

МИНИСТЕРСТВО КУЛЬТУРЫ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное образовательное учреждение высшего образования  
«Воронежский государственный институт искусств»

Кафедра гуманитарных и социально-экономических дисциплин

**ФОНД  
ОЦЕНОЧНЫХ СРЕДСТВ ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

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**«Иностранный язык (Английский)»**

(наименование дисциплины)

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**53.05.01 Искусство концертного исполнительства**

(код и наименование специальности)

**Фортепиано**

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## 1. КОНТРОЛИРУЕМЫЕ КОМПЕТЕНЦИИ

В результате изучения дисциплины формируются следующие компетенции:

| Код компетенции | Формулировка компетенции                                                                                                                                    |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>УК-4</b>     | Способен применять современные коммуникативные технологии, в том числе на иностранном (ых) языке(ах), для академического и профессионального взаимодействия |
| <b>УК-5</b>     | Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия                                                            |

## 2. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ

| Формируемые компетенции                                                                                                                                                         | Планируемые результаты обучения                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>УК–4.</b> Способен применять современные коммуникативные технологии, в том числе на иностранном (ых) языке(ах), для академического и профессионального взаимодействия</p> | <p><b>Знать:</b></p> <ul style="list-style-type: none"> <li>- современные средства информационно-коммуникационных технологий;</li> <li>- лексический минимум английского языка в объеме не менее 4000 учебных лексических единиц общего и терминологического характера;</li> </ul> <p><b>Уметь:</b></p> <ul style="list-style-type: none"> <li>- использовать различные формы, виды устной и письменной коммуникации на родном и английском языках в учебной и профессиональной деятельности;</li> <li>- реализовывать словесное выступление (выбор темы, цель речи, поиск материала, начало, развертывание и завершение речи).</li> </ul> <p><b>Владеть:</b></p> <ul style="list-style-type: none"> <li>- навыками грамотного письма;</li> <li>- навыками разговорной и письменной речи на английском языке.</li> </ul> |
| <p><b>УК–5.</b> Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия</p>                                                            | <p><b>Знать:</b></p> <ul style="list-style-type: none"> <li>- механизмы межкультурного взаимодействия в обществе на современном этапе;</li> <li>- культуру и традиции Соединенного Королевства Великобритании и Северной Ирландии;</li> <li>- правила речевого этикета.</li> </ul> <p><b>Уметь:</b></p> <ul style="list-style-type: none"> <li>- адекватно оценивать межкультурные диалоги в современном обществе;</li> <li>- толерантно взаимодействовать с представителями англоязычной культуры.</li> </ul> <p><b>Владеть:</b></p> <ul style="list-style-type: none"> <li>- навыками межкультурного взаимодействия с учетом особенностей</li> </ul>                                                                                                                                                                   |

|  |                                                                       |
|--|-----------------------------------------------------------------------|
|  | культуры Соединенного Королевства Великобритании и Северной Ирландии. |
|--|-----------------------------------------------------------------------|

### 3. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

| № п/п | Контролируемые разделы (темы) дисциплины | Код контролируемой компетенции (или ее части) | Наименование оценочного средства |
|-------|------------------------------------------|-----------------------------------------------|----------------------------------|
| 1.    | Раздел 1                                 | УК-4                                          | Тест 1                           |
| 2.    | Раздел 2                                 | УК-4<br>УК-5                                  | Вопросы к экзамену               |
| 3.    | Раздел 3                                 | УК-4<br>УК-5                                  | Вопросы к зачету                 |
| 4.    | Раздел 4                                 | УК-4<br>УК-5                                  | Вопросы к экзамену               |

