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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

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10 июня 2026 года

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ

Иностранный язык (английский)

Направление подготовки /специальность 35.03.10 Ландшафтная архитектура
Направленность (специализация) «Ландшафтное проектирование»

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Форма обучения очная, заочная
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Караваево 2026

Фонд оценочных средств предназначен для контроля знаний, умений и уровня приобретенных компетенций студентов направления подготовки 35.03.10 Ландшафтная архитектура по дисциплине «Иностранный язык» (английский)

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Паспорт фонда оценочных средств

Таблица 1

Модуль дисциплины	Формируемые компетенции или их части	Оценочные материалы и средства	Количество
Модуль 1. *Вводный фонетически-грамматический курс. Особенности произношения гласных и согласных.*	УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)		
Тема 1 *Вводно-обзорный курс грамматики (*Часть 1) *Тема 2* *Вводно-обзорный курс грамматики (*Часть 2)		Комплект вопросов для опроса	30
		Комплект заданий для контрольной работы	10
		Комплект вопросов для монологического высказывания	10
		Тестирование	64
Модуль 2. *Бытовая сфера общения (Я и моя семья).*	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	12
Тема 1 «Знакомство», «О себе» *Тема 2* «Я и моя семья» *Тема 3* «Человек: его внешность и характер. Национальный характер.».		Комплект вопросов для монологического высказывания	6
		Комплект заданий для контрольной работы	51
		Индивидуальное домашнее задание	4
		Тестирование	78
Модуль 3. *Социально-культурная сфера общения*	УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах) УК-5- Способен		
Тема 3 «Работа. Проблема поиска работы. Работа, которую мы выбираем.» *Тема 4* «По городам России. Страны изучаемого языка.».		Комплект вопросов для опроса	20
		Комплект вопросов для монологического высказывания	9
		Комплект заданий для контрольной работы	91
		Индивидуальное домашнее задание	3
		Комплект заданий для диалога	11

	воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах	Комплект тем для реферата	12
		Тестирование	88
Модуль 4. *Профессиональная сфера*			
Тема 1. «Проблемы современной найки. Наука и общество. Выдающиеся ученые мира.» Тема 2. «Моя специальность»	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	28
		Комплект заданий для контрольной работы	23
		Индивидуальное домашнее задание	22
		Комплект тем для реферата	14
		Тестирование	120

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)	**Модуль 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	Комплект вопросов для опроса Комплект заданий для контрольной работы Комплект вопросов для монологического высказывания Тестирование

Оценочные материалы и средства для проверки сформированности компетенций

Модуль 1. Бытовая сфера общения (Я и моя семья).

Тема 1. «Знакомство». «О себе»

1. Устный опрос по теме.

1.1Вопросы 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 asignments 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. <u>Заполните пропуски личными местоимениями:</u>
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. <u>Вместо существительных поставьте личные местоимения:</u>
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. <u>Поставьте местоимения в объектном падеже:</u>
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. <u>Заполните пропуски притяжательными местоимениями:</u>
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. <u>Вставьте артикль, где необходимо:</u>
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
Hisself
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
+Them

Тема 2. «Семья», «Семейные традиции».

1. Устный опрос по теме.

1.1 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.

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	Студент показывает хорошие знание и понимание тем модуля, но допускает ошибки при выборе коммуникативно приемлемого стиля общения, вербальных и невербальных

невербальные средства взаимодействия с партнерами	средств взаимодействия с партнерами, почти не допускает ошибок в построении устной и письменной речи

Модуль 2. Учебно-познавательная сфера общения (Я и мое образование)

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-5$_{УК-4}$ 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 3. «Образование»

«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, gymnasia 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 cautiousliest
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

Тема 4. «Студенческая жизнь» «Моя академия»

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.

4. 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; 1 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 3.2 – 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-5$_{УК-4}$ Демонстрирует умение выполнять перевод текстов бытовой сферы общения с иностранного (-ых) на государственный язык и обратно	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; демонстрирует умение выполнять перевод текстов бытовой сферы общения с иностранного на государственный язык и обратно, количество допущенных ошибок незначительно

Модуль 3. Социально-культурная сфера общения (Я и мир. Я и моя страна)

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 интегративные умения использовать диалогическое общение для сотрудничества в академической коммуникации общения: внимательно слушая и пытаясь понять суть идей других, даже если они противоречат собственным воззрениям; уважая высказывания других как в плане содержания, так и в плане формы; критикуя аргументированно и конструктивно, не задевая чувств других; адаптируя речь и язык жестов к ситуациям 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-5$_{УК-4}$ 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)

УК-5- Способен воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах	ИД-1 Находит и использует необходимую для саморазвития и взаимодействия с другими информацию о культурных особенностях и традициях различных социальных групп.	

Тема 5. Человек в современном мире

1. Опрос.

- (1) фонетическое чтение;
- (2) устный перевод со словарем;
- (3) письменный перевод со словарем;
- (4) чтение текста по тематике на извлечение информации

Подборка текстов по темам:

- Роль иностранного языка в современном мире.
- Современные языки международного общения.
- Образ жизни современного человека в России и за рубежом. Облик города/деревни в различных странах мира. Типы жилищ, досуг и работа людей в городе и деревне.
- Основы здорового образа жизни. Спорт и фитнесс. История Олимпийских и параолимпийских игр.
- Плюсы и минусы глобализации.
- Проблема личной ответственности за сохранение окружающей среды.

2. Диалог (обсуждение тем раздела)

3. Монолог (сообщение по одной из тем раздела)

4. Грамматика: PARTICIPLE I;II

4.1. КОНТРОЛЬНАЯ РАБОТА:

№ 1

Variant I

1. **Переведите предложения, обращая внимание на категорию причастия:**
1. We have translated the text.
2. Climbing the mountain he broke his leg.
3. The working engine was too noisy.
4. The discovery made was very important.
5. Roman towns surrounded by walls for defense were real military camps.
6. The students are working in the field now.
7. If changed the article will be published.
8. We often speak about our friends living in the south.
9. The fuel is ignited inside the cylinder.

2. Переведите предложения, предварительно определив функции причастий:

1. He heard the voices coming through the open window.
2. Waiting for him I looked through the magazines lying on the table.
3. The explanation given was not complete.

4. The new materials recommended for bridge construction were described in the article written by our professor.
5. When burnt coal produces heat.
6. The growing plants should be well watered.
7. It is getting dark.
8. The bridge has been built this month

3. Выберите из скобок требующуюся форму причастия.

1. I think that the boy (standing, stood) there is his brother.
2. We listened to the girls (singing, sung) Russian folk songs.
3. When we came nearer, we saw two boys (coming, come) towards us.
4. Here is the letter (receiving, received) by me yesterday.
5. "How do you like the film?" he asked, (turning, turned) towards me.
6. She was reading the book (buying, bought) the day before.
7. Name some places (visiting, visited) by you last year.
8. Read the (translating, translated) sentences once more.
9. Translate the words (writing, written) on the blackboard.
10. We could not see the sun (covering, covered) by dark clouds.
11. The (losing, lost) book was found at last.
12. I shall show you a picture (painting, painted) by Hogarth.

№2

Variant I

Task 1. Найдите Причастие, определите его форму (PI//PII) и функцию; переведите предложения на русский язык:

1. Some of the buildings built by first-class Western architects have survived to our days.
2. The city was protected by rivers and a fortress, surrounding it.
3. Using standard projects to restore Moscow after Napoleon's invasion, architects preserved the city's uniformity.
4. Buildings built in white stone crested Moscow's architectural image of a city of white stone.
5. Architectural monuments built were simple but expressive.
6. If developed successfully the building industry will have the leading role.

Task 2. Выберите нужную форму причастия, переведите предложения на русский язык:

1. First-class foreign architects (inviting; invited) by Catherine the Great built a number of architectural monuments in Western Style.
2. There were a number of stone buildings (decorating; decorated) with ceramic.
3. The industries (requiring; required) highly-skilled labour are developing in Moscow now.
4. New dwelling districts were (building; built) on the outskirts of Moscow.

Task 3. Переведите на английский язык:

использующий –	использовался –	используемый -
используют (сейчас) –	используя –	(уже) использовали –

Task 4. Переведите предложения на английский язык:

1. Кострома была основана как город, защищающий Москву от вторжения врагов *(enemies)* с Северо-Востока.
2. В Костроме много памятников архитектуры, бережно охраняемых городскими властями.
3. Имея уникальный архитектурный стиль, Кострома входит в Золотое Кольцо *(The Golden Ring)* России.
4. В настоящее время строители успешно выполняют эту задачу.

1. **Темы 1 – 5. Обобщение пройденного материала**
2. ***КОНТРОЛЬНАЯ РАБОТА***
3. **(усвоение грамматического материала, пройденного в рамках тем 1 – 4)**

1. Вставьте нужную форму глагола *to be* или *to have:*

1) Britain … a variable climate.
2) The Artic climate … so severe that it … extremely difficult for people to live there.
3) We … a wonderful city tour last week-end.
4) Next month the weather … wetter.

2. Определите функцию глагола *to have*:

1) Travelling by air has some advantages.
2) They had reached the destination before the sunset.
3) Our guide will have to look for another way to get to the mountain.

3. Определите функцию глагола *to be*:

1) This road will be much more convenient.
2) They were crossing the river when an awful thunder struck.
3) Weathermen are to inform about weather conditions every day.

4. Выберите нужную форму прилагательного:

1) Travelling by air is … .

a) quickerer b) much quicker c) more quicker d) more quick

2) Today the weather is … as it was yesterday.

a) as sunny b) more sunnier c) sunnier than d) more sunny

3) The … influence on Japanese weather is the wind.

a) most great b) greater c) greatest d) most greater

5. Вставьте правильную форму глагола:

to wash:

Jim likes to help his mother. He always …dishes after meal.

6.Найдите и исправьте ошибки в глагольных формах:

1. Valarie work as a doctor.
2. People is often cruel.
3. They doesn't like animals.

7. Переведите правильно предложения:

1. There is always much snow in this part of the island.
2. It is never sunny in this time of the year.
3. It is the best way to reach the destination.
4. Don't go there by train. It will take too much time.
5. It's very dark in winter in this city, but its buildings look still *(ещё)* more magnificent (*величественный*).
6. Use the map of the city and you won't get lost.

8. Распределите предложения по типам вопроса (по каким признакам определяется тип вопроса?):

A: общий *B: специальный* *C: альтернативный* *D: разделительный*

1. Where can you find the weather forecast?
2. People in Britain often say something about the weather when they begin to talk with strangers, don't they?
3. Does the temperature go above 30^0C?
4. Are days long in winter or in summer?

9. Найдите неправильно составленные вопросы:

1. What British people think about weather as a topic for conversation?
2. Do British people always know, what tomorrow's weather will be like?
3. Does it rain a lot in Britain?

