

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«ДОНБАССКАЯ АГРАРНАЯ АКАДЕМИЯ»  
КАФЕДРА РУССКОГО И ИНОСТРАННЫХ ЯЗЫКОВ

УТВЕРЖДАЮ:

Первый проректор

О.А. Удалых

2025 г.



**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**

по дисциплине

**Иностранный язык (английский)**

(наименование дисциплины)

Направление подготовки/специальность 35.03.04 Агрономия

(код и наименование направления подготовки/специальности)

Направленность  
(профиль)

Агрономия

(наименование профиля/специализации подготовки, при наличии)

Квалификация выпускника:

бакалавр

(квалификация выпускника)

Год начала подготовки: 2025

Макеевка – 2025

Фонд оценочных средств по дисциплине «Иностранный язык (английский)» является частью ОПОП ВО по направлению подготовки 35.03.04 Агрономия направленность (профиль) Агрономия и предназначен для оценивания уровня сформированности компетенций обучающихся.

Разработчик(и)

  
(подпись)

М.П. Парфенов

(ИОФ)

  
(подпись)

Н.В.Соловьева

(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 – 7                          | Укрупненная группа 35.00.00 - «Сельское, лесное и рыбное хозяйство»    | Обязательная часть                      |                        |                             |
|                                                         | Направление подготовки: 35.03.04. Агрономия                            |                                         |                        |                             |
|                                                         | Общее количество часов – 252                                           | Направленность (профиль): Агрономия     | Семестр                |                             |
| 1-2-3-4                                                 |                                                                        |                                         |                        | 1-2-3-4                     |
|                                                         | Образовательная программа высшего образования – программы бакалавриата | Лекции                                  |                        |                             |
|                                                         |                                                                        | -                                       | -                      | -                           |
|                                                         |                                                                        | Занятия семинарского/практического типа |                        |                             |
|                                                         |                                                                        | 30/30/30/30                             |                        | 10/10/10/10                 |
|                                                         |                                                                        | Самостоятельная работа                  |                        |                             |
|                                                         |                                                                        | 42/40/6/39,7                            |                        | 62/60/24/59,7               |
|                                                         |                                                                        | Контактная работа, всего                |                        |                             |
|                                                         |                                                                        | /2/2/2,3                                |                        | /2/2/2,3.                   |
| Вид контроля: зачет (2,3.семестры), экзамен (4 семестр) |                                                                        |                                         |                        |                             |

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

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

|      |                                                                                                                                                   |                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)                                                       | характера на иностранном языке                                                                                    | <p><i>Умение:</i> делать сообщения и вести беседу на иностранном языке</p> <p><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</p> <p><i>Опыт деятельности:</i> обработки информации; ведения дискуссий на темы, связанные с профессиональной деятельностью и межличностным общением; подготовки и выступлений с презентациями</p>                                                                                                                                                                                                                                  |
| УК-4 | Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах) | УК-4.3<br>Читает и переводит со словарем информацию на иностранном языке на темы повседневного и делового общения | <p><i>Знание:</i> грамматический и лексический (общий и терминологический) минимум в объеме, необходимом для работы с иноязычными текстами в процессе профессиональной деятельности</p> <p><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</p> <p><i>Навык:</i> использования словарей, в том числе терминологических; работы с письменными текстами; владения иностранным языком в объеме, позволяющем использовать его в профессиональной деятельности</p> <p><i>Опыт деятельности:</i> обработки информации на иностранном(ых)</p> |

### 1.3. Перечень тем дисциплины 1 курс

| Шифр<br>темы | Название темы                          | Кол-во<br>часов |
|--------------|----------------------------------------|-----------------|
| Т 1.1        | Вводно-коррективный курс               | 12              |
| Т 1.2        | About myself/ My family                | 12              |
| Т 2.1        | My working day.                        | 12              |
| Т 2.2        | My flat                                | 12              |
| Т 3.1        | At a supermarket.                      | 12              |
| Т 3.2        | At a department store                  | 12              |
| Т 4.1        | What is the weather like in my country | 12              |
| Т 4.2        | Travelling                             | 12              |
| Т 5.1        | London                                 | 12              |
| Т 5.2        | Moscow                                 | 12              |
| Т 6.1        | Education                              | 12              |
| Т 6.2        | Pollution of air                       | 10              |
|              | Другие виды контактной работы          | 2               |
| Всего        |                                        | 144             |