### 4. ФОРМЫ, УРОВНИ И КРИТЕРИИ ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ

| Форма оценивания | Уровни оценивания                     | Критерии оценивания                                                                                                                                                                              |
|------------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Перевод          | Не аттестован («неудовлетворительно») | неполный перевод (менее ½). Непонимание содержания текста, большое количество смысловых и грамматических ошибок.                                                                                 |
|                  | Низкий («удовлетворительно»)          | фрагмент текста переведен не полностью (2/3 – ½) или с большим количеством лексических, грамматических и стилистических ошибок, которые препятствуют общему пониманию текста.                    |
|                  | Средний («хорошо»)                    | полный перевод (100%-90%). Встречаются лексические, грамматические и стилистические неточности, которые не препятствуют общему пониманию текста, однако не согласуются с нормами языка перевода. |
|                  | Высокий («отлично»)                   | полный перевод (100%) адекватный смысловому содержанию текста на русском языке. Текст - грамматически корректен, лексические единицы и синтаксические структуры переведены адекватно.            |
| Пересказ         | Не аттестован («неудовлетворительно») | передано менее 50 % основного содержания текста, имеется существенное искажение содержания текста.                                                                                               |
|                  | Низкий («удовлетворительно»)          | текст передан в сжатой форме с существенным искажением смысла.                                                                                                                                   |

|              |                                       |                                                                                                                                                                                                                                                         |
|--------------|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | Средний («хорошо»)                    | текст передан семантически адекватно, ограничен меньшим объемом, но содержание передано не достаточно полно.                                                                                                                                            |
|              | Высокий («отлично»)                   | текст передан в сжатой форме адекватно содержанию текста, ограничен меньшим объемом, полное изложение основного содержания фрагмента текста.                                                                                                            |
| Устный ответ | Не аттестован («неудовлетворительно») | неполное высказывание (менее ½), более 15 грамматических / лексических / фонетических ошибок, грамматически неоформленная речь.                                                                                                                         |
|              | Низкий («удовлетворительно»)          | при высказывании встречаются грамматические ошибки, иногда очень серьезные. Объем высказывания составляет не более ½. Как вопросы, так и ответы вызывают затруднение.                                                                                   |
|              | Средний («хорошо»)                    | при высказывании встречаются грамматические ошибки. Объем высказывания соответствует требованиям или не составляет более чем 20-25 предложений. Вопросы говорящий понимает полностью, но ответы иногда вызывают затруднения.                            |
|              | Высокий («отлично»)                   | речь грамотная и выразительная. Правильно используются лексико-грамматические конструкции, если допускаются ошибки, то тут же исправляются говорящим. Объем высказывания соответствует требованиям. Говорящий понимает и адекватно отвечает на вопросы. |
| Тестирование | Не аттестован («неудовлетворительно») | Правильно выполнено 40% и менее тестовых заданий                                                                                                                                                                                                        |
|              | Низкий («удовлетворительно»)          | Правильно выполнено 41% - 60% тестовых заданий                                                                                                                                                                                                          |
|              | Средний («хорошо»)                    | Правильно выполнено 61% - 80% тестовых заданий                                                                                                                                                                                                          |
|              | Высокий («отлично»)                   | Правильно выполнено 81 -100% тестовых заданий                                                                                                                                                                                                           |

## 5. СОДЕРЖАНИЕ ОЦЕНОЧНЫХ СРЕДСТВ

### Раздел 1. Тест 1

**Choose the correct answer.**

1. Where \_\_\_\_\_ on holidays?  
 A) you go **B) do you go**  
 C) do you going D) are you go

2. I \_\_\_\_\_ to work now. Good-bye!

A) go B) went **C) am going** D) goes

3. I \_\_\_\_\_ a book about astrology these days.  
**A) am reading** B) read C) am reads D) reading

4. I \_\_\_\_\_ lots of books every year.  
A) will read B) am reading  
**C) read** D) am going to read

5. Nurses \_\_\_\_\_ after people in hospital.  
A) looks B) is looking C) will look **D) look**

6. Annie \_\_\_\_\_ from Ireland.  
A) come B) is coming **C) comes** D) coming

7. We \_\_\_\_\_ to a party next Saturday.  
A) go B) goes **C) are going** D) went

8. She \_\_\_\_\_ for dinner this evening.  
A) come B) came C) comes **D) is coming**

9. \_\_\_\_\_ to go out tonight?  
**A) Do you want** B) Are you wanting  
C) Is you want D) Would you want

