

Министерство сельского хозяйства
Российской Федерации
Федеральное Государственное бюджетное образовательное учреждение
высшего образования
«ДОНБАССКАЯ АГРАРНАЯ АКАДЕМИЯ»
КАФЕДРА РУССКОГО И ИНОСТРАННЫХ ЯЗЫКОВ

УТВЕРЖДАЮ:

Первый проректор

«*В*» *В.П. Удалых*
М.П.

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2025 г.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине

Иностранный язык (английский)

(наименование дисциплины)

Направление подготовки/специальность 35.03.01 Лесное дело

(код и наименование направления подготовки/специальности)

Направленность
(профиль)

Лесное хозяйство и охотоведение

(наименование профиля/специализации подготовки, при наличии)

Квалификация выпускника: бакалавр

(квалификация выпускника)

Год начала подготовки: 2025

Фонд оценочных средств по дисциплине «Иностранный язык» (английский) является частью ОПОП ВО по направлению подготовки 35.03.01 Лесное дело, направленность (профиль): Лесное хозяйство и охотоведение и предназначен для оценивания уровня сформированности компетенций обучающихся.

Разработчик(и)


(подпись)

М.П. Парфенов

(ИОФ)

(подпись)

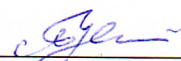
(ИОФ)

(подпись)

(ИОФ)

Фонд оценочных средств обсужден на заседании ПМК кафедры русского и иностранных языков, протокол № 9 от 7 апреля 2025 года.

Председатель ПМК

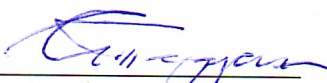

(подпись)

М.П. Парфенов

(ИОФ)

Фонд оценочных средств утвержден на заседании кафедры русского и иностранных языков, протокол № 9 от 8 апреля 2025 года.

Заведующий кафедрой


(подпись)

А.А. Педерсен

(ИОФ)

Раздел 1. ПАСПОРТ ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине «Иностранный язык» (английский)

1.1. Основные сведения о дисциплине

Наименование показателей	Укрупненная группа, направление подготовки, квалификационный уровень	Характеристика дисциплины		
		очная форма обучения	заочная форма обучения	очно-заочная форма обучения
Количество зачетных единиц – 4	Укрупненная группа направлений подготовки 35.00.00 – Сельское, лесное и рыбное хозяйство	Обязательная часть		
	Направление подготовки: 35.03.01 Лесное дело			
	Направленность (профиль): Лесное хозяйство и охотоведение	Семестр		
Общее количество часов – 144				3-й, 4-й
	Образовательная программа высшего образования – программа бакалавриата	Лекции		
		-	-	-
		Занятия семинарского типа		
				10 ч./ 10 ч.
		Самостоятельная работа		
				60 ч./ 59,7 ч.
		Контактная работа, всего		
				2 ч./ 2, 3 ч.
		Вид контроля: зачёт (3 семестр), экзамен (4 семестр)		

1.2. Перечень компетенций, формируемых дисциплиной «Иностранный язык» (английский)

Код компетенции	Содержание компетенции	Планируемые результаты обучения	
		Наименование индикатора достижения компетенции	Формируемые знания, умения и навыки
1	2	3	4
УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на	УК-4.2 Понимает устную речь и ведет диалог общего и делового характера на	<i>Знание:</i> видов речевых действий и приемов ведения общения; межкультурных особенностей и правил коммуникативного поведения в ситуациях общения <i>Умение:</i>

	государственном языке Российской Федерации и иностранном(ых) языке(ах)	иностранном языке	делать сообщения и вести беседу на иностранном языке <i>Навык:</i> аудирования и говорения, монологической и диалогической речи; работы с устными текстами; владения иностранным языком в объеме, позволяющем использовать его в профессиональной деятельности и в межличностном общении <i>Опыт деятельности:</i> обработки информации; ведения дискуссий на темы, связанные с профессиональной деятельностью и межличностным общением; подготовки и выступлений с презентациями
		УК-4.3 Читает и переводит со словарем информацию на иностранном языке на темы повседневного и делового общения	<i>Знание:</i> грамматический и лексический (общий и терминологический) минимум в объеме, необходимом для работы с иноязычными текстами в процессе профессиональной деятельности <i>Умение:</i> читать на иностранном языке литературу по специальности с целью поиска информации из зарубежных источников; переводить тексты по специальности со словарем; оформлять извлеченную из иностранных источников информацию в виде перевода или резюме <i>Навык:</i> использования словарей, в том числе терминологических; работы с письменными текстами; владения иностранным языком в объеме, позволяющем использовать его в профессиональной деятельности <i>Опыт деятельности:</i> обработки информации на иностранном(ых) языке(ах)

1.3. Перечень тем дисциплины

Шифр темы	Название темы	Кол-во часов
T 1.1	The profession of a forester	18
T 1.2	The science of Forestry	18
T 2.1	Survey of the plants	18
T 2.2	Growing trees	16
T 3.1	Forest health	18
T 3.2	Old – growth forests	18
T 4.1	Forestry in Russia	18
T 4.2	Forestry advances	15,7
	Другие виды контактной работы	4,3
Всего		144

1.4. Матрица соответствия тем дисциплины и компетенций

<i>Шифр компетенции по ФГОС ВО</i>	<i>Шифр темы</i>							
	T1.1	T1.2	T2.1	T2.2	T3.1	T3.2	T4.1	T4.2
УК-4.2	+	+	+	+	+	+	+	+
УК-4.3	+	+	+	+	+	+	+	+

1.5. Соответствие тем дисциплины и контрольно-измерительных материалов

№ ТЕМЫ	<i>ТЕКУЩИЙ КОНТРОЛЬ</i>					
	<i>Тестовые задания по теоретическому материалу</i>	<i>Вопросы для устного опроса</i>	<i>Типовые задания практического характера</i>	<i>Задания для контрольной работы</i>	<i>Тематика рефератов, докладов, сообщений</i>	<i>Групповое творческое задание</i>
	Блок А Контроль знаний		Блок Б Контроль умений, навыков			
Тема 1.1	+	+	+		+	
Тема 1.2	+	+	+		+	
Тема 2.1	+	+	+		+	
Тема 2.2	+	+	+	+	+	
Тема 3.1	+	+	+		+	
Тема 3.2	+	+	+		+	
Тема 4.1	+	+	+		+	
Тема 4.2	+	+	+		+	

1.6. Описание показателей и критериев оценивания компетенций на различных этапах их формирования

Компетенции на различных этапах их формирования оцениваются шкалой: «зачтено», «не зачтено» в форме зачета.
«неудовлетворительно», «удовлетворительно», «хорошо», «отлично» в форме экзамена

Результат обучения по дисциплине	Критерии и показатели оценивания результатов обучения			
	не зачтено	зачтено		
	неудовлетворительно	удовлетворительно	хорошо	отлично
I этап. Знать виды речевых действий и приемов ведения общения; межкультурные особенности и правила коммуникативного поведения в ситуациях общения (УК-4 / УК-4.2)	Фрагментарные знания видов речевых действий и приемов ведения общения; межкультурных особенностей и правил коммуникативного поведения в ситуациях Общения/ Отсутствие знаний	Неполные знания видов речевых действий и приемов ведения общения; межкультурных особенностей и правил коммуникативного поведения в ситуациях общения	Сформированные, но содержащие отдельные пробелы, знания видов речевых действий и приемов ведения общения; межкультурных особенностей и правил коммуникативного поведения в ситуациях общения	Сформированные и систематические знания видов речевых действий и приемов ведения общения; межкультурных особенностей и правил коммуникативного поведения в ситуациях общения
II этап. Уметь делать сообщения и вести беседу на иностранном языке (УК-4 / УК-4.2)	Фрагментарное умение делать сообщения и вести беседу на иностранном языке/ Отсутствие умений	В целом успешное, но не систематическое умение делать сообщения и вести беседу на иностранном языке	В целом успешное, но содержащее отдельные пробелы умение делать сообщения и вести беседу на иностранном языке	Успешное и систематическое умение делать сообщения и вести беседу на иностранном языке
III этап. Владеть навыками аудирования и говорения, монологической и диалогической речи; работы с устными текстами; владения иностранным языком в объеме, позволяющем использовать его в профессиональной деятельности и в межличностном общении; ведения дискуссий на темы, связанные с профессиональной деятельностью и межличностным общением;	Фрагментарное применение навыков аудирования и говорения, монологической и диалогической речи; работы с устными текстами; владения иностранным языком в объеме, позволяющем использовать его в профессиональной деятельности и в межличностном общении; ведения дискуссий на темы, связанные с профессиональной деятельностью и межличностным общением; подготовки и	В целом успешное, но не систематическое применение навыков аудирования и говорения, монологической и диалогической речи; работы с устными текстами; владения иностранным языком в объеме, позволяющем использовать его в профессиональной деятельности и в межличностном общении; ведения дискуссий на темы, связанные с профессиональной	В целом успешное, но сопровождающееся отдельными ошибками применение навыков аудирования и говорения, монологической и диалогической речи; работы с устными текстами; владения иностранным языком в объеме, позволяющем использовать его в профессиональной деятельности и в межличностном общении; ведения дискуссий на темы, связанные с профессиональной	Успешное и систематическое применение навыков аудирования и говорения, монологической и диалогической речи; работы с устными текстами; владения иностранным языком в объеме, позволяющем использовать его в профессиональной деятельности и в межличностном общении; ведения дискуссий на темы, связанные с профессиональной деятельностью и

(УК-4 / УК-4.2)	выступлений с презентациями / Отсутствие навыков	деятельностью и межличностным общением; подготовки и выступлений с презентациями	деятельностью и межличностным общением; подготовки и выступлений с презентациями	межличностным общением; подготовки и выступлений с презентациями
I этап. Знать грамматический и лексический (общий и терминологический) минимум в объеме, необходимом для работы с иноязычными текстами в процессе профессиональной деятельности (УК-4 / УК-4.3)	Фрагментарные знания грамматического и лексического (общего и терминологического) минимума в объеме, необходимом для работы с иноязычными текстами в процессе профессиональной деятельности / Отсутствие знаний	Неполные знания грамматического и лексического (общего и терминологического) минимума в объеме, необходимом для работы с иноязычными текстами в процессе профессиональной деятельности	Сформированные, но содержащие отдельные пробелы, знания грамматического и лексического (общего и терминологического) минимума в объеме, необходимом для работы с иноязычными текстами в процессе профессиональной деятельности	Сформированные и систематические знания грамматического и лексического (общего и терминологического) минимума в объеме, необходимом для работы с иноязычными текстами в процессе профессиональной деятельности
II этап. Уметь читать на иностранном языке литературу по специальности с целью поиска информации из зарубежных источников; переводить тексты по специальности со словарем; оформлять извлеченную из иностранных источников информацию в виде перевода или резюме (УК-4 / УК-4.3)	Фрагментарное умение читать на иностранном языке литературу по специальности с целью поиска информации из зарубежных источников; переводить тексты по специальности со словарем; оформлять извлеченную из иностранных источников информацию в виде перевода или резюме / Отсутствие умений	В целом успешное, но не систематическое умение читать на иностранном языке литературу по специальности с целью поиска информации из зарубежных источников; переводить тексты по специальности со словарем; оформлять извлеченную из иностранных источников информацию в виде перевода или резюме	В целом успешное, но содержащее отдельные пробелы умение читать на иностранном языке литературу по специальности с целью поиска информации из зарубежных источников; переводить тексты по специальности со словарем; оформлять извлеченную из иностранных источников информацию в виде перевода или резюме	Успешное и систематическое умение читать на иностранном языке литературу по специальности с целью поиска информации из зарубежных источников; переводить тексты по специальности со словарем; оформлять извлеченную из иностранных источников информацию в виде перевода или резюме
III этап. Владеть навыками использования словарей, в том числе терминологических; работы с письменными текстами; обработки информации (УК-4 / УК-4.3)	Фрагментарное применение навыков использования словарей, в том числе терминологических; работы с письменными текстами; обработки информации / Отсутствие навыков	В целом успешное, но не систематическое применение навыков использования словарей, в том числе терминологических; работы с письменными текстами; обработки информации	В целом успешное, но сопровождающееся отдельными ошибками применение навыков использования словарей, в том числе терминологических; работы с письменными текстами; обработки информации	Успешное и систематическое применение навыков использования словарей, в том числе терминологических; работы с письменными текстами; обработки информации

Раздел 2. ОЦЕНОЧНЫЕ СРЕДСТВА

Блок А

ОЦЕНОЧНЫЕ СРЕДСТВА ТЕКУЩЕГО КОНТРОЛЯ ЗНАНИЙ ОБУЧАЮЩИХСЯ

Фонд тестовых заданий по дисциплине

ТЕМА 1.1.

