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Профессиональное образовательное учреждение
«Белгородский техникум общественного питания»

Рассмотрено предметно-цикловой комиссией
преподавателей гуманитарного профиля
ОГАПОУ «Белгородский техникум общественного питания»

Протокол заседания № __

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Председатель ПЦК: Мусатова Г.В. Мусатова

РАБОЧАЯ ТЕТРАДЬ

для выполнения

самостоятельных работ в части итогового контроля

по иностранному языку (английский), для обучающихся I курса СПО по
профессии 43.01.09 Повар, кондитер.

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Пояснительная записка

Представленное учебно-методическое пособие предназначено для освоения учебной дисциплины Иностранный язык (английский), по профессии 43.01.09 Повар, кондитер.

Рабочая тетрадь содержит учебный материал, предназначенный для обучающихся I курса. Применение данной рабочей тетради рекомендуется при реализации рабочей программы учебной дисциплины «Иностранный язык (английский)», разработанной на основе примерной программы общеобразовательной дисциплины «Иностранный язык (английский)» для профессиональных образовательных организаций с учетом требований ФГОС среднего общего образования.

Данное учебно-методическое пособие предназначено для проведения четырёх видов итогового контроля к заключительному десятому разделу рабочей программы «Экскурсии и путешествия» и содержит лексический, грамматический материал и тренировочные упражнения, которые помогут усвоить новую лексику, повторить и закрепить грамматические правила. В данной рабочей тетради при выполнении отдельных заданий использовался методкейс – стади.

Представленная методика предполагала использование проблемно-ситуационного анализа, основанного на обучении путём решения конкретных задач – ситуаций (кейсов). Метод кейс-стади относится к интенсивным технологиям обучения и является интерактивным (ориентированным на сотрудничество).

При работе с данной Рабочей тетрадью студентам предлагается проконтролировать грамматические темы, пройденные в процессе изучения учебной дисциплины «Иностранный язык (английский)». Каждое упражнение на повторение грамматики сопровождается кратким справочным материалом. Все упражнения в данном учебном пособии содержат профессионально – ориентированную лексику. Тексты и упражнения, приведенные в учебно-методическом пособии, представляют собой различные задания, а именно:

- ответить на вопросы;
- ответить «правильно», «неправильно» или «не знаю»;
- соединить части предложений между собой;
- задать вопросы к тексту;
- вставить данные в списке слова в предложения с пропусками и т.д.

При отсутствии словарного запаса и для лучшего усвоения и понимания лексики, в основном, используется прием контекстуальной догадки с использованием:

- иллюстраций в тетради;
- сходства в написании и звучании с русским языком;
- знаний по другим предметам (знания, полученные в процессе изучения профессиональных модулей);
- собственных предположений;

- демонстрации реальных предметов;
- исторические экскурсии;
- знаний о реалиях стран изучаемого языка;
- новых слов в контексте, раскрывающих их значение;
- перевод.

Содержание рабочей тетради состоит из четырёх базовых разделов, каждый из которых отвечает за один из четырёх видов итогового контроля:

UNIT 1. Using case technology in the profession "Chef, Confectioner"»

UNIT 2. Professional tests

UNIT 3. Functional language

UNIT 4. Professionally oriented reading texts

Первый раздел «Using case technology in the profession "Chef, Confectioner"» предназначен для проведения первого вида итогового контроля рабочей программы: **«Контроля устной речи»** и включает дифференцированные проблемные ситуационные табличные задания с использованием модернизированных кейс-технологий, нацеленных на противодействие проблемных ситуаций связанных с выбором будущих профессиональных сфер.

Второй раздел «Professional tests» применяется для проведения второго вида итогового контроля рабочей программы: **«Контроля аудирования»** и включает профессиональные разноуровневые тесты на стабилизацию необходимых знаний о будущей профессии.

Третий раздел «Functional language»: используется для реализации третьего вида итогового контроля рабочей программы: **«Контроля письменной речи»** и содержит грамматические, лексические и подстановочные упражнения.

Четвёртый раздел «Professionally oriented reading texts» задействован для осуществления четвёртого вида итогового контроля рабочей программы: **«Контроля чтения»** и состоит из профессионально-ориентированных текстов разноуровневых подходов с градационным усложнением лексического состава.

Вывод: при составлении данной Рабочей тетради по учебной дисциплине учитывалась основная **цель** обучения иностранному языку - развитие иноязычной коммуникативной компетенции. Успех в достижении обозначенной выше цели во многом зависит от инновационных способов организации обучения студентов иностранному языку.

