

АВТОНОМНАЯ НЕКОММЕРЧЕСКАЯ ОРГАНИЗАЦИЯ
ВЫСШЕГО ОБРАЗОВАНИЯ
«СЕВЕРО-КАВКАЗСКИЙ СОЦИАЛЬНЫЙ ИНСТИТУТ»

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**Комплект оценочных материалов
по дисциплине.**

Иностранный язык

основной образовательной программы
по специальности СПО

09.02.03 Программирование в компьютерных системах

Базовый уровень подготовки

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Комплект оценочных материалов разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальности СПО, специалист среднего звена базовой подготовки программы дисциплины *«Иностранный язык»*

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1. Паспорт комплекта оценочных материалов

В результате освоения учебной дисциплины «Иностранный язык» обучающийся должен обладать предусмотренными ФГОС для специалиста среднего звена базовой подготовки следующими умениями, знаниями, которые формируют профессиональную компетенцию, и общие компетенции:

ОК- 1,2,3,4,5,6,7,8,9

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

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

ОК 3. Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность.

ОК 4. Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития.

ОК 5. Использовать информационно-коммуникационные технологии в профессиональной деятельности.

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

ОК 7. Брать на себя ответственность за работу членов команды (подчиненных), за результат выполнения заданий.

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

ОК 9. Ориентироваться в условиях частой смены технологий в профессиональной деятельности.

У-1,2,3;

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

У2 переводить (со словарем) иностранные тексты профессиональной направленности;

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

З-1.

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

Практический опыт: разделом VI ФГОС СПО «Требования к структуре программы подготовки специалистов среднего звена» [таблица 3] не предусмотрен

Формой аттестации по учебной дисциплине являются (по семестровое распределение): контрольная работа, контрольная работа, дифференцированный зачет, зачет, дифференцированный зачет.

2. Результаты освоения учебной дисциплины, подлежащие проверке

2.1. В результате аттестации по учебной дисциплине осуществляется комплексная проверка следующих умений и знаний:

| Результаты обучения: умения, знания и общие компетенции | Показатели оценки результата | Форма контроля и оценивания |
|--|--|--|
| Уметь: | | |
| У1 | Умение общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; | Устный опрос Письменный опрос Ролевая игра Самостоятельная работа Контрольная работа |
| У2 | Умение самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас; | Самостоятельная работа Устный опрос Письменный опрос Контрольная работа |
| У3 | переводить (со словарем) иностранные тексты профессиональной направленности; | Самостоятельная работа Устный опрос Письменный опрос Контрольная работа |
| Знать: | | |
| З1 | Знание лексического (1200-1400 лексических единиц) и грамматического минимума, необходимого для овладения устными и письменными формами профессионального общения на иностранном языке | Устный опрос Лексический тест Самостоятельная работа Контрольная работа |
| Общие компетенции: | | |
| ОК1 | Понимание сущности и социальной значимости своей будущей профессии, проявлять к ней устойчивый интерес | Устный опрос Ролевая игра |
| ОК2 | Способность организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество | Устный опрос Ролевая игра Самостоятельная работа |
| ОК3 | Способность принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность | Устный опрос Ролевая игра Самостоятельная работа |
| ОК4 | Способность осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития. | Самостоятельная работа |

| | | |
|-----|---|--|
| OK5 | Способность использовать информационно-коммуникационные технологии в профессиональной деятельности | Самостоятельная работа |
| OK6 | Работать в коллективе и команде, эффективно общаться с коллегами, руководством, потребителями | Устный опрос Ролевая игра Самостоятельная работа |
| OK7 | Способность брать на себя ответственность за работу членов команды (подчиненных), результат выполнения заданий | Устный опрос Ролевая игра Самостоятельная работа |
| OK8 | Способность самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации. | Самостоятельная работа |
| OK9 | Способность ориентироваться в условиях постоянных изменений правовой базы. | Устный опрос Самостоятельная работа |

3. Оценка освоения учебной дисциплины

3.1. Формы и методы оценивания

Предметом оценки служат умения и знания, предусмотренные ФГОС по дисциплине «Иностранный язык», направленные на формирование общих компетенций.

| Проверяемые ОК, умения и знания | Форма контроля |
|--|---|
| Текущий контроль | |
| У1. Умение общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; | устный опрос, письменный опрос, лексический тест, грамматический тест, самостоятельная работа |
| У2. Умение самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас; | |
| У3 переводить (со словарем) иностранные тексты профессиональной направленности; | |
| З1. Знание лексического (1200-1400 лексических единиц) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности; | |
| ОК 1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес. | Устный опрос Ролевая игра |

| | |
|--|---|
| ОК 2. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество. | самостоятельная работа Устный опрос Ролевая игра |
| ОК 3. Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность. | |
| ОК 4. Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития. | |
| ОК 5. Использовать информационно-коммуникационные технологии в профессиональной деятельности. | |
| ОК 6. Работать в коллективе и в команде, эффективно общаться с коллегами, руководством, потребителями. | Устный опрос Ролевая игра Самостоятельная работа |
| ОК 7. Брать на себя ответственность за работу членов команды (подчиненных), за результат выполнения заданий. | |
| ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации. | Устный опрос Самостоятельная работа |
| ОК 9. Ориентироваться в условиях частой смены технологий в профессиональной деятельности. | Самостоятельная работа |
| Промежуточная аттестация | |
| У1. Умение общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; | контрольная работа дифференцированный зачет зачет |
| У2. Умение самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас; | |
| З1. Знание лексического (1200-1400 лексических единиц) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности; | |

3.2. Типовые задания для оценки освоения учебной дисциплины

1) Устный опрос (типовые задания)

