

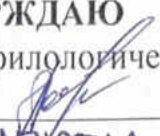
МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ
ЛУГАНСКОЙ НАРОДНОЙ РЕСПУБЛИКИ

ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ОБРАЗОВАНИЯ
ЛУГАНСКОЙ НАРОДНОЙ РЕСПУБЛИКИ
«ЛУГАНСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ»
(ГОУ ВО ЛНР «ЛГПУ»)

Структурное подразделение филологический факультет
Кафедра английской и восточной филологии

УТВЕРЖДАЮ

Декан филологического факультета

 О.С. Перетятая
« 15 » АПРЕЛЯ 2021 г.

Приложение к рабочей программе учебной дисциплины

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
для проведения текущего контроля и
промежуточной аттестации обучающихся по дисциплине

Иностранный язык

По направлению подготовки 45.03.01 Филология
Профиль – Русский язык и литература, иностранный язык (английский)
Квалификация выпускника – бакалавр
Форма обучения – очная
Курс – 1-2 курс (1-3 семестр)

Разработчики:
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И.о. заведующего кафедрой английской и
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 Ткачева Е.А.
« 09 » АПРЕЛЯ 2021 г.

Луганск, 2021

1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

1.1. Перечень компетенций, формируемых в процессе освоения основной образовательной программы

Процесс освоения дисциплины направлен на овладение следующими компетенциями:

Общекультурных:

ОК-5 – способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия.

Общепрофессиональных:

ОПК-5 – свободным владением основным изучаемым языком в его литературной форме, базовыми методами и приемами различных типов устной и письменной коммуникации на данном языке.

Профессиональных:

ПК-10 – владением навыками перевода различных типов текстов (в основном научных и публицистических, а также документов) с иностранных языков и на иностранные языки; аннотирование и реферирование документов, научных трудов и художественных произведений на иностранных языках.

1.2. Этапы формирования компетенций и средства оценивания уровня их сформированности

1 семестр

Этапы формирования компетенций	Компетенции	Контрольно-оценочные средства / способ оценивания
Тема 1. Heroes and Villains. Character and Appearance. Personal Qualities. The Present Simple Tense vs. the Present Continuous Tense. Adverbs of Frequency.	ОК-5, ОПК-5, ПК-10	Выполнение практических заданий, устный опрос
Тема 2. Lifestyles. Jobs and Places. A City Slicker or a Country Lover. The Degrees of Comparison. The Non-Finite Forms of Verbs.	ОК-5, ОПК-5, ПК-10	Выполнение практических заданий, устный опрос
Module test	ОК-5, ОПК-5, ПК-10	Контрольная работа

2 семестр

Тема 3. Earth Calling. Environmental Problems and Endangered Species.	ОК-5, ОПК-5, ПК-10	Выполнение практических заданий, устный опрос
Тема 4. The Present Perfect Simple vs. The Present Perfect Continuous Traveller's Tales. Holidays and Climate. Types of Holidays, Sites and Resorts. The Past Simple Tense vs. the Past Continuous Tense. Used to / would.	ОК-5, ОПК-5, ПК-10	Выполнение практических заданий, устный опрос
Module test	ОК-5, ОПК-5, ПК-10	Контрольная работа

	ПК-10	
3 семестр		
Тема 5. On Offer. Shops and Shopping. Clothes and Accessories. Types of Shops. Products. Modal Verbs. Making Assumptions. Too / Enough. Order of Adjectives.	ОК-5, ОПК-5, ПК-10	Выполнение практических заданий, устный опрос
Тема 6. Happy Days! Celebrations Events and Customs. Future Forms. The Future Continuous Tense. Question Tags.	ОК-5, ОПК-5, ПК-10	Выполнение практических заданий, устный опрос
Тема 7. Eating Out! Places to Eat. Food and Drinks. Recipes and Cooking. Countable and Uncountable Nouns the Past Perfect Simple vs. the Past Perfect Continuous. Indefinite Pronouns.	ОК-5, ОПК-5, ПК-10	Выполнение практических заданий, устный опрос
Module test	ОК-5, ОПК-5, ПК-10	Контрольная работа
Промежуточная аттестация	ОК-5, ОПК-5, ПК-10	Экзамен

