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МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«КОСТРОМСКАЯ ГОСУДАРСТВЕННАЯ СЕЛЬСКОХОЗЯЙСТВЕННАЯ АКАДЕМИЯ»

Кафедра иностранных языков и русского языка как иностранного

УТВЕРЖДАЮ

Декан факультета агробизнеса

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Иностранный язык (английский)

Направление подготовки /специальность	<u>35.03.04 Агрономия</u>
Направленность (специализация)	<u>«Селекция и микрклональное размножение овощных и плодово-ягодных культур»</u>
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Караваево 2026

Фонд оценочных средств предназначен для контроля знаний, умений и уровня приобретенных компетенций студентов направления подготовки 35.03.04 Агрономия по дисциплине «Иностранный язык» (английский)

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Таблица 1

Раздел дисциплины	Формируемые компетенции или их части	Оценочные материалы и средства	Количество
Раздел 1. Профиль современного студента и специалиста	УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)		
Тема 1 Знакомство, приветствие, прощание, краткий рассказ о себе: семья, друзья и увлечения, внешность и черты характера, учеба в школе, повседневная жизнь, учеба в вузе и профессиональное развитие, жизненные установки. Мотивация выбора профессии и вуза (места обучения). Вводно-обзорный курс грамматики (Часть 1) Тема 2 Основные элементы самопрезентации – составление визитки, подготовка резюме, заполнение анкет и формуляров - в контексте решения определенных коммуникативных задач. Вводно-обзорный курс грамматики (Часть 2) Тема 3 Студенческая жизнь в России и за рубежом, проблемы молодежи, молодежные движения и ассоциации.		Комплект вопросов для опроса	12
		Комплект заданий для контрольной работы	10
		Комплект вопросов для монологического высказывания	18
		Тестирование	64
Раздел 2. Мой университет. Система высшего образования в России и за рубежом.	УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	Комплект вопросов для опроса	15
Тема 1 История университета, известные ученые, научные исследования. Современная структура университета, факультеты и кафедры, изучаемые дисциплины, организация занятий, студенческая жизнь, студенческое общежитие, формы организации досуга и внеучебные мероприятия Тема 2 Программы международной академической		Комплект вопросов для монологического высказывания	25
		Комплект заданий для контрольной работы	51
		Индивидуальное домашнее задание	4
		Тестирование	78

<i>мобильности и учебные стажировки (практики) за рубежом.</i> <i>Тема 3 Система образования в России и странах изучаемого языка, известнейшие университеты мира, их роль в научных исследованиях, сельскохозяйственные профессии, тенденции развития системы высшего образования в России и за рубежом.</i>			
Раздел 3. Изучение иностранных языков в современном мире.			
Тема 1 <i>Иностранный язык как средство общения, современные методики изучения иностранных языков. Личный опыт использования иностранного языка, самооценка уровня владения иностранным языком по европейской таблице компетенций.</i> Тема 2 <i>Роль иностранного языка в подготовке специалистов, перспективы использования иностранного языка в будущей профессиональной деятельности. Современные требования к специалистам АПК, профессиональные обязанности и профессионально важные качества отдельных специалистов.</i>	УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	Комплект вопросов для опроса	20
		Комплект вопросов для монологического высказывания	20
Раздел 4. Страны изучаемого языка.			
Тема 1. Географическое <i>положение, климат, население, экономическое развитие, ведущие отрасли и предприятия, политическое устройство, основные партии.</i> Тема 2. Исторические <i>особенности, символика, города и основные достопримечательности, национальные праздники, культурная жизнь, обычаи и</i>	УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	Комплект вопросов для монолога	20
		Комплект заданий для контрольной работы	23
		Комплект тем для реферата	13
		Тестирование	120

традиции. Тема 3. Выдающиеся представители науки, культуры и общественные деятели.			
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1 ОЦЕНОЧНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ ЗНАНИЙ, УМЕНИЙ И НАВЫКОВ ДЕЯТЕЛЬНОСТИ В ПРОЦЕССЕ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Таблица 2.1 – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	Раздел 1. Бытовая сфера общения (Я и моя семья).	
	ИД-1 _{УК-4} Выбирает на государственном и иностранном(-ых) языках коммуникативно приемлемые стиль общения, вербальные и невербальные средства взаимодействия с партнерами ИД-3 _{УК-4} – ведет деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на государственном и иностранном (-ых) языках.	Комплект вопросов для опроса Комплект заданий для контрольной работы Комплект вопросов для монологического высказывания Тестирование

Оценочные материалы и средства для проверки сформированности компетенций

Раздел 1. Профиль современного студента и специалиста

Тема 1. «Знакомство, приветствие, прощание, краткий рассказ о себе: семья, друзья и увлечения, внешность и черты характера, учеба в школе, повседневная жизнь, учеба в вузе и профессиональное развитие, жизненные установки. Мотивация выбора профессии и вуза (места обучения).»

1. Устный опрос по теме.

1.1 Вопросы для устного опроса по теме:

1. What is your name?
2. Where are you from?
3. Where do you live in Kostroma?
4. What is your appearance? How do you look like?
5. At what school did you learn?
6. How successful in studies were you?
7. At what faculty do you study at the academy?
8. Why did you take the decision to take this faculty?
9. Did anybody influence your decision?
10. What kind of person are you? What could you say about your character?
11. What are your hobbies and interests?
12. What are your plans for the future?

3. Презентация подготовленного монолога.

Примерное содержание монологического высказывания:

№1 My name is Kostya. My surname is Laznev. I was born in Moscow on the 23rd of June in 1981. I am a tall, thin boy. My hair is dark and short. My face is oval, my nose is straight. My eyes are large and brown. My friends say that I am a good-looking boy. I like to dress well. I usually wear black trousers, light shirts, clean boots. I had a dream to enter the Institute that's why I worked hard at school. We studied many subjects such as History, Russian, Physics, Geography and others. I was fond of English and Physics. And I was good at them. I want to get a good education and find an interesting and useful work. I think that I am honest, serious and polite. I have a hobby. I like to sing songs. My father likes singing too. He knows many good songs and we usually sing songs together. Nowadays young people don't like classical music. They prefer pop music. My parents invite me to some very good concerts of classical music. It is great. I am very grateful to my parents because now I begin to understand how wrong I was going only to pop concerts. I am proud of my mother and father. They are musicians. We like to spend our free time together. We often go to the museums, to the Concert Halls, to the theatres. I want to say that I respect my parents.

№2 My name is Natalia. My surname is Govorova. I am 15. I was born in 1982 in Chelyabinsk. I live in a small town of Usinsk in the Komi Republic. My address is Flat 116, 19, Pionerskaya Street. My phone number is 41-5-81. I am a student. I study at university. I do well in all subjects. They say, that I am a hardworking person. To tell the truth, all subjects come easy for me but sometimes I have to sit much, for example, to do assignments in Physics or Chemistry. My favourite subject is English. I spend much time on it reading books, doing tests etc. I'm sure, English is essential for my future career. I like reading. I think comics and detective stories are much easier to read but I prefer to read novels - historical or up-to-date. I like music. My musical tastes are different, but it depends on my mood. But I think every apple is good in its season. I play the piano and the guitar, not seriously, but for my soul. Sometimes I like to listen to the Russian classical music. My favourite composers are Chaikovsky and Mozart. I don't like rock music, but I also like Russian folk songs. I have not much time to watch TV but sometimes I spend an hour or two watching an interesting film or a news program. In the evening I often read newspapers (our local ones) or magazines. I like fresh air and exercise. I'm sorry I have not much time for doing sports. But some aerobics in the morning, a swimming-pool twice a week, a ski-walk on a frosty day are of great help. Sport is fun. I have a wide circle of interests. I'm very sociable. I have many friends; most of them are my class-mates. We spend much time together, going out to the cinema or to the disco party, speaking about lessons and music, discussing our problems. But most of all I like my family. We all are great friends and deeply attached to each other. You see, it's me - a person with his good and not good characteristics, liking this and hating that. But it's interesting for me to live, to open new things.

4. Вводно-обзорный курс грамматики

4.1. Контрольная работа.

Часть 1: Порядок слов в повествовательном предложении; Безличное предложение; Местоимения; Глаголы «to be», «to have»; оборот «There + to be»; Существительное в функции определения.

Контрольная работа

Variant I

1. Выберите правильную форму глагола to be или глагола to have:

1. I ... a first year student.
2. He ... at the theatre yesterday.
3. Tomorrow they ... 3 pairs.
4. My friend ... a lot of work.

2. Поставьте следующие существительные во множественное число:

Story, match, grass, life, shelf, man, man-driver, bush, tooth, child, deer, play.

3. Перефразируйте следующие словосочетания, употребляя притяжательный падеж существительных, переведите на русский язык:

1. The handbags of these women. 2. The books of my friends. 3. The flat of his sister.

4. С какими местоимениями соотносятся данные формы глаголов, определите их время:

1. have 2. will have 3. was 4. had 5. are

5. Заполните пропуски личными местоимениями:

1. ... come into their classroom and sit down at the desks. 2. ... have our English class in the morning. 3. Where is my book? ... is on the shelf. 4. ... were absent yesterday.

6. Вместо существительных поставьте личные местоимения:

1. *Students* were on the farm last year. 2. *Nick* is always late for the classes. 3. *My brother* will be at the concert in the evening. 4. *The car* is in the garage.

7. Поставьте местоимения в объектном падеже:

1. Tell (they) the truth. 2. They always help (I). 3. He gives (we) his textbook. 4. Ann reads the text in English. She reads (it) well. 5. Let (I) help (you). 6. Invite (she) for the party.

8. Заполните пропуски притяжательными местоимениями:

1. I am a doctor. ... surname is Petrov. 2. Ted is a schoolboy. ... marks are good. 3. These are students. This is ... classroom. 4. Do you like ... work? 5. Ann takes ... pen.

9. Вставьте артикль, где необходимо:

1. Come to ... blackboard and write ... exercise 5. 2. He is still ... young man and we hope he will become ... good pianist. 3. I like jam on ... piece of ... bread. 4. This is ... new journal. ... journal is on ... economics. 5. ... Urals separate ... Europe from ... Asia. 6. What is ... capital of ... Spain. 7. ... London is on ... Thames. 8. He goes to ... United Kingdom every ... month.

4.2.ТЕСТ (Один вариант ответа)

Выберите правильный вариант:

_____ any orange juice?

Are there

+Is there

There is

There were

Tom _____ busy with his project.

Were

+Is

Shall be

Are

There _____ many alligators in the Nile.

Was

Is

+Are

Am

Isaac Newton, the greatest scientist of all ages, lived in a period when the toxic effects of chemicals ... less understood.

Was

Are

+Were

Is

At some of London underground stations there are lifts, others ... escalators.

Has

+Have

Will have

Had

Mother ... a bad headache yesterday's evening.

Has

Have

Will have

+Had

The Johnsons ... a new cottage outside the town. We often visit them.

Has

+Have

Will have

Had

Mr. Johnson ... a car of the latest make now.

Have

Will have

+Has

Had

... you got any time to help me?

+Have

Will have

Has

Had

Everybody in our family ... their own duties about the house.

+Have

Will have

Has

Had

My sister and I ... higher education in a year.