Согласно требованиям нового федерального государственного образовательного стандарта студенты, в будущем специалисты, должны уметь активно использовать иностранный язык в профессиональной деятельности, профессиональной коммуникации и межличностном общении. В современном мире, необходимо уметь строить спонтанные высказывания, свободно выражать свое собственное мнение по тому или иному вопросу, т.е. развитие иноязычной компетенции в совокупности её составляющих – речевой, языковой, социокультурной, компенсаторной, учебно-познавательной.

Рабочая тетрадь по дисциплине «Иностранный язык (английский)» является незаменимым инструментом, который позволяет эффективно произвести контроль приобретённых знаний за первый год обучения по четырём базовым видам контроля, стимулирует самостоятельность мышления, расширяет кругозор, повышает учебную мотивацию, что неукоснительно ведет к развитию познавательной деятельности.

Рабочая тетрадь предназначена для проведения мониторинга преподавателями иностранного языка (английского) итоговых знаний обучающихся за первый год обучения профессии 43.01.09 Повар, кондитер.

Актуальность представленной рабочей тетради заключается в апробировании оптимальной методики использования кейсов в четырех видах итогового контроля.

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UNIT 1. Using case technology in the profession "Chef, Confectioner"

Тема 1:Контроль устной речи.

Вид занятия: итоговая контрольная работа

Цели занятия: мониторинг навыков устной речи обучающихся по специфике профессиональной деятельности с использованием кейс-технологии

ОК 5. Осуществлять устную и письменную коммуникацию на государственном языке с учетом особенностей социального и культурного контекста.

Case 1:

Development of a study assignment in English using case technology on the topic "My profession is a waiter. Its pros and cons " students of 2 courses of vocational education

by profession 43.01.09 Chef, pastry chef

Working time with a case - 2 academic hours

Case view - practical

Case type - heuristic case

The lesson is held at the final stage of studying the topic "The staff of a restaurant and its duties". The material for study, as well as the situation of the case by the students, are presented in English.

Exercise

The teacher is faced with the task of developing students' speech skills based on reading texts with different strategies. A related task is the hidden control of the level of development of speech skills on the topic.

Assignment to subgroups:

Working as a waiter in restaurants and cafes is one of the most popular part-time job opportunities among young people. About 50% of the 2nd and 3rd year students of our universities, studying in the profession of "Chef, Confectioner", tried to earn extra money as waiters. Many of them have short work experience, explaining this by the fact that they had a one-sided idea of this profession. Therefore, for everyone who decided to try themselves in this type of activity, they recommend that they study in advance both the advantages and disadvantages of a waiter's work in order to be prepared for them and avoid disappointment.

To solve the problem, the teacher prepared a case in which texts in English were proposed with a description of functional duties, working conditions for waiters, the visible and invisible sides in the work of waiters, advice for novice waiters are presented in detail. Students should familiarize themselves with the proposed information sources and, relying on them, as well as on their own experience, determine the advantages and disadvantages in the work of a waiter, draw conclusions and suggestions. Draw up conclusions and proposals in the form of a booklet "Advantages and disadvantages in the work of a waiter."

Working with the case

In a few days, the students are told the topic of the lesson "My profession is a waiter. Its pros and cons ". It is also said that the lesson will be conducted in the case-method mode. Considering that the level of language training for all students is different, they are invited to study the case materials individually as a homework assignment. After such preliminary preparation, the work of students in a group, participation in the discussion will be more fruitful. And all students will be able to express their opinion, debate, as they will be prepared in terms of language.

Individual study of case texts by students, homework:

- repetition of lexical material on the topic
- careful reading and study of the case

Working with the case in the classroom

- Introductory speech of the teacher (defining the topic and purpose of the lesson, forms and methods of work, posing the main questions, familiarizing students with the system for evaluating the solution of the case) (7 min)
- Distribution of students into groups (3 groups: 2 problem groups, 1 focus group)

Group 1 puts forward and discusses benefits;

group 2 finds faults;

Group 3 summarizes and analyzes the information received:

- Organization of student work in small groups (20 min.)
- Presentation of solutions in small groups (Each group is given 5-7 minutes. Total time is 15-20 minutes)
- Organization of a general discussion (10 minutes)
- Preparation and presentation of the booklet "Advantages and disadvantages in the work of a waiter" (20 min.)
- Generalizing presentation of the teacher (summarizing the results, summing up the results) (3 min.)
- Assessment of students by the teacher according to the assessment system presented to students at the beginning of the lesson (7 min)

Discussion plan

Stages	Tasks
Group 1 performance	State the position of your group Present the solution to the problem, comprehensively explaining and justifying it, providing arguments and evidence
Questions from other creative teams	Ask clarifying or interesting questions
Group 2 performance	State the position of your group Present the solution to the problem, comprehensively explaining and justifying it, providing arguments and evidence
Questions from other creative teams	Ask clarifying questions or questions of interest to students
Performance focus groups	Emphasize key points suggested by groups Conduct an analysis of the solutions presented by the groups, statements Draw conclusions
General discussion	Ask questions, make additions, objections