1.3. Описание показателей формирования компетенций

Код компетенции	Планируемые результаты обучения (показатели)
ОК-5	<p>Знать: суть содержания понятий «деловая коммуникация», «деловой этикет», «вербальные и невербальные средства делового общения», «социокультурный контекст делового общения»; об информационно-коммуникативных технологиях, используемых в деловой коммуникации; суть понятия «жанр письменной коммуникации» и типы жанров письменной коммуникации в деловой коммуникации.</p> <p>Уметь: выбирать на русском и иностранном языках необходимые вербальные и невербальные средства общения для решения стандартных задач делового общения; демонстрировать этически корректное поведение на русском и иностранном языках при взаимодействии с работодателем, написании предложений о сотрудничестве с потенциальными партнерами, выступлении с презентациями (информативного характера), сопряженных со сферой подготовки в бакалавриате; использовать информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных и профессиональных задач.</p> <p>Владеть: способностью выбирать на государственном и иностранном(ых) языках коммуникативно приемлемые стили делового общения, вербальные и невербальные средства взаимодействия с партнерами; навыками использования информационно-коммуникационных технологий при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном(ых) языках.</p>

ОПК-5	<p>Знать: основные стилистические приемы, применяемые в текстах различных типов и жанров, и специфику их перевода с русского на иностранный и с иностранного на русский язык; лексические и стилистические особенности текстов различных типов и жанров, и специфику их перевода с русского на иностранный и с иностранного на русский язык.</p> <p>Уметь: создавать на основе исходного текста на одном языке равноценный ему в отношении объема и содержания текст на другом языке; оформлять перевод соответственно стилистической характеристике текста оригинала; адекватно передавать культурологическую информацию, содержащуюся в исходном тексте; пользоваться в процессе перевода разными словарями и справочниками.</p> <p>Владеть: навыком распознавания и интерпретации образов, применяемых в исходном тексте, и соотнесения их с литературными традициями языка перевода; навыком применения различных лексических и грамматических приемов перевода; навыком распознавания и адекватного перевода речевых клише и устойчивых словосочетаний; навыком применения норм сочетаемости слов, грамматических и лексических норм.</p>
ПК-10	<p>Знать: особенности изучаемой иноязычной культуры и уметь учитывать их при осуществлении коммуникативных задач; основные способы анализа текстов на английском языке, принадлежащих различным регистрам речи и функциональным стилям, а также приемы их создания.</p> <p>Уметь: критически оценивать и самостоятельно пополнять практические и теоретические знания для создания письменных работ и докладов, презентаций и т.п. исследовательского характера и иных целей.</p> <p>Владеть: аналитического чтения текстов газетных и журнальных публикаций; публичного выступления на заданную тему (пересказ текста, доклад, воспроизведение вслух сочинения, презентация); стратегии ведения дискуссии на заранее известную тему (подготовленной дискуссии) или спонтанной дискуссии, связанной с необходимостью отстаивать свою позицию, используя имеющиеся языковые ресурсы.</p>

1.4. Критерии оценивания компетенций на разных этапах их формирования

Вид учебной работы	Количество баллов
1 семестр	
Устные ответы на занятии	50
Контрольная работа	30
Самостоятельная работа	20
Итого за семестр:	100
2 семестр	
Устные ответы на занятии	50
Контрольная работа	30

Самостоятельная работа	20
Итого за семестр:	100
3 семестр	
Устные ответы на занятия	40
Контрольная работа	20
Самостоятельная работа	10
Экзамен	30
Итого за семестр:	100

Накопительная система оценивания по 100-балльной шкале

Четырехбалльная система оценивания экзамена	100-балльная шкала	Буквенная шкала, соответствующая 100-балльной шкале	Система оценивания зачета
Отлично	90–100	А – отлично – теоретическое содержание курса освоено полностью, без пробелов; необходимые практические навыки работы с освоенным материалом сформированы; все предусмотренные программой обучения учебные задания выполнены, качество их выполнения оценено числом баллов, близким к максимальному	Зачтено
Хорошо	83–89	В – очень хорошо – теоретическое содержание курса освоено полностью, без пробелов; необходимые практические навыки работы с освоенным материалом в основном сформированы; все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному	
Хорошо	75–82	С – хорошо – теоретическое содержание курса освоено полностью; некоторые практические навыки работы с освоенным материалом сформированы недостаточно; все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками	
Удовлетворительно	63–74	Д – удовлетворительно – теоретическое содержание дисциплины освоено частично, но	