Have

+Will have

Has

Had

Where ... you from?

Is

Am

+Are

Was

I ... from Russia.

Is

+Am

Are

Was

Moscow ... the capital of our country.

+Is

Am

Are

Was

... Tom and Bob good football players?

Is

Am

+Are

Was

My parents ... in Egypt last year.

Are

Was

+Were

Shall be

The weather ... bad yesterday.

Are

+Was

Were

Shall be

What ... the news today?

+Is

Am

Are

Was

This hotel ... expensive. I can't afford it.

+Is

Am

Are

Was

There ... some good films on TV tomorrow.

Was

Were

Shall be

+Will be

... there a computer center in your university?

+Is

Are

Were

Shall be

It's ____ party.

+My

Mine

Myself

Me

He hurt ____.

His

+Himself

Hissself

Him

She did it ____.

Hers

+Herself

Her

Himself

He took it from ____ room.

+My

Myself

Mine

Me

I didn't believe ____ story.

+Her

Hers

She

Herself

I saw it with ____ own eyes.

+My

Mine

Myself

Me

No one would help us, so we had to do it ____.

Us

Ourself

+Ourselves

Ours

What did ____ say about it?

Them

+They

Their

Themselves

They said ____ had to pay for it.

Us

+We

Our

Ourselves

I told ____ to be here at three o'clock.

He

+Him

Himself

His

What did ____ want?

Her

+She

Hers

Herself

Tell ____ what happened.

I

+Me

Mine

My

If ____ have time, it should be OK.

Us

+We

Our

Ourselves

It has nothing to do with ____.

+You and me

You and I

You and my

You and mine

I took ____ both.

It

They

Its

Тема 2. «Основные элементы самопрезентации – составление визитки, подготовка резюме, заполнение анкет и формуляров - в контексте решения определенных коммуникативных задач».

1.1 Текст по теме

Creating a strong CV is an essential step in the job application process. A CV, or curriculum vitae, summarizes your education, work experience, skills, and achievements. Begin by including your personal information, such as your full name, contact details, and professional title. Next, write a short personal statement or objective that highlights your career goals and strengths. List your education in reverse chronological order, starting with your most recent degree or certification. Include the name of the institution, dates attended, and any notable achievements. Then, detail your work experience, also in reverse chronological order. For each position, provide the job title, company name, dates of employment, and key responsibilities. Use action verbs to describe your accomplishments and quantify results whenever possible. Skills are another important section; include both hard skills, like software proficiency, and soft skills, like communication. If relevant, add sections for languages, certifications, volunteer work, or awards. Keep the formatting clean, consistent, and easy to read. Avoid including irrelevant personal information, such as age or marital status. Tailor your CV to match the job description, emphasizing the most relevant experiences. Proofread carefully to eliminate spelling or grammatical errors. Finally, save your CV in a widely accepted format, such as PDF, and give it a clear file name. A well-prepared CV increases your chances of securing an interview and making a strong first impression.

2. Устный опрос по теме.

2.1 Вопросы для устного опроса по теме:

1. How large is your family?
2. What are the members of your family?
3. Are there any things that you do with your parents together?
4. Have you got any family traditions?
5. What is your favorite family tradition?
6. What is the most unusual tradition in your family?
7. What can you advise people who want to get on well with their parents?
8. Do you often spend your free time with your parents?
9. What will you ask your British friend about his/her family traditions?
10. Do you live in a flat or in a house of your own?
11. What are the rooms in your dwelling?
12. Have you a room of your own?
13. What are food preferences in your family?
14. Is it exclusively your mother who cooks in your family?
15. Do you often eat out?
16. Does your family spend time travelling?
17. Have your family ever gone on travels?
18. Why is your family important for you?

2. Презентация подготовленного монолога

Тематика монологических презентаций:

1. Взаимоотношения в семье. Семейные обязанности.
2. Устройство городской квартиры/загородного дома.
3. Семейные праздники. Досуг в будние и выходные дни.
4. Семейные путешествия.
5. Предпочтения в еде. Еда дома и вне дома.

Примерное содержание для построения монологов:

Family is very important for every person, because it gives you a sense of stability and tradition, a feeling of having support and understanding. You feel secure when there's a family behind you. They are people you can trust and rely on, people who won't let you down and who share your joys and sorrows. In happy families parents are frank and honest with their children, they treat their children with respect without moralizing or bossing them, and children in their turn learn how to treat other people and how to form relationship with their peers.

I enjoy the honest and open relationship in my family. I like it when parents trust their children, give them enough freedom and respect them. I think these things make family relations warm and pleasant. There is no so-called "generation gap" in our family, though we may argue and disagree on certain issues. I can always bring my friend home and my parents are very positive about it, although they don't always approve of our tastes, views and clothes.

I guess, when people spend more time together they are closer to each other.

We have some family traditions. But to my mind we haven't got anything special or original in our family. All our family traditions are connected with some holidays. Apart from national holidays there are family holidays like birthdays, weddings and anniversaries. A birthday is always a happy event in our family. On these days we usually have a party. Friends and relatives come with flowers and gifts and a festive dinner is served with plenty of delicious food to eat. Afterwards the guests either dance or sing, listen to music or just chat. One more family tradition is spending summer holidays together either at the seaside or in the country, which I enjoy very much. I'd like to become more independent from my parents in future, nevertheless we'll always be the best friends because my parents are the most important people in the world.

My parents are the most important people in the world. You know, my parents and I are usually very busy during the weekdays and we seldom have a chance to spend time together. Sunday is the day when we can sit at a table and talk over everything that happened during the week. Eating together makes us feel close and we often have our most useful conversations at these times. Almost every weekend we visit our grandparents, sometimes we visit my uncle (aunt) and his family.

Also once a week my parents give the flat a big clean. Of course I help them with it. By the way it's not so boring. I turn on music and we even have fun. Then we may go shopping together. I like to go shopping with my parents because they always buy me something. During our shopping rounds we discuss a lot of things and make plans for the next weekend.

My favourite tradition is to celebrate the New Year. It's a special holiday with its charm and surprises. We give presents to each other, go for a walk together, visit our grandparents and family friends.

I think we are old enough to realize that adults are not saints and may make mistakes and that the so-called generation gap should not spoil our relations. Good children are prepared to compromise and meet their parents halfway, render any possible help to their parents, treat their parents in the way they would like to be treated themselves.

So first of all I can advise for anyone to try to understand the feelings of your parents and show respect to them. Even if you don't agree with their thinking, try to make them understand politely, don't use harsh words with them which may hurt. It's important to celebrate your parents' and grandparents' birthdays. It will make them realize that you care for them.

To tell you the truth, I don't often spend time together with my family on weekdays. But on Sunday we try to organize something to have time for each other. We visit our grandparents and friends, go shopping, go for a walk or just eat out.

In summer we often go somewhere together to the seaside or to the country. I like such holidays because usually we have a lot of fun.

3. Вводно-обзорный курс грамматики

Часть 2. Модальные глаголы и их эквиваленты»

3.1. Контрольная работа.

Variant I

Задание 1 Переведите на русский язык:

1. This plant is to be put into operation next year.
2. They have to get up at 6 o'clock as their working day begins at 8.
3. Nobody could answer the question.
4. Soon we shall be able to understand many phenomena.
5. The laboratory assistant had to check up the equipment several times.
6. Energy is never destroyed: one form of energy may be converted into another.
7. The experiments must be carried out at room temperature.
8. We are not allowed to use dictionaries during exams.
9. She should follow her mother's advice.
10. Children ought to help their parents.

Задание 2. Вставьте соответствующие модальные глаголы:

1. I ... not go to the theatre with them last night, I ... revise the grammar rules and the words for the test.
2. My friend lives a long way from his office and ... get up early.
3. All of us ... be in time for classes.
4. When my friend has his English, he ... stay at the office after work. He (not) ... stay at the office on Tuesday, Thursday and Saturday and ... get home early.

3.2 ТЕСТ (Один вариант ответа)

I. 1. Вставьте правильный модальный глагол или эквивалент модального глагола:

Выберите правильный вариант:

... you play football?

+can

should

may

must

He ... to come to see me.

+was able

can

had to

could

I broke my leg and ... to stay at home.

should

+had to

could

may

... my little sister watch TV?

may

can

must

should

This man ... ride a horse when he was young.

had to

+could

were able to

must

I am ill. I ... stay in bed.

+have to

must

can

may

We ... to come to the Institute at 9 yesterday.

could

have to

+were

should

...I open the window?

can

should

+may

able to

I ... read English stories.

have to

may

must

+can

I can't find him. He ... be in the yard.

+must

may

is able to

should

You look tired. You ... go to bed earlier today.

must

may

able to

+should

They ... to learn this text by heart.

+ had

was

must

can

We _____ catch the seven o'clock train to town every morning.

+have to

must to

must

need

If you want to be healthy, you _____ smoke.

have not to

must not to

+shouldn't

don't have to

He ... speak three foreign languages.

+can

may

must
have to

You ... work hard at your English if you want to know it.

can
may
+must
had to

Соотнесите английские предложения с русскими:

- | | |
|-------------------------------|---------------------------------|
| 1) She may come. | a) Ей можно прийти. (1) |
| 2) She couldn't come. | b) Ей не следует приходить. (5) |
| 3) She must come. | c) Она должна прийти. (3) |
| 4) She had to come. | d) Она не могла прийти. (2) |
| 5) She shouldn't come. | e) Она сможет прийти. (6) |
| 6) She'll be able to come. | f) Ей не разрешают прийти. (7) |
| 7) She isn't allowed to come. | g) Ей пришлось прийти. (4) |

II. Выберите правильный вариант модального глагола (Modal Verbs)

The doctor told the woman she ... worry

+needn't
needn't to
couldn't
mustn't

Drivers ... stop, when they see the red light

should
can
+must
may

You will ... speak Spanish in another few months.

can
have
+be able to
ought

Nobody answers the phone. They ... be out.

should
would
can
+must

Mary is free tonight. She ... go to the dance.

+can
need to
must
may

Little children ... go to bed early.

may
can
must
+should

Little children like books with large print. They ... read them more easily

should
must
+can
have to

... I speak to Jane, please?

+could

shall

must

ought

My dentist says I ... eat so many sweets.

needn't

mustn't

ought

+shouldn't

III. Укажите предложение, в котором глагол "to have" является модальным?

Переведите его на русский язык:

I had a good time in the south.

He has got a house in the country.

+She had to tell the truth.

They have told the truth.

Укажите предложение, в котором глагол "to be" является модальным? Переведите его на русский язык:

She is a secretary.

She is in the office now.

She is working.

+She is to start work at 9 tomorrow.

Тема 3. «Студенческая жизнь в России и за рубежом, проблемы молодежи, молодежные движения и ассоциации».

