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РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Рабочая программа составлена в соответствии с требованиями ФГОС СПО специальности 43.02.15 Поварское и кондитерское дело (утвержден 09.12.2016 № 1565) и учебного плана специальности 43.02.15 Поварское и кондитерское дело, утвержденного Ученым советом ФГБОУ ВО ГАГУ (от 29.01.2026, протокол № 2).

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Рабочая программа ОГСЭ.03 Иностранный язык в профессиональной деятельности разработана на основе Федерального государственного образовательного стандарта (далее - ФГОС) по специальности среднего профессионального образования 43.02.15 Поварское и кондитерское дело.

Организация-разработчик: ФГБОУ ВО Горно-Алтайский государственный университет Аграрный колледж.

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1. ОБЩАЯ ХАРАКТЕРИСТИКА РАБОЧЕЙ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ

Иностранный язык в профессиональной деятельности

(наименование дисциплины)

1.1 Цель и место дисциплины в структуре образовательной программы

Цель дисциплины Иностранный язык в профессиональной деятельности: формирование навыков владения устной и письменной речью в рамках, определенных профессиональной тематикой, необходимой для обслуживания иностранных граждан (туристов) в предприятиях общественного питания.

Дисциплина Иностранный язык в профессиональной деятельности включена в обязательную часть общего гуманитарного и социально-экономического цикла образовательной программы.

1.2 Планируемые результаты освоения дисциплины

Результаты освоения дисциплины соотносятся с планируемыми результатами освоения образовательной программы, представленными в матрице компетенций выпускника (п. 4.3 ОПОП).

В результате освоения дисциплины обучающийся должен:

ОК	Уметь	Знать	Владеть навыками
ОК 09	<p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы</p> <p>участвовать в диалогах на знакомые общие и профессиональные темы</p> <p>строить простые высказывания о себе и о своей профессиональной деятельности</p> <p>кратко обосновывать и объяснять свои действия (текущие и планируемые)</p> <p>писать простые связные сообщения на знакомые или интересующие профессиональные темы</p>	<p>правила построения простых и сложных предложений на профессиональные темы</p> <p>основные общеупотребительные глаголы (бытовая и профессиональная лексика)</p> <p>лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности</p> <p>особенности произношения</p> <p>правила чтения текстов профессиональной направленности</p>	

1.3 Обоснование часов вариативной части ОПОП

№№ п/п	Дополнительные знания, умения, навыки (если указаны ПК)	№, наименование темы	Объем часов	Обоснование включения в рабочую программу
1	По форматированию фонетических навыков	Тема 1.1.	20	для углубления, расширения знаний, умений в профессиональной деятельности
2	Общение с иностранными специалистами	Тема 1.2.	6	для углубления, расширения знаний, умений в профессиональной деятельности
3	По профессиональной терминологии: названия сырья, полуфабрикатов и способов обработки	Тема 2.1.	4	для углубления, расширения знаний, умений в профессиональной деятельности
4	Кухонь стран мира	Тема 2.9.	5	для углубления, расширения знаний, умений в профессиональной деятельности

2. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

2.1 Трудоемкость освоения дисциплины

Наименование составных частей дисциплины	Объем в часах	В т.ч. в форме практ. подготовки
Учебные занятия	138	-
Самостоятельная работа	52	-
Промежуточная аттестация в форме дифференцированный зачет	-	-
Всего	190	

2.2 Содержание дисциплины

Наименование разделов и тем	Содержание учебного материала, практических и лабораторных занятий	Объем, ак. ч. / в том числе в форме практической подготовки, ак. ч.	Коды компетенций, формированию которых способствует элемент программы
Раздел 1 Вводно-коррективный курс		36	
Тема 1.1. Формирование фонетических и грамматических навыков	Содержание	20	ОК 09
	В том числе практических и лабораторных занятий		
	Диагностика входного уровня владения иностранным языком обучающегося. Лексико-грамматический тест Устное собеседование		
	Практическое занятие № 1 Входной тест	2	
	Практическое занятие № 2 Активизация фонетических умений и навыков, основных речевых умений	2	
	Практическое занятие № 3 Повторение грамматических категорий существительного, местоимений	2	
	Практическое занятие № 4 Повторение грамматических категорий числа, степеней сравнения прилагательных	2	
	Практическое занятие № 5 Спряжение глаголов to be, to have, конструкция there is\are	2	

	Практическое занятие № 6 Повторение временной группы Simple	2	
	Практическое занятие № 7 Повторение временной группы Progressive	2	
	Практическое занятие № 8 Повторение временной группы Perfect	2	
	Практическое занятие № 9 Повторение временной группы Perfect Progressive	2	
	Практическое занятие № 10 Итоговый тест по вводному коррективному курсу	2	
Тема 1.2. Изучение иностранных языков. Этикет	Содержание	16	ОК 09
	Освоение лексического материала по теме. Повторение грамматических конструкций.		
	В том числе практических и лабораторных занятий		
	Практическое занятие № 11 Модели приветствий, обращений, представления, прощания, поздравлений; выражения согласия/несогласия.	2	
	Практическое занятие № 12 Знакомство. Речевые клише.	2	
	Практическое занятие № 13 Составление сообщения о себе. Составление диалога с использованием разговорных клише.	2	
	В том числе самостоятельная работа обучающихся	10	

	Составить портфолио достижений.		
Раздел 2 Профессиональный курс			
Тема 2.1.	Содержание	16	ОК 09
Продукты питания и способы кулинарной обработки	Освоение лексического материала по теме. Местоимения (личные, притяжательные, возвратные). Объектный падеж неопределенные местоимения, производные от some, any, no, every. Простые нераспространенные предложения с глагольным, составным именным и составным глагольным сказуемым (с инфинитивом); простые предложения, распространенные за счет однородных членов предложения и/или второстепенных членов предложения; предложения утвердительные, вопросительные, отрицательные, побудительные и порядок слов в них; безличные предложения; понятие глагола-связки.		
	В том числе практических и лабораторных занятий		
	Практическое занятие № 14 Продукты питания: овощи, фрукты.	2	
	Практическое занятие № 15 Продукты питания: мясо, дичь и птица.	2	
	Практическое занятие № 16 Продукты питания: рыба и морепродукты.	2	
	Практическое занятие № 17 Продукты питания: хлебобулочные изделия, яйца, молочные продукты.	2	

	Практическое занятие № 18 Способы кулинарной обработки продуктов: нарезка, шинковка, маринование, варка, тушение.	2	
	Практическое занятие № 19 Способы кулинарной обработки продуктов: жарка, обжарка, пассирование, запекание, выпекание, охлаждение.	2	
	Практическое занятие № 20 Питательные вещества: роль белков, жиров и углеводов в питании, витамины и микроэлементы.	2	
	Практическое занятие № 21 Калорийность продуктов. Суточная норма калорий человека. Классификация напитков.	2	
Тема 2.2. Типы предприятий общественного питания и работа.	Содержание	6	
	Освоение лексического материала по теме. Имя существительное; его основные функции в предложении; множественное число. Способы образования.		
	В том числе практических и лабораторных занятий		
	Практическое занятие № 22 Типы предприятий общественного питания и их характеристики (закусочные, рестораны быстрого питания, пиццерия, кафе, рестораны, чайные, кондитерские).	2	OK 09
	Практическое занятие № 23 Типы предприятий общественного питания и их характеристики (закусочные, рестораны быстрого питания, пиццерия, кафе, рестораны, чайные, кондитерские).	2	

	Практическое занятие № 24 Работники кухни на предприятиях общественного питания.	2	
Тема 2.3.	Содержание	20	ОК 09
Название блюд.	Освоение лексического материала по теме.		
Составление меню.	Артикль. Основные случаи употребления определенного и неопределенного артикля. Употребление существительных без артикля.		
	В том числе практических и лабораторных занятий		
	Практическое занятие № 25 Название блюд и их кулинарные характеристики (первые и вторые блюда, гарниры).	2	
	Практическое занятие № 26 Название блюд и их кулинарные характеристики (десерты, салаты, соусы).	2	
	Практическое занятие № 27 Виды меню.	2	
	Практическое занятие № 28 Виды меню. Название меню.	2	
	Практическое занятие № 29 Меню бара. Карта вин.	2	
	В том числе самостоятельная работа обучающихся Написать отзыв о походе в ресторан (кафе, ресторан быстрого питания).	10	
Тема 2.4.	Содержание	10	
	Освоение лексического материала по теме.		

Кухня. Производственные помещения и оборудование.	Имена прилагательные в положительной, сравнительной и превосходной степенях, образованные по правилу, а также исключения.		ОК 09
	В том числе практических и лабораторных занятий		
	Практическое занятие № 30 Кухонное оборудование: классификация машин и аппаратов, принцип действия, характеристика эксплуатации.	2	
	Практическое занятие № 31 Кухонное оборудование различных предприятий общественного питания.	2	
	Практическое занятие № 32 Виды производственных помещений на предприятиях.	2	
	Практическое занятие № 33 Перевод инструкции по эксплуатации к различным типам кухонного оборудования.	2	
	Практическое занятие № 34 Составление плана оснащения производственных помещений кафе (ресторана).	2	
Тема 2.5. Кухонная, сервировочная и барная посуда.	Содержание	28	
	Освоение лексического материала по теме. Образование и употребление глаголов в Present, Past, Future Simple\Indefinite Passive Voice.		
	В том числе практических и лабораторных занятий		
	Практическое занятие № 35 Характеристика различных видов сервировки стола.	2	

	Практическое занятие № 36 Сервировка стола к завтраку, обеду и ужину.	2	ОК 09
	Практическое занятие № 37 Сервировка стола по специальному заказу (банкет, свадьба, юбилей).	2	
	Практическое занятие № 38 Сервировочная посуда.	2	
	Практическое занятие № 39 Кухонная посуда для предприятий общественного питания.	2	
	Практическое занятие № 40 Барная посуда и инструменты.	2	
	В том числе самостоятельная работа обучающихся сочинение на тему «Работа кухни»; чтение, перевод текстов профессиональной направленности.	16	
Тема 2.6. Обслуживание посетителей в ресторане.	Содержание	12	
	Освоение лексического материала по теме. Количественные местоимения much, little, few, many, a little, a few.		
	В том числе практических и лабораторных занятий		
	Практическое занятие № 41 Обслуживание посетителей в ресторане: бронирование столика, бронирование столика по телефону, процедура расчета, заказ на «вынос.	2	
	Практическое занятие № 42 Обслуживание посетителей в ресторане: бронирование столика, бронирование столика по телефону, процедура расчета, заказ на «вынос.	2	

	Практическое занятие № 43 Обслуживание посетителей в ресторане: бронирование столика, бронирование столика по телефону, процедура расчета, заказ на «вынос.	2	ОК 09
	Практическое занятие № 44 Составление диалогов с использованием лексико-грамматического материала по теме «Обслуживание посетителей».	2	
	Практическое занятие № 45 Составление диалогов с использованием лексико-грамматического материала по теме «Обслуживание посетителей».	2	
	Практическое занятие № 46 Составить диалоги по темам: «Заказ столика», «Решение конфликтов».	2	
Тема 2.7. Система закупок и хранения продуктов	Содержание	8	ОК 09
	Освоение лексического материала по теме. Условные предложения.		
	В том числе практических и лабораторных занятий		
	Практическое занятие № 47 Закупка продуктов питания. Посещение продовольственных магазинов.	2	
	Практическое занятие № 48 Закупка продуктов питания. Посещение рынков.	2	
	Практическое занятие № 49 Система закупок продуктов: планирование и организация.	2	

	Практическое занятие № 50 Хранения продуктов на предприятиях общественного питания.	2	
Тема 2.8. Организация работы официанта и бармена.	Содержание	14	ОК 09
	Освоение лексического материала по теме. Неличные формы глагола.		
	В том числе практических и лабораторных занятий		
	Практическое занятие № 51 Организация работы официанта.	2	
	Практическое занятие № 52 Организация работы официанта.	2	
	Практическое занятие № 53 Организация работы официанта.	2	
	Практическое занятие № 54 Организация работы бармена.	2	
	Практическое занятие № 55 Организация работы бармена.	2	
	Практическое занятие № 56 Организация работы бармена.	2	
	Практическое занятие № 57 Обобщение	2	
Тема 2.9. Кухни народов мира и рецепты приготовления блюд	Содержание	40	
	Освоение лексического материала по теме.		
	В том числе практических и лабораторных занятий		
	Практическое занятие № 58 Русская национальная кухня.	2	
	Практическое занятие № 59 Украинская национальная кухня.	2	

Практическое занятие № 60 Белорусская национальная кухня.	2	
Практическое занятие № 61 Кавказская национальная кухня.	2	
Практическое занятие № 62 Английская национальная кухня.	2	
Практическое занятие № 63 Американская национальная кухня.	2	
Практическое занятие № 64 Немецкая национальная кухня.	2	
Практическое занятие № 65 Французская национальная кухня.	2	
Практическое занятие № 66 Итальянская национальная кухня.	2	
Практическое занятие № 67 Испанская национальная кухня.	2	
Практическое занятие №68 Национальная кухня народов востока.	2	
Практическое занятие № 69 Дальневосточная кухня.	2	
В том числе самостоятельная работа обучающихся Перевод рецептов блюд национальной кухни.	16	
Промежуточная аттестация дифференцированный зачет		
Всего	190	

3. УСЛОВИЯ РЕАЛИЗАЦИИ ДИСЦИПЛИНЫ

3.1 Материально-техническое обеспечение

Кабинет иностранного языка № 502.

Учебная аудитория для проведения практических занятий, занятий семинарского типа, курсового проектирования (выполнения курсовых работ), групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации.

Рабочее место преподавателя. Посадочные места обучающихся (по количеству обучающихся). Компьютер; телевизор; принтер; аудиоманитофон.

3.2 Учебно-методическое обеспечение

Основные печатные и/или электронные издания

1. Английский язык [Электронный ресурс] : учебное пособие / сост.: Н. Н. Маматова, И. А. Угрюмова. - Электрон. текстовые дан. - Горно-Алтайск : БИЦ ГАГУ, 2019. - 81 с.

2. Английский язык : учебное пособие (для 1 курса всех специальностей) / составитель Н. Н. Маматова. — Горно-Алтайск : БИЦ ГАГУ, 2020. — 150 с. — Текст : электронный // Электронная библиотека Горно-Алтайского государственного университета : [сайт].

Дополнительные источники

1. <https://player.fm/series/a-bar-above-podcast>
2. <https://www.grammar.net/>
3. <https://edu.gcfglobal.org/en/>
4. <https://www.engvid.com/>

4. КОНТРОЛЬ И ОЦЕНКА РЕЗУЛЬТАТОВ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Результаты обучения	Показатели освоённости компетенций	Методы оценки
<p>Знает:</p> <ul style="list-style-type: none"> - содержание актуальной нормативно-правовой документации; - современная научная и профессиональная терминология; - возможные траектории профессионального развития и самообразования; - основы предпринимательской деятельности, правовой и финансовой грамотности; - правила разработки презентации; - основные этапы разработки и реализации проекта <p>Умеет:</p> <ul style="list-style-type: none"> - определять актуальность нормативно-правовой документации в профессиональной деятельности; - применять современную научную профессиональную терминологию; - определять и выстраивать траектории профессионального развития и самообразования; - выявлять достоинства и недостатки коммерческой идеи; 	<p>Адекватное использование профессиональной терминологии на иностранном языке.</p> <p>Владение лексическим и грамматическим минимумом.</p> <p>Правильное построение простых предложений, диалогов в утвердительной и вопросительной форме.</p> <p>Логичное построение диалогического общения в соответствии с коммуникативной задачей;</p> <p>Демонстрация умения речевого взаимодействия с партнёром: способность начать, поддержать и закончить разговор.</p> <p>Соответствие лексических единиц и грамматических структур поставленной коммуникативной задаче.</p> <p>Логичное построение монологического высказывания в соответствии с коммуникативной задачей, сформулированной в задании.</p>	<p>Письменный/устный опрос</p> <p>Тестирование</p> <p>Лексический/грамматический диктант</p> <p>Оценка результатов выполнения самостоятельной работы</p>

<ul style="list-style-type: none"> - определять инвестиционную привлекательность коммерческих идей в рамках профессиональной деятельности, выявлять источники финансирования; - презентовать идеи открытия собственного дела в профессиональной деятельности; - определять источники достоверной правовой информации; - составлять различные правовые документы; - находить интересные проектные идеи, грамотно их формулировать и документировать; - оценивать жизнеспособность проектной идеи, составлять план проекта 	<p>Уместное использование лексических единиц и грамматических структур.</p>	
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Министерство науки и высшего образования Российской Федерации
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Горно-Алтайский государственный университет»
(ФГБОУ ВО ГАГУ, ГАГУ, Горно-Алтайский государственный университет)
Аграрный колледж
Цикловая комиссия агрономии и технических специальностей

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

для проведения текущего контроля и промежуточной аттестации по учебной
дисциплине

ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

программы подготовки специалистов среднего звена
43.02.15 Поварское и кондитерское дело

Форма обучения очная

Фонд оценочных средств для проведения текущего контроля и промежуточной аттестации по учебной дисциплине ОГСЭ.03 Иностранный язык в профессиональной деятельности разработаны в соответствии с требованиями ФГОС СПО по специальности 43.02.15 Поварское и кондитерское дело, утвержденного приказом Министерства образования и науки РФ № 1565 от 09 декабря 2016 года, примерной образовательной программой, рабочей программой учебной дисциплины.

Организация-разработчик: ФГБОУ ВО Горно-Алтайский государственный университет Аграрный колледж.

Фонд оценочных средств утвержден на заседании цикловой комиссии агрономии и технических специальностей 5 февраля 2026 года, протокол № 7.

Председатель ЦК Н.Г. Алексеева

1 Общие сведения

Фонд оценочных средств (далее – ФОС) предназначен для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины ОГСЭ.03 Иностранный язык в профессиональной деятельности.

ФОС включает в себя контрольные материалы для проведения текущего контроля успеваемости и промежуточной аттестации по дисциплине, которая проводится в форме дифференцированного зачёта.