1. One can be admitted to the agricultural academy on the basis of...
 - a) entrance examinations;
 - b) an interview;
 - c) entrance examinations and an interview;
 - d) a school certificate of education.
2. To become a forester it's necessary to study...
 - a) botany, physiology of plants, dendrology, soil science and soil biology, forest entomology;
 - b) chemistry, physiology of animals, dendrology, origin of species, forest entomology;
 - c) botany, English, geography, biology, forest entomology;
 - d) mathematics, physics, English, Latin, German, forest entomology, Russian.
3. During the course of studies would be foresters have their practical training...
 - a) at the factories producing furniture;
 - b) on the sea shores;
 - c) in the forests and woods;
 - d) at home.
4. The students do a lot of work in the forests that is controlled by... and instructors
 - a) their friends;
 - b) the dean of the faculty;
 - c) parents;
 - d) practical foresters
5. Foresters are responsible for...
 - a) monitoring expenses for the maintenance of forestry;
 - b) monitoring the natural and economic viability of a forest;
 - c) monitoring the number of animals inhabiting the forest area;
 - d) monitoring cattle grazing in the forest zone.
6. ...are responsible for activities related to a forest management and conservation.
 - a) Foresters ;
 - b) Economists;
 - c) Managers;
 - d) Agronomists.
7. A forester can be...of the forestry department
 - a) an accountant;
 - b) an interpreter;
 - c) an inspector;
 - d) a driver
8. When an employee notices any violations on his territory, he must...
 - a) leave his place of work and follow the trespasser ;
 - b) immediately leave his place of work and ask for help;
 - c) necessarily inform the forestry department;
 - d) take his gun and fire warning shot.
9. The Forester's profession requires care, ... and physical endurance.
 - a) responsibility;

- b) obstinacy;
 - c) sense of humour;
 - d) laziness;
10. Would be foresters can also turn to...
- a) work as securities due to their physical endurance;
 - b) work in the field of Arts;
 - c) work in other fields of industry;
 - d) research work

TEMA 1.2.

1. Forestry is the art of... rotational crops of timber trees in forests ...
 - a) planting;
 - b) growing;
 - c) digging;
 - d) cutting .
2. Forest science concerns....
 - a) both economics and technology;
 - b) economics;
 - c) technology;
 - d) economics, technology and biochemistry.
3. Research in forest economy has been most intense with respect to...the multiple use of forests and optimisation
 - a) reducing;
 - b) increasing;
 - c) planning;
 - d) distributing
4. Research on forest technology largely focuses on...
 - a) logistics;
 - b) distributing the sources;
 - c) the expenditures;
 - d) advertising the scientific achievements
5. Research in the field of forestry is related to...
 - a) market relations;
 - b) economic growth;
 - c) technological development;
 - d) competitiveness
6. University's departments of physics, chemistry and environmental sciences are involved in extensive cooperation on...
 - a) wood technology;
 - b) scientific reports;
 - c) scientific conferences;
 - d) market relations
7. One of the important goals of forestry is...
 - a) to organize scientific conferences;
 - b) to look for scientific literature on the problems of forestry;
 - c) to promote the multipurpose use of forest lands;
 - d).to develop the logistics;
8. Forest science is...
 - a) a Humanity;
 - b) an applied science;
 - c) a natural science;
 - d) one of fundamentals
9. Он спросил, где находится ближайшее лесничество.
 - a) He asked where is the nearest forestry;
 - b) He asked where the nearest forestry is;

- c) He asked where was the nearest farm?
- d) He asked where the nearest farm was?
- 10. Лесник спросил, посадили ли мы здесь хоть одно дерево.
- a) The forester asked if we had planted at least one tree there.
- b) The forester asked if we planted at least one tree here.
- c) The forester asked did we plant at least one tree there.
- d) The forester asked did we plant at least one tree here.

ТЕМА 2.1.

1. All plant ... share a number of traits
 - a) roots;
 - b) leaves;
 - c) species;
 - d) crowns.
2. The plants include...
 - a) organisms;
 - b) bacteria;
 - c) viruses;
 - d) parasites.
3. Plants grow...on earth.
 - a) in warm places;
 - b) in mild climatic zones;
 - c) in the swamp lands;
 - d) everywhere
4. The plants can be grouped according to...
 - a) their diversity;
 - b) similar characteristics;
 - c) their environment;
 - d) weather conditions.
5. Scientists classify plants in order to...
 - a) describe their structures;
 - b) understand the similarities and differences among many types of plants.;
 - c) provide their environment successfully;
 - d) account for their economic concern.
6. A plant is a... organism
 - a) multicellular;
 - b) photosynthetic;
 - c) multicellular and photosynthetic;
 - d) usual.
7. A plant has an aboveground, photosynthesizing part and...part
 - a) an aboveground absorbing part;
 - b) an aboveground splashing;
 - c) an underground, absorbing;
 - d) an underground splashing
8. The fence of the hunting box would look better...
 - a) if it had been painted;
 - b) if it were painted;
 - c) if it is painted;
 - d) if it to be painted
9. If the bear attacks,...
 - a) take your gun and run away;
 - b) you will take your gun and run away;
 - c) you would take your gun and run away;
 - d) you take your gun and run away.
10. На твоём месте я бы купил новое ружьё.

- a) If I were you, I would buy a new rifle;
- b) If I am you, I would buy a new rifle;
- c) If I had been you, I would bought a new rifle;
- d) If I had been you, I would buy a new rifle

TEMA 2.2.

1. Most trees grow from ...
 - a) seeds;
 - b) shoots;
 - c) scapes;
 - d) fallen leaves.
2. The white or paper mulberry grows from...
 - a) seeds;
 - b) shoots;
 - c) scapes;
 - d) fallen leaves.
3. Most trees belong to one of...groups
 - a) two;
 - b) three;
 - c) four;
 - d) five.
4. Some plants have male and female flowers on different trees. This class is known as...
 - a) dioecious;
 - b) monoecious;
 - c) umbel;
 - d).conjugates
5. Some trees have both male and female flowers on the same tree but in different clusters. These trees are known as...
 - a) dioecious;
 - b) monoecious;
 - c) umbel;
 - d).conjugates
- 6.. The male flower or male portion of a flower produces....
 - a) seeds;
 - b) flour;
 - c) pollen;
 - d) pistils.
7. The ... of the female flower receives the pollen and passes it to the place where the seed is born
 - a) seed;
 - b) flour;
 - c) pollen;
 - d) pistil.
8. If we had had such an opportunity last year, we... a new equipment.
 - a) bought;
 - b) would buy;
 - c) would bought;
 - d) would have bought.
9. If you...in Moscow, just call me...
 - a) be;
 - b) are;
 - c) were;
 - d) will be.
10. Если ты не поставишь новый охотничий домик, тебе негде будет хранить свои ружья.
 - a) If you aren't put up a new hunting box, you won't have anywhere to keep your rifles;

- b) If you won't put up a new hunting box, you won't have anywhere to keep your rifles.
- c) If you don't put up a new hunting box, you won't have anywhere to keep your rifles;
- d) If you shan't put up a new hunting box, you won't have anywhere to keep your rifles.

TEMA 3.1.

- 1 The tree species in the boreal coniferous forest are species that
 - a) can't stand climatic changes;
 - b) are not planted in the zones where climatic changes are inevitable;
 - c) are adapted to climatic fluctuations;
 - d) aren't adapted to climatic fluctuations.
2. The boreal coniferous forest is not threatened when...
 - a) the forests are managed properly;
 - b) the forests aren't managed properly;
 - c) the forester doesn't interfere with natural processes;
 - d) the forester takes care of hunting only
3. The critical load is...
 - a) the maximum possible load which over the long term has harmful effects on fundamental ecosystem characteristics;
 - b) the maximum possible load which over the long term does not have any harmful effects on fundamental ecosystem characteristics;
 - c) the minimum possible load which over the long term has harmful effects on fundamental ecosystem characteristics;
 - d) the minimum possible load which over the long term does not have any harmful effects on fundamental ecosystem characteristics
4. Recently the state of tree crowns has improved in areas where...
 - a) there was no air pollution;
 - b) people caused air pollution;
 - c) the amount of air pollution has declined;
 - d) the amount of air pollution has increased;
5. A large number of plots the sulphur concentration is low, whereas the nitrogen concentration is...
 - a) high;
 - b) low;
 - c) in equal proportion;
 - d) reducing.
6. Needle and leaf loss can occur because of...
 - a) water impurities;
 - b) air impurities;
 - c) soil impurities;
 - d) nasty weather
7. Signs of poor health exist in some forests in the vicinity of...
 - a) urban centres;
 - b) rural centres;
 - c) mountains;
 - d) lakes and rivers
8. I spent my holidays in the forestry. I am happy about it.
 - a) I am happy to spend my holidays in the forestry;
 - b) I am happy to have spent my holidays in the forestry;
 - c) I am happy to be spent my holidays in the forestry;
 - d) I am happy to have been spent my holidays in the forestry.
9. I am invited to the conference. I am glad of it.
 - a) I am glad to invite to the conference;
 - b) I am glad to have invited to the conference;
 - c) I am glad to be invited to the conference;
 - d) I am glad to have been invited to the conference.

10. We planted several hundred trees. We were glad of it.
- a) We were glad to plant several hundred trees;
 - b) We were glad to have planted several hundred trees;
 - c) We were glad to have been planted several hundred trees;
 - d) We were glad to have been planting several hundred trees

ТЕМА 3.2.