10. I \_\_\_\_\_ four languages.  
A) am speaking **B) speak**  
C) speaks D) am speak

11. Every morning Tessa \_\_\_\_\_ at 7.30.  
A) is getting up B) got up  
C) get up **D) gets up**

12. Oh, someone \_\_\_\_\_ in my seat!  
**A) is sitting** B) sits C) will sit D) sit

13. I'm sorry. I can't help you at the moment. I \_\_\_\_\_ dinner.  
A) will cook **B) am cooking** C) cook D) cooked

14. I \_\_\_\_\_ a pain in my leg.  
A) has B) having **C) have** D) am having

15. Mrs. Steele \_\_\_\_\_ to her boss. I'll tell her you phoned.  
A) talked B) talks C) talk **D) is talking**

16. Turn the T.V off. No one \_\_\_\_\_ it!  
A) watches B) watch **C) is watching** D) watched

17. She is not ready. She \_\_\_\_\_ her hair.  
**A) is washing** B) washes C) washed D) wash

18. Derek's good at golf but he \_\_\_\_\_ very often.

A) aren't play B) isn't playing C) **doesn't play** D) didn't play

19. The sun \_\_\_\_\_ in the day time.

A) shine B) shone C) is shining D) **shines**

20. In Britain people \_\_\_\_\_ on the right.

A) are driving B) drives C) **drive** D) drove

21. This is a great party! Everyone \_\_\_\_\_.

A) dance B) **is dancing** C) dances D) are dancing

## **Раздел 2. Требования к проведению экзамена (2 семестр):**

1. Контрольный перевод фрагмента адаптированного английского текста и его пересказ.

2. Проведение диалогической или монологической речи по следующим темам на ситуативной основе: личность человека; семья; жилище; свободное время.

## **Раздел 3. Требования к проведению зачета (3 семестр):**

1. Контрольный перевод фрагмента адаптированного английского текста и его пересказ.

2. Проведение диалогической или монологической речи по следующим темам: свободное время; хобби; театр; кино, Соединенное Королевство Великобритании и Северной Ирландии; столица и достопримечательности Соединенного Королевства Великобритании и Северной Ирландии.

## **Раздел 4. Требования к проведению экзамена (4 семестр):**

1. Проверка умения читать и понимать содержание оригинального текста по специальности. Объем текста – 1000 печатных знаков. Время, отводимое на чтение, – 20 минут. Контроль осуществляется посредством передачи текстовой информации на английском языке.

2. Проверка умения читать с полным и точным пониманием оригинального текста по специальности. Объем текста – 600 печатных знаков. Время на чтение и письменный перевод с использованием словаря – 30 минут. Контроль понимания осуществляется посредством письменного учебного перевода.

3. Проверка умения:

- делать устное сообщение по изученному речевому материалу: театр; кино; Соединенное Королевство Великобритании и Северной Ирландии; столица и достопримечательности Соединенного Королевства Великобритании и Северной Ирландии; объем высказывания – 12-15 предложений;

- участвовать в беседе по вопросам, связанным со специальностью студента и общественно-бытовой тематикой (личность человека: внешность, характер, возраст, профессия; семья; родственники; биография; свободное время; увлечения; жилище: дом, квартира; учеба; театр, кино, столица и достопримечательности Соединенного Королевства Великобритании и Северной Ирландии); объем высказывания – 20-25 вопросов и предложений.

## **Образцы билетов**

Экзаменационный билет №1

1. Чтение без словаря, понимание, пересказ текста по специальности.

### **Edward Elgar**

Edward Elgar was born 2 June 1857, near Worcester in England. His father was a music dealer, and he was able to teach himself the history of music, which complemented his music lessons in the piano and violin.