		пробелы не носят существенного характера; необходимые практические навыки работы с освоенным материалом в основном сформированы; большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки	
Удовлетворительно	50–62	Е – посредственно – теоретическое содержание курса освоено частично; некоторые практические навыки работы не сформированы, многие предусмотренные программой обучения учебные задания не выполнены либо качество выполнения некоторых из них оценено числом баллов, близким к минимальному	
Неудовлетворительно	21–49	FX – неудовлетворительно – теоретическое содержание курса освоено частично; необходимые практические навыки работы не сформированы; большинство предусмотренных программой обучения учебных заданий не выполнено либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий	Не зачтено
Неудовлетворительно	0–20	F – неудовлетворительно – теоретическое содержание курса не освоено; необходимые практические навыки работы не сформированы; все выполненные учебные задания содержат грубые ошибки, дополнительная самостоятельная работа над материалом курса не приведет к какому-либо значимому повышению качества выполнения учебных заданий	

1.5. Образец оформления экзаменационного билета

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**ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ОБРАЗОВАНИЯ
ЛУГАНСКОЙ НАРОДНОЙ РЕСПУБЛИКИ
«ЛУГАНСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ»
(ГОУ ВО ЛНР «ЛГПУ»)**

2021/2022 учебный год

ИНСТИТУТ ФИЛОЛОГИИ И СОЦИАЛЬНЫХ КОММУНИКАЦИЙ

кафедра английской и восточной филологии

Направление подготовки: 45.03.01 Филология

Профиль: Русский язык и литература, иностранный язык (английский)

Экзамен (устный) по дисциплине «Иностранный язык»

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1

1. Пройдите тест.

2. Personal Qualities. Topical Vocabulary

Утверждено на заседании кафедры, протокол № ... от 2021 года

И.о. заведующего кафедрой _____ Ткачева Е.А.

Экзаменатор _____

Новикова А.А.

2. КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА

2.1. Оценочные средства текущего контроля (типовые)

Вопросы для устного опроса:

1. Character and Appearance. Topical Vocabulary.
2. Personal Qualities. Topical Vocabulary.
3. The Present Simple Tense.
4. The Present Continuous Tense.
5. Adverbs of Frequency.
6. Jobs and Places. Topical Vocabulary.
7. A City Slicker or a Country Lover. Topical Vocabulary.
8. The Degrees of Comparison.
9. The Non-Finite Forms of Verbs.
10. Earth Calling. Environmental Problems and Endangered Species. Topical Vocabulary.
11. The Present Perfect Simple.
12. The Present Perfect Continuous.
13. Holidays and Climate. Topical Vocabulary.
14. Types of Holidays, Sites and Resorts. Topical Vocabulary.
15. The Past Simple Tense.
16. The Past Continuous Tense.
17. Used to / would.

2.2. Оценочные средства для промежуточной аттестации

Exercise 1 Read the story and number the sentences in the correct order from 1-7.

The night outside was cold and windy. Joe Langley was alone in his London flat. His dog, Max, was sleeping at his feet. The TV was on, but Joe wasn't watching it. He was just sitting in his armchair, thinking about his future. He didn't have any money and he couldn't get a job! He felt very depressed.

It was quite late at night and Joe was getting sleepy. He decided to go bed but forgot to put out the fire in the fireplace. He fell asleep almost immediately.

Suddenly, Joe woke up. His dog was barking loudly. Joe saw smoke coming out of the living room. His carpet was on fire! He took a bucket filled with water and poured it onto the burning carpet. Thanks to Max, he was saved from the fire!

After what happened, Joe realized that fire was not that bad after all! He felt lucky to be alive, and was sure that everything would be all right in the end.

1. Joe poured water onto the burning carpet. . . .
2. Joe forgot to put out the fire. . . .

3. Joe's dog, Max, was barking loudly.
4. Joe felt lucky to be alive.
5. The carpet was on fire !
6. Joe fell asleep.
7. The night was cold and windy.

Exercise 2. Choose the right one.