1. Текст по теме

Today's youth are growing up in a rapidly changing world shaped by technology, globalization, and social media. They have access to more information than any previous generation. This access creates many opportunities for learning and personal development. However, it also exposes young people to misinformation and online pressure. Many teenagers and young adults face challenges related to mental health and stress. Academic expectations and competition can sometimes be overwhelming. Economic uncertainty is another concern for many young people. Finding stable employment and affordable housing can be difficult in some regions. Social media can help youth stay connected with others around the world. At the same time, excessive use of social media may affect self-esteem and well-being. Despite these challenges, today's youth are often highly adaptable and creative. Many are passionate about environmental protection and social justice. They frequently use digital tools to share ideas and organize initiatives. Education remains an important aspiration for many young people. They also seek meaningful careers that allow them to make a positive impact on society. By developing resilience and critical thinking skills, today's youth can successfully navigate challenges and achieve their goals.

2. Вводно-обзорный курс грамматики (Часть 4)

ВИДОВРЕМЕННЫЕ ФОРМЫ АНГЛИЙСКОГО ГЛАГОЛА

1. Времена группы «Indefinite Active & Passive»

2. Времена группы «Continuous Active & Passive»

3. Времена группы «Perfect Active & Passive»

4.1. Контрольная работа.

Variant I

1. Определите время, тип, залог глаголов:

1. will be burning 2. burns 3. will burn 4. are burnt

- | | | | |
|---------------|----------------|--------------------|--------------|
| 5. is burning | 6. burnt | 7. was being burnt | 8. will burn |
| 9. burn | 10. were burnt | 11. will be burnt. | |

2. Перепишите предложения, выделите сказуемые, определите их время и залог.

Переведите предложения на русский язык:

1. He visited many lands and met a lot of people.
2. Some animals store food for winter.
3. They will work in a close contact.
4. The new substance was produced after many years of hard work.
5. We have finished our work today.
6. The plan will be carried out by the end of the week.
7. They are still discussing this problem.
8. Those pencil marks were made for you.
9. This book contains the information you need.
10. The chemical and physical properties of the substance are being investigated now.

3. Вставьте глаголы в нужном времени и залоге:

1. The books (to take) from the library yesterday.
2. The teacher usually (to ask) the students a lot of questions.
3. The rector (to visit) Academy's hostels next week.
4. The experiments (to complete) by the end of the month.
5. At the last lesson we (to train) how to use the new equipment.
6. Now a new railway (to build) between the two cities.
7. When I entered, the parents (to discuss) some problem.
8. We (not to meet) today yet.
9. My friends (to have) a nice week end a week ago.
10. You (to be) there in 10 minutes.

4.2. ТЕСТ (один вариант ответа)

Variant I

Выберите правильную форму глагола:

We _____ breakfast when my aunt _____ to ask a phone number.

+were having / called

had / called

were having / was calling

had / was calling

Выберите правильную форму глагола:

I _____ TV at eight o'clock yesterday evening.

+was watching

watched

am watching

have watched

Выберите правильную форму глагола (Present Simple or Present Continuous):

to sing:

Polly has a brilliant voice. She...wonderfully.

+sings

is singing

Can you hear that? Somebody...a song!

sings

+is singing

Выберите правильную форму глагола "to have":

Mr. Smith stayed at his office very late because he ... a lot of work.

has
have
will have
+had

Укажите предложение, в котором глагол “to have” является вспомогательным:

We shall have a party tomorrow.

+We have invited our friends.

We'll have to prepare for the party.

I hope we'll have a good time.

Укажите, в каком предложении глагол стоит в Present Perfect:

+She has bought a new pair of shoes.

She has a lot of different shoes at home.

She had bought a pair of new shoes for yesterday's party.

She had new shoes on at the party.

Сопоставьте английские предложения с русскими:

She has typed the letter.

+Она напечатала письмо.

Она печатала письмо.

Она печатает письмо.

Выберите правильную форму глагола:

“... Fred this week?” “Yes, I saw it on Wednesday.”

Had you seen

+Have you seen

Will you have seen

You have seen

Выберите правильный предлог:

Have you lived in this town _____ your childhood?

+Since

for

from

Present Perfect or Past Simple?

I (work) in the bank for three years. I like it very much.

worked

has worked

+have worked

have been worked

Выберите правильную форму глагола:

The shop ... at 6 in the morning yesterday.

is opened

+was opened

will be opened

Выберите правильную форму глагола:

The homework ... before the film began.

was done

will have been done

have being done

+had been done

Выберите правильную форму глагола:

These plants ... on this farm last year.

have been grown

+were grown

will have been grown

are being grown

Выберите правильную форму глагола:

The report ... when I came.

was making

was being made +

was made

were being made

Выберите правильный вариант.

When Mark arrived, the Johnsons _____ dinner, but stopped in order to talk to him.

+were having

had been having

had

was having

While Tom _____ a book, Marhta _____ TV.

was reading, watched

+was reading, was watching

read, watched

read, was watching

The food that Ann is cooking in the kitchen _____ delicious.

is smelling

smelt

+smells

will smell

We called our friends in London yesterday to tell them about the reunion that we _____.

will plan

plan

+were planning

have planned

Catherine is studying law at the university, and so _____ Nick.

+is

was

does

were

I feel terrible. I think I _____ to be sick.

will

+am going

go

will be going

My colleagues usually _____ four days a week, and this week they _____ five days.

work, work

are working, are working

are working, work

+work, are working

It _____ outside; I do not like to walk in such weather.

rains

+is raining

is rain

is rained

I _____ a very difficult day tomorrow. I need to prepare for the exam.

+will have

have

am having

would have

At 10 o'clock in the morning on Wednesday Tom_____ a delegation in the office.

will receive

+will be receiving

is receiving

would receive

Although the sun was shining, it was still cold, because it _____hard for two hours.

had been raining

+had rained

was raining

is raining

She_____at the parcel long enough, before she_____ that it was for her brother.

had been looking, had understood

+had been looking, understood

was looking, understood

was looking, had understood

I_____to the cinema but my friend persuaded me to stay.

am not going

did not go

+was going

had been going

We were good friends, we_____each other for years.

+ had known

were knowing

had knowing

know

We were extremely tired at the end of the journey. We _____for more than 24 hours.

+ had travelled

had been travelling

were travelling

travel

How long_____this book? How many pages of this book_____?

have you been reading, have you been reading

have you read, have you read

have you read, you read

+have you been reading, have you read

We always go to Saint Petersburg for our holidays. We _____there for years.

+have been going

go

are going

were going

I have lost my key again. I_____things. I lose things too often.

always lose

have always lost

+am always losing

was always losing

The economic situation is already very bad and it_____ worse.

+is getting

got

gets

would be getting

What time_____your friend_____tomorrow?

+will ...arrive
will... be arriving
is ...arrived
will... arriving

Таблица 3.1 – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	соответствует оценке «зачтено» 50-100% от максимального балла
ИД-1_{УК-4} Выбирает на государственном и иностранном (-ых) языках коммуникативно приемлемые стиль общения, вербальные и невербальные средства взаимодействия с партнерами ИД-3_{УК-4} – ведет деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на государственном и иностранном (-ых) языках.	Студент показывает хорошие знание и понимание тем модуля, но допускает ошибки при выборе коммуникативно приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами, почти не допускает ошибок в построении устной и письменной речи. Способен вести деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на государственном и иностранном (-ых) языках.

Раздел 2. Мой университет. Система высшего образования в России и за рубежом.

Таблица 2.2 – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	ИД-1_{УК-4} Выбирает на государственном и иностранном (-ых) языках коммуникативно приемлемые стиль общения, вербальные и невербальные средства взаимодействия с партнерами. ИД-4_{УК-4} Демонстрирует умение выполнять перевод текстов с иностранного (-ых) на государственный язык и обратно	Комплект вопросов для опроса Комплект вопросов для монологического высказывания Комплект заданий для контрольной работы Индивидуальное домашнее задание Тестирование

Тема 1. «История университета, известные ученые, научные исследования. Современная структура университета, факультеты и кафедры, изучаемые дисциплины, организация занятий, студенческая жизнь, студенческое общежитие, формы организации досуга и внеучебные мероприятия»

1. Опрос по базовым текстам раздела по аспектам:

- (1) фонетическое чтение;
- (2) устный перевод со словарем;
- (3) письменный перевод со словарем;
- (4) чтение текста по тем на извлечение информации;
- (5) опрос по теме.

(1.1.5) Вопросы для опроса по текстам:

1. Do you agree that progress in the world depends upon progress in education?
2. What trend in education has taken place in the world since the 1980-s?
3. Why do young people want to obtain prestigious diplomas?
4. How is teaching arranged in British universities?
5. How do academic courses and conditions in student life in Britain differ from those in Russia?
6. What facilities for studies, dwelling, sport, recreation and entertainment do universities and colleges in Great Britain offer? In Russia?
7. What facilities does the academy offer?
8. Why is the academy attractive for many young people?
9. What are the opportunities for students to achieve high results in studies?
10. What could be done to improve the level of education in the academy?
11. How is social life of students arranged?
12. What traditions are popular among students in Britain? In Russia?
13. What events are you involved in?
14. What are you majoring in?
15. What are the main subjects in your major?

2. Индивидуальные задания (письменное оформление сообщения «Студенческая жизнь»)

Темы для сочинений:

1. Students' life in Kostroma universities and colleges.
2. Students' life in the academy.
3. My working day.
4. All aspects of my student's life.

3. Монолог: в рамках проекта «ПРЕЗЕНТАЦИЯ АКАДЕМИИ»

Темы:

1. История.
2. Факультеты и учебные курсы. Учебный план. Преподаватели.
3. Аудитории и лаборатории.
4. Социально-общественная жизнь и культурно-массовые мероприятия.
5. Спортивные достижения.

Тема 2. «Программы международной академической мобильности и учебные стажировки (практики) за рубежом»

1. Текст по теме

International academic mobility programs open exciting doors for Russian students. Studying abroad allows students to experience world-class education and innovative teaching methods.

These programs help develop language skills, especially in English, while boosting confidence. Russian universities collaborate with institutions across Europe, Asia, and North America to provide diverse opportunities. Students can participate in semester-long exchanges, full-year programs, or short-term summer schools. Internship programs abroad give practical experience and insight into global professional standards. Living in a foreign country fosters independence, adaptability, and cross-cultural understanding. Students learn to navigate new social and academic environments with resilience. Networking with international peers creates friendships and future professional connections. Many programs offer scholarships, grants, or financial support to reduce costs. Participation also strengthens a student's CV, showing ambition and initiative to future employers. Challenges like adjusting to a new culture or language help develop problem-solving skills. Exposure to different perspectives encourages creativity and open-minded thinking. Students often return to Russia with fresh ideas and motivation to contribute to society. Mobility programs promote personal growth, professionalism, and a global mindset. They prepare young Russians to compete in an interconnected world. Overall, studying or interning abroad is a transformative experience that shapes both careers and character.

2. Вопросы к тексту

- What opportunities do international academic mobility programs open for Russian students?
- What kind of education can students experience by studying abroad, according to the text?
- Which language skill, in particular, do these programs help develop?
- With institutions in which regions do Russian universities collaborate to provide mobility opportunities?
- Name three types of international programs that students can participate in, as listed in the text.
- What kind of practical experience can students gain through internship programs abroad?
- What personal qualities does living in a foreign country help foster in students?
- How do students learn to handle new environments, according to the passage?
- What two types of connections can students build by networking with international peers?
- What financial support options do many mobility programs offer to reduce costs?
- How does participation in these programs strengthen a student's CV?
- What qualities do future employers see in students who have participated in mobility programs?
- What challenges do students face that help them develop problem-solving skills?
- What kind of thinking does exposure to different perspectives encourage?

