) many b) a lot of c) much

13. ... many days are there in December?

a) why b) how c) who

14. How ... apple trees are there in the garden?

a) some b) much c) many

15. How ... ice-cream did you eat yesterday?

a) many b) much c) a lot of

16. How ... bacon is there on the dish?

a) some b) many c) much

17. There are ... beautiful buildings in this street.

a) any b) a lot of c) much

18. Is there ... grapes juice in the bottle?

a) much b) a lot of c) many

19. We haven't got ... apples.

a) no b) some c) any

20. Janet bought ... furniture for her bedroom.

a) any b) many c) some

21. I'll post the parcel

a) oneself b) herself c) myself

22. Don't worry! I'll pay for

a) my b) mine c) myself

23. The clothes are absolutely wet. I should dry

a) it b) their c) them

24. Can you bring me ... book, please?

a) those b) this c) that

25. We were in ... class.

a) This b) Such c) the same

26. Do you see ... trees on the other side of the lake?

a) That b) These c) those

Образуйте форму множественного числа

27. Sheep

a) Sheep b) Sheep's c) Sheeps

28. Box

- a) Box b) Boxes c) Boxen

29. Fly

- a) Flys b) Flies c) Fleese

30. Ox

- a) Ox b) Oxes c) Oxen

31. Goose

- a) Geeses b) Geese c) Goose

Выберите правильный артикль.

32. There were no buses so I had to take taxi.

- a) ---- b) a c) the

33. He's wearing tie I gave him.

- a) the b) a c) ----

34. The River Nile is longest river of all.

- a) a b) ---- c) the

35. An apple a day keeps doctor away.

- a) a b) ---- c) the

36. My flat is on second floor.

- a) the b) an c) ---

Замените данные словосочетания существительным в притяжательном падеже.

37. The economy of the country - ...

- a) the country's economy b) the economys' country c) the countrys' economy

38. The toys of my children - ...

- a) my children toys b) my childrens' toys c) my children's toys

39. The bedroom of my sisters -

- a) my sister's bedroom b) my sisters' bedroom c) my sisters's bedroom

40. The hobby of my wife - ...

- a) my wife's hobby b) my hobby's wife c) my wives' hobby

Контрольная работа №3

Выберите форму глагола, соответствующую каждому вопросительному предложению.

- | | | | | | |
|--------|--------|---------|---------|---------|----------|
| 1. do | 2. are | 3. have | 4. will | 5. am | 6. does |
| 7. has | 8. did | 9. was | 10. is | 11. had | 12. were |

1. ... you go out last night?
2. ... he absent from the last lecture?
3. When ... you going to take your next exam?
4. It is not easy to learn English, ... it?
5. He hasn't arrived yet, ... he?
6. What ... your parents doing when you came home?
7. ... you sure that the last bus leaves at 6 p.m.?
8. What European countries ... he been to?
9. ... wrestling a dangerous sport?
10. ... you go to a rock concert last Sunday?
11. ... your boss already left when you arrived?
12. ... she making an apple-pie now?
13. ... you enjoy your present job?
14. ... they get married 5 years ago?
15. Who ... cooking dinner when she entered the kitchen?
16. ... they present at the meeting last night?
17. ... he worked much this week?
18. ... you finished your work?
19. When ... you leaving?
20. ... they be here at 6 o'clock?
21. ... you having dinner when I called?
22. How many years ago ... he leave Great Britain?
23. Who ... making a report now?
24. They haven't signed the agreement, ... they?
25. ... she in when you came to see her?
26. ... you call me when you return?
27. ... you watch a new TV show yesterday?

Выберите правильный вариант из предложенных:

28. It's a nice day, ____ it?

- a) isn't
- b) is
- c) doesn't
- d) don't

29. Your son didn't help you much, ____ he?

- a) didn't
- b) did
- c) was
- d) had

30. She was so young, ____ she?

- a) was
- b) did
- c) wasn't
- d) didn't

31... were you doing last Monday at 6 o'clock?

- what
- why

when
who

32... was your dog in the evening? W... is he so muddy (грязный)?

when/what
where/why
whom/when
who/where

33... do you go for a trip? – Twice a year.

how much
how long
how often
how

34. The 23rd of April 1987.

- a) The twenty-three of April one thousand nine hundred eighty-seven
- b) The twenty-threed of April nineteen eight seven
- c) The twenty-third of April nineteen eighty-seven

35. There are ... people in the restaurant.

- a) sixteen
- b) sixteenth
- c) sixteenths

36. Your second book is worse than

- a) first
- b) the first
- c) one

37. Olivia found this quotation on ... page.

- a) the forty-fifth
- b) forty-fifeth
- c) forty-five

38. I need ... peaches for a pie.

- a) three
- b) the third
- c) threety

39. She lives on the ... floor.

- a) two
- b) second
- c) twoth

40. He has got ... brothers and sisters.

- a) five
- b) fifth

c) fifth

Контрольная работа №4

Выберите правильный вариант из предложенных:

1. My cousins seen a kangaroo.

A have never B never have C has never D haven't never

2. Have you to Canada?

A ever been B ever gone C been ever D gone ever

3. I'm sorry. Mrs Johnson hasn't

A arrived just B already arrived C arrived already D arrived yet

4. My husband and I to Edinburgh in 2001.

A have moved B moved C did moved D has moved

5. I to London five times already this week.

A went B have gone C have been D was going

6. My car. down. I can't drive home.

A has broken B broke C have broken D was breaking

7. I. her since my childhood.

A know B have known C have been knowing D knew

8. You are too late! The program. at least two hours ago.

A starts B has started C have started D started

9. Where. you. yesterday morning?

A have. gone B did go C has. gone D were going

10. How long. you. at your present address?

A do. live B does. live C did. live D have. lived

11. She gave me the book which I __not read before.

- a) to have
- b) did
- c) had
- d) have

12. When__ people ask for legal advice?

- a) do
- b) does
- c) have
- d) are

13. He looks tired. He __football.

- a) was playing
- b) played
- c) plays
- d) has been playing

14. I think I __take a trip round the world next year.

- a) will
- b) was
- c) was going to
- d) will be

15. It __snowing since morning.

- a) was
- b) has been
- c) is
- d) will be

16. It's a unique book. I __ for it.

- a) am looking
- b) was looking
- c) will be looking
- d) look

17. The police __a number of witnesses about the crime recently.

- a) will interview
- b) interview

- c) interviewed
- d) have interviewed

18. They __ them at the police station when I arrived.

- a) questioned
- b) were questioning
- c) question
- d) was questioning

19. Hot tea ...help me.

- a) is
- b) don't
- c) doesn't
- d) isn't

20. She usually ... fashionably.

- a) dress
- b) is dressing
- c) dresses
- d) had dressed

21. Right now they ... cards.

- a) are playing
- b) are plays
- c) don't play
- d) is playing

22. I always ... hands before lunch.

- a) washes
- b) am washing
- c) wash
- d) is washing

23. Look! They ... the deer!

- a) doesn't shoot
- b) are shooting
- c) is shoots
- d) is shooting

24. For dinner we usually ... rice and ... some meat.

- a) boil; fry
- b) are boiling; fry
- c) boils; fries
- d) is boiling; fry

25. I ... a nice hat at the moment.

- a) am wearing
- b) is wearing
- c) don't wear
- d) are wearing

26. They always ... on the bright side.

- a) looking
- b) looks
- c) look
- d) is looking

27. Yesterday the children ____ all their homework before their mother ____ home.

- a) had done, came
- b) did, came
- c) were doing, came
- d) did, were coming

28. When I ____ the hall, the students _____ to a very interesting lecture.

- a) entered, were listening
- b) was entering, listened
- c) was entering, were listening
- d) entered, listened

29. He quickly forgot everything he _____ at school.

- a) had learnt
- b) learnt
- c) learns
- d) was learning

30. I worked on Saturday, so I _____ to the party the day before.

- a) had not gone
- b) not had gone
- c) had not went
- d) has not gone

**31. He showed us the place where _____ his leg.
he hurt**

he have hurted
he had hurt

32. The work yet.

- A) hasn't been finished
- B) wasn't finished
- C) hasn't finished
- D) didn't finish

33. A lot of new English words this year.

- A) had been learned
- B) is learnt
- C) has been learnt
- D) have been learnt

34. The letter two weeks ago.

- A) wrote
- B) was writing
- C) was written
- D) was being written

35. Iat every lesson

- A) have being asked
- B) were asked
- C) is asked
- D) am asked

36. The sky with the heavy clouds.

- A) were covered
- B) are covered
- C) is covered
- D) am covered

37. The bridge by tomorrow morning.

- A) will have been reconstructed
- B) is being reconstructed
- C) will be reconstructed
- D) was reconstructed

38. At the police station he ... a lot of questions.

- A) asked
- B) had been asked
- C) had been asking
- D) was asked

39. The rent for the house regularly.

- A) was paid
- B) was paiking
- C) paid
- D) pays

40. This question at the meeting now.

- A) has been discussed
- B) is discussing
- C) was discussed
- D) is being discussed

4. Контрольно-оценочные материалы для итоговой аттестации по учебной дисциплине

Предметом оценки являются умения и знания. Контроль и оценка осуществляются с использованием следующих форм и методов: проведение практических занятий, устного и письменного опроса, тестирования, а также выполнения обучающимися индивидуальных заданий.

Оценка освоения дисциплины предусматривает использование накопительной системы оценивания и проведение экзамена.

I. ПАСПОРТ

Назначение:

КОМ предназначен для контроля и оценки результатов освоения учебной дисциплины «Иностранный язык» по всем специальностям.

В результате освоения учебной дисциплины обучающийся должен уметь:

У1 - общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;

У2 - переводить (со словарем) иностранные тексты профессиональной

направленности;

У3 - самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;

В результате освоения учебной дисциплины обучающийся должен знать:

31 - лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

II. ЗАДАНИЕ ДЛЯ ЭКЗАМЕНУЮЩЕГОСЯ. Вариант № 1

Вариант 1

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №1 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Образование в России.

Вариант 2

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №2 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Наиболее популярные способы путешествия в России.

Вариант 3

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №3 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Крупный город в США и его достопримечательности.

Вариант 4

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №4 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Каникулы и способы их проведения.

Вариант 5

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №5 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Мой выходной день.

Вариант 6

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №6 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Крупный город России и его достопримечательности.

Вариант 7

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №7 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Достопримечательности крупного города Великобритании.

Вариант 8

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №8 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Моя будущая профессия.