### 2 курс

| Шифр<br>темы | Название темы                     | Кол-во<br>часов |
|--------------|-----------------------------------|-----------------|
| Т 1.1        | The profession of an agronomist   | 7               |
| Т 1.2        | The science of Agronomy           | 9               |
| Т 2.1        | Crop production                   | 9               |
| Т 2.2        | Classification of field crops     | 9               |
| Т 3.1        | Soil structure                    | 18              |
| Т 3.2        | Seedbed preparation               | 18              |
| Т 4.1        | Drainage and irrigation           | 18              |
| Т 4.2        | Fertilizers and their application | 15,7            |
|              | Другие виды контактной работы     | 4,3             |
| Всего        |                                   | 108             |

**1.4. Матрица соответствия тем дисциплины и компетенций**  
**1 курс**

| <b>Шифр компетенции и по ФГОС ВО</b> | <b>Шифр темы</b> |       |       |       |       |       |       |       |       |       |       |       |  |  |
|--------------------------------------|------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--|--|
|                                      | T 1.1            | T 1.2 | T 2.1 | T 2.2 | T 3.1 | T 3.2 | T 4.1 | T 4.2 | T 5.1 | T 5.2 | T 6.1 | T 6.2 |  |  |
| УК-4.2                               |                  | +     | +     | +     | +     | +     | +     | +     | +     | +     | +     | +     |  |  |
| УК-4.3                               | +                | +     | +     | +     | +     | +     | +     | +     | +     | +     | +     | +     |  |  |

**1.5. Соответствие тем дисциплины и контрольно-измерительных материалов**

| <b>№ тем</b>    | <b>ТЕКУЩИЙ КОНТРОЛЬ</b>                             |                                   |                                                |                                       |                                                |                                          |
|-----------------|-----------------------------------------------------|-----------------------------------|------------------------------------------------|---------------------------------------|------------------------------------------------|------------------------------------------|
|                 | <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>Индивидуальное творческое задание</i> |
|                 | <b>Блок А</b>                                       |                                   | <b>Блок Б</b>                                  |                                       |                                                |                                          |
|                 | <b>Контроль знаний</b>                              |                                   | <b>Контроль умений, навыков</b>                |                                       |                                                |                                          |
| <b>Тема 1.1</b> | +                                                   | +                                 | +                                              |                                       |                                                |                                          |
| <b>Тема 1.2</b> | +                                                   | +                                 | +                                              |                                       |                                                |                                          |
| <b>Тема 2.1</b> | +                                                   | +                                 | +                                              |                                       |                                                |                                          |
| <b>Тема 2.2</b> | +                                                   | +                                 | +                                              |                                       |                                                |                                          |
| <b>Тема 3.1</b> | +                                                   | +                                 | +                                              |                                       |                                                |                                          |
| <b>Тема 3.2</b> | +                                                   | +                                 | +                                              | +                                     |                                                |                                          |
| <b>Тема 4.1</b> | +                                                   | +                                 | +                                              |                                       |                                                |                                          |
| <b>Тема 4.2</b> | +                                                   | +                                 | +                                              |                                       |                                                |                                          |
| <b>Тема 5.1</b> | +                                                   | +                                 | +                                              |                                       |                                                |                                          |
| <b>Тема 5.2</b> | +                                                   | +                                 | +                                              |                                       |                                                |                                          |
| <b>Тема 6.1</b> | +                                                   | +                                 | +                                              |                                       |                                                |                                          |
| <b>Тема 6.2</b> | +                                                   | +                                 | +                                              | +                                     |                                                |                                          |