1. The major goal of the first national parks and strict nature reserves was...
- a) to discover specific natural and landscape values. ;
 - b) to disclose specific natural and landscape values. ;
 - c) to preserve specific natural and landscape values;
 - d) to observe specific natural and landscape values. .
2. The programmes initiated to protect the main ecosystem types covered...
- a) only state owned land;
 - b) only private owned land;
 - c) both state and private owned land;
 - d) only foreign stockholders' land
3. The process to protect the old-growth forests has been very comprehensive and with good... basis,
- a) economic;
 - b) state;
 - c) private;
 - d) scientific
4. The first nature conservation areas were...national parks
- a) city parks;
 - b) national parks;
 - c) private parks;
 - d) parks of all types of property.
5. Various national programmes were initiated to protect...
- a) the main ecosystem types;
 - b) the main stakeholder groups;
 - c) the insignificant stakeholder groups;
 - d) foreign stakeholder groups
6. These programmes were based on...
- a) private methodological inventories;
 - b) large-scale methodological inventories;
 - c) long-known methodological developments;
 - d) borrowed foreign methodological developments
7. The protection proposals were implemented as part of a process where... were represented in a working group.
- a) all existing interests;
 - b) not all existing interests;
 - c) all relevant interests;
 - d) not all relevant interests
8. Я видел, как они работали в лесу.
- a) I saw them to work in the forest;
 - b) I saw them to have worked in the forest;
 - c) I saw them to have been worked in the forest;
 - d) I saw them work in the forest.
9. Говорят, что они работали в лесу
- a) They are said to work in the forest;
 - b) They are said to have worked in the forest;
 - c) They are said to have been worked in the forest;
 - d) They are said to have been working in the forest;
10. Его родители хотели бы, чтобы он стал лесником.

- a) His parents wanted him to become a forester
- b) His parents want him to become a forester;
- c) His parents would like him to become a forester;
- d) His parents like him to become a forester.

TEMA 4.1.

1. The territory of Russia presents...natural zones.
 - a) 8;
 - b) 6;
 - c) 4;
 - d) 7.
2. Industrial and agricultural expansion into Siberia and the Far East has been difficult due to the cold climate and....
 - a) numerous rivers and lakes;
 - b) ice drifts;
 - c) the land which is difficult to cultivate;
 - d) the land which is impossible to cultivate.
3. All the young forests greatly altered by...
 - a) frosts;
 - b) droughts;
 - c) winds;
 - d) man.
4. The Russian vegetation zones...
 - a) have a relatively high proportion of patches which are close to their natural state;
 - b) have a low proportion of patches which are close to their natural state;
 - c) have a decreasing proportion of patches which are close to their natural state;
 - d) have no patches which are close to their natural state.
5. Natural restoration of forests....
 - a) is much quicker in the west than in the east;
 - b) is much quicker in the east than in the west;
 - c) is much quicker in the north than in the south;
 - d) is much quicker in the south than in the north.
6. The species diversity is much higher in...
 - a) the south;
 - b) the north;
 - c) the east;
 - d) the west
7. The Russian forests have been divided into...categories with respect to their economic and ecological characteristics
 - a) two;
 - b) three;
 - c) four;
 - d) five.
8. He started working as a forester 30 years ago. He is still working in the forests.
 - a) He works in the forests for 30 years;
 - b) He is working in the forests for 30 years;
 - c) He worked in the forests for 30 years;
 - d) He has been working in the forests for 30 years
9. Nick was a forester. He is proud of it.
 - a) Nick is proud to be a forester;
 - b) Nick is proud to have been a forester;
 - c) Nick was proud to be a forester;
 - d) Nick was proud to have been a forester.
10. They continue their work without...for the forester.
 - a) waiting;

- b) having waiting;
- c) wait;
- d) being waited.

ТЕМА 4.2.

1. billions of additional seedlings...
 - a) are being planted in forests;
 - b) are being restored artificially;
 - c) are regenerated naturally;
 - d) are not growing
- 2... extremely dangerous for forest ecosystems.
 - a) wildfire is;
 - b) flood is;
 - c) winds are;
 - d) insects are
3. Through...the amount of wildfires has been reduced.
 - a) education and prevention;
 - b) education, prevention, and control;
 - c) prevention and control;
 - d) constant control
4. ...of the tree can be used for products.
 - a) Every part;
 - b) Roots;
 - c) Leaves;
 - d) Timbers.
5. Now, foresters are working ...
 - a) with other professionals to apply new technologies in wood processing;
 - b) with other professionals to improve habitats and ensure survival of other wildlife species.;
 - c) independently on the application of new technologies in wood processing;
 - d) independently on themselves to effectively apply new technologies in wood processing .
6. Growth of urban forestry...
 - a) enhances quality of life;
 - b) doesn't influence quality of life;
 - c) reduces the quality of life;
 - d) neglects the quality of life
7. Fire's contributions to... have also been studied and better understood.
 - a) the improving of the forests' ecology;
 - b) the improvement of wildlife;
 - c) forest health;
 - d) deforestation.
8. Я подошёл к людям, работающим в саду.
 - a) I came up to the people working in the garden;
 - b) I came up to the working people in the garden;
 - c) I came up to the people who are working in the garden.
9. Готовя доклад, он уснул.
 - a) Preparing the report, he fell asleep;
 - b) Having prepared the report, he fell asleep;
 - c) While preparing the report, he fell asleep.
10. Договор, подписанный в прошлом году, полезен для обеих сторон.
 - a) The treaty was signed last year is useful for both sides.
 - b) The treaty had signed last year is useful for both sides;
 - c) The treaty signed last year is useful for both sides.

Критерии и шкалы оценивания тестов

Критерии оценивания при текущем контроле
процент правильных ответов менее 40 (по 5 балльной системе контроля – оценка «неудовлетворительно»);
процент правильных ответов 40 – 59 (по 5 балльной системе контроля – оценка «удовлетворительно»)
процент правильных ответов 60 – 79 (по 5 балльной системе контроля – оценка «хорошо»)
процент правильных ответов 80-100 (по 5 балльной системе контроля – оценка «отлично»)

Вопросы для устного опроса

ТЕМА 1.1.

1. Why do people want to become foresters?
2. What kind of person should a forester be?
3. What skills does one need to become a good forester?
4. What are some good reasons to become a forester?
5. What makes you to become a forester?

ТЕМА 1.2.

1. What does Forestry study?
2. What does Forestry deal with?
3. Who conducts research in the fields of plant breeding, soil classification, soil fertility, weed control, and other areas?
4. What areas do foresters specialize in?

ТЕМА 2.1.

1. Can plants grow in all kinds of environment that exist on earth?
2. What do scientists group plants according to?
3. What are aquatic plants?
4. Are aquatic plants adapted to live on land?
5. Can plants move from place to place?

ТЕМА 2.2.

1. What are the characteristics of female gamete and the male gamete?
2. Are all trees produced from seeds?
3. What tree species grow from shoots?
4. Do you know any trees that are the results of man-made propagation methods?
5. How are trees classified according to the location of male and female flowers?
6. How is a seed born?
7. When does a seed appear?
8. What kinds of seed forms and coats do you know?
9. How long does it take tree seeds to become ripe?
10. Will many seeds survive after the tree releases them?

ТЕМА 3.1.

1. Are air pollutants affecting forests?
2. What are forests mainly exposed to?
3. What can the progress of acidification be accelerated by?
4. What has caused a steady growth in the incidence of needle and leaf loss over large parts of Europe?
5. How reduced air pollution affects the state of tree crowns?

ТЕМА 3.2.

1. What were the first nature conservation areas?
2. Why were the programmes for protecting the main ecosystem types initiated?
3. What were these programmes based on?

4. How many fauna and flora threatened species depend on old-growth forests?
5. What is the survival of these species guaranteed by?

ТЕМА 4.1.

1. What kinds of landscape does the territory of Russia present?
2. How can the forests of Russia be classified?
3. What is the annual growth of the Russian forests?
4. Why did the Russian forests receive much emphasis in the debate on conservation of the biodiversity of boreal forests?
5. How are Russian forests divided, with respect to their economic and ecological characteristics?

ТЕМА 4.2.

1. What measures help reduce the amount of wildfires?
2. What animal species that were formerly almost extinct, exist in viable populations at present?
3. When were the first wilderness areas established?
4. What lands are now legally protected?
5. What have municipal ordinances, civic participation, and growth of urban forestry resulted in?

Критерии и шкалы оценивания устного опроса

Критерии оценки при текущем контроле	Оценка
Студент отсутствовал на занятии или не принимал участия. Неверные и ошибочные ответы по вопросам, разбираемым на семинаре	«неудовлетворительно»
Студент принимает участие в обсуждении некоторых проблем, даёт расплывчатые ответы на вопросы. Описывая тему, путается и теряет суть вопроса. Верность суждений, полнота и правильность ответов – 40-59 %	«удовлетворительно»
Студент принимает участие в обсуждении некоторых проблем, даёт ответы на некоторые вопросы, то есть не проявляет достаточно высокой активности. Верность суждений студента, полнота и правильность ответов 60-79%	«хорошо»
Студент демонстрирует знание материала по разделу, основанные на знакомстве с обязательной литературой и современными публикациями; даёт логичные, аргументированные ответы на поставленные вопросы. Высока активность студента при ответах на вопросы преподавателя, активное участие в проводимых дискуссиях. Правильность ответов и полнота их раскрытия должны составлять более 80%	«отлично»

Блок Б
ОЦЕНОЧНЫЕ СРЕДСТВА ТЕКУЩЕГО КОНТРОЛЯ УМЕНИЙ,
НАВЫКОВ ОБУЧАЮЩИХСЯ

Типовые задания для практических занятий

ТЕМА 1.1

Read the text and say whether the following statements are right or wrong. Correct them if they are wrong.

Last year I passed the entrance examinations and was admitted to the agricultural academy. I study at the faculty of agronomy. After graduating from the academy I am going to work as a forester. To master our professional skills and to increase our knowledge we'll study many subjects: botany, physiology of plants, dendrology, soil science and soil biology, forest entomology, etc. During the course of studies we have our practical training. The students do a lot of work in the forests that is controlled by practical foresters and instructors.

So forestry and forest industry have long been among of the most important branches in the economy of the republic. And this huge sector of our economy needs many highly qualified specialists to manage forests and forest industries in keeping with the requirements of the new century for ecologically sustainable use.

Foresters are responsible for monitoring the natural and economic viability of a woodland or forest and for activities related to its management and conservation. A forester is a forestry worker, staff member of the forestry department. For each person acting as a forester, a certain part of the forest fund is fixed, which must be constantly bypassed and controlled. When an employee notices any violations on his territory, he must necessarily inform the forestry department. So, the Forester's profession requires care, responsibility and physical endurance; it's rather difficult, but very interesting.

The graduates of our academy can also turn to research work. Research can be carried out in such fields as forest tree reproduction, forest regeneration, stand dynamics, aspects of multiple forest use, nature conservation, silvicultural systems, etc. I think I have made the right choice and I'll never regret that I have decided to protect and develop our forests and improve the conditions of the forest development.

1. To master the professional skills and to increase the knowledge would be foresters study many subjects: soil science, plant-building, seed-breeding, crop production, bio-chemistry, botany and many others.

2. During the course of studies would be foresters have their practical training on farms which are equipped with different mechanisms.

3. The students do a lot of work in the forests that is controlled by their group mates.

4. Foresters are responsible for monitoring the natural and economic viability of a woodland or forest and for activities related to its management and conservation.