- What do students often bring back to Russia after completing a mobility program?
- According to the text, what three things do mobility programs promote in students?
- How do these programs prepare young Russians for the future?
- What does the author call studying or interning abroad in the final sentence?
- In what two ways does this experience shape students, according to the last sentence of the text?
- What broader impact can students have after returning from a mobility program, as suggested in the text?

Тема 3. Система образования в России и странах изучаемого языка, известнейшие университеты мира, их роль в научных исследованиях, сельскохозяйственные профессии, тенденции развития системы высшего образования в России и за рубежом.

«История образования».

«Образование в России».

«Образование в Великобритании».

1. Опрос

1.1. Опрос по базовым текстам раздела по аспектам:

- (1.1.1) фонетическое чтение;
- (1.1.2) устный перевод со словарем;
- (1.1.3) письменный перевод со словарем;
- (1.1.4) опрос по теме.

1.2. Задания на понимание основного содержания незнакомого текста:

(1. 2.1) Чтение с полным пониманием содержания (изучающее)

(1.2.2) Чтение с пониманием основного содержания прочитанного (ознакомительное)

(1.2.3) Чтение с нахождением интересующей или нужной информации (просмотровое)

Образцы дополнительных текстов:

Задания на понимание основного содержания незнакомого текста:

(чтение незнакомого оригинального чтения с целью извлечения информации).

№1 The public educational system in Russia includes pre-schools, general schools, specialized secondary and higher education. So-called pre-schools are kindergartens in fact. Children there learn reading, writing and maths. But pre-school education isn't compulsory - children can get it at home. Compulsory education is for children from 6(7) to 17 years of age. The main branch in the system of education is the general schools which prepare the younger generation for life and work. There are various types of schools: general secondary schools, schools specializing in a certain subject, high schools, gymnasias and so on. The term of study in a general secondary school is 11 years and consists of primary, middle and upper stages. At the middle stage of a secondary school children learn the basic laws of nature and society at the lessons of history, algebra, literature, physics and many others. After 9th form pupils have to sit for examinations.

Also they have a choice between entering the 10th grade of a general secondary school or going to professional school. Pupils who finish the general secondary school, receive a secondary education certificate, giving them the right to enter any higher educational establishment. One has to study in the institute for 5 years. Higher educational institutions train students in one or several specializations.

№2 Education in Britain developed by steps. The first step was the introducing of two kinds of school: grammar schools and secondary modern schools. Grammar schools offered a predominantly academic education and in secondary modern schools education was more practical. The second step was the introducing of a new type of school, the comprehensive, a combination of grammar and secondary modern, so that all children could be continually assessed and given appropriate teaching. These schools were co-educational and offered both academic and practical subjects. However, they lost the excellence of the old grammar schools. Then after 1979 the greatest reforms in schooling were introduced. They included the introduction of a National Curriculum making certain subjects, most notably science and one modern language, compulsory up to the age of 16. The National Curriculum aims to ensure that all children study essential subjects and have a better all-round education. Pupils' progress in subjects in National Curriculum is measured by written and practical tests. More ambitious pupils continue with very specialized studies in the sixth form. They remain at school for two years more. Pupils sit for exams leaving secondary school and sixth form. They sit for the General Certificate Secondary Education at the end of the 5th-years' course. A-level or AS-levels are taken after two years of study in the sixth form. They are the main standard for entrance to university or other higher education. Some parents prefer to pay for their children to be educated at independent schools. This private sector includes the so-called public schools, some of whose names are known all over the world, for example Eton. It provides exceptionally fine teaching facilities, for example in science, languages, computing and design. Its students are largely from aristocratic and upper-class families. The Government's vision for the education system of the 21st century is that it will neither be divisive nor based on some lowest denominator. Diversity, choice and excellence will be its hallmarks in this century.

№3 After taking GCSE (General Certificate of Education) exam young people can take three ways:

1. They can continue their academic education in the sixth form & get GCE-A Level (General Certificate of Education Advanced level) and then enter the university they have chosen (The most popular way in Britain)
2. They can continue studying in a college, where they choose any practical course and get a diploma NVA (National Vocation Qualification) or S VA in Scotland. After that they can start working.
3. Mixed type education. Young people can get General National Vocation Qualification (GNVQ) or GSVA in Scotland and then they can start practical work or enter a university as well.

After that the education is considered to be higher. To get higher education young people go to the institute or college & after 3-4 years of studying they'll get Bachelor-degree and if they study 1-2 years more – Master degree.

3. Вводно-обзорный курс грамматики.

(Часть 3) Степени сравнения прилагательных и наречий. Союзы сравнения, сравнительные обороты.

3.1. Контрольная работа.

Степени сравнения. Сравнительные обороты.

VARIANT I

1. Переведите предложения:

I.

1. He thought he was the happiest man in the world.

2. The new car is more comfortable than the previous one.
3. His radio set is not so powerful as mine.
4. Yesterday was hotter than any other day we had this summer.
5. Last year he spent less time on English than this year.
6. The sooner they finish the construction of the plant the better.
7. These farms are as large as those we saw yesterday.

II.

1. The trouble is that the student doesn't work properly at his English.
2. The commission will consider this offer carefully before accepting it.
3. In spite of the fact the report was short, it covered the subject.

2. Употребите прилагательное в нужной степени сравнения:

1. It is (cheap) to go by train than by airliner.
2. Are oranges (expensive) than bananas?
3. Where is the (near) bank?
4. It is the (unusual) thing I have ever done.
5. These shoes are not so (beautiful) as those ones.

3. Образуйте степени сравнения от прилагательных, переведите на русский язык:

big; heavy; large; clever; little; old; dangerous; bad.

4. Переведите на английский язык:

1. Я такой же высокий как мой старший брат.
2. Страусы (ostriches) бегают быстрее, чем собаки.
3. Волга – одна из самых длинных рек в России.
4. Твои друзья довольно молоды.

3.2. ТЕСТ (1 вариант ответа)

Выберите правильный вариант:

If you use pictures your report will be much _____.

the most interesting

interesting

most interesting

+more interesting

The more you work the _____ you know the language.

good

most good

best

+better

I was feeling tired last night, so I went to bed _____ than usual.

more early

much early

early as

+earlier

The sofa is _____ than that old chair.

much comfortable
+more comfortable
comfortable
the most comfortable

I have known my _____ friend for nearly five years.

+best
better
much better
more best

I was feeling tired last night, so I went to bed _____ than usual.

more early
much early
early as
+earlier

Life is getting _____ every day.

best
gooder
+better
as well

The movie was _____ the book.

as good
+as good as
good as
better

What is _____ city in your country?

largest
+the largest
larger
large

I think the first painting was _____ than the other one.

the best
gooder
+better
good

I enjoy his books because he writes so _____.

the best
good
better
+well

Her sport car is different _____ Kate's.

like
+from
as
so

California is farther from New York _____ Pennsylvania.

like
+than
as
from

This encyclopedia costs _____ the other one.

more
twice as many as

twice more than

+twice as much as

The hotter it is, _____ I feel.

+the more miserable

more miserable

the miserable

most miserable

The more you study, _____ you will become.

the more smart

smarter

the more smarter

+the smarter

No sooner had he started out for California _____ it started to rain.

that

no sooner

+than

as

Of the two books, this one is the _____.

the most interesting

more interesting

+most interesting

the more interesting

These shoes are _____ of all.

less expensive

the less expensive

+the least expensive

least expensive

He drives _____ than Bob.

+more cautiously

the most cautiousliet

cautiouslier

more cautious

Honesty is _____ policy.

+the best

more better

better

the better

_____ men declare war. But it is the youth that fight and die.

oldest

eldest

elder

+older

Of two evils choose _____.

less

+the least

little

smaller

What's the _____ news of today?

later

lately

last

+latest

If you are interested in_____details ask the head of the office.

+further

furthest

farther

farthest

Actions speak_____than words

more louder

+louder

the loudest

loudly

Hotels are becoming_____nowadays.

+more expensive

expensiver

the most expensive

the more expensive

The damage to the car could be_____than we expected.

bad

the worst

+worse

the worse

That was_____case in his practice.

+the least difficult

the less difficulter

the less difficult

difficulter

The sea is_____unknown part of our planet.

the most large

the most largest

+the largest

the larger

This cake is_____the one you made last night.

+sweeter than

sweet as

sweetest

more sweeter than

That was_____question in the exam.

least difficult

little difficult

the less difficult

+the least difficult

This was the_____test I've ever done.

+easiest

easier

easy

most easiest

That was the_____performance I've ever seen.

+worst

worse

bad

worser

Those shoes cost_____mine.

much as

more as

+as much as

as more

You live even_____from the centre than they.

+farther

furthest

far

more far

I like Jane less than Tom, but I like Sam_____of all.

less

little

lesser

+least

It took Kate_____to do this work.

long

as long

the longest

+much longer

The smaller a garden _____it is to look after.

+the easier

easier

more easy

most easy

My left arm is_____than my right one.

+stronger

most strong

more stronger

strongest

The people who arrive_____get the best seats.

more earlier

+the earliest

most early

much early

It's becoming_____ to find a job.

hard and hard

hardly and hard

+harder and harder

the hardest and the hardest

_____we leave,_____we will arrive.

+the earlier, the sooner

the earliest, the soon

the early, sooner

the earlier, sooner

Could you speak_____, please?

distinct

less distinctly

most distinct

+more distinctly

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	соответствует оценке «зачтено» 50-100% от максимального балла
ИД-1 _{ук-4} Выбирает на государственном и иностранном (-ых) языках коммуникативно приемлемые стиль общения, вербальные и невербальные средства взаимодействия с партнерами.	Студент показывает хорошие знание и понимание тем модуля, но допускает ошибки при выборе коммуникативно приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами, почти не допускает ошибок в построении устной и письменной речи;
ИД-4 _{ук-4} Демонстрирует умение выполнять перевод текстов бытовой сферы общения с иностранного (-ых) на государственный язык и обратно	демонстрирует умение выполнять перевод текстов бытовой сферы общения с иностранного на государственный язык и обратно, количество допущенных ошибок незначительно

Раздел 3. Изучение иностранных языков в современном мире.

Таблица 2.3 – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	ИД-2 _{ук-4} Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках ИД-4 _{ук-4} Демонстрирует умение выполнять перевод текстов с иностранного (-ых) на государственный язык и обратно.	Комплект вопросов для опроса Индивидуальное домашнее задание Комплект вопросов для собеседования Комплект тем для реферата Тестирование (2)

Тема 1. Иностранный язык как средство общения, современные методики изучения иностранных языков. Личный опыт использования иностранного языка, самооценка уровня владения иностранным языком по европейской таблице компетенций.

1. Текст по теме

Personal Experience with a Foreign Language and Self-Assessment of Language Proficiency Using the CEFR

Learning a foreign language is not just about memorising grammar rules and vocabulary lists — it's a journey filled with real-life experiences, challenges, and moments of triumph. In this text, I'll share my personal experience with learning English and assess my current level using the **Common European Framework of Reference for Languages (CEFR)**.