He became a noted local violinist, playing in the Worcester and Birmingham festivals. Playing in a wind quarter he began arranging the music of Mozart, Beethoven and Handel; he gained a strong musical reputation within the local area, but it was not enough to make a comfortable living.

Elgar was introverted, and conscious of his 'outsider' background. He was Catholic and relatively poor, and so was outside the more established social background of British society. He was a keen cyclist and would enjoy cycling on his own into the countryside of Worcestershire. Elgar said that his trips into nature inspired much of his music.

In 1880, he began his first trips abroad, coming across the music of Richard Wagner. However, in this early period, Elgar's hope for widespread acclaim and fortune were not met. In 1889, he married Alice Roberts, daughter of a Major-General in the army. She was older and from a higher social class. Her support both musically, emotional and financially played a significant role in nurturing the career of Elgar.

In 1899, at the age of 42, Elgar finally achieved a big musical breakthrough, with his first major orchestral work, the Enigma Variations. It was received to great critical acclaim and established Elgar as the pre-eminent composer of his generation.

He also branched out into choral works, and his – The Dream of Gerontius is regarded as one of the greatest English choral pieces of all time. Elgar achieved even greater national recognition for his later Pomp and Circumstance Marches, which he composed between 1901 and 1930.

Elgar died on 23 February 1934.

(Pettinger, Tejvan. "Biography of Edward Elgar", Oxford, 2013)

2. Письменный перевод текста по специальности.

### **Five Renowned Baroque Composers**

The Baroque period lasted for 150 years, from 1600 to 1750 AD. It is a particularly famous time in classical music that saw the rise of some of the greatest classical composers. The Baroque composers introduced tonality to music, as well as establishing major music styles such as opera and concerto. This time period saw the rise of grand orchestras, as well as the introduction of many new instruments. If you are interested in the Baroque period, then you need to be familiar with its most famous composers.

Henry Purcell is famous for creating a unique English style of Baroque. This style incorporated Italian and French influences and placed special emphasis on how words were used. Purcell is most remembered for his opera works; his masterpiece is King Arthur, or The British Worthy. This piece is a five act semi-opera and was first performed in 1691 at Queen's Theatre.

3. Беседа по теме "My free time".

## **Приложение**

### **Тексты для пересказа и перевода**

#### **Five Renowned Baroque Composers**

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#### **Music-Making Methods**

Any device that is made to produce a musical sound is a musical instrument. This includes everything from a simple rubber band strung between two nails to the most complex electronic synthesizer. There are thousands of different kinds of musical instruments. For convenience, they are sometimes divided into percussion, stringed, keyboard, wind, and electronic instruments.

Percussion instruments make music when somebody strikes, shakes, or scrapes them. Drums, rattles, and bells are percussion instruments. Guitars, violins, harps, and sitars are all stringed instruments. They are plucked, played with a bow, or strummed to produce music.

On keyboard instruments, notes are played by pressing keys, pushing buttons, or flipping levers. Pianos, organs, and accordions are keyboard instruments.

You can probably guess how wind instruments work. They're played by blowing air to produce notes. Some examples are flutes, saxophones, bagpipes, trumpets, and clarinets.

Until recently, all music had to be sung or played in person. In the 18<sup>th</sup> century, people began to find ways to play music automatically. They created musical clocks, player pianos, and music boxes. With the help of water power, clockwork, and steam, these instruments made music without needing people to play them.

In the late 1800s, the earliest recording devices were invented. These allowed people to make copies of musical performances.

After the mid-20th century, inventors began to create electronic versions of some older instruments, such as guitars and pianos. They also built electronic instruments that made music in whole new ways. These instruments were called "synthesizers" because they artificially made, or synthesized, music. Most recently, the computer has become another electronic device to be used as an instrument. (From Encyclopedia Britannica)

#### **A Company of Players**

The orchestra at my school was busy practicing. I had brought my younger brother, Jeff, to watch. Jeff had never seen an orchestra before.