1. interesting person he is!
A how B what an C what
2. Frank live in Toronto?
A do B does C has
3. Ellen used to Spanish lessons.
A take B taking C taken
4. You are leaving next week,?
A are you B isn't you C aren't you
5. Nick rarely a taxi to work.
A takes B is taking C has taken
6. Australia is not as as Asia.
A biggest B bigger C big
7. Vicky is young to cross the street on her own.
A enough B too C much
8. George to the park with the children every Sunday.
A is going B had gone C goes
9. At 8:00 last night, he for his trip.
A was packing B packs C will pack
10. quickly the babies learn!
A how B what C why
11. He asked us our books to page 32.
A opened B to open C open
12. The Four Seasons composed by Vivaldi.
A had B was C has
13. Did John fix the washing machine?
A herself B yourself C himself
14. Let's go away for the weekend,?
A will we B have we C shall we
15. He asked me the volume of the radio.
A to lower B lower C lowering
16. That be Jill. She is in Tahiti.
A can't B must C shall
17. Tom was cutting the grass Tina was planting flowers.
A after B while C before
18. Tania spoke and woke us all up.
A louder B loudly C loudest

As you go home after a hard day's work, and you get off the metro train, you sometimes have to walk a long way to the exit or to change trains. Suddenly in the noise, some music is heard. Those are street musicians. You take out a coin from your

pocket and throw it into their hat or instrument case. These musicians bring color and life to the city streets. Street musicians are aged between 17 and 30 years. Some of them are men, some women. They play classical music, pop or folk music, old and new songs. Many musicians are former university students or professional musicians.

Andrew Hain, for example, was once a music student, but he gave up music and became a painter. Now he plays in the underground because he doesn't want to forget how to play. His girlfriend is a painter, too. She helps him to collect the money. Another street musician, David MacNell, tells new players:

"Learn new songs all the time, or else you'll have fewer and fewer listeners. Wear bright clothes to attract attention. Make sure that the places where you choose to play are warm. The best places are bridges and certainly the underground."

On Sundays, Hyde Park is the best place, as the speakers here address the people. The street musicians are doing their business with the many tourists who visit the park. The weather is one of the worst problems. It is not so easy to play the violin or the guitar on a rainy November day in London and try to smile.

A much worse problem is the police. From time to time, they come, and the musicians are moved to a different place. True, they are not often fined. One musician told me:

"The policeman asked me what I was doing. I said I was just practising. Some money just fell out of my pocket into the guitar case, and I was told to leave my place. I think it's not fair. People love street music. It makes the city more attractive."

Tasks

Exercise 1. Read the text «Music in the Streets» again and complete the sentences according to the text.

1. Street musicians are
 - a) men b) women c) men and women
2. According to the text, street musicians
 - a) bring color and life to city streets.
 - b) make more noise in the streets.
 - c) make traffic more difficult
3. Street musicians play
 - a) old songs b) new songs. c) old and new songs.
4. Andrew Hain plays in the streets because he
 - a) needs money.
 - b) does not want to forget how to play.
 - c) wants to become famous.
5. The worst problem for the musicians is
 - a) weather b) the police c) -

Exercise 2. True or false(if the sentence is false, correct it)

1. Street musicians are aged between 17 and 30 years.
2. Andrew Hain, for example, was once a music professor.
3. On Mondays, Hyde Park is the best place for street musicians.
4. The weather is one of the worst problems for street musicians.
5. Street musicians are very often fined.

Exercise 3. Вставьте слова по смыслу.

1. Andrew Hain gave up music and became a _____.

2. The street musicians are doing their business with the many _____ who visit the Hyde Park.

3. It is not so easy to play the violin or the _____ on a rainy November day in London

4. Make sure that the places where you choose to play are _____.

Exercise 4. Answer the questions

1. Why should street musicians wear bright clothes?

2. What are the best places for street musicians?

3. Which is worse for street musicians – the weather or the police?

4. Why do street musicians need to learn new songs all the time?

Exercise 5. Write please, why street musicians like their job and what their problems are. _____

Поставьте перечисленные глаголы по смыслу и в форму Present perfect

Use the following verbs: arrive / break / fall / go up / grow / improve / lose

1) Tom is looking for his key. He can't find it. He _____ is key.

2) Margaret can't walk and her leg is in plaster. She _____ her leg _____.

3) Last week the bus fare was 80 pence. Now it is 90. The bus fare _____

4) Maria's English wasn't very good. Now it is better. Her English _____

5) Dan didn't have a beard before. Now he has a beard. He _____ a beard _____.

6) This morning I was expecting a letter. Now I have it. The letter _____

7) The temperature was 20 degrees. Now it is only 12. The _____

ALEXIS ELLS'S DREAM

From the time she was a small child, Alexis Ells remembers rescuing injured animals and bringing them home for care. "Healing has always been innate to me," says Ells. "It's been a calling, a passion. I was one of those blessed people who always knew what I wanted to do."