My Personal Journey

My journey with English began in primary school, where I first encountered the alphabet, basic greetings, and simple phrases. At that stage, it felt like learning a new code — interesting but not very practical.

In secondary school, the focus shifted to grammar: tenses, articles, prepositions. I started reading short adapted stories and watching cartoons in English. These small steps helped build my foundation, but I still lacked confidence in speaking.

A turning point came during my first year at university. I joined an English conversation club, where we discussed current events, films, and books. For the first time, I realised that I could express my opinions — even if I made mistakes. This experience boosted my confidence and showed me the importance of practice.

Later, I had the opportunity to participate in an online exchange programme with students from the UK. Communicating daily via video calls and messaging was challenging at first, but it significantly improved my listening comprehension and spontaneous speaking skills. I learned to think in English rather than translate from my native language.

Self-Assessment Using the CEFR Scale

The CEFR divides language proficiency into six levels: **A1, A2, B1, B2, C1, C2**. Here's how I assess my current skills across the main language areas:

1. Reading (B2)

- I can read and understand articles from newspapers and magazines on topics of personal or professional interest.
- I enjoy reading modern fiction, though I sometimes need to look up idiomatic expressions or advanced vocabulary.
- Academic texts require more time and attention, but I can grasp the main ideas and key details.

2. Listening (B2)

- I understand the main points of clear standard speech on familiar matters regularly encountered in work, school, or leisure.
- I watch English TV series and YouTube videos without subtitles, catching most of the dialogue.
- Fast-paced speech or strong accents can still pose challenges, especially in noisy environments.

3. Speaking (B1+/B2)

- I can handle most situations likely to arise while travelling in an English-speaking country.
- I participate in discussions on familiar topics, expressing my opinions and giving reasons.
- My fluency is improving, but I sometimes pause to search for the right word or correct my grammar mid-sentence.
- Pronunciation is generally clear, though some sounds (like /θ/ and /ð/) still need work.

4. Writing (B2)

- I can write clear, detailed texts on a range of subjects, such as essays, emails, and blog posts.

- I structure my writing logically, using linking words and varied sentence structures.
 - I still make occasional mistakes in complex grammar (e.g., perfect tenses, conditionals) and need to proofread carefully.
5. **Overall Level: B2 (Upper-Intermediate)**
- According to the CEFR, a B2 learner can understand the main ideas of complex text on both concrete and abstract topics, interact with a degree of fluency and spontaneity, and produce clear, detailed text on a wide range of subjects.
 - This assessment aligns with my experience: I can communicate effectively in most everyday and academic situations, but I'm not yet fully fluent or effortless in all contexts.

Next Steps

To progress towards **C1 (Advanced)**, I plan to:

- read more academic and professional literature in English;
- engage in regular conversation practice with native speakers or advanced learners;
- write longer analytical texts and seek feedback from teachers;
- actively expand my vocabulary, focusing on collocations and idioms;
- immerse myself in English media (podcasts, documentaries, news) daily.

Conclusion

Self-assessment using the CEFR helps me recognise my strengths, identify areas for improvement, and set realistic goals. My personal experience shows that consistent, meaningful exposure to the language — through reading, listening, speaking, and writing — is key to progress. For any student learning a foreign language, I recommend reflecting on your own journey and using the CEFR as a practical roadmap.

2. Вопросы к тексту

- What does the author say learning a foreign language is beyond memorising grammar and vocabulary?
- When did the author's journey with English begin?
- What were the first elements of English the author encountered in primary school?
- What shift in focus occurred in secondary school regarding English learning?
- What activities helped the author build the foundation of their English skills in secondary school?
- What was a turning point in the author's language learning during their first year at university?
- How did joining the English conversation club affect the author's confidence?
- What opportunity allowed the author to improve their listening comprehension and spontaneous speaking skills?

- What key change in thinking did the author experience thanks to regular communication in English?
- How many levels does the CEFR scale divide language proficiency into?
- What CEFR level does the author assign to their reading skills?
- What kinds of texts can the author read and understand at their current reading level?
- What challenges does the author still face in listening comprehension?
- What is the author's self-assessed level for speaking skills, and how is it expressed?
- What specific speaking situations can the author handle according to their self-assessment?
- What pronunciation aspects does the author identify as needing further work?
- What types of texts can the author write at their current writing level (B2)?
- What occasional mistakes does the author make in writing, and what do they do to minimise them?
- What is the author's overall assessed CEFR level, and what key abilities does this level include according to the text?
- What are three specific steps the author plans to take to progress towards C1 (Advanced) level?

Тема 2. Роль иностранного языка в подготовке специалистов, перспективы использования иностранного языка в будущей профессиональной деятельности. Современные требования к специалистам АПК, профессиональные обязанности и профессионально важные качества отдельных специалистов.

1. ОПРОС:

Примерное содержание устного высказывания при опросе:

CROP PRODUCTION

Crops are plants which have been carefully selected and developed by man. They produce food for people and animals. In all countries of the world crop production has been and will always be an important branch of economy.

There are different practices of crop cultivation on farms, and it depends on many factors in what way the crop should be grown and harvested. But the aim is always the same: to produce high yields of farm crops as economically as possible. This is of great importance nowadays, as the world population is constantly growing at a rapid rate². Agriculturists of all countries must solve the problem how to provide the increasing supplies of high quality food for people.

Food production can be raised in two ways: either by cultivation of new lands or by the increase in yields on the same agricultural area. In traditional agriculture the first way was more popular. Nowadays yield increases are mostly obtained by introduction of new and improved

varieties, by better use of fertilizers, better control of pests and diseases, chemical weed control. Yields may also be increased by application of unproved cultural practices, irrigation and drainage, by rapid improvements in mechanization of such operations as seedbed preparation, planting, harvesting, and storage. In some cases a combination of these factors is necessary.

These methods of yield increases have been developed both from the achievements of natural and biological sciences and from practical experience and experiments.

2. ИНДИВИДУАЛЬНОЕ ДОМАШНЕЕ ЗАДАНИЕ:

2.1 Устный перевод со словарем (подготовленного текста)

Примерное содержание текста для индивидуального домашнего задания:

RYE

Rye seems to be rather a new crop as compared with wheat and barley. Specialists consider rye to have been found first as a weed in wheat in central Europe. Then it was separated from the wheat and used as a new crop. It seems to have been cultivated first in western Asia and southern Russia.

Soil requirements of rye are not as exacting (взыскательный) as those of other small grains. It is more productive on infertile, sandy, or acid soils than wheat, oats, or barley. Rye often is the only small-grain crop that can be grown successfully on sandy soils, but it grows best being sown in a well-prepared, firm seedbed.

There exist both winter and spring varieties of rye. However, the latter are less productive than the former and are grown to only a limited extent. Spring rye should be sown at the time spring wheat is seeded, i.e., when the ground can be worked. The time of seeding winter rye will depend on the use to be made of the crop.

The usual depth of seeding is from 1/2 to 2 inches. The depth will vary with the type of soil and season. On sandy soils and in dry seasons the seed should be placed deeper; Better results are usually obtained from seeding with the drill than from broadcasting the seed. The former method is almost universally practiced.

Rye is harvested in the same manner as other small grains.

2.2. Устный контроль лексики

agriculture, crop, to grow, to harvest, farm, land, yield, plant, planting, food, cultivation, practice, cultural practice, variety, to develop, to depend (on), to increase, to improve, quality, to produce, to provide, different, some, the same, either ... or, both ... and, as ... as.

3. ОПРОС:

Примерное содержание устного высказывания при опросе:

CROP VARIETIES

Crop production depends on different factors. Many of them cannot be controlled by man, but some of them can.

One of the important factors of high crop production depending on the farmer is selection of the best varieties. The most popular varieties for the area are those which produce high yields of high quality product. These varieties should also be resistant to pest and diseases which are often a problem in many regions.

Information on the most important crops grown in the area may be obtained from regional experiment stations. They inform farm agronomists about yields, quality, disease resistance and other characteristics of different varieties. On the base of such information the agronomists select the varieties for their farms.

But as it is not possible to select ideal varieties, much work is done on their improvement. The aim of such improvement is development of a variety with combination of all the necessary characteristics.

Раздел 4. Страны изучаемого языка.

Таблица 2.3 – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	ИД-2 _{ук-4} Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках ИД-4 _{ук-4} Демонстрирует умение выполнять перевод текстов с иностранного (-ых) на государственный язык и обратно.	Комплект вопросов для опроса Индивидуальное домашнее задание Комплект вопросов для собеседования Комплект тем для реферата Тестирование (2)

Тема 1. Географическое положение, климат, население, экономическое развитие, ведущие отрасли и предприятия, политическое устройство, основные партии.

1. Презентация РЕФЕРАТОВ.

Темы рефератов:

1. Великобритания: географическое положение, рельеф, климат; политическая система; промышленность, сельское хозяйство.
2. Великобритания: традиции, обычаи, достопримечательности.
3. США: географическое положение, рельеф, климат; политическая система; промышленность, сельское хозяйство.
4. США: традиции, обычаи, достопримечательности.
5. Канада: географическое положение, рельеф, климат; политическая система; промышленность, сельское хозяйство.
6. Канада: традиции, обычаи, достопримечательности.
7. Австралия: географическое положение, рельеф, климат; политическая система; промышленность, сельское хозяйство.
8. Австралия: традиции, обычаи, достопримечательности.
9. Новая Зеландия: географическое положение, рельеф, климат; политическая система; промышленность, сельское хозяйство.
10. Новая Зеландия: традиции, обычаи, достопримечательности.
11. Россия: уникальность исторического развития
12. Современная Россия: Европа или Азия?
13. Костромская область: история и достижения

2. Опрос (работа по результатам прослушивания рефератов):

2.1. ТЕСТ (по результатам работы с текстами и прослушивания рефератов)

(The United Kingdom of Great Britain and Northern Ireland)

Выберите правильный вариант:

1. The United Kingdom is made up of ...

Several islands off the British coast

+England, Scotland, Wales and Northern Ireland

England, Scotland and Wales

England, Wales and Northern Ireland

The flag of the United Kingdom is known as ...

Black Jack

Uncle Jack

+Union Jack

St. Jack

The two main islands of the U.K. are ...

the British Isles

Great Britain and the Isle of Wight

Great Britain and Ireland

+Great Britain and Northern Ireland

The highest mountain in the world is ...

the Pennines

Elbrus

+Everest

the Alps

Match the correspondence:

a) Great Britain (4) 1) a state in the territory of island Ireland

b) The United Kingdom (3) 2) a number of islands

c) The republic of Ireland (1) 3) a country consisting of four states

d) British Isles (2) 4) a big island

Match the corresponding town as the capital of the given state:

a) England (2) 1) Edinburgh

b) Wales (4) 2) London

c) Scotland (1) 3) Dublin

d) Northern Ireland (3) 4) Cardiff

Great Britain and Ireland are separated by ...

the Atlantic Ocean

the Irish Sea

the Strait of Dover

+the Northern Sea

The UK is separated from the European continent by ...

the Irish Channel

the Irish Sea

the Strait of Dover

+the English Channel

Another name of the English Channel is ...

the Strait of Dover

+La Manche

Pas de Calais

the Irish Sea

The climate of Britain is mild because of ...

the Gulf of Mexico

the Strait of Dover

+the Gulf Stream
the European continent
The new currency system of the UK consists of ...

pounds, shillings and pence
+pounds and pence
pounds, sovereign and pence
pounds, sovereigns and shillings

We call the British those who live in ...