Вариант 9

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №9 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Фаст фуд и здоровая еда в нашей жизни.

Вариант 10

Инструкция для обучающихся

Внимательно прочитайте задание.

Время выполнения задания – 1 час.

Задание

1. Прочитать и перевести выделенный отрывок текста №10 с английского языка на русский язык. Подготовить пересказ всего текста. Беседа по тексту.
2. Подготовить устное сообщение по теме: Мои впечатления о посещении крупного города России.

III. ПАКЕТ ЭКЗАМЕНАТОРА

III а. УСЛОВИЯ

Количество человек в группе - 10

Количество вариантов задания для экзаменующихся – по количеству экзаменующихся.

Время выполнения задания – 1 час.

Оборудование: экзаменационная ведомость, англо-русский словарь.

Эталон ответа:

1. Прочитайте и устно переведите выделенный отрывок с английского языка на русский язык. Подготовьте пересказ всего текста. Ответьте на вопросы к тексту, заданные преподавателем.

Woodmanshythe is a small town. About 3,000 people live here. It is unusual for a town of this size to have a good cinema. It is even more “unusual, however, to have a cinema that is run by a group of 12 people. The group is a real mixture: there is a businessman, two teenage school-children, three housewives, four old-age pensioners, a school-teacher, and the local vicar. Major Richard Danby is the oldest of the group. He is 73 and he lives in the small flat above the cinema. He is the caretaker and is always ready — and proud—to show visitors the cinema, and to talk about it.

“It all started ten years ago. There was a large store here which was for sale. A couple of us old people thought that it would be the ideal place for an activity centre. Not just for pensioners, but for the young ones too. There wasn’t anywhere where people could get together. Then by chance we heard that the cinema in Workshop — that’s our nearest big town — was closing down. So we thought «Bingo!» All its equipment was for sale. I contacted Jim Breasley, who is our financial brain, and before we knew where we were, we had plans drawn up for a cinema here. He did all the calculations, and we were promised a lot of help by the town council. A couple of companies has given us money as well. We made a broad group of twelve people representing all ages and interests — as far as possible, anyway — and this very nice cinema is the result of it!”

The cinema shows films five nights a week (not on Sundays and Mondays). There are also two afternoon programmes a week for children. Old age pensioners have the cinema two mornings a month, and there is a film club that uses the cinema once a fortnight.

“We try to show a mixture of films: we try to get the very newest ones, we show some of the old classics, and we have had one or two of the violent films as well. That always gives a good bit of discussion afterwards!”

The discussions take place in the cafeteria, which is a large room at the side of ‘the foyer. It is open in the mornings and afternoons as well, and many people enjoy just dropping in here for a chat and something to drink. “It’s all part of the centre-idea, you see,” says Major Danby proudly.

Перевод отрывка:

Вудманшиф - небольшой городок. Здесь проживает около 3000 человек. Это необычно для города такого размера иметь хороший кинотеатр. Еще более необычно иметь кинотеатр, которым управляет группа из 12 человек. В группа – все вперемешку: есть бизнесмен, два подростка, три домохозяйки, четыре пенсионера, школьный учитель и местный викарий. Майор Ричард Данби является старейшим из группы. Ему 73 года и он живет в маленькой квартире над кинотеатром. Он смотритель и всегда готов — и горд — показывать посетителям кино и говорить об этом.

Пересказ текста:

Woodmanshythe is a small town. About 3,000 people live here. It is unusual for a town of this size to have a good cinema. It is run by a group of 12 people. The group is a real mixture: there is a businessman, two teenage school-children, three housewives, four old-age pensioners, a school-teacher, and the local vicar. Major Richard Danby is the oldest of the group. He is 73 and he lives in the small flat above the cinema.

It all started ten years ago. There was a large store here which was for sale. A couple of old people thought that it would be the ideal place for an activity centre. Not just for pensioners, but for the young ones too. A couple of companies has given them money as well. They made a broad group of twelve people representing all ages and interests and this very nice cinema is the result of it!

The cinema shows films five nights a week (not on Sundays and Mondays). There are also two afternoon programmes a week for children. Old age pensioners have the cinema two mornings a month, and there is a film club that uses the cinema once a fortnight.

Ответы на вопросы:

- Who is the cinema in Woodmanshythe run by?
- It is run by a group of 12 people.
- Who is the cinema for?
- It's not just for pensioners, but for the young ones too
- What kinds of films are shown at the cinema?
- They try to show a mixture of films. the very newest ones, they show some of the old classics, and one or two of the violent films as well.
- What do people usually do after watching films?
- They discuss films.

2.Подготовить устное сообщение по теме: Образование в России.

Образование в России

The Russian children usually start to go to school when they are seven years old. First the children learn at the elementary school. They visit the elementary school for four years. The children get there the elementary education. It means they learn to count, to read and to write. In the most schools the children also learn a foreign language beginning from the second form.

the fifth form means the beginning of the secondary education. The children learn different subjects, for example Biology, Literature, Chemistry, Physics, Informatics. In Russia the nine-year basic incomplete secondary education is compulsory. After that the children have to decide what they will do from now forth. On the one hand, they can continue their schooling and get the complete eleven-year secondary education. On the other hand, they can enter a college giving them the complete secondary education and trade training. After graduating from college the young people became financially independent and can start to work.

Currently there are different types of schools in Russia. The children and their parents can choose a regular school, a school with advanced study of some subject, a private school. Private schools in Russia are always fee-paying.