5. A forester is a forestry worker, and the forestry department doesn't interfere with his work.

6. It's no use to carry out research in the field of forestry.

7. The tasks of a forester are: to protect and develop the forests.

8. The profession of a forester is sometimes dangerous.

9. A forester can' be a staff member of the forestry department.

10. Forestry is one of the most important branches in the economy of the republic.

ТЕМА 1.2

Read the text and say whether the following statements are right or wrong. Correct them if they are wrong.

Forestry is the art of growing rotational crops of timber trees in forests. It is a very complex field. While the continuous production of timber products is generally the main objective, secondary benefits such as recreation, wildlife protection, and watershed maintenance are almost always involved. Another important goal of forestry is to promote the multipurpose use of forest lands, to develop the forests' environmental, aesthetic, recreational and scientific values.

Forest science research is conducted on a broad front. Forest science is an applied science, in which the significance of the natural sciences, humanities, business studies and technology can vary greatly across a number of sectors. In the last few years, the University of Eastern Finland's scientific success stories in the field have included research on the impacts of climate change, and on the remote sensing of forests. These areas have produced an abundance of research for a worldwide readership: partly because so much research on these topics has been published outside forest science publication series.

Forest science is much more than just ecology – in fact, it is largely a question of economics and technology. Research in forest economy has been most intense with respect to planning the multiple use of forests and optimization. In particular, research has investigated the spatiality of forest stands and made use of the related potential. Applied economics uses solution models highly distinct from those of basic economics, even if the basic principles are the same. Research on forest technology largely focuses on logistics, a key sector in a country of long distances. If transport distances associated with bioenergy are too long, bioenergy becomes unviable in both economic and climate policy terms. Research in the field is closely related to technological development and more-intense cost optimization.

Wood technology is developing into a special degree programme and the University's departments of physics, chemistry and environmental sciences are involved in extensive cooperation on this topic.

1. Forestry is a complex field of economy.
2. The main objective of the forestry is the continuous production of timber products.
3. Recreation, wildlife protection, and watershed maintenance are not of great importance.
4. Research on forest technology focuses on logistics, a key sector in a country of long distances.
5. One of the most difficult tasks of forestry is to promote the multipurpose use of forest lands.
6. There is no use to develop the forests' environmental, aesthetic, recreational and scientific values.
7. Forest science concerns both economics and technology.
8. Research in forest economy hasn't been intense because of planning the multiple uses of forests and optimization
9. Research in the field of forestry doesn't take into account technological development.
10. Forest science is an applied science.

TEMA 2.1

Read the text and say whether the following statements are right or wrong. Correct them if they are wrong.

Plants exist in great abundance on earth, covering much of the land with a thick carpet of green. Plants also come in a variety of shapes, sizes, and colours. Some plants are only a few centimetres long; others are as tall as a twenty-story building. If you take a fifteen-year-old mahogany tree, for example, it is about fifteen metres tall. After fifty years, it is about thirty metres. It goes on growing until it is 150 years old. Some plants change colours in autumn; others stay green all the year long. Plants grow in almost every kind of environment that exists on earth. You can find plants in the hot, wet environment of a jungle, as well as in the cold, dry environment of a tundra.

The plant kingdom includes organisms as different as a tiny moss and a giant redwood. However, approximately 285,000 species of plants share a number of traits. These shared traits distinguish plants from other types of organisms. Although plants are very diverse, some plants have similar characteristics, and they can be grouped according to these characteristics. Scientists group – or classify – plants to understand better the similarities and differences among many types of plants.

A plant can be described as a multicellular, photosynthetic organism that is adapted to live on land. Some exceptions, such as aquatic plants, are descended from land plants. They have become adapted again to a water environment. Plants also share other characteristics. For instance, the bodies of plants have the same basic plan. A plant is made up of both an aboveground, photosynthesizing part and an underground, absorbing part. Plants cannot move from place to place, although some

plant parts can move. For example, the leaf of a Venus's flytrap can close like a trap and catch an insect. Rafflesia flower (figure 1.2) growing in the forest on the island of Borneo is the largest flower in the world. It can catch and eat insects.

On a smaller scale, the cells of plants also show several similarities. Plant cells are eukaryotic, and a cell wall surrounds the cell membrane. The cell walls stiffen the cells and provide support for the plant. Plant cells also contain small membrane –enclosed organelles called plastids. One type of plastid is a chloroplast, in which photosynthesis occurs. Also, the reproductive cells of plants have a characteristic structure. In all plants the female gamete – or egg – is large and stationary, and the male gamete is small. The large size of the egg is mostly due to storage of nutrients. The fertilized egg develops into an embryo which is protected by the parent plant. One of the ways scientists classify plants is by whether they have an internal "plumbing" network, called a vascular system. This system consists of a network of tubes within the plant. Water, minerals, and nutrients are transported through these tubes to all parts of the plant. These tubes also provide support for a plant. The plants that lack vascular tissue, the nonvascular plants, include mosses and liverworts. Vascular plants include ferns, conifers, and flowering plants, as well as a variety of primitive plants. Plants can also be grouped by whether they produce seeds. Conifers and flowering plants are among the seed-bearing. Mosses and ferns do not produce seeds.

1. Plants can grow in all kinds of environment that exist on earth.
2. There is no great variety of plant shapes and sizes.
3. Some plants change colours in autumn.
4. Scientists group plants according to similar characteristics.
5. Aquatic plants are adapted to live on land.
6. Plants can not grow in the cold environment of a tundra.
7. Plants can easily move from place to place.
8. The female gamete is small, and the male gamete is large.
9. Nonvascular plants include mosses and liverworts, whereas vascular plants include ferns, conifers, flowering plants, and some primitive plants.
10. Conifers and flowering plants produce seeds; mosses and ferns are not seed-bearing.

TEMA 2.2

Read the text and answer the questions

While scientists have discovered many things in the field of biology, yet the growth of plants remains something of a miracle. Who can tell by what power an acorn which has dropped to the ground today will be a massive tree thirty years later? Who knows the secret of how a tiny pine seed can develop into a tree a hundred feet in height, containing enough lumber to build a small house? In general way, however, we understand what takes place, even though we cannot tell why it happens in the peculiar manner characteristic of each species.

Not all trees are produced from seeds. Some, like the white or paper mulberry, grow from shoots. Others, like the pink dogwood, are the results of man-made propagation methods. But most trees, including oak, pine, hickory, and persimmon, grow from seeds. In the study of how trees grow, it is logical to begin with the seed. So, let us study an oak – beginning with the tiny particle of pollen and following it until we finally have a magnificent forest giant. The spark of life which produces an acorn is found in the base of an oak flower. Trees have flowers and most trees belong to one of three groups. Some, like the sumach, have male and female flowers on different plants. This class is known as dioecious.

Some trees, like the alder or the oak, have both male and female flowers on the same tree but in different clusters. These trees are known as monoecious. Other tree species, as the wild cherry and magnolia, grow perfect flowers, in which both male and female are present in one flower. The male flower or male portion of a flower produces pollen. The female flower or the female part of a flower contains the pistil. This pistil receives the pollen and passes it down the long green tube to the place where the seed is born. The pollen gives the seed its spark of life. When the flower is gone and the pistil has withered and fallen off, the seed appears.

Seeds occur in many forms and in many different kinds of coats, each characteristic of the tree which has given it birth. Some pines have cones, the buckeye has a hard shell, the wild cherry and persimmon seeds are protected by a bitter acid until the seeds are mature enough to carry on the spark of life. Seeds and their coats are known by various names.

Naturalists call the wild black cherry a drupe, and the persimmon a juicy berry.

The seeds of the apple are contained in a pulpy or fleshy fruit and the ash and maple have samaras. The mulberry is called an aggregate fruit because of its cluster of edible tidbits. The seed of the nut-tree is known as a nut. Seeds of some trees are developed in one year and some are developed over a longer period. But when the seeds have finally become ripe and the tree is ready to release them – it releases them in large numbers, for only a few will survive.

1. What is the white or paper mulberry produced from?
2. Are all the trees produced from seeds?
3. What is duoecious?
4. Some trees are known monoecious. What are they?
5. When does the seed appear?
6. In what forms and shells are the seeds found?
7. Why is mulberry called an aggregate fruit?
8. What is the germination period of some tree seeds?

TEMA 3.1

Read the text and answer the questions

The tree species in the boreal coniferous forest (taiga) are species that afforest open ground and that are adapted to climatic fluctuations and forest fires. They withstand disturbance from both nature itself and people rather well. The boreal coniferous forest and its natural propensity for regeneration are not threatened by the appearance of treeless areas, erosion, monocultures, or impoverishment of the ecosystem when the forests are managed properly. However, studies on the state of the environment indicate that air pollutants are adversely affecting forests all over Europe. In Finland, the forests in the southern part of the country in particular are exposed to loading by precipitation due to long distance transportation both from abroad and from Finland.

The following bioparametres have been used in the determination of the zones: sulphur and nitrogen content of needles, needle defoliation, number of needle age classes, needle damage, diversity of lichen on pine trunks, discernible lichen damage as well as lead and vanadium content in moss.

Pan-European concern for the state of health of the forests on the European continent led to the UN's2 European Economic Commission and the European Union setting up a continuous monitoring programme in the mid-1980s. This involves especially monitoring the condition of the canopy and tree foliage, as well as the soil. Despite harmful sulphur and nitrogen precipitation exceeding the so called critical load in forests close to urban centres, no acidification of the soil has been detected in studies in the regions dedicated to forestry.

The critical load means the maximum possible load which over the long term does not have any harmful effects on fundamental ecosystem characteristics. However, it has been predicted that soil acidification will advance unless acidifying emissions and precipitation are not brought radically under control. In forest management, the progress of acidification can be hindered by prescribed burning and by increasing broadleaf growth.

According to the report, published in 1998, a steady growth in the incidence of needle and leaf loss has been observed over large parts of Europe, for which air pollutants and long periods of dryness are in one way or another responsible, particularly in southern Europe. By contrast, recently the state of tree crowns has improved in areas where the amount of air pollution has declined, or where weather conditions have been more favourable. The chemical composition of the soil leads us to believe that around 20 per cent of the sample plots may become affected by the adverse acidifying effect of nitrogen, sulphur and heavy metal precipitation from the atmosphere. It is also apparent from the state of the tree crowns that in a comparatively large number of plots the sulphur concentration is low, whereas the nitrogen concentration is high.

Both national and international monitoring schemes indicate that air impurities constitute a stress factor to forests growing in Finland's extreme climatic conditions and on infertile soils. So far, the overall health of Finnish forests has been good. The main reason for uncertainty in regard to the future is the development in the amount of emissions. In Finland, there were a few incidences of local forest damage during the latter half of the 1980s. A thorough study was launched into the reasons for this and monitoring of the development of the phenomenon began. Monitoring by the Finnish Forest Research Institute (METLA) has indicated that the main cause of the damage were abnormal weather conditions at that time.

Needle and leaf loss can occur among trees as a result of air impurities or other factors impairing the biological functioning of the trees. Trees are considered to be suffering from acute needle loss when they have lost more than 20% of their needles or leaves in this connection. According to the Finnish Forest Research Institute's study on the state of the health of the forests, the incidence of acute needle loss in Finland is among Europe's lowest. It is a fact, however, that signs of poor health exist in some forests in the vicinity of urban centres in southern Finland. In such places lichens, which have poor resistance to air impurities, have decreased and a degree of needle loss has occurred among the trees.