England
Wales
Scotland
Northern Ireland
+England, Wales, Scotland, Northern Ireland

(КАНАДА)

Флаг Канады символизирует:

Великобританию
Францию
Великобританию и Францию
два океана
+два океана и заключенную между ними страну
Св. Георгия

Название Канада происходит от слова, обозначающего:

кленовый лист
единая нация
+деревня, поселение
страна

Канада – это:

демократическая республика
+конституционная монархия
конфедерация

Парламент состоит из:

Палаты Общин и Палаты Лордов
+Палаты Общин и Сената
Верхней и Нижней Палаты
Палаты Общин и Совета Нации

Официальный язык Канады:

английский
французский
+английский и французский

Главой государства Канада является:

королева Канады
+британская королева
генерал-губернатор

Столица Канады:

+Оттава
Монреаль
Квебек
Сидней

Мост Конфедерации связывает:

Канаду и Америку
Канаду и Великобританию
Нью - Брансуик с Островом Принца Эдуарда +

(США)

Высшее звено исполнительной власти:

+президент США

Парламент

Верховный Суд

Сенат

Высший орган законодательной власти США:

Однопалатный Конгресс США

+Двухпалатный Конгресс США

Сенат

Федеральное правительство

Ниагарский водопад - это:

3 водопада

+2 водопада

1 водопад

В США входит:

+51 штат

50 штатов

49 штатов

41 штат

Из штатов Америки не граничат с остальными штатами:

Аляска и Гавайи

Пуэрто-Рико

Вирджинские острова

+Канарские острова

Столица Соединенных Штатов:

+Вашингтон

Нью-Йорк

Лос-Анджелес

Чикаго

Великие озера расположены:

в центре страны

+на севере страны

на юге страны

на северо-западе

(АВСТРАЛИЯ)

Семигранная звезда на гербе Австралии символизирует:

штаты Австралии

+совокупность территорий и саму Австралию

народности Австралии

выдающихся государственных деятелей Австралии

Символом Австралии является:

+кенгуру

эму

кролик

петух

По форме управления Австралия:

демократическая республика

конституционная монархия

конфедерация

+содружество

Официальный язык Австралии:

+английский
индейский
английский и французский
французский

Главой Австралийского государства является:

Елизавета I
+Елизавета II
Генерал-губернатор
Королева Виктория

Столица Австралии:

Сидней
+Канберра
Мельбурн
Оттава

2.2. Письменный перевод с русского на английский язык

1. Translate into English:

- 1) На английском языке говорят во многих странах мира.
- 2) Английский является национальным языком многих стран: (названия стран).
- 3) Великобритания - небольшая страна. Она меньше чем Франция.
- 4) Великобритания имеет 4 части: (назвать какие).
- 5) 400 лет тому назад англичане приплыли в Северную Америку и принесли с собой английский язык.
- 6) Люди из различных стран Европы приносили с собой свои собственные культуры и языки.
- 7) Канада расположена к Северу от Соединённых штатов.
- 8) Канада имеет два национальных языка – английский и французский.
- 9) Австралия – самый маленький континент.
- 10) Новая Зеландия находится недалеко от Австралии, но она очень далеко от Великобритании.

Тема 2. Исторические особенности, символика, города и основные достопримечательности, национальные праздники, культурная жизнь, обычаи и традиции.

1. Текст по теме

Kostroma: A Glimpse into Russia's Historical Heritage

Kostroma is a picturesque city in central Russia, located on the banks of the Volga River. It's part of the famous Golden Ring — a group of ancient cities northeast of Moscow that are known for their historical and cultural significance. With its rich history, stunning architecture, and vibrant traditions, Kostroma offers a unique glimpse into Russia's past and is well worth a visit for any student eager to explore the country's heritage.

Historical Background

Found founded in the 12th century (most sources cite 1152 as the year of foundation), Kostroma played an important role in Russian history. One of the most notable events was the election of

Mikhail Romanov as Tsar in 1613 at the Ipatiev Monastery. This marked the beginning of the Romanov dynasty, which ruled Russia for over 300 years. The city's historical significance is deeply intertwined with the story of national unity and the end of the Time of Troubles.

Key Attractions

1. **Ipatiev Monastery** — one of the most important spiritual and historical sites in Russia. This monastery is where Mikhail Romanov was called to the throne. Its majestic architecture and ancient frescoes attract visitors from all over the world.
2. **Trading Rows (Gostiny Dvor)** — a large complex of merchant buildings from the 18th–19th centuries. It's still used as a marketplace, offering local crafts, souvenirs, and traditional foods.
3. **The Fire Tower** — a 19th-century landmark that now serves as an observation deck. From the top, you can enjoy panoramic views of the city and the Volga River.
4. **Museum of Wooden Architecture** — an open-air museum showcasing traditional wooden buildings from different eras. Here, you can see old churches, peasant houses, and windmills, all preserved in their original form.

Cultural Life and Traditions

Kostroma is also known for its cultural traditions. The city is associated with **Snegurochka** (the Snow Maiden), the granddaughter of Ded Moroz (Father Frost). Visitors can explore the **Snegurochka's Terem** (Snegurochka's House), a themed attraction that brings this fairy-tale character to life.

The city hosts various festivals and events throughout the year, including folk music performances, craft fairs, and historical re-enactments. These events offer a great opportunity to immerse yourself in local culture and meet friendly residents.

Why Visit as a Student?

For university students, Kostroma is more than just a tourist destination — it's a living classroom:

- **History lessons come alive** as you walk through streets that have witnessed centuries of Russian history.
- **Affordable travel** — compared to larger cities, Kostroma offers budget-friendly accommodation and food.
- **Inspiration for studies** — whether you're studying history, art, architecture, or linguistics, the city provides rich material for research and reflection.
- **Relaxation and nature** — the Volga River and surrounding forests offer peaceful spots for walks, picnics, and outdoor activities.

Practical Tips

- The best time to visit is from May to September, when the weather is mild and pleasant. Winter offers a magical, snowy landscape but can be very cold.
- Public transport in Kostroma includes buses and taxis, but the city centre is compact and easy to explore on foot.
- Don't miss trying local specialities such as Kostroma cheese (a traditional Russian cheese) and honey-based treats.

Kostroma combines the charm of an ancient Russian city with the warmth of its people. Whether you're interested in history, architecture, folklore, or simply enjoying a peaceful getaway, this city on the Volga has something to offer every curious student.

2.1 Вопросы к тексту

- Where is Kostroma located?
- What famous tourist route is Kostroma part of?
- When was Kostroma founded, according to most sources?
- What significant historical event took place at the Ipatiev Monastery in 1613?
- What dynasty began with the election of Mikhail Romanov?
- Why is the Ipatiev Monastery considered an important site in Russia?
- What is the Trading Rows (Gostiny Dvor) and what centuries does it date back to?
- What function does the Fire Tower serve nowadays?
- What can visitors see from the top of the Fire Tower?
- What does the Suzdal Gate mark in the city?
- What kind of museum is the Museum of Wooden Architecture?
- What types of buildings can be seen at the Museum of Wooden Architecture?
- Which fairy-tale character is Kostroma associated with?
- What themed attraction in Kostroma is dedicated to this fairy-tale character?
- What kinds of events and festivals does Kostroma host throughout the year?
- According to the text, why is Kostroma described as a “living classroom” for university students?
- Name two academic disciplines that could benefit from a visit to Kostroma, as mentioned in the text.
- What natural features near Kostroma offer opportunities for relaxation and outdoor activities?
- When is the best time of year to visit Kostroma, and what alternative experience does winter offer?
- Name two local specialities that visitors are encouraged to try in Kostroma.

Тема 3. Выдающиеся представители науки, культуры и общественные деятели.

- Знаменитые учёные: («Альфред Нобель», «Александр Белл», «Мария Кюри», «Эрнест Резерфорд», «Малоизвестные факты об известных учёных»).
- Достижения в сфере информационных технологий. Плюсы и минусы всеобщей информатизации общества.

1. Опрос по базовым текстам раздела

(«Альфред Нобель», «Александр Белл», «Мария Кюри», «Эрнест Резерфорд», «Малоизвестные факты об известных учёных»):

- (1.1) фонетическое чтение;
- (1.2) аналитическое и поисковое чтение;
- (1.3) устный/письменный перевод.

(Задания представлены в учебнике)

2. Монолог (сообщения)

Темы:

- Малоизвестные факты об известных учёных.
- Достижения в сфере информационных технологий. Плюсы и минусы всеобщей информатизации общества.

3. Контрольная работа (контроль усвоения общенаучной лексики)

1. Make up pairs of synonyms, translate them:

science, to divide, simple, to complete, powerful, finding, to store, room, to define, close, land, study, strong, ordinary, to conserve, similar, country, to split, to obtain, research, survey, to determine, discovery, to carry out, space, to get.

2. Make up pairs of antonyms, translate them:

to ignore, to refuse, to add, to point out, to offer, to make less (to reduce).

3. Put in the right word, translate the sentence:

- 1) This book (to point out; to contain, to cause) all the information you need.
- 2) They kept many things in the (bathroom, dining-room, store-room).
- 3) The new (substance, explanation, property) was produced in the laboratory after many years of hard work.
- 4) They are (enough, both, scarcely) good engineers.
- 5) We have to meet (twice, as far as, soon) a day.
- 6) I've seen him only (steadily, throughout, once).

4. Переведите на английский язык:

1. Шведский учёный Альфред Нобель, который изобрёл взрывчатое вещество динамит, умер в 1896 г.
2. Что заставляет тебя так рано уезжать из города (покидать город)?
3. Было трудно решить, кто заслуживает первый приз.
4. Закон гравитации (the law of gravity) управляет движением планет.
5. Он изучал ядерную физику в институте.
6. На столе есть несколько книг. Ты можешь выбрать любую книгу.

5. Переведите на русский язык:

1. The summer was very dry and there was a threat of fires in the forests.

2. The development of cars in Europe led to the abolition of different Acts, which limited the speed of the motor Transport.
3. They will need plenty of sand for building the road.
4. The town authorities first studied traffic conditions in the town and then made necessary recommendations.
5. Though being injured, he continued to drive.
6. We had no opportunity to speak to them.
7. Any scientist realizes that without experiments his work will be useless.

6. Вставьте нужный глагол в правильной форме, переведите предложения на русский язык:

1. The Russian people ... (to win, to complete, to make) a great victory in 1945.
2. Some people ... (to master, to justify, to believe) that they have extraordinary abilities.
3. Something ... (to realize, to be over, to threaten) us, but we couldn't understand what was that.
4. Mothers always ... (to see, to care for, to make) their children.
5. The accident ... (to help, to avoid, to occur) three hours ago.
6. He couldn't translate the text as he ... (not to master, not to know, not to expect) the meaning of many words.