After graduating from school or college our young people can enter universities or institutes, where they get higher education.

Экзаменационная ведомость:

Дисциплина: Иностранный язык (английский).

Фамилия, имя, отчество преподавателя:

Группа _____, курс _____, семестр.

Дата проведения:

№ п/п	Ф.И.О. студента	№ зачетной книжки	Отметка о сдаче экзамена	Подпись преподавателя
1.				
2.				
3.				
4.				
5.				
6.				
7.				

ШБ. КРИТЕРИИ ОЦЕНКИ

Критерии оценки результатов экзамена по дисциплине «Иностранный язык»

Оценка	Перевод текста	Сообщение, развитие темы	Пересказ, беседа по тексту
«отлично»	содержание передано полностью, стиль соблюден, ошибки отсутствуют	полное раскрытие темы и правильные ответы на вопросы, свободное развитие темы	свободное изложение мысли на предложенную тему с использованием активной лексики без коммуникативных ошибок
«хорошо»	содержание передано полностью, стиль соблюден, но допущена одна	полное раскрытие темы ответы с незначительными ошибками, небольшие затруднения при	свободное изложение мысли по теме с незначительными лексическими и грамматическими

	полная ошибка и одна смысловая неточность	развитии темы	ошибками, не мешающими коммуникации
«удовлетворительно»	содержание передано неполностью с искажением смысла и несоблюдением стиливых норм	неполное раскрытие темы, значительные затруднения с ответами на вопросы и развитием темы	значительные затруднения во время изложения мысли, связанные с недостаточным усвоением грамматического и лексического материала
«неудовлетворительно»	содержание передано со значительным искажением смысла и несоблюдением стиливых норм	значительные затруднения с ответами на вопросы и тема развита крайне слабо.	изложение мыслей крайне затруднено, значительные грамматические и лексические ошибки

4. Приложения. Задания для оценки освоения дисциплины

Темы	Формы контроля
Тема 1.1 Приветствие. Прощание. Формы обращения. Фонетика. Знаки транскрипции (повторение).	<p>Фронтальный и индивидуальный опрос во время аудиторных занятий</p> <p>Устный опрос диалогов, рассказов, устных сообщений</p> <p>Контроль техники чтения,</p> <p>Оценка результатов внеаудиторной самостоятельной работы</p>
Тема 2.1 Первая встреча. Начало беседы. Взаимопонимание. Просьбы Имя существительное. Артикль.	<p>Контрольно-тренировочные упражнения на овладение лексическими единицами</p> <p>Текущий контроль умения высказываться по предложенной теме</p> <p>Тест по грамматике.</p> <p>Оценка результатов устного и письменного опроса (диктанты, письменные работы)</p> <p>Оценка результатов внеаудиторной самостоятельной работы</p> <p>Оценка результатов устных и письменных сообщений,</p>

	подготовки слайд-презентаций, проектных работ.
Тема 2.2 Согласие и несогласие. Разрешение. Запрет. Местоимения.	Контроль высказываний по предложенной теме Устный опрос диалогов, рассказов, устных сообщений Контрольно-тренировочные упражнения на овладение грамматикой Оценка результатов устного и письменного опроса (диктанты, письменные работы) Практические задания по аудированию Оценка результатов внеаудиторной самостоятельной работы
Тема 2.3 Моя будущая профессия. Местоимения (продолжение).	Контроль высказываний по предложенной теме Контрольно-тренировочные упражнения на овладение лексическими единицами Оценка результатов внеаудиторной самостоятельной работы Оценка результатов устных и письменных сообщений, подготовки слайд-презентаций, проектных работ. Контрольная работа по грамматике.
Тема 2.4 Каникулы и способы их проведения. Глагол и его функции в предложении.	Устный опрос диалогов, рассказов, устных сообщений. Контрольно-тренировочные упражнения на овладение лексическими единицами Оценка результатов устных и письменных сообщений, подготовки слайд-презентаций, проектных работ. Оценка результатов устного и письменного опроса (диктанты, письменные работы) Оценка результатов внеаудиторной самостоятельной работы
Тема 2.5 Образование в России Порядок слов в повествовательном и вопросительном предложении.	Контроль техники чтения, грамматические тесты. Устный опрос диалогов, рассказов, устных сообщений Оценка результатов устных и письменных сообщений, подготовки слайд-презентаций, проектных работ. Оценка результатов устного и письменного опроса (диктанты, письменные работы) Контроль высказываний по предложенной теме Оценка результатов внеаудиторной самостоятельной работы Контрольно-тренировочные упражнения на овладение грамматикой