By continuing to follow this innate passion, Ells is fulfilling her life's dream as the founder of the Equine Sanctuary, a non-profit organization that rescues, rehabilitates, and re-trains injured performance horses that can no longer compete.

Ells says reaching her dream meant facing life's inevitable uncertainties and taking action now, not later. "So many people are waiting for that perfect

moment,” she says. But “that right moment never shows up. We have to create that moment. Our destiny isn’t about fate, it’s about a choice.”

Ells’s life has been fraught with great challenges, including a serious illness and a car accident in 1988 that ended her competitive riding career and left her with a serious brain injury. But she believes her success is built on her attitude that being challenged in life is inevitable; being defeated is optional. “I think it’s about perception and perspective,” she says. “If you give yourself the freedom to know that anything is possible, and you keep having faith, belief, and perseverance despite the odds, you will eventually arrive at the top of the mountain.”

Taken from National Geographic

THE GIANT PANDA

An endangered species, the giant panda can only be found in the mountain bamboo forests of Western China. There are only about 1,000 wild giant pandas left in the world. Giant pandas are members of the bear family, and they are mammals. Even though giant pandas look just like bears, they certainly do not behave like bears. Unlike their meat-eating relatives, giant pandas are vegetarians for the most part of their time. Their favourite food is bamboo. Giant pandas must eat a lot of bamboo everyday to get enough nourishment. In fact, they spend at least 12 hours everyday eating about 33 pounds of bamboo. However, if they are extremely hungry and bamboo is nowhere to be found, giant pandas may eat grass, fruits, or sometimes, small animals like chicken.

Giant pandas do not live in groups. They are loners! They only leave their territory from March to May to look for a mate. Female giant pandas usually give birth to twins. Baby giant pandas are very small, blind, pinkish, and weigh about 5 ounces at birth. Strangely, mother giant pandas tend to choose to raise just one baby and leave the other to die. Mother giant pandas feed their babies with milk. A baby giant panda opens its eyes at six to seven weeks. It starts to learn how to walk when it is about three or four months old. Mother giant pandas look after their babies for about 18 months. Once the young is strong enough, it bids farewell to its mother and moves out to live independently.

HELPdesk.com

THE MUSICAL GLASS

Mary Elizabeth loved music. She was happy when she heard lovely sounds. She waited to hear the birds sing outside her window in the spring. She listened for the cricket's song when she swept the hearth in her mother's kitchen. The horses passing her papa's store made a "clip clop" sound. That was a song to Mary Elizabeth. These songs made her heart fill with joy. Mary Elizabeth had only one wish. She wanted to make music on her own. She couldn't sing very well. Her brother, Matthew, had said, "You sound like the cat when Nana stepped on its tail."

She loved music so much. Why couldn't she make music on her own? Mary Elizabeth knew where to go when she was sad. Her Uncle Ben Franklin could always make her smile. Best of all, Uncle Ben loved music just like Mary Elizabeth. One morning, Mary Elizabeth stood outside Uncle Ben's workshop. She

could hear him humming to himself. She knew something fun was going to happen. She opened the door and saw Uncle Ben at his work table. Oh, no! What had happened? Broken glasses were everywhere. There were big glasses, little glasses, and middle sized glasses spread out on his table. Wait a minute. Only the stems that held the glasses up were broken off. What was Uncle Ben doing? Uncle Ben saw the puzzled look on Mary Elizabeth's face. "Come, little songbird," he said. "I will show you how we can make beautiful music. We will use what is broken. We can turn it into something good."

by Jane Runyon

THE FIRST WOMAN IN BUSINESS

At the start of the twentieth century the idea of women in business seemed crazy. In those days men held all the positions of power and made all the decisions about money. They believed that a woman`s place was at home, looking after her children, cooking for her family and managing the house. If a woman needed to work she could perhaps find a job in a shop or in a factory, but she had no chance of working as a businesswoman or a banker, or a lawyer. Women`s fashions in the USA and Europe at that time supported their position in society. Fashionable women wore long dresses that almost touched the ground. This made it difficult for them to drive a car, ride a horse or even walk quickly.