	Make a generalization, conclusion
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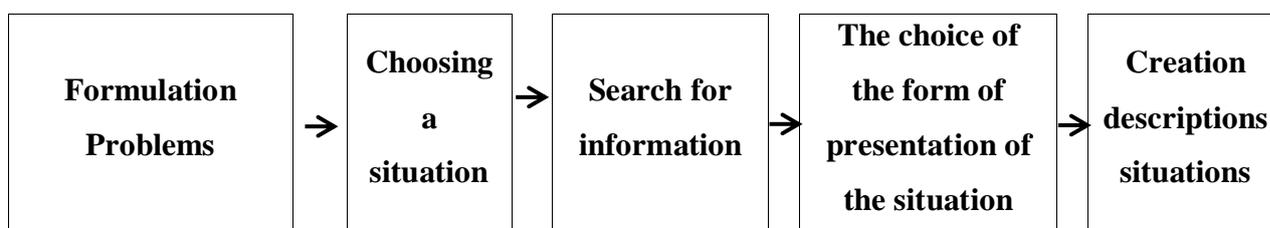
Student Assessment Criteria

At the initial stage, the teacher evaluates the work of the students and makes comments. In the future, students can conduct self-assessment, based on the criteria developed by the teacher.

Criteria	Number of points
Content	5
The necessary and sufficient depth of disclosure of the problem	10
Evidence of decisions made, the ability to reason them, draw conclusions	5
Ability to ask and answer the questions of opponents, conciseness and reasoned answers	5
The collective nature of the decisions made	10
Language skills and abilities	10
Using active vocabulary on the topic	10
Use of communication cliches according to the situation	5
Speech literacy	10
Organizational Skills and Skills	10
Compliance with regulations	5
Activity	5
Reasoning, decision making is carried out only in English	5
Compliance with the rules of discussion (correctness of the asked questions, statements, you cannot interrupt speakers, ask questions and make comments only after the end of the group's performance)	5
Total points	one hundred

Case 2:

In order for the educational process based on case technologies to be effective, two conditions are necessary: a well-written case and a certain methodology for using it in the educational process. In the creative process of creating a case, the following stages can be distinguished (Fig. 1):



Rice. 1. Stages of creating a "case"

Taking into account the peculiarities of teaching in educational institutions of secondary vocational education in the classroom on educational practice, it is

advisable to use research cases of the first or second degree of complexity (classification by the degree of difficulty by M. Linders and J.E. work with the subsequent creation of projects based on the results of the work done.

The methodology for conducting a lesson using the case method consists of the following stages:

- 1) acquaintance of students with the content of the case;
- 2) conducting a survey on understanding the content of the case without detailed discussion;
- 3) distribution of students into small groups (4-6 people);
- 4) organization of discussion of the content of the case in small groups;
- 5) performing a practical task and solving a problem empirically;
- 6) collective preparation of a presentation within each group;
- 7) presentation of solutions;
- 8) discussion of solutions and results together with the teacher.

Based on the experience of foreign colleagues and numerous publications on the use of the case-study method in vocational education , a case was compiled on the topic: "The technology of making butter biscuit."



The textbooks on "Technologies for the preparation of bakery, flour and confectionery products" describe various technologies for the preparation of butter biscuit. Each micro group is offered one of the technology options (optional), after familiarization with which it is necessary: to draw up a scheme for the preparation of butter biscuit; prepare raw materials; knead the dough and bake the main semi-finished product; prepare the product for tasting.

Each group will present their product, highlighting the merits or demerits of the technology being investigated, including introspection. After carrying out the

organoleptic assessment, the experts analyze the mistakes made and how to eliminate them.

UNIT 2. « Professional tests»

Test 1: Guess the world's cuisine one dish at a time

Тема 2: Контроль аудирования.

Вид занятия: итоговая контрольная работа

Цели занятия: мониторинг навыков аудирования обучающихся по специфике профессиональной деятельности в форме аудио-тестирования

ОК 05. Осуществлять устную и письменную коммуникацию на государственном языке с учетом особенностей социального и культурного контекста.