2 Планируемые результаты обучения по дисциплине, обеспечивающие результаты освоения образовательной программы

Код ПК, ОК	Умения	Знания
ОК 09	У1 понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые)	З1 правила построения простых и сложных предложений на профессиональные темы
	У2 понимать тексты на базовые профессиональные темы; участвовать в диалогах на знакомые общие и профессиональные темы	З2 основные общеупотребительные глаголы (бытовая и профессиональная лексика) лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности
	У3 строить простые высказывания о себе и о своей профессиональной деятельности	З3 особенности произношения правила чтения текстов профессиональной направленности
	У4 кратко обосновывать и объяснить свои действия (текущие и планируемые)	
	У5 писать простые связные сообщения на знакомые или интересные профессиональные темы	

3 Соответствие оценочных средств контролируемым результатам обучения

3.1 Средства, применяемые для оценки уровня теоретической подготовки

Краткое наименование раздела (модуля) / темы дисциплины	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в ФОС	
		Текущий контроль	Промежуточная аттестация
Тема 1.1. Описание людей: друзей, родных и близких и т.д. (внешность, характер, личностные качества)	Способность выполнять упражнения на развитие лексико-грамматических навыков устной и письменной речи	Выполнение упражнений (п 5.2-test 1)	Выполнение упражнений (п 5.4, ex.1-4)
	Способность использовать основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое)	Выполнение упражнений (п 5.7, text 1)	Выполнение упражнений (п 5.10-test 1)
	Способность воспроизводить фонетически, интонационный рисунок в речи	Выполнение упражнений (п 5.3, ex.1)	Выполнение упражнений
Тема 1.2. Межличностные отношения дома, в учебном заведении, на работе	Способность воспроизводить монологическую, диалогическую речь по теме, составить топик	Устный опрос (п 5.1 ex.1)	(п 5.10-test 1)
	Способность употреблять речевые клише в коммуникативных ситуациях	Выполнение упражнений (п 5.5, ex.1)	Выполнение упражнений (п 5.6, ex.4)
	Способность найти, отсортировать, интерпретировать лексический материал по изучаемой теме	Выполнение упражнений (п 5.7, text 10)	Выполнение упражнений
	Способность структурировать полученную информацию, выделять главное	Устный опрос (п 5.9, text 1)	(п 5.10-test 1)
	Способность вести деловую и бытовую переписку с использованием профессиональной и социально-бытовой лексики	Выполнение упражнений (п 5.8, ex.1)	Выполнение упражнений (п 5.8, ex.10)

Краткое наименование раздела (модуля) / темы дисциплины	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в ФОС	
		Текущий контроль	Промежуточная аттестация
<p>Тема 2.1 Повседневная жизнь условия жизни, учебный день, выходной день</p> <p>Тема 2.2. Здоровье, спорт, правила здорового образа жизни</p>	Способность выполнять упражнения на развитие лексико-грамматических навыков устной и письменной речи	Выполнение упражнений (5.2-test 2)	Выполнение упражнений (п 5.4, ex.5-8)
	Способность использовать основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое)	Выполнение упражнений (п 5.7, text 2)	Выполнение упражнений (п 5.10-test 2)
	Способность воспроизводить фонетически, интонационный рисунок в речи	Выполнение упражнений (п 5.3, ex.2,3)	Выполнение упражнений
	Способность воспроизводить монологическую, диалогическую речь по теме, составить топик	Выполнение упражнений (п 5.10, task 7)	(п 5.10-test 2)
	Способность употреблять речевые клише в коммуникативных ситуациях	Выполнение упражнений (п 5.5, ex.II)	Выполнение упражнений (п 5.6, ex.5)
	Способность найти, отсортировать, интерпретировать лексический материал по изучаемой теме	Выполнение упражнений (п 5.7, text 11)	Выполнение упражнений
	Способность структурировать полученную информацию, выделять главное	Устный опрос (п 5.9, text 2)	(п 5.10-test 2)
	Способность вести деловую и бытовую переписку с использованием профессиональной и социально-бытовой лексики	Выполнение упражнений (п 5.8, ex.2)	Выполнение упражнений (п 5.8, ex.11)
Тема 2.3.	Способность выполнять упражнения на развитие лексико-грамматических	Выполнение упражнений	Выполнение упражнений

Краткое наименование раздела (модуля) / темы дисциплины	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в ФОС	
		Текущий контроль	Промежуточная аттестация
Город, деревня, инфраструктура Тема 2.4. Досуг	навыков устной и письменной речи	(5.2-test 3)	(п 5.4, ex.9-12)
	Способность использовать основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое)	Выполнение упражнений (п 5.7, text 3)	Выполнение упражнений (п 5.10-test 3)
	Способность воспроизводить фонетически, интонационный рисунок в речи	Выполнение упражнений (п 5.3, ex.4,5)	Выполнение упражнений
	Способность воспроизводить монологическую, диалогическую речь по теме, составить топик	Устный опрос (п 5.1 ex.2)	(п 5.10-test 3)
	Способность употреблять речевые клише в коммуникативных ситуациях	Выполнение упражнений (п 5.5, ex.III)	Выполнение упражнений (п 5.6, ex.6)
	Способность найти, отсортировать, интерпретировать лексический материал по изучаемой теме	Выполнение упражнений (п 5.7, text 12)	Выполнение упражнений
	Способность структурировать полученную информацию, выделять главное	Устный опрос (п 5.9, text 3)	(п 5.10-test 3)
	Способность вести деловую и бытовую переписку с использованием профессиональной и социально-бытовой лексики	Выполнение упражнений (п 5.8, ex.3)	Выполнение упражнений (п 5.8, ex.12)
Тема 2.5. Новости, средства массовой информации Тема 2.6.	Способность выполнять упражнения на развитие лексико-грамматических навыков устной и письменной речи	Выполнение упражнений (5.2-test 4)	Выполнение упражнений (п 5.4, ex.13-17)
	Способность использовать основные виды чтения	Выполнение упражнений	Выполнение упражнений

Краткое наименование раздела (модуля) / темы дисциплины	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в ФОС	
		Текущий контроль	Промежуточная аттестация
Природа и человек (климат, погода, экология)	(ознакомительное, изучающее, просмотровое/поисковое)	(п 5.7, text 4)	(п 5.10-test 4)
	Способность воспроизводить фонетически, интонационный рисунок в речи	Выполнение упражнений (п 5.3, ex.6)	Выполнение упражнений (п 5.10-test 4)
	Способность воспроизводить монологическую, диалогическую речь по теме, составить топик	Устный опрос (п 5.1 ex.5)	Выполнение упражнений (п 5.10-test 4)
	Способность употреблять речевые клише в коммуникативных ситуациях	Устный опрос (п 5.1 ex.7)	Выполнение упражнений (п 5.6, ex.7)
	Способность найти, отсортировать, интерпретировать лексический материал по изучаемой теме	Выполнение упражнений (п 5.10, task 1)	Выполнение упражнений (п 5.10-test 4)
	Способность структурировать полученную информацию, выделять главное	Устный опрос (п 5.9, text 4)	Выполнение упражнений (п 5.10-test 4)
	Способность вести деловую и бытовую переписку с использованием профессиональной и социально-бытовой лексики	Выполнение упражнений (п 5.8, ex.4)	Выполнение упражнений (п 5.8, ex.13)
Тема 2.7. Образование в России и за рубежом, среднее профессиональное образование	Способность выполнять упражнения на развитие лексико-грамматических навыков устной и письменной речи	Выполнение упражнений (5.2-test 5)	Выполнение упражнений (п 5.4, ex.18-22)
	Способность использовать основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое)	Выполнение упражнений (п 5.7, text 5)	Выполнение упражнений (п 5.10-test 5)

Краткое наименование раздела (модуля) / темы дисциплины	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в ФОС	
		Текущий контроль	Промежуточная аттестация
Тема 2.8. Культурные и национальные традиции, краеведение, обычаи праздники	Способность воспроизводить фонетически, интонационный рисунок в речи	Выполнение упражнений (п 5.3, ex.7,8)	Выполнение упражнений (п 5.10-test 5)
	Способность воспроизводить монологическую, диалогическую речь по теме, составить топик	Устный опрос (п 5.1 ex.3)	Выполнение упражнений (п 5.10-test 5)
	Способность употреблять речевые клише в коммуникативных ситуациях	Устный опрос (п 5.1 ex.8)	Выполнение упражнений (п 5.6, ex.8)
	Способность найти, отсортировать, интерпретировать лексический материал по изучаемой теме	Выполнение упражнений (п 5.10, task 2)	Выполнение упражнений (п 5.10-test 5)
	Способность структурировать полученную информацию, выделять главное	Устный опрос (п 5.9, text 5)	Выполнение упражнений (п 5.10-test 5)
	Способность вести деловую и бытовую переписку с использованием профессиональной и социально-бытовой лексики	Выполнение упражнений (п 5.8, ex.5)	Выполнение упражнений (п 5.8, ex.14)
Тема 2.9. Общественная жизнь (повседневное поведение, профессиональные навыки и умения)	Способность выполнять упражнения на развитие лексико-грамматических навыков устной и письменной речи	Выполнение упражнений (5.2-test 6)	Выполнение упражнений (п 5.4, ex.23-27)
	Способность использовать основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое)	Выполнение упражнений (п 5.7, text 6)	Выполнение упражнений (п 5.10-test 6)
Тема 2.10 Научно-	Способность воспроизводить фонетически, интонационный рисунок в речи	Выполнение упражнений (п 5.3, ex.9,10)	Выполнение упражнений (п 5.10-test 6)

Краткое наименование раздела (модуля) / темы дисциплины	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в ФОС	
		Текущий контроль	Промежуточная аттестация
технический про- гресс	Способность воспроизводить монологическую, диалогическую речь по теме, составить топик	Устный опрос (п 5.1 ex.4)	Выполнение упражнений (п 5.10-test 6)
	Способность употреблять речевые клише в коммуникативных ситуациях	Выполнение упражнений (п 5.5, ex.IV)	Выполнение упражнений (п 5.6, ex.9)
	Способность найти, отсортировать, интерпретировать лексический материал по изучаемой теме	Выполнение упражнений (п 5.10, task 3)	Выполнение упражнений (п 5.10-test 6)
	Способность структурировать полученную информацию, выделять главное	Устный опрос (п 5.9, text 6)	Выполнение упражнений (п 5.10-test 6)
	Способность вести деловую и бытовую переписку с использованием профессиональной и социально-бытовой лексики	Выполнение упражнений (п 5.8, ex.6)	Выполнение упражнений (п 5.8, ex.15)
	Тема 2.11 Профессии, карьера	Способность выполнять упражнения на развитие лексико-грамматических навыков устной и письменной речи	Выполнение упражнений (5.2-test 7)
Способность использовать основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое)		Выполнение упражнений (п 5.7, text 7)	Выполнение упражнений (п 5.10-test 7)
Способность воспроизводить фонетически, интонационный рисунок в речи		Выполнение упражнений (п 5.3, ex.11)	Выполнение упражнений (п 5.10-test 7)
Способность воспроизводить монологическую, диалогическую речь по теме, составить топик		Выполнение упражнений (п 5.10, task 8)	Выполнение упражнений (п 5.10-test 7)

Краткое наименование раздела (модуля) / темы дисциплины	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в ФОС	
		Текущий контроль	Промежуточная аттестация
Тема 2.12 Отдых, каникулы, отпуск. Туризм Тема 2.13 Искусство и развлечения Тема 2.14 Государственное устройство, правовые институты	Способность употреблять речевые клише в коммуникативных ситуациях	Выполнение упражнений (п 5.6, ex.1)	Выполнение упражнений (п 5.6, ex.10)
	Способность найти, отсортировать, интерпретировать лексический материал по изучаемой теме	Выполнение упражнений (п 5.10, task 4)	Выполнение упражнений (п 5.10-test 7)
	Способность структурировать полученную информацию, выделять главное	Устный опрос (п 5.9, text 7)	Выполнение упражнений (п 5.10-test 7)
	Способность вести деловую и бытовую переписку с использованием профессиональной и социально-бытовой лексики	Выполнение упражнений (п 5.8, ex.7)	Выполнение упражнений (п 5.8, ex.16)
	Способность выполнять упражнения на развитие лексико-грамматических навыков устной и письменной речи	Выполнение упражнений (5.2-test 8)	Выполнение упражнений (п 5.10-test 8)
	Способность использовать основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое)	Выполнение упражнений (п 5.7, text 8)	Выполнение упражнений (п 5.10-test 8)
	Способность воспроизводить фонетически, интонационный рисунок в речи	Выполнение упражнений (п 5.3, ex.12, 13)	Выполнение упражнений (п 5.10-test 8)
	Способность воспроизводить монологическую, диалогическую речь по теме, составить топик	Устный опрос (п 5.1 ex.6)	Выполнение упражнений (п 5.10-test 8)
	Способность употреблять речевые клише в коммуникативных ситуациях	Выполнение упражнений (п 5.6, ex.2)	Выполнение упражнений (п 5.6, ex.11)

Краткое наименование раздела (модуля) / темы дисциплины	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в ФОС	
		Текущий контроль	Промежуточная аттестация
Тема 3.1 Приготовление пищи и обслуживание в организациях питания	Способность найти, отсортировать, интерпретировать лексический материал по изучаемой теме	Выполнение упражнений (п 5.10, task 5)	Выполнение упражнений (п 5.10-test 8)
	Способность структурировать полученную информацию, выделять главное	Выполнение упражнений (п 5.8, ex.8)	Выполнение упражнений (п 5.10-test 8)
	Способность вести деловую и бытовую переписку с использованием профессиональной и социально-бытовой лексики	Выполнение упражнений (п 5.8, ex.8)	Выполнение упражнений (п 5.8, ex.17)
	Способность выполнять упражнения на развитие лексико-грамматических навыков устной и письменной речи	Выполнение упражнений (5.2-test 9)	Выполнение упражнений (п 5.4, ex.32-42)
	Способность использовать основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое)	Выполнение упражнений (п 5.7, text 9)	Выполнение упражнений (п 5.10-test 9)
	Способность воспроизводить фонетически, интонационный рисунок в речи	Выполнение упражнений (п 5.3, ex.14)	Выполнение упражнений (п 5.10-test 9)
	Способность воспроизводить монологическую, диалогическую речь по теме, составить топик	Выполнение упражнений (п 5.10, task 9)	Выполнение упражнений (п 5.10-test 9)
	Способность употреблять речевые клише в коммуникативных ситуациях	Выполнение упражнений (п 5.6, ex.3)	Выполнение упражнений (п 5.6, ex.12-15)

Краткое наименование раздела (модуля) / темы дисциплины	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в ФОС	
		Текущий контроль	Промежуточная аттестация
	Способность найти, отсортировать, интерпретировать лексический материал по изучаемой теме	Выполнение упражнений (п 5.10, task 6)	Выполнение упражнений (п 5.10-test 9)
	Способность структурировать полученную информацию, выделять главное	Выполнение упражнений (п 5.8, ex.9)	Выполнение упражнений (п 5.10-test 9)
	Способность вести деловую и бытовую переписку с использованием профессиональной и социально-бытовой лексики	Выполнение упражнений (п 5.8, ex.9)	Выполнение упражнений (п 5.10-test 9)

4 Описание процедуры оценивания

Результаты обучения по дисциплине, уровень сформированности компетенций оцениваются по четырёхбалльной шкале оценками: «отлично», «хорошо», «удовлетворительно», «неудовлетворительно».

Текущая аттестация по дисциплине проводится с целью систематической проверки достижений обучающихся. Объектами оценивания являются: степень усвоения теоретических знаний, уровень овладения практическими умениями и навыками по всем видам учебной работы, качество выполнения самостоятельной работы, учебная дисциплина (активность на занятиях, своевременность выполнения различных видов заданий, посещаемость всех видов занятий по аттестуемой дисциплине).

При проведении промежуточной аттестации оценивается достижение студентом запланированных по дисциплине результатов обучения, обеспечивающих результаты освоения образовательной программы в целом.

Критерии оценивания устного ответа

(оценочные средства: собеседование, устное сообщение, защита плана, кластера)

5 баллов - ответ показывает прочные знания основных процессов изучаемой предметной области, отличается глубиной и полнотой раскрытия темы; владение терминологическим аппаратом; умение объяснять сущность, явлений, процессов, событий, делать выводы и обобщения, давать аргументированные ответы, приводить примеры; свободное владение монологической речью, логичность и последовательность ответа; умение приводить примеры современных проблем изучаемой области.

4 балла - ответ, обнаруживающий прочные знания основных процессов изучаемой предметной области, отличается глубиной и полнотой раскрытия темы; владение терминологическим аппаратом; умение объяснять сущность, явлений, процессов, событий, делать выводы и обобщения, давать аргументированные ответы, приводить примеры; свободное владение монологической речью, логичность и последовательность ответа. Однако допускается одна - две неточности в ответе.

3 балла – ответ, свидетельствующий в основном о знании процессов изучаемой

предметной области, отличающийся недостаточной глубиной и полнотой раскрытия темы; знанием основных вопросов теории; слабо сформированными навыками анализа явлений, процессов, недостаточным умением давать аргументированные ответы и приводить примеры; недостаточно свободным владением монологической речью, логичностью и последовательностью ответа. Допускается несколько ошибок в содержании ответа; неумение привести пример развития ситуации, провести связь с другими аспектами изучаемой области.

2 балла – ответ, обнаруживающий незнание процессов изучаемой предметной области, отличающийся неглубоким раскрытием темы; незнанием основных вопросов теории, несформированными навыками анализа явлений, процессов; неумением давать аргументированные ответы, слабым владением монологической речью, отсутствием логичности и последовательности. Допускаются серьезные ошибки в содержании ответа; незнание современной проблематики изучаемой области.

Критерии оценивания письменной работы

(оценочные средства: доклад (сообщение), в том числе выполненный в форме презентации, творческое задание, курсовая работа).

5 баллов - студент выразил своё мнение по сформулированной проблеме, аргументировал его, точно определив ее содержание и составляющие. Проблема раскрыта полностью, выводы обоснованы. Приведены данные отечественной и зарубежной литературы, статистические сведения, информация нормативно-правового характера. Студент владеет навыком самостоятельной работы по заданной теме; методами и приемами анализа теоретических и/или практических аспектов изучаемой области. Фактических ошибок, связанных с пониманием проблемы, нет; графически работа оформлена правильно.

4 балла - работа характеризуется смысловой цельностью, связностью и последовательностью изложения; допущено не более 1 ошибки при объяснении смысла или содержания проблемы. Проблема раскрыта. Не все выводы сделаны и/или обоснованы. Для аргументации приводятся данные отечественных и зарубежных авторов. Продемонстрированы исследовательские умения и навыки. Фактических ошибок, связанных с пониманием проблемы, нет. Допущены одна-две ошибки в оформлении работы.

3 балла – студент проводит достаточно самостоятельный анализ основных этапов и смысловых составляющих проблемы; понимает базовые основы и теоретическое обоснование выбранной темы. Проблема раскрыта не полностью. Выводы не сделаны и/или выводы не обоснованы. Проведен анализ проблемы без привлечения дополнительной литературы. Допущено не более 2 ошибок в смысле или содержании проблемы, оформлении работы.

2 балла - работа представляет собой пересказанный или полностью переписанный исходный текст без каких бы то ни было комментариев, анализа. Не раскрыта структура и теоретическая составляющая темы. Проблема не раскрыта. Выводы отсутствуют.

Допущено три или более трех ошибок в смысловом содержании раскрываемой проблемы, в оформлении работы.