### 1.4. Матрица соответствия тем дисциплины и компетенций 2 курс

| <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

| №<br>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> |
|           | <b>Блок А</b><br>Контроль знаний                    |                                   | <b>Блок Б</b><br>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                                                                                                                                                                                                                                                                                                                                             |
| <b>I этап. Знать</b> виды речевых действий и приемов ведения общения; межкультурные особенности и правила коммуникативного поведения в ситуациях общения (УК-4 / УК-4.2)                                                                                                                                                                                 | <b>Фрагментарные знания</b> видов речевых действий и приемов ведения общения; межкультурных особенностей и правил коммуникативного поведения в ситуациях Общения/ <b>Отсутствие знаний</b>                                                                                                                                                                                  | <b>Неполные знания</b> видов речевых действий и приемов ведения общения; межкультурных особенностей и правил коммуникативного поведения в ситуациях общения                                                                                                                                                                                      | <b>Сформированные, но содержащие отдельные пробелы, знания</b> видов речевых действий и приемов ведения общения; межкультурных особенностей и правил коммуникативного поведения в ситуациях общения                                                                                                                                                                | <b>Сформированные и систематические знания</b> видов речевых действий и приемов ведения общения; межкультурных особенностей и правил коммуникативного поведения в ситуациях общения                                                                                                                                                                 |
| <b>II этап. Уметь</b> делать сообщения и вести беседу на иностранном языке (УК-4 / УК-4.2)                                                                                                                                                                                                                                                               | <b>Фрагментарное умение</b> делать сообщения и вести беседу на иностранном языке/ <b>Отсутствие умений</b>                                                                                                                                                                                                                                                                  | <b>В целом успешное, но не систематическое умение</b> делать сообщения и вести беседу на иностранном языке                                                                                                                                                                                                                                       | <b>В целом успешное, но содержащее отдельные пробелы умение</b> делать сообщения и вести беседу на иностранном языке                                                                                                                                                                                                                                               | <b>Успешное и систематическое умение</b> делать сообщения и вести беседу на иностранном языке                                                                                                                                                                                                                                                       |
| <b>III этап. Владеть навыками</b> 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; | <b>Фрагментарное применение навыков</b> 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 | <b>В целом успешное, но не систематическое применение навыков</b> 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 | <b>В целом успешное, но сопровождающееся отдельными ошибками применение навыков</b> 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 | <b>Успешное и систематическое применение навыков</b> 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 /<br><b>Отсутствие навыков</b>                                                                                                                                                                                                                                               | 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                                                                                                                                                                                                                           |
| <b>I этап. Знать</b> грамматический и лексический (общий и терминологический) минимум в объеме, необходимом для работы с иноязычными текстами в процессе профессиональной деятельности (УК-4 / УК-4.3)                                                                                  | <b>Фрагментарные знания</b> грамматического и лексического (общего и терминологического) минимума в объеме, необходимом для работы с иноязычными текстами в процессе профессиональной деятельности / <b>Отсутствие знаний</b>                                                                            | <b>Неполные знания</b> грамматического и лексического (общего и терминологического) минимума в объеме, необходимом для работы с иноязычными текстами в процессе профессиональной деятельности                                                                                                           | <b>Сформированные, но содержащие отдельные пробелы, знания</b> грамматического и лексического (общего и терминологического) минимума в объеме, необходимом для работы с иноязычными текстами в процессе профессиональной деятельности                                                                             | <b>Сформированные и систематические знания</b> грамматического и лексического (общего и терминологического) минимума в объеме, необходимом для работы с иноязычными текстами в процессе профессиональной деятельности                                                                      |
| <b>II этап. Уметь</b> 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) | <b>Фрагментарное умение</b> 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 / <b>Отсутствие умений</b> | <b>В целом успешное, но не систематическое умение</b> 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 | <b>В целом успешное, но содержащее отдельные пробелы умение</b> 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 | <b>Успешное и систематическое умение</b> 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 |
| <b>III этап. Владеть навыками</b> использования словарей, в том числе терминологических; работы с письменными текстами; обработки информации (УК-4 / УК-4.3)                                                                                                                            | <b>Фрагментарное применение навыков</b> использования словарей, в том числе терминологических; работы с письменными текстами; обработки информации / <b>Отсутствие навыков</b>                                                                                                                           | <b>В целом успешное, но не систематическое применение навыков</b> использования словарей, в том числе терминологических; работы с письменными текстами; обработки информации                                                                                                                            | <b>В целом успешное, но сопровождающееся отдельными ошибками применение навыков</b> использования словарей, в том числе терминологических; работы с письменными текстами; обработки информации                                                                                                                    | <b>Успешное и систематическое применение навыков</b> 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**