1. What are the types of coniferous forests that grow in open areas and that are adapted to climatic fluctuations and forest fires?
2. What do environmental studies indicate?
3. What led to the creation of the continuous environmental monitoring program?
4. What does "the critical load" mean?
5. Until when is the process of soil acidification expected to intensify?
6. What can hinder the acidification process in forestry?
7. What percentage of the sample areas may be affected by the adverse acidifying effects of precipitation from nitrogen, sulfur, and heavy metals?
8. What is the main reason for uncertainty about the future increase in emissions?
9. Why can needle and leaf loss occur among trees?
10. Trees are considered to be suffering from acute needle loss when they have lost more than 20% of their needles or leaves in this connection, aren't they?

TEMA 3.2

Read the text and answer the questions

The Malahvia forest has been protected as a part of the European Natura 2000 network. Its total area is about 2,400 ha³ and it is not an intact old growth forest (OGF) area but a mosaic of managed and unmanaged forests. There will be, however, no forestry operations in that area. The management and land use plan for the area was sent out for comments in the end of 2002.

A lot of new and valuable information was received and that led to many alterations and modifications of the plan. According to Ilkka Heikkinen, Director of Nature Conservation of the Ministry of Environment, the present network of protected areas in Northern Finland supported by the Landscape Ecological Planning (LEP) of Metsähallitus is sufficient to safeguard biodiversity in the region. The process to protect the old-growth forests in Finland has been very comprehensive and with good scientific basis, but there are dozens of different stakeholder groups in Finland and there is no such a solution that everyone is totally happy.

The Natura 2000 programme in Finland comprises of 1,804 individual areas covering 4.9 million ha of forests, peatlands and waters. The land area of the programme is 3.6 million ha. The areas proposed for the Natura 2000 programme mainly consist of existing conservation areas, wilderness areas, and sites covered by protection programmes. The Natura 2000 network covers c. 4 12 % of Finland's land area. In Finland, nature conservation areas have been established since the 1930s. The first were national parks and strict nature reserves which were intended to preserve specific natural and landscape values. Following the recognition that modern land use practices threaten biodiversity, various national programmes were initiated to protect the main ecosystem types. These programmes were based on large-scale methodological inventories and covered both state owned and private land. Although the latest programmes in the 1990s focused on protecting old-growth forests, the previous programmes also included considerable areas of old-growth forests.

The old-growth forests of Finland were protected through a national process undertaken between 1991 -1996. The protection proposals were implemented as part of a democratic process where all relevant interests were represented in a working group. The interests included research, EN GOs, state forests, environmental authorities, forest industry, private forest sector and forest authorities. The OGF-working group agreed upon criteria for valuable old-growth forests. The criteria were initially defined by researchers of Finnish Environment Institute. The criteria were unanimously approved by the OGF-working group. The OGF protection process created 345,000 ha of protected old-growth forest of which 202,000 ha is productive forest land. This was further reinforced by the LEP of Metsähallitus, the state enterprise responsible for management of state forests and protected areas.

The Metsähallitus LEP process has protected 130,000 ha of valuable natural habitats. Some 80,000 ha of these forests are more than 80 years of age. According to the third inventory of red listed fauna and flora conducted in 2000, there are 564 forest dependent threatened species in Finland. It is estimated that 144 of these threatened species depend on old-growth forests. The survival of these species is guaranteed by the combined area of 345,000 ha of protected old-growth forest supported by 80,000 ha of mature forests protected through the Metsähallitus LEP process.

In addition there are remarkable protected old-growth forest areas in the national parks, nature reserves, protected mire areas, wilderness areas and in the new Natura 2000 areas. The Red List Report made in 2000 states that old-growth forest protection in North Finland makes a significant impact on the survival of threatened species dependent on old-growth forest habitat because the area of protected forests has doubled.

1. What kind of forest is the Malahvia forest?
2. Will the management and land use plan for the area remain the same as it is now?
3. What do the areas proposed for the Natura 2000 programme in Finland consist of?
4. What were the first nature conservation areas in Finland?
5. Why were the programmes for protecting the main ecosystem types initiated?
6. What were these programmes based on?
7. How many fauna and flora threatened species depend on old-growth forests in Finland?
8. What is the survival of these species guaranteed by?

TEMA 4.1

Read the text and answer the questions

Russia occupies one eighth of the global land area and most of non-tropical Eurasia. Its territory presents landscapes of 8 natural zones, passing from arctic deserts and tundra all the way through the taiga zones to broadleaved forests and steppe areas. Over 11,000 species of vascular plants, 320 mammals, about 730 birds, 75 reptiles, about 30 amphibians and 270 freshwater fish species may be found in Russia. In spite of a long history of economic development, the lands of Northern Eurasia are relatively little disturbed, especially in Siberia and the Far East. Industrial and agricultural expansion into these regions has been difficult due to permafrost, the cold climate and the land which is difficult to cultivate. Almost 90% of tundra, up to 70-75% of taiga forests and 20-30% of Asian steppes have remained close to their natural state.

Somewhat more than half of the forests are young forests greatly altered by man, whereas less than 15% can still be classified as frontier forests (large virgin forests). The other forests consist of fragments of old-growth and other mature forests and areas dominated by marsh-bog complexes.

Compared with similar vegetation zones in Scandinavia, for instance, the Russian zones are found to still have a relatively high proportion of patches close to their natural state. Natural restoration of forest is much quicker in the south than in the north. It is also evident that the species diversity is much higher here. The Russian zones, although not totally untouched, are of the highest quality that exists, and there is no doubt about the value of these sites.

Many species in the Red Data Books for Sweden and Finland still exist in viable populations in the Northwest of Russia. The main reason is that the forests, although intensively used or disturbed in many places, have not been the subject to the systematic and intensive forestry methods applied in the neighbouring Finland and Sweden.

The annual growth of the Russian forests is nearly 1000 million m³. However, much of this

potential cannot be used by the forest industry due to environmental constraints, the remoteness of forests from domestic and international markets, absence of a transportation network and technological limitations. It has been estimated that the economically exploitable forests comprise 55% of the forested areas under state forest management. Mortality amounts to 49% of the gross growth. This is an extremely high figure compared with most other countries. This is due to the fact, that there are still huge areas in Russia with unexploited old-growth forests, as well as a significant amount of forest fires, insect outbreaks, etc. The high figure for mortality demonstrates a special feature of Russian forests, namely that large areas are still unmanaged and thus to environmentalists appear undamaged by man. Similar, sizeable areas have nearly disappeared from Scandinavia, where "ecological forest management" has now been developed to restore some of the original features of the forests.

The vast majority of the old-growth forests remaining in Europe are located in the Northern Russia. These Russian forests have seemed like an endless source of cheap raw material for the West-European forest industry. Consequently, the Russian forests have received much emphasis in the debate on conservation of the biodiversity of boreal forests. At present, Russia has 99 state zapovedniks, i.e. strict scientific nature reserves with the total area of 33.2 million ha and 34 national parks with the total area of 6.8 million ha. There are plans to establish some 40 additional zapovedniks and parks. Practically all the national parks are located in forest fund areas and are managed by the state forestry authorities. The total protected area is about 5% of the forest resource area in Russia, but only about 2% is strictly protected.

The Russian forests have been divided into three categories with respect to their economic and ecological characteristics. The first category comprises forests with a protective function, e.g. forests along watersheds. However, these forests, comprising some 20% of the forested land, are certainly not strictly protected. According to Greenpeace in Russia, intensive intermediate and sanitary tree felling are practised in 95% of these forests, and even clear-cutting (maximum size 10 hectares) is allowed in 50% of the area. The second category includes forests in populated areas and forests with low timber production, comprising 5.5% of the total area. The vast majority of forests, 74.5%, is included in category three, industrially exploitable forests, where clear-cutting (maximum size 50 ha) is the main forestry practice.

1. What kinds of landscape does the territory of Russia present?
2. Why did the lands of Northern Eurasia remain close to their natural state?
3. How can the forests of Russia be classified?
4. Why do the endangered species in Sweden and Finland still exist in viable populations in the Northwest of Russia?
5. What is the annual growth of the Russian forests?
6. Why is only a little of this potential used by the forest industry?
7. What are the main reasons for high mortality in Russian forests?
8. Why did the Russian forests receive much emphasis in the debate on conservation of the biodiversity of boreal forests?
9. How many zapovedniks and national parks are there in Russia at present?
10. How are Russian forests divided, with respect to their economic and ecological characteristics?

TEMA 4.2

Read the text and answer the questions

One-third of the United States is covered with forests. How have they been doing over the past century? The country has more trees now than it did in 1920 on approximately the same amount of forestland. It also has the largest legally protected wilderness system in the world, while at the same time sustaining a highly productive and efficient wood products industry. The Society of American Foresters, the national scientific and educational organization of the forestry profession, has compiled a list of forestry-related advances in the United States over the past century.

Reforestation. Until the 1920s, forests were generally logged and abandoned. Now, across the country an average of 1.7 billion seedlings are planted annually. That translates into 6 seedlings planted for every tree harvested. In addition, billions of additional seedlings are

regenerated naturally.

Fire protection. Wildfire is extremely dangerous for forest ecosystems. At the turn of the century, wildfires annually burned across 20 to 50 million acres of the country each year, with devastating loss of life and property. Through education, prevention, and control, that amount has been reduced to about 2 to 5 million acres a year – a reduction of 90% – while fire's contributions to forest health have also been studied and better understood.

Affordable products and reduction in waste. Today, advanced technology allows us to use every part of the tree for products. In addition to lumber and paper coming from the trunk of the tree, bark, resins, cellulose, scraps, and even sawdust are turned into products that range from camera cases for medicines to rugs.

The return of wildlife. Species such as whitetail deer, wild turkeys, and wood ducks were almost extinct at the turn of the century. Wildlife conservation and habitat enhancement has resulted in flourishing populations of these and other species we now take almost for granted. Now, foresters are working with other professionals to improve habitats and ensure survival of other wildlife species.

Wilderness protection. America's first wilderness areas were established by the US Forest Service in the 1920s. Forty years later, the Wilderness Act of 1964 gave legal protection to 9 million acres of wilderness. There are now 95 million acres in the wilderness system, and 149 million more acres of land in parks, wildlife refuges, and other special, set-aside places. No other country in the world comes close to this amount of legally designated set-aside land.

Urban forestry. Municipal ordinances, civic participation, and the growth of urban forestry have resulted in the planting and maintenance of millions of trees in the country's cities and towns, enhancing quality of life while saving energy costs and usage.

Research. Decisions made about US forests a century ago were based on what worked in Europe. Since then, forest scientists in the United States have conducted research to control insect and disease, improve growth rates, enhance soil and water conditions, and to understand other variables that have made US forests among the most productive, sustainable, and healthy in the world.

1. What part of the United States is covered with forests?
2. Does the country have more trees now than it did in 1920?
3. What was the attitude to forests like before the 1920s?
4. What can you say about the reforestation measures taken in the United States at present?
5. Did wildfires cause a great damage in the past?
6. What measures help reduce the amount of wildfires?
7. What products are obtained from wood due to advanced technologies?
8. What animal species that were formerly almost extinct, exist in viable populations at present?
9. How was their extinction prevented?
10. When were the first wilderness areas in the United States established?
11. What lands are now legally protected?
12. What have municipal ordinances, civic participation, and growth of urban forestry resulted in?