4. There are sometimes grey skies for days or weeks at a time in Britain, isn't there?

10. Вставьте предлоги:

1. We arrived … the airport late … night.
2. I got up ____ 8 o'clock this morning.
3. I like getting up early _____ the morning.
4. My sister got married ____ May.
5. Diana and I first met _____ 1978.
6. Did you go out ___ Friday?
7. Will the thunderstorm have stopped __ that time?
8. What will you do ___ your holidays?
9. I'm leaving ___ Moscow next Saturday.
10. Will you be … home this evening?
11. We went ___ Scotland last summer.
12. What do you usually do _____ the weekend?
13. We arrived ___ Paris … bus.
14. It was difficult to climb ___ the mountain.
15. Don't worry. I'll be back __ ten minutes.
16. There are many people __ the park today.
17. They have a lot __ presents __ children.
18. I often go __ the library ___ school.
19. I opened the door and went __ the classroom.
20. I go __ school and have to get __ early.
21. In winter I usually go __ bed at ten o'clock.
22. She took a kitten __ the bag and showed it __ us.

Тема 6. Россия и страны изучаемого языка

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.

3. Диалог (Круглый стол на основе подготовленных материалов о Костроме и Костромской области)

Тема 7. Научно-технический прогресс и его достижения.

- 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
<u>Task 1:</u> Укажите значение и признаки Герундия
<u>Task 2:</u> Каков формальный отличительный признак форм Active и Passive?
<u>Task 3:</u> Постройте формы Indefinite Passive и Perfect Active от глагола *to offer*
<u>Task 4:</u> 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.

<u>Task 5:</u> 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.

<u>Task 6:</u> 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.

<u>Task 7:</u> 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.

<u>Task 8.</u> 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.

<u>Task 9.</u> 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.

Тема 8. «Деловое письмо». «Анкета». «Биография». «Резюме»

1. Индивид. задания (по итогам самостоятельного изучения материала) Заполнение АНКЕТЫ.

2. Индивид. задания (по итогам самостоятельного изучения материала) Составление ПОРТФОЛИО

3. Контрольная работа (по итогам самостоятельного изучения материала «Мои деловые бумаги»)

№1

Вариант 1.

1. Оформление делового письма

(Задания на установление правильной последовательности)

1.1 ***Расположите части делового письма в правильном порядке***

1. New Publishers, 26 Greenhouse Street, Aberdeen PV31 23TR
Telephone 9593 385749 Fax 9593 75843
23 May 2005
2. Dear Mr Castellos,
3. Thank you for your letter of application for the post of PR manager.
We would like to invite you to attend an interview.
We shall be conducting interviews on Monday 30 May and ask you to contact us to arrange a suitable time.
4. We look forward to meeting you.
Yours sincerely,
_____Joan Dumorieur
Personnel Manager
5. Mr G.Castellos, 37 Star Road, Aberdeen VH42 57GT

1.2. ***Расположите части делового письма в правильном порядке***

1. We thank you for your letter dated the 29th September and are pleased to send
you our latest catalogue and the current price list. We shall send you a special
offer as soon as we have your exact requirements.
2. George Finchley & Sons, 68 Bond Street, London
4 October 2003
3. Yours faithfully,
_____Sally Blinton
Sales Manager
4. Dear Sirs,
5. Messrs Dickson & King, 9 Newgate Street, London

1.3. ***Расположите части делового письма в правильном порядке***
1. The Sales Department, Southern Importers Ltd., Dane Street, Northam,
Southampton S09 4YQ
2. A.X.C. Records Ltd., 41 Broadway, Liverpool L91 5 PB
12 May 2005
3. Dear Sirs,
4. We are a large music shop in the center of Liverpool and would like to know more about the tapes and cassettes you advertised in this month‘s edition of Music Monthly.
5. Yours faithfully,
_____Jeffry Allen
Director
1.4. Расположите части делового письма в правильном порядке
1. Dear Mr. Hill:
2. We have received your resume and application for the position of executive assistant.
……
Thank you for your interest in BCL Globalcom.
3. BCL Globalcom GmbH
Goethestrasse 40113
10728 Berlin
Germany
March 26, 2007
4. Sincerely yours,
Maki IshiiMaki Ishii
Human Resource Director
(From ‘Business Correspondence: A Guide to Everyday English’ by Lin Lougheed)
5. Mr. Sandy Hill
999 Pine Avenue
New Haven, CT 06540
1.5. ***Расположите части делового письма в правильном порядке***
1. Yours sincerely,
Brenda Wallis
Loans Manager
http://www.writinghelp-central.com/letter-of-rejection.html
2. Suzanna Bragg
127 Polk Drive, No. 112Gary, Indiana, 46402
3. After a thorough review of your application and the supporting documents you supplied, we have concluded that your current financial situation precludes this institution from extending further credit to you at this time. When your financial picture changes and your current level of risk-exposure becomes lower, we would be happy to reconsider your application.
4. Dear Mrs Bragg,
1. 5. Meridian National Bank
12187 S. Polo Dr . Fairfax, VA 2203026 May 2008
№2.
2.1. Перед Вами конверт
Соотнесите информацию под определенным номером на конверте с тем, что она обозначает.
1. the ZIP Code in the mailing address
2. the sender‘s name
3. the street name in the return address
4. the ZIP Code in the return address
5. the street name in the mailing address
6. the addressee‘s company name
2.2. Перед Вами конверт
Соотнесите информацию под определенным номером на конверте с тем, что она обозначает.

1. the sender‘s name
2. the street name in the return address
3. the addressee‘s company name
4. the town the letter comes from
5. the addressee
6. the ZIP Code in the mailing address

2.3. Перед Вами конверт

Соотнесите информацию под определенным номером на конверте с тем, что она обозначает.

1. the town the letter comes from
2. the street name in the return address
3. the addressee
4. the house number in the mailing address
5. the sender
6. the ZIP Code in the mailing address

2.4. Перед Вами конверт

Соотнесите информацию под определенным номером на конверте с тем, что она обозначает

1. Addressee‘s name
2. Addressee‘s city name
3. ZIP code in the return address
4. ZIP code in the mailing address
5. Addresser‘s name
6. Addresser‘s city name

2.5. Перед Вами конверт

Соотнесите информацию под определенным номером на конверте с тем, что она обозначает

1. Attention line
2. Name of the city in the return address
3. Name of the city in the delivery address
4. Name of the organization in the delivery address
5. ZIP code
6. Name of the organization in the return address

3. Определите, к какому виду делового документа относится представленный ниже отрывок

+1. Letter of apology
2. Memo
3. Letter of application
4. CV

3.1.Определите, к какому виду делового документа относится представленный ниже отрывок

1. CV
+2. Letter of apology
3. Contract
4. Memo

3.2. Определите, к какому виду делового документа относится представленный ниже отрывок

1. Letter of complaint
2. Memo
3. CV
+4. Letter of application

3.3. Определите, к какому виду делового документа относится представленный ниже отрывок

1. CV
2. Memo

+3. Simple commercial letter
4. Contract

3.4. Определите, к какому виду делового документа относится представленный ниже отрывок

1. Letter of apology
2. Contract
+3. Letter of application
4. CV

4. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки

(1)_____ : Project Planning Dept
From : GM
(2)_____ : Aqua Warm BV
I am sure that you have read about the recent explosion at Perfecta Ltd. We have decided not to install any more (3) _____ central heating systems until we can be sure that they are absolutely safe. Please write and inform them of this.
(4) _____

1. T.Y.
2. Aqua Warm
3. Subject
4. To

4.1. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки

(1)_____ : Alan Bilton
From : Sue Mullins
(2)_____ : Seminar for the new staff
(3) _____
About the seminar you‘re organising for the new staff next month – will you need any equipment set up? I‘ll do a short introduction to the subject but I only need an OHP.
Can you fill in the request form for everything we‘ll need and send it to Shane Bell in the Technical department?
Thanks,
(4) _____

1. Subject
2. Alan
3. Sue
4. To

4.2 Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки

(1)_____ : Cathy Beddington
From : John Humphrey
(2)_____ : New product advretising
(3) _____ has approved an increase of budget on this campaign, so we can go for: colour advert, six issues.
Could you contact the magazine and get them to change this? Please check the price and the possibility of a bigger discount.
Thanks
(4) _____

1. Subject
2. To
3. Managing Director
4. John

4.3. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки

To : Purchasing & Sales Supervisor

(1)_____ : Manager
(2)_____ : Court Hotel
I have recently heard that (3) _____ needs a large quantity of orange juice at once.
We have a large supply of juice that we do not need. Please write to them
and tell them that we would be happy to supply them if they can tell us how many bottles they need.
(4) _____
1. Subject
2. the Court Hotel
3. From
4. Peter

4.4. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки

To : Paul Woods, Sales
From : (1) _____
(2) _____: Accommodation expenses for the trip to Aukland from 21st to (3) _____.
Date : (4) _____
I can‘t pay you until you send me your expenses claim form. Please do it as soon as possible.
Thanks.
1. 15 July
2. Lynn Thomas, Finance
3. Subject
4. 26th July

Темы 6 – 8
Тесты (Обзор пройденной грамматики)

<u>ТЕСТ № 1</u>**(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 предложениес 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; 1 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

ТЕСТ 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
1_____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
1_____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
1 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-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.	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.	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.	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.
ИД-4$_{УК-4}$ Демонстрирует интегративные умения использовать диалогическое общение для сотрудничества в академической коммуникации общения:	Умеет использовать диалогическое общение для сотрудничества в академической коммуникации общения, но допускает ошибки в устной речи. Способен	Умеет использовать диалогическое общение для сотрудничества в академической коммуникации общения, допуская незначительные ошибки. Способен внимательно слушать и понимать суть идей других, даже если они	Умеет использовать диалогическое общение для сотрудничества в академической коммуникации общения. Способен внимательно слушать и понимать суть идей других, даже если они противоречат

внимательно слушая и пытаясь понять суть идей других, даже если они противоречат собственным воззрениям; уважая высказывания других как в плане содержания, так и в плане формы; критикуя аргументированно и конструктивно, не задевая чувств других; адаптируя речь и язык жестов к ситуациям ИД-5$_{УК-4}$ Демонстрирует умение выполнять перевод текстов социо-культурной сферы общения с иностранного (-ых) на государственный язык и обратно	внимательно слушать и понимать суть идей других, даже если они противоречат собственным воззрениям. Уважает высказывания других как в плане содержания, так и в плане формы. критикуя аргументированно и конструктивно, не задевая чувств других; адаптируя речь и язык жестов к ситуациям Студент понимает основное содержание текстов социо-культурной сферы общения на иностранном языке, но испытывает трудности при их переводе с иностранного на государственный язык и обратно.	противоречат собственным воззрениям. Уважает высказывания других как в плане содержания, так и в плане формы; критикуя аргументированно и конструктивно, не задевая чувств других; адаптируя речь и язык жестов к ситуациям Студент демонстрирует умение выполнять перевод текстов социо-культурной сферы общения с иностранного на государственный язык и обратно, допуская незначительное количество ошибок.	собственным воззрениям. Уважает высказывания других как в плане содержания, так и в плане формы; критикуя аргументированно и конструктивно, не задевая чувств других; адаптируя речь и язык жестов к ситуациям Студент демонстрирует умение безошибочного перевода текстов социо-культурной сферы общения с иностранного на государственный язык и обратно
ИД-1 Находит и использует необходимую для саморазвития и взаимодействия с другими информацию о культурных особенностях и традициях различных социальных групп.	Владеет достаточными навыками поиска необходимой для саморазвития и взаимодействия с другими информации о культурных особенностях и традициях различных социальных групп и использует ее в устной и письменной коммуникации, но допускает ошибки в устной и письменной коммуникации	Владеет хорошими навыками поиска необходимой для саморазвития и взаимодействия с другими информации о культурных особенностях и традициях различных социальных групп и использует ее в устной и письменной коммуникации, но допускает незначительные ошибки в устной и письменной коммуникации	Владеет навыками поиска необходимой для саморазвития и взаимодействия с другими информации о культурных особенностях и традициях различных социальных групп и использует ее в устной и письменной коммуникации

Модуль 4. Профессиональная сфера общения (Я и моя будущая профессия)

Таблица 2.4 – 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-5$_{УК-4}$ Демонстрирует умение выполнять перевод профессиональных текстов с иностранного (-ых) на государственный язык и обратно	Комплект вопросов для опроса Комплект заданий для контрольной работы Индивидуальное домашнее задание Комплект тем для реферата Тестирование

Тема 1. «Производство сельскохозяйственных культур»

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 rate[2]. 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 fanner 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.