**1 курс**

**ТЕМА 1.1.**

1. This dog is \_\_\_\_  
a) she b) her c) hers
2. Could you tell \_\_\_\_ the time, please?  
a) I b) my c) me
3. Mary saw \_\_\_\_ nice hat in the shop yesterday.  
a) a b) the c) –
4. There no \_\_\_\_ cars in the street.  
a) the b) a c) –
5. This hat is \_\_\_\_ grey.  
a) a b) the c) –
6. a baby  
a) babys b) babies c) babes
7. an ox  
a) oxes b) oxen c) oxies
8. a boy  
a) boys b) boies c) boyes
9. money  
a) - b) moneys c) monies
10. We are students. This id ... classroom.  
a) their b) our c) ours

**ТЕМА 1.2.**

1. An \_\_\_\_ British family consists of a mother, a father, and two or three children.  
a) care; b) medium; c) average;
2. My father is \_\_\_\_ of tennis and my mother doesn't go in for sports.  
a) fond; b) medium; c) spirits;
3. I can't \_\_\_\_ meeting him every day.  
a) bear; b) average c) care
4. Sue was still in high \_\_\_\_ after winning the race.  
a) fond; b) moody; c) spirits;
5. My friend Julia is a \_\_\_\_ girl of nineteen.  
a) prettify; b) pretty; c) prettier;
6. She is of an \_\_\_\_ height.  
a) average; b) averaged; c) averaging;
7. Her face is round with large brown eyes, they make her look very \_\_\_\_.  
a) attractively; b) attraction; c) attractive
8. Her hair is long and \_\_\_\_ .  
a) curl; b) curly; c) curled;
9. She is very \_\_\_\_\_, everybody adores her.  
a) sociable; b) social; c) society
10. ... is number of people living in a country.  
a) dwellers b) population c) room-mates

**ТЕМА 2.1**

1. I ... at 7 o'clock in the morning

- a) get up; b) go to bed; c) play chess
2. In the morning we have...
  - a) breakfast; b) lunch; c) dinner
3. In the afternoon we have...
  - a) breakfast; b) supper; c) dinner
4. In the evening we have...
  - a) breakfast; b) supper; c) dinner
5. After the lessons students go...
  - a) to the market; b) home; c) to the cinema
6. At University students ...
  - a) do morning exercises; b) have lessons; c) clean the rooms
7. My working day ... 6 hours.
  - a) begins; b) starts; c) lasts;
8. I have lunch with my parents ... 2 o'clock.
  - a) on;        b) at;        c) with
9. I ... a student of an industrial college.
  - a) are;    b) have;    c) am
10. He .....a very busy day.
  - a) have;    b) has;    c) are

## TEMA 2.2

1. There are 2 rooms in the...
  - a) window; b) floor; c) house
2. You can see many books in the...
  - a) wardrobe; b) bookcase; c) kitchen
3. There is a nice carpet on the...
  - a) floor; b) ceiling; c) window
4. There are 2 big windows in the...
  - a) table; b) room; c) armchair
5. You can see a lot of flower-pots on the...
  - a) window-sill; b) ceiling; c) wall
6. A very comfortable sofa is in the...
  - a) balcony; b) corridor; c) living-room
7. A family lives in a flat on the second...
  - a) ceiling; b) floor; c) window
8. There are 5 chairs around the...
  - a) bookcase; b) armchair; c) table
9. On the walls you can see many...
  - a) beds; b) pictures; c) cupboards
10. A very good lamp is on my...
  - a) desk; b) sofa; c) carpet

## TEMA 3.1

1. People buy fish, lobsters and shrimps at:
  - a) the fishmonger's; b) the butcher's; c) the baker's
2. People buy biscuits, cakes and sweets at:
  - a) the butcher's; b) the dairy; c) the sweet shop
3. Guess the large shop which sells all kinds of food and household goods. You walk round the shop and take items of the shelf yourself and pay for them all before you leave.
  - a) department store; b) supermarket; c) corner shop
4. Guess the large shop which is divided into a lot of different sections and which sells many different kinds of goods.
  - a) shopping centre; b) supermarket; c) department store
5. Guess the shop which sells the goods made by a particular manufacturer.