- **1) Gratin - a dish made from vegetables, meat and seafood, baked in the oven until a crust forms, was invented in this country:**



- Italy
 - France
 - Spain
 - Lithuania
- **2) An analogue of Russian cabbage rolls, the Tyun cake, which includes rice, beans, cabbage leaves and pork, appeared in this country:**



- Vietnam
 - China
 - Japan
 - Thailand
- **3) Farfalle, or butterfly pasta, became the property of this world cuisine:**



- French
- Italian
- Polish
- German

- **4) In which country was the pudding invented?**



- Sweden
- Switzerland
- Belgium
- England

- **5) In this country, they eat rotten shark meat, which is called haukarl:**



- Finland
- Iceland
- Norway
- Sweden

- **6) A product made of dough with cottage cheese - placinda, to which apples and nuts are also added - is very popular in this country:**



- Kazakhstan
 - Moldavia
 - Ukraine
 - Uzbekistan
- **7) Tortillas - stuffed cakes that are traditionally cooked over an open fire - came up with ...**



- Mexicans
 - Portuguese
 - Brazilians
 - Spaniards
- **8) One of the most popular dishes in Russia - goulash - was a dish of the shepherds in this country:**



- Poland
 - Hungary
 - Slovakia
 - Slovenia
- **9) What cuisine of the world does the tobacco chicken belong to?**



- Georgian
 - Russian
 - The Azerbaijan
 - Ukrainian
- 10) A soup called "Kajanguk" is made from meat unusual for Europeans, originally from ...



- Pakistan
- Korea
- Indonesia
- Mali

Test 2: Hotels Test



1. Give words to the definitions.

- a) the place at the hotel where you check in -

receptionist		check-							
out	lobby	double	bellboy	reception	motel	doorman	chambe		
rmaid	penthouse	facilities	guest	porter	a complaint	manager			

- b) a person who tidies up your room at the hotel -

receptionist	check-							
out	lobby	double	bellboy	reception	motel	doorman	chambe	
rmaid	penthouse	facilities	guest	porter	a complaint	manager		

- c) a room for two people -

receptionist	check-							
out	lobby	double	bellboy	reception	motel	doorman	chambe	
rmaid	penthouse	facilities	guest	porter	a complaint	manager		

- d) you make it when you are not satisfied with something at the hotel -

receptionist	check-							
out	lobby	double	bellboy	reception	motel	doorman	chambe	
rmaid	penthouse	facilities	guest	porter	a complaint	manager		

- e) a man in a hotel who watches the door, helps people find taxis, and usually wears a uniform -

receptionist	check-							
out	lobby	double	bellboy	reception	motel	doorman	chambe	
rmaid	penthouse	facilities	guest	porter	a complaint	manager		

- f) the time by which you must leave a hotel room -

receptionist	check-							
out	lobby	double	bellboy	reception	motel	doorman	chambe	
rmaid	penthouse	facilities	guest	porter	a complaint	manager		

- g) a person who welcomes and deals with people arriving at a hotel -

receptionist	check-							
out	lobby	double	bellboy	reception	motel	doorman	chambe	
rmaid	penthouse	facilities	guest	porter	a complaint	manager		

- h) a very expensive and comfortable set of rooms on the upper floor of a hotel -

receptionist	check-							
out	lobby	double	bellboy	reception	motel	doorman	chambe	
rmaid	penthouse	facilities	guest	porter	a complaint	manager		

- i) a young man who carries bags, takes messages etc in a hotel -

receptionist	check-							
out	lobby	double	bellboy	reception	motel	doorman	chambe	
rmaid	penthouse	facilities	guest	porter	a complaint	manager		

- j) a hotel for people travelling, where you can park your car outside your room -

receptionist	check-							
out	lobby	double	bellboy	reception	motel	doorman	chambe	
rmaid	penthouse	facilities	guest	porter	a complaint	manager		

- k) rooms, equipment, or services in a hotel -

receptionist	check-							
out	lobby	double	bellboy	reception	motel	doorman	chambe	
rmaid	penthouse	facilities	guest	porter	a complaint	manager		

- l) a person who stays at a hotel -

receptionist	check-							
out	lobby	double	bellboy	reception	motel	doorman	chambe	
rmaid	penthouse	facilities	guest	porter	a complaint	manager		

- m) large hall just inside the entrance to a hotel -

receptionist	check-							
out	lobby	double	bellboy	reception	motel	doorman	chambe	
rmaid	penthouse	facilities	guest	porter	a complaint	manager		

- n) a person who helps you with your luggage at a hotel -

receptionist	check-							
out	lobby	double	bellboy	reception	motel	doorman	chambe	
rmaid	penthouse	facilities	guest	porter	a complaint	manager		

- o) a person who is in charge of running a hotel -

receptionist	check-							
out	lobby	double	bellboy	reception	motel	doorman	chambe	
rmaid	penthouse	facilities	guest	porter	a complaint	manager		

UNIT 3. FUNCTIONAL LANGUAGE.

Тема 3: Контроль письменной речи.

Вид занятия: итоговая контрольная работа

Цели занятия: мониторинг навыков письменной речи обучающихся по приобретённым лексическим и грамматическим знаниям

ОК 05. Осуществлять устную и письменную коммуникацию на государственном языке с учетом особенностей социального и культурного контекста.