Тема 2. «Сельскохозяйственные культуры и окружающая среда»

1. ОПРОС:

Примерное содержание устного высказывания при опросе:

CROP PLANTS AND ENVIRONMENT

The conditions in which an organism lives are known as environment.

All plants require favourable environmental conditions for their better growth and development. Crops that are not well adapted to the region where they are cultivated will not produce high yields.

In crop selection climates the most important environmental factor. The crops which grow best under relatively cool or moderate conditions include wheat, oats, barley, rye, potatoes, sugar beets, red clover, and many grasses. Com, cotton, sorghum, rice, soybeans do best[2] under warmer conditions.

Crops also differ in the length of the growing season required for the optimum development. A frost-free period less than 125 days is unfavourable for most crops.

Another factor influencing the growth of plants is humidity that is why the average annual rainfall is a very essential characteristic of an area.

Light is necessary for photosynthesis — the process by which plant food is manufactured. Life processes of many plants are influenced by the relative length of day and night. Long-day plants require long days for their better growth, while short-day plants produce flowers and fruit: when the days are short. Most small grains belong to the group of long-day crops, among short-day crops are com, sorghum, rice, millet, and soybeans. There are also crops which are not affected by the length of day, these are cotton, sunflower, and buckwheat.

Air is an important environmental factor, too. It supplies carbon dioxide for plant growth and oxygen for respiration as well as for chemical and biological processes in the soil.

2. ИНДИВИДУАЛЬНОЕ ДОМАШНЕЕ ЗАДАНИЕ:

2.1 Устный перевод со словарем (подготовленного текста)

2.2 Письменный перевод со словарем (неподготовленного текста)

Примерное содержание текста для индивидуального домашнего задания:

PLANTS IN ECOSYSTEM

Ecosystem is the smallest unit in nature that can live independently. It includes all plants, all animals, and the non-living part of the environment, such as soil and climatic factors of a natural geographic area.

Plant is always part of an ecosystem. Different parts of a natural ecosystem should be always in balance. This natural balance must not be destroyed by man.

The environment is constantly developing, this process is known as evolution. In the process of evolution new plant varieties may be developed.

However, natural evolution is a very long process. Nowadays agriculturists of all countries have their program of plant improvement. Under this program the evolution of crop varieties may not require more than some years.

2.3. Устный контроль лексики

barley, corn, cotton, oats, potatoes, red clover, lye, wheat, sugar beets, small grains, grass, area, soil, climate, air, light, growth, growing season, humidity, environment, conditions, under conditions, to require, to influence, to supply, favourable, development, average, to affect, most, as, as well as

Тема 3. «Классификация полевых культур»

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.

Примерное содержание текстов для проведения опроса:

CLASSIFICATION OF FIELD CROPS

Crops are variously grouped and classified. For example, they may be classified as cultivated or row crops, such as com, soybeans and cotton; noncultivated crops, such as wheat and barley;

and hay or pasture crops, such as clovers, alfalfa, and many other small-seeded legumes and grasses.

Crops are also grouped according to[2] the duration of their growth. Annual crops are those that complete their life cycle in one season. Biennials start their growth in one season but produce seed and die at the end of the second season. Perennials grow for more than two seasons, producing seed each year.

The most important and most often used classifications are botanical classification and agronomic classification.

Botanical Classification. Botanical classification is based upon similarity of plant parts. Most of our field crops belong to one of the two botanical families, the grasses and the legumes.

The main food plants known belong to the grass family, including all cereal crops and about three fourths[3] of the cultivated forage crops. Cereals are the world's leading food and feed crops. They are grain-bearing grasses such as wheat, corn, rye, barley, oats etc. Forage grasses are the ones that are highly essential for the economic production of livestock products.

Almost all grasses have hollow stems made up of nodes and inter-nodes and varying greatly in length in different plants. The roots are fibrous. Grasses may be either annuals or perennials.

The legume family includes such large-seeded legumes as Held beans, field peas, soybeans and such nutritious forage crops as alfalfa and clovers. The plants of this family are the only[6] ones growing in a symbiotic relationship with rhizobia bacteria. Multiplying in the nodules on the roots of the legume crops raised the bacteria are able to fix free atmospheric nitrogen in their bodies and eventually in the plant residues. Plowing under these plant residues, one can increase soil fertility. Being high in protein content the legume crops are also valued as food both for man and farm animals.

Legumes may be annuals, biennials or perennials. The fruit is a pod containing one to several seeds. Legumes have tap roots.

There are some other botanical families that include crop plants widely used by man. Such crops are potatoes, sugar beets, cotton, flax, buckwheat and others.

AGRONOMIC CLASSIFICATION OF FIELD CROPS

Agronomically, field crops are most often grouped according to the way in which they are used. Some 6f our crop plants have several uses; for example, corn is most often grown as a grain crop, but it is also known as one of the most productive forage crops. Another example is soybeans that are most often produced as an oil crop, but they are also grown as a hay or green manure crop[1].

The most common agronomic classification divides field crops into the following main groups:

I. Cereals or Grain Crops. A cereal is a grass grown for its edible grain. The most important grain crops widely grown throughout the world are wheat, com, barley, oats, rye, rice, sorghum, and millets. Grain crops are mainly used as bread crops and as concentrates in feeding livestock. They are well adapted to machine harvesting and processing. All of them are annuals, producing seed in the year of sowing.

II. Large-Seeded Legumes. The principal legumes grown for seeds are field peas, field beans and soybeans. The edible legumes are widely grown by man, for they are a very important source of protein. The growing of legumes is very useful for improving soil fertility.

III. Root Crops. Crops known as root crops are cultivated for their enlarged nutritious roots. The most widely grown root crops are vegetable crops used as human food. They are carrots, radishes, beets and others. Unlike cereals, they are biennials. The food collected by them the first year is stored up in their roots and used for producing seeds the second year.

IV. Forage Crops. These are the crops used as feed for animals in a fresh or preserved form. Forage crops including grasses, legumes and some other crops are cultivated and used for hay, pasture and silage. Most forage crops are perennials, that is[2], they can live and produce seeds for many years in succession.

V. Tuber Crops. The most important tuber crop cultivated throughout the world is potatoes. A tuber is not a root, it is a short thickened underground stem. Like root crops tubers are biennials, but people grow them as annuals.

VI. Fibre crops. As the name shows, these crops are grown for their fibre which is used in making clothes or for different purposes in industry. Almost all fibre crops produce seed containing oil used either as human food or as industrial material. Of the fibre crops cotton, flax and hemp are of greatest importance for man. Some other groups of field crops can be named, such as sugar crops, drug crops, oil crops, etc.

2. ИНДИВИДУАЛЬНОЕ ДОМАШНЕЕ ЗАДАНИЕ:

2.1 Устный перевод со словарем (подготовленного текста)

Примерное содержание текста для индивидуального домашнего задания:

№1 **Life Cycle**

According to their life cycle plants are classified as annuals, biennials and perennials. The life cycle of a plant includes all the phases of plant growth starting with a seed. Many important crop plants complete their life cycle in one growing season. Such plants are known as annuals.

Some annuals are spring annuals planted in spring and harvested in autumn. There are also winter annuals planted in autumn and harvested next summer. Winter wheat is an example of a winter annual and corn is a typical spring annual. Some plants complete their life cycle in two seasons. During the first season stems and roots are produced. Second-year plants produce flowers, fruit and seed and at the end of the second season they die. Beet is a good example of a biennial plant. People use roots of biennial plants and harvest root crops at the end of the first season. Many plants live for more than two seasons, such plants are known as perennials. They produce seed every year. After seeds have been produced, the plants do not die. They are not active during winter, but in spring they produce new growth. Many of our hay and pasture crops are perennials. The examples of perennial crops are alfalfa and clovers.

№2 **LEGUMES FOR PROTEIN AND OIL**

Cereals are the main source of energy in the human diet. But they do not contain much protein. Edible legumes are high in plant protein which is necessary both for man and farm animals.

The main edible legumes grown in the United States include soybeans, field beans and field peas. Soybeans are now one of the leading farm crops in this country. Soybeans area has increased and now this crop is economically as important as corn.

The soybean plant is adapted to different soil and climatic conditions. There are many varieties of this crop. Some of diem are adapted to northern and some to southern conditions.

Soybeans are mainly grown for forage, grain or as a vegetable. They can also be grown as a green manure crop. As a forage crop soybeans are used for pasture, hay and silage. Soybean grain is highly nutritious and many human foods are produced from it. The protein content of soybean seed varies from 30 to 50 percent and the oil content from 15 to 25 percent. The grain can be processed into oil used either as human food or as industrial material.

The crop for grain should be harvested when seeds are low in moisture, not more than 13 percent. In regions where soybeans are harvested with high moisture content air ventilation should be provided in the storage.