1. Выскажите свою точку зрения на данный вопрос
 2. Восстановите пропущенные части диалога
 3. Задайте вопрос по теме
 4. Ответьте на вопросы по теме
 5. Просмотрите текст и выберите основные предложения
 6. Определите основную идею текста
 7. Используйте текст, чтобы подтвердить свою точку зрения
 8. Прочитайте или прослушайте текст и ответьте на вопросы к нему.
 9. Прочитайте или прослушайте текст. Определите, какие из приведенных утверждений соответствуют содержанию текста (True), какие не соответствуют (False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (Not stated).
 10. Поставьте части текста в логическом порядке.
 11. Передайте основную идею текста
- 2) Ролевая игра (типовые задания)**
1. Составьте и разыграйте по ролям диалог на заданную тему
 2. Восстановите пропущенные части диалога
 3. Задайте вопрос по теме
 4. Ответьте на вопросы по теме
- 3) Письменный опрос (типовые задания)**
1. Прослушайте или прочитайте текст и ответьте на вопросы к нему
 2. Составьте список аргументов за и против
 3. Подготовьте свой рассказ на заданную тему
 4. На основании текста, составьте 5-10 предложений по теме
 5. Просмотрите текст и выберите основные предложения
 6. Определите основную идею текста
 7. Используйте текст, чтобы подтвердить свою точку зрения
 8. Прочитайте или прослушайте текст и ответьте на вопросы к нему.
 9. Прочитайте или прослушайте текст. Определите, какие из приведенных утверждений соответствуют содержанию текста (True), какие не соответствуют (False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (Not stated).
 10. Поставьте части текста в логическом порядке.
 11. Передайте основную идею текста
- 4) Контрольная работа (типовые задания)**
1. Прослушайте или прочитайте текст и ответьте на вопросы к нему
 2. Составьте список аргументов за и против
 3. Подготовьте свой рассказ на заданную тему
 4. Составьте 7-10 предложений по теме
- 5) Самостоятельная работа (типовые задания):**
1. Подготовьте монолог и расскажите о своей точке зрения на данный вопрос или проблему
 2. Прочитайте вопросы и подберите ответы, соответствующий различным ситуациям общения
 3. Прочитайте предложения и догадайтесь о значении выделенных слов
 4. Заполните пропуски в предложениях подходящими по смыслу словами
 5. Восстановите пропущенные части диалога
 6. Найдите значение слов
- 6) Лексический тест (типовые задания)**
1. Прочитайте предложения и догадайтесь о значении выделенных слов
 2. Заполните пропуски в предложениях подходящими по смыслу словами
 3. Восстановите пропущенные части диалога

4. Дайте определение слов

7) Грамматический тест (типовые задания)

1. Переведите с английского на русский язык грамматические конструкции

2. Заполните пропуски в предложениях подходящими грамматическими конструкциями

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

Оценка освоения дисциплины предусматривает использование накопительной системы оценивания по дисциплине, на основании результатов текущего контроля успеваемости студента в течение периода обучения.

КОМ предназначен для контроля и оценки результатов освоения учебной дисциплины «Иностранный язык»

Умения

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

У2- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;

У3 - переводить (со словарем) иностранные тексты профессиональной направленности;

Знания

З1- лексического (1200-1400 лексических единиц) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

Промежуточной формой аттестации являются контрольная работа (4 семестр) по лексическому и грамматическому материалу, ограниченному тематикой и проблематикой изученных разделов дисциплины, зачет (3, 5 семестр) и дифференцированный зачет (6 семестр) за весь курс обучения, где выставляется суммарная оценка, учитывая: владение активной лексикой изученных тем; владение грамматическими навыками в пределах программы, для дальнейшей учебной деятельности; умение высказываться по темам с использованием грамматических и лексических навыков, приобретенных в течение изучения дисциплины

КРИТЕРИИ ОЦЕНКИ

Критерии и шкала оценивания промежуточной аттестации (контрольная работа)

«5 баллов» - практически нет нарушений в использовании лексики, грамматические структуры использованы правильно и соответствуют поставленной задаче, орфографические ошибки отсутствуют.

«4 балла» - используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов, имеется ряд грамматических ошибок, не затрудняющих понимание текста, орфографические ошибки практически отсутствуют.

«3 балла» - часто встречаются нарушения в использовании лексики и грамматических конструкций, которые затрудняют понимание текста, имеется ряд орфографических и/или пунктуационных ошибок.

«2 балла» - словарный запас крайне ограничен, грамматические правила и правила орфографии и пунктуации не соблюдаются.

Критерии и шкала оценивания промежуточной аттестации (зачет)

Зачет проводится за счет часов, отведённых на изучение дисциплины. Результаты

зачета определяются на основании результатов текущего контроля успеваемости студента в течение периода обучения (накопительная система). Зачет выставляется по итогам работы студента в ходе триместра. Критерии и шкала оценивания следующая:

Оценка «зачтено» выставляется, если студент в ходе текущих занятий освоил все темы по дисциплине со средним баллом не ниже 3,0.

Оценка «не зачтено» выставляется, если студент в ходе текущих занятий освоил темы по дисциплине со средним баллом ниже 3,0.

Оценка «**зачтено**» выставляется если:

- студент усвоил программный материал, по существу излагает его, опираясь на знания основной литературы;
- не допускает существенных неточностей;
- увязывает усвоенные знания, понятия и положения с практической реализацией и решением ситуационной задачи;
- делает выводы и обобщения, аргументирует их;
- владеет понятийным аппаратом.

Оценка «**не зачтено**» выставляется если:

- студент не усвоил значительной части программного материала;
- допускает существенные ошибки и неточности в практическом применении знаний, понятий, умений и навыков для решения ситуационной задачи;
- испытывает трудности в практическом применении знаний;
- не формулирует выводов и обобщений, не может аргументировать свои мысли и выводы;
- не владеет понятийным аппаратом.

Критерии и шкала оценивания промежуточной аттестации (дифференцированный зачет)

Дифференцированный зачет выставляется по совокупному результату текущего контроля успеваемости студента по дисциплине:

«отлично» - выставляется при условии, если студент выполнил все практические занятия с оценкой не ниже «хорошо и отлично», результаты тестирования и устного опроса в совокупности также оценены с оценкой не ниже «хорошо и отлично» при этом совокупный средний балл оценок не ниже 4,6.

«хорошо» - выставляется при условии, если студент выполнил все практические занятия с оценкой не ниже «хорошо, отлично, удовлетворительно», результаты тестирования и устного опроса в совокупности также оценены с оценкой не ниже «хорошо, отлично, удовлетворительно», при этом совокупный средний балл оценок не ниже 3,8.

«удовлетворительно» - выставляется при условии, если студент выполнил все практические занятия с оценкой не ниже «удовлетворительно», результаты тестирования и устного опроса в совокупности также оценены с оценкой не ниже «удовлетворительно», при этом совокупный средний балл оценок ниже 3,8.

«неудовлетворительно» - не выполнены условия для получения оценки «удовлетворительно».