But many women were not happy with their position in society, and they didn't like the clothes they had to wear. One of those people was a French woman called Gabrielle 'Coco' Chanel. When she went into business in 1910, she planned to change clothes that women wore. But over the next sixty years she did much more than that, as she became the richest and the most successful businesswoman.

Coco Chanel had no experience of business when she opened her first hat shop in Paris in 1910. She was only twenty-seven years old and she came from an ordinary family. Many of Coco's customers in her first shop were her young women friends. They loved the simple but beautiful hats and dresses that Coco made for them, and soon her shop started to do well.

David Evance

In the 21st century, our need for energy is greater than it has ever been. Fossil fuels like coal, oil and gas were formed millions of years ago, and when power stations burn them to create electricity, they release harmful gases into the atmosphere. There may be enough coal to last for a few hundred years, but known oil and gas reserves will run out in less than 50 years - and then what will we do?

Many scientists suggest turning to renewable energy, which means sources of energy that will never run out. It can be produced using the wind, the sun, waves or hot springs. The wind can turn large turbines to produce electricity, while energy from the sun can be collected in panels and stored in batteries. The movement of the sea can also be changed into electrical energy by using wave machines and, in parts of the world where there is volcanic activity, hot springs can produce geothermal energy. Unlike nuclear power, these are safe sources of energy that don't pollute the environment.

Our dependence on fossil fuels has to end soon. Let's hope that by the time all the reserves are gone, there will be enough alternative sources of efficient energy available. In the meantime, why don't we try to reduce the amount of energy that we use?

Coca-Cola is probably the world's best-known taste, and was the first truly global brand. Dr. John Smith Pemberton, a pharmacist from Atlanta, Georgia, invented the drink. He mixed the Coca-Cola syrup, which was combined with carbonated water to make a popular soda fountain drink, in the local Jacob's Pharmacy.

The first customers, who paid a handsome 5 cents a glass, pronounced the drink to be "excellent," "delicious and refreshing."

Dr. Pemberton's partner and book-keeper, Frank M. Robinson, suggested the product's unusual name and wrote it down in his florid handwriting, feeling that the "two C's would look well in advertising." The first advertisement for the drink appeared in the Atlanta Journal, and handpainted oilcloth signs indicated which soda fountains offered the product. This was just the first step in a fantastic co-operation between the brand and advertising, which has made the trademark universally recognized.

A continuous stream of slogans have entered the collective consciousness, from "Drink CocaCola" in 1886, the iconic "I'd Like to Teach the World to Sing" television advertisement of 1971, right up to the simple assertion "Real" of today's campaign.

NATIONAL TOM SAWYER DAYS

What do Tom Sawyer and jumping frogs have in common? Stories about both of them were created by one man: Mark Twain. Born Samuel Clemens (Mark Twain was his pen name), Twain was 4 when his family moved to Hannibal, Missouri, located on the west bank of the Mississippi. Twain grew up there and was fascinated with life along the river -- the steamboats, the giant lumber rafts, and the people who worked on them.

"The Celebrated Jumping Frog of Calaveras County" is one of Twain's best-loved short stories, and The Adventures of Tom Sawyer is one of his most famous novels. Both these works are celebrated by events held during National Tom Sawyer Days every fourth of July. The boy in the photo entered his frog in the jumping contest. There's also a fencepainting contest to see who can paint the fastest. The idea for this contest comes from a scene in Tom Sawyer, in which Tom has been told to paint the fence in front of the house he lives in. It's a beautiful day, and he would rather be doing anything else. As his friends walk by, he convinces them it's fun to paint, and they join in the "fun." By the end of the day, the fence has three coats of paint!

Although the story of Tom Sawyer is fiction, it's based on fact. If you go to Hannibal, you'll see the white fence, which still stands at Twain's boyhood home.

CALIFORNIA STRAWBERRY FESTIVAL

Have you ever tried a strawberry pizza? If you went to Oxnard, the “Strawberry Capital of California,” in May, you could!

Oxnard is in Southern California and this part of the state takes its strawberries very seriously. At the two-day California Strawberry Festival you can see and try strawberries prepared in all sorts of ways. In addition to traditional treats such as strawberry shortcake, strawberry jam, strawberry tarts and strawberries dipped in chocolate, there is strawberry pizza! This dessert pizza is topped with strawberries, sour cream, cream cheese and whipped cream on sweet bread baked like a pizza.