7. Выберите синонимы из данного списка к словам, переведите на русский язык:

own, too, suddenly, really, seldom, probably, about, every, as follows, while

- also –
- as -
- in fact –
- unexpectedly –
- not often –
- each –
- in the next way –
- possibly -
- around –
- personal –

4. Диалог (обмен мнениями)

ТЕМЫ:

- 1) «Достижения в сфере информационных технологий. Плюсы и минусы всеобщей информатизации общества»
- 2) «Роль личности ученого в обществе»
- 3) «История развития науки»

5. Грамматика: Герундий

Контрольная работа.

Variant I

Task 1: Укажите значение и признаки Герундия

Task 2: Каков формальный отличительный признак форм Active и Passive?

Task 3: Постройте формы Indefinite Passive и Perfect Active от глагола *to offer*

Task 4: В каком из предложений герундий выполняет функцию подлежащего:

1. Finding a new, more active element became her aim.
2. Her husband decided to help Marie in her finding a new, more active element.
3. After finding a new element with more powerful radioactivity Marie called it radium.
4. They were awarded the Nobel Prize in Physics for their finding.

Task 5: Выделите герундий в предложениях, определите его форму, переведите на русский язык:

1. After being corrected by the teacher, the students' papers were returned to them.

2. He broke the silence by inviting everybody to walk into the dining-room.
3. The place is worth visiting.
4. Watching football matches can be exciting enough.
5. Instead of going home he went to the cinema.
6. Nobody knew of his having gone to Moscow.
7. She told us of having been helped with Mathematics by her elder brother.

Task 6: Определите частеречевую принадлежность V_{ing} форм (герундий/отглагольное существительное/причастие I) :

1. The boys continued playing football.
2. He was looking at the plane flying overhead.
3. Watching the playing kitten was great fun for the children.
4. These discussings have become constant.
5. The children were tired of running.
6. The students found the reading of English newspapers rather difficult at first.
7. After having received the telegram, I went home at once.
8. Nobody knows of their working at that problem.

Task 7: Вставьте нужный предлог:

1. I'm interested ... finding a job.
2. Pete gave ... smoking.
3. He is famous ... keeping secretes.
4. I objected ... his joining the group.
5. He insisted ... our going to the library together.
6. Everybody was proud ... being awarded the prize.
7. We were afraid ... going by plane.

Task 8. Из предложений, приведенных ниже, выберите те, в которых используется Герундий, переведите на русский язык:

1. Men began building houses out of stone very long ago.
2. Their buildings were simple in construction.
3. They were building houses out of stone for centuries.
4. Building houses out of stone began very long ago.
5. Building slanting roofs the Greeks protected themselves from rain.
6. They used stone in building houses.

Task 9. Переведите предложения, определив частеречевую принадлежность формы Ving:

1. Designing such buildings as churches and cathedrals is not a widely spread practice for modern architects.
2. Designing wonderful columns the Greeks became the teachers of the world in column building.
3. Huge pyramids were constructed only for protecting the body of a dead king (pharaoh).
4. The assembling of houses on the construction site is a widely spread practice nowadays.
5. Primitive people built houses protecting them from stormy weather, wild animals and human enemies.
6. Damagings of different kinds left a lot of medieval houses in ruins.

Темы 1 – 3

Тесты (Обзор пройденной грамматики)

ТЕСТ № 1(один вариант ответа)

Variant I

Выберите правильный вариант:

We _____ breakfast when my aunt _____ to ask a phone number.

+were having / called
had / called
were having / was calling
had / was calling

Выберите правильную форму глагола:

I _____ TV at eight o'clock yesterday evening.

+was watching
watched
am watching

*Выберите правильную форму глагола (Present Simple or Present Continuous):
to sing:*

Polly has a brilliant voice. She...wonderfully.

+sings
is singing

Can you hear that? Somebody...a song!

sings
+is singing

Выберите правильную форму глагола "to have":

Mr. Smith stayed at his office very late because he ... a lot of work.

has
have
will have
+had

5. Укажите предложение, в котором глагол "to have" является вспомогательным:

We shall have a party tomorrow
+We have invited our friends
We'll have to prepare for the party
I hope we'll have a good time

6. Укажите, в каком предложении глагол стоит в Present Perfect:

+She has bought a new pair of shoes
She has a lot of different shoes at home
She had bought a pair of new shoes for yesterday's party
She had new shoes on at the party

Сопоставьте английское предложение русскими:

She has typed the letter.

+Она напечатала письмо
Она печатала письмо
Она печатает письмо

Выберите правильную форму глагола:

"... Fred this week?" "Yes, I saw it on Wednesday."

Had you seen
+Have you seen
Will you have seen
You have seen

Выберите правильный предлог:

Have you lived in this town _____ your childhood?

+Since
for
from

Present Perfect or Past Simple?

I (work) in the bank for three years. I like it very much.

worked

has worked

+have worked

have been worked

Выберите правильную форму глагола:

The shop ... at 6 in the morning yesterday.

is opened

+was opened

will be opened

Выберите правильную форму глагола:

The homework ... before the film began.

was done

will have been done

have being done

+had been done

Выберите правильную форму глагола:

These plants ... on this farm last year.

have been grown

+were grown

will have been grown

are being grown

Выберите правильную форму глагола:

The report ... when I came.

was making

+was being made

was made

were being made

Выберите правильный вариант.

When Mark arrived, the Johnsons _____ dinner, but stopped in order to talk to him.

+were having

had been having

had

was having

While Tom _____ a book, Marhta _____ TV.

was reading, watched

+was reading, was watching

read, watched

read, was watching

The food that Ann is cooking in the kitchen _____ delicious.

is smelling

smelt

+smells

will smell

We called our friends in London yesterday to tell them about the reunion that we _____.

will plan

plan

+were planning

have planned

Catherine is studying law at the university, and so _____ Nick.

+is

was

does

were

I feel terrible. I think I _____ to be sick.

will

+am going

go

will be going

My colleagues usually _____ four days a week, and this week they _____ five days.

work, work

are working, are working

are working, work

+work, are working

It _____ outside; I do not like to walk in such weather.

rains

+is raining

is rain

is rained

I _____ a very difficult day tomorrow. I need to prepare for the exam.

+ will have

have

am having

would have

At 10 o'clock in the morning on Wednesday Tom _____ a delegation in the office.

will receive

+will be receiving

is receiving

would receive

Although the sun was shining, it was still cold, because it _____ hard for two hours.

had been raining

+had rained

was raining

is raining

She _____ at the parcel long enough, before she _____ that it was for her brother.

had been looking, had understood

+had been looking, understood

was looking, understood

was looking, had understood

I _____ to the cinema but my friend persuaded me to stay.

am not going

did not go

+was going

had been going

We were good friends, we _____ each other for years.

+had known

were knowing

had knowing

know

We were extremely tired at the end of the journey. We _____ for more than 24 hours.

+had travelled

had been travelling

were travelling

travel

How long _____ this book? How many pages of this book _____?

have you been reading, have you been reading

have you read, have you read

have you read, you read

+have you been reading, have you read

We always go to Saint Petersburg for our holidays. We _____ there for years.

+ have been going

go

are going

were going

I have lost my key again. I _____ things. I lose things too often.

always lose

have always lost

+am always losing

was always losing

The economic situation is already very bad and it _____ worse.

+ is getting

got

gets

would be getting

What time _____ your friend _____ tomorrow?

+will ...arrive

will... be arriving

is ...arrived

will... arriving

TECT 2 (1 вариант ответа)

Выберите правильный вариант.

How long _____ you _____? — Since I was 17.

+have ...been driving

did ...drive

have ...driven

do ...drive

She _____ always _____ in Moscow.

lives

has ...been living

+has ...lived

has ...live

How long _____ you _____ Kate?

did ...know

+have ...known

have... been knowing

do ...known

I _____ here all my life.

+have lived

am living

have living

live

Kate has lost her passport again, it is the second time this ...

happens

happened

+has happened

is happening

Kate has been working here _____.

since two years
+for two years
two years ago
two years

The boy sitting next to me on the plane was nervous because he _____ before.

has not flown
+had not flown
did not fly
has not been flying

I _____ a lot but I don't any more.

was used to eat
was eating
+used to eat
used to eating

_____ next week, so we can go somewhere.

+I'm not working
I don't work
I won't work
I shall not work

We are late. The film _____ by the time we get to the cinema.

will be already started
+will already have started
will already start
already will start

Don't worry _____ late tonight.

if I'll be
when I'll be
+if I am
if I be

At first I thought I _____ the right thing, but I soon realized that I _____ a serious mistake.

did, made
have done, have made
+had done, had made
did, had made

I hope Kate is coming soon. I _____ for two hours.

am waiting
had been waiting
+have been waiting
waited

At last Kate came. I _____ for two hours.

am waiting
had been waiting
+have been waiting
was waiting

She is going on holiday. This time next week she _____ on a beach or _____ in the sea.

is going to lay, swim
+will be lying, swimming
will lie, swim
is lying, swimming

_____ you _____ the post office when you're out?

- **Probably. Why?**

- **I need to mail the letter. Could you do it for me?**

are ...passing

+will ...be passing

are ...going to pass

will... pass

We_____for a walk when it_____raining.

will go, will stop

are going, will stop

+will go, stops

go, stops

When you_____in Moscow again, you must come and see us.

will go

+are

will be

are going

I'm going to read a lot of books while I_____on holiday.

+am

would be

will be

am going to be

_____you_____your car this evening?

— **No. Do you want to borrow it?**

+will ... be using

are... used

will ...use

do ...use

Таблица 3.3 – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)		
	на базовом уровне	на повышенном уровне	
	соответствует оценке «удовлетворительно» 50-64% от максимального балла	соответствует оценке «хорошо» 65-85% от максимального балла	соответствует оценке «отлично» 86-100% от максимального балла
ИД-1ук-4 - выбирает на государственном и иностранном (-ых) языках коммуникативно приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами.	Способен удовлетворительно выбирать на государственном и иностранном (-ых) языках коммуникативно приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с	Допускает несущественные ошибки при выборе коммуникативно приемлемого стиля делового общения, вербальных и невербальных средств взаимодействия с партнерами на государственном и иностранном (-ых) языках	Не допускает ошибок при выборе коммуникативно приемлемого стиля делового общения, вербальных и невербальных средств взаимодействия с партнерами на государственном и иностранном (-ых) языках

ИД-2_{ук-4} Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках ИД-3_{ук-4} Ведет деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на государственном и иностранном (-ых) языках. ИД-4_{ук-4} Демонстрирует умение выполнять перевод профессиональных текстов с иностранного (-ых) на государственный язык и обратно	партнерами. Владеет удовлетворительным и навыками поиска необходимой информации посредством информационно-коммуникационных технологий в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках; владеет навыками ведения деловой переписки, но допускает стилистические ошибки и неточности в оформлении деловых бумаг. Студент понимает основное содержание профессиональных текстов на иностранном языке, но испытывает трудности при их переводе с иностранного на государственный язык и обратно.	Владеет хорошими навыками поиска необходимой информации посредством информационно-коммуникационных технологий в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках; умеет вести деловую переписку, учитывая особенности стилистики официальных и неофициальных писем. Знает социокультурные различия в формате корреспонденции на государственном и иностранном языках, но допускает незначительные ошибки. Студент демонстрирует умение выполнять перевод профессиональных текстов профессиональных с иностранного на государственный язык и обратно, допуская незначительное количество ошибок.	Умеет находить необходимую информацию посредством информационно-коммуникационных технологий в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках; умеет вести деловую переписку, учитывая особенности стилистики официальных и неофициальных писем. Знает социокультурные различия в формате корреспонденции на государственном и иностранном языках. Студент демонстрирует умение безошибочного перевода профессиональных текстов с иностранного на государственный язык и обратно
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3. ОПРЕДЕЛЕНИЕ РЕЗУЛЬТАТА ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Форма промежуточной аттестации по дисциплине зачет /экзамен