Критерии и шкалы оценивания практических заданий

Критерии оценки при текущем контроле	Оценка
коммуникативная задача не решена; высказывания нелогичны, не использованы средства логической связи, не соблюден формат высказывания; наличествует большое количество лексических, грамматических и орфографических ошибок	«неудовлетворительно»
коммуникативная задача в целом решена; высказывания отчасти нелогичны, не достаточно адекватно использованы средства логической связи, но формат высказывания соблюден; употребление лексики и грамматических структур отмечено некоторым отступлением от нормы; имеется немало орфографических ошибок	«удовлетворительно»

коммуникативная задача решена полностью; высказывания логичны, использованы средства логической связи; лексика и грамматические конструкции соответствуют поставленной коммуникативной задаче; наблюдаются незначительные орфографические ошибки	«хорошо»
коммуникативная задача решена полностью; высказывания логичны, использованы средства логической связи; лексика отличается стилистической и тематической маркированностью, что способствует решению коммуникативной задачи; грамматические и орфографические ошибки отсутствуют	«отлично»

Типовые задания для контрольной работы (заочная форма обучения)

1. Translate the text into Russian

Botanical gardening in London

There are eighty parks in London, large and small. Three of them are in the centre of the city: Hyde Park, Regent's Park and St. James's Park. The others are in different parts of London. London is a very green city. In the south-west London, near the river Thames¹ there is a fantastic park of Great Britain — the Kew Gardens. It is a botanical garden. All year round you see lots of flowers there because Kew gets its plants—100,000 different plants — from almost all countries of the world. The plants, which like hot weather live in greenhouses, for example, palms grow in the palm house. The first palm was planted here 150 years ago. Now not -only palm trees, but bananas and oranges grow here too. Another house, which people like to visit, is the cactus house. Cactuses came here from deserts where month after month it doesn't rain.

There are hundreds of different trees in 120 hectares of Kew. Some of the trees are 200 years old. The workers of the garden planted them when Kew was quite young. In some countries trees become scarce. The workers of Kew go to these countries and come back with the seeds of these trees and plant them at Kew. Thus the trees which are few in the world, live in this garden.

Kew is important for men, who are fond of nature, trees and flowers, and for young men, who are going to study botany and gardening. Every year sixty young men from all over the world come here for the three-year-course of gardening at Kew. After this course they work in big parks and gardens in many different countries. In three museums of Kew visitors see timber from the trees of many countries, food plants, medicine plants and industrial plants. 300 people work at Kew now. In fine weather about 20,000 people a day come to visit Kew.

2. Make up 5 questions to the text

3. Choose the correct variant to be inserted

- If I...stronger, I'd help you carry the piano.
a) were b) am c) had been
- If we'd seen you, we
a) will stop b) would stop c) would have stopped
- If we ... him tomorrow, we'll say hello.
a)met b) meet c) had met
- He would have repaired the car himself if he ... the tools.
a) has b) had had c) had
- If you drop the vase, it
a) broke b) breaks c) had broken

4. Use the verb in brackets in the appropriate form

- The weather was awful. I wish it (to be) better.
- I wish I (to know) Sue's telephone number.
- I wish it (not to rain) so much in England last week.
- Do you wish you (to study) science instead of languages last year?
- I feel sick. I wish I (not to eat) so much.

5. Change the sentences into indirect speech.

1. They said, "We are busy."
2. She said, "I don't know where my shoes are."
3. "Which dress do you like best?" she asked her friend.
4. "Has Caron talked to Kevin?" my friend asked me.
5. "Leave me alone," she said

1. Translate the text into Russian

Plant, its Parts and their Functions

Plants are nature's gift. The world without plants is unthinkable. Plants are living organisms upon which different organisms depend on for food, shelter, etc. They packed with a lot of roles to act. They act as the source of food and oxygen, ornamental functions; maintaining the ecological balance etc. For better understanding we need to know its different parts and their functions. Let's have a glance of different parts of shoot system and their functions in an ecosystem.

Plants are highly important sources of food for man. They supply us with food clothing and many other things as well. Plants are grown and used for many purposes and as scientists continue their work new uses of plants will be found.

Shoot system is one of the two important systems of plants. Shoot system of a plant includes all its aerial parts such as leaves, stems, buds, flowers, and fruits. Each part of plants has distinctive roles to play. They do their functions to support its life as well as others.

The principle parts of the plant are: 1) the root system, 2) the stems and leaves, 3) the reproductive part made up of flowers, fruits and seeds.

The roots grow downward into the soil and have two main functions – to absorb plant nutrients and water from the soil and to anchor the plant. As to stem and leaves, they are usually above the ground. The food used in growth by green plants is manufactured in the leaves from the raw materials taken from the soil and air. This process is known as photosynthesis. To support the leaves and to connect them with the roots are the main functions of the stem.

Each flowering plant has leaves. A typical leaf consists of a green, broad, thin portion, which contains a system of vascular tubes called veins. The latter serve as channels for the distribution of water and dissolved substances and for removing a part of the food which is manufactured in the leaves for the use by the plant.

The shape and the position of the leaves vary to a considerable extent with the species. Leaves may be born on a leaf stem, or attached directly to the plant. They may be compound as with clover and potatoes, or simple as in the case of the poplar tree.

A flower is the part of the plant where seeds are produced. Thus, to produce seeds the plant must have flowers. A seed consists of an embryo and one or more seed coats.

All parts of the plant must be developed well and proportionally enough to function properly. If conditions for plant growth are bad, the plant will be too weak to develop its parts well.

2. Make up 5 questions to the text

3. Choose the correct variant to be inserted

1. If I...stronger, I'd help you carry that bag.
a) were b) am c) had been
2. If we'd seen you, we
a) will stop b) would stop c) would have stopped
3. If we ... him tomorrow, we'll say hello.
a)met b) meet c) had met
4. He would have repaired this equipment himself if he ... the tools.
a) has b) had had c) had
5. If you drop the vase, it
a) broke b) breaks c) had broken

4. Use the verb in brackets in the appropriate tense form

1. The weather was awful. I wish it (to be) better.
2. I wish I (to know) Sue's telephone number.
3. I wish it (not to rain) so much in the fields last week.
4. I wish I (to study) the sciences instead of languages when I was young.

5. I wish I (not to eat) so much last night.
- 5. Change the sentences into indirect speech.**
1. They said, "We are busy."
2. She said, "I don't know where my shoes are."
3. "Which dress do you like best?" she asked her husband.
4. "Has Caron talked to Kevin?" my friend asked me.
5. "Leave me alone," she said.

Критерии и шкалы оценивания контрольной работы

Критерии оценивания	Оценка
Ответ не был дан или не соответствует минимальным критериям	«неудовлетворительно»
Ответ со значительным количеством неточностей, но соответствует минимальным критериям	«удовлетворительно»
Ответ был верным с незначительным количеством неточностей	«хорошо»
Ответ полный с незначительным количеством неточностей	«отлично»

Блок В **ОЦЕНОЧНЫЕ СРЕДСТВА ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ**

Перечень вопросов для подготовки к зачёту

1. Why do people want to become foresters?
2. What kind of person should be a forester?
3. What skills does one need to become a good forester?
4. What are some good reasons to become a forester?
5. What makes you to become a forester?
6. What does Forestry study?
7. What does Forestry deal with?
8. Who conducts research in plant breeding, soil classification, soil fertility, weed control, and other areas?
9. What areas do foresters specialize in?
10. Can plants grow in all kinds of environment that exist on earth?
11. What do scientists group plants according to?
12. Are aquatic plants adapted to live on land?
13. Can plants move from place to place?
14. What are the characteristics of female gamete and the male gamete?
15. Are all trees produced from seeds?
16. What tree species grow from shoots?
17. Do you know any trees that are the results of man-made propagation methods?
18. How are trees classified according to the location of male and female flowers?
19. How is a seed born?
20. When does a seed appear?
21. What kinds of seed forms and coats do you know?
22. How long does it take tree seeds to become ripe?
23. Will many seeds survive after the tree releases them?
24. Are air pollutants affecting forests?
25. What are forests mainly exposed to?
26. When was a continuous monitoring programme considering the state of forest health on the European continent launched?
27. What can the progress of acidification be accelerated by?

28. What has caused a steady growth in the incidence of needle and leaf loss over large parts of Europe?
29. How reduced air pollution affects the state of tree crowns?
30. Will the management and land use plan for the area remain the same as it is now?

Перечень вопросов для подготовки к экзамену

1. What were the first nature conservation areas?
2. Why were the programmes for protecting the main ecosystem types initiated?
3. What were these programmes based on?
4. How many fauna and flora threatened species depend on old-growth forests?
5. What is the survival of these species guaranteed by?
6. What kinds of landscape does the territory of Russia present?
7. Why did the lands of Northern Eurasia remain close to their natural state?
8. How can the forests of Russia be classified?
9. What is the annual growth of the Russian forests?
10. Why is only a little of this potential used by the forest industry?
11. What are the main reasons for high mortality in Russian forests?
12. Why did the Russian forests receive much emphasis in the debate on conservation of the biodiversity of boreal forests?
13. How many zapovedniks and national parks are there in Russia at present?
14. How are Russian forests divided, with respect to their economic and ecological characteristics?
15. Did wildfires cause a great damage in the past?
16. What measures help reduce the amount of wildfires?
17. What products are obtained from wood due to advanced technologies?
18. What animal species that were formerly almost extinct, exist in viable populations at present?
19. How was their extinction prevented?
20. When were the first wilderness areas established?
21. What lands are now legally protected?
22. What have municipal ordinances, civic participation, and growth of urban forestry resulted in?