ТЕСТ (1 вариант ответа)

Заполните пропуски:

1. This crop … developed some years ago.

   is

was
were
will be

2. Yields are often increased by … of fertilizers.
   apply
   applied
   application
   applicated
3. Crop production … on many factors.
   depend
   dependence
   depending
   depends
4. All plants require … environmental conditions.
   bad
   difficult
   favourable
   short
5. … is necessary for photosynthesis.
   soil
   light
   water
   fertilizers
6. Climate is the … environmental factor for all.
   most important
   less important
   least important
   more important
7. Most small grains require much … for their growth.
   light
   nutrients
   crops
   seeds
8. Ecosystem is the smallest unit in nature that can … independently.
   lives
   live
   living
   lived
9. Plant is always … of an ecosystem.
   part
   parts
   crops
   grasses
10. Crops are variously grouped and … .
    classify
    classifying
    classifies
    classified
11. … crops are these that complete their life cycle in one season.
    biennial

perennial
annual
grasses

12. There are some botanical families that … crop plants widely used by man.
    include
    increase
    improve
    decrease
13. Biennials are plants growing for … years.
    two
    one
    three
    four
14. Cereal crops are known as the most … ones for man.
    different
    difficult
    important
    high
15. Grasses grown for grain belong to … crops.
    cereal
    tuber
    fiber
    root
16. Last year the farmers … new methods of yield increases.
    use
    uses
    used
    was using
17. Sugar beets do not … to the grass family.
    belong
    use
    plant
    grow
18. There are … annuals planted in autumn and harvested next summer.
    autumn
    summer
    spring
    winter
19. Many plants live for more than two seasons. Such plants are known as … .
    annuals
    biennials
    perennials
    active
20. Plants … flowers and fruit when days are short are known as short-day plants.
    produced
    producing
    produces
    produce

Тема 4. «Растение, его части и их функции»

1. ОПРОС

1.1. Опрос по базовым текстам раздела по аспектам:
- (1) фонетическое чтение;
- (2) устный перевод со словарем;
- (3) письменный перевод со словарем;
- (4) чтение текста по теме раздела на извлечение информации
- (5) опрос по теме.

PLANT, ITS PARTS AND THEIR FUNCTIONS

Most of the important crop plants are reproduced by seeds, and they are known as seed plants. In the life cycle of these plants the seed germinates and produces a seedling. The vegetative phase is characterized by increases in the number and size of roots, stems and leaves. Finally, having reached the reproductive phase, the plant flowers and produces seeds, thus completing its life cycle.

Sometimes as much as one half, but in certain root crops more than one half of a crop plant is underground. Being in the soil the roots are as important as the tops because nearly all the water and all the mineral nutrients required are absorbed by roots. Having been absorbed from the soil, the nutrients and water are translocated from roots to other plant parts.

In addition to[2] the main function mentioned the root performs two more' functions. It anchors the plant by branching throughout the soil and serves as a storage organ for nutrients in biennial and perennial plants. Due to their having stored up food during the previous year these plants are able to produce new spring growth.

Two general kinds of roots are found in crop plants: fibrous roots and tap roots. The roots of cereals and other grasses belong to the former and those of legumes and root crops — to the latter. Water and nutrients dissolved in it are absorbed through the root hairs found on roots and root branches of both fibrous rooted and tap rooted plants.

The above ground portion of a plant consists of leaves and stems. The leaf plays a highly important role due to its manufacturing carbohydrates through the process known as photosynthesis.

The main functions of the stem are: conducting water and plant nutrients from root to leaf, supporting leaves and storing food materials as in the case of sugarcane and sorghum.

Being young the grasses have solid stems, that is, the ones filled with the pith. Having matured the stems of most grasses become hollow. Some crops as corn, for instance, have stem pith throughout their lives.

A major crop production problem associated with the stem is lodging which is due to the adverse effects of rain and wind. Resistance to lodging, or the capacity of stems to withstand the adverse effect of weather, is an important quality in cereals. Growing lodging resistant varieties is the main controlling measure.

2. РЕФЕРАТ

Тематика рефератов

1. Влияние информационных технологий на эффективность аграрного производства
2. Агротехнологии для различных сельскохозяйственных культур
3. Система обработки почвы в различных севооборотах
4. Государственное сортоиспытание

Тема 5. «Выведение улучшенных и новых сортов сельскохозяйственных культур на базе современной науки»

1. ОПРОС

- (1) фонетическое чтение;
- (2) устный перевод со словарем;
- (3) письменный перевод со словарем;
- (4) чтение текста по тематике на извлечение информации

Примерное содержание текстов для проведения опроса:

CROP BREEDING AND IMPROVEMENT

Plant breeding is the science of changing and improving the heredity of plants.
In the past the breeders had no scientific knowledge which is available now. The selection of superior types was the most important method of improving crop plants. Variations between plants of the same species were used as the basis for developing new improved varieties.

Now with increased knowledge of genetics and related plant sciences plant breeders are able to influence such plant characteristics as yield, early maturity, drought resistance, winter hardiness, disease resistance, insect resistance and quality.

Plant breeding depends on many sciences, genetics and cytogenetics being the two most important. Other sciences needed by the breeders are plant physiology, plant pathology, entomology, plant biochemistry, agronomy, botany, statistics and computer science. The most successful achievements in plant breeding are due to the combined work of many specialists.

Each crop variety possessing certain desirable and undesirable characteristics, the aim of the plant breeder is the development of a superior variety by eliminating the undesirable qualities and combining the desirable ones in the same variety.

The characteristics desired vary with[1] the crop and the conditions of growing. With wheat, for example, winter hardiness, protein content, milling quality and resistance to lodging are important. In some areas, early-maturing, cold-resistant varieties are needed, while in others later-maturing, drought-resistant varieties will do best, yield and resistance to major diseases and insects being important in all cases.

Three general methods of crop improvement are commonly used. These are introduction, selection and hybridization, the last one being the method of crossing two or more varieties that differ in some inherited characters. These methods are not wholly distinct because hybridization almost always must be preceded or followed or both preceded and followed by some scheme of selection.

Progress in crop breeding can be measured only by experimental tests except when breeding is done for disease resistance, better colour or some other character that can be readily seen. Even then the investigator must know how the new strain compares in yield with the variety replaced. That is why field-plot test[2] should be conducted.

A NEW HYBRID

A new hybrid has been developed by crossing wheat and rye. It is the first man-made cereal named triticale. Its name comes from a combination of the scientific names for wheat, Triticum, and rye, Secale.

The aims of hybridization between the two crops are increasing protein content of wheat and combining high yields of wheat with drought-resistance of rye.

The first hybrids between wheat and rye were obtained in 1875. But those hybrids were highly sterile and did not reproduce. Triticale as a variety was first produced in Hungary (Венгрия) in 1968. In North America the first variety of triticale was developed in 1970. A few thousand hectares of triticale were grown in the Soviet Union in 1973.

At present there are triticales that can be produced commercially. The crop is classed now as a feed grain. As such it is equivalent to other cereals. But the grain quality is not very good for bread making

Protein content of the hybrid can be 30 percent, compared to 8 or *1*0 percent in corn and 13-5 percent in rye and wheat. Triticale protein is high in essential amino acids which make the crop very good as feed for livestock.

Plant breeders are now working at developing triticales with shorter stems that will not lodge. Much breeding work should be done in improving the grain quality and increasing the yield.

TECT

1. A cereal is a grass … for its edible grain .
   - grown
   - grouped
   - obtained
   - done
2. The main legumes grown for seeds are field peas, field beans and … .
   - soybeans
   - oats
   - wheat
   - rye
3. A tuber is not a root, it is a short thickened underground … .
   - stem
   - leaf
   - flower
   - pod
4. Almost all fibre crops produce seed containing valuable … used either as human food or as industrial material.
   - oil
   - sugar
   - hay
   - rice
5. Different forage crops are grown for … farm animals.
   - feeding
   - feeds
   - feed
   - fed
6. This type of soil … well … to potato growing.
   - is adapted
   - are adapted
   - were adapted
   - have adapted
7. Grain is the product … by man by … cereals.
   - obtaining/growing
   - obtaining/grown
   - obtained/growing
   - obtained/grown
8. Some soils are rich is all kinds of food … by plants.
   - required
   - requiring
   - require
   - requires
9. Crop production can be raised by … new land or by … crop yields.
   - cultivating/increased
   - cultivated/increased
   - cultivated/ increasing

cultivating/increasing

10. Corn, sorghum, rice and millets are the crops … to conditions of short day.
    adapt
    adapts
    adapted
    have adapted
11. The farm … soil fertility by applying fertilizers and growing legumes.
    increase
    increases
    improve
    improving
12. Soybean grain is highly … and many human foods are produced from it.
    necessary
    nutritious
    possible
    moist
13. Edible legumes are high in plant … which is necessary both for man and farm animals.
    air
    sugar
    protein
    moisture
14. …. in the soil the roots are as important as the tops.
    be
    been
    being
    was
15. The … portion of a plant consists of leaves and stems.
    underground
    above ground
    ground
    groundless
16. … the reproductive phase the plant flowers and produces seeds.
    reached
    being reached
    having reached
    reaches
17. … under favourable environmental conditions the plants grow and flower well and produce much seed.
    raising
    raised
    having raised
    being raised
18. The planting of warm-season crops … …… be done into warm soil.
    should
    can't
    mustn't
    shouldn't
19. The new methods … good results.
    used/produced
    produced/used

using/producing
producing/using

20. Farmers … improved crop varieties usually … good results.
    growing/ obtaining
    growing/obtain
    grow/obtaining
    grows/obtains

Тема 6. «Деловое письмо»

<u>Пример оформления делового письма:</u>

Пример (1):

Lenina 123-56
Volgograd 123456
Russsia

13 March 2009

ABC Ltd
Warwick House
Warwick Street
Forest Hill
London SE 23
UK

For the attention of the Sales Manager

Dear Sir or Madam

Please would you send me details of your DVD video systems. I am particularly interested in the Omega range.

Yours faithfully

(Ms) K. Ilnik

Пример делового письма (2):

Dear Mr Giordianino
With reference to my letter of 10 August, I enclose copy invoices which made up your June statement, the balance of which still remains outstanding.

Having dealt with you for some time, we are concerned that we have neither received your remittance nor any explanation as to why the balance of $ 2,000 has not been cleared. We would appreciate it if you could either reply with an explanation or send us a cheque to clear the account within the next seven days.

Looking forward to hearing from you.

Yours sincerely

R. Costello (Sr)
Credit Controller

КОНТРОЛЬНАЯ РАБОТА:

Контрольная работа №1
«Существительные в функции определения. Оборот to be +of+существительное. Активный и пассивный залог»

Variant I

1.Определите временную форму и залог. Переведите предложения:

1. Next year the collective farm will produce more high quality food products.
2. Last year our biologists produced some improved crop varieties which are of great importance for agriculture.
3. In this area higher yields are produced by application of improved irrigation practices.
4. Next year more fertilizers will be produced in our country.
5. Our farm produces food products of high quality;
6. Some new chemicals for control of pests have been produced.
7. Many years ago higher yields were produced by cultivation of new lands.
8. Our industry has produced farm machinery for mechanization of different agricultural processes.
9. New machines for drainage are being produced in many countries.

2. Укажите номера предложений, в которых действие относится: а) к настоящему моменту, б) к прошлому, в) к будущему.

1. Many improved crop varieties have been developed in our country.
2. This variety was developed some years ago.
3. Our agronomist is working at a very important problem.
4. Yields are often increased by application of fertilizers.
5. Many years ago higher yields were mostly obtained by cultivation of new agricultural areas.
6. We shall begin a new experiment on our farm next month.
7. Different methods of yield increases are used in agriculture.
8. These areas will be irrigated next week.
9. We do not use drainage in this area.
10. Last spring farmers used more fertilizers than this year.
11. We have greatly raised food production in our area.
12. Intensive methods of crop growing are being developed now.
13. Agriculture supplies people with food products.
14. Crops may be grown by different methods.
15. Not all operations of crop cultivation have been mechanized.
16. There are many problems in agriculture which should be solved.
17. Achievements of biology are used on many farms.
18. New methods of weed control have been used on this farm, and good results have been obtained.