Критерии оценивания тестового задания

Оценка	Отлично	Хорошо	Удовлетворительно	Неудовлетворительно
Количество правильных ответов	91 % и ≥	от 81% до 90,9 %	не менее 70%	менее 70%

Критерии выставления оценки студенту на зачете

(оценочные средства: *устный опрос в форме собеседования, выполнение письменных тестов.*)

Оценка по промежуточной аттестации	Характеристика качества сформированности компетенций
«зачтено» / «отлично»	Студент демонстрирует сформированность дисциплинарных компетенций на продвинутом уровне: обнаруживает всестороннее, систематическое и глубокое знание учебного материала, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, правильно обосновывает принятое решение, владеет разносторонними навыками и приемами выполнения практических задач.
«зачтено» / «хорошо»	Студент демонстрирует сформированность дисциплинарных компетенций на базовом уровне: основные знания, умения освоены, но допускаются незначительные ошибки, неточности, затруднения при аналитических операциях, переносе знаний и умений на новые, нестандартные ситуации.
«зачтено» / «удовлетворительно»	Студент демонстрирует сформированность дисциплинарных компетенций на пороговом уровне: имеет знания только основного материала, но не усвоил его деталей, в ходе контрольных мероприятий допускаются значительные ошибки, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает затруднения при выполнении практических работ, при оперировании знаниями и умениями при их переносе на новые ситуации.
«не зачтено» / «неудовлетворительно»	Студент демонстрирует сформированность дисциплинарных компетенций на уровне ниже порогового: выявляется полное или практически полное отсутствие знаний значительной части программного материала, студент допускает существенные
	ошибки, неуверенно, с большими затруднениями выполняет практические работы, умения и навыки не сформированы.

1. Примеры оценочных средств для проведения текущей аттестации

Вопросы для собеседования (устного опроса):

1. My Family

1. Is your family large?
2. What members does it consist of?
3. What is your mother's name? (father's)
4. How old is she? (he)
5. What is your name?
6. What are you?

7. Where do you live?
8. Is your college far from your house?
9. What do you do in your spare time?
10. What do the members of your family like to do in the evening?

2. Different kinds of hobbies.

1. What is hobby?
2. Why do people choose a hobby?
3. What categories are hobbies divided into?
4. What can you say about art?
5. What is the most widespread kind of hobby?
6. Whom attract handicrafts?
7. Who likes games and sports?
8. What do people like collecting?
9. What does hobby offer?
10. What is your hobby?

3. Education

1. What is education?
2. Are there two types of education?
3. When do people enter a system of formal education?
4. Do learners have to pass the exams?
5. What do the learners earn at the end of their learning?
6. What education do the school systems of all modern nations provide?
7. When does informal education involve people in learning?
8. What does general education aim?
9. What does vocational education aim?
10. What are adult education programs provided for?

4. Science and technology

1. What is science?
2. What is technology?
3. Are they interconnected?
4. When did industrial technology begin?
5. When was the steam engine invented? Who invented it?
6. When was radio invented? Who invented it?
7. When was television invented? Who invented it?
8. When was the first car invented?
9. When was the first digital computer invented? Who invented it?
10. What famous scientists do you know?

5. Mass media

1. What kind of mass media do you know?
2. Why is TV one of the important mass media?
3. What is the reason for the widespread use of radio?
4. What do newspapers provide?
5. What kind of mass media do you prefer?
6. How much time a day do you watch TV?

7. What are your favourite TV programmes? Why?
8. What is your favourite radio station? Why?
9. Do you buy newspapers? What kind of?
10. Do you use Internet? What for?

6. Different kind of arts

1. What does the word “theatre” come from?
2. What does theatre include?
3. What forms of drama do you know?
4. What kind of theatres do you know?
5. Where is the theatrical centre in the UK?
6. Have you ever been to Bolshoi Theatre?
7. What kind of music do you like?
8. What kind of classical music do you know?
9. Why does music play a major role in other arts?
10. What does music provide people with?

7. Problems of our planet

1. What does the term “environmental pollution” mean?
2. How do people pollute the surroundings?
3. What does environmental pollution cause?
4. What can badly polluted air cause?
5. What does polluted water cause?
6. Why is the pollution problem complicated?
7. Where does nuclear radiation come from?
8. Do you know the influence on people of the small amounts of radiation?
9. Where do you live? Are your surroundings clear?
10. How can we reduce the pollution of the surroundings?

8. Famous people

1. Which member of the Royal Family opened a building with the words: “I declare this thing open, whatever it is”?
2. What relation is Viscount Althorp to Princess Diana?
3. Which of the present Royals said: “There are lots of new stars to fill the centre stage. I’m in the back row of the chorus”?
4. Which regiment did Prince Edward join up with when he was 18?
5. In a TV interview, she was asked what she would like to be in another life, she answered: “A long distance lorry driver”. Who was it who said this?
6. Which members of the Royal Family said: “If men had to have babies, they would only have one”?
7. Who gave this unforgettable piece of gardening advice: “To get the best result, you must talk to your vegetables”?
8. What was original about the birth of Prince William?
9. Whose favourite dogs are corgis?
10. Who is the author of Budgie’s children books?

5.1 Примеры тестовых заданий

Choose the right variant.

- b) was able to d) had to
 17. That's an easy question! ... knows the answer!
 a) All c) Each
 b) Everybody d) Every
 18. The comic told silly jokes, but nobody laughed ... him.
 a) on c) at
 b) under d) about
 19. We feel sorry ... Sam because he hasn't got any friends.
 a) for c) with
 b) about d) by

Test 4

Choose the right variant.

1. If I ... some fish, will you cook it for me?
 a) will catch c) caught
 b) catch d) am catching
2. She said that she ... her present flat. She tried to find another one.
 a) doesn't like c) didn't like
 b) won't like d) likes
3. I saw you yesterday from the bus. Where ... you ... at that time?
 a) was hurrying c) had hurried
 b) were hurrying d) did hurry
4. I found that everything I said on the phone ... to the police.
 a) report c) was reported
 b) is reported d) had been reported
5. When I speak Italian, all the others in the class ... at me as I don't know the language
 a) laughed c) will laugh
 b) was laughing d) laugh
6. He ... in the Army for eighteen months. This is his last month.
 a) serves c) has been serving
 b) is serving d) have served
7. Don't make noise: the children ... to sleep.
 a) try c) will try
 b) is trying d) are trying
8. A new museum ... in the city. What a beautiful building it will be!
 a) was being built c) is built
 b) is being built d) builds
9. Two terrorists ... in New York some days ago.
 a) are arrested c) were arrested
 b) have been arrested d) will be arrested
10. I ... understand this letter. Will you translate it for me?
 a) mustn't c) may not
 b) can't d) shouldn't
11. Diana's parents don't let her go to late-night disco. She ... be at home at 9 o'clock in the evening.

6. They spoke so quickly that I ... what they were speaking about.
 a) not understand c) didn't understand
 b) don't understand d) hadn't understood
7. Yesterday our flight ... because of the fog.
 a) cancelled c) had been cancelled
 b) was cancelled d) has been cancelled
8. I couldn't open the office door because someone ... it.
 a) lock c) had locked
 b) locked d) would lock
9. As soon as you ... me, I will contact you.
 a) calls c) called
 b) will call d) call
10. I ... him since he started working here.
 a) have never trusted c) trusted
 b) had never trusted d) trust
11. Mary will be ready soon. She ... coffee at the moment.
 a) has c) was having
 b) have d) is having
12. If we ... late for the class, our teacher will be angry with us.
 a) is c) will be
 b) were d) are
13. We ... in the sunshine for about half an hour when I suddenly felt sick.
 a) have been sitting c) sat
 b) were sitting d) had been sitting
14. We were disappointed as the film was ... than we expected.
 a) entertaining c) most entertaining
 b) less entertaining d) entertaining
15. We usually ask our teacher to explain ... difficult problems to us.
 a) the c) a- d) this
16. Playing ... guitar is an interesting hobby. a) - c) the
 b) a d) mine
17. Our city is famous for ... beautiful ancient buildings.
 a) its c) it's
 b) it d) his
18. Her hair is long and fair. Everybody admires
 a) them c) they
 b) it d) its
19. You are very good ... dealing with people.
 a) in c) on
 b) at d) about
20. Last summer our neighbours decided to drive to Scotland ... a short holiday.
 a) at c) on
 b) to d) for

- b) is painted d) has been painted
10. My brother will be absent. He ... for his exam at this time tomorrow.
a) will prepare c) will have prepared
b) will be preparing d) will have been preparing
11. you give me some advice about the language courses?
a) Have c) Should
b) May d) Could
12. Why didn't you give me a call yesterday? We discuss everything together.
a) can c) may
b) must d) could
13. At college the work is harder than the work we did at school, but it is much ... interesting.
a) more c) many
b) most d) a few
14. A person with a good education usually gets better job.
a) - c) the
b) a d) an
15. poor people need help from the government.
a)- c)A
b) The d) This
16. The government should help poor.
a) - c) a
b) the d)that
17. You can doyou want, but don't bother me now.
a) anything c) some
b) something d) any
18. The government is going to provide.....houses for homeless people.
a) much c) most
b) more d) least
19. I think of coming to Moscow ... a few days to visit my sister.
a) of c) for
b)on d)over
20. I think we should ask ... some information about this case.
a) about c) for
b) - d) on

Test 8

Choose the right variant.1

1. The train stopped at all the stations, and long before we got to London every seat ... and people were standing in the corridors.
a) has been taken c) had been taken
b) was taken d) is taken
2. Most of the young people left this village a long time ago and nobody ... yet.
a) returned c) had returned
b) has returned d) was returned
3. The police suspected that Bill himself had broken the window at his house because he wanted to make them think that a burglar ... his valuable stamp collection.

18. Sorry, but I can't hear of you properly.
 a) neither c) nobody
 b) either d) none
19. We were looking forward.... a quiet rest near the forest.
 a) for c) on
 b) to d) at
20. Our city is famous its beautiful ancient buildings.
 a) of c) by
 b) for d) with

Test 9

Choose the right variant.

1. My passport ... last month, and nobody has found it yet .
 a) lost c) has been lost
 b) was lost d) had been lost
2. There's going to be an interesting art exhibition. It ... a lot of visitors.
 a) attracts c) will attract
 b) attract d) would attract
3. Have you heard the news? He ... all his exams this week.
 a) passed c) had passed
 b) has passed d) pass
4. By the time we get to the cinema the film
 a) will begin c) will have begun
 b) begins d) began
5. He says his train ... at 8 a.m. He's packing his things at the moment.
 a) leave c) has left
 b) leaves d) would leave
6. I was quite ... to see Ben behaving like that.
 a) shocked c) being shocked
 b) shocking d) shock
7. I ... on the phone when the postman knocked on the door and entered the room.
 a) speak c) was speaking
 b) am speaking d) have spoken
8. We first came to this town more than twenty years ago. Everything ... in the town since that time.
 a) change c) has changed
 b) changed d) is changed
9. We didn't know that Bill ... to Brazil the week before, and he was abroad when the burglary took place.
 a) flew c) has flown
 b) had flown d) would flow
10. I arrived in Prague in September last year. So I ... here for six months.
 a) live c) have lived
 b) lived d) will live
11. While I was wondering whether to buy the shoes or not, they ... by someone else.
 a) buy c) were bought
 b) bought d) had been bought

17) a; 18) b; 19) b; 20) d.

Test 6

1) d; 2) c; 3) c; 4) c; 5) c; 6) c; 7) a; 8) B; 9) c; 10) d; 11) c; 12) c; 13) B; 14) B; 15) a; 16) B; 17) d; 18) b; 19) d; 20) c.

Test 7

1) c; 2) b; 3) d; 4) c; 5) c; 6) c; 7) b; 8) b; 9) c; 10) b; 11) d; 12) d; 13) a; 14) b; 15) a; 16) b; 17) a; 18) b; 19) c; 20) c.

Test 8

1) c; 2) b; 3) b; 4) b; 5) b; 6) c; 7) b; 8) d; 9) c; 10) d; 11) b; 12) b; 13) d; 14) a; 15) c; 16) a; 17) d; 18) b; 19) b; 20) b.

Test 9

1) b; 2) c; 3) b; 4) c; 5) b; 6) a; 7) c; 8) c; 9) b; 10) c; 11) c; 12) d; 13) a; 14) a; 15) a; 16) b; 17) c; 18) d; 19) b; 20) c.

5.2 Фонетический практикум

Ex. 1. Прочтите слова, обращая внимание на тип слога:

blame, melt, be, had, five, my, run, bite, best, spoke, stock, hill, meet, cut, send, bed, style, side, plan, miss, bitter, typist, nut, use, us, plane, lake, lye, fat, biter, better, mist, six, style, tube, dust, lunch, space, bottle, rise, raze, symbol, mutton, vote, office, luck, bad, long, no, note, just, club, shelf, summer, subject, pencil.

Ex. 2. Прочтите слова, обращая внимание на чтение гласных в ударных открытых и закрытых слогах перед г:

star, pure, birch, hire, turn, short, severe, born, birth, lyre, care, prepare, torn, spare, parent, far, person, mere, merge, bar, cure, wire, admire, bare, shore, lord, north, bird, hurt, verse, tired, term, forty, hard, hare, rare, core, care, large, share, harm, spur, girl, dirty, satire, fork, charm, scare, morning, first, turtle, more, skirt.

Ex. 3. Прочтите слова, обращая внимание на правила чтения буквы с:

crystal, teacher, fetch, cubic, chorus, place, cut, cap, cat, nice, cent, inch, mice, clean, came, cattle, space, fancy, nice, cent, clap, pick, pocket, price, prick, record, recite, cony, church, face, chuck, care, core, charm, cure, deck, chalk, ticket, topic, French, chess, fact, cinema, children, choice, child, chill, choose, pitch, chip, Jack, catch, scale, cost, chemistry, school.

Ex. 4. Прочтите слова, обращая внимание на правила чтения буквы s:

[s] – Mike's flat, student's decision, accountant's, papers;
[z] – girl's doll, engineer's map, country's flag, this year's plan, people's will, this family's friends; [iz] – Max's books, Mr Fox's car, Mrs Patch's husband;

[s] – speaks, helps, sits, breaks, costs, eats, writes, fights, keeps, makes, sleeps, translates;

[z] – reads, leaves, gives, goes, becomes, says, drives, flies, knows, pays, spoils, sends, tells; [iz] – teaches, freezes, kisses, discusses, loses, watches, sneezes;

Ex. 5. Прочтите слова, обращая внимание на правила чтения буквы s:

shave, smoke, choose, stage, finish, shape, nose, use, fuse, books, lags, sea, spare, less, towns, factories, west, rules, flash, push, pencils, maps, forks, shows, mash, hooks, as, bees, speak,

disk, seas, has, sake, deeds, notes, bells, slope, so, stock, say, says, sells, likes, tins, seats, seeds, state, nose, tables, close, is, lessons, days, rose, stress, lives, reads, goes, begins, teaches, writes, plays, studies, does, boys, gives, listens, works.

Ex. 6. Прочтите слова, обращая внимание на правила чтения буквы g:

big, bag, dog, grey, grow, cage, general, glad, gem, gold, page, gin, gypsy, night, nought, bought, high, gas, globe, fog, age, flag, glide, ginger, glad, go, egg, glim, bridge, gate.

Ex. 7. Прочтите слова, обращая внимание на особенности чтения согласных:

a) what, young, chalk, page, switch, social, knife, what, quarter, union, why, parents, experiment, yesterday, pleasant, accept, space, keeps, exam;

b) see, reads, please, keeps, teacher, three, easy; space, climate, mice, guide, gate; general, guest, liquid, centre;

c) girl, third, turn, furniture, surname, party, dark, morning, before, town, air, tired, here, chair;

d) chalk, which, who, wrong, know, phase, comb, science, listen, lecture, discussion, initial, Russian, bought, debt, foreign, chemistry.

Ex. 8. Прочтите, обращая внимание на правила чтения гласных и согласных букв:

Which is
which? We were very
worried. She was
wearing silver ear-
rings. Where's the
railway timetable?
What are you waiting for?

Out of sight, out of
mind. Fight fire with
fire.
It's never too late to learn.
Never judge from appearances.

Why do you cry,
Willy? Why do you
cry?
Why, Willy? Why, Willy?
Why, Willy? Why?

Ex. 9. Прочтите следующие предложения с правильной интонацией:

A. Is this a pencil? 'Is this a black pencil? 'Are these pens? 'Are those pens too?
'Is this
salt? 'Is there any butter on the plate? 'Do you want to eat? 'Have you ever been to St.
Petersburg? 'Did you come home late yesterday?

B. A picture, a book and a pen are on the table. There is a table, six chairs
and an
armchair in this room. I like to play football, volleyball, basketball and handball. In
the South I'll swim, lie in the sun and play volleyball.

C. On the ↗wall opposite the ↗window 'there is a 'large ↘map. On the ↗shelves you can 'find many ↗books in 'all 'foreign ↘languages. The ↗apples that are on the ↗plate are ↘ripe. ↗Canada which is situated to the 'North of ↗America is a ↘big country.

D. 'Is this a ↗bed or a ↘sofa? Are these ↗books or ↘notebooks? 'Is this a ↗good car or a ↘bad car? Are these ↗big houses or ↘small houses? 'Is the 'day ↗long or ↘short? Is the 'school ↗new or ↘old? Is there a – ↗TV set or a ↘radio set in the room?

E. He is a ↘foreigner, ↗isn't he?

You are ↘not a Londoner, ↗are you?

Your 'friend has just 'returned from ↘London, ↗hasn't he? You'll 'do your ↘best, ↗won't you?

Ex. 10. Прочтите с правильной интонацией:

Our classroom

We are in our ↘classroom. We are at an English ↘lesson. The classroom is ↗light and ↘clean. There is much ↘air in the room. The ceiling is ↗white, the walls are ↗blue, the door and the floor are ↘brown. They are ↘not yellow.

There is a ↘blackboard in the room. It is on the ↘wall. It is big and ↘nice. There are many tables and ↘chairs there. Is there a ↗map on the wall? ↘No, there ↘isn't. There is no ↘map on the wall. There is a ↘picture there. It is a picture of a ↘town.

How many chairs and ↘tables are there in the room? There are ten ↗tables and twenty ↘chairs there. They are ↘brown. There is a ↘bookcase there, too. It is full of Russian ↘books. There are a few ↘English books there, ↘too.

Ex. 11. Прочтите с правильной интонацией:

My flat

My 'flat is in the 'centre of ↘Biysk. There are 'four ↘rooms in it: 'two ↗bedrooms, | a ↗dining room and a ↘study. They are 'good and ↘clean. Be↗sides| there is a 'bathroom and a ↘kitchen.

'In the ↗dining room | there is a ↗table | which is in the 'middle of the ↘room. There are some ↗chairs, | some ↗armchairs, a ↗cupboard and a '↘sofa. The 'table is ↘round. There is a 'vase with ↘flowers on it.

My 'favourite 'room is the ↘study. There are 'many ↗bookcases 'full of 'interesting ↘books there. 'Some are in the 'English ↘language. The 'bedrooms are 'very ↘light. There is 'much ↘air in them.

'In my ↗bedroom there is a ↘bed with a night-table near it | and a ↘wardrobe. 'On the ↗floor there is a 'small' ↘carpet.

'Are there any 'pictures in your ↗bedroom? No, there 'aren't ↘any. There are 'some in the ↘dining-room. 'Is there 'anything on the 'walls of your ↗study? Yes, there is a 'map on the ↘wall. 'Is there 'anybody at ↗home now? I'm afraid there is ↘nobody at home, they are 'all at '↘work now.