- a) department store; b) supermarket; c) shopping outlet
- 6. People buy flour, sugar, rice and salt at:
  - a) the grocer's; b) the greengrocer's; c) the dairy
- 7. People buy milk, cream, cheese and different dairy products at:
  - a) the baker's; b) the fishmonger's; c) the dairy
- 8. People buy pork, beef, chicken and sausages at:
  - a) the greengrocer's; b) the butcher's; c) the chemist's
- 9. Guess the area in a town where a lot of shops have been built close to each other.
  - a) shopping centre; b) department store; c) supermarket
- 10. Guess the small shop, which is usually on the corner of a street that sells mainly food and household goods.
  - a) department store; b) supermarket; c) corner shop

### TEMA 3.2

- 1. What can I do ... you?
  - a) to      b) for      c) on
- 2. It is too small. Do you have ... size?
  - a) larger   b) smaller   c) less
- 3. Where is the fitting room? The fitting room is over there on the...
  - a) left      b) side      c) across
- 4. I usually ... shopping on Sunday.
  - a) does      b) do      c) see
- 5. My ... is 37.
  - a) number   b) colour   c) size
- 6. What ... dress do you want? Show me something in brown.
  - a) number   b) colour   c) size
- 7. Shall I ... you or at the cash-desk?
  - a) buy      b) do      c) pay
- 8. How ... is this?
  - a) many      b) much      c) less
- 9. The supermarket has many ... departments.
  - a) dairy-shop   b) market   c) self-service
- 10. This is too ... . I'd like something cheaper.
  - a) good      b) cheap      c) expensive

### TEMA 4.1

- 1. The coldest season of the year is ...
  - a) autumn   b) winter   c) spring
- 2. The hottest season of the year is ...
  - a) autumn;   b) summer;   c) spring;
- 3. September, October, November are the months of the ...
  - a) autumn;   b) winter;   c) spring
- 4. Spring has three months: March, April and ...
  - a) June   b) July;   c) May
- 5. When it's ... I take an umbrella.
  - a) raining;   b) has rained;   c) rained
- 6. ... summer it's hot.
  - a) on;   b) to;   c) in
- 7. In autumn it's ... than in winter.
  - a) warmer;   b) warm;   c) the warmest
- 8. ... much snow in winter.
  - a) It is;   b) There is;   c) There are
- 9. ... is the weather like today?
  - a) How;   b) Where;   c) What

10. The sun is shining ....  
a) bright; b) brightly; c) brightness

#### **TEMA 4.2**

1. He prefers travelling ... car.  
a) on; b) by; c) for
2. She likes going ... foot.  
a) on; b) by; c) for
3. He's just left home ... Moscow.  
a) on; b) by; c) for
4. I'd like to go on a sea ..., but my wife isn't a good sailor. So we can't join you.  
a) journey, b) voyage, c) flight,
5. Have you ever taken a holiday ... along the Black Sea coast ?  
a) cruise, b) trip, c) tour
6. I go to work by trolleybus and the ... takes me 25 minutes.  
a) cruise, b) trip, c) tour
7. ... offer different kinds of holidays.  
a) shops, b) travel agencies; c) museums
8. A package tour includes tickets, ... , meals, and sometimes excursions.  
a) accomodation; b) sights; c) clubs
9. Going ... is the quickest way of travelling.  
a) by bus; b) by boat; c) by plane
10. Some people go to Britain for ... courses.  
a) language; b) cooking; c) handcraft

#### **TEMA 5.1**

1. More than ...million people live in London.  
a) 7 b) 8 c) 6
2. The busiest part of London is ...  
a) the West End b) the East End c) the City
3. The richest part of London is...  
a) the West End b) the East End c) the City
4. London lies on both banks of the river ...  
a) Thames b) Severn c) Tweed
5. ... is the seat of the British government.  
a) Westminster b) Buckingham Palace c) the Houses of Parliament
6. A famous square with the Nelson's column is  
a) Picadilli Circus b) Downing Street c) Trafalgar Square
7. The industrial part of London with factories and docks is  
a) the City b) the West End c) the East End
8. The seat of the Bishop of London is  
a) the Houses of Parliament b) St. Paul's Cathedral c) the Tower
9. the largest clock in London  
a) Big Clock c) Big Ben c) Big Eye
10. the place where famous scientists, statesmen, writers are buried is  
a) the Tower b) St. Isaac's Cathedral c) Westminster Abbey