ОЦЕНОЧНЫЕ МАТЕРИАЛЫ И СРЕДСТВА ДЛЯ ПРОВЕРКИ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИЙ

УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)

Задания закрытого типа

1. A job application is:

A document that describes the contents of a shipment to a customer
+ A document for job candidates to fill out in response to an open position
A document that outlines financial transactions

2. A curriculum vitae is:

+ A short written summary of a person's career, qualifications, and education
An application for a teaching job
A letter to your business partner

3. The common closing phrase for a business letter is:

That's about it
+ Yours sincerely
Vae victis

4. In a business letter you should never use:

+Discriminatory language
Latin expressions
Pronoun I

5. Business is:

+Commercial activity
Employment
Administration of organization

6. Finish the saying "A big business starts...":

In the morning
+Small
At a snap of finger

4. Finish the saying " You don't build a business, you build people, then people build the..."

House
+Business

1. Scotland is a part of _____.

Правильный ответ: Great Britain/ the UK

2. The capital of the United States is _____.

Правильный ответ: Washington

3. London stands on the river _____.

Правильный ответ: Thames

4. The United States border _____.

Правильный ответ: Canada and Mexico

5. Maple leaf is the symbol of _____.

Правильный ответ: Canada

6. Curriculum vitae is also known as _____.

Правильный ответ: Resume.

7. A resume is used to _____.

Правильный ответ: apply for a job.

8. What is the difference between a customer and a client?

A customer is someone who buys something, especially from a shop. She's one of our regular customers. A client is a person or company that receives a service from a professional person or organization in return for payment.

9. What does "party" mean in regard to a business letter?

A person or group of people constituting a particular side in a contract or legal action

10. What is a formal language synonym for the owner of a business?

A proprietor

11. What do you call the attitude, satisfaction, and overall outlook of employees during their association with an organization or a business?

Morale

12. What does an entrepreneur do?

An entrepreneur is a person who creates a new business venture, takes financial risks, and assumes responsibility for the success or failure of that venture.

Basically an individual who creates and grows a business through their creative ideas.

13. What do you call a formal conversation between a potential employer and a job applicant?

A job interview

14. Why taxes are important?

The most important purpose of taxation is to raise resources for governments to deliver essential public services.

15. Who said “If opportunity doesn’t knock, build a door”?

Milton Berle, an American comedian

16. What is a business plan?

A document that defines in detail a company’s objectives and how it plans to achieve its goals.

17. What is a business startup?

A young company established by one or more entrepreneurs to create unique and irreplaceable products or services

18. Why is Britain called Great?

The “Great” in Great Britain was introduced to distinguish Great Britain from Lesser Britain - the area in France now called Brittany

19. What is the River Thames called in Oxford?

The Isis

20. What is the third oldest university in the UK (after Oxford and Cambridge)?

The University of St Andrews (which is also the oldest in Scotland) founded in 1413

21. What is the New Zealand’s capital Wellington famous for in terms of weather?

It’s the world’s windiest city

22. What is the youngest state in the US?

Hawaii

23. What is the title of the head of a university in Britain?

The chancellor

УК-5- Способен воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах

Задания закрытого типа

Выберите правильный вариант ответа

1. Укажите предложение, действие в котором относится к прошлому:

They will build another house at the end of the street.

She is reading a book about electricity.

+ He decided to start a business of his own.

2. Укажите предложение, действие в котором относится к будущему:

+ She will phone you as soon as she returns home.

The meeting went as usual.

Night insects are bothering the campers.

3. Укажите предложение, действие в котором относится к настоящему:

+They are developing a strategy to achieve their goals.

You didn't do the task properly.

This team will surely win the tournament.

4. Укажите, в каком предложении глагол стоит в Present Perfect:

The never understand the importance of planning.

There are too few benches in the park.

+ He has finished the assignment just in time.

Задания открытого типа

Дайте развернутый ответ на вопрос

1. What is your name? (Как Вас зовут?)

Правильный ответ: My name is ...

2. Where do you come from? (Откуда Вы приехали?)

Правильный ответ: I was born in ...

3. What do you look like? (Как вы выглядите?)

Правильный ответ: I am a tall handsome guy with broad shoulders.

4. Which school did you graduate from? (Какую школу вы закончили?)

Правильный ответ: The one and only school in our town.

5. What are your parents' professions? (Кто Ваши родители по профессии?)

Правильный ответ: My mother was a writer, my father was a lawyer.

6. Where are you studying? (Где Вы учитесь?)

Правильный ответ: At Kostoma State Agricultural Academy if I'm not mistaken.

7. What kind of person are you? (Что вы за человек?)

Правильный ответ: I am very friendly but sometimes I feel I'm going to snap.

8. What are your hobbies and interests? (Чем Вы интересуетесь?)

Правильный ответ: My passion is Australia – I'm dreaming to visit it some day.

9. How do you spend your free time? (Как Вы проводите свободное время?)

Правильный ответ: Unfortunately I don't have much free time these days.

10. What books do you read? (Какие книги Вы читаете?)

Правильный ответ: I am a big fan of classical Russian literature.

11. What films do you watch? (Какие фильмы Вы смотрите?)

Правильный ответ: Only the best ones.

Окончательные результаты обучения (формирования компетенций) определяются посредством перевода баллов, набранных студентом в процессе освоения дисциплины, в оценки:

– базовый уровень сформированности компетенции считается достигнутым, если результат обучения соответствует оценке «удовлетворительно» (50-64 рейтинговых баллов);

– повышенный уровень сформированности компетенции считается достигнутым, если результат обучения соответствует оценкам «хорошо» (65-85 рейтинговых баллов) и «отлично» (86-100 рейтинговых баллов).

4 ПОРЯДОК ПРОВЕДЕНИЯ ПОВТОРНОЙ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Форма промежуточной аттестации по дисциплине экзамен/экзамен.

Фонд оценочных средств для проведения повторной промежуточной аттестации формируется из числа оценочных средств по темам, которые не освоены студентом.

Примечание:

Дополнительные контрольные испытания проводятся для студентов, набравших менее **50 баллов** (в соответствии с «Положением о модульно-рейтинговой системе»).

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)		
	на базовом уровне	на повышенном уровне	
	соответствует оценке «удовлетворительно» 50-64% от максимального балла	соответствует оценке «хорошо» 65-85% от максимального балла	соответствует оценке «отлично» 86-100% от максимального балла
ИД-1ук-4 - выбирает на	Способен удовлетворительно	Допускает несущественные	Не допускает ошибок при выборе

государственном и иностранном (-ых) языках коммуникативно приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами. ИД-2_{ук-4} Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках ИД-3_{ук-4} Ведет деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на государственном и иностранном (-ых) языках. ИД-4_{ук-4} Демонстрирует умение выполнять перевод профессиональных текстов с иностранного (-ых) на государственный язык и обратно	выбирать на государственном и иностранном (-ых) языках коммуникативно приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами. Владеет удовлетворительным и навыками поиска необходимой информации посредством информационно-коммуникационных технологий в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках; владеет навыками ведения деловой переписки, но допускает стилистические ошибки и неточности в оформлении деловых бумаг. Студент понимает основное содержание профессиональных текстов на иностранном языке, но испытывает трудности при их переводе с иностранного на государственный	ошибки при выборе коммуникативно приемлемого стиля делового общения, вербальных и невербальных средств взаимодействия с партнерами на государственном и иностранном (-ых) языках Владеет хорошими навыками поиска необходимой информации посредством информационно-коммуникационных технологий в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках; умеет вести деловую переписку, учитывая особенности стилистики официальных и неофициальных писем. Знает социокультурные различия в формате корреспонденции на государственном и иностранном языках, но допускает незначительные ошибки. Студент демонстрирует умение выполнять перевод профессиональных текстов профессиональных с иностранного на государственный язык и обратно, допуская незначительное количество ошибок.	коммуникативно приемлемого стиля делового общения, вербальных и невербальных средств взаимодействия с партнерами на государственном и иностранном (-ых) языках Умеет находить необходимую информацию посредством информационно-коммуникационных технологий в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках; умеет вести деловую переписку, учитывая особенности стилистики официальных и неофициальных писем. Знает социокультурные различия в формате корреспонденции на государственном и иностранном языках. Студент демонстрирует умение безошибочного перевода профессиональных текстов с иностранного на государственный язык и обратно
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	язык и обратно.		
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Форма промежуточной аттестации по дисциплине зачет.

Таблица 4 – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	соответствует оценке «зачтено» 50-100% от максимального балла
ИД-1 _{ук-4} Выбирает на государственном и иностранном (-ых) языках коммуникативно приемлемые стиль общения, вербальные и невербальные средства взаимодействия с партнерами.	владеет теоретическим материалом по дисциплине «Иностранный язык», но испытывает затруднения в выборе коммуникативно приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами, допускает ошибки в построении устной и письменной речи;
ИД-3 _{ук-4} Ведет деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на государственном и иностранном (-ых) языках.	владеет навыками ведения деловой переписки, но допускает стилистические ошибки и неточности в оформлении деловых бумаг.
ИД-4 _{ук-4} Демонстрирует умение выполнять перевод профессиональных текстов с иностранного (-ых) на государственный язык и обратно	студент понимает основное содержание текстов на иностранном языке, демонстрирует удовлетворительные навыки перевода текстов с иностранного на государственный язык и обратно.

Форма промежуточной аттестации по дисциплине экзамен.

Таблица 5 – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	на базовом уровне
	соответствует оценке «удовлетворительно» 50-64% от максимального балла
ИД-1 _{ук-4} Выбирает на государственном и иностранном (-ых) языках коммуникативно приемлемые стиль общения, вербальные и невербальные средства взаимодействия с партнерами.	владеет теоретическим материалом по дисциплине «Иностранный язык», но испытывает затруднения в выборе коммуникативно приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами, допускает ошибки в построении устной и письменной речи;
ИД-2 _{ук-4} Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках.	владеет удовлетворительными навыками поиска необходимой информации посредством информационно-коммуникационных технологий в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках;

ых) языках ИД-3_{УК-4} Ведет деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на государственном и иностранном (-ых) языках. ИД-4_{УК-4} Демонстрирует умение выполнять перевод профессиональных текстов с иностранного (-ых) на государственный язык и обратно	владеет навыками ведения деловой переписки, но допускает стилистические ошибки и неточности в оформлении деловых бумаг; понимает основное содержание профессиональных текстов на иностранном языке, но испытывает трудности при их переводе с иностранного на государственный язык и обратно.
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