Ex. 12. Прочтите с правильной интонацией:

At home

At ↗night |when I 'feel ↗tired and ↗sleepy, | I 'go 'up to my ↗bedroom | and 'switch 'on the e↗lectric ↘light. I 'take 'off my ↗shoes, | 'undress | and 'put 'on my py↘jamas. 'Then I 'get into ↗bed | and 'switch 'off the ↘light. 'After a ↗few minutes | I 'fall a ↘sleep. I 'sleep the ↗whole 'night

↘through.

'Punctually at 'seven 'thirty in the ↗morning | the a'alarm clock ↗rings and 'wakes me ↘up. I 'get 'out of bed, |'put 'on my 'dressing-gown and slippers and go into the bathroom, where I turn on the hot and cold water taps. I wash my face and neck and clean my teeth. Then I turn off the taps and have my bath. Sometimes I have a shower. Then I dry myself with a towel and get dressed.

Ex. 13. Прочтите с правильной интонацией:

Mr Payne goes shopping

Mr 'Roger 'Payne lives in \London. He is a 'teacher of \English. He 'teaches 'English to 'foreign ↗students at St. 'Giles 'School of \Languages. Mr 'Payne has ↑four 'classes 'four 'times a \week. He likes teaching English to foreign students at St. Giles School of Languages. Mr Payne has four classes four times a \week. He \likes teaching English.

Mr 'Payne has a ↗wife, a ↗daughter and a \son. His 'wife, 'Grace ↗Payne, is a 'teacher \too. She 'teaches 'French at 'London Uni\versity. His 'daughter 'Jane is fif↗teen and his 'son

↗Dick is \twelve. They are at compre\hensive school.

'Mrs \Payne 'usually goes 'shopping on ↗Monday and \Wednesday. Mr ↗Payne goes 'shopping on 'Saturday \morning.

It is \Saturday today. Mr 'Payne is 'going \shopping now. He 'usually 'goes to the supermarket. He can 'buy ↑all they \need there. He 'walks along the ↗counters and 'puts his 'purchases into the \basket. He 'buys 'two 'white ↗loaves and 'one \rye loaf. The 'bread is always \fresh there. 'Then he 'buys some ↗meat, ↗fish, ↗bacon, ↗sausage and \cereals. He 'also buys 'vegetables and fruit; po↗tatoes, to↗matoes, ↗cucumbers, ↗apples, ↗oranges and \lemons.

Today Mr Payne must go to a department store. Tomorrow is his son's birthday. Dick is inviting a few friends to his birthday party. Mr Payne must buy a present for his son. He wants Jane to go to the department store with him.

They are going to a big department store in Oxford Street. There are a lot of departments in the store: women's clothes, men's clothes, shoes, sports goods, leather goods and so on.

On the ground floor Mr Payne buys a tie and Jane buys a pair of gloves. Then they go to the second floor, to the Men's Department and buy a blue sweater for Dick. Dick likes that colour. They also buy a box of paints for him. They are very tired. Now they can go to a cafe and have tea.

Ex. 14. Прочтите с правильной интонацией:

Look. Look at the cook. Look at the cook, she would put the pudding on the table. Look at the cook, she would put the pudding on the table if she could.

Two. Two of you. Two of you admired the moon. Two of you admired the moon in June.

It's true that two of you admired the moon in June.

I observed. I observed an absurd person. I observed the absurd person and I heard her. I observed the absurd person and I heard her recite the verses. When I returned I observed the absurd person and I heard her recite the verses.

Don't go. Don't go slow. Don't go slowly, Joe. Don't go slowly, Joe, there's no snow.

Don't go slowly, Joe, there's no snow on the road.

Dear me. Dear me, I fear. Dear me, I fear I really hear. Dear me, I fear I really hear the deer quite near.

There's a flower. There's a flower near the tower. There's a flower near the tower, it's ours. My sister. My sister and Tim. My sister and Tim will visit Jim. My sister and Tim will visit

Jim who lives in a big city. My sister and Tim will visit Jim who lives in a big city, and they will eat fish and sing.

Fat man. That fat man. That fat man with a black hat. That fat man with a black hat in his hand. That fat man with a black hat in his hand sat in a tram. That fat man with a black hat in his hand who sat in the tram was not my dad.

I can't. I can't laugh. I can't laugh and dance. I can't laugh and dance in grass. I can't laugh and dance in grass in my aunt's garden after dark.

It's not. It's not my fault. It's not my fault that she called. It's not my fault that she called Paul's daughter. It's not my fault that she called Paul's daughter who played with a ball in the hall.

Noise. Noise annoys. Any noise annoys. Any noise annoys any oyster. Any noise annoys an oyster but the noisy annoys an oyster most.

5.3 Грамматический практикум

Ex. 1. Раскройте скобки и употребите данные личные местоимения в притяжательном падеже:

1. (He) ... composition is very interesting.
2. (We) ... son goes to school.
3. (You) ... sister is young.
4. (They) ... knowledge of the subject is very poor.
5. (He) ... name is John.
6. (I) ... family lives in Kiev.
7. (She) ... friends often visit her.

Ex. 2. Употребите нужную форму личных местоимений:

1. I often see (they, them) in the bus.
1. She lives near (we, us).
2. (We, us) always walk to school together.
3. He teaches (we, us) English.
4. She sits near (I, me) during the lesson.
5. I always speak to (he, him) in English.
6. What is the matter with (he, him) today?
7. He explains the lesson to (we, us) each morning.
8. There are some letters here for you and (I, me).
9. I know (she, her) and her sister very well.

Ex. 3. Вставьте вместо точек нужное по смыслу местоимение:

1. I have lost ... pen, may I take ...?
1. If you've left ... dictionary at home, you may take ...
2. These pencils are..., take ... if you want.
3. Help ... , please.
4. He always makes dinner ...
5. We have very many relatives in ... native town.
6. They can do it ...
7. ... of you knows his address?
8. There is ... butter on the table, but there isn't ... milk.

Ex. 4. Прочтите и переведите следующие предложения:

1. William Shakespeare was born in 1564 and died in 1616 in Stratford-on-Avon.
2. Shakespeare wrote 37 plays.
3. Jack London was born on the 12th of January 1876 and died in 1916.
4. On April 12, 1961 the whole world learned about Gagarin's flight into space.

Ex. 5. Скажите по-английски:

1 сентября 1984 года.

11 марта 1951 года.

7 ноября 1990 года.

5 июля 1945 года.

9 октября 1947 года.

Ex. 6. Ответьте на вопросы:

1. When do we celebrate the first day of spring (Victory Day, New Year's Day, Christmas, Women's Day, May Day, Cosmonautics Day, Independence Day)?
2. When were you born?
3. When was your father (your mother, your sister, your friend, your cousin) born?

Ex. 7. Прочтите вслух следующие существительные, запишите форму их множественного числа:

carpet, glass, photo, box, lady, wife, valley, thief, man, woman, child, foot, tooth, life, handkerchief, tomato, scarf, sheep, deer, information, fish, coat.

Ex. 8. Перепишите следующие предложения, вставляя данные в скобках существительные в единственном или множественном числе:

1. Ann's father told some funny circus The funniest ... was about a giant clown. (story, stories) Many ... live in an apartment house. Tom's ... lives on the fourth floor. (family, families) Do you know the name of this ...? The travellers will see many ... (country, countries) Ben's dog has five brown One little ... has a flat nose. (puppy, puppies) Small ... laugh and play. Jack's ... has a new toy. (baby, babies)

Ex. 9. Образуйте сравнительную и превосходную степени следующих прилагательных:

1. Tall, long, short, hot, cold, nice, large, big, wide, strong, happy, warm, high, heavy, low hard, busy, easy, bright.

2. Interesting, comfortable, important, necessary, beautiful, famous, pleasant, popular, wonderful, active, careful.

Ex. 10. Употребите прилагательные и наречия, данные в скобках, в нужной степени сравнения:

1. My brother is much ... than myself (young).
2. The opera theatre is one of ... buildings in the city (beautiful).
3. The sound grew ... and ... (faint).
4. The party was not so ... as I had expected (gay).
5. I have no one ... than you (near).
6. What is the ... news (late)?
7. Yesterday I came home ... than usual (late).
8. Ann sings far ... than Nina (well).
9. I like this picture ... of all (well).

Ex. 11. Заполните пропуски глаголом to be, употребляя соответствующую форму в Present Indefinite:

1. He ... a good student.
2. They ... old friends.
3. I ... a teacher.
4. John ... absent from class today.
5. The weather ... good today.
6. The sky ... clear.
7. We ... both students.
8. Mr. Smith ... sick today.
9. She and I ... cousins.

Ex. 12. Напишите следующие предложения в вопросительной и отрицательной формах:

1. They are in Europe now.
2. She is a clever girl.
3. It is cold today.
4. He is in his office now.
5. They are members of the country club.

6. Both sisters are tall.
7. John is angry with you.
8. She is a good tennis player.
9. The stamps are in my desk.
10. She is a good teacher.

Ex. 13. Заполните пропуски глаголом to have, употребляя соответствующую форму в Present Indefinite:

She ... one sister and two brothers.

1. We ... a large library at school.
2. They ... a new car.
3. She ... green eyes.
4. Helen ... a headache.
5. The secretary ... a new typewriter.
6. Mr Smith's office ... three large windows.
7. We ... many friends in Moscow.
8. Both brothers ... red hair.
9. Harry's dog ... a long tail.
10. He and I ... many things in common.

Ex. 14. Употребите глаголы to be или to have в нужной форме:

1. There is no school in this village and the children go to the school which ... two miles away.
2. How old ... you? I ... 17.
3. ... you English lessons twice a week? – Yes, we ...
4. I ... no time to help you yesterday. I ... very sorry about it.
5. We ... a conference tomorrow. So I ... busy with my report today.
6. My sister ... a second-year student of the Law Faculty.
7. What ... you fond of? My hobby ... drawing.
8. Will you ... any lectures tomorrow?
9. Physics ... my favorite subject at school.
10. He ... a lot of trouble with his car yesterday.
11. My grandfather ... short grey hair but my grandmother's hair ... long and thick.
12. Your glasses ... on the table.

Ex. 15. Преобразуйте предложения, употребляя оборот there is / are:

- a) 1. This city has many monuments. 2. Our town has no theatres. 3. This family has two children. 4. Our group has many good pupils. 5. Every week has seven days and every year has twelve months. 6. She has a lot of English books in her library. 1. The dog is in the room. 2. The children are in the yard. 3. The students are in the laboratory. 4. The car is near the house. 5. The bench was under the tree. 6. A lot of people will be at the stadium tomorrow.

Ex. 16. Употребите оборот there is / are в следующих предложениях:

1. ... a new moon tonight. 2. ... someone at the door. 3. ... a lot of students absent today.
4. ... three lamps in the room. 5. ... two large windows in the room. 6. But ... only one door.
7. ... a lot of English classes in our school. 8. ... nobody in the room now. 9. ... no one at home. 10. ... twelve months in a year. 11. ... a letter for you on the table. 12. ... several beautiful parks in this city.

Ex. 17. Употребите глаголы, данные в скобках, в Present Indefinite:

1. We (read) the newspaper in class every day.
2. He always (prepare) his homework carefully.
3. We always (play) tennis on Saturdays.
4. She (speak) several foreign languages.
5. The children (play) in the park every afternoon.
6. Helen (work) very hard.
7. They (take) a lot of trips together.
8. We always (travel) by car.
9. I (eat) lunch in the cafeteria every day.

Ex. 18. Употребите глаголы, данные в скобках, в Past Indefinite:

1. We (work) in our garden all day yesterday.
2. I (listen) to the radio until twelve o'clock last night.
3. He always (want) to learn English.
4. Ann and I (talk) over the telephone yesterday.
5. I (forget) to bring my notebook to class yesterday.
6. The telephone (ring) twice but no one answered it.
7. George (think) about his troubles continuously.
8. Last year Professor Johnes (teach) us both English and mathematics.
9. I (lose) my English book yesterday but (find) it later.

10. Ex. 19. Употребите глаголы, данные в скобках, в Future Indefinite:

1. Helen (find) the book which you need.
2. They (see) us tomorrow.
3. I (finish) the work in April.
4. The shops (close) at noon today.
5. We (arrive) at three o'clock.
6. She (tell) you all about it.
7. We (spend) two months in the South.
8. The plant (die) because of lack of sunshine.
9. The meeting (begin) at eight o'clock.
10. The film (last) an hour.

Ex. 20. Поставьте глагол в the Past и the Future Indefinite, употребляя соответствующие индикаторы времени:

1. He plays tennis twice a week.
2. She learns French and German.
3. We keep our car in the garage.
4. They often make mistakes.
5. I help my mother about the house.
6. They do their shopping every day.
7. We go to the University by metro.
8. The classes begin at 8.
9. I stay at school till 2 o'clock.
10. It often rains in October.
11. Tom gets excellent marks in English.

Ex. 21. Поставьте предложения в вопросительную и отрицательную формы:

1. Den studies at the University.
2. They usually buy newspapers in the morning.
3. The teacher asks many questions.
4. He entered the Law faculty.

5. My friend saw an interesting film yesterday.
6. They got to the country by bus.
7. Nick will work as a teacher.
8. We shall make coffee for him.
9. Her cousin will go abroad next week.

Ex. 22. Раскройте скобки, употребив Present Indefinite:

1. Nurses (look) after patients in hospitals.
2. Ann plays the piano, but she (not, play) it very well.
3. In Britain most shops (close) at 5.30 p. m.
4. At night when it (get) dark, they (switch) on the TV or the radio and (listen) to music.
5. Mr. Brown often (go) to the cinema but his wife (not to go) very often. She (prefer) to stay at home and to watch TV.

Ex. 23. Употребите глаголы, данные в скобках, в Present Continuous:

1. I see that you (wear) your new suit today.
2. Listen! Someone (knock) at the door.
3. The bus (stop) for us now.
4. Please, be quiet! The baby (sleep).
5. The leaves (begin) to fall from the trees.

Ex. 24. Употребите глаголы, данные в скобках, в Past Continuous:

1. When you telephoned, I (have) dinner.
2. The baby (sleep) soundly when I went to wake him.
3. She (talk) with Mr. Smith when I saw her in the hall.
4. The accident happened while they (travel) in the South.
5. When I got up this morning, the sun (shine) brightly.

Ex. 25. Употребите глаголы, данные в скобках, в Future Continuous:

1. I (wait) on the corner for you at the usual time tomorrow morning. It probably (rain) when you get back.
2. If you come before six, I (work) in my garden.
3. At this time tomorrow afternoon I (take) my final English examination.
4. If we go there now, they (have) dinner. But if we go later, they (watch) television.

Ex. 26. Поставьте глаголы в Past Continuous, употребив соответствующие индикаторы времени:

1. The child is sleeping now.
2. Nina is having a lecture now.
3. The family is sitting at the table and having dinner.
4. What are you doing tonight?
5. The girl is looking for her notebook.
6. The students are preparing for their exams.
7. It is snowing hard.

Ex. 27. Употребите глаголы, данные в скобках, в Present Perfect:

1. I (speak) to him about it several times.
2. We (learn) many new words in this course.
3. He (make) that same mistake several times.
4. I (hear) that story before.
5. I am afraid that I (lose) my car keys.

Ex. 28. Употребите глаголы, данные в скобках, в Past Perfect:

1. I was sure that I (see) the man before.
2. I asked him why he (leave) the party so early.
3. It was clear that he (give) us the wrong address.
4. The teacher corrected the exercises which I (prepare).
5. He knew that he (make) a serious mistake.

Ex. 29. Употребите глаголы, данные в скобках, в Future Perfect:

1. I am sure they (complete) the new road by June.
2. He says that before he leaves he (see) every show in town.
3. By the time you arrive, I (finish) reading your book.
4. I (be) in this country two years next January.
5. A year from now he (take) his medical examinations and (begin) to practice.

Ex. 30. Поставьте предложения в отрицательную и вопросительную формы:

1. They have received a new flat this year.
2. She has been to Italy.
3. They have already heard the news.
4. I have known his father.
5. He had worked at a plant before the army.
6. We had studied German before we began to study English.
7. She had written the letter by 5 o'clock.
8. The children will have done their homework before their parents come home.
9. It will have stopped raining by noon.

Ex. 31. Поставьте глагол в главном предложении в Past, а затем в Future Perfect, Future Continuous сделайте необходимые преобразования в придаточном предложении:

1. We were translating the text when you came.
2. They were writing a dictation when I entered the classroom.
3. The students were taking their exams from 9 till 12 o'clock.
4. He was having a shower when the telephone rang.
5. The boys were playing football when it began to rain.

Ex. 32. Проанализируйте употребление модальных глаголов в следующих контекстах:

1. Nick can run long distances.
2. He can speak many foreign languages.
3. You can join our group.
4. I must excuse myself.
5. You mustn't park the car here.
6. The boy must see a doctor.
7. You may keep my book for a week.
8. Drivers may go at 60 kilometers an hour here.
9. You may stay at your friends' over the weekend.
10. It may be cold. Take your coat.
11. Jack shouldn't have laughed at John.
12. John ought to be more careful in the future.
13. You needn't buy bread. We have some at home.
14. You needn't have done this. It was useless.
15. I have to take a taxi in order not to be late.
16. We had to wait as the manager was out.
17. Robert is to take his exams next month.
18. We are to meet at 5 o'clock.

Ex. 33. Переведите следующие предложения на русский язык, обращая внимание на модальный глагол must:

1. Her English is very poor, she must study very hard.
2. They must spend more time on their English.
3. You must help her in every way possible.
4. We must learn at least ten new words every day.
5. He must leave at once.
6. The students must do their homework regularly.
7. You must do this important work quickly.

Ex. 34. Напишите следующие предложения в вопросительной и отрицательной формах:

1. We must tell her this news.
2. He may smoke here.
3. She can speak English perfectly.
4. The students must translate the text at home.
5. We can go to the theatre tonight.
6. We shall be able to help them.
7. They had to wait for a long time.
8. His friend couldn't get this book.
9. You were allowed to take this book home.
10. May I go home now?
11. They were allowed to come at four.

Ex. 35. Заполните пропуски модальными глаголами или их эквивалентами:

1. She ... play chess well.
2. ... I take your pen?
3. ... I ask you a question?
4. You not talk at the lesson.
5. He ... not speak English last year.
6. My sister ... not play the piano two years ago, but now she
7. You ... get this novel in our library.
8. I ... go to the library today to prepare for my report at the conference.
9. ... you do me a favour?

Ex. 36. Замените в следующих предложениях действительный залог страдательным. Переведите предложения на русский язык:

1. The audience enjoyed the concert very much.
2. The little boy ate the cake.
3. The teacher corrects our exercises at home.
4. They started a dancing class last week.
5. Everybody will see this film soon.
6. The teacher returned our written work to us.
7. Mr Smith will leave the tickets at the box-office.
8. The students translate texts during the lessons.
9. Mary took that book from the desk.

10. Ex. 37. Замените в следующих предложениях страдательный залог действительным.

Переведите предложения на русский язык:

1. The entire city was destroyed by the fire.
2. The lecture was attended by many people.
3. The book will be published in spring.
4. The class is taught by Mr Smith.
5. It was designed by a French engineer.
6. This book is always read by the students of the first course.
7. The letter was left on the table.
8. The house was struck by lightning.
9. The cries of the child were heard by everyone.