"Which person is the orchestra?" he asked me.

I smiled and said, "Why don't you ask them?"

Jeff went up to a boy with a big fat brass tuba in his arms.

"Are you the orchestra?" Jeff asked.

"No," the boy answered. He put his mouth to the mouthpiece, blew into it, and played a few loud notes.

“That sounds like a truck’s horn!” Jeff said.  
 He went to a girl who held a cello between her knees. It looked like a large violin.  
 “Are you the orchestra?” he asked.  
 She shook her head and drew a bow across the strings.  
 “That sounds like grandfather’s humming,” said Jeff.  
 Next he came to a boy standing behind two giant pots.  
 “Are those pots the orchestra?” he asked.  
 “No. They’re kettledrums,” the boy said. He thumped two booming notes with a pair of mallets.  
 Behind him Jeff heard a “tap-tap-tap.”  
 He turned around to see a woman tapping a long thin stick on a music stand. Everyone became very quiet.  
 “That’s the conductor,” the drummer whispered. “And that stick is her baton. She tells us how to play.”  
 The players all watched as the conductor’s arms began to move slowly up and down. The musicians began to play, and music filled the room. Jeff smiled.  
 I could tell what he was thinking. Now he knew who the orchestra was. They all were. The conductor and all the musicians with all their instruments together made the orchestra.  
 (From Encyclopedia Britannica)

### **John Constable**

John Constable (1776-1837) was famous for his watercolours and paintings of the British landscape.

John Constable was born in Suffolk where he spent most of his life. His most famous paintings were of the area around Dedham Vale where he lived. John Constable believed the greatest art came from using the inspiration of nature, rather than using various techniques and imagination to impose oneself on art.

“When I sit down to make a sketch from nature, the first thing I try to do is to forget that I have ever seen a picture”

– John Constable

In his lifetime, John Constable never achieved great financial success. His fame only grew after his death. He is now one of the most famous and well known British painters.

Art of John Constable

His style is reminiscent of the Classic Masters, but also the increasingly developed a free style, which gave an added impressionistic feel to his paintings. For example, Stonehenge gives a mythical impression of this timeless English monument.

(Pettinger, Tejvan. “Biography of John Constable”, Oxford, 2009)

### **David Hockney**

Born in Yorkshire, David Hockney became one of Britain’s most celebrated artists. He became seen as a leading figure of the ‘pop art’ movement – though it was a title he was not keen on.

«What an artist is trying to do for people is bring them closer to something, because of course art is about sharing: you wouldn’t be an artist if you didn’t want to share an experience, a thought»

– David Hockney

From an early age he had a desire to be an artist. At the age of 11 he won a scholarship to Bradford Grammar school. In the first year he purposefully came last in the form so that he would be able to study art.

At the age of 16, he was able to leave and devote himself to art. He studied at the Bradford School of Art for three years. Within a short space of time he gained a reputation as an innovative and talented artist.

Many of his works are autobiographical in nature. They are reflective and often abstract, quite different in style to the realist painters of the Old Masters.

### **John Turner**

Joseph Mallord William Turner (23 April 1775 – 19 December 1851) was an English Romantic landscape painter, watercolorist and printmaker.

John Turner was born in Covent Garden, London in 1775. Due to his mother's mental illness he was sent to live with an uncle in Brentford. After displaying aptitude for art, he entered the Royal Academy of Art school in 1789, when he was only 14 years old. He soon developed a reputation as a talented artist, and he was able to travel around the major artistic centres of Europe learning more about art.

Turner helped elevate landscape painting and is often seen as Romantic painter who helped influence the new movement of Impressionism. Along with John Constable, he is considered one of the finest British artists of all time.

Turner loved to paint landscapes and nature. He was particularly fascinated with the extremes of nature such as violent storms. An apocryphal tale suggests Turner tied himself to the mast of a ship during a storm so he could witness the buffeting of nature.