Критерии и шкала оценивания текущей аттестации (устный, письменный опрос):

«5 баллов» - практически нет нарушений в использовании лексики, грамматические структуры использованы правильно и соответствуют поставленной задаче, орфографические ошибки отсутствуют.

«4 балла» - используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов, имеется ряд грамматических ошибок, не затрудняющих понимание текста, орфографические ошибки практически

отсутствуют.

«3 балла» - часто встречаются нарушения в использовании лексики и грамматических конструкций, которые затрудняют понимание текста, имеется ряд орфографических и/или пунктуационных ошибок.

«2 балла» - словарный запас крайне ограничен, грамматические правила и правила орфографии и пунктуации не соблюдаются.

Критерии и шкала оценивания текущей аттестации (лексический тест):

«5 баллов» - практически нет нарушений в использовании лексики, орфографические ошибки отсутствуют.

«4 балла» - используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов, орфографические ошибки практически отсутствуют.

«3 балла» - часто встречаются нарушения в использовании лексики, имеется ряд орфографических ошибок.

«2 балла» - словарный запас крайне ограничен, правила орфографии не соблюдаются.

Критерии и шкала оценивания текущей аттестации (грамматический тест):

«5 баллов» - грамматические структуры использованы правильно и соответствуют поставленной задаче.

«4 балла» - имеется ряд грамматических ошибок, не затрудняющих понимание текста.

«3 балла» - часто встречаются нарушения в использовании грамматических конструкций, которые затрудняют понимание текста, имеется ряд пунктуационных ошибок.

«2 балла» - грамматические правила и правила орфографии и пунктуации не соблюдаются.

Приложения.
Задания для оценки освоения дисциплины

Типовой пример грамматического теста

Грамматический тест №1.

Вставьте артикль, где необходимо.

1. This is ... book. Put ... book on the table.
2. Nick has ... big black dog.... dog is old. Its name is ... Rex.
3. Is there ... pen on the desk?
4. This is ... shelf. ... shelf is on ... wall.
5. This is ... fish. It is ... big fresh fish.
6. My sister's name is ... Liza. Liza is ... little girl. She is ... six.
7. This is kitchen. ... kitchen is small.
8. Does she like ... butter?
9. There are ... benches. ... benches are in ... park.
10. I don't like ... apples.

Вставьте артикль, где необходимо.

1. Where is your ... friend? — He is at... school. He is not at ... home.
2. Michael has ... car. His ... car is red.
3. This ... book is on ... table. Put ... book on ... shelf.
4. What's that? — It's ... pencil. ... pencil is long.
5. It's a bus. ... bus is ... big and ... yellow.
6. Where is ... dog? — ... dog is under ... bench.
7. Where is his ... son? — His ... son is at ... school.
8. ...sun is shining in ... sky.
9. This is ... street. I can see many ... cars and ... buses in ... street.
10. This is ... tram. What color is ... tram?

Вставьте артикль, где необходимо.

1. I am ... doctor. I work at... hospital.... hospital is large.
2. You have two ... books. Give me one ... book, please.
3. Are you ... pupil? No, I am ... student.
4. Is he ... good pupil?
5. My friend bought ... interesting ... book last week.

6. He has ... daughter, but he has no ... son.
7. My father is sitting at ... table. He is writing ... letter. ... letter is long.
8. His brother has ... cat. ... cat is old and ... fat.
9. It is very dark in ... street.
10. I am at ... home. I am reading ... interesting book.

Вставьте артикль, где необходимо.

1. I can see many ... people in ... street.
2. Can you see ... car?
3. She is ... manager. She is at... work. She works at... office.
4. Do you see these ... flowers? What colour are ... flowers?
5. There is ... big brown table in ... middle of our ...room.
6. There are two kittens in ... box. ... kittens are black.
7. Do you see ... boy in ... street? He is ... pupil of our ... school. He is ... good pupil.
8. My sister is ... student. She studies at ... institute. She is ... good student and ... good sister.
9. This is ... wolf. ... wolf is very hungry.
10. There is ... carpet on ... floor. ... carpet is new.

Преобразуйте следующие предложения в форму множественного числа.

1. This is my foot.
2. That lady doesn't play the piano.
3. This child is watching the leaf falling on the grass.
4. Is this mountain high? — Yes, it is.
5. There is a knife on the kitchen-table.
6. This bird is in that tree.
7. That wolf has eaten a sheep.
8. There was a desert here.
9. Is there a calendar in this room?
10. That sandwich is not on that plate.

Раскройте скобки, употребляя необходимую степень сравнения прилагательных.

1. This is ... in our city, (big building)
2. She is ... we have ever met. (strange person)
3. The road become ... after some miles, (narrow)
4. Peter is ... of them all. (old)

5. It was ... time of my life, (bad)
6. The weather is much ... than yesterday, (good)
7. Ann was a bit... she usually is. (cheerful)
8. Going by train takes twice ... going by plain, (long)
9. He thinks English spelling is ... than Russian, (difficult)
10. This test was ... of all. (easy)
11. She works ... than her sisters (hard).

Раскройте скобки, употребляя необходимую степень сравнения прилагательных.

1. She is (young) than Ann.
2. This film is much (good).
3. He speaks English (bed) than I do.
4. In spring the weather is (warm) than in winter.
5. I am not so (busy) as my mother is.
6. Which book is (interesting)?
7. This problem is (difficult) than yours.
8. My box isn't (heavy) as my.
10. These exercises are (easy) in the book.
11. Which house is (high) in your street?

Раскройте скобки, употребляя необходимую степень сравнения прилагательных.

12. To fly is (quick) than to by car.
13. Whose child is (old) than my?
14. This example is (simple) of all.
15. He isn't so (stupid) as your brother is.
16. Which country is (beautiful)?
17. In this town the streets are (narrow) than in my.
18. Your cat is (fat) I've ever seen.
19. Is August (hot) month of the year?
20. She is (attentive) child in her class.
21. My (old) sister is two years (old) than I.
22. What's (near) station?

Грамматический тест №2

Раскройте скобки, употребляя глаголы в форме *Present Simple*.

1. I (not to walk) to work every morning.

2. She (to wash) her car once a week.
3. We (to spend) our holidays in the country.
4. He (not to hope) to go there.
5. She (to go) to the theatre twice a month.
6. Mary (not to live) near the station.
7. You (to take) your dog for a walk?
8. She always (to invite) her friends to her birthday party.
9. He (to drink) coffee every morning.
10. Her brother (to study) in London.
11. I (to go shopping) every day.