Ex. 38. Напишите следующие предложения в вопросительной и отрицательной формах:

1. The first prize was won by John.
2. Our exercises are corrected each night by the teacher.
3. The mail is delivered at ten o'clock.
4. The construction of the bridge will be finished this year.
5. The contract will be signed tomorrow.

6. His report was listened to with great interest.
7. The film is much spoken about.
8. All the letters are looked through by the secretary.
9. All these books were published by this publishing house.

Ex. 39. Переведите следующие предложения на русский язык, обращая внимание на Participle I и Participle II:

1. Finished with his breakfast, he remained for some time at the table, looking through the newspapers.
2. Before solving the problem, they had to consult the expert.
3. The leaves touched by the morning sun began to come out.
4. The flowers standing in the vase were brought by the pupils.
5. Writing a letter I heard a knock at the door.
6. I like pictures painted by this artist.
7. When asked about it, she couldn't give a definite answer.
8. Engineers working at big plants in our country are trained at our institute.

Ex. 40. Переведите следующие предложения на русский язык, обращая внимание на форму глагола придаточных предложений:

1. He said that he had read this book twice.
2. We thought that the results of your work would be better.
3. The boy said that he was only eight years old.
4. I knew that he would refuse to help me.
5. He was sure that I should come in time.
6. She thought that the letter had been written by her friend.
7. They said that it had been raining from five till seven.
8. She said that she could not give me this book because she had promised to give it to her sister.

Ex. 41. Поставьте глагол в главном предложении в Past Indefinite и сделайте необходимые преобразования в придаточном предложении:

- ◆ He says that he knows them well.
He said that he knew them well.
 1. He is sure that she is in Moscow now.
 2. He says that she is in Moscow now.
 3. He says that the classes begin at 2 o'clock.
 4. I think that she is ill.
 5. We know that she is ill.
- ◆ He says that she went to the Crimea.
He said that she had gone to the Crimea.
 1. I know that he lived in Kiev.
 2. He says that they met in Moscow.
 3. I am sure that the students were in the library.
 4. I hope that they knew about it.
 5. I think that they were busy.
- ◆ She says that she will go to the
cinema. She said that she would go
to the cinema.
 1. They say that they will leave for London.
 2. She says that she will buy this coat.
 3. We know that we shall discuss this question.

4. We hope that they will help us to do this work.
5. We think that we shall have our holidays in January.

Ex. 42. Употребите глаголы, данные в скобках, в нужной форме времени и залога, соблюдая правило согласования времен. Переведите предложения на русский язык:

1. She said that she (to know) English very well.
2. We knew that they (to come) to visit us next Sunday.
3. John said that he (to go) away on Wednesday.
4. People were sure that soon a spaceship (to fly) to other planets.
5. We were informed that many scientists (to work) at the problem of radioactivity.

5.4 Примеры диалогов социально-бытовой сферы

I. Read and translate the dialogues. Learn the dialogues by heart.

1. - Could you possibly give me a lift to the station?
- Sorry, there's something wrong with my car.
 2. - But it's only half past ten. Stay and have a cup of coffee.
- We'd better be going. It's getting late.
 3. - How do you feel today?
- So-so
 4. - I'm sorry to trouble you, but could you lend me your car for the weekend?
- Yes, certainly. With pleasure.
 5. - Let's go somewhere on Sunday.
- Why not? It's a nice idea.
 6. - What do you think of John? The man we met yesterday.
- Well, he seems to be an interesting person.
 7. - I am really sorry. I didn't want to hurt your feelings.
 8. That's OK. Never mind.
 9. - How about going to the country for the weekend?
- I'd love to very much but ...
 10. - I'd like to invite you to our party.
- A thousand thanks. At what time?
 11. Guest: "I'm awfully sorry, but I don't think I can come." Hostess: "No trouble at all."
 12. Daughter: "It looks like raining. I don't know what to do." Mother: "You'd better return home now."
 13. Hostess: "Are you enjoying yourselves?"
Guest: "Oh, yes, we are having a fantastic time, thank you."
 14. - Thank you very much. You've been very helpful.
- You are welcome.
- II. Read and translate the dialogues. Learn the dialogues by heart.
1. Peter: "I've got an interview tomorrow. I really want the job." Mary: "Good luck!"
 2. Secretary: "How about 10.30? Is that too early?" Client: "No, that's all right. I'll be here."
 3. Manager: "Come in. Please, take a seat."
Applicant: "Thank you. Have you got a copy of my CV?" Manager: "Yes, but I haven't got it here."
 4. Boss: "Yes, come in."
Employee: "Is it all right if I came an hour late tomorrow?"
 5. Woman: "I'm Laura Miles from London office" Man: "Pleased to meet you, Ms. Miles"
 6. Employee: "I'm sorry, is it OK if I leave early today? I am going to take my cat to the

vet.” Boss: “Oh, I see. Sure. Thanks for telling me.”

5.5 Примеры текстов для аудирования

Text 1. Great Britain

The United Kingdom of Great Britain and Northern Ireland (or the UK) is made up of England, Scotland, Wales and Northern Ireland. The UK covers the British Isles which is the geographical name of all the islands situated off the northwest coast of the European Continent. They consist of Great Britain, Ireland and of about five thousand small islands. The North Sea, the Strait of Dover and the English Channel separate Great Britain from the continent. It is washed on the west coast by the Atlantic Ocean and by the Irish Sea.

The mountains in Great Britain are not very high, the highest mountain is Ben Nevis in Scotland. The main rivers in Britain are the Thames, the Mersey, the Severn and others, but none of them are very long.

The climate of Great Britain is mild. The Atlantic Ocean and the warm waters of the Gulf Stream influence the weather on the British Isles. The summers are cool and rainy; the winters are not very cold..,

Great Britain is a highly developed industrial country. One of the leading industries in Great Britain is the textile industry. Coal, iron and steel as well as various machines are also produced there. Shipbuilding and motor industry are highly developed too.

There are many big industrial cities in Britain, such as Birmingham and, Sheffield (with big iron and steel works), Manchester and Liverpool (the biggest centers of textile industry), Cardiff and others. London, the capital city of the UK, is one of the biggest commercial centers and ports of the world. It is also an important political, cultural and educational centre. Other education centers in Great Britain are Oxford and Cambridge with the world famous oldest Universities, and also Edinburgh and Sheffield.

The total population of Great Britain today is about 59 million people. The official language of the country is English, though in Wales people speak Welsh which is different from English, while the Scottish dialect differs little from English. There are many other languages spoken in Britain as it has become now a multinational state.

1. Listen to the word combinations. Translate them into Russian.

The United Kingdom is made up of, the United Kingdom covers the British Isles, the North Sea, the Strait of Dover, the English Channel, the United Kingdom is washed on the west coast by, coal, iron and steel, multinational state.

Text 2. Political System of Great Britain

The United Kingdom is a constitution monarchy. This means that it has a monarch (a king or a queen) as its Head of State. The present British monarch is Queen Elizabeth II, who succeeded to the throne in 1952. The monarch has very little power and can only reign with the support of Parliament, which consists of the House of Commons and the House of Lords. Parliament and the monarch have different roles in the government of the country. In reality, the House of Commons is the only one that has true power, it introduces new bills. They then go to the House of Lords for approval, and finally the monarch signs them. Only then they can become laws.'

The House of Commons is made up of 650 elected members, known as Members of Parliament (or MPs), each of whom represents an area of the UK. The political parties choose candidates in elections. The party which wins the majority of seats in the House of

Commons forms the Government and its leader usually becomes Prime Minister. The largest minority party becomes the Opposition (or the "Shadow Cabinet"). The Prime Minister chooses about twenty MPs from his or her party and forms his or her Cabinet Ministers. Each minister is responsible for a particular area of government. For example, the Minister of Defence is responsible for defence policy and the armed forces, the Home Secretary for law and order and immigration.

The House of Lords consists of more than 1,000 hereditary lords and peers. It has very little power.

The two main political parties in Great Britain are the Conservative and the Labour party. Now the Conservative party is in power. The Conservatives have been in power since the 1970s and its main opponent, the Labour party, has formed the Shadow Cabinet. At present John Major, the leader of the Conservative party, is Britain's Prime Minister.

Among other political parties there is the Liberal party and the Social-Democratic party.

1. Listen to the key words and say what the text is about

Constitutional monarchy, queen, parliament, House of Commons.. House of Lords, new bills, Member of Parliament, political parties, candidates in elections, government, Prime Minister, opposition

2. Listen to the word combinations. Translate them into Russian.

Constitutional monarchy, Head of state, succeed to the throne, the house of Commons, the House of Lords, to have true power, members of parliament, the majority of seats, the minority party, the Minister of Defence, defence policy, to have little power, the Labour party, the Conservative party.

3. Choose the sentence that is not from the text.

The United Kingdom has a monarch as its Head of State. The main task of Congress is to make laws.

Parliament consists of the House of Commons and the House of Lords.

The two main political parties in Great Britain are the Conservative and the Labour parties.

4. Put questions to the following sentences.

1. The monarch can only reign with the support of Parliament.
2. The House of Commons introduces new bills.
3. The House of Commons is made up of 650 elected members.
4. The party which wins the majority of seats in the House of Commons forms the Government.
5. The largest minority party becomes opposition.
6. Each minister is responsible for a particular area of government.
7. The House of Lords has very little power.

Text 3. The Royal Family

In British you can find a lot of information about the Royal Family. Here are some facts. Which of them are interesting or strange?

The Prince of Wales, eldest son of Queen Elizabeth II and Prince Philip, Duke of Edinburgh was born at Buckingham Palace on 14 November 1948 and was given the names of Charles Philip Arthur George?

He's got the rank of Commander in the Royal Navy and the rank of Wing Commander in the Royal Air Force.

He is also Chancellor of the University of Wales and President of the International Council of United World Colleges. The Prince of Wales's interests are: conservation, farming, problems of young people, music, complementary medicine, education, disability, history, industry and management, archeology, flying, polo and fishing.

The Princess of Wales, the former Lady Diana Spencer, was born on 1 July, 1961, the daughter of the then Lord and Lady Althorp now the Earl Spencer and the Hon Mrs. Shand-Kydd. The Princess has two elder sisters, and a younger brother. She was married to the Prince of Wales on 29 July 1981. Her son, Prince William of Wales, was born on 21 June 1982.

The Princess is the first Englishwoman to marry an heir to the throne for over 300 years.

Her interests are: Wales, the disabled, children (their problems and development), ballet and music. The Princess is Patron or President of many organizations among which are the Welsh National Opera, the Royal School for the Blind, the London City Ballet and National Children's Orchestra.

Text 4. London

London is the capital and the largest city of the United Kingdom. Its population is about eight and a half million.

London is Great Britain's biggest manufacturing centre and the country's main banking and financial centre. London is also one of the largest ports in the United Kingdom. It is linked with all parts of the country by roads and railways.

London is a great educational and cultural centre. The University of London with 14 colleges has more than 76,000 students. The British Library houses one of the finest collections in the world. Museums and galleries are world known too, among them the British Museum, the National Gallery, the Tate Gallery, and the Victoria and Albert Museum. The city's main concert halls are Covent Garden and the Modern Royal Festival Hall.

London is a multinational city, with a large immigrant population from Britain's former colonies especially from South Asia and the West Indies.

In fact, there are several Londons. There is the City of London, which is the oldest part of London. It is the country's financial and business centre. There is the Bank of England, the Stock Exchange, the Mansion House (the official residence of the City's Lord Mayor), and many other important landmarks.

The West End is the name given to the area of central London which includes Trafalgar Square, the main shopping areas of Oxford Street, Regent Street and Bond Street, and the entertainment centres of Soho, Piccadilly Circus and Leicester Square. Many government buildings, including 10 Downing Street (the residence of the British Prime Minister), are nearby. There is also Buckingham Palace, the Queen's residence.

The East End covers a wide area to the east of the City, which is quite different from the other parts of London. There are many warehouses and factories producing clothes in the East End. It is also one of those areas of London where working class people live. The East End markets are famous throughout the world for all kinds of goods. Traditionally someone born in the East End is known as a cockney.

London has a few famous parks: Hyde Park with its Speakers' Corner, St. James' Park, Regent Park with its wonderful Zoo and others.

1. Listen to the word combinations and say what the text is about

Capital, the United Kingdom, manufacturing centre, the largest port, banking and financial

centre, educational and cultural centre.

2. Translate the word combinations into Russian:

University of London, the British Library, museums and galleries, the City, the West End, the East End, Trafalgar Square, warehouses and factories, Hyde Park.

Text 5. Places of Interest in London

West of the City, there is Westminster that contains the Houses of Parliament, Big Ben (the famous clock tower) and Westminster Abbey where from the Norman times British monarch have been crowned and later buried. Many other famous people are also buried in Westminster Abbey including statesmen, musicians and writers. In Poet's Corner one can find statues and the tombs of William Shakespeare, Byron, T.S. Eliot and others.

Trafalgar Square is considered the geographical centre of London. It was laid out in memory of Lord Nelson's great naval victory of 1805 in the Battle of Trafalgar. Nelson's statue stands on top of a column in the middle of the square, which makes a good place for people to meet or to unite for all kinds of meetings. At Christmas time there is a huge Christmas tree which is sent to Britain from Norway every year.

The City is famous for its oldest part, the Tower of London, which is more than nine hundred years old. It was originally built as a fortress, later it was a royal palace, and then served as a prison. Now it is a museum with a wonderful collection of armour and the Crown Jewels. The Tower is full of history and visitors can see the Yeomen Warders or "Beefeaters," in their picturesque uniforms of four hundred years ago. Today they will show visitors the main places of interest and speak about the history of the Tower. Tower Bridge, which crosses the Thames beside the Tower, has a distinctive Victorian construction and can be opened to let big ships pass into the Pool of London.

St. Paul's Cathedral designed by the English architect Sir Christopher Wren in the 17th century, is one of the most famous churches in the world. St. Paul's contains memorials to many national heroes, among them Lord Nelson, Sir John Moore, the Duke of Wellington, and Sir Christopher Wren. There are steps up to the Whispering Gallery, inside the dome, where words whispered into the stone wall can be heard right round the other side. From the stone gallery outside visitors have a magnificent view of London.

1. Listen to the word combinations and say what the text is about

Westminster Abbey, the Houses of Parliament, Big Ben, Trafalgar Square, the Tower of London, St Paul's Cathedral.

2. Translate the word combinations into Russian.

The famous clock tower, from the Norman times, poet's corner, great naval victory, battle of Trafalgar, Christmas tree, fortress, royal palace, a wonderful collection of armour, picturesque uniform, distinctive Victorian construction, Whispering Gallery, a magnificent view of London.

3. Choose the sentence which is not from the text

1. From the Norman times British monarchs have been crowned in Westminster Abbey.
2. Nelson's statue stands on top of a column in the middle of the square.
3. The Tower of London is more than 900 years old.
4. Wall Street is the centre of political and economic life of country.
5. St. Paul's Cathedral is one of the most famous churches in the world.

4. Put all types of questions.

1. Westminster contains the Houses of Parliament, Big Ben and Westminster Abbey.

2. From the Norman times British monarchs have been crowned in Westminster Abbey.
3. Trafalgar Square is considered the geographical centre of London.
4. The Tower of London was originally built as a fortress.
5. Tower bridge can be opened to let big ships pass into the Pool of London.

5. Listen to the extract and answer the questions

1. What is the geographical centre of London?
2. Why was Trafalgar Square laid out?
3. Whose is?

Text 6. At the National Gallery

If you stand today in Trafalgar Square with your back to the Nelson Column, you will see a building of classical architecture. This is the National Gallery. It has been in this building since 1838. The British National Picture Gallery is younger than the great galleries in Rome, Paris, Amsterdam and so on.

Most of the landowners and politicians had their own collections of pictures in their country houses. They were not interested in a public collection in London.

In 1777 when one of the greatest private collections of pictures was to be sold, some of the members of Parliament wanted to buy it for the Nation. But this found no support in the House of Commons. The wonderful pictures went to Russia.

In time things changed and more people wanted to open a National Gallery. Now pictures showing British life and nature and British people are in this gallery.

The world schools of painting are also well represented here: Italian, French, Spanish, etc.

During the last war the walls of the building of the National Gallery were destroyed in some places. But the pictures were taken to Wales and put down in a deep cave at the foot of the mountain. They were saved.

1. Listen to the word combinations, translate them into Russian:

Trafalgar Square, Nelson's Column, classical architecture, the National Gallery, Private collections of pictures, the world schools of painting.

2. Choose the sentence which is not from the text.

The National Gallery has been in this building since 1838. More people wanted to open a national Gallery. The pictures were taken to Wales and put down in a deep cave. The American theatre is over two hundred years old.

3. Listen to the extract and choose the correct answer to the question.

1. What happened to one of the greatest private collections of pictures?
 - a) It was bought for the nation.
 - b) It was bought for the House of Commons.
 - c) The wonderful pictures went to Russia.

4. Listen to the extract and answer the question:

How were the pictures saved?

Text 7. Traditions and Customs

Every nation and every country has its own customs and traditions. In Britain traditions play a more important part in the life of the people than in other countries.

Englishmen are proud of their traditions and carefully keep them up. It has been the

law for about three hundred years that all the theatres are closed on Sundays. No letters are delivered, only a few Sunday papers are published.

To this day an English family prefers a house with a garden to a flat in a modern house with central heating. English people like gardens. Sometimes the garden in front of the house is a little square covered with cement painted green in imitation of grass and a box of flowers.

Holidays are especially rich in old traditions and are different in Scotland, Ireland, Wales and England. Christmas is a great English national holiday, and in Scotland it is not kept at all, except by clerks in banks; all the shops, mills and factories are working. But six days later, on New Year's Eve the Scotch begin to enjoy themselves. All the shops, mills and factories are closed on New Year's Day.

People invite their friends to their houses and "sit the Old Year out and the New Year in". When the clock begins to strike twelve, the head of the family goes to the entrance door, opens it wide and holds it until the last stroke. Then he shuts the door. He has let the Old Year out and the New Year in.

1. Translate the word combinations into Russian:

customs and traditions, play an important part, to be proud of traditions, carefully keep traditions up, great national holiday, on New Year's Eve, sit the Old Year out and the New Year in, entrance door.

Text 8. The United States of America

The United States is the fourth largest country in the world in size and population. It has an area of 9,371,781 square kilometers and its population is 249 million people. The US consists of 50 states. The largest Alaska. Hawaii is one of the smallest states, it is a group of islands in the Pacific Ocean, 2,397 miles from California. The other 48 states stretch across the North American continent for about 3,000 miles(4,800 km) from the Atlantic to the Pacific. Along the Atlantic Coast the land is flat, inland from the coast there are the Appalachian Mountains. In the middle of the continent there is the great Mississippi River, which flows to the Gulf of Mexico. The middle part of the country is generally flat, this area is called the Great Plains. In the west there are two main mountain system: the Rocky Mountains and the Cascade Range.

The climate of the US is temperature, with four distinct seasons. The northern of the country has snow in winter. The hottest places are Florida, Texas, New Mexico, and Arizona. Southern Florida and Hawaii are subtropical. The East is much wetter than the West.