<p>Тема 2.6 Мой выходной день. Время.</p> <p>Числительное.</p>	<p>Устный опрос диалогов, рассказов, устных сообщений. Контрольно-тренировочные упражнения на овладение лексическими единицами</p> <p>Оценка результатов устного и письменного опроса (диктанты, письменные работы)</p> <p>Оценка результатов внеаудиторной самостоятельной работы.</p> <p>Оценка результатов устных и письменных сообщений, подготовки слайд-презентаций, проектных работ. Контрольная работа по грамматике.</p>
<p>Тема 2.7 Времена английского глагола в активном залоге.</p>	<p>Оценка результатов выполнения лексических и грамматических тестов.</p> <p>Оценка результатов внеаудиторной самостоятельной работы</p> <p>Контрольно-тренировочные упражнения на овладение грамматикой</p>
<p>Тема 2.8 Времена английского глагола в пассивном залоге.</p>	<p>Оценка результатов выполнения лексических и грамматических тестов.</p> <p>Контрольно-тренировочные упражнения на овладение грамматикой</p> <p>Оценка результатов внеаудиторной самостоятельной работы</p>
<p>Тема 2.9 Еда. Сервировка стола. Предлоги места и времени.</p>	<p>Устный и письменный контроль перевода текстов Оценка результатов устного и письменного опроса (диктанты, письменные работы)</p> <p>Устный опрос диалогов, рассказов, устных сообщений.</p> <p>Оценка результатов устных и письменных сообщений, подготовки слайд-презентаций, проектных работ.</p> <p>Контрольно-тренировочные упражнения на овладение грамматикой</p> <p>Оценка результатов внеаудиторной самостоятельной работы</p> <p>Контрольная работа по грамматике.</p>
<p>Тема 2.10 Российская Федерация. Крупные города России. Наречия и прилагательные.</p>	<p>Контроль чтения и аудирования текстов страноведческого характера</p> <p>Устный и письменный контроль перевода текстов Оценка результатов внеаудиторной самостоятельной работы</p> <p>Контрольно-тренировочные упражнения на овладение</p>

	грамматикой Оценка результатов устного и письменного опроса (диктанты, письменные работы)
Тема 2.11 Путешествие. Модальные глаголы.	Контроль высказываний по предложенной теме Устный опрос диалогов, рассказов, устных сообщений. Оценка результатов устного и письменного опроса (диктанты, письменные работы) Контрольно-тренировочные упражнения на овладение лексическими единицами Оценка результатов внеаудиторной самостоятельной работы

Образец аннотации к тексту

The headline of the article I have read is “Taste of the World’s Finest Teas and Coffee”. The author is Carol Wilson and it is published in “The Express”.

The article is devoted to one of the most famous companies - “Whittard” which has a flourishing business all over the world. The company sells the finest teas and coffee: more than 50 leaf teas, special fruit teas, and 18 types of pure Arabica coffee.

It is spoken in detail about the company’s philosophy, the aim of business and the ways of its achievement. The author describes different sorts of coffee and tea, different types of packing them and unusual presents which company sells.

The article is of interest to tea or coffee lovers and companies dealing with such products.

Тексты для экзамена:

Text №1

Woodmanshythe is a small town. About 3,000 people live here. It is unusual for a town of this size to have a good cinema. It is even more “unusual, however, to have a cinema that is run by a group of 12 people. The group is a real mixture: there is a businessman, two teenage school-children, three housewives, four old-age pensioners, a school-teacher, and the local vicar. Major Richard Danby is the oldest of the group. He is 73 and he lives in the small flat above the cinema. He is the caretaker and is always ready — and proud—to show visitors the cinema, and to talk about it.

“It all started ten years ago. There was a large store here which was for sale. A couple of us old people thought that it would be the ideal place for an activity centre. Not just for pensioners, but for the young ones too. There wasn’t anywhere where people could get together. Then by chance we heard that the cinema in Workshop — that’s our nearest big town — was closing down. So we thought «Bingo!» All its equipment was for sale. I contacted Jim Breasley, who is our financial brain, and before we knew where we were, we had plans drawn up for a cinema here. He did all the calculations, and we were promised a lot of help by the town council. A couple of companies has given us money as well. We made a broad group of twelve people representing all ages and interests — as far as possible, anyway — and this very nice cinema is the result of it!”

The cinema shows films five nights a week (not on Sundays and Mondays). There are also two afternoon programmes a week for children. Old age pensioners have the cinema two mornings a month, and there is a film club that uses the cinema once a fortnight.

“We try to show a mixture of films: we try to get the very newest ones, we show some of the old classics, and we have had one or two of the violent films as well. That always gives a good bit of discussion afterwards!”

The discussions take place in the cafeteria, which is a large room at the side of ‘the foyer. It is open in the mornings and afternoons as well, and many people enjoy just dropping in here for a chat and something to drink. “It’s all part of the centre-idea, you see,” says Major Danby proudly.

1. Who is the cinema in Woodmanshythe run by?
2. Who is the cinema for?
3. What kinds of films are shown at the cinema?
4. What do people usually do after watching films?

Text №2

If you leave the main street and turn right, you are in Amina’s world. The people in the street are «foreign-looking» — they look like Indians or Pakistanis, and they or their parents certainly originated from Asia. The shops in this area sell foreign goods. The windows are filled with saris and turbans, exotic shawls, unusual perfumes, incense, and books written in letters that an ordinary European cannot read. The grocers sell spices and vegetables not normally to be found in English kitchen, and the cinemas advertise Indian films. The travel agents offer cut-price flights to New Delhi and Karachi.

If you come here in the evening or on Sunday, the streets are almost as busy as they are during an ordinary weekday. The grocers are open and life goes on as usual.