Раскройте скобки, употребляя глаголы в форме *Present Simple*.

1. She (to learn) English.
2. I (to like) music.
3. My brother (to be) a school-boy. He (to go) to school.
4. Michael (to do) his lessons every day.
5. She (to live) in this house.
6. After supper my sister (to go) for a walk.
7. We (to visit) our grandparents very often.
8. The girl (to sing) very well.
9. My father (to work) at school.
10. Usually I (to have) dinner at 3 o'clock.
11. He (to want) to become a doctor.
12. Our mother (to come) home very late.
13. His brother (to go) in for sports.
14. She (to like) reading very much.
15. They often (to take) a bus.

Раскройте скобки, употребляя глаголы в форме *Present Simple* или *Present Continuous*.

1. She (to read) at the moment.
2. You (to go) to work by car?
3. He (to drink) coffee in the morning.
4. They (to have) breakfast now.
5. I (not to watch) television every night.
6. Look! She (to dance).
7. He (to have) breakfast every morning.
8. You (to listen) to the radio now?

9. We (to look) for our things now.
10. He (not to watch) television at the moment.
11. I (not to get up) at seven o'clock every morning.
12. Don't (to make) so much noise: mother (to sleep).
13. She (not to drink) coffee in the morning.
14. Peter (to talk) to Susan at the moment.
15. Where (to be) your mother? - She (to cook) dinner now.
16. Listen! They (to discuss) an interesting problem.
17. She (to listen) to the radio in her room now?
18. He (not to ride) a bicycle every evening.
19. Jane (to work) in Paris at the moment?

Раскройте скобки, употребляя глаголы в форме *Present Simple* или *Present Continuous*.

Hi, Susan!

This Island (to be) great! We (to have) a wonderful time here. We (to swim) every day. The weather here (to be) always fine.

I (to write) this letter in a bar on the beach. I (to drink) juice now. Mary (to learn) to swim at the moment. I (not to see) her now. But I (to hope) she (to be) all right. I (to be) happy.

See you soon. Love to all.

Вставьте глаголы *be* в форме *Present*, *Past* или *Future Simple*.

1. Where ... your brother now? - He ... in his room.
2. ... she ... at work tomorrow? - Yes, she
3. ... you at school yesterday? - Yes, I
4. My sister ... at school now. She ... not at home.
5. ... you ... a teacher in some years?
6. My pens ... not on the table. Where ... they?
7. His brother ... a child. He ... 7.
8. We ... pupils last year, but now we ... students.
9. My aunt ... in Paris now.
10. Where ... your grandmother? - She ... in the Richmond.
11. When ... you at work yesterday? - I... there at 8 o'clock.
12. My brother ... not ill now.
13. I ... not in Kyiv now. I ... in London.
14. All my family ... at home tomorrow.
15. When he ... young, he ... a pilot.

Переведите на английский язык, употребляя глагол *to be* Present, Past или

Future Simple.

1. Я сейчас дома.
2. Вчера он был на работе.
3. Завтра ее не будет дома.
4. Дети в парке. Они не в школе.
5. Он не был вчера в школе. Он был дома.
6. Где она? Она на работе.
7. В прошлом году я был учеником. В этом году я студент.
8. Где вы были? Мы были в театре.
9. Его отец доктор. Он тоже будет доктором?
10. Завтра дети будут во дворе.
11. Где вы? Вы не дома?

Грамматический тест №3. Simple Tenses. Continuous Tenses.

Упр. 1. Раскройте скобки, употребляя глаголы в одном из времен: *Present Simple, Past Simple, Present Continuous, Past Continuous.*

1. You (to know) him? He always (to tell) lies.
2. What he (to do) here? - He (to wait) for his friend.
3. When I (to come) yesterday, I (to see) that my brother (to do) his lesson.
4. Where (to be) Nick? - He (to play) tennis. - He (to play) tennis well.
5. My wife (to be) in her room now. She (to sit) in the armchair and (to read) an interesting book. I (to want) to read this book, too.
6. Where she (to be) yesterday? — She (to visit) her friend. They (to play) chess the whole evening.
7. What they (to do) the whole day last Sunday? - They (to spend) the whole day in the country.
8. When I (to look) out of the window, I (to see) that it (to snow) and everything (to be) covered with snow.
9. Somebody (to talk) in the next room? - No, nobody (to talk). My son (to watch) television now.
10. Why he (not to go) to school yesterday? - He (to be) ill. He (to stay) in bed the whole day.
11. You (to work), when I phoned you last night? - Yes, I (to work).
12. Why they (to sit) here now? - They (to wait) for their doctor. The doctor (to be) late.
13. He (to ask) you to work late last Tuesday? - No, he (not to ask). I (to decide) to work late myself.
14. Yesterday (to be) a typical summer day, the sun (to beat) down, the sky (to be) cloudless.
15. Yesterday, when he (to open) the door, he (to understand) that he (to do) it with a wrong key.
16. Every day she (to return) home, (to have) dinner and (to rest). But yesterday she (not to rest) after dinner, she (to work) at her report the whole evening.

Упр. 2. Раскройте скобки, употребляя глаголы в форме *Present, Past, Future Simple; Present, Past Future Continuous.*

1. We (to be) very busy now. We (to discuss) a very important questions.
2. Where (to be) Peter? He (to have) his English lesson now? — No, he (to have) his English tomorrow.
3. Where (to be) Susan? - She (to work) in the library at the moment. She (to stop) working in a

hour.

4. What children (to do) when (to come) home yesterday? - They (to play) in their room.
5. At two o'clock tomorrow we (to take) our French lesson.
6. This problem (to be) too difficult to discuss it now, I (to think) we (to discuss) it tomorrow, when we (to have) more time.
7. He (to spend) last week in a hospital. He (to be) 'ill.
8. Why you (not to put) your coat on yesterday? It (to be) cold.
9. He (not to eat) when I (to come) yesterday. He (to read) a book.
10. As a rule he (to translate) two articles a week. But he (to translate) three articles (last week).
11. She (not to see) me when I (to come) into the room. She (to read) at that moment.
12. We (to wait) for them at two o'clock tomorrow. We (to be) sure they (to come) in time.
13. My friends (to walk) when it (to begin) raining.
14. Tomorrow he still (to work) when come home.
15. Yesterday I (to return) home at eight o'clock: it (to get) dark and (to rain) at the time.
16. I (to cut) my finger when I (to peel) an apple.
17. Let's go to the cinema when the lessons (to be) over.
18. He (to become) furious when he (to understand) that he was late.
19. If she (not to come) tomorrow, ring her up.