The main river are the Mississippi, the Missouri, the Colorado and the Ohio. The largest cities of the US are New York, Los Angeles, Chicago, Houston and Philadelphia. The capital of the US is Washington.

The US has many natural resources, such as coal, petroleum, and natural gas, rich soil for agriculture and forests. The economy of the US is based upon free enterprise. The US produces non-electric machinery, transportation equipment and cars, chemicals, food products, electronic equipment, metal products, paper and plastic products.

There are many ethnic groups in the United States. The largest group is Black Americans (about 12% of the population). Spanish-speaking people are about 9%. The fastest

growing ethnic groups are Chinese, Japanese and Indochinese (about 3%). Native Americans are about 1% of the population. The basic language spoken throughout the country is American English.

1. Listen to the words and say what the text is about.

the largest country, area, square kilometers, population, states, the Atlantic, the Pacific, the Appalachian Mountains, the Mississippi River, the Gulf of Mexico, the Great Plains, the Rocky Mountains, native Americans.

2. Choose the sentence which is not from the text.

1. The present monarch is Queen Elisabeth II.
2. The US consist of 50 states.
3. The economy of the US is based on free enterprise.
4. There are many ethnic groups in the US.

3. Listen to the extract and answer the question.

1. What is the climate of the USA?
2. What are the main river?
3. What are the largest cities?
4. What natural resources does the USA have?

4. Listen to the extract and choose the correct answer to the question:

1. How many native America live in the USA?
 - a) Native Americans are about 1 % of the population
 - b) The Largest group is native Americans
 - c) The fastest growing ethnic group is native Americans

Text 9. The Fifty States

The fifty states of the United States, or the USA, join to make one nation. The United States did not always have fifty states. At first there were thirteen. As the United States grew, more sates join were Alaska and Hawaii. They both joined in 1959. The area of the United States covers every type of land. There are forests, deserts, mountains, and flat land. The area of each state is different too. Alaska is the biggest state. Rhode Island is the smallest state. Alaska is 500 times bigger than Rhode Island.

About 250 million people live in the United States. The people of the US come from all over the world. People often name cities after where they come from. For example, in the United States you find Paris, Rome, Delhi, and Frankfurt. The state with the highest population is California. The state with the lowest population is Alaska.

Each state has its own name. The name gives the state its identity and personality. More than half the states have names from American Indian origin. Each state also has a flag with colors that have a special meaning for the state.

1. Translate the following words intro Russian.

to have one national, to join the union, ever type of land, flat land, 500 times bigger, from all over the world, to name cities after, the highest population, own name, identity and personality, American Indian original, a special meaning, the symbol of the state.

2. Listen to the sentences and say which is not from the text.

1. The USA joins to make one nation.
2. Scotland was an independent kingdom unit 1603.
3. As the US grew, more states joined the union.

4. The area of the United States covers every type of land.

3. Put different types of questions:

1. The US did not always have 50 states.
2. Alaska and Hawaii joined in 1959.
3. The area of the US covers every type of land.
4. The size of each state is different too.
5. Alaska is 500 times bigger than Rhode Island.
6. About 250 million people live in the US.
7. The name gives the state its identity and personality.

4. Listen to the extract and answer the questions:

1. How many people live in the USA?
2. Where do people of the USA come from?
3. How do people name cities?
4. Give names of the states with the highest and lowest population.

5. Listen to the extract and answer the question:

How many states did the US have at first?

- a) 30
- b) 14
- c) 13

Text 10. July Fourth

July Fourth is the birthday of the United States. It is a national holiday.

Another name for July Fourth is Independence Day. Americans celebrate July Fourth as Independence Day because on July 4, 1776, the original thirteen colonies declared their independence from England.

Before 1776, the King of England ruled the thirteen colonies in America. The colonists were angry with the King because of taxes. They wanted their independence from England. A war started in 1775 between the colonists and soldiers from England. The colonists won the war. They wanted to say why they wanted their independence or freedom from England. So they chose Thomas Jefferson to write the Declaration of Independence.

On July 4, 1776, the leaders of the colonies signed the Declaration of Independence in Philadelphia, Pennsylvania. It said that all people were equal and had the right to live in freedom. A new nation was born. People rang bells and fired guns for the birth of the United States of America.

Today, Americans celebrate July Fourth in many different ways. During the day, many people get together with friends and family members for picnics. Many cities have parades with bands in the streets. At night there are noisy fireworks. These beautiful fireworks of different colors light up the sky all across the country.

1. Translate the word combinations into Russian:

A national holiday, Independence Day, the original thirteen colonies, the King of England, because of taxes, the Declaration of Independence, the leaders of colonies, all people are equal, the right to live in freedom, the birth of the USA, noisy fireworks, parades with bands.

2. Choose the sentence which is from the text:

1. On July 4, 1776, the original thirteen colonies declared their independence

from England.

2. The colonists were angry with the King because of taxes.
3. The colonists chose Thomas Jefferson to write the Declaration of Independence.
4. Many people of the North opposed slavery and took part in antislavery actions.
5. Today, Americans celebrate July Fourth in many different ways.

3. Put questions to the following sentences.

1. July Fourth is the birthday of the United States.
2. Americans celebrate July Fourth as Independence Day.
3. On July 4, 1776, the original thirteen colonies declared their Independence from England.
4. The King of England ruled the thirteen colonies in America.
5. The colonists were angry with the King because of taxes.
6. On July 4, 1776, the leaders of the colonies signed the Declaration of Independence in Philadelphia.
7. Americans celebrate July Fourth in many different ways.

Text 11. New York City

New York is the largest city in the United States. More Than Seven million people live there. New York has very tall buildings like the World Trade Centre and the Empire State Building. It is the biggest port in the world. Thousands of ships come to the port of New York each year. It has Macy's, one of the biggest stores in the world. New York also has the largest lady in the world – the Statue of Liberty.

New York is a very cosmopolitan city. People from many countries came to live in New York. Three-quarters, or 75 percent, of the people in New York City come from five groups. The groups are: blacks, Jews, Italians, Puerto Ricans, and Irish. The other quarter, or 25 percent, comes from all over the world.

New York City is the centre for culture in the United States. It has the finest museums and best art galleries in the country. If you want to see a play, there are many theatres you can go to on Broadway. The street called Broadway is the centre for theatre in the United States.

People call New York City the "Big Apple". Jazz musicians in the 1920s gave New York this name. When a musician says he is going to the Big Apple, it means he is the best. Today, New York is still the U.S. centre for art and business.

1. Translate the world combination into Russian:

very tall building, the biggest port in the world, the biggest store, the largest lady, a cosmopolitan city, blacks, Jews, Italians, Puerto Ricans, Irish, the centre for culture, the finest museum, the best art galleries, the centre for theatre, the "Big Apple", Jazz musicians, centre for art and business.

2. Choose the sentence which is not from the text:

1. New York is the largest city in the USA.
2. New York also has the largest lady in the world – the statue of Liberty.
3. People call New York City the "Big Apple"
4. The City is the country's financial and business centre.
5. The City has the finest museum and art galleries in the country.

3. Put question to the following sentences:

1. New York City is the largest city in the USA.

2. More than 7 million people live in New York.
3. New York is the biggest in the world.
4. People from many countries come to live in New York.
5. Broadway is the centre for theatre.
6. Jazz musicians in the 1920s gave New York the name “Big Apple”

4. Listen to the extract and answer the question:

1. Is New York a very cosmopolitan city? Why?

Text 12. The Statue of Liberty

One of the most famous statues in the world stands on an island in New York Harbor. This statue is, of course, the Statue of Liberty. The Statue of Liberty is a woman who holds a torch up high. She symbolizes a welcome to a land of freedom. Visitors can go inside the statue. The statue is so large that as many as twelve people can stand inside the torch. Many more people can stand in other part of the statue. The statue weighs 225 tons and is 301 feet tall.

The Statue of Liberty was put up in 1886. it was a gift to the United States from the people of France. Over the years France and the United States had a special relationship. In 1776 France helped the American colonies gain independence from England. The French wanted to do something special for the U.S. centennial, its 100th birthday.

Laboulaye was a well-known Frenchman who admired the U.S. One night at a dinner in his house, Laboulaye talked about the idea of a gift. Among guests was the French sculptor French Auguste Bartholdi. Bartholdi thought of a statue of liberty. He offered to design the statue.

Many people contributed in some way. The French people gave money for the statue. Americans designed and built the pedestal for the statue to stand on. The American people raised money to pay for the pedestal. The French engineer Alexander Eiffel, who was famous for his Eiffel Tower in Paris, figured out how to make the heavy statue stand.

1. Translate these words and say what the text is about.

A woman, a torch, gift colonies, sculptor, Liberty, pedestal, statue, land of freedom.

2. Translate the following word combinations into Russian:

New York Harbor, the Statue of Liberty, inside the statue, to be put up, a special relationship, to gain independence, centennial.

3. Choose the sentence which is not from the text:

1. One of the most famous statues in the world is the statue of Liberty.
2. The statue weighs 225 tons and is 302 feet tall.
3. The statue of Liberty was a gift to the USA from the people of France.
4. Bartholdi offered to design the statue.

4. Ask different types of questions to the following sentences:

1. The Statue of Liberty is a woman who holds a torch up high.
2. The Statue of Liberty was put up in 1886.
3. In 1776 France helped the American colonies gain independence from English.
4. Laboulaye was a well known Frenchman who admired the USA.
5. Bartholdi offered to design the statue.
6. Americans designed and built the pedestal for the Statue to stand on.
7. The French people gave money for the statue.
8. Alexander Eiffel figured out how to make the heavy statue stand.

5. Listen to the text extract and answer the questions (1 part):

1. What is one of the most famous statues in the world?
2. What does the Statue of Liberty (a woman) hold up high?
3. Is the statue large?

6. Listen to the text extract and answer the questions (2 part):

1. When was the Statue of Liberty put up?
 2. Was it a gift to the USA from the people of France?
 3. Which of the countries had a special relationship over the years?
 4. When did France help the American people gain independence from English?
 7. **Listen to the extract and answer the questions; choose the correct answer (3-4 parts):**
Who offered to design the statue?
- a) Laboulaye
 - b) Eiffel
 - c) Bartholdi

5.6 Примеры заданий на письменную коммуникацию

1. Расположите части письма в правильном порядке:

- 1) 7 Maple Estate, Hlarbour Road, Melbourn, Australia. (Sender's
address) Ref. JK/RS
Telephone 041-336-3692
7 May 2007

2) Dear Sirs,

3) We await your instructions, which shall have our careful attention

Yours
faithfully
Richard
Smith
Sales
Manager

4) We recently had the honour of sending you a catalogue of our goods, and trust that you duly received the same.

As we have not yet been favoured with your order, we venture to enquire if you have reached a decision, and whether you require further information about our product.

- 5) Purchasing
Department
Sunrise
Boulevard
Riverton, MI 44444

(Addressee's address)

2. Расположите части делового письма в правильном порядке:

1. John L. Davis,
President
Autocomp. Inc.
8100 South Jackson
Street Detroit, MI
48220

2. We recently purchased \$ 250,000 worth of automated material-handling equipment from your company. This equipment was purchased from you because of the fine reputation you have for quality and service to your customers.

3. We look forward to doing business with your company in the future. Sincerely,
Victor

Boyd,
Plant
Manager

4. Dear Mr. Davis:

5. Rusk Seed, Inc.
400 National Highway
Decatur, Illinois 62525
April 15, 2007

3. Ответьте на вопросы, пользуясь информацией на конверте:

New Jersey Power
Company 5695 South 23
Road
(1) Ridgefield, (2) NJ 08887

Mr. Frederick Wolf
Director of
Marketing
(3) Smith Printing
Company 590 (4) Sixth
Avenue
Milwaukee, (5) WI 53216

1. What is the ZIP code in the return address?
2. What is the ZIP code in the mailing address?
3. What town does the letter come from?
4. What is addressee's company name?
5. What is the street name in the mailing address?

4. Определите, к какому виду делового документа относится представленный ниже отрывок:

Mr. Fred North,
Purchasing
Manager,
Broadway Autos,
London, Great
Britain

7th July, 2007

Dear Mr. Sign,

I am writing to apologize for the late delivery of this order. Our revised delivery date is now Friday November 22.

We hope that this revised date is suitable and we greatly regret by inconvenience that may have been caused.

Best regards,

Fred North

Ответ:

1. Contract
2. Letter of apology
3. Memo
4. CV

5. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки:

To :Secretarial Supervisor

(1) ____: John Davis

(2) ____: automated equipment

The (3) ____: of Smart Equipment will visit us on 28 April to demonstrate their new material handing equipment which you are sure to be interested in.

Please arrange the time to meet him so that all your staff could be present.

(4) ____

1. Subject
2. From
3. Sales Manager
4. J.D.

6. Перед вами конверт:

Amtorg Trading
Corporation 5695 South 23
Madison Avenue
(1) New York, (2) NJ 08887

(3) Mr. R.
Calvert Director
of Marketing

(4) Smith Printing
Company 590 (5)
Lincoln Street Chicago,
WI 53216

Соотнесите информацию под определенным номером на конверте с тем, что она обозначает:

- 1) the addressee's company name
- 2) the town the letter comes from
- 3) the addressee
- 4) the ZIP Code in the return address
- 5) the street name in the mailing address

7. Ответьте на вопросы, пользуясь информацией на конверте.

New York Power
Company 3638 North 25
Road
(1) Summerfield, (2) NK 09346

(3) Mr. Paul Brown
Director of Purchasing
Department Smith Electronic

Company
360 (5) Fifth Avenue
Roanoke, (4) VA 24040

1. What is the ZIP Code in the return address?
2. What is the ZIP Code in the mailing address?
3. Who is the addressee?
4. What town does the letter come from?
5. What is the street name in the mailing address?

8. Определите, к какому виду делового документа относится представленный ниже отрывок:

19 Elm
Street
Elmont,
New York

The Jameson Constructions Co.
Harbour Road
Melbou
rn 6
Australi
a Dear
Sirs

June 24 2007_

We were very interested in your display at the latest Exhibition held in Moscow.

We would be very much obliged if you would send us your illustrated catalogue of your products together with the pricelist, with special reference to all sizes and quantities. We would also like to know what discounts you grant for large quantities.

If you can guarantee prompt delivery we would be prepared to place a large order. We can supply the names of several firms as references.

Yours
faithfully
Donald
Vance
Manager

Ответ: Letter of enquiry (request)

1. Invitation
2. Memo

9. Определите, к какому виду письменного сообщения относится следующее.

DYNATEAM Innovations

Mr. Rigley
Rainbow
Homecenter
1212 Westlake
Ave,

Seattle, Wash.
 98404 Dear Mr.
 Rigley,

We thank you for your inquiry of 5 July in which you asked about sports swimming suits we advertised in June's edition of 'Sports News'. These sports swimming suits are made of new generation of micro fibers ideally suitable for sensitive skin. They are MicFib™ products, which is a brand name you are familiar with. Their unique hygienic properties have proved the main selling point of this product. All dealers who have displayed our brightly colored, jazzy products have reported a tremendous increase in sales. You can choose from more than twenty-five designs in all sizes. We would be pleased to add you to our list of customers and could promise you excellent products and prompt supply. As we execute all orders in strict rotation, we strongly advise you to order early.

Thank you for your interest. Our services are at your disposal.

M. Kerr
 Sales
 Manager
 Enc. 2007
 Catalog

Ответ:

1. order
2. offer
3. invitation

10. Определите, к какому виду письменного сообщения относится следующее:

22 May 2001

The Chairman
 South California District
 Export Council
 11777 San Vicente
 Blvd. Los Angeles,
 Calif. 90049

Dear Sir,

We are a large store in the Center of Montreal and we are interested in importing wine from California, Please send us a list of California wine exporters.

I would appreciate a prompt
 reply. Yours sincerely,

M. Pino
 Chief
 Buyer

Ответ:

1. memo
2. order
3. inquiry

11. Определите, к какому виду письменного сообщения относится следующее

Bronson Machines Inc.
2244 Lincoln Ave., Bonneyvihe, S.

D. Date: 17 September2007

Subject:

Incorporation To:

All employees in all

departments From:

Jim Gerry, CEO

You all know that Bronson Machines has incorporated and is now called Bronson
Ma- chines Inc.

Details concerning restructuring will be sent to the heads of the departments in question.
However, this memorandum is being circulated to reassure you of the following:

1. There will be no firing as a result of this change.
2. Restructuring will finish at the tail end of this year.
3. Salaries and wages will not be cut.
4. Management positions will not be affected. Managers will be offered special

training. Jim Gerry

CEO

ОТВЕТ:

1. invitation
2. minutes
3. memo

12. Определите, к какому виду письменного сообщения относится следующее:

Walter and Rose Inc.
173 Lombard St., Toronto, Ont.

Date: 10 November

2000 To: All staff

From: Head Office

Selection of Mr.Caldwell The CEO of the Year for 2000.

We are pleased to inform you that 2000 CEO of the Year Advisory Board has selected Mr. Caldwell, the CEO of our company, the CEO of the Year. Mr. Caldwell was selected on criteria including sense of vision, leadership, innovation, and social responsibility.

Marc Geisler

Chairman of the Board of Director

ОТВЕТ:

1. minutes
2. invitation
3. memo

13. Определите, к какому виду письменного сообщения относится следующее:

HOWAKD & PRATT

Ladies'

Clothing

306, 3d

Avenue

Chicago, Ill.

60602

JACKSON &

MILES

118 Regent

Street

London W1C

37D UK

Gentlemen:

21 Oct, 2000

We saw your women's dresses and suits in your October catalogue. The lines you showed would be most suitable for our market.

Would you kindly send us your quotation for spring and summer clothing that you could supply to us by the end of January next.

We would require 2,000 dresses and suits in each of the sizes 10-14, and 500 in sizes 8 and 16. Please quote c.i.f. Chicago prices.

Payment is normally made by letter of credit.

Thank you for an early reply.

Very truly yours,

P.Pratt

P.PRATT

T. Jr

B

uy

er

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er

:

1. inquiry

2. order

3. memo

14. Определите, к какому виду делового документа относится представленный ниже отрывок:

7th July, 2007

Dear Mr. Sign,

I am writing to apologize for the late delivery of this order. Our revised delivery date is now Friday November 22.

We hope that this revised date is suitable and we greatly regret by inconvenience that may have been caused.

Best regards,

Fred North

ОТВЕТ:

Contract

1. Letter of apology
2. Memo
3. CV

15. Определите, к какому виду делового документа относится представленный ниже отрывок:

19 Elm
Street
Elmont,
New York

The Jameson Constructions Co.
Harbour Road
Melbou
rn 6

June 24 2007_

Australi
a Dear
Sirs

We were very interested in your display at the latest Exhibition held in Moscow.

We would be very much obliged if you would send us your illustrated catalogue of your products together with the pricelist, with special reference to all sizes and quantities. We would also like to know what discounts you grant for large quantities.

If you can guarantee prompt delivery we would be prepared to place a large order. We can supply the names of several firms as references.

Yours
faithfully
Donald
Vance
Manager

ОТВЕТ:

1. Letter of enquiry (request)
2. Invitation
3. Memo

16. Ответьте на вопросы, пользуясь информацией на конверте.