Шкала оценивания

Экзамен, зачет с оценкой, курсовые работы (проекты), практики	Зачет	Критерии оценивания
«Отлично»	«Зачтено»	Сформированные и систематические знания; успешные и систематические умения; успешное и систематическое применение навыков
«Хорошо»		Сформированные, но содержащие отдельные пробелы знания; в целом успешные, но содержащие пробелы умения; в целом успешное, но сопровождающееся отдельными ошибками применение навыка
«Удовлетворительно»		Неполные знания; в целом успешное, но несистематическое умение; в целом успешное, но несистематическое применение навыков
«Неудовлетворительно»	«Не зачтено»	Фрагментарные знания, умения и навыки / отсутствуют знания, умения и навыки

**Министерство сельского хозяйства Российской Федерации
Федеральное Государственное бюджетное образовательное учреждение высшего
образования
«ДОНБАССКАЯ АГРАРНАЯ АКАДЕМИЯ»**

Зав. кафедрой _____ А.А. Педерсен Экзаменатор _____ М.П. Парфёнов
подпись подпись

Комплект итоговых оценочных материалов
35.03.01. Лесное дело (профиль: Лесное хозяйство и охотоведение)

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной форме на государственном языке РФ и иностранном языке

УК-4.2. Понимает устную речь и ведет диалог общего и делового характера на иностранном языке

ФТД.01 Иностранный язык (английский)

Задания закрытого типа

1	Прочитайте вопрос и выберите правильный вариант ответа: Какой модальный глагол употребляется с частицей "to" 1) should 2) ought 3) may 4) must Правильный ответ: 2																															
2	Прочитайте предложение и выберите правильный вариант ответа: Going ... is the quickest way of travelling. 1) by plane 2) by bus 3) by car 4) by train Правильный ответ: 1																															
3	Прочитайте вопрос и выберите все правильные варианты ответа: Какие достопримечательности находятся в Лондоне? 1) Castle Rock 2) King's Theatre 3) Regent's Park 4) Trafalgar Square Правильные ответы: 34																															
4	Прочитайте слова, расположите их в соответствующей последовательности, чтобы составить общий вопрос: 1) you 2) did 3) late 4) come 5) yesterday Запишите соответствующую последовательность цифр слева направо <table><tr><td></td><td></td><td></td><td></td><td></td></tr></table> Правильный ответ: 21435																															
5	Прочитайте слова и установите соответствие: Установите соответствие между антонимами К каждой позиции, данной в левом столбце, подберите соответствующую позицию из правого столбца: <table><tr><td>A</td><td>short</td><td>1</td><td>thin</td></tr><tr><td>Б</td><td>stout</td><td>2</td><td>take off</td></tr><tr><td>В</td><td>quiet</td><td>3</td><td>ugly</td></tr><tr><td>Г</td><td>pretty</td><td>4</td><td>hot-headed</td></tr><tr><td></td><td></td><td>5</td><td>tall</td></tr></table> Запишите выбранные цифры в соответствующие ячейки <table><tr><td>A</td><td>Б</td><td>В</td><td>Г</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>				A	short	1	thin	Б	stout	2	take off	В	quiet	3	ugly	Г	pretty	4	hot-headed			5	tall	A	Б	В	Г				
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	<i>Правильный ответ: A5B1B4ГЗ</i>		
	Задания открытого типа		
6	Прочитайте предложение и впишите недостающее слово At the butcher's we buy -----		
	<i>Правильный ответ: meat</i>		
7	Прочитайте предложение и впишите недостающее слово It takes me 4 hours to do my -----		
	<i>Правильный ответ: homework</i>		
8	Прочитайте предложение и впишите недостающее слово Factories pollute the air and water but provide ----- for people		
	<i>Правильный ответ: jobs</i>		
9	Прочитайте предложение и впишите недостающее слово The weather is -----when it drizzles		
	<i>Правильный ответ: unpleasant</i>		
10	Прочитайте предложение и впишите недостающий модальный глагол I -----have got on the wrong bus. I cannot recognize the places we are passing		
	<i>Правильный ответ: must</i>		
11	Прочитайте предложение, выберите правильный ответ и запишите аргументы, обосновывающие выбор ответа Прочитайте предложение, впишите недостающий модальный глагол. В обосновании укажите в каком значении употребляется выбранное слово. ----- he be ill? 1) may 2) can 3) must 4) should		
	<i>Правильный ответ 2: Обоснование: can употребляется для выражения удивления</i>		
12	Прочитайте предложение, выберите правильный вариант ответа и запишите аргументы, обосновывающие выбор ответа This book is ----- of all I have read 1) more interesting 2) most interesting 3) the most interesting 4) an interesting		
	<i>Правильный ответ: 3 Обоснование: превосходная степень многосложных прилагательных образуется при помощи "the most"</i>		
13	Дополните предложение глаголом в нужном времени и запишите аргументы, обосновывающие выбор ответа He ----- a new house this year 1) has bought 2) had bought 3) bought 4) was buying		
	<i>Правильный ответ: 1 Обоснование: Индикатор показателя времени Present Perfect – this year</i>		
14	Прочитайте и установите соответствие между текстами (А, Б, В) и заголовками (1-4) Один заголовок лишний. Запишите аргументы, обосновывающие выбор ответа, указав ключевые слова.		
	A	The World Bank is officially part of the United Nations/ Its aim is to fight poverty around the world and, to do that, it lends	Earning money

		money to governments and countries which need financial aim.												
	B	Credit cards have made shopping much easier for millions of people. With a credit card you don't have to carry lots of cash with you when you go shopping. You just need to take one plastic card with you.	2	Living without money										
	B	What will the world be like if we didn't have money? It would be a different place. We would rather exchange different things to get what we needed. For example, imagine that you needed some bread. You would go to a baker. But you could not buy bread with money. You would have to give the baker something that the baker needed.	3	Using plastic										
			4	Helping the poor										
Запишите выбранные цифры в соответствующие ячейки														
		A	Б	В										
Правильный ответ: А3Б4В2 Ключевые слова: для А – to fight poverty, для Б – credit cards, для В – if we didn't have money														
15	Установите последовательность расположения слов и запишите аргументы, обосновывающие выбор ответа he, when, graduate from, did, the institute? Правильный ответ: When did he graduate from the institute? Обоснование: порядок слов в специальном вопросе: вопросительное слово, вспомогательный глагол, подлежащее и второстепенный член предложения													
16	Определите последовательность образования степеней сравнения прилагательных и объясните выбор окончаний прилагательного colder –cold - the coldest Правильный ответ: colder-colder-the coldest Обоснование: односложные прилагательные образуют степени сравнения при помощи окончаний – er, – est													
17	Определите последовательность этапов написания письма на английском укажите недостающий этап. <table><tr><td>1</td><td>an ending</td></tr><tr><td>2</td><td>a main body</td></tr><tr><td>3</td><td>a conclusion</td></tr><tr><td>4</td><td>-</td></tr><tr><td>5</td><td>an introduction</td></tr></table> Правильный ответ: 45231 Недостающий этап: 4 (a greeting)				1	an ending	2	a main body	3	a conclusion	4	-	5	an introduction
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3	a conclusion													
4	-													
5	an introduction													
18	Прочитайте текст, выберите правильный ответ и запишите развернутый, обоснованный ответ Climate is a weather a certain place has over a long period of time. Climate has a very important influence on plants, animals and humans and is different in different parts of the world. But recently the climate has changed a lot, especially in Europe. Scientists think that the reason is the greenhouse effect. It is caused by carbon dioxide. Carbon dioxide is produced when we burn things. Also people and animals breathe in oxygen and breathe out carbon dioxide. As you know, trees take this gas from air and produce oxygen. But in the last few													

	years people have cut down and burnt big areas of rainforest. This means that there are fewer trees and more carbon dioxide. This gas in the atmosphere works like glass in a greenhouse. It lets heat get in, but it doesn't let much heat get out. Thus, the atmosphere becomes warmer. The greenhouse effect is sometimes called global warming. <i>Вопрос:</i> What should we do to decrease the amount of carbon dioxide in the air?
	<i>Правильный ответ: The main thing is to plant more trees. They will take carbon dioxide from air and produce oxygen.</i>
19	<i>Прочитайте текст, определите правильность или неправильность утверждений (с 1 по 5, обозначив их буквами F(false) или T (true) и напишите цифры с буквенными обозначениями без запятых. Запишите развернутый, обоснованный ответ</i> MY MEALS It goes without saying that I prefer to have meals at home. At the weekend I like to get up late and have a good breakfast of scrambled eggs, or pancakes, or something like that. But on weekdays I'm always short of time in the morning. So I just have a cup of strong tea or coffee and a couple of sandwiches. As I spend a lot of time at school (usually eight or nine hours) it's necessary to have a snack at midday just to keep me going. That's why I have to go to the school canteen to have lunch. Our school canteen leaves much to be desired. It has become a tradition with our canteen to serve chops and watery mashed potatoes every day with a glass of cocoa or stewed fruit. But I enjoy my evening meal at home. My mother is a wonderful cook and her dinners are always delicious and various. To begin with, we usually have some salad - tomato and cucumber salad or mixed salad (I like it very much). For the first course we have some soup – noodle, mushroom or cabbage soup, or maybe some fish soup for a change. For the main course we have meat, chicken or fish dishes, for example, steak or fried fish with spaghetti or potatoes (boiled or fried). We also have a lot of vegetables – green peas, carrots, tomatoes, cucumbers. I prefer meat to fish but my mother makes me eat fish from time to time. She says it's good for my brains. For dessert we have some fruit, fruit juice or just a cup of tea with a slice of cake. On Sundays we sometimes go to McDonald's. I like everything there: cheeseburgers, hamburgers and Big Macs, apple pies and fruit cocktails. But we can't afford to go there very often, because it's rather expensive for a family and besides, they say it's not very healthy to eat at McDonald's. 1. The boy has a big breakfast on weekdays. 2. The boy hates his school canteen. 3. He enjoys his evening meal at home. 4. His mother does not make him eat fish. 5. The family doesn't go to McDonald's very often. <i>Правильный ответ: 1F2T3T4F5F</i> <i>Обоснование: 1. On weekdays he is always short of time 2. His school canteen leaves much to be desired 3. His mother is a wonderful cook 4. His mother makes him eat fish because it is good for his brains 4. The family does not go there very often because it is expensive and it is not very healthy to eat at McDonalds</i>
20	<i>Прочитайте текст , ответьте на вопрос и запишите развернутый, обоснованный ответ</i> SHOPPING It's Saturday today, and we are going to do the shopping this morning. We may do it in the grocery on the ground floor of our block of flats but we prefer to do it in the big supermarket in the centre of the town. There is always a good choice of foodstuffs there.

	Here is this supermarket. The first counter on the right is the bakery. There is always fresh bread, buns and rolls there. Next to this is the delicatessen and sausage counter, where one can buy different kinds of sausage, ham and salted pork. They sell milk, cream, cottage and hard cheese, butter at the dairy counter. Then come fruit and vegetables counter, the meat counter, the fish counter, the dry grocery at which one can buy various cereals, spices, tea, coffee and oil. The confectionary is the cafeteria, where one may have a cup of coffee, a glass of juice with pies or cakes. They sell sweets, candies and bars of chocolate there too. Now we are choosing some apples and lemons. Yesterday in our greengrocer's we bought oranges and grapefruits. We are not going to buy any meat in this shop, because last Friday we bought some pork at the butcher's. I think, later we'll buy potatoes and onions, because our bags are heavy enough already. Next time I am going to buy herring and smoked fish. You see, there is always a wide selection of foodstuffs in our supermarket. By the way, two minutes ago I met my neighbour there. He carried a kilo of sausage, a package of rice, a bottle of oil, a jar of cream, a packet of sugar and a loaf of bread in his bag. He waited for his wife. She forgot to buy some poultry. Where do you buy foodstuffs and why?					
	<i>Правильный ответ: at a supermarket</i> <i>Обоснование: there are many departments there where I can buy everything I need: buns and rolls at the bakery, sausage, ham and salted pork at the delicatessen, milk and cheese at the dairy, oranges and grapefruits at the greengrocer's, pork at the butcher's, cereals, tea and coffee at the grocery.</i>					
УК-4 Способен осуществлять деловую коммуникацию в устной и письменной форме на государственном языке РФ и иностранном языке						
УК-4.2 Понимает устную речь и ведет диалог общего и делового характера на иностранном языке						
УК-4.3 Читает и переводит со словарем информацию на иностранном языке на темы повседневного и делового общения						
Б1.О.О3. Иностранный язык						
1 УК-4.2	<i>Прочитайте текст и выберите правильный вариант ответа</i> <i>Объедините два предложения о одно с помощью инфинитива</i> We helped him. We are happy about it. 1) We are happy to have helped him. 2) We are happy to help him. 3) We are happy to have been helped him. 4) We are happy to be helping him. <i>Ответ: 1</i>					
2 УК-4.2	<i>Прочитайте текст и установите последовательность</i> <i>Прочитайте слова, расположите их в соответствующей последовательности, чтобы составить общий вопрос в косвенной речи:</i> 1) about it 2) I asked 3) knew 4) if he 5) him <i>Запишите соответствующую последовательность цифр слева направо</i> <table><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <i>Ответ: 25431</i>					
3 УК-4.2	<i>Прочитайте текст и установите последовательность</i> <i>Прочитайте слова, расположите их в соответствующей последовательности, чтобы составить условное предложение:</i> 1) if you 2) in time 3) caught the train					