(Pettinger, Tejvan. "Biography of John Turner", Oxford, 2009)

### **Characters Parts**

To a great extent the actor builds up his part from observation. As he goes about his daily occupations he is consciously or subconsciously finding models from everyday life. He will study the characteristics and mannerisms of the people with whom he comes into contact; he will watch people in the street, in trains and buses, in shops, at public gatherings, he will notice the way they walk, the movements of head and hands, how they speak, the sound of their voices, the expression on their faces, both permanent and momentary, he will take this peculiarity from one person and that from another—anything that may help him to give individuality to the character he is to play. Not only will he seek to imitate and reproduce superficial and physical characteristics, but he will try to get inside the minds of his models and understand their thoughts and the circumstances which make them behave the way they do. He will exercise all his sympathy and intuition in this, and, with the aid of his imagination will build up a complex character that is utterly different from his own. If possible, he will observe people's reaction in emotion, fear, excitement, disappointment, joy, or sorrow, and notice particularly how their voice and movements are affected.

(From *English Words and How to Use Them*)

### **James Hugh Calum Laurie**

James Hugh Calum Laurie was born on June 11, 1959, in Oxford, England. Laurie's father, William "Ran" Laurie, was a medical doctor and Olympic gold medalist in rowing. His mother, Patricia Laurie, was a writer whose occasional essays were published by *The London Times*. The youngest of the family, Laurie has two older sisters and an older brother.

While in his last year at Eton, Laurie briefly toyed with the idea of becoming a member of the medical profession, like his father. Instead, the young man entered Selwyn College, Cambridge, in 1978 with the sole intention of rowing. He majored in anthropology and archaeology, but Hugh was never truly interested in either subject, claiming "anthropology was the most convenient subject to read while spending eight hours a day on the river."

But Laurie's rowing career came to a sudden halt his freshman year, when a serious case of mono kept him off the team. To keep himself busy, he auditioned for Footlights, the university's world-renowned dramatic society, known for launching the careers of such famous alumni as

John Cleese, Douglas Adams and Sacha Baron Cohen. The decision would change Hugh Laurie's life forever.

After his successful audition for Footlights, Laurie met fellow student Emma Thompson, and the two became romantically involved. By 1980, Laurie was the president of Footlights, and Thompson was vice president. Through their relationship, Laurie met Footlights performer and playwright, Stephen Fry. Laurie had been so impressed by Fry's play *Latin!* that he insisted Thompson introduce the two men. Together, the fast friends wrote the sketch "The Cellar Tapes" with Emma Thompson in 1981, which they entered in the Edinburgh Fringe Festival.

#### Проверочные тестовые задания для компетенции УК-4

Choose the correct answer.

1. Ann \_\_\_\_ that she \_\_\_\_ the visitor before.

A) thought / saw B) thinks / sees

C) is thinking / sees **D) thought / had seen**

2. As it \_\_\_\_ dark we \_\_\_\_ to go home.

A) gets / decided B) would get / shall decide

C) had got / have decided **D) was getting / decided**

3. He \_\_\_\_ looking at her, wondering where he \_\_\_\_ her

A) keep / see **B) kept / had seen**

4. They \_\_\_\_ to get married last month although they \_\_\_\_ each other for only six weeks.

A) decide / know B) decided / know

**C) decided / had known**

5. \_\_\_\_ the weather good when you \_\_\_\_ tennis?