New York Power
Company 3638 North 25
Road
(1) Summerfield, (2) NK 09346

(3) Mr. Paul Brown
 Director of Purchasing
 Department Smith Electronic
 Company
 360 (5) Fifth Avenue
 Roanoke, (4) VA 24040

1. What is the ZIP Code in the return address?
2. What is the ZIP Code in the mailing address?
3. Who is the addressee?
4. What town does the letter come from?
17. What is the street name in the mailing address?

18. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки:

To _____: Secretarial Supervisor

(1) _____: John Davis

(2) _____: automated equipment

The (3) _____: of Smart Equipment will visit us on 28 April to demonstrate their new material handling equipment which you are sure to be interested in.

Please arrange the time to meet him so that all your staff could be present.

(4) _____

1. Subject
2. From
3. Sales Manager
4. J.D.

5.7 Render the

text

Text 1

Three-four meals a day - breakfast, lunch, dinner and supper (or late tea)-are enough for most people. The meals should be varied, well cooked and attractive to look at-otherwise, however good they are, no one will want to eat them. Fresh food is better than tinned food and freshlycooked food is better than food that has been left in the oven or reheated after having become cold. Milk and butter (or margarine) are needed every day, with meat or fish or eggs (note or, not and). Fresh green vegetables or fruit are also needed every day. Every growing person, which means everyone up to the age of 20, should drink at least a pint of milk daily. It is best not to eat last thing at night and not to swim or take a bath just after a meal. In order to give the digestive system time to get to work on food, it is always a good thing to pause for thought - and digestion.

A point to remember is that most people eat too much sugar, as they are fond of sweets, cakes and pastry. Too much meat can also be harmful. In the 18th century people ate meat for breakfast, lunch, tea, dinner and supper and they died early of various diseases. The

most important rule is moderation - eating neither too much nor too little.

Text 2

A person's diet is what he eats and drinks, and it is highly important because both growth and health are affected by it. Everyone knows that without food people starve to death, and every year this happens in some country of the world in the times of famine. Even people who can get food, however, sometimes suffer from various kinds of illness because they are eating too much of one kind of food and not enough of another. This is because the body has many different needs and these needs require a balanced diet. A normal healthy diet for one day is a salad, fruit of some kind, a pint of milk, fish or meat, some cheese or an egg and some bread. Apple, orange or grapefruit juice is always a good thing, at breakfast or at any other time, so is a glass of water first thing in the morning and last thing at night.

Water is, of course, absolutely necessary to every kind of diet. About 70% of the weight of the human body is water, and a healthy man requires four quarts of water every 24 hours. However, since about 70% of most of the foods eaten is water, a large proportion of water comes from his food. The rest must be provided by tea, coffee, milk, soup and, of course, plain water.

Text 3

The waiters who work in the dining room create the atmosphere that determines restaurant's popularity, so their work is important to the success of the restaurant.

The headwaiter (maitre d'hotel), Victor, and the barman, Bob, come to the restaurant before it opens. Victor is a skilled headwaiter. He has many years of experience in this and other restaurants. The main part of his job is to control and coordinate the work of the staff in the dining room. He also greets the guests when they arrive and shows them to their tables.

Bob, the barman, is very experienced in wines and cocktails. He knows a lot of recipes of cocktails and strong drinks.

The waiters in the dining room come half an hour before the opening. First they wash their hands and change into their uniforms. Then they set the tables before the guests arrive.

The three waiters serve several table covers. Their job is to take the order and to serve the meal to their guests.

One of the waiters, Nancy, is very capable and experienced and can help Victor if necessary. The second waiter, Laura, is new to the job, but she has already worked in other restaurants.

The third waiter, Nick, wants to earn some money and travel to Europe to get experience in some of the hotel restaurants in European cities. He wants to become a headwaiter and a restaurant manager one day. He makes his work well and he likes to work with people.

Text 4

The kitchen staff begin their day at three o'clock in the afternoon. The second chef, David, is a very good cook and he is able to make Anna's work when she is away. David does his work with the help of his apprentice Jim. He makes pates, ice cream and desserts.

David also prepares meat dishes for the main course and then Anna cooks them.

Jim the apprentice, works two months already, and has learned a lot of things in a short time. Jim thinks that a chef 's job is rather difficult. He is sometimes so tired in the evening that at home he can do nothing but fall into bed. But this work is interesting for him. He cleans, cuts and prepares the vegetables and makes fruit salads. He learns to make garnishes and decorations on the dishes. He is happy because David fully trusts him. Today he will make the hors d'oeuvres, some of the entrees, main course and dessert dishes.

Mary is the kitchen hand. She works in the kitchen. She must keep the kitchen clean. She helps to slice mushrooms, peel potatoes and wash the dishes. Mary's role is very important at the restaurant. The kitchen is always clean.

Text 5

When we want to buy something, we go to a shop. There are many kinds of shops in every town or city, but most of them have a food supermarket, a department store, men's and women's clothing stores, grocery, a bakery and a butchery.

In a food supermarket we can also buy many different things at once: sausages, fish, sugar, macaroni, flour, cereals, tea. At the butcher's there is a wide choice of meat and poultry. At the bakery you buy brown and white bread, rolls, biscuits.

Another shop we frequently go to is the greengrocery which is stocked by cabbage, potatoes, onions, cucumbers, carrots, beetroots, green peas and what not. Everything is sold here ready-weighed and packed. If you call round at a dairy you can buy milk, cream, cheese, butter and many other products.

The methods of shopping may vary. It may be a self-service shop where the customer goes from counter to counter selecting and putting into a basket what he wishes to buy. Then he takes the basket to the check-out counter, where the prices of the purchases are added up. If it is not a self-service shop, and most small shops are not, the shop-assistant helps the customer in finding what he wants. You pay money to the cashier and he gives you back the change.

Text 6

Many people, who go out to work, find it difficult to come home for lunch and go to a cafe or a restaurant, but they never miss a meal. Lunch is a big meal — meat or fish, potatoes and salad, puddings or fruit are quite usual for it. In the afternoon, about four o'clock, the English have a cup of tea and a cake, or a slice or two of bread and butter.

Tea is very popular with the English; it may be called their national drink. The English like it strong and fresh made. Tea must be brewed as follows: one teaspoon for each person and one for the pot. They drink it with or without sugar, but almost always with milk. It is important to pour tea into milk, and not vice versa. Their "high tea" at 5 o'clock is very famous. Tea is accompanied by ham, tomatoes and salad, bread and butter, fruit and cakes. Dinnertime is generally about half past seven or later. In some houses dinner is the biggest meal of the day. They begin with soup, followed by fish, roast chicken, potatoes and vegetables, fruit and coffee. But in great many English homes the midday meal is the chief one of the day, and in the evening they only have light meal, for example, bread and cheese and a cup of coffee or cocoa and fruit.

Text 7

Variety is an important element of a rational diet. Well prepared and well served food stimulates the appetite and is easier to digest. Wheat and rye bread, cereals, macaroni, peas and beans have the highest starch content. For proper balance more starch should be taken, than sugar. The normal daily consumption of sugar, including jam, candy and other sweets, should be 100 grams. Milk and other dairy products supply the calcium the body needs. The proportion of protein, fats and carbohydrates in the daily ration should be as follows: 14—15% protein, 30% fats and 55—56% carbohydrates.

Investigations of scientists have shown that it is most beneficial to have three or four meals a day at regular hours. In the morning, before the day's work begins, the organism should get a good "stoking" — approximately 25—30% of the entire daily nourishment; dinner should comprise 50%, and supper 20% of the day's diet. Foods richest in protein should be eaten in the morning and during the day. Breakfast, for example, may consist of a tomato salad, boiled pike perch with potatoes, buckwheat porridge with milk, tea or coffee, bread, butter, eggs and cheese. Fish can be replaced by a meat dish, meat pie for instance; instead of porridge, pot cheese with cream and sugar may be served. Grated raw carrot before breakfast may be recommended. Dinner should be especially nourishing. If it includes a meat soup—borshch, noodle soup with meat, etc., — the main course may be prepared of cereals or vegetables followed by cranberry mousse or tea and pancakes with jam. An appetizer should be served with dinner: herring with dressing, fish marinade, etc. Light dishes are recommended for supper—baked vegetables, boiled macaroni with cheese, milk porridge, fried eggs. Sour milk should be served for supper.

Text 8

Cooking is a heat treatment of food to make it edible. Many products cannot be eaten raw. Meat, fish and vegetables are usually cooked. Some fruits are not cooked, but some, such as apples, pears, and currants, may be used in pies or to make desserts. Fruits are also cooked to make jams, jellies, and marmalades.

The four basic ways to cook food are:

- heating in a liquid (boiling, stewing)
- heating in fat or oil (frying and sautéing)
- heating in steam (steaming)
- heating by dry heat (baking, roasting and grilling).

Boiling. We may boil food in different liquids and mixtures, including water, stock, and wine. Meat, poultry, many vegetables and spaghetti are cooked in this way.

Stewing is cooking food slowly in liquid. It is often used for meat. Vegetables, herbs, and spices are usually added at the end of cooking.

Deep-frying is immersion of food in hot fat or oil. Chipped potatoes and doughnuts are the best example of deep-frying. Deep-fried foods are called fritters.

Shallow frying is frying on a pan in hot fat or oil, when the food is fried on both sides. We can fry eggs, meat, vegetables, mushrooms, onions and pancakes

Sautéing is frying when natural juices of the food are mixed with the fat or oil in the saucepan. We can also add stock, wine or cream. As a result we obtain a dish with a sauce.

Steaming is a method of cooking above the surface of boiling liquid in a covered

saucepan. Fish, vegetables, and poultry are especially suitable for steaming, as are some types of puddings.

Baking is dry cooking inside an oven. Bread, cakes, pastries, tarts and biscuits are baked. Vegetables, especially potatoes, may also be cooked in, this way.

Roasting is cooking meat and poultry, which are placed in an oven and cooked by dry heat. They are often basted, that is, the juices from the meat are spooned over during the process. Some cooks wrap the meat in a roasting foil with a little oil or melted fat. Meat can be also roasted on a spit.

Grilling is a rapid method of cooking poultry, fish, cuts of meat, sausages and kebabs by heat, the source of which may be gas, electricity, or charcoal

Text 9

The word menu means:

- A list of dishes served in this restaurant
- The list of dishes and wines with prices. Sometimes it is called bill of fare. It is usually printed in the form of a card and each guest receives a copy of the menu. In popular fast food restaurants there are one or two big menus on blackboards.

The structure of menu

The classical French menu has more than twelve courses. Modern menus usually have two or three courses:

- Appetizers [æpitaiza] or snacks
- Soups
- Entrées ['antreiz]
- Main courses
- Desserts [di'za:ts].

Many restaurants call the first three courses «starters».

1. Appetizers can be hors-d'oeuvres, pâtés, or natural oysters. These dishes are usually cold. They stimulate the appetite and are served at the beginning of the meal.

2. Soups may be thick potage or thin consommé. Soups are usually served hot, but can be served cold.

3. The entree in the classical French menu is a course served between the fish and the main meat courses. In the modern menu it can be seafood dishes, salads, small fried sausages or fish.

4. The main course is the most substantial course of the meal. Guests usually choose their main courses first and then select other courses. When chefs design menus, they usually start with the main course and then plan the other courses.

5. Dessert is the sweet course at the end of a meal or before coffee. In Britain it can be fruit and nuts, or a pudding. Coffee can be served with chocolates, biscuits or fruits. The most popular dessert is ice cream.

Task 1. Подберите русские эквиваленты к английским словам на тему «Персонал предприятий общественного питания. Посуда»:

1. staff a) персонал b) бармен c) помощник повара
2. cashier a) руководитель b) кассир c) столовый прибор
3. chef a) главный повар b) менеджер c) сахарница
4. chief a) лидер b) вилка c) ложка

5. cook a) повар b) управляющий c) сахарница
6. cover a) прибор для специй b) тарелка c) столовый прибор
7. fork a) вилка b) поддонник c) штат
8. knife a) нож b) чайное блюдце c) официант
9. plate a) тарелка b) буфетчик c) кухарка
10. spoon a) исполнительный директор b) сахарница c) ложка

11. Task 2. Подберите английские эквиваленты к русским словам на тему «Персонал предприятий общественного питания. Посуда»:

1. помощник повара a) barman b) sugar basin c) cooker assistant
2. исполнительный директор a) managing director b) executive director c) cruet
3. финансовый директор a) managing director b) chief c) financial director
4. официант a) waitress b) waiter c) spoon
5. соусник a) sugar bowl b) saucer c) knife
6. миска a) bowl b) cashier c) spoon
7. чашка a) cup b) manager c) cook
8. блюдо a) saucer b) dish c) fork
9. перечница a) pepper box b) staff c) saltcellar
10. солонка a) saltcellar b) cashier c) sugar basin

Task 3. Подберите русские эквиваленты к английским словам на тему «Профессиональные глаголы»:

1. add a) добавлять b) удалять кости c) глазировать
2. bake a) печь, выпекать b) отбивать котлету c) посыпать
3. blend a) мешать, смешивать b) выдавливать c) очищать
4. boil a) кипятить, варить b) жаривать c) скреплять
5. brush a) резать b) взбивать c) смазывать б. carve a) вырезать b) покрывать c) охлаждать
7. chill a) глазировать b) охлаждать c) лепить
8. chop a) рубить b) солить c) давить, мять
9. cook a) растирать в пасту b) готовить c) крошить
10. dip a) макать b) сушить c) подрумянивать
11. decorate a) удалять семена b) украшать c) натирать солью
12. dilute a) разбавлять b) перемешивать c) загущать
13. cut a) выкладывать b) заворачивать c) резать
14. dry a) делать хлопья b) сушить c) жарить
15. fasten a) скреплять b) протирать (сквозь сито) c) охлаждать

Task 4. Подберите английские эквиваленты к русским словам на тему «Профессиональные глаголы»:

1. наполнять, заполнять a) fill b) rub c) flake
2. фильтровать a) filter b) roast c) pit
3. мять, давить a) melt b) mash c) puree
4. смачивать a) moisten b) mix c) scatter
5. бить, взбивать (тесто) a) wrap b) peel c) pat
6. сливать a) pour over b) pour off c) puree
7. поливать a) pit b) pour over c) pour off

8. жарить a) rinse b) roast c) rub in
9. посыпать a) scatter b) serve c) shred
10. приправлять a) season b) rinse c) flake
11. просеивать a) slice b) sieve c) roast
12. замачивать, мочить a) soak b) melt c) dilute
13. измельчать, толочь a) chop b) carve c) pound
14. влить, наливать a) pour b) pipe c) dust
15. скоблить, чистить a) scrub b) scrape c) mince

Task 5. Подберите русские эквиваленты к английским словам на тему: «Мясо; птица; рыба; морепродукты»:

1. beef a) баранина b) говядина c) окунь
2. pork a) телятина b) лещ c) свинина
3. chicken a) курица b) палтус c) индейка
4. goose a) баранина b) гусь c) цыпленок
5. turkey a) утка b) индейка c) треска
6. eel a) карась b) домашняя птица c) угорь
7. pike a) судак b) щука c) мясо ягненка
8. sole a) морской язык b) копченая рыба c) моллюск
9. prawn a) устрица b) тунец c) креветка
10. squid a) шпрот b) омар c) кальмар

Task 6. Подберите английские эквиваленты к русским словам на тему: «Мясо; птица; рыба; морепродукты»:

1. баранина a) pike b) mutton c) halibut
2. домашняя птица a) smelt b) poultry c) cod
3. окунь a) bass b) veal c) ruff
4. налим a) burbot b) haddock c) trout
5. ерш a) ruff b) pike c) duck
6. шпрот a) sprat b) salmon c) shrimp
7. тунец a) trout b) tuna c) lobster
8. краб a) crawfish b) crab c) sprat
9. минога a) sturgeon b) lamprey c) mollusk
10. устрица a) oyster b) shrimp c) tuna

Task 7. Подберите русские эквиваленты к английским словам на тему: «Овощи и фрукты»:

1. bean a) фасоль b) огурец c) банан
2. carrot a) кукуруза b) морковь c) паприка
3. corn a) хурма b) кукуруза c) кабачок
4. pea a) горох b) персик c) зеленый лук
5. radish a) черная редька b) редис c) инжир
6. banana a) боб b) банан c) баклажан
7. grape a) виноград b) грейпфрут c) свекла
8. mango a) мандарин b) манго c) гриб

9. orange a) апельсин b) тыква c) ананас
 10. pear a) груша b) горох c) цветная капуста

Task 8. Подберите английские эквиваленты к русским словам на тему: «Овощи и фрукты»:

помидор a) melon b) tomato c) pomegranate

1. свекла a) beetroot b) spring onion c) corn
2. салат a) lettuce b) squash c) apple
3. гриб a) marrow b) mushroom c) turnip
4. лук a) onion b) melon c) maize
5. тыква a) potato b) pumpkin c) tomato
6. яблоко a) date b) cabbage c) apple
7. абрикос a) melon b) peach c) apricot
8. инжир a) cauliflower b) fig c) grape
9. лимон a) lettuce b) lemon c) peach

Task 9. Подберите русские эквиваленты к английским словам на тему: «Общественное питание»:

1. Additives a) консерванты б) добавки с) красители
2. appetizer a) закуска б) аппетит с) добавки
3. baking sheet a) бумага для запекания б) духовка с) противень
4. bay leaf a) лист для запекания б) лавровый лист с) лист с дерева
5. batter a) сливочное масло б) жидкое тесто с) дрожжевое тесто
6. beverage a) краситель б) напиток с) морс
7. cabbage head a) капуста б) кабачок с) кочан капусты
8. cheese spread a) сливочный сыр б) плавленый сыр с) маргарин
9. cook shop a) закусочная б) бар с) магазин продуктов
10. dried eggs a) яйца вкрутую б) яичный порошок с) глазунья

1. Переведите текст на русский язык:

BENEDICTINE

The oldest and perhaps most famous liqueur in the world, Benedictine dates from 1510. Its formula, which calls for twenty seven different herbs, plants, and peels, is a secret that has never been successfully duplicated. Originally produced by Benedictine monks in an abbey in the Caux district of Normandy, Benedictine takes three years to make, followed by four years of aging

Test 2

1. Заполните пропуски подходящими по смыслу словами из таблицы:

Brasserie, steak house, BYO, seafood carver's

1. (1)..... restaurants sell fish .
2. French dishes are served in (2)
3. If you go to (3) you can take your own drinks in.
4. If you want to have meat dishes you can go to (4)..... or (5)

.....

2. Распределите названия блюд по категориям:

1. Honey with Almonds	8. Roast chicken
2. Cold Chocolate Soufflé	9. Roast Potatoes
3. Crème Caramel	10. Tomato Salad
4. Onion Soup	11. Carrots with Walnuts
5. Herring and Apple Salad	12. Mushrooms with Onions
6. Spinach and Bacon salad	13. Mushroom Soup with Whipped Cream
7. Orange Cocktail	14. Beef Stew

Menu

Salads

Vegetables

Meat dishes

Desserts

3. Переведите текст на русский язык:

BITTERS

A highly concentrated flavoring agent made from roots, barks, herbs, and/or berries. Bitters are reputed to have medicinal qualities. Some, such as Compari and Fernet-Branca from Italy are believed to be such good stomach settlers and may even be useful in treating hangovers. Bitters such as Angostura are also effective in minute quantities as smoothing out the taste of a particularly harsh or bitter whiskey. Abbot's bitters have been made in Baltimore since 1865, Peychoud bitters come from New Orleans and Orange Bitters are made in England from the dried peels of Seville oranges.