Strawberry kebabs dipped in powdered sugar are another delicacy. And drinks such as a strawberry smoothie can wash it all down. Strawberries are big business in Oxnard. The annual strawberry revenues are \$100 million from Oxnard’s bountiful 6,600 berry acres. Twenty-four companies harvest and cool nearly 16 million trays of berries, which are shipped throughout North America as well as to Germany and Japan. The festival, which attracts more than 85,000 visitors, features three stages with musical entertainment, 335 arts and crafts exhibits, strolling musicians, clowns, artists, face-painting, contests, and a “Strawberry land” for children with puppets, magicians, musicians, and a pet zoo.

THE RICH FAMILY IN CHURCH

I'll never forget Easter of 1946. I was 14, my little sister Ocy was 12, and my elder sister Darlene was 16. We lived at home with our mother; our dad had died five years before, leaving Mom with three school kids to raise and no money.

A month before Easter the pastor of our church asked everyone to save money and help a poor family.

When we got home, we talked about what we could do. We decided to buy 50 pounds of potatoes and live on them for a month. When we thought that if we kept our electric lights turned out as much as possible and didn't listen to the radio, we'd save money on that month's electric bill. Darlene got as many house and yard cleaning jobs as possible, and both of us babysat for everyone we could. Every day we counted the money to see how much we had saved. At night we'd sit in the dark and talk about how the poor family was going to enjoy having the money the church would give them.

The day before Easter, Ocy and I walked to the grocery store and the manager gave us three \$20 bills and one \$10 bill for all our change. We had never had so much money before. We could hardly wait to get to church. When the pastor was taking money, Mom gave him a \$10 bill, and each of us, kids, \$20. As we walked home after church, we sang all the way. Later that afternoon the minister drove up in his car. Mom went to the door and then came back with an envelope in her hand. She opened the envelope and out fell a bunch of money. There were three \$20 bills, one \$10 and seventeen \$1 bills.

THE BERMUDA TRIANGLE

At 2 pm on 5 December 1945, five US bombers took off from Fort

Lauderlale in the USA for a training flight in perfect weather. Shortly afterwards, the pilots radioed that their flight instruments were all malfunctioning. Two hours after take-off, all contact with the planes was lost. A reconnaissance plane was immediately dispatched to search for the missing planes. Within 20 minutes, radio contact with it had also been lost. No trace of any of the planes was ever found. In all, six planes and 27 men had vanished into the air.

The disappearance of the six planes was far from being the first mysterious incident in the area: for years, navigational problems and strange magnetic forces had been reported. The disappearance was not even the greatest disaster within the triangle. The Cyclops, a 19,000-ton US ship was sailing from Barbados to Norfolk, Virginia. In March 1918, when it vanished with its crew of 309 from the surface of the ocean without making a distress call and without the slightest wreckage ever being found.

The losses of boats and planes in that area defy explanation. The disasters are the origin of a new phrase in the English language – the Bermuda Triangle and this phrase has entered legend. The Bermuda Triangle has been called the 'Devils' Triangle, the Triangle of Death, the Graveyard of the Atlantic. It has swallowed up 140 ships and planes and more than 1,000 people. Today many airmen and sailors are still afraid of that area of the Atlantic Ocean.

ROMEO AND JULIET - THE GREATEST LOVE STORY OF ALL TIMES

Since the invention of the motion picture in 1894, Romeo and Juliet has been one of the most popular stories in films. Numerous movies have been based on Shakespeare's famous love story, the earliest dating back to 1900. Many directors have taken this famous play and made it into a film, trying to keep to the themes of the original story.

One of them is Baz Luhrmann. His version of Romeo and Juliet, produced in 1996, has been described as an original, post-modern version of Shakespeare's tragic love story.

With this extremely successful film, Luhrmann has managed to update the story - by combining modern-day settings and characters with almost the original language. The story is set in Miami. The changes in the language, together with dramatic gun fights and passionate love scenes, make the story more accessible to modern audiences.

In Luhrmann's version of the film, the main characters, Romeo (Leonardo di Caprio) and Juliet (Clare Danes), are Miami teenagers of the nineties. Even though the setting of the film is very unconventional, it contains all the themes of the original version, because it does not change the story at all.

IT'S ONLY ME

After her husband had gone to work, Mrs. Richards sent her children to school and went upstairs to her bedroom. She was too excited to do any housework that morning, because in the evening she would be going to a fancy dress party with her husband. She intended to dress up as a ghost and she had made her

costume the night before. Now she was impatient to try it on. Though the costume consisted only of a sheet, it was very effective. Mrs. Richards put it on, looked in the mirror, smiled and went downstairs. She wanted to find out whether it would be comfortable to wear.