Amina stands behind the counter in her little grocer’s shop on the corner. Her two children play in the back. Most of her customers are Asians, two or three are Europeans. “We are open every day,” she says. “I open at 9.30 every day, except for Sundays, when I open at 10 o’clock. The shop closes at 10.30 in the evening — again Sunday is different, we close at 5 o’clock. Of course I close in the middle of the day for a good long break. I would like to close the shop altogether on Sundays, but it is not possible. There is too much competition here. We are saving up to buy a bigger shop with a back garden for the children to play in while I am working. We don’t want to move far away, because the people are friendly here. There is no real prejudice against us. We try to fit into the English way of life as much as possible. I draw the line at wearing English clothes, though I am too fond of my sari. The children are a little divided. They have been on one trip to India, where my parents still live. They liked it very much there, but when we came back

to London, they settled down very quickly. My husband has got a good job here with a computer firm, so I am sure we will stay here. I don't know how the children will grow up. I hope they will fit into the English society without too much trouble. It isn't always so easy. At the same time I hope they will remain good Indians—good Hindus. The most important thing for them is to be happy — to have a good education, and for us to find good marriage partners for them. Then I will be happy too”.

1. What do people in Amina's world look like?
2. What does Amina's shop look like?
3. Why don't Amina and her husband want to move far away from where they live?
4. Does Amina's shop work on Sundays?

Text №3

Thirty years ago my family were one of the lucky ones and went on holiday, once a year for a week. They went every year to the nearest seaside resort where there were a few traditionally run hotels, a beach, a little town and that was it. Today tourism is big business throughout the world and our expectations and life styles have greatly altered.

There are those people, especially environmentalists, who see the growth of tourism as a disaster for the environment as well as local cultures. Tourism has often meant huge hotel complexes, swimming pools, pollution and overcrowding that have destroyed many local communities. This has been the case on the Costa del Sol in Spain, which has been literally invaded by tourists for the past few decades. As the tourists start to look for more exotic places to go on holiday, the problem with protecting yet unspoiled areas in, for example, South East Asia, Central America and Africa grows.

Many of us have laughed at the commercial that shows an American tourist group on a sightseeing coach in Norway. Whenever the guide points out a local sight of interest, someone on the coach spots a McDonald's or another American Company on the other side of the coach, and everyone's attention is drawn to that. This is a good example of how many people, who go abroad on holiday, are actually more interested in experiencing familiar surroundings than discovering the local culture. As a result, travel companies try to make the resorts look as much as possible like the environment the tourists are used to.

Yet the growth of tourism has opened up parts of the world and enabled travellers to go to places they could only have dreamed of thirty years ago. The meeting of different cultures in this way has led to a greater mingling of peoples and cultures and habits. Take food for example: Italian dishes such as spaghetti and Spanish rice dishes such as paella, are nowadays eaten all over the world.

On a more serious level, tourism is often the developing countries' most important source of income. Foreign tourists bring in much needed foreign currency and this can help that country buy equipment and goods from abroad. In this way tourism is good for an area of the country.

1. Where do tourists today try to find more exotic places for a holiday?
2. What is a good example of how many people, who do abroad, are actually more interested in experiencing familiar surroundings than discovering the local culture?

3. What does tourism bring to the economy of different countries?
4. What dishes are nowadays eaten all over the world?

Text №4

Albert Foreman had been a verger¹ at St. Peter's church in Neville Square for sixteen years. Albert Edward was very proud of his job and his church. But there was one special feature about Albert: he couldn't read or write. When one day a new vicar discovered this, he told him that unless he learnt to read and write within three months, he would lose his job. Albert refused and that evening he sadly locked the church and began to walk home.

As he walked along the street he looked for a shop to buy a packet of Gold Flake². It was a long street but there was not a single shop where he could buy cigarettes.

"That's strange," Albert said to himself. "That's an idea!"

Next day he went along the street and by good luck found a little shop to let. Twenty-four hours later he had taken it, and a month after that set up in business as a tobacconist and newsagent. He did so well that in ten years he had acquired no less than ten shops and he was making money hand over fist. One morning when he was at the bank the cashier told him that the manager would like to see him.

"Mr. Foreman," said the manager, "I wanted to have a talk with you about the money you've got with us. It's a very large sum and I think you would do better to invest it".

A troubled look appeared on Mr. Foreman's face. "I've never had anything to do with investments," he said.

"We'll do everything. All you'll have to do is just sign some forms".

"But how should I know what I was signing?"

"I suppose you can read," said the manager a little sharply.

"Well, sir, that's just it. I can't. I can't read or write, only my name, and I only learnt to do that when I went into business".

The manager was so surprised that he jumped up from his chair. "That's the most extraordinary thing I've ever heard. And do you mean to say that you made a fortune of thirty thousand pounds without being able to read or write? Good God, man, what would you now be if you had been able to?"

"I'd be a verger of St. Peter's, Neville Square".

¹ **a verger** — someone who looks after a church

² **Gold Flake** — a once-popular brand of cigarette

1. How many years did Albert Edward work as a verger?
2. What kind of business did Albert Foreman start?
3. Why did Albert have a troubled look when he had heard the manager's offer?

4. What was the manager's reaction when he had learned the truth about Mr. Foreman?

Text №5

James Mitford: My wife and I only had the one child. It might have been nice to have a son, but we didn't plan a family, we just had Amy.

I see her as my best friend. I think she'd always come to me first if she had a problem. We have the same sense of humour, and share interests. I don't mind animals, but she's completely obsessed with them, and she has always had dogs, cats, horses, and goldfish in her life.