3.Переведите следующие предложения, содержащие оборот to be + of + существительное .

1. This method of crop selection is of great interest.
2. Fertilizers are of great value in such areas.
3. The increase in food production is of great importance for all countries.
4. This farm machine is of great use on our farm.

Контрольная работа №2
«Особые случаи употребления и перевода пассивного залога»

Variant I

1. Переведите предложения, обращая внимание на залог сказуемого:

Our collective farm has been given some new crop varieties.
The agronomist was asked about the methods of weed control which are used on the farm.
The biologist will be shown the results of our experiments.
Many important problems are being solved by agriculturists of different counties.
Last week our farm was visited by a group of specialists in plant diseases.

2. Употребите глагол, заключенный в скобки, в соответствующей форме:

Nowadays crop production (to increase) mostly by the use of improved cultural practices.
This plant (to grow) well on our farm.
On this collective farm all crops (to plant) and (to harvest) by farm machines.
Agriculturists of all counties (to work) much at the development of improved crop varieties.
High yields (to obtain) last summer.
Next year more food products (to produce).
Farms of our area (to raise) the yield of the most important food crops.
Many new achievements of biology (to use) in agriculture.

Контрольная работа №3
«Причастие I и причастие II. Причастие II в постпозиции. Слова-заменители существительного»

VARIANT I

1. Переведите следующие предложения, содержащие: а) причастие в постпозиции, б) причастные обороты:

a) The quality of the grain harvested is high. The quality of the grain depends on the method of harvest used. The yield of all the farm crops grown has increased. They spoke about the yield obtained.
b) Some of the crops requiring cool conditions for their growth are wheat, rye and potatoes. The growing period required by winter wheat is about 300 days. There are many factors influencing crop growth and development. Plants cultivated by man are known as farm crops. Using fertilizers, farmers increase the fertility of the soil. The cultural practices used in crop cultivation are different in different areas. Crops growing well under warm conditions are short-day crops. Growing improved varieties, we obtain higher yields.

2. Выделите слова-заместители существительного, переведите предложения:

The optimum temperature for cotton is higher than that for small grains.
Some crops do best under warm conditions; these are corn, cotton, rice and some others.
Cereal crops are known as the most important ones for man.
Row crops are those that are cultivated during their growth.

This soil is better than that one.
The growth of corn is more affected by good soil conditions than that of rye.
One should know the difference between the roots of grasses and those of legumes.
There are many different cultural practices of crop production, this one is traditional.

Контрольная работа №4
«Герундий. Отглагольное существительное. Сложные формы причастия и герундия»
Variant I
В следующих предложениях определите функцию слов с суффиксом –ing:
a) Applying fertilizers, we may essentially increase the yield. Applying fertilizers to this crop usually produces a good effect. Farmers applying fertilizers to this crop usually obtain good results. Farmers applying proper fertilizers, the yields are usually much higher.

b) Having supplied the soil with organic matter, the collective farm obtained a good yield of small grains. Being adapted to potato growing, these sandy loams will produce tubers of the highest quality. Among the factors influencing crop production climate is the most important one. Preparing the seedbed is one of important operations in crop growing. The method of harvesting used depends on many factors, proper maturity being one of the most important. Planting the seed, we use farm machines in order to make the work easier.

Контрольная работа №5
«Независимый причастный оборот»
Variant I
1. Выделите независимый причастный оборот в следующих предложениях. Переведите предложения:

a) Corn being a good source of grain and roughage, farmers grow it widely. Winter wheat having been sown in August, its roots can develop well before winter. The soil containing much plant food, the crops will produce high yields.
b) It is necessary to apply nitrogen into the soil, the amount varying with the crop. Cereals are widely grown for obtaining grain, the latter being mainly used as food for people and feed for livestock. There are many root crops grown by man, the most important being sugar beets, carrots and radishes.

2. Укажите предложения, содержащие независимый причастный оборот. Переведите предложения:
Plant breeding being the science of changing the heredity of plants, the scientists widely use it in improving crop plants.
Many plant sciences are used by plant breeders in developing new varieties of crops, genetics and cytogenetics being most important.
Many varieties of corn producing good yields of high quality forage and grain are cultivated throughout our country.
Each plant has two parts, the roots and the above-ground portions, the latter consisting of leaves and stems.
The stem of corn varies greatly in length in different varieties, the usual length being 5 to 10 feet.
Planting machines being used, a smaller amount of seed is required.

ТЕСТ
1. … problem is very important.
   crop production increase
   increase production crop
   crop increase production

production crop increase

2. He is the best … on the farm.
   crop expert improvement
   crop improvement expert
   improvement crop expert
   expert improvement crop
3. If the weather were not so rainy, we ... begin planting today.
   should
   can
   shall
   will
4. Plants need water and nutrients … well.
   to plant
   to decrease
   to grow
   to water
5. Different chemicals are used in order … pests.
   to improve
   to increase
   to control
   to grow
6. We … begin planting, for the soil is not warm enough.
   cannot
   can
   must
   should
7. Our aim … develop new corn varieties.
   have to
   were to
   are to
   is to
8. You … control weeds better.
   have to
   needn't
   is to
   has to
9. Crops … in this region should be adapted to the environmental conditions.
   to be grown
   to grow
   to be growing
   to have grown
10. Weather conditions … to be one of the most important factors in crop production.
    are known
    is known
    were known
    has known
11. Mixed fertilizers … to improve this soil.
    are sure
    is sure
    were sure

have sure

12. The agronomist wanted the practice of minimum tillage … on the farm.
    to be applied
    to apply
    apply
    to applied
    to applying
13. This soil is better for growing potatoes than that … .
    one
    ones
    it
    those
14. There … many different ways of applying fertilizers.
    are
    is
    was
    am
    be
15. This method did not give good results, let's use another … .
    one
    methods
    ones
    these
16. Seeds of various kinds of plants require specific conditions for … .
    light
    germination
    moisture
    air
17. Good stands can be obtained by … high-quality seeds.
    conducting
    seeding
    reducing
    increasing
18. Corn… grow better if there were more nitrogen in the soil.
    would
    will
    can
    may
19. The crop is classed now … a feed grain.
    for
    at
    in
    as
20. Practical … of the best farms shows that there are great reserves of increasing crop yields.
    methods
    experiments
    experience
    varieties

Тема 7. «Основные качества хороших семян. Высев семян»

1. ОПРОС

Опрос по базовым текстам раздела

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

Примерное содержание текстов для проведения опроса:

SEEDS AND SEEDING

Good seed is highly essential to successful crop production. Its purity and germinating power should be known before it is planted.

After threshing seeds usually contain foreign materials such as chaff, dirt, weed seeds and seeds of other plants. These can be removed to a large extent[1] but not entirely by cleaning machinery. The presence of weeds in the seed often increases the labour required for the production of the crop, reduces crop yields and contaminates the product available as well as the seed and soil in future seasons.

Mature seed is preferable to immature seed. Immature seed having a low reserve of food supply because of its small size usually produces poor plants when conditions are adverse at planting time. In addition[2], immature seeds, high in moisture, are injured by frost.

Most seeds show dormancy, that is, they do not germinate immediately after having become mature even though[3] external conditions favour germination. They must pass through a rest or after-ripening period, the duration of the dormancy varying greatly with different species. One should know the length of the dormancy period of the seed that will be planted. It ranges from a few days to some months or even years. Dormant seeds can survive conditions which would kill them if they were active.

Good stands can be obtained by seeding high-quality seed. However, even the best seed will not produce optimum yields, provided other factors are not proper. A moist, firm and warm seedbed that provides favourable environment for germination is of greatest importance in establishing a vigorous and uniform stand. Unless there is enough moisture in the soil, poor germination will take place.

Two critical factors must be controlled during seeding: depth and rate. Planting at a proper and uniform depth favours quick and uniform germination. The depth of seeding is influenced by the type of the soil and the size of the seed. If fine seed were placed too deeply it would have some difficulty in reaching the surface of the soil. Coarse seeds should be planted much deeper than fine seeds.

The establishment of high-quality stand is also favoured by a proper seeding rate, both underseeding and overseeding reducing potential yield. The former does not allow full utilization of the available moisture, nutrients and light while the latter requires more nutrients than are present in the soil and reduces the yield.

Other agronomic recommentations that should be followed in obtaining a good stand are seeding at optimum time, covering seed properly, using proper weed-control techniques, using proper seeding machines and equipment, and applying proper fertilizers.

КОНТРОЛЬНАЯ РАБОТА:

Контрольная работа №1

«Условные предложения. Повторение грамматики: активный и пассивный залог».

Variant I

1. Переведите предложения, содержащие условные придаточные:

a) If we grow legumes, the soil fertility will be higher. Corn will grow better if there is much nitrogen in the soil. If the seed is of high quality, we shall obtain a higher yield.
b) If we grew legumes, the soil fertility would be higher. Corn would grow better if there were more nitrogen in the soil. If the seed had been of good quality, we should have obtained a higher yield.

2. Переведите следующие предложения, обращая внимание на союзы if, unless, provided:

Unless there is enough moisture in the soil the seed will not germinate. Provided temperature conditions of the late summer are not favourable, grain will not ripen properly. The seed would germinate earlier, if there were more moisture in the soil. If the rate of seeding were too high, the plants would have not enough water and nutrients for their growth. Poor results may be obtained with this crop unless it is sown in a warm and moist soil. Good strands can be obtained, provided high-quality seeds are used. Provided the soil is not moist enough at planting time, irrigation should be applied. If a seed placed under favourable conditions does not germinate, it is in a dormant state.

Контрольная работа №2

«Условные предложения. Повторение грамматики: Причастие I и причастие II»

Variant I

1.Переведите предложения, содержащие условные придаточные:

a) 1. If we grow legumes, the soil fertility will be higher. 2. Corn will grow better if there is much nitrogen in the soil. 3. If the seed is of high quality, we shall obtain a higher yield;

b) 1. If we grew legumes, the soil fertility would be higher. 2. Corn would grow better if there were more nitrogen in the soil. 3. If the seed had been of good quality, we should have obtained a higher yield.

2. Найдите в следующих предложениях причастия и определите их функцию. Переведите предложения:

a) 1. Using the new method of harvesting, they obtained higher yield of sugar beets. 2. The collective farms using the new method of harvesting obtain higher yield of sugar beets. 3. Our collective farm is harvesting sugar beets now. 4. The growing period of barley is shorter than that of other cereals, this crop producing good yield when it is sown in late May. 5. Rye being drought-resistant, any soil can be used for this crop.

b) 1. Most wheat varieties cultivated produce high yields of good quality grain. 2. Wheat varieties cultivated in our country have been developed by our plant breeders. 3. Two wheat varieties are cultivated on the farm.

c) 1. Having stored up nutrients in the first season, root crops are able to grow and produce seed in the second season. 2. Being anchored by roots, plants can withstand the adverse effects of rain and wind. 3. Having been sown in a well-prepared soil, wheat developed well and produced high-quality seed. 4. All farm crops have certain desirable characteristics, the highest yields being obtained from those best adapted to the conditions of growing. 5. Soil fertility having been increased, the farmer could obtain a higher yield of potatoes.