Типовое задание для проверки знаний по грамматике

1) I have _____ you need.

A. a book, B. the book, C. books, D. book.

2) I was busy and couldn't listen ___ the radio.

A. To, B. on, C. Over, D. by.

3) What about _____ some business now?

A. discuss, B. to discuss, C. discussing, D. discussion.

4) Helen made her husband _____ some shopping.

A. Doing, B. to do, C. do, D. make.

5) Why are you so angry _____ me?

A. at, B. with, C. for, D. about.

6) This radio is made in Riga and _____ by many shops.

A. is sold, B. to grow, C. is selling, D. has sold.

7) Are you fond of _____ Flowers?

A. growing, B. to grow, C. grow, D. grows.

8) She _____ that her mother teaches English at school.

A. told, B. answer, C. said, D. says.

9) He couldn't stop _____ though he knew it was not polite.

A. laughing, B. to laugh, C. having laughed, D. laugh.

- 10) Please, go _____ the room.
A. out of, B. out, C. from, D. out from.
- 11) That is the _____ I can do for her.
A. least, B. less, C. little, D. latest.
- 12) _____ the film «Gone with the Wind» before you read the book?
A. had you seen, B. have you seen, C. saw you, D. you saw.
- 13) Consult your doctor before you _____ back to your work.
A. went, B. will go, C. goes, D. go.
- 14) I'm sick and tired of _____ him the same thing over and over again.
A. explain, B. explained, C. explaining, D. explaining to.
- 15) Bad news _____ fast.
A. travels, B. travel, C. are traveled, D. will be travel.
- 16) Everybody knows him _____ the best doctor in our town.
A. is, B. be, C. to be, D. will be.
- 17) I ate breakfast. And I'm very hungry.
A. don't have a meal, B. doesn't have a meal, C. haven't had a meal, D. eat.
- 18) His clothes are wet, I must dry _____.
A. it, B. them, C. they, D. their.
- 19) He _____ go to the dentist because he has a bad tooth.
A. could, B. should, C. must, D. to be able to.
- 20) The new play _____ at our theatre this month.
A. showed, B. was been shown, C. has been shown, D. had been shown.
- 21) Greta was really very sorry for _____ late.
A. been, B. being, C. be, D. was.
- 22) She must _____ to that man and inform him about our plans.
A. speak, B. tell, C. speaks, D. play.
- 23) It _____ early in summer.
A. light, B. gets light, C. is getting light, D. is get light.
- 24) The drug made me _____ sleepy.
A. to feel, B. feel, C. feeling, D. felt.

25) It _____ since early morning.

A. has been raining, B. rained, C. had rained, D. rains.

26) She simply loves _____ and dancing.

A. music, B. a music, C. the music, D. these music.

27) Тот said that lie _____ horse before.

A. never rode, B. would never ride, C. had never ridden, D. has never ridden.

28) _____ a magazine and two newspapers on the table.

A. it was, B. they were, C. there was, D. there were.

29) The book is _____ interesting. I like it _____.

A. very, very, B. very, very much, C. very much, very much, D. very much, very.

30) She told us _____ late.

A. don't be, B. to be not, C. not, D. not to be.

Ключккесту:

1 - b, 2. - a, 3. - c, 4.- c, 5. - b, 6.- a, 7. - a, 8. - d, 9. - a, 10. - a, 11. - a, 12.- a,
13.- d, 14.- d, 15.- a, 16.- c, 17.- c, 18.- b, 19.- b, 20.- c, 21.- b, 22.- a, 23.- b, 24.- b, 25. - a, , 26.-
a, 27.- c, 28.- c, 29.- b, 30.- d

1.2 самостоятельная работа (Типовой пример)

Sandwich.

Once there lived a man in England. His name was Sandwich and he was very rich. He lived to play cards. He could play cards very well and was the best player of his time. Often he played all day and night. One day he played for 24 hours without stopping. He did not leave the card table even to eat. Servants had to bring food to him. They brought him some meat and bread. He did not want to stop playing while he ate. He put the meat between two pieces of bread. In this way he was able to continue playing. From the name of this man comes the word *sandwich* today.

Now a lot of people in England eat sandwiches for their lunch. There are lots of sandwich shops in London. There you can buy all sorts of sandwiches. You can get meat sandwich, or salad sandwiches, or meat-and-salad sandwiches. And you can get cheese, egg or fish sandwiches. You can even buy fruit sandwiches. Lots of people in the world like sandwiches, but some don't.

Exercise 1.

Listen to the story "Sandwich" about the origin of the word. Be ready to answer the question below.

1. What do we call a sandwich?
2. What sort of sandwiches do you know?
3. When do people in England eat sandwiches?
4. What is the origin of the word *sandwich*?
5. What was the Earl of Sandwich famous for?
6. What other facts about the man do we know?

7. When did he first make a sandwich?
8. Do you like sandwiches? If so, what sort of sandwich would you like for your lunch?

Exercise 2.

You are the Earl of Sandwich's grandson/granddaughter. Tell your friends about your grandfather and his "invention"

Balzac and his handwriting.

Balzac, the famous French writer, was a man of great talent. He wrote many novels which were translated into different languages and were known all over the world. But Balzac himself was proud of his ability to tell the character and behaviour of a person by his or her handwriting.

One day a woman friend of Balzac brought him a young boy's exercise book. She showed it to him and asked him to try to tell her what he thought of the boy's character. The woman said that the boy was not her son and that Balzac might tell her the truth. Balzac studied the handwriting for a few minutes and then said: "Everything is quite clear to me. I shall tell you the truth." He asked the woman to pay attention to some features of the handwriting and said that the boy was a bad, lazy fellow. "It can not be possible," said the woman smiling. "This is a page from the exercise book which you used when you were a boy."

Exercise 1.

1. Who is the story about?
2. What do you know about Balzac?
3. What features of his character was he proud of?
4. Why did a woman friend of Balzac come to him one day?
5. How could Balzac tell the character and behaviour of a person?
6. What did Balzac say to his friend?

Exercise 2.

You are the woman who showed the exercise – book to Balzac. Tell your friends about the episode.

To live School or Not to Leave.