We were closest when she was about four, which I think is a lovely age for a child. They know the parents best, and don't have the outside contacts. She must have grown up suddenly when she went to school, because I remember her growing away from her family slightly. Any father who has a teenager daughter comes across an extraordinary collection of people, and there seemed to be an endless stream of strange young men coming through our house. By the time I'd learned their names they'd gone away and I had to start learning a new lot. I remember I told her off in front of her friends and she didn't talk to me for days afterwards.

I wanted more than anything else for her to be happy in what she was doing, and I was prepared to pull strings to help her on her way. She went to a good school, but that didn't work out. She must have upset somebody. When she left she decided she wanted to become an actress so I got her into drama school. It wasn't to her liking so she joined a theatre group and began doing bits and pieces of films. She was doing well, but then gave it up. She probably found it boring. Then she took up social work, and finally went to work for a designer and he became her husband. And that's really the story of her life. She must be happy with him—they're always together.

We have the same tastes in books and music, but it takes me a while to get used to new pop songs. I used to take her to the opera, which is my big passion, but I don't think she likes it very much, she doesn't come with me any more.

I don't think she's a big television watcher. She knows when I'm on, and she might watch, but I don't know. It's not the kind of thing she tells me.

We're very grateful for Amy. She's a good daughter as daughters go. We're looking forward to being grandparents.

I'm sure she'll have a son.

1. What did James and Amy have in common?
2. Why didn't Amy talk to her father for days once?
3. What was Amy's first profession?
4. Why does James think that his daughter is happy with her husband?

Text №6

Amy Mitford: I don't really know my father. He isn't easy to get on with. He's quite self-centred, and a little bit vain, I think, and in some ways quite unapproachable. The public must think he's very easy-going, but at home he keeps himself to himself.

He can't have been at home much when I was a child, because I don't remember much about him. He's always been slightly out of touch with family life. His work always came first, and he was always off somewhere acting or rehearsing. He loves being asked for his autograph, he loves to be recognized. He has won several awards, and he's very proud of that. He was given the Member of the British Empire, and we had to go to Buckingham Palace to get the medal. It was incredibly boring — there were hundreds of other people getting the same thing, and you had to sit there for hours. He shows off his awards to whoever comes to the house.

I went to public school, and because of my total lack of interest and non-attendance I was asked to leave. I didn't want to go there in the first place. I was taken away from all my friends. He must have been very pleased to get me into the school, but in the end it was a complete waste of money. I let him down quite badly, I suppose. I tried several jobs but I couldn't settle down in them. They just weren't challenging enough. Then I realized that what I really wanted to do was live in the country and look after animals, so that's what I now do.

As a family, we're not that close, either emotionally or geographically. We don't see much of each other these days. My father and I are totally different, like chalk and cheese. My interests have always been the country, but he's into books, music and above all, opera, which I hate. If they do come to see us, they're in completely the wrong clothes for the country — mink coats, nice little leather shoes, not exactly ideal for long walks across the fields.

He was totally opposed to me getting married. He was hoping we would breakup. Gerald's too humble, I suppose. He must have wanted me to marry someone famous, but I didn't, and that's all there is to it. We don't want children, but my father keeps on and on talking about wanting grandchildren. You can't make someone have children just because you want grandchildren.

I never watch him on television. I'm not that interested, and anyway he usually forgets to tell me when he's on.

1. What does Amy think of her father as a person?
2. Why doesn't Amy remember much about her father?
3. Why does Amy feel guilty about her father sometimes?
4. What is the difference between James' and Amy's interests?

Text №7

Nowadays the number of crimes involving violence is growing in Sweden as well as many other countries. The main cause of this development is undoubtedly the use of drugs especially in larger cities. The higher rate of unemployment and growing racism are significant reasons too. Meaningless murders and assaults¹ are the frightening results. One can, as a consequence, see how people not only in countries like the United States, but also in countries like Sweden, arm themselves with weapons for protection, but violence breeds violence.

It is often claimed that an efficient way to lower the number of acts of violence is to have more severe sentences². However, people who commit these crimes often have serious social and psychological problems. Many of them may therefore be indifferent to how severe the sentences are. Besides, these criminals do not think that they will ever get caught. Because of these reasons, I doubt that acts of violence in Sweden would decrease if our government was to make the sentences for this type of crime more severe.

A common measure to reduce the acts of violence is to increase the number of policemen patrolling the streets. Although this is a good way of preventing acts of violence, it will not actually stop people from becoming criminals.

I am convinced that it is impossible to erase³ the violence related criminality completely, but there is a way in which I think it can be reduced considerably. Children should be informed about crimes related to violence and drugs. This information should be given in kindergarten as well as in elementary school. Furthermore, it should especially reach those children who live in areas with high crime rates. The information should take the form of a discussion, not a lecture, led by some expert, preferably a local police officer.

Hopefully, the children would then at an early age already have some understanding of these problems that would be valuable to them for the rest of their lives. Although the costs for such a project would be considerable, the benefits would be great. It would certainly prevent many from becoming violent criminals in the future.

¹ **assault** — нападение

² **sentence** — приговор, наказание

³ **to erase** — уничтожать, ликвидировать

1. What do many people in different countries do to protect themselves?
2. Why educating people is important?
3. What is the main cause of growing violence?
4. What measures can help to protect people from violence?

Text №8

My Great Aunt's name is Mary Grieve. She is my grandmother's aunt. I do not know her very well having always lived a long way away, but she has always been a woman I have respected for many different reasons.