#### **TEMA 5.2**

1. The population of Moscow is  
a) about 8 mln b) more than 8 mln c) 12
2. This Cathedral is on Red Square  
a) St. Isaac's b) St. Paul's c) St. Basil's
3. Moscow was founded in  
a) 1213 b) 1147 c) 1312

4. On the territory of the Kremlin one can see  
a) The Tsar's boat b) the Tsar- Clock c) the Tsar- Cannon
5. Moscow was founded by  
a) Pozharsky b) Minin c) Yuri Dolgorukiy
6. What museum can be found in Moscow?  
a) the Russian Museum b) the Hermitage c) the Armoury Chamber
7. Moscow got its name from the name of  
a) the river b) the settlement c) tribe
8. St. Basil's Cathedral was built in memory of the victory over  
a) Napoleon b) Kazan c) Poland
9. In 1546 ...was crowned as the first tsar of Russia  
a) Ivan Kalita b) Boris Godunov c) Ivan the Terrible
10. In 1712...moved the capital to St. Petersburg  
a) Ivan the Terrible b) Peter I c) Catherine I

### TEMA 6.1

1. In England children go to nursery at the age of ..  
a) 3-4; b) 6-7; c) 8-9
2. Public schools in the USA are ...  
a) free; b) private; c) for boys
3. Pupils in the UK have...  
a) public exams; b) national exams; c) no exams
4. State schools are ...  
a) optional; b) with payment; c) free
5. Schools in the USA are...  
a) middle, elementary, high; b) primary, secondary, high; c) nursery, secondary, higher
6. At further education college pupils can choose...  
a) teachers; b) subjects; c) practical courses
7. Education in countries is .... until 15-16.  
a) optional; b) compulsory; c) higher
8. If you have bad grades in exams you ...  
a) passed them; b) took them c) failed them
9. In "a" Level exam A stands for ...  
a) advanced; b) adult; c) art
10. After school a pupil can ... any University.  
a) enter; b) leave c) graduate

### TEMA 6.2

1. Environmental protection is an \_\_\_\_\_ problem.  
a) easy b) important c) pleasant
2. Many scientists try \_\_\_\_\_ ecology problems.  
a) to solve b) to know c) to protect
3. People must \_\_\_\_\_ aluminium cans, newspapers.  
a) solve b) recycle c) save
4. Ecology is a science which studies \_\_\_\_\_.  
a) environment b) the relationship between people c) recycling
5. He wants to become an ecologist himself to research and protect the \_\_\_\_\_.  
a) environment b) pollution c) packaging
6. Recently, however, our beach has become more polluted with\_\_\_\_\_ left by tourists and locals.  
a) litter b) pollution c) recycling
7. Your family can begin trying to \_\_\_\_\_ the Earth right now.  
a) to solve b) to know c) to protect
8. Why is litter so\_\_\_\_\_ in forests?  
a) environmental b) dangerous c) fascinating

9. Big cities \_\_\_\_\_ from smog.  
a) suffer b) have c) improve
10. The wide use of natural \_\_\_\_\_ upsets the biological balance.  
a) protect b) resources c) activity