If a student finishes secondary school he or she may get a better job. But if a student does well he or she can go to university. Most parents would like their children to stay on at school, but about three quarters of all people leave school at fifteen or sixteen.

William Parker lives in Birmingham which is a large industrial city in Great Britain. When he was fifteen years old he left school. He did badly at school and thought he would be much happier working. He got a job with a large engineering firm. As he did not have any qualification he got little money though his work was difficult. After some time William decided to attend classes at a technical college. Once a week he trains to be a good electrician. The course of studies lasts five years. When William finishes it, he will have a good job.

Margaret Weber lives in London. She did not specially like school. When she was sixteen she took her school certificate exams, but she failed in almost every subject. She had learned to type at school, so she decided to leave school and get a job in an office. There are many factories, shops and businesses in London which need typists. Margaret got a job in a shop without difficulty. But she does not like her work; it is not interesting and pays little money. Now Margaret attends a special evening school where she is trained to be a good secretary. William's and Margaret's training is "vocational", that is practical for a special job.

Exercise 1.

Listen to the text “To Leave School or Not to Leave”. When hearing the facts concerning the teenagers’ life after school place ticks in the corresponding boxes of the chart.

| | | William Parker | Margaret Weber |
|-------------------------------------|---------------------|----------------|----------------|
| The city they live in | London | | |
| | Birmingham | | |
| | Glasgow | | |
| The institutions they study | A university | | |
| | A technical college | | |
| | A school | | |
| The place they work in | A shop | | |
| | A library | | |
| | An engineering firm | | |
| The occupation they are trained for | A secretary | | |
| | An electrician | | |
| | A typist | | |

1.3 лексический тест (Типовой пример)

Vocabulary Test 1.

| | |
|-----------------------|-----------|
| older | education |
| younger | study |
| about myself | learn |
| duty | country |
| difficult | capital |
| conveniences | called |
| subject | famous |
| favourite | century |
| first course | land |
| classmates | queen |
| newspaper | king |
| together | unusual |
| appearance | breakfast |
| usual | dinner |
| to dress | lunch |
| help around the house | supper |
| to pass an exam | sights |
| weekend | square |
| north | palace |
| east | hundred |
| west | thousand |
| south | middle |

Vocabulary Test 2

| | |
|--------------|---------|
| about myself | called |
| duty | famous |
| difficult | century |
| conveniences | land |
| subject | queen |
| favourite | king |
| first course | sights |

| | |
|-----------------------|------------------|
| classmates | square |
| newspaper | palace |
| together | hundred |
| appearance | thousand |
| usual, unusual | middle |
| to dress | prison |
| help around the house | to marry |
| to pass an exam | kill |
| weekend | grave |
| north | tower |
| east | invention |
| west | mass media |
| south | broadcast |
| tradition | sport events |
| important | advertising |
| library | provide |
| modern | entertainment |
| ancient | current affairs |
| Middle ages | weather forecast |
| country | performed "live" |
| capital | widespread |

1.4устный и письменный опрос (Типовой пример)

Text 1. The United States of America

The USA is made up of 49 states and a federal district (District of Columbia). Two states, Alaska and Hawaii, are not directly attached to the continental US. It is the third most populated country in the world, with more than 300 million inhabitants. The main spoken language in the United States is English, but in many areas Spanish is spoken. The American system of government

The US is a federal state also called a union of self-governing states united by a central government. The head of each state is the governor.

The federal government consists of 3 branches. The law-making or legislative power is concentrated in Congress which is divided into the Senate and the House of Representatives. There are 435 members in the House of Representatives and 100 senators, 2 from each state. The president is the head of the executive power represented by the federal government. The Supreme Court holds judicial power.

Text 3. Overpopulation

The world's population is an important issue. For hundreds of thousands of years, the human population grew at a low but steadily increasing rate. Then, in less than last 200 years, the world population went from several hundreds of millions to more than 6 billion people.

The Earth has certain limitations and in particular, there are limits to growth of things that consume the Earth resources.

Many people believe that these resources, both the Earth and the human intellect are endless and population growth can continue and that there is no danger that we will ever run out of anything. "Yet, many people had predicted catastrophic shortages of natural resources that would follow, because of continued population growth. Countries try not to raise this subject to the public much, because they do not want to raise panic.

Nowadays they have to do something about it before it gets out of hand. They try to censor it and sometimes lie. Do you know that the USA itself consumes 50 per cent of all electricity produced

on the Earth? The population of the USA is just around 285 millions people. It is an interesting fact.

Overpopulation is like a big magnifying glass making little problems into big ones.

Overpopulation is destroying our environment, lowering the standard of living, and generally degrading the quality of life.

Overpopulation also causes more violence, environmental pollution that reflects on land degradation, tropical forest destruction, global warming and destruction of coral reefs. 6 billion member society has to get a huge food infrastructure, so society start producing genetically made food, which is cheaper than ordinary one but might reflect in the nutrient balance. For example, in China it is prohibited to have more than one child for a couple. There is a very dangerous situation in India. By the year 2025 its population might reach 1.5 billion people.

The planet urgently needs population control. Birth control, abortion and quotas need to be supported, if the planet is to remain habitable in the long term.

Every second five people are born and two people die, so there is a gain of three people. At this rate, the world population is doubling every 40 years and would be: 12 billions in 40 years, 24 billions in 80 years and 48 billions in 120 years. But the Earth could provide food only for 20 billions people.

Задания к тексту:

1. Прочитать и перевести текст
2. Передать содержание текста своими словами
3. Ответить на вопросы по тексту

Exercise 2.

*Прочитайте информацию для студентов, только что приехавших в летнюю школу. Установите соответствие между заголовками A-F и пронумерованными абзацами текста 1-5. Запишите свои ответы в таблицу. Используйте каждую букву **только один раз**. В задании **есть один лишний заголовок**.*

- A. There are lots of achievements to proud of.
- B. Different actions were taken for one reason.
- C. A lot of time was lost in protecting nature.
- D. Nature protection has to struggle against industries.
- E. The two aimed to help wildlife.
- F. There was no time to lose.

1. More than a hundred years ago, two men who barely knew each other climbed up into the Sierra Nevada wilderness and spent four days exploring mountains and tracking wildlife. They saw elk and black bear, wild iris and larkspur. They drank from streams, slept on beds of pine needles, and awoke from a night camping on Glacier point to find four feet of sunrise snow. When they came down from the mountains, President Theodor Roosevelt and Sierra Club founder John Muir were good friends. Over their parting handshake they made a pact: They would work together to save America's wilderness. And they did.