Ex.1. Answer the questions in writing:

1. What forms of address do you know?

2. What word do you use before the surname of a man when you address him?

3. What word do you use when you address a man if there is no surname?

4. What word do you use before the surname of a married woman when you address her?

5. What word do you use before the surname of an unmarried woman or a young girl?

6. What do you say when you address a woman if there is no surname?

7. What do you say when you address a young woman or a girl (or young women or girls)?

8. What words do you use when you address a group of guests (men and women)? 9. How do you greet your colleagues and what do they say in answer to your greeting?

10. How do you greet your friends and what do they say in answer to your greeting?

Ex.2. Fill in the blanks with a meaningful word or phrase:

that's all right, Miss, dear, young ladies, dear Mr, ladies and gentlemen, Mr, Sir, how d'you do, ma'am

1.... Smith! We are happy to receive you. 2. Thank you, ... Black! 3.... guests! Welcome to our city! 4. The old man to the young girls: "Pardon, ...! Show me the way to the station, please!" 5.The head waiter to the guests: "Good evening, ...!" 6. The waiter to the lady guest: "Pleased to see you in our restaurant," 7. The waiter to the man: "I'm at your service," 8.... friends! Happy to see you! 9. How d'you do, ... Green! -..., Mr White! 10. Oh, excuse me I'm coming late. -... .

Ex.3. Put the personal pronouns in parentheses in the desired form:

1. Let (I) help you, sir. 2. Let (we) go to the park now. 3. Let (they) see what to order for dinner. 4. Let (we) have breakfast at this cafe. 5. Let (she) sing for (we). 6. Let (he) make an order. 7. Let (we) see this play! 8. Don't let (they) smoke here! 9. Let (we) not drink cold water now. 10. Don't let (they) speak Russian at the English lesson.

Ex. 4. Form general questions and provide short answers based on the pattern:

Sample: a) Pete serves guests quickly.

Does Pete serve guests quickly? Yes, he does,

b) Pete doesn't work every day.

Does he work every day? No, he doesn't.

1. Jane serves two tables in Hall One.
2. Mike recommends his guests special dishes in the evening.
3. Bob often orders fish and winter.
4. Ann doesn't eat ice-cream in winter.
5. Pete doesn't fish in winter.

Ex. 5. Compose mini dialogues according to the sample using the words given in parentheses:

Sample: - Have you got an apple? -Yes, I've got it. -And you? Have you got an apple?

- No, I haven't got it.

- What have you got?

- I've got a pear.

1. Have you got a peach? (an apricot)
 2. Have you got a cucumber? (a tomato)
 3. Has she got a melon? (a water-melon)
 4. Has he got a new coat? (a raincoat)
-
-

Ex.6. Read the text, make 5 questions to the text:

Welcoming Our Guests

Why do people from all over the world choose the Royal Point Hotel? Because of our friendly atmosphere. How can you make guests feel welcome? Here are some tips:

- Greet new guests with a friendly "welcome". Also, be sure to introduce yourself. Begin your introduction with the phrase, "Allow me to introduce myself."
- Address all guests as "sir" or "ma'am." The title "Mr." or "Ms." followed by the guest's last name is also appropriate.
- Is a guest having trouble carrying his or her luggage? Offer to take his or her bags. A guest may have additional baggage in his or her car trunk. Don't forget to ask!

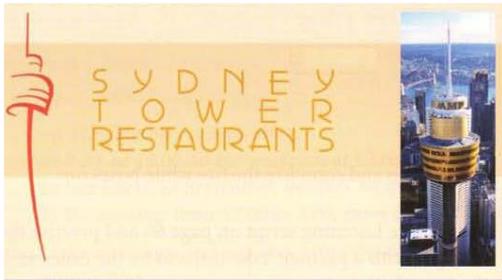
1)
2)
3)
4)
5)



Ex.7. Put the verb in brackets in the desired form:

1. There (to be) many dishes on the menu today. 2. There (to be) an interesting film on TV in the evening. 3. (to be) there many guests in the restaurant-hall today? - Yes, there (to be). 4. What dishes (to be) there on the menu today? - There (to be) table d`hôte, a la carte and special dishes on the menu today. 5. There (to be) no money about me now. 6. (to be) there mustard in the mustard-pot? - No, there (to be) not. 7. How many foreign guests (to be) there in the restaurant-hall? - There (to be) twenty foreign guests in the restaurant-hall today. 8. What (to be) there on TV in the evening? - There (to be) an English film on TV in the evening. 9. How many ladies and gentlemen (to be) there at that table? - There (to be) two ladies and two gentlemen at that table. 10. What (to be) there in the cruet-stand?