Тема 8. «Основные виды почв. Плодородные почвы»

1. ОПРОС

Опрос (по базовым текстам раздела по аспектам):

- (1.1) фонетическое чтение;
- (1.2) устный перевод со словарем;
- (1.3) письменный перевод со словарем;
- *(1.4)* устный опрос по теме.

Примерное содержание текстов для опроса:

SOIL

Being less important than climate, soil properties are essential in determining which crops to grow.

Texture of a soil refers to the size of its particles. Soils range from pure sands to pure clays. The principal textural classes are sand, sandy loam, clay loam, and clay. A soil with a large proportion of clay particles is usually called a heavy soil, and the one with a large proportion of sand — a light soil, the two types differing greatly in the ease of cultivation. Soil structure refers to the manner in which the particles are arranged. An aggregated or compound structure favours good seedbed preparation, case of cultivation, and protection from wind or water erosion. Aggregated structure normally is found in soils rich in[1] organic matter.

Among soil constituents, water is the most important one. The finer the soil particles, the more water the soil holds. Extremely coarse sandy soils are unable to store moisture in sufficient amounts for crops to grow well.

Air, which makes up from 20 to 25 per cent by volume of an ordinary moist soil, supplies oxygen necessary for root growth and for oxidation of organic matter and other soil constituents.

To grow well crop plants need an adequate supply of plant nutrients during the growing season. About 25 or 30 chemical elements are found in plants, carbon, oxygen and hydrogen being most abundant. The essential mineral elements that are present in plants and are most frequently deficient in soils are nitrogen, phosphorus, and potassium. But in order to grow normally crops also absorb considerable quantities of other minerals, such as calcium, magnesium, and sulfur.

Good soils contain adequate amounts of available nutrients to meet the needs[2] of a crop plant for normal growth. They are not too acid or too alkaline to produce good growth. In general, fertile soils with a good water-holding capacity are favourable for the growth of the most important crop plants. Some soils may have an especially wide range of crop adaptation. However, to apply additional fertilizers is usually a good practice even on the best soils, provided growing conditions are favourable.

SOIL WATER

Soil water is one of the most important factors affecting crop production. The success of a cropping system may sometimes depend on adequate irrigation and drainage programme.

Water must be available in the soil to compensate its losses through some natural processes during the growing season. Soil water is needed as it conducts nutrients for growing crops. It also has a great effect on aeration and temperature conditions in the soil. The soil must be able to provide water for maximum yield to be obtained.

However, the moisture content of a soil is not always optimum for the highest crop production. Usually there is either a deficiency or a too big amount of it, and crop production is reduced.

Some soils contain too much water at all times, and to be used for agriculture they require special drainage. There are soils which are always deficient in moisture because of inadequate rainfall, and will produce poor crops unless they are irrigated. Most agricultural soils have enough water to meet plant requirements during a considerable part of the year. .

Soil water is also a very essential factor in cultivation. It often determines the time and the depth of sowing. If there is too much water, the use of machine cultivation and harvesting machinery may be not possible. Insufficient amount of moisture makes the soil too hard and very difficult to cultivate.

КОНТРОЛЬНАЯ РАБОТА

Контрольная работа №1: « Повторение грамматики: Инфинитив».

1. ***Переведите, обращая внимание на функцию инфинитива в предложении:***
1. To find the optimum system of crop rotation will be of the greatest importance for increasing crop production.
2. The system of crop rotation to be used depends on different agronomic factors.
3. To find the optimum system of crop rotation one should know the agronomic and economic situation on the farm.
4. The system of crop rotation we have chosen is likely to produce good results.
5. This system of crop rotation is considered to be suitable for soil and climate conditions of the area.
6. In order to obtain good results with this system of crop rotation we must also apply proper fertilizers.
7. The system of crop rotation chosen has been found to be the best for our region.
8. This system of crop rotation combined with the proper fertilization system is sure to produce good results.

Контрольная работа №2: « Повторение грамматики: Инфинитив».

Переведите следующие предложения, обращая внимание на функцию инфинитива:

1. Hot, dry winds increase water losses and in some areas are reported to reduce the yields of corn considerably.
2. It is advisable to sow cool-weather grasses in early fall, but early spring seeding is preferable on extremely heavy soils.
3. Soil moisture deficiency at the time of tuber formation of early potatoes has been found to seriously retard this process.
4. Liming materials are used to bring about chemical, physical and biological changes in the soil that are so beneficial to plant growth.
5. Nitrogen application in autumn does not seem to be required for winter wheat, provided sufficient application of this element was made in spring as a top dressing.
6. We know the physical properties of the soil, which is either too heavy or too light, to be improved by an increase of the humus content.
7. One of the aims of pasture maintenance is to keep a good balance between grasses and clovers.
8. There are many rotations to be followed in corn production, the best rotation being the one, that provides the abundance of organic matter.
9. Special drills are likely to have been used in establishing this new pasture.
10. For a pasture mixture to give the highest yields, its components must be well adapted to soil and climatic conditions of a given region.
11. Seedbed for pasture plants should be sufficiently firm to obtain a uniform, shallow covering of the seed.

Тема 9. «Агротехнические приемы. Севооборот»

1. ОПРОС (по базовым текстам раздела по аспектам):

- (1.1) фонетическое чтение;
- (1.2) устный перевод со словарем;
- (1.3) письменный перевод со словарем;

Примерное содержание текстов для чтения и перевода:

CULTURAL PRACTICES

There are many ways in which the yield can be affected by management of a crop.

No crop will grow well unless it gets a good start in a suitable seedbed. The seedbed must be either fine or coarse, it must have fine soil at the depth where the seed is to be sown, and it should be moist. Different crops require different seedbed.

Sowing a crop must be done properly. The seed is to be drilled in at the right depth, depending on the size of the seed and the season. Generally the smaller the seed the closer it has to be sown to the surface. The time of sowing the crop depends on the length of the growing season and of the variety chosen, as well as on the moisture conditions. The sowing rate must be lower in dry areas with no rain for long periods. In such areas plants compete strongly for soil water, and irrigation should be done to obtain higher yields. The soil being rich nutrients, the rate of sowing may be increased. This factor is of great importance, for too thick or too thin sowing will lower grain production.

Proper cultivation of a crop is often essential if the highest yield is to be obtained, and the main reason of cultivation is to kill weeds when they are young.

To harvest a crop at a proper time is also one of the conditions greatly affecting the crop production. However, before fixing the time for harvesting we should know, whether the crop is to be used for hay or for silage. Crops to be harvested for silage must be cut when they are bulky and still succulent. Crops used for hay are usually cut before they set seed. As to grain crops, they should not be harvested until the grain is mature, and hot dry weather is usually the best for grain harvests.

Mechanical harvesting helps the farmers to harvest field crops while they are in peak condition, more timely harvest reducing the risk of bad weather causing a loss in quantity and quality. For modern harvesting equipment to be of greater effect, crop varieties better adapted to mechanical harvesting have been developed. They are more uniform in height and ripen more evenly. Also crops with shorter growing season are being developed. Some grain varieties do not shatter easily as they are cut with modern harvesters.

The problem of choosing proper soil management practices is highly essential-as it not only affects the yield, but also maintains high fertility level, prevents soil erosion, and improves soil structure.

2. КОНТРОЛЬНАЯ РАБОТА

Variant I

1. Назовите номера предложений, где пропущено союзное слово «который»:

The optimum temperature the seed will germinate at varies with different kinds of seeds.
The farm our agronomist spoke about is a good producer of forage crops.
Cereals that are widely grown in this region are used as food both for man and for livestock.
To obtain good stands plant growers should follow the recommendations which are given by the agronomist.
The crops farmers grow for plowing under are called green manure crops.
We use fertilizers and barnyard manure to supply nutrients the plants have removed.

2. Переведите предложения, восстанавливая при переводе опущенное союзное слово:

The fertilizers we have applied will increase crop yields.
The seedbed the farmers use for planting must be well prepared.
The principal parts a plant consists of are the roots, the stem and the leaves.
The classification of grain crops we discussed last week is of great interest.

3. ИНДИВИДУАЛЬНОЕ ДОМАШНЕЕ ЗАДАНИЕ:

3.1 Устный перевод со словарем (подготовленного текста)

Примерное содержание текстов для индивидуального домашнего задания:

DRAINAGE AND IRRIGATION

One way of drainage is the natural property of the soil to allow water to pass deeply into the ground. The ease with which water can pass through a soil is influenced by soil texture. The coarser the particles, the more rapidly the water passes through the soil. So, light sandy soils are more water permeable than heavy clays.

Another way is artificial (искусственное) drainage, that is the removal of water which is not needed in order to maintain correct balance of air and water in the soil. Good drainage makes a soil easier to cultivate and increases the feeding area for plant roots. A well drained soil will also have enough air for aerobic bacteria to decompose organic matter into humus and so to provide food for the plant.

Where and when the supply of water is insufficient, irrigation is needed. There are two main sources of irrigation water: surface water and ground water. The former may be obtained from different rivers (реки) and other water reservoirs, while the latter is provided by the underground water stores.

The amount of water required for irrigation depends on a number of factors. These are the type of soil, the water deficit in the soil, the type of crop and its phase of growth. The irrigation requirement of a crop is not the same throughout its growing period, most plants requiring larger quantities of water during the later periods of growth.

FERTILIZERS AND THEIR APPLICATION

As crops are known to remove nutrients from the soil, the latter may become deficient in some elements. Application of commercial fertilizers is to improve soil fertility and to ensure better quality of the crops to be grown.

Fertilizers are usually classified according to the food element which forms their main constituent.. So, they may be grouped as nitrogenous fertilizers, phosphoric fertilizers, potassic fertilizers and so on.

To be effective, fertilizers should be applied where and when the plant needs them. Single yearly applications were found to be insufficient for some crops, being unnecessary for others. Young growing plants should not be given concentrated, highly soluble fertilizers because of salt injury. To make repeated applications throughout the season is of great use in case of perennials or long-season annuals.

There are various methods of fertilization. Broadcast application means spreading the material uniformly over the soil surface, usually before the crop is planted. Sometimes the fertilizer is placed directly over the growing crop, which2 is known as top dressing. When plants arc subject to injury fertilizers can be put alongside the plants as a side-dressing, the latter being often made along with cultivation.

Sometimes a mixed fertilizer containing two or more fertilizer elements is to be applied, the time of placement being highly essential. Mixtures with low amount of nitrogen are usually applied to the soil before or during planting, followed by a top dressing or side-dressing with a liquid or granulated nitrogen fertilizer. Winter cereals usually receive a top dressing in spring. Row crops, such as corn, receive a side dressing after the plants made some growth. With many crops nitrogen is applied several times during the growing season because it is known to be subject to leaching and conversion to unavailable forms. But one should not forget that too much nitrogen tends to cause lodging, late maturity, poor seed development in some crops, and greater susceptibility to certain diseases. Phosphatic fertilizers are considered to be most effective when they are applied before the crop is sown, so that they can be worked into3 the soil and be evenly distributed by plowing. Lime used to correct soil acidity can In- applied at any time of the year and to a crop at any stage of growth.