## 2 кype

### TEMA 1.1.

1. The main efforts of agronomists are directed at...
  - a) calculating norms of fertilizers and the like;
  - b) learning English for international communication;
  - c) building new farms;
  - d) raising yields of all crops.
2. Working in agricultural enterprises agronomists deal with the problems of...
  - a) adapting ecologically safe technologies of cultivation to given conditions, choosing proper varieties of crops, calculating norms of fertilizers and the like.
  - b) proper use of English;
  - c) preparing the reports to the annual conferences;;
  - d) feeding themselves on time.
3. Productive use of land implies...
  - a) soil dehydration;
  - b) yielding the biggest quantity of foodstuffs;
  - c) intensive use of technology;
  - d) use of manure.
4. In selecting crops it is necessary to...
  - a) consider the climatic conditions of the given area and the nature of the soil;
  - b) consider the climatic conditions of the given area, the nature of the soil and other factors;
  - c) consider the climatic conditions of the given area only;
  - d) consider the nature of the soil only.
5. The diversity of...precludes the same system of farming for all zones:
  - a) economic conditions;
  - b) natural conditions;
  - c) natural and economic conditions;
  - d) economic zones.
6. ...are concerned with the choice and application of intensive systems for each zone and proper specialization:
  - a) Agronomists;
  - b) Engineers for the farms;
  - c) Zootechnicians;
  - d) Economists.
7. Preventive consumer health protection must take precedence over...
  - a) consumer's hunger;
  - b) farmers' laziness;
  - c) the desire to harvest faster;
  - d) economic interests
8. Agronomists elaborate new...
  - a) strategy of competing;
  - b) rights of Nature;
  - c) types of harvesters;
  - d) selection, seed-growing and cultivation methods.
9. The farmer said, he...to the conference the next day.
  - a) will go;
  - b) would go;
  - c) would have gone;
  - d) should have gone;
10. She said, she...:

- a) saw them in the field yesterday;
- b) seen them in the field yesterday;
- c) had seen them in the field the day before;
- d) saw them in the field the day before.

### TEMA 1.2.

1. Agronomy has...
  - a) basic aspects;
  - b) applied aspects;;
  - c) basic and applied aspects;
  - d) neither an applied nor a basic aspect.
2. At the basic level, agronomists use...to unravel the genetic makeup of major crops.
  - a) sophisticated techniques;
  - b) abacus;
  - c) a large number of farmers;
  - d) a large number of cattle.
3. ...help the development of such things as precision fertilizer application techniques
  - a) Wise advice;
  - b) Highly specialized computer play stations;
  - c) Highly specialized computer models of crop growth;
  - d) Highly specialized social computer networks/
4. Molecular components of soil constituents are studied to...
  - a) determine basic interactions affecting plant growth and nutrition, and soil and water quality;
  - b) monitor basic interactions affecting plant growth and nutrition, and soil and water quality;
  - c) reach basic interactions affecting plant growth and nutrition, and soil and water quality;
  - d) check basic interactions affecting plant growth and nutrition, and soil and water quality
5. The farmer asked where...
  - a) we bought a new harvester;
  - b) did we buy a new harvester;
  - c) we have bought a new harvester;
  - d) we had bought a new harvester/
6. The agronomist asked the farmer...
  - a) if he had used a new technology in the field work;
  - b) did he use a new technology in the field work;
  - c) if he used a new technology in the field work;
  - d) if he has used a new technology in the field work.
7. The lecturer said that...
  - a) agronomists have developed highly specialized computer models of crop growth;
  - b) agronomists developed highly specialized computer models of crop growth;
  - c) agronomists had developed highly specialized computer models of crop growth;
  - d) agronomists had had developed highly specialized computer models of crop growth.
8. She asked me...
  - a) carry that heavy basket with vegetables;
  - b) carried that heavy basket with vegetables;
  - c) had carried that heavy basket with vegetables;
  - d) to carry that heavy basket with vegetables
9. Он спросил, где находится ближайшая ферма:
  - a) He asked where is the nearest farm;
  - b) He asked where the nearest farm is;
  - c) He asked where was the nearest farm?
  - d) He asked where the nearest farm was?
10. Агроном спросил, купили ли мы рассаду.
  - a) The agronomist asked if we had bought seedlings.
  - b) The agronomist asked if we bought seedlings.
  - c) The agronomist asked did we buy seedlings.

d) The agronomist asked had we bought seedlings.

### TEMA 2.1.

1. Crops are plants which...

- a) have been carefully selected and developed by man;
- b) have been found in the forests by man;
- c) have been carefully selected but haven't been developed by man;
- d) have not been carefully selected but nevertheless have been developed by man;.

2. Crop production will always be an important branch of economy... :

- a) in the EU countries;
- b) in Africa;
- c) in all the states of the US;
- d) in all the countries of the world.