Ex.8. Read the translate the text, write out all the adjectives from the text:



Sydney Tower Buffet is the contemporary self-select restaurant in Sydney Tower Dining. Offering an extensive banquet-style dining experience with uninterrupted revolving views of the city, Sydney Tower Buffet provides the perfect relaxed dining environment for locals and visitors alike.

With more than 40 freshly-prepared dishes on offer, guests can sample food from a range of cuisines including succulent fresh seafood, modern Australian, Italian, Chinese, Japanese and Thai.

Relaxed dining and friendly service make Sydney Tower Buffet a perfect dining option for families. Take advantage of our KIDS EAT FREE special offer which runs all year round (Mondays & Tuesdays, lunch & dinner) and during school holidays (Monday - Thursday, lunch & dinner). Conditions apply.



Ex.9. Read the dialogue, note if the statements are correct:

Doorman (M): Welcome to the Royal Point Hotel!

Guest (W): Thank you. I'm glad to be here.

Doorman: And we're glad to have you. Allow me to introduce myself. My name is Roland Hayes. I'm the doorman.

Guest: It's nice to meet you, Mr. Hayes.

Doorman: It's nice to meet you, too. May I take your bags?

Guest: Sure. My luggage is in my car trunk.

Doorman: Okay. I'm happy to unload your luggage. In the meantime, why don't you check in at the front desk?

Guest: All right. Thank you very much.

- 1 _ The guest's luggage is in her car trunk.
- 2 _ The guest prefers to carry her own bags.
- 3 _ The doorman checks in the guest at the front desk.

Ex.10. Put the following sentences in simple past tense:

1. I help my friends. 2. I cook meals. 3. Granny often fries fish. 4. We often roast chicken. 5. I often boil milk. 6. I dry apples in summer. 7. We tin meat in winter. 8, Granny and me pickle cucumbers and tomatoes in summer. 9. We all work in our vegetable-garden in summer.

Ex. 11. Fill in the table with the appropriate words:

surf the web *vending machine* *hotel restaurant*
fitness center *check email* *work out* *ice machine*

Food and Drink	Exercise Activities	Computer
_____	_____	_____
_____	_____	_____
_____	_____	_____

Ex. 12. Determine which nouns are countable and which are uncountable:

bread casserole cheese chocolate cracker
lentil meat noodle pasta pizza potato
sandwich steak sweet toast vegetable.

Ex. 13. Use the modal verbs can, may, must, need wherever they are necessary:

- 1. You ...write the letter now. You ...do it tomorrow.
- 2. Paula ...speak Italian but she ...not speak French.
- 3. He ...forget to come to the conference. He is so absent-minded!
- 4. It's a fantastic film. You ...see it.
- 5. Be happy! You ...not be sad.

Ex. 14. Use the modal verbs could, should, ought to where appropriate. Rewrite and translate the sentences in writing.

- 1. When I was young, I ...run very fast.
- 2. Paula ...not go to the meeting last week. She was ill.
- 3. When you play tennis, you ...watch the ball.
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- 4. If you have time, you ...go to the Science Museum. It's very interesting.
- 5. We ...not wait very long for the bus yesterday. We didn't have much time.
- 6. It is very important that everybody ...listen very carefully.

UNIT 4. «Professionally oriented reading texts»

Тема 1: Контроль чтения.

Вид занятия: итоговая контрольная работа

Цели занятия: мониторинг навыков чтения обучающихся по специфике усложнения уровней профессионально-ориентированных текстов с использованием аудио-сопровождения

ОК 02. Осуществлять поиск, анализ и интерпретацию информации, необходимой для выполнения задач профессиональной деятельности.

1. Intermediate texts with audio

«A Nice Cup of Tea»

That was Miss Binnie Hale, singing a song called 'A Nice Cup of Tea', which she recorded 70 years ago, in 1941.

We British love tea. We drink more tea per head of population than any other country in the world, except for Ireland. If you go to the Tea Council website, you will see a counter at the top of the page which shows how many cups of tea we have drunk so far today. By the end of the day, the counter will reach 165 million – that is three cups of tea per person per day. Coffee has become more popular in Britain in recent years, but even today we drink more than twice as much tea as coffee.

However, tea drinking is not an old tradition in Britain. We made our first cup of tea sometime in the middle of the 17th century. We found that we liked it, that it refreshed us and made us strong and happy, and we have continued drinking tea ever since. In the 19th century, tea became popular among working-class people, and it has remained the favourite drink of ordinary British people ever since. And it is well-known that the Queen likes a nice cup of tea, as well.

Tea drinking has a much longer history in China, where people have drunk tea for thousands of years. But British tea is not pale and delicate like tea in China. It has a rich brown colour and a strong taste. Nearly everyone in Britain puts milk in their tea, and about a third of people add sugar to make the tea sweet. (Yukk! I cannot stand tea with sugar!) It is well known that no-one outside Britain knows how to make tea properly.