2. The United States had already lost most of its buffalo, tall grass prairies, Eastern old-growth forests, and grizzly bears. Bold, immediate action was called for—and taken. Between 1901 and 1909, President Roosevelt and Congress created five national parks, established more than fifty wildlife reserves, and set aside 100 million acres of forest for protection. During the decade, the Sierra Club grew from a hiking club to a political force.

3. John Muir and the growing membership of his Sierra Club conducted guided tours to wild areas to win allies and public support for the preservation efforts, wrote letters and articles in newspapers, pioneered the use of public education, political accountability and lobbying, and legislation to protect the health of our environment. It was the Sierra Club that fled lawsuits to stop pollution in Lake Superior and developments in Everglades, and created books, films, photographs, and advertising for wilderness and wildlife protection.

4. Since its founding in 1892, the Sierra Club has also helped bring about the establishment of Yosemite and more than a score of other national parks; an end to government plans to dam the Colorado River and flood the Grand Canyon; the enactment of the Clean Water Act, Clean Air Act, and Endangered Species Act; the granting of national movement status for Utah's Grand Staircase — Escalante, the giant sequoias of California's Sierra Nevada and many more national treasures in different parts of the country, including Alaska.

5. More than a century of national and local conservation campaigns has taught the Sierra Club that no place—despite its official designation, environmental value, or storied past—is ever completely protected. The oil companies, the logging industry, and developers never give up. And as the nation grows, the pressures to drill, log, and build in special places will also grow.

Exercise 3.

*Прочитайте информацию для студентов, только что приехавших в летнюю школу. Установите соответствие между заголовками А-Ф и пронумерованными абзацами текста 1-5. Запишите свои ответы в таблицу. **Используйте каждую букву только один раз. В задании есть один лишний заголовок.***

- A. Was it easy to get to the areas where spices grew?
- B. Who had exclusive rights for pepper trade?
- C. What proves that spices in old times were even more used than today?
- D. Where did rare spices come from?
- E. Merchants from what place were number one in pepper trade?
- F. What was special about use of spices in old times??

1. Pepper, the most common and at the same time the most valued of spices, was frequently treated as a gift of honor from one sovereign to another, or as a polite form of payment instead of money. «Matilda de Chaucer is in the gift of the king, and her land is worth 8 pounds, 2d, and 1 pound of pepper and 1 pound of cinnamon and 1 ounce of silk, » reads a chance record in an old English survey.

2. The amount of these spices bought and sold was astonishing even as compared to modern trade. Venetian galleys, Genoese carracks, and other vessels on the Mediterranean brought great amount of them westward, and they were sold in fairs and markets everywhere. In romances and chronicles, in cook-books, trades-lists, and customs-tariffs, spices are mentioned with a frequency and consideration unknown in modern times.

3. For years the Venetians had a contract to buy from the sultan of Egypt annually 420,000 pounds of pepper. One of the first vessels to make its way to India brought home 210,000 pounds. A fine of 200,000 pounds of pepper was imposed upon one prince of India who refused to sell pepper to the Portuguese in 1520. «Pepper-sack» was a nick-name and yet not a negative epithet applied by German robbers, to Venetians merchants who passed down the Rhine.

4. Yet the location of «the isles where the spices grow» was very distant and obscure to the men of the Middle Ages. John Cabot, in 1497, said that he «was once at Mecca, whither the spices are brought by caravans from distant countries, and having inquired from whence they were brought and where they grew, the merchants answered that they did not know, but that such merchandise was brought from distant countries by other caravans to their home; and they further say that they are also conveyed from other remote regions».

5. Such lack of knowledge was pardonable, that even Marco Polo, one of the most experienced travelers, after spending years in Asia, believed, mistakenly, that such rare spices as nutmegs and cloves were produced in Java. It was only after many, many years that their true place of production became known in Europe. These spices were the native products of the so called Spice Islands, just under the equator, in the midst of the Malay Archipelago. Their light, volcanic soil, could keep moist by the constant damp winds.

Text . Out planet's health

Out planet's health is in a catastrophic state. Man has upset the balance of nature to a dangerous level. The ecological picture is deeply distressing : whole seas are dying ,flooding is destroying large tracts of land without natural protection, some lakes have almost reached extinction point. At the same time energy requirements are on the increase, population growth has got out of control, many different species are condemned to extinction, air pollution has far exceeded the tolerance level, not to mention the destruction of forests by the logging industry. The world prefers to ignore the insane crimes against nature. Arable land is currently under threat from many different sources. Agricultural land is subject to degradation — soil erosion is on the increase. The use of intensive methods of farming is leading to loss of organic matter in the topsoil and the buildup of both toxic chemicals and salts in the soil. The problem is aggravated by the fact that so much natural organic fertilizer (dung, crop residues, peat), instead of being returned to the soil where it is badly needed, has to be burnt for fuel. Desertification is one of the major problems. Aridity affects nearly one-third of the land surface. Desertification is not being produced by climatic change but by overcropping, overgrazing, and salinization. It can also be produced by deforestation, which exposes soil to wind and rain, resulting in sudden soil erosion and flooding. But as the soil disappears so does the ability of the land to trap and retain moisture, the desert begins to get the upper hand.

Text . Global warming

Global warming is sometimes referred to as the greenhouse effect. The greenhouse effect is the absorption of energy radiated from the Earth's surface by carbon dioxide and other gases in the atmosphere, causing the atmosphere to become warmer.

Each time we burn gasoline, oil, coal, or even natural gas, more carbon dioxide is added to the atmosphere. The greenhouse effect is what is causing the temperature on the Earth to rise, and creating many problems that will begin to take place in the coming decades.

Today, however, major changes are taking place. People are conducting an unplanned global experiment by changing the face of the entire planet. We are destroying the ozone layer, which allows life to exist on the Earth's surface.

All of these activities are unfavorably changing the composition of the biosphere and the Earth's heat balance. If we do not slow down our use of fossil fuels and stop destroying the forests, the world could become hotter than it has been in the past million years.

Average global temperatures have risen 1 degree over the last century. If carbon dioxide and other greenhouse gases continue to spill into the atmosphere, global temperatures could rise five to 10 degrees by the middle of the next century. Some areas, particularly in the Northern Hemisphere, will dry out and a greater occurrence of forest fires will take place.