3.2. Устный контроль лексики

to drill, dry, equipment, to cut (cut, cut), management, to ripen, silage, to shatter, hot, thick sowing, thin sowing, to cause, to compete, close, to get (got, got), to prevent, suitable, no, weather, whether

Тема 10. «Семейство зерновых (злаковых) культур»

1. ОПРОС:

- (1.1) фонетическое чтение;
- (1.2) устный перевод со словарем;

Примерное содержание текстов для чтения и перевода:

CEREAL OR GRAIN CROPS

Cereals are those members of the grass family which have edible starchy seeds. Everybody knows wheat, barley, rye, oats, maize (known as corn in America), rice, sorghum and millets to be most common cereals. They are all spring or winter annuals, that is, they complete their life cycle in a single growing season. The temperate zone cereals or cool-season species known as small grains (wheat, barley, oats, and rye) are to be planted in the fall or spring and harvested in mid-to-late summer. The rest[1] of the cereals belong to warm-season species sown in late spring or early summer and harvested in the fall. The main aim in growing cereals is lo produce grain to be used either as human food or as feed for livestock.

Of the cereals raised wheat, rice and corn are the world's three major grain crops, all being about equally important in terms of world production. Although rice seems to constitute the main food of more people, wheat is the first in importance on a world scale of all the cereals as to both the total area sown and the annual production. It is the principle source of carbohydrates for human nutrition.

There is a number of reasons why cereals are the man's leading food source. We know cereals to be annuals, that is why they produce food in a relatively short period of time. In addition, they are adapted well to a variety of[4] soils, climates and cropping systems. Because cereals require relatively little labour, large areas of land can be cropped, and the return in terms of food per unit of labour is high.

General cultural practices required in growing grain crops are quite similar. It is known that they do best on moderately fine but not pulverized seedbeds containing a proper amount of moisture near the soil surface. The seeding depth has been found to vary from 1 to 3 inches. The farmer cannot expect cereals to grow well if they have been sown too shallow because in this case the plants will be poorly supplied with water due to its evaporation from the soil surface.

A problem common to all cereals is lodging resulting from excessively high rates of nitrogen and heavy seeding rates which may produce tall, weak-stemmed plants[6] that fall to the ground. The aim of plant breeders is to develop dwarf stiff-strawed[7] varieties that will not lodge.

Though cereals do not supply enough protein and vitamins necessary for a balanced diet, they arc sure to remain a major source of food for people throughout the world.

2. КОНТРОЛЬНАЯ РАБОТА

«Повторение грамматики: V-ing формы. Причастные обороты».

Variant I

В следующих предложениях определите функцию слов с суффиксом - ing. Переведите предложения:

a) 1. Applying fertilizers, we may essentially increase the yield. 2. Applying fertilizers to this crop usually produces a good effect. 3. Farmers applying fertilizers to this crop usually obtain good results. *4.* Farmers applying proper fertilizers, the yields are usually much higher.

b) 1. Having supplied the soil with organic matter, the collective farm obtained a good yield of small grains. 2. Being adapted to potato growing, these sandy loams will produce tubers of the highest quality. 3. Among the factors influencing crop production climate is the most important one. 4. Preparing the seedbed is one of important operations in crop growing. 5. The method of harvesting used depends on many factors, proper maturity being one of the most important. 6. Planting the seed, we use farm machines in order to make the work easier.

3. ИНДИВИДУАЛЬНОЕ ДОМАШНЕЕ ЗАДАНИЕ:

3.1 Устный перевод со словарем (подготовленного текста)

Примерное содержание текстов для индивидуального домашнего задания:

BREAK CROPS

The acreage of cereals may sometimes be increased considerably by growing these crops one after another on the same area. It is not uncommon to find four, five or even more successive or following one after another cereal crops in a rotation. If cereal crops are grown on the same land for many years in succession, such practice is known as continuous cereal growing. In the past this practice often resulted in low yields due to weeds and diseases. Today there is better control of these by chemicals such as fungicides and herbicides and thus farmers have the possibility of growing cereal crops for longer periods of time.

In practice, it is common to grow wheat for two or three years, barley for longer period and then to break (нарушить) the sequence with a crop which is called a break crop. The aim of a break crop is to prevent diseases from increasing.

The farmers usually grow those break crops which are as profitable (выгодный) to grow as cereal crops.

The break crop to be grown varies with the soil and climate, farming and rotation systems and other factors.

3.2 Устный контроль лексики

commercial fertilizers, broadcast application, top dressing, side dressing, lime, mixture, to place, to distribute, injury, to spread (spread, spread), stage, susceptibility, to become (became, become), certain, to consider, to receive, to mean, several, to tend, any, and so on, so that

Тема 11. «Основные методы борьбы с сорняками»

1. ИНДИВИДУАЛЬНОЕ ДОМАШНЕЕ ЗАДАНИЕ:

- (1.1) фонетическое чтение;
- (1.2) устный перевод со словарем;
- (1.3) письменный перевод со словарем;
- (1.4) устный опрос по теме
- (1.5) чтение текста с целью извлечения информации *(по тематическим текстам и заданиям к ним, представленным в учебнике*)

(Задания представлены в учебнике)

- (1.6) контроль усвоения лексики по теме (письменная контрольная работа)

Примерное содержание текстов для чтения и перевода:

WEEDS

A weed may be defined as a plant growing where it is not wanted. It means that any plant including a crop plant may be classified as a weed in certain situations. Host people, however, do not coccid crop plants to be weeds, regardless of where they are found growing. To most of them a weed is a troublesome, wild plant that has invaded their fields. Whether crop plants should be called weeds would depend largely on how objectionable they actually are. For example, barley growing in a field of oats that is to be used as feed for livestock could hardly be considered a weed because it is not objectionable under such conditions. On the contrary, if the

same field of oats is being grown for seed, the mixture would be undesirable because considerable time and labour would be required in removing the barley seed. In this case barley would undoubtedly be considered a weed.

Weeds in field crops are objectionable and harmful for a variety of reasons. They reduce the yields of crops as well as their quality. There are weeds which are known to be poisonous both to livestock and man. One should also remember that some weed species serve as host plants for certain insects and diseases that attack crops. They may thus act as sources of infection for farm crops.

The adverse effect of weeds on crop production is mainly associated with the decreased economic return from the land. Estimates show that weeds are responsible for an overall reduction of somewhat more than10 percent in the yield of the major world crops, representing huge annual loss of good supplies. Much of this loss occur because weeds deprive the crop of water, mineral nutrients and light which would otherwise he available and so prevent it from producing high yields.

The extent to which yields may be reduced as a result of competition caused by weeds varies greatly. It depends on the competitive ability of the crop grown, on the type of weeds present, on the degree of infestation and on the season the crop is sown or planted at.

Примерное содержание текстов для дополнительного чтения:

TILLAGE

After seedbed preparation and the planting of the crop, the young plants start to grow in a few days. When row crops such as corn, soybeans, and cotton are grown, farmers have to cultivate to control weeds. Cultivation includes some tillage operations. One of the purposes of tillage is to maintain good soil tilth that is the physical condition of the soil providing normal plant growth. A soil with a good tilth will be mellow, friable and easily worked.

These conditions are necessary for the roots to absorb nutrients, water and air needed for plant development.

Tillage at the due time and with the proper machines will produce desirable soil tilth. However, too much tillage in preparing the seedbed or cultivating crops may be undesirable.

Nowadays the traditional tillage practice is increasingly replaced by minimum tillage, its main advantages being better soil protection from erosion and lower soil compaction. Under minimum tillage the crop yield is usually as good as under traditional cultivation, while the number of operations is reduced. Farm equipment used now can prepare the soil, apply fertilizers, and plant the seed in one operation.

Vegetable and small fruits can sometimes be grown with no tillage after planting the crop, weeds being controlled with herbicides. Yields of potatoes, carrots and some other crops grown under such system are sometimes even higher than yields when cultivation is practiced.

** (1.6) контроль усвоения лексики по теме (письменная контрольная работа)*

crop rotation, tilth, continuous, efficient, penetration, previous, to leave (left, left), as to, besides, to result, to result in, to result from, as a result, to seem, to be likely, to be sure, though, thus

2. **РЕФЕРАТ**

   Тематика рефератов:

   Сельское хозяйство в России.
   Сельское хозяйство в Англии.
   Ученые в области агрономии.
   Проблемы экологии.
   Сельскохозяйственная техника и достижения.
   Рентабельно ли фермерство?

TECT

1. Most small grains require much … for their growth.
   - light
   - nutrients
   - crops
   - seeds
2. Ecosystem is the smallest unit in nature that can live independently.
   - lives
   - live
   - living
   - lived
3. Plant is always … of an ecosystem.
   - part
   - parts
   - crops
   - grasses
4. Crops are variously grouped and … .
   - classify
   - classifying
   - classifies
   - classified
5. … crops are these that complete their life cycle in one season.
   - biennial
   - perennial
   - annual
   - grasses
6. There are some botanical families that … crop plants widely used by man.
   - include
   - increase
   - improve
   - decrease
7. A mixed fertilizers … to improve this soil.
   - are sure
   - is sure
   - were sure
   - have sure
8. The agronomist wanted the practice of minimum tillage … on the farm.
   - to be applied
   - to apply
   - apply
   - to applied
   - to applying
9. That soil is better for growing potatoes than that … .
   - one
   - ones
   - it
   - those
10. There … many different ways of applying fertilizers.
    - are

is
was
am
be

11. This method did not give good results, let's use another … .
    one
    methods
    ones
    these
12. Seeds of various kinds of plants require specific conditions for … .
    light
    germination
    moisture
    air
13. He is the best … on the farm.
    crop expert improvement
    crop improvement expert+
    improvement crop expert
    expert improvement crop
14. If the weather were not so rainy, we ... begin planting today.
    should
    can
    shall
    will
15. Plants need water and nutrients … well.
    to plant
    to decrease
    to grow
    to water
16. Different chemicals are used in order … pests.
    to improve
    to increase
    to control
    to grow
17. We … begin planting, for the soil is not warm enough.
    cannot
    can
    must
    should
18. Our aim … develop mew corn varieties.
    have to
    were to
    are to
    is to
19. You … control weeds better.
    have to
    needn't
    is to
    has to
20. Crops … in this region should be adapted to the environmental conditions.

to be grown
to grow
to be growing
to have grown

Тема 12. Домашнее чтение

1. ИНДИВИДУАЛЬНОЕ ДОМАШНЕЕ ЗАДАНИЕ
- (1.1) фонетическое чтение;
- (1.2) устный перевод со словарем;
- (1.3) письменный перевод со словарем;
- (1.4) чтение текста с целью извлечения информации *(по тематическим текстам и заданиям к ним, представленным в учебнике*)

Примерное содержание текстов для чтения и перевода:

WHEAT

Wheat is best adapted to fertile medium or heavy textured soils that are well drained. Silt and clay loams generally produce the highest wheat yields, but it does not mean, that wheat cannot be grown successfully on either clay soils or fine sandy loams.