	4) you would have 5) had come <i>Запишите соответствующую последовательность цифр слева направо</i> <table><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <i>Ответ: 15243</i>																												
4 УК- 4.3	<i>Прочитайте текст и установите соответствие</i> <i>Прочитайте слова и установите соответствие между антонимами</i> <i>К каждой позиции, данной в левом столбце, подберите соответствующую позицию из правого столбца, одно слово в правом столбце лишнее:</i> <table><tr><td>A</td><td>intrinsic</td><td>1</td><td>impossible</td></tr><tr><td>Б</td><td>feasible</td><td>2</td><td>to dissolve</td></tr><tr><td>B</td><td>to solidify</td><td>3</td><td>to begin</td></tr><tr><td>Г</td><td>to complete</td><td>4</td><td>to weaken</td></tr><tr><td></td><td></td><td>5</td><td>extrinsic</td></tr></table> <i>Запишите выбранные цифры в соответствующие ячейки</i> <table><tr><td>A</td><td>Б</td><td>B</td><td>Г</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <i>Ответ: A5Б1B4Г3</i>	A	intrinsic	1	impossible	Б	feasible	2	to dissolve	B	to solidify	3	to begin	Г	to complete	4	to weaken			5	extrinsic	A	Б	B	Г				
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6 УК- 4.3	<i>Прочитайте текст и дополните предложение</i> Forestry is the art of growing rotational crops of timber----- in forests <i>Ответ: trees</i>																												
7 УК- 4.3	<i>Прочитайте текст и дополните предложение</i> Although plants are very diverse, some plants have-----characteristics <i>Ответ: similar</i>																												
8 УК- 4.3	<i>Прочитайте текст и дополните предложение</i> The cell walls stiffen the cells and provide-----for the plant <i>Ответ: support</i>																												
9 УК- 4.3	<i>Прочитайте текст и дополните предложение</i> Not all trees are produced from----- <i>Ответ: seeds</i>																												
10 УК- 4.3	<i>Прочитайте текст и дополните предложение</i> Following the recognition that modern land use practices threaten biodiversity, various national programmes were initiated to -----the main ecosystem types. <i>Ответ: protect</i>																												
11 УК- 4.2	<i>Прочитайте текст, выберите правильный ответ и запишите аргументы, обосновывающие выбор ответа</i> She asked me where ----- my holidays 1) did I spend 2) I spent 3) I had spent																												

	4) had I spent																
	Ответ: 3 Обоснование: в косвенной речи вопросы имеют прямой порядок слов; при переходе в косвенную речь используется Правило согласования времён: сказуемое в Past Simple прямой речи принимает форму Past Perfect в косвенной																
12 УК- 4.2	Прочитайте текст, выберите правильный ответ и запишите аргументы, обосновывающие выбор ответа If you ----- here now, we'd go to the laboratory together 1) are 2) be 3) were 4) had been																
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13 УК- 4.2	Прочитайте текст, выберите все правильные ответы и запишите аргументы, обосновывающие выбор ответа Дополните предложение объектным инфинитивным комплексом и запишите аргументы, обосновывающие выбор ответа I heard ----- 1) she to enter the room 2) she enters the room 3) her to enter the room 4) her enter the room																
	Ответ: 4 Обоснование: после глагола чувственного восприятия отсутствует частица «to» в структуре «объектный инфинитивный оборот»																
14 УК- 4.3	Прочитайте текст, установите соответствие и запишите аргументы, обосновывающие выбор ответа Установите соответствие между текстами (А, Б, В) и заголовками (1-4) Один заголовок лишний.																
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	<i>В обосновании выбора ответа укажите ключевые слова.</i> <i>Ответ: A1B3B4</i> <i>Обоснование: Ключевые слова: A – Plants fight their enemies in ways that cannot be seen</i> <i>B - The plants produce chemical weapons which they can use in a variety of ways. B - Some leaves contain large amounts of tannins or other chemicals that are poisonous to insects</i>										
15 УК- 4.2	<i>Прочитайте текст, установите последовательность и запишите аргументы, обосновывающие выбор ответа</i> <i>Прочитайте предложение, расположите члены предложения в такой последовательности чтобы они образовали вопрос в косвенной речи</i> He asked me when ----- a new PC. 1) did I buy 2) I bought 3) I had bought 4) had I bought <i>Ответ: 3</i> <i>Обоснование: в косвенной речи вопросы имеют прямой порядок слов; при переходе в косвенную речь используется Правило согласования времён: сказуемое в Past Simple прямой речи принимает форму Past Perfect в косвенной</i>										
16 УК- 4.3	<i>Прочитайте текст, установите последовательность и запишите аргументы, обосновывающие выбор ответа</i> <i>Прочитайте предложения и расположите их в нужной последовательности; переведите текст на русский язык</i> 1. Some of these chemicals react in sunlight to cause chromosome abnormalities that result in the death of the insects 2. Other plants, such as daisies and marigolds, produce chemicals that become deadly only after the insects have eaten the leaves and are exposed to light 3. Trees are not the only kind of plants that fight back against insect attacks. 4. Perhaps they will remind you that plants have many defensive actions that cannot be seen in their silent war with insects. 5. The next time you see a plant with chewed leaves, think about the leaves that did not get eaten <table><tr><td>A</td><td>Б</td><td>В</td><td>Г</td><td>Д</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <i>Ответ: A3B2B1Г5Д4</i> <i>Обоснование (перевод): Деревья - не единственные растения, которые борются с нападениями насекомых. Другие растения, такие как маргаритки и бархатцы, выделяют химические вещества, которые становятся смертельно опасными только после того, как насекомые поедают листья и попадают на свет. Некоторые из этих химических веществ вступают в реакцию с солнечным светом, вызывая хромосомные аномалии, которые приводят к гибели насекомых. В следующий раз, когда вы увидите растение с обглоданными листьями, подумайте о листьях, которые не были съедены. Возможно, они напомнят вам, что у растений есть много защитных действий, которые невозможно увидеть в их молчаливой войне с насекомыми.</i>	A	Б	В	Г	Д					
A	Б	В	Г	Д							
17 УК- 4.3	<i>Прочитайте предложения и расположите их в нужной последовательности; переведите текст на русский язык</i> 1. Accurate identification of specific causes of tree diseases is important, if not essential for preventing or avoiding repeat problems in the future 2. Visible evidence used in the diagnosis of disease is typically classified as either a symptom or a sign 3. Determining the cause of tree disease can be compared to the work of a detective 4. This process is commonly known as diagnosis 5. One begins by examining the available evidence and considering all related circumstances.										

	А	Б	В	Г	Д	
	<i>Ответ: А1Б3В4Г5Д2</i> <i>Обоснование (перевод): Точное выявление конкретных причин заболеваний деревьев важно, если не сказать существенно, для предотвращения или во избежание повторения проблем в будущем. Определение причины заболевания деревьев можно сравнить с работой детектива. Этот процесс широко известен как диагностика. Для начала необходимо изучить имеющиеся данные и учесть все сопутствующие обстоятельства. Видимые признаки, используемые при диагностике заболевания, обычно классифицируются как симптом или предвестник.</i>					
18 УК- 4.3	<i>Прочитайте текст и запишите развернутый обоснованный ответ</i> In Germany forestry has adapted to the often different conditions given in different locations. Forest management practices vary in accordance with these local conditions. Mixed stands with different age and tree species as a result of differing climatic, soil and light conditions create an interrelated network of different habitats. Widely differing ownership and forest-use structures promote the diversity of forests as well as the continuing development of forest management practices. About 90 tree and shrub species are native to Germany. Originally beeches and oaks were the most prominent species of trees in German forests. The percentage of spruce and pine has increased, among other things as a result of the afforestation of previously cleared or devastated areas. <i>Вопрос: What creates an interrelated network of different habitats?</i>					
	<i>Ответ: Forest management practices vary in accordance with these local conditions. Mixed stands with different age and tree species as a result of differing climatic, soil and light conditions create an interrelated network of different habitats.</i>					
19 УК- 4.3	<i>Прочитайте текст и запишите развернутый обоснованный ответ</i> So forestry and forest industry have long been among of the most important branches in the economy of the republic. And this huge sector of our economy needs many highly qualified specialists to manage forests and forest industries in keeping with the requirements of the new century for ecologically sustainable use. Foresters are responsible for monitoring the natural and economic viability of a woodland or forest and for activities related to its management and conservation. A forester is a forestry worker, staff member of the forestry department. For each person acting as a forester, a certain part of the forest fund is fixed, which must be constantly bypassed and controlled. When an employee notices any violations on his territory, he must necessarily inform the forestry department. <i>Вопрос: What are foresters responsible for?</i>					
	<i>Ответ: Foresters are responsible for monitoring the natural and economic viability of a woodland or forest and for activities related to its management and conservation. A forester is a forestry worker, staff member of the forestry department. For each forester, a certain part of the forest fund is fixed, which must be constantly bypassed and controlled</i>					
20 УК- 4.3	<i>Прочитайте текст и запишите развернутый обоснованный ответ</i> Forest science is much more than just ecology – in fact, it is largely a question of economics and technology. Research in forest economy has been most intense with respect to planning the multiple use of forests and optimization. In particular, research has investigated the spatiality of forest stands and made use of the related potential. Applied economics uses solution models highly distinct from those of basic economics, even if the basic principles are the same. Research on forest technology largely focuses on logistics, a key sector in a country of long distances. If transport distances associated with bioenergy are too long, bioenergy becomes unviable in both economic and climate policy terms. Research in the field is closely related to technological development and more-intense cost optimization <i>Вопрос: Which studies in the field of forestry have been the most intensive?</i>					
	<i>Ответ: Research in forest economy has been most intense with respect to planning the multiple use of forests and optimization. In particular, research has investigated the spatiality of forest stands and made use of the related potential.</i>					

**Лист визирования фонда оценочных средств
на очередной учебный год**

Фонд оценочных средств по дисциплине «Иностранный язык» (английский) проанализирован и признан актуальным для использования на 2023- 2024 учебный год.

Протокол заседания кафедры русского и иностранных языков от «30» марта 2023 г. № 7

Заведующий кафедрой русского и иностранных языков Педерсен А.А., _____
« ____ » _____ 20__ г.

Фонд оценочных средств по дисциплине «Иностранный язык» (английский) проанализирован и признан актуальным для использования на 20__ - 20__ учебный год.

Протокол заседания кафедры русского и иностранных языков от « ____ » _____ 20__ г. № ____

Заведующий кафедрой русского и иностранных языков _____
« ____ » _____ 20__ г.