Test 3

1. Заполните пропуски подходящими по смыслу словами из таблицы:

order red drink semisweet offer

Waiter: Would you like to (1)..... something to drink?

John: What would you recommend?

Waiter: We have very good (2) wine served in a carafe. Would you like to try it?

John: Fiona, what would you prefer to (3).....?

Fiona: I have not decided yet. Can I have a glass of (4)red? What can you (5)?

Waiter: I can recommend Saperavi or

Khvanchkara. Fiona : Thank you very much. I'll take Saperavi.

2. Определите и напишите название меню:

... menu

..... means dishes «according to the card». This menu allows the customer to choose the number and type of dishes. This menu has a list of all the dishes, arranged in courses and each dish has its price. The dishes are "cooked to order", so the guests must wait a little until the dish is ready, and then the dish is served to the guests.

3. Переведите текст на русский язык:

BLENDED WHISKEY

Blended whiskey came into prominence in the United States during world war II, when distillers made the most of their dwindling stocks of whiskey by mixing them with unaged grain- neutral spirits. By U.S. law, blended whiskey must contain at least 20% straight whiskey. The rest may be unaged grain neutral spirits, pure alcohol with little or no flavor-and that's exactly what the cheaper, inferior blends tend to be. Actually, there are two types of blended whiskey: the aforementioned cheaper brands in which straight whiskey is blended with grain neutral spirits, and those in which straight whiskeys of varying character and qualities are blended together to produce a distinctive product. Most Scotch, Bourbon, Canadian, rye, and Irish whiskeys currently on the market, including the very best available, are blended whiskeys and fall into this second category.

Test 4

1. Заполните пропуски подходящими по смыслу словами из таблицы:

here prefer medium dry water list like wine

George: Can I have a wine (1), please?

Waiter: (2)..... you are, sir

George: I'd (3) to have a glass of red (4)

..... Waiter: What would you (5) Saperavi or Khvanchkara?

George: I'd take semisweet Khvanchkara, please.

Waiter: Would you like a large glass or (6)

George: Large, please

Waiter: A large glass of Khvanchkara. Thank you, sir.

2. Определите и напишите название меню:

..... menu

..... means "host's table". It usually offers a limited choice of dishes. Three or four dishes are offered in each course and the guest pays a fixed price for the whole meal. In "business lunch", for example, there are only three or four dishes in each course and the guest pays a fixed price for the whole meal.

3. Переведите текст на русский язык:

BOURBON

An American whiskey distilled from a fermented mash of grain that is at least 51% corn.

Bourbon is aged for at least two years in new charred oak barrels. Bourbon, a true American whiskey, originated in Bourbon County, Kentucky, and even today, most bourbon distilleries in the United States are located in Kentucky. Jack Daniels is a high quality Bourbon that is filtered through maple charcoal before aging.

Test 5

1. Заполните пропуски подходящими по смыслу словами из таблицы:

wine would like prefer try glasses of sweet take like

Waiter: The (1).....list, please.

George: Thank you, let's see. What sort of wine do you (2)....., Nino?

Nino: I (3)..... white.

George: (4)..... or dry?

Nino: Dry.

George: Then let's (5)..... Saperavi. It's usually very good.

Nino: How often do you come here?

George: Usually once a month. (to the waiter) Excuse me.

Waiter: Yes, sir?

George: We'll (6)..... two (7)..... of Saperavi.

Nino: And I'd (8)..... a bottle of mineral water 'Borjomi' too.

2. Определите и запишите название меню:

..... menu

..... "card of the day". The dishes in this menu are served on this day only.

3. Переведите текст на русский язык:

BRANDY

Brandy is distilled from a fermented mash of grapes or other fruit and the aged in white oak casks at least two years and usually bottled at 80 proof. Cognac is an exceptionally smooth brandy with a heady dry aroma produced in the Cognac region of France. Armagnac is similar to Cognac, but with a drier taste, it is produced in the Armagnac region of France. American Brandy is distilled in California and is unique in that it is produced by the firms that grow the grapes, distill, age, blend, bottle and market the brandies under their own name. American brandy accounts for 75% of brandies sold in the U.S. Apple Brandy (applejack) is distilled from apple cider. Fruit brandies are brandy based liqueurs made from blackberries, apricots, cherries, and ginger and are bottled at 70 to 80 proof.

Test 6

1. Заполните пропуски подходящими по смыслу словами из таблицы:

dessert mineral chips pineapple steak dry

please.

1. I'd like to have (1)juice and (2)..... water.

2. For the main course I prefer (3) and (4)

3. My favourite (5) is fruit salad.

4. I don't like (6) wine. I'd like to have a glass of

semisweet red

2. Определите и впишите название меню:

..... menu

..... menu is a group of menus, which are repeated in a certain cycle.
..... menus are usually used in hospitals, on airlines and in works canteens. The dishes in the main course are new every day.

3. Переведите текст на русский язык:

CANADIAN WHISKEY

Like American whiskeys, Canadian whiskey is made primarily from corn, rye, and malted barley, and is distilled by a process similar to that used in making bourbon, except that a sweet mash is used. Lighter bodied, smoother, and less assertive than its American counterpart, Canadian whiskey is excellent for mixing or for summer use.

Test 7

1. Заполните пропуски подходящими по смыслу словами из таблицы:

juice drink ice-cream water roast complete
--

1. What do you suggest for a (1)? I'd like to have orange (2) and mineral (3)
2. Would you like to have a (4).....meal, sir?
3. It's very hot. Let's have (5).....for a dessert.
4. I don't like fish. I will have (6)chicken instead.

2. Определите и впишите название меню:

..... menu

..... menu is a group of menus, which are repeated in a certain cycle.
..... menus are usually used in hospitals, on airlines and in works canteens. The dishes in the main course are new every day.

3. Переведите текст на русский язык:

COGNAC

A type of brandy that is produced only in the Cognac region of western France and is universally recognized as the finest and most elegant liqueur in the world. Not a drop of any other wine or brandy is ever allowed to enter a bottle of Cognac. The Cognac region is divided into six districts, with the Cognac of Grand Champagne considered the best. Cognac is coded on the label by the following letters: V (very), S (superior), O (old), P (pale), E (extra or especial), F (fine), X (extra). French law states that Cognac with 3 stars be aged at least 1½ years old to be rated VS & 4 years to be rated VSOP (although 7-10 years is pretty common). By French law the words Extra, Napoleon, Reserve and Vieille may not appear on the label unless the cognac has been aged at least 5½ years.

Test 8

1. Заполните пропуски подходящими по смыслу словами из таблицы:

clean cold some hot new cup easy stale dirty strong broken

- a. This soup is (1) and I like my soup very (2) Can you change it, please?
- b. This knife is (3) Can you bring me a (4) one, please?
- c. This glass is (5) Can you bring me a (6) one?
- d. This bread is (7) Can you bring me fresh bread, please?
- e. This coffee is very weak and I like (8) coffee. Can you bring me another (9), please?
- f. This orange juice is not (10) enough. Can you bring me some ice cubes?
- g. This pasta is very (11) and spicy. Can you bring me a glass of (12) water?

2. Определите и напишите название меню:

..... menu

..... means "host's table". It usually offers a limited choice of dishes. Three or four dishes are offered in each course and the guest pays a fixed price for the whole meal. In "business lunch", for example, there are only three or four dishes in each course and the guest pays a fixed price for the whole meal.

3. Переведите текст на русский язык:

FALERNUM

A sweet syrup of Caribbean origin made from ginger, almonds, limes, and other various fruits and herbs. Falernum, like grenadine, contains little or no alcohol, and is used to flavor or sweeten mixed drinks.

Test 9

1. Заполните пропуски подходящими по смыслу словами из таблицы:

veal pork sampling dishes delicious lamb traditional courses

If you are after a (1) Georgian meal from the restaurant, or khatchapuri or dessert from the cafe, you will like this restaurant. There are a lot of (2) on offer at Gvirila's: such dishes as pkhali, satsivi and a number of tasty soups - but don't leave without (3) something from the meat (4) We can offer (5) dishes from beef, (6), (7) and (8) If you like sweets and cakes, try our Opera cake or a bowl of mixed nuts.

2. Определите и напишите название меню:

... menu

..... means dishes «according to the card». This menu allows the customer to choose the number and type of dishes. This menu has a list of all the dishes, arranged in courses and each dish has its price. The dishes are "cooked to order", so the guests must

wait a little until the dish is ready, and then the dish is served to the guests.

3. Переведите текст на русский язык:

GIN

Gin is basically grain alcohol, mostly corn (75%) with some malted barley (15%) and other grains (10%) thrown in. It is then redistilled with or through juniper berries and botanicals such as coriander seed, cassia bark, orange peels, fennel seeds, anise, caraway, angelica root, anis root, licorice, lemon peel, almonds, cassia bark, cardomann seeds, cinnamon bark, bergamot and cocoa. It is this secondary process that imparts to each gin its particular taste. Most of the gin now produced is London dry, which is clean light, unsweet, and perfect for making for martinis. The Dutch still produce a sweeter, more robust version of their own called Holland's gin, which, while is unsuitable for mixing purposes is drunk neat and cold. Gin does not require aging.

Test 10

1. Заполните пропуски подходящими по смыслу словами из таблицы:

expert traditional salads international menu ingredients
--

If you look at the (1).....of a typical Georgian restaurant you will find a lot of (2) dishes there, besides, of course, Georgian (3).....ones. If you are not an (4) on International recipes, you may find it a problem to choose from (5) and main dishes which are given in the menus. Here you will really need an experienced waiter to tell you what (6)..... each and every dish contains.

2. Переведите текст на русский язык:

IRISH WHISKEY

The Irish have been making whiskey for 700 years and are said to have invented the stuff. The main difference between Irish and Scotch whiskey is that Irish Whisky is entirely lacking in the smoky taste that characterizes Scotch. The reason for this is that the Scots use peat in the kilns in which they dry their malt, while the Irish use coal. Irish whiskey is distilled from a grain mixture that consists of malted as well as unmalted barley, along with small proportions of wheat, oats, and rye. Irish whiskey tends to be old (at least seven years) and more mature than Scotch, probably because it is not purchased at the same rate as Scotch. Full-bodied, unblended Irish whiskeys produced in pot stills have a very pronounced character, which makes them very unpopular with many American palates. There are many blended Irish whiskeys that are lighter and less strong in character. The distillery at Bush mills in County Antrim dates from 1608 and is believed to be the oldest in the world. Irish whiskey is unique in that it is the only whiskey distilled 3 times.

Test 11

1. Заполните пропуски подходящими по смыслу словами из таблицы:

cafes special experience international irritated world taste mushrooms
--

1. People who work usually have lunch in (1), but on (2)

.....
occasions they go to the restaurants to celebrate.

2. Living in old Tbilisi is a wonderful (3)

3. The Italians have made pizza (4) Now they are (5)
.....by

the way pizza is made all over the (6)

4. Don't forget to (7) local cow cheese, which is good fried with (8)

2. Распределите названия блюд по категориям:

Caesar salad, lemon tart, white wine, beer, grilled steak with red wine sauce, green salad, fish with potatoes (fried, mashed, boiled), ice cream, melon, prawn salad, red wine, mushroom soup, chicken broth, chicken and parsley salad

Starters/soups				
Salads/vegetables				
Main courses				
Drinks				
Drinks				

3. Переведите текст на русский язык:

JACK DANIEL'S

A whiskey of the bourbon type, made in Tennessee, which is perhaps the most famous whiskey made in America. The Jack Daniel's distillery in Lynchburg, Tennessee, dates from 1866 and is the oldest registered distillery in the United States. Jack Daniel's is made according to the sour-mash process, mellowed by a process of filtration through sugar maple charcoal.

Test 12

1. Заполните пропуски подходящими по смыслу словами из таблицы:

head chef, food and beverage manager, barmen/barmaids, bar manager, sous chef, waiters

1. The manages the bars on a day-to-day basis.

2. The serve drinks to customers, mix cocktails and clean all the glasses.

3. The manages the day-to-day running of the kitchen.

4. The serve food to restaurant customers.

5. The..... helps the head chef and looks after the kitchen staff.

6. The is responsible for the restaurant and the waiting staff.

2. Переведите текст на русский язык:

LIQUEUR

An alcoholic beverage that is manufactured by adding flavorings such as strawberry, orange, or almond to a distilled spirit. The flavorings can be added in one of three fashions; steeping, percolating/filtering, and redistilling. Combinations of flavors, such as mint, chocolate, vanilla, and coffee are also used. Because of the way they are produced, the differences in quality among liqueurs are dramatic. Some liqueurs, especially those manufactured in Europe, are still made by natural processes and contain natural ingredients. Unfortunately, many of the larger liqueur firms, including most American firms, use chemical flavor concentrates in the manufacture of their liqueurs. Where such chemical concentrates are used, the law stipulates that the liqueur must be designated on the label as "artificial", or "imitation". One line of liqueurs still manufactured entirely by natural process is France's Marie Brizard, Bolls of Holland (which makes superb triple-sec, and Curacao), and the original Amaretto di Saronne.

Test 13

1. Заполните пропуски подходящими по смыслу словами из таблицы:

bitter bland burnt delicious dry greasy hot rich savoury sour spicy sweet

1. The skin of an orange tastes quite
2. Food cooked with chilli is
3. Food cooked with a lot of cream is very
4. Sugar and honey will make a dish
5. Indian food is
6. If you forget the salt and pepper the food will be
7. Lemon juice is
8. The main course cooked with salt and spices is
9. Too much fat used in cooking can make the dish
10. A dish without enough liquid is
11. Toast cooked too long tastes
12. A dish cooked to perfection will be

2. Переведите текст на русский язык:

PERRIER

A highly effervescent bottled water that the French use in highballs instead of club soda. It has a sharp edge that works well as a counterpoint to the stickiness of fruit juices. Highly popular on this side of the Atlantic, Perrier can be taken alone or with lime juice.

Test 14

1. Заполните пропуски подходящими по смыслу словами из таблицы:

tea lemon ham weak cheese butter mind lump sugar more

Jessie: What would you like to drink? A cup of (1)..... ?
 Pat: Well, I would not (2),you know.
 Jessie: Strong or (3)..... for you?
 Pat: Oh, strong for me, please.
 Jessie: How much (4) ?
 Pat: One (5)..... will do, thank you, Jessie.
 Jessie: Do you take your tea with milk or (6)..... ?
 Pat : Milk, please.
 Jessie: Here you are, Pat. help yourself to the sandwiches. Would you prefer (7) sandwich or (8) sandwich?
 Pat: A cheese sandwich, please.
 Jessie: Some (9) tea?
 Pat: No, thanks. I've had enough.
 Jessie: Would you like to try the (10)..... and jam?

2. Переведите текст на русский язык:

RUM

Rum can be made from 2 different raw materials: it can be distilled directly from the fermented juice of crushed sugar cane, or, once the sugar is extracted, it can be made from the remaining molasses. Some rums contain dunder, which is a residue from the previous distillation and makes for a more pungent product. Three main types of rum are made in the West Indies today. Very light(white or silver) rums hail from the Virgin Islands or Puerto Rico. These require little aging and are relatively tasteless and odorless. Golden rum, also known as anejo, though still of the light- bodied type, has more taste and pronounced character. Darker, aromatic, full bodied rums such as Myer's are produced in Jamaica. These are distilled by a slower and different fermentation process, which allows for a fuller richer, molasses like body to develop. All rum is colorless when first distilled, and those that are aged for only a year are often colored with caramel. Even heavy bodied rums that are aged in charred oak casks for as long as twenty years are subject to artificial coloring. Medium and heavy bodied rums are usually aged between two and twenty years.

Test 15

1. Заполните пропуски подходящими по смыслу словами из таблицы:

good serve hot fresh dressing hamburgers hotdogs
--

Sandwich Side

Do you want to have a really (1)breakfast ? Come to our Café Bar. We serve (2)....., pizzas and (3)..... all cooked on the spot. If you want to be treated to Georgian khachapuri, we have it in three varieties. Try our (4) chocolate drinks or have a cup of (5) coffee while you wait. We also (6)..... Assorted Half Sandwiches on a French Baguette. You can try them with Potato Salad or Potato Chips. Sandwiches are made with our special house (7) or mayonnaise and mustard, lettuce, tomato, onion and pickles. Open: daily, 10:00 am – 8:00pm.

2. Переведите текст на русский язык:

RYE

The oldest native American whiskey, originally manufactured in the 1600s by Scotch and Irish settlers in New York. Rye is a very full bodied drink with a pronounced character, and perhaps for that reason, it has faded in popularity in the land of its origin to the point where it lags behind all other varieties of whiskey in consumption. Many people confuse rye with blended whiskey, but the two are far from being the same. Rye must be made with at least 51% rye grain, the rest being corn and barley. Rye is aged in new charred oak barrels for at least 2 years.

Test 16

1. Заполните пропуски подходящими по смыслу словами из таблицы:

sliced vinaigrette aubergines olives creamy blended salad fresh marinated red vegetables juice

1. Tomato and coriander soup is made of (1)..... coriander roasted with tomatoes and (2) into a (3).....soup.
2. (4) vegetables are served with (5).....cream.
3. Chicken Fillet is served with olive and lemon (6)
4. Courgettes, (7), peppers and (8).....onions are ingredients of marinated (9).....with salad cream.
5. Greek salad consists of finely (10)..... cucumber, red onion, tomato, cheese and black (11) with lemon (12)

2. Переведите текст на русский язык:

SCOTCH

Scotch whiskey is produced only in Scotland. Some Scotch whiskeys sold in the United States are produced in Scotland and then bottled in the U.S. Most are blends of malt whiskeys and grain whiskeys and typically contain the products of fifty or more distilleries, with the better and more expensive brands containing more malt than grain. Some Scotches are blends of different malts and these are known as vatted malts. In recent years, unblended scotches or single malts like Glenfiddich have achieved a considerable popularity.

Task: Study the list of dishes and write each of the dishes in the appropriate section of the menu

THE WOODLAND

MENU

Appetizers

Salad

Entrees

Vegetarian Dishes

Vegetables and Side Dishes

Desserts

Coffee

Salad Marguery	Sweet Corn Chowder
Bavarian Apple Strudel	Braised Leg of Lamb
Broccoli with Hollandaise Sauce	Cauliflower with Almonds
Chef's Pates	Chicken Vichy
Cold Chocolate Souffle	Crème Caramel
Entrecote Steak	Escalope of Veal
French Onion Soup	Herring and Apple Salad
Layered Vegetables Terrine	Leaf Spinach with Diced Bacon
Okra and Courgettes in Lentil Sauce	Pear Helene
Potato Groquettes	Prawn and Orange Cocktail
Roast Pheasant en Groute	Roast Potatoes