A) is / played **B) was / were playing**

6. When he \_\_\_\_ to the station the train already \_\_\_\_ .

A) comes / left B) came / leaves

**C) came / had left**

7. Last Monday when I \_\_\_\_ the house it \_\_\_\_ heavily.

A) leave / rain **B) left / was raining**

8. Yesterday when Tom \_\_\_\_ the lesson \_\_\_\_ .

A) comes / already begins **B) came / had already begun**

9. I \_\_\_\_ the call because I \_\_\_\_ a shower.

**A) didn't answer / was taking** B) don't answer / take

C) doesn't answer / am taking

10. After Mary \_\_\_\_ the room, she \_\_\_\_ the floor.

A) tidied up / washes B) tidies up / has washed

C) has tidied up / washed **D) had tidied up / washed**

11. Yesterday at this time when his hat \_\_\_\_ he \_\_\_\_ across the bridge.

A) blows off / is walking B) blew off / had walked

C) has blown off / is walking **D) blew off / was walking**

12. He wanted me to go to the skating-rink together.

As he \_\_\_\_ I \_\_\_\_ my skates he \_\_\_\_ me his brother's.

A) knows / broke / offer B) knew / broke / offers

**C) knew / had broken / offered**

13. He \_\_\_\_ us the firm \_\_\_\_ wool since 1935.

**A) told / had been exporting** B) tells / would export

14. He didn't \_\_\_\_ well though he \_\_\_\_ a hard day before.

A) slept / spent B) sleep / spend

C) sleeping / had spent **D) sleep / had spent**

**Choose the correct answer.**

1. \_\_\_\_\_ you speak Spanish?

A) May B) Are **C) Can** D) Is

2. A: \_\_\_\_\_ I go? B: Yes, you can.

**A) Could** B) Am C) Need D) Did

3. \_\_\_\_\_ you help me with my homework?

A) Are B) May **C) Can** D) Need

4. You \_\_\_\_\_ enter without a tie.

A) aren't **B) can't** C) ought not D) weren't

5. Cigarettes \_\_\_\_\_ seriously damage your health.

A) are B) do **C) can** D) were

6. \_\_\_\_\_ you post this letter for me?

**A) Will** B) Shall C) May D) Are

7. \_\_\_\_\_ I open the window?

A) Will **B) Shall** C) Am D) Do

8. We \_\_\_\_\_ leave now or we'll be late.

A) has to **B) must** C) can D) will

9. If you had video, you \_\_\_\_\_ record it yourself tonight.

**A) could** B) can C) must D) may

10. Please \_\_\_\_\_ make noise.

A) didn't **B) don't** C) can't D) may not

11. \_\_\_\_\_ open the windows. I'm cold.

**A) Don't** B) Can't C) Mustn't D) Needn't

12. Shoes \_\_\_\_\_ be either black or brown.

A) don't B) are **C) may** D) need

13. A: My car has been stolen.

B: \_\_\_\_\_.

**A) You should ring the police.** B) Will you phone the police?

C) Could you ring the police? D) You are phoning the police.

14. A: I bought this pen today and it doesn't work.

B: \_\_\_\_\_.

A) Could you fill it with ink? B) Shall I give you another one?

**C) You should take it back.** D) It cannot be expensive.

15. He \_\_\_\_\_ read faster a few years ago.

A) can **B) could** C) might D) must

16. \_\_\_\_\_ you pass the salt, please?

A) Do B) Are C) Should **D) Could**

17. \_\_\_\_\_ you remember which shoe you put on first this morning?

A) May **B) Can** C) Should D) Were

18. You \_\_\_\_\_ be hungry. You've just had dinner.

A) aren't **B) can't** C) may D) must

19. You \_\_\_\_\_ be hungry. You had no lunch.

A) can't B) shouldn't **C) must** D) couldn't

20. Sorry, this \_\_\_\_\_ be my bag. Mine is brown.

**A) can't** B) must C) can D) could

21. I \_\_\_\_\_ not have time to phone you this evening.

**A) may** B) must C) would D) didn't

22. Take a sweater with you. It \_\_\_\_\_ get cold later.

A) won't **B) might** C) would D) need

23. It's very cold. You \_\_\_\_\_ to put a sweater on.

A) should **B) ought** C) has D) must

24. A: Will the director be back in the office today?

B: He said he \_\_\_\_\_ be, but he wasn't sure.

A) can **B) might** C) may D) has to