Wheat grows best when it is sown in a well-prepared, firm, mellow seedbed that is relatively free of weeds , Sufficient moisture should be present to insure prompt germination and a good growth of the young plants. The time and method of seedbed preparation is determined largely by the prevailing moisture conditions, the crop that wheat follows in the rotation and whether wheat is to be sown in spring or fall. Early plowing is an essential factor in securing more grain per hectare. An early prepared soil is known to conserve moisture much better than the one prepared late.

We know a relatively, shallow seeding of 1 to 1.5 inches to produce good stands in areas and in years when sufficient moisture is available at seeding time. Seed sown in dry soil should be drilled from 2 to 3 inches deep.

The rate of seeding wheat is considered to be a very complicated problem. One must take into consideration* climate and soil conditions, the time of seeding wheat, the quality and germinating power of seed to be sown, the method of sowing to be applied, etc. The seeding rate both for win-tar and spring varieties ranges from 3 to 10 pecks per acre, depending on the factors mentioned above. In general, the lower the rainfall, the lower will be the optimum rate of seeding.

Most of the wheat grown is sown with a drill. Broad-cast seeding, the oldest and simplest method, is used in regions where modem practices have not been introduced. Sowing with a drill is believed to have important advantages over the broadcast method. The rate and depth of sowing and the distribution of the seed are more accurate and uniform, and less seed is required. Better stands, more uniform maturity and higher yields are thus obtained. The modern drill sows seeds in rows at the required rate and depth and also covers them.

Practically al" wheat grown is harvested by means of combining.- In general, wheat is probably better adapted to direct combining than any of the other small grains. It is highly important to harvest wheat at the time that will insure the greatest yield of h5.gh quality. Wheat is considered to be ready for combine harvesting when the moisture content of the grain is 14 per cent or less.

2. РЕФЕРАТ
Тематика рефератов-презентаций:
1. Сельское хозяйство (в стране по выбору)
2. Ландшафтный дизайн (в стране по выбору)

3. Характеристика сельхозкультуры (по выбору)

ТЕСТ

1. Climate is the … environmental factor for all.
   least important
   less important
   more important
   most important
2. This crop … developed some years ago.
   is
   was
   were
   will be
3. All plants require … environmental conditions.
   bad
   difficult
   favourable
   short
4. Yields are often increased by … of fertilizers.
   applicated
   application
   applied
   apply
5. Crop production … on many factors.
   depend
   depends
   dependence
   depending
6. … is necessary for photosynthesis.
   fertilizers
   light
   soil
   water
7. This type of soil … well … to potato growing.
   are adapted
   have adapted
   is adapted
   were adapted
8. That soil is better for growing potatoes than that … .
   one
   ones
   it
   those
9. Grain is the product … by man by … cereals.
   obtained/growing
   obtained/grown
   obtaining/growing
   obtaining/grown
10. The agronomist wanted the practice of minimum tillage … on the farm.
    apply

to applied
to apply
to applying
to be applied

11. This method did not give good results, let's use another … .
    methods
    one
    ones
    these
12. There … many different ways of applying fertilizers.
    am
    are
    be
    is
    was
13. The … portion of a plant consists of leaves and stems.
    above ground
    ground
    groundless
    underground
14. The planting of warm-season crops … be done into warm soil.
    can't
    mustn't
    should
    shouldn't
15. … the reproductive phase the plant flowers and produces seeds.
    being reached
    having reached
    reached
    reaches
16. … under favourable environmental conditions the plants grow and flower well and produce much seed.
    being raised
    having raised
    raised
    raising
17. He is the best … on the farm.
    crop expert improvement
    crop improvement expert
    expert improvement crop
    improvement crop expert
18. The new methods … good results.
    produced/used
    producing/using
    used/produced
    using/producing
19. Farmers … improved crop varieties usually … good results.
    grow/obtaining
    growing/ obtaining
    growing/obtain

grows/obtains

20. … problem is very important.

crop increase production

crop production increase

increase production crop

production crop increase

Тема 13. Подготовка к итоговой контрольной работе. Итоговая контрольная работа

КОНТРОЛЬНАЯ РАБОТА

I. Переведите следующие предложения, обращая внимание на пройденные грамматические и лексические структуры:

1. The yield of potatoes is known to be influenced by the quality of the tubers to be used for planting.
2. It is recommended that potato tops should be eliminated either chemically or mechanically in order to facilitate digging.
3. Corn is believed to have come under cultivation somewhat later than wheat or barley.
4. The macro elements such as nitrogen, phosphorus, and potassium are more likely to limit corn yields than other nutrients.
5. It is by crossing crops that many new superior small grain varieties have been produced in recent years. 6. For the protein content of the wheat grain to be increased the soil should be supplied with available nitrogen.
7. For direct the moisture content of the wheat grain should be 14 percent or less for safe storage unless artificial drying is used.
8. The soil being low in organic matter, the growing of crops to be plowed under may be desirable.
9. As to the major small grains, losses due to delayed harvest are least likely to occur with wheat, the latter being the most suitable for combine harvesting.
10. These crops do not seem to have exhausted the soil, because of the proper rotation having been used. 11. Provided climatic conditions are favourable, wheat grown in the soil that is low in available nitrogen will be soft and starchy, while that which is well provided with this element will be hard and high in protein content.
12. The later the weeds appear the less effect they have on the crop growth.
13. The fact that certain weed seeds may remain dormant in the soil for 25 to 50 years before germinating is of great interest.
14. It is warm-season crops that are favoured by the mild climatic conditions of the area.

II. Подберите словарные определения к следующим словам и сочетаниям слов:

weed control, species, ecology, rotation, forage crops, humus, leaching, cover crop, erosion

1. The science that deals with the study of the relationships of organisms among each other and to their environment.
2. The well-decomposed, more or less stable part of the organic matter of the soil.
3. The process of killing undesirable plants for economic or other reasons.
4. Removal of nutrient materials in solution from the soil.
5. A group of individuals that are similar in structure and physiology and are capable of interbreeding and producing offspring (потомство).

6. A soil-protecting crop planted and left on the land to prevent leaching and erosion by wind or water.
7. Plants consumed by animals fresh or harvested for silage or hay.
8. Growing crops on a given area of land in such order and succession as to keep the soil in a high state of productivity.
9. The carrying away of the soil surface by running water or wind.

Контрольная работа: «Повторение грамматики: Сложноподчиненные предложения».

Variant I

1. Определите значение слова "as" в следующих предложениях. Переведите предложения:

As root crops are high in sugar and low in protein they do not supply a balanced diet.
As plants grow they require more nutrients and water.
In order to grow normally crops should absorb such minerals as calcium, magnesium and sulphur.
We have to apply much manure as this soil is too low in organic matter.
The nature of the soil changes as the proportion of clay particles increases.

2. Укажите в каждом предложении союз (или союзное слово), вводное придаточное предложение; переведите предложения:

When the soil is known to be low in organic matter, the growing of green manure crops may be desirable.
Until the plant food becomes available plants cannot use it.
Whether corn is grown for grain or for silage, the soil should be fertile enough for plants to develop well.
Rye belongs to drought-resistant plants, which is due to its well-developed root system.
Winter grains grow well and withstand winterkilling, provided they are sown at optimum time.
Air which constitutes from 20 to 25 percent of a normally moist soil supplies the necessary amount of oxygen.
Though beets will withstand light frosts, it is usually best to delay seeding until the last killing frost date is past.
In our region corn is grown principally for grain while its tops are used as livestock feed.
Since corn is a warm-weather plant it is planted as soon as soil temperature becomes high enough.

Таблица 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-1$_{УК-4}$ Выбирает на государственном и иностранном (-ых) языках	владеет теоретическим материалом по темам модуля, но испытывает затруднения в выборе	Студент показывает хорошие знание и понимание тем модуля, но допускает ошибки при выборе коммуникативно	Студент показывает глубокое знание и понимание тем модуля, выбирает на государственном и иностранном (-ых)

коммуникативно приемлемые стиль 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-5$_{УК-4}$ Демонстрирует умение выполнять перевод профессиональных текстов с иностранного (-ых) на государственный язык и обратно	коммуникативно приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами, допускает ошибки в построении устной и письменной речи. Владеет удовлетворительным и навыками поиска необходимой информации посредством информационно-коммуникационных технологий в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках Студент понимает основное содержание профессиональных текстов на иностранном языке, но испытывает трудности при их переводе с иностранного на государственный язык и обратно.	приемлемого стиля общения, вербальных и невербальных средств взаимодействия с партнерами, почти не допускает ошибок в построении устной и письменной речи. Владеет хорошими навыками поиска необходимой информации посредством информационно-коммуникационных технологий в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках Студент демонстрирует умение выполнять перевод профессиональных текстов с иностранного на государственный язык и обратно, допуская незначительное количество ошибок.	языках коммуникативно приемлемые стили общения, вербальные и невербальные средства взаимодействия с партнерами, не допускает ошибок в построении устной и письменной речи. Умеет находить необходимую информацию посредством информационно-коммуникационных технологий в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках Студент демонстрирует умение безошибочного перевода профессиональных текстов с иностранного на государственный язык и обратно

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

7. Finish the saying " You don't build a business, you build people, then people build the…"
House
+Business
Company

Задания открытого типа

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 buisiness 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 laywer.

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»).

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. ИД-5$_{УК-4}$ Демонстрирует умение выполнять перевод текстов бытовой сферы общения с иностранного (-ых) на государственный язык и обратно	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; 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. 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 интегративные умения использовать диалогическое общение для сотрудничества в академической коммуникации общения: внимательно слушая и пытаясь понять суть идей других, даже если они противоречат собственным воззрениям; уважая высказывания других как в плане содержания, так и в плане формы; критикуя аргументированно и конструктивно, не задевая чувств других; адаптируя речь и язык жестов к ситуациям. ИД-5$_{УК-4}$ Демонстрирует умение выполнять перевод профессиональных текстов с иностранного (-ых) на государственный язык и обратно	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; владеет удовлетворительными 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; умеет использовать диалогическое общение для сотрудничества в академической коммуникации общения, но допускает ошибки в устной речи. Способен внимательно слушать и понимать суть идей других, даже если они противоречат собственным воззрениям. Уважает высказывания других как в плане содержания, так и в плане формы. критикуя аргументированно и конструктивно, не задевая чувств других; адаптируя речь и язык жестов к ситуациям; понимает основное содержание профессиональных текстов на иностранном языке, но испытывает трудности при их переводе с иностранного на государственный язык и обратно.
ИД-1 Находит и использует необходимую для саморазвития и взаимодействия с другими информацию о культурных особенностях и традициях различных социальных групп.	Владеет навыками поиска необходимой для саморазвития и взаимодействия с другими информации о культурных особенностях и традициях различных социальных групп и использует ее в устной и письменной коммуникации