She is now over eighty years old and was born in Scotland in 1912. She had one brother called Tom. Her family was wealthy for those times and luckily for Mary, her father believed in educating both his children. He did not send her to one of the typical schools for daughters of the rich where they only learnt skills preparing them for marriage. She was obviously intelligent and when she left school she went to Oxford University.

In the 1930's there were very few women at University. However Mary is not a quiet, submissive woman, in fact she has always been very determined and prepared to be different. At this time it was assumed that woman of her class would spend a few years enjoying her freedom and then settle down and get married. Mary did not do this.

After graduating from the university, she got a job in journalism. Newspapers were increasingly popular and to sell them to a wider audience some papers realised that appealing to women was important. She not only worked for newspapers but also wrote articles and books later in her life.

After the Second World War, she got a job with one of the new women's magazines that were to become more and more popular. After many years of hard work and struggling in a male dominated profession she eventually reached the top and became the editor of the magazine.

Mary never married as her work was very important to her and a job and marriage did not mix in Britain in the 1950's.

She is now old in years and confined to a wheelchair. However she is still full of enthusiasm about life. Her personal courage, her enthusiasm and interest in life, as well as the example she has set for all women working in our still male dominated society, makes Mary a woman I feel privileged to have known.

1. Why Does the narrator know her Great Aunt very well?
2. What kind of job did Mary get after graduating from the university?
3. What always impressed the narrator in her Great Aunt?
4. What job did Mary get after the Second World War?

Text №9

The setting is every child's dream. A huge, rambling, 300-year-old house, warmed by log fires, overrun by pets, and set in acres of natural playground. And no school.

That is what makes the Kirkbride household so rare. James, 18, Tamara, 15, Tigger, 14, and Hoppy, 10, have spent the last four years doing what other children only enjoy at weekends and holidays.

They get up when they feel like it, breakfast at leisure, and spend the rest of the day doing what they want. They walk, swim, fish, paint, read, play musical instruments, cook or sit around and chat.

There has been no attempt at having any lessons since John and Melinda Kirkbride took their children out of the local school — James five years ago and the others a year later. Hoppy had been there only six days. "We did start with a sort of curriculum when we took James out," says John, 46, a large forceful man. "But we soon realised we were repeating the mistakes of the system".

"From the beginning, we both felt that packing our children off to school was wrong," says Melinda, a German-born former actress. "Seeing their unhappiness made us re-examine our own school years, and remember how destructive they were". John, formerly a TV producer, began a teachers' training course in Norwich, "to see if I could reform from within". He soon found he couldn't and, after completing the course and teaching for four months, he removed himself and his children, from the system.

If the personalities of the children were the only criteria, the experiment would be an undoubted success. They are intelligent, confident, capable and considerate. All, including the two boys, cook and sew. Chores are shared without arguments. Their friendliness to each other, and to the many guests who visit the house, is natural and unforced.

"Teach is a swear word in this house," says John. "It destroys the child's own natural talent and creativity. Now learning—that's a different matter. All our children learn when and if they want to learn something. They look it up in books or they go and ask someone who knows, they use their initiative — which is more than any school could teach them".

1. How many children do the Kirkbrides have?

2. Why did John and Melinda Kirkbride take their children from school?
3. What are the children's personalities like?
4. What is the main principle of teaching according to the Kirkbrides household?

Text №10

The problems with my parents started when I was sixteen. I wanted to get a Saturday job but my parents ordered me to stay at home and study for my exams. Whenever I pointed out that all my friends had Saturday jobs, they always replied, «We don't care what they do, it's you we are worried about,» and yet, whenever my school marks were bad, I was always compared to everyone else. Their double standards infuriated me so much that I did whatever I could to provoke them. I purposely dyed my hair white blond and plastered my face in make-up before I went to school. However, all I managed to achieve was mass arguments before I went anywhere.

It was a rule in the house that I was only allowed out once during the week and on Saturday till 10 p.m. Every time I attempted to go out in the evening, my parents asked me who I was going out with and where we were going. They even insisted on my giving them my friend's telephone number in case they needed to contact me. I always argued about the last bit; I felt that if I gave them the number they'd use it to check up on me. It never for one moment crossed my mind that they were just worried about me.

Once I asked if I could go to a party on Saturday night. The party finished at 11.30 p.m. They agreed, but on the condition that my Dad came to pick me up at 10 p.m. I argued and argued about it but in the end I had to agree. I knew I was going to be really embarrassed when my father came to pick me up, so I spent the whole party worrying. I didn't speak to my parents for three days after that. My mother tried to explain how they both felt but I didn't want to listen. It was then that I decided to break all the rules they had set down. So instead of coming home at 10 p.m., I would arrive back at 11.30 p.m. and then refuse to tell them where I had been. I somehow felt that if I broke their rules, they would realise I was old enough to look after myself and leave me alone. However, the argument got worse and worse, and the more they tried to keep me in the house, the more I sneaked out. Finally, one Saturday night I didn't come home till 2 a.m. My father wanted to know why I was so late. I refused to tell him. We had a huge argument which ended with me getting a taxi to my sister's house. What went wrong?

1. When did Ann's problems with her parents start?
2. What rules were in the house?
3. How often was she allowed to go out in the evening?
4. Why didn't Ann speak to her parents after the party?