At the present rate of destruction, most of the rain forests will be gone by the middle of the century. This will allow man-made deserts to invade on once lush areas. Evaporation rates will also increase and water circulation patterns will change.

Decreased rainfall in some areas will result in increased rainfall in others. In some regions, river flow will be reduced or stopped all together completely. Other areas will experience sudden downpours that create massive floods.

If the present arctic ice melting continues, the sea could rise as much as 2 meters by the middle of the next century. Large areas of coastal land would disappear.

Plants and other wildlife habitats might not have enough time to adjust to the rapidly changing climate. The warming will rearrange entire biological communities and cause many species to become died out.

The greenhouse effect and global warming both correspond with each other. The green house effect is recalled as incoming solar radiation that passes through the Earth's atmosphere but prevents much of the outgoing infrared radiation from escaping into outer space. It causes the overheat of the air and as a result, we have the global warming effect. As you see, greenhouse effect and global warming correspond with each other, because without one, the other doesn't exist.

Text .Healthy Food

All food is made up of nutrients which our bodies use. There are different kinds of nutrients: carbohydrates, proteins, fats» vitamins and minerals. Different foods contain different nutrients.

Before we cut down on fat, sugar and salt, we have to know a bit more about the kind of food these things might be in. The biggest problem comes when these things are hidden in other foods: biscuits, crisps, sausages, meat pies, soft drinks and so on.

The best way is to get into the habit of checking the ingredients and nutritional value on the sides of packets although this isn't always easy to do. Another thing to know is, for example, that we do need fat to live, it's an essential part of our diet and physically we couldn't exist without it.

But we all know that to eat much fat is bad for our health. The matter is that there are different kinds of fat. There are fats that are good for us and fats that are bad for us. Eating less of the bad ones and more of the good ones can actually help us to live longer! Bad fats are the saturated fats, found in animal productions, like red meat, butter and cheese.

Friendly fats are the unprocessed fats found naturally in foods like nuts and seeds, olives, avocados and oily fish, including tuna.

One more thing to know is that when food is cooked, its structure changes. It can change the vitamin and nutrient contents of food.

More and more people feel strongly about the way, their food is produced. Nowadays so much of the basic food we eat — meat, fish, fruit and vegetables — is grown using chemicals and additives.

Although fertilizers and pesticides have greatly increased the quantity of food and helped to improve its appearance, there is a growing concern about the effects of these chemicals in the food chain. This concern has led to a growth in the demand for organically grown products.

Today there is another problem. It is modified food, which is cheaper that ordinary one. There is a rumour that such food can cause cancer and other problems. Nobody knows, either it is just an imagined fear or a real problem. This problem could be solved and examined, but it will take some time.

The food we eat, depends on lots of things. Taste is a big factor. Culture, religion and health also play a part in what food we eat. Advertising and social factors also have a big influence.

Income is also an important factor. That is why not surprisingly, money, rather than a lack of knowledge about how to eat well, is at the heart of the problem.

Finally, there are three main messages to follow for healthy eating:

First, we should eat less fat, particularly saturated fat.

Secondly, we are to cut down on sugar and salt.

Thirdly, we must eat more fresh fruit and vegetables.

Text .Water Pollution

Water pollution occurs mostly, when people overload the water environment such as streams, lakes, underground water, bays or seas with wastes or substances harmful to living beings.

Water is necessary for life. All organisms contain it, some drink it and some live in it. Plants and animals require water that is moderately pure, and they cannot survive, if water contains toxic chemicals or harmful microorganisms. Water pollution kills large quantity of fish, birds, and other animals, in some cases killing everything in an affected area.

Pollution makes streams, lakes, and coastal waters unpleasant to swim in or to have a rest. Fish and shellfish harvested from polluted waters may be unsafe to eat. People who polluted water can become ill, if they drink polluted water for a long time, it may develop cancer or hurt their future children.

The major water pollutants are chemical, biological, and physical materials that lessen the water quality. Pollutants can be separated into several different classes:

The first class is petroleum products: oil, fuel, lubrication, plastics. The petroleum products get into water by accidental spills from ships, tanker trucks and when there are leaks from underground storage tanks. Many petroleum products are poisonous for animals. Spilled oil damages the feathers of birds and the fur of animals, often it causes death.

The second class is pesticides and herbicides. There are chemicals used to kill harmful animals and plants. If they penetrate into streams, rivers, lakes, these chemicals can be very dangerous. The chemicals can remain dangerous for a long time. When an animal eats a plant that's been treated with it, the poisons are absorbed into the tissues and organs of the animals.

When other animals feed on a contaminated animal, the chemicals are passed up to them. As it goes up through the food chain, the chemical becomes more harmful, so animals at the top of the food chains may suffer cancers, reproductive problems, and death. Nitrates can cause a lethal form of anemia in infants.

The third class are heavy metals, such as, mercury, selenium, uranium, radium, cesium, etc. They get into the water from industries, automobile exhausts, mines, and natural soil. Heavy metals also become more harmful as they follow the food chain. They accumulate in living being's cells and when they reach high levels of concentration in the organism, they can be extremely poisonous, or can result in long-term health problems. They can sometimes cause liver and kidney damage.

The fourth class is fertilizers and other nutrients used to promote plant growth on farms and in gardens.

The fifth class is infectious organisms and pathogens. They enter water through sewage, storm drains, runoff from farms, etc.

The last one is thermal pollution. Water is often taken from rivers, lakes or seas to be used in factories and power plants. The water is usually returned to the source warmer than when it was taken. Even a small temperature change in a body of water can drive away the fish and other species that were originally there, and attract other species in place of them. It breaks a balance and can cause serious circumstances in future.

Задания к тексту:

4. Прочитать и перевести текст
5. Передать содержание текста своими словами

6. Ответить на вопросы по тексту

1.4 устный ответ (Типовой пример);

1. Составьте монолог по теме «Personal Presentation. Family.»
3. Составьте монолог по теме «The United Kingdom of Great Britain and Northern Ireland.»
4. Составьте монолог по теме «The United States of America.»
5. Составьте монолог по теме «The Russian Federation.»
6. Составьте монолог по теме «Education.»
7. Составьте монолог по теме «Employment.»
8. Составьте монолог по теме «Social changes.»
9. Составьте монолог по теме «Problems of bureaucracy.»
10. Составьте монолог по теме «My future profession. Plans for future.»