When we British go on holiday in, for example, France or Spain, and we ask for a cup of tea in a hotel or cafe, the waiter brings us a cup of lukewarm water and a tea bag on the end of a piece of string. This is wrong, completely wrong, and in the interests of international harmony and understanding I shall now explain how to make a nice cup of tea, British style.

First, you put some water in a kettle and put it on the stove to boil. When it is nearly boiling, you pour a small amount of the hot water into a tea-pot, and swill it round, and pour it out again. This warms the tea pot. Then you put tea or tea bags into the tea pot. How much tea? Well, my mother used to say that you should put in one teabag for each person, plus one for the pot. So, if you are making tea for two people, you should put three teabags into the pot.

Then you pour boiling water onto the tea, and let the tea stand for about three minutes. If you have milk in your tea, put the milk in the cup first and pour the tea onto the milk, not the other way round. After you have poured the tea, and offered sugar to those strange people who like sweet tea, you should pour some more boiling water into the tea pot. Why? Because the one thing which is nicer than a nice cup of tea is another nice cup of tea.

We use the word “nice” all the time in spoken English. “It’s nice weather today. Did you have a nice time on holiday? It was so nice of you to come and visit us. Did you meet Jane’s mother? She is such a nice person. Please sit down. I’ll make us a nice cup of tea.”

In fact, “nice” is probably the most overused word in the English language. We use it so much that it has become almost meaningless. It is a good idea to find other words to use instead of “nice”, if you can.

Did you notice something else about the song at the beginning of the podcast? I am talking about the names of different meals. “At half past eleven, my idea of heaven is a nice cup of tea,” sings Binnie. We have a special word in English for a snack in the middle of the morning, which you will hear sometimes, though it is now a bit old-fashioned – ‘elevenses’, because of course we have our snack at about eleven o’clock.

After elevenses, Binnie has her next cup of tea with her dinner. Until perhaps 30 years ago, most working people in Britain had their main meal in the middle of the day. They called it “dinner”, and many older people still do. Later in the day, people had a light meal at five or six o’clock and they called it “tea”. And, like Binnie, they had a cup of tea with their tea!

Today, most people have a light meal in the middle of the day – perhaps a sandwich and an apple, which they eat at their desk in the office. We call this meal “lunch”. People eat their main meal of the day in the evening, when they get home from work, and they call this meal “supper”. “Dinner” nowadays means a formal evening meal for a special occasion, where we dress up in smart clothes, and have nice food and wine and candles!

So, a lot has changed since Binnie Hale recorded her song seventy years ago. But a nice cup of tea is still a nice cup of tea! I am going to make one now.

«I go without my breakfast»

Today's podcast is about breakfast. Probably most people think of "breakfast" as the meal you eat at the beginning of the day, when you first wake up. However, it is more complicated than that.

First, let's look at what the word "breakfast" really means. As you probably know, the word "fast" has several, completely different meanings in English. One of the meanings of "fast" is a period when you do not have any food to eat. So, for example, Muslims fast during the month of Ramadan – they do not eat anything between sunrise and sunset. A "breakfast" is, literally, a meal which you eat at the end of a period of fasting. When you eat breakfast, you break – or end – your fast.

When I get up in the morning, I have not had anything to eat since about 7 o'clock the night before. Now that is not a very long fast – perhaps 12 hours, but not more. However, the meal which we eat first thing in the morning breaks our overnight fast, so we call it "breakfast".

What do you eat for breakfast? I have a bowl of muesli with milk, two pieces of toast with marmalade, and two cups of coffee. Some people go for a run first thing in the morning, and then have a breakfast of fruit and orange juice. They are slim and fit and healthy and they make me feel guilty so I do not like them. Other people have no breakfast at all – they do not eat until the middle of the day. Nutritionists tell us that it is not a good idea to go without breakfast, because your concentration is poor if you have not had anything to eat. Other people eat huge breakfasts, with fried eggs and bacon, sausages, mushrooms and fried bread. In hotels and restaurants, a big cooked breakfast is called an "English breakfast". Actually, very few English people eat a cooked breakfast every day. We do not have time. We are in a hurry to catch the bus or the train and get to work.

I am very interested in breakfast today, because I have not had any! The doctor has the silly idea that I may have too much cholesterol in my blood. So, later today, I have to go to have a blood test. The nurse will stick an enormous needle into my arm, and take out several litres of blood, and send the blood away to a laboratory to be tested. The laboratory will of course send back a report to say that my blood cholesterol is absolutely wonderful, and that they have never seen such magnificent blood before. But – and this is the terrible bit – the blood test is what the doctor calls a "fasting blood test". That means that I must not eat anything for at least 12 hours before the test. So, no breakfast.