Just as Mrs. Richards was entering the dining-room, there was a knock on the front door. She knew that it must be the baker. She had told him to come straight in if ever she failed to open the door and to leave the bread on the kitchen table. Not wanting to frighten the poor man, Mrs. Richards quickly hid in the small store-room under the stairs. She heard the front door open and heavy footsteps in the hall. Suddenly the door of the store-room was opened and a man entered. Mrs. Richards realized that it must be the man from the Electricity Board who had come to read the meter. She tried to explain the situation, saying 'It's only me', but it was too late. The man let out a cry and jumped back several paces. When Mrs. Richards walked towards him, he ran away, slamming the door behind him.

Just Funny Stories

MANUSCRIPTS

When Martin Eden returned to San Francisco, he began to write. He sent his works to newspapers and magazines, but the editors sent his manuscripts back. Martine continued to write and study at the same time. Martine slept five hours: only a man in very good health could work for nineteen hours a day. The weeks passed. All Martin's money was spent and publishers continued to send his manuscripts back. Martin sold his coat, then his watch. One morning the postman brought him a short thin envelope. There was no manuscript in that envelope, therefore, Martin thought they had taken the story. It was The Ring of the Bells. In the letter the editor of a San Francisco magazine said that the story was good. They would pay the author five dollars for it. And he would receive the check when the story was published.

Martin thought that five dollars for five thousand words was very little. After a few weeks the story was published, but the check didn't arrive. Martin had waited for about a month before he decided to go and get the five dollars from the editor. He entered the office and said that he wanted to see Mr. Ford – the editor. "I'm Martin Eden," Martin began the conversation. He wanted to ask for his five dollars, but it was his first editor and he didn't want to make a bad impression on him. To his surprise Mr Ford quickly stood up with the words "You don't say so!" and the next moment, with both hands was shaking Martin's hand.

by Jack London

FLIGHT

For many centuries people watched birds and dreamed that they could fly. We cannot fly like birds: we don't have enough strength in our arms to move wings up and down. We also really need the power of an engine to drive up forward. Many people died learning these lessons, before controlled flight became possible.

The first flying machine which could carry a human being was built in

Spain in 875. Reports tell us that the inventor flew some distance, but the landing was hard: the man hurt his back badly and was never able to fly again.

It was possible that the news of his flight reached England, carried there by men returning from war in the Middle East. Whether this is true or not, in 1010 a man called Oliver jumped off a church roof in Mulmesbury. This time we know the distance of his flight - 125 steps.

In the last years of the 15th century, the Italian Leonardo da Vinci studied the flight of birds and made a number of drawings of flying machines. His early machines tried to copy the movement of birds' wings, which he didn't fully understand. But less than 10 years before his death in 1519, he drew a machine with wings that didn't move. One of the machines was built and it did fly.

In 1536 in France, Denis Bolor returned to the idea of moving wings. He tried to fly using wings that were moved up and down. The idea didn't work and he fell to his death. Inventions That Changed the World.

DAILY BREAD

Miss Martha was 40 years old but she was not married. She had her own shop where she sold bread, both fresh and stale which was cheaper. There was a customer who called at her shop two or three times a week. The man was not young but he was very pleasant. He wore cheap clothes but they always looked nice on him. He always bought stale bread and never fresh. Miss Martha decided that he was very poor. She often thought of him and was always sorry that she couldn't invite him to have dinner with her. She wanted to talk to him, to know more about him. She liked the man and began wearing her best dress. She wanted to help the poor man but didn't know how to do it. Once when her customer called on her to buy stale bread, Miss Martha had an idea and a good one, as she thought, to help him. She put some butter in the stale bread. The next day two men came into the shop. One of them was her customer and the other – a young man. The customer was very angry and couldn't speak to her. So the young man told Miss Martha everything. "We work together in the same office", he said. "We use stale bread to take away to pencil lines from our plans. We have worked at a plan of a new district for six months. We finished it this morning and began taking away pencil lines from it with your bread. You see, as there was butter in the bread the plan is good for nothing, and we can't show this plan to anybody now." When the men left, Miss Martha went to her room, took off her best dress and put on her old one. O'Henry