Now, it would be sensible to have a fasting blood test early in the morning, so that I do not have to wait a long time to have something to eat. However, the nurse who takes the blood tests only works in the afternoon, so I cannot eat anything until about 3 o'clock. You have no idea how terrible this is. It is the middle of the morning, and I am hungry, really hungry. I cannot stop

thinking about breakfast. Surely a very little bowl of muesli and one slice of toast with no marmalade would be OK. Surely a very small breakfast would not ruin the blood test. However, the nurse who does the blood tests is big and fierce, and so I stay hungry.

And now the telephone rings. It is the receptionist at the doctor's surgery. She is very sorry, but the fierce nurse who does the blood tests is unwell and cannot come to work today. Please can she re-arrange the blood test for another day. How do I feel? What is my reaction to this news? First, of course, I am relieved. I can eat my breakfast! I do not have to fast until the middle of the afternoon. But I am also annoyed. Why? Because I will have to go without my breakfast on another day in a few weeks time.

Finally, I have an English expression for you to learn. I have talked about people who "go without" their breakfast, or "do without" their breakfast. If you "do without" something, or "go without" something, you decide that you do not need it – perhaps because you do not have time, or you do not have enough money. Here are some more things you might "do without".

If you do not have enough money, you might have to do without new clothes or shoes.

If you are very busy at work, you might go without your normal lunch break.

If you feel tired and unwell, you might decide to do without your normal trip to the cinema, and go to bed early instead.

And if the blood test tells me that I have too much cholesterol in my blood, I might have to do without butter, and cheese, and chocolate, or all sorts of other nice things to eat. I might even have to go for a run first thing in the morning, and eat fruit and drink orange juice for breakfast. It is too awful to think about!

2. Above Intermediate Text with Audio

- 1) Listen and simultaneously read the text to yourself.**
- 2) Read aloud a paragraph or the entire text.**
- 3) Listen again, following the text, and repeat reading aloud, trying to imitate natural pronunciation as much as possible.**

«Come to the Fair» (Приходите на ярмарку)

Fall fairs have been a feature of North American life since early in the nineteenth century. At the end of the harvest, people from rural areas have come together to celebrate. Usually, these fairs take the form of a competition regarding the best of all farm products of that year. Depending on the part of the country, and its most important crop, fall fairs can begin as early as August or as late as November.

They usually last several days. When the United States and Canada were organized, they were divided into small units called counties. Larger units were called states or provinces. Many of the

best-known fairs are county fairs or state fairs. There are also smaller local fairs, and larger ones too, like the Canadian National Exhibition in Toronto, Ontario.

Since these fairs are usually annual events, many have developed permanent buildings over the years. Most of these are large barn-like structures. These buildings are used to display new products for farm life, such as tractors, home furnishings and water systems. Several barns are usually necessary to house all the horses, cows, pigs, goats, sheep, chickens and other animals in competition. There must also be room to display all the vegetables, berries and fruits in competition. Finally, there is space for handicrafts, artwork, baked goods, and jams and jellies.

Usually, there is a grandstand, which is a stage with wooden seats around it. Here entertainers perform for an audience during the fair. Country and western singers are usually popular at fairs, but so are comedians, clowns, dancers and musicians. There may also be other contests such as a beauty competition for queen of the fair, tests of strength for the men or pie-eating events. Most fairs also have a racetrack, which is used for horse racing, or, in some cases, auto-racing.

Fairs have helped to improve animal breeds, and races encourage the breeding of fast horses. Ploughing contests test the strength and steadiness of horses, and so do pulling contests. This spirit of competition has led to improvements in all areas of farming. Every kind of grain, fruit, vegetable, berry and animal is tested, and only the best win a ribbon. This encourages fairness to improve their products.

Farm women compete to produce the best homemade food and crafts. Many kinds of fruit and vegetables are stored in glass jars for the winter. The best of these also receive prizes. Most fairs have a dining area where this good food is served to the public. The goal of improving farming is sponsored by the governments of Canada and the U.S.A. Four-H Clubs are youth organizations that encourage farm children to take an interest in farming. Four-H Clubs aim at improving the heads, hearts, hands and health of their members. There are also women's organizations, such as the Women's Institutes in Canada, which work to make the life of farm families better. Fall fairs have taken over the idea of the midway from the circus.

The midway has rides like Ferris wheels, merry-go-rounds, and roller coasters. It also has games of chance and skill, such as trying to throw a small hoop over a large bottle. One nice thing about fall fairs is that they are fun for the whole family. Children enjoy the midway and the farm animals. Women like the crafts, food and household exhibits. Men like the machinery, the horse races and the crop exhibits. Everyone likes the grandstand shows. Nowadays, not so many people live on farms. But people from towns and cities still enjoy going to fall fairs. They are part of our North American heritage.

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