3. It's necessary to produce high yields of farm crops...:

- a) as economically as possible;
- b) at any price.
- c) at the maximum costs;
- d) at no cost at all

4. Agriculturists must solve the problem how... the increasing supplies of high quality food for people:

- a) to stop;
- b) to provide;
- c) to reduce;
- d) to escape.

5. Food production can be raised either by...

- a) the increase in yields on the same agricultural area only;
- b) cultivation of new lands using new technologies;
- c) cultivation of new lands or by the increase in yields on the same agricultural area;
- d) the yields reduction on the same agricultural area and cultivation of new lands using new technologies.

6. The methods of yield increases have been developed...

a) both from the achievements of natural and biological sciences and from practical experience and experiments;

- b) from the achievements of natural and biological sciences;
- c) from practical experience and experiments;
- d) in ancient times and have not changed since then.

7. If the farmers of that region were satisfied with the standards of living, they...work harder.

- a) will;
- b) are;
- c) would;
- d) would have worked

8. The fence 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 volcano starts erupting,...

- a) take your cattle and run away;
- b) will take your cattle and run away;
- c) would you take your cattle and run away;
- d) you take the cattle and run away.

10. На твоём месте я бы купил новый комбайн в прошлом году.

- a) If I were you, I would buy a new harvester last year;
- b) If I am you, I bought a new harvester last year;
- c) If I had been you, I would bought a new harvester last year;

- d) If I had been you, I would have bought a new harvester last year

## **TEMA 2.2.**

1. Crops are also grouped according to...
  - a) leaf coloring;
  - b) root length;
  - c) the stem height;
  - d) the duration of their growth.
2. The main food plants known belong to...
  - a) the grass family;
  - b) the seaweed family;
  - c) the trees family;
  - d) the moss family.
3. Perennials grow for....
  - a) one season, producing seed;
  - b) half a season, producing seeds every autumn;
  - c) two seasons, producing seed each year;
  - d) more than two seasons, producing seed each year.
4. The most often used classifications of crops are...
  - a) botanical classification, biological classification and agronomic classification;
  - b) botanical classification and agronomic classification;
  - c) chemical classification and agronomical classification;
  - d) botanical classification, biological classification, chemical classification and agronomic classification.
5. Botanical classification is based upon...
  - a) similarity of plant parts;
  - b) diversity of plant parts;
  - c) similarity of leaves, but roots diversity;
  - d) similarity of roots, but leaves diversity.
6. Being high in protein content the legume crops are also valued as food...
  - a) for man;
  - b) for farm animals;
  - c) both for man and farm animals;
  - d) neither for man nor for animals.
7. The fruit is a pod containing...
  - a) one seed;
  - b) two seeds;
  - c) one to three seeds;
  - d) one to several seeds.
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 амбар, тебе негде будет хранить урожай.
  - a) If you aren't put up a new barn, you won't have anywhere to store the harvest;
  - b) If you won't put up a new barn, you won't have anywhere to store the harvest.
  - c) If you don't put up a new barn, you won't have anywhere to store the harvest;
  - d) If you shan't put up a new barn, you won't have anywhere to store the harvest.

## **TEMA 3.1.**

1. Texture of a soil refers to....
  - a) the size of its particles;
  - b) the size of the plants;
  - c) the size of the leaves of the plants;
  - d) the size of the roots of the plants.
2. The principal textural classes are....
  - a) sand and clay;
  - b) sandy loam and clay loam;
  - c) sand and sandy loam;
  - d) sand, sandy loam, clay loam, and clay.
3. A soil with a large proportion of clay particles is usually called...
  - a) a light soil;
  - b) a heavy soil;
  - c) a hard soil;;
  - d) a hard'n'heavy soil
4. A soil with a large proportion of sand particles is usually called...
  - a) a light soil;
  - b) a heavy soil:
  - c) a hard soil;
  - d) a hard'n'heavy soil
5. Aggregated structure normally is found in soils rich in...
  - a) sand;
  - b) clay;
  - c) coal;
  - d) organic matter.
6. The finer the soil particles, the more...the soil holds.
  - a) water;
  - b) manure;
  - c) clay;
  - d) sand
7. In order to grow normally crops absorb considerable quantities of other minerals, such as...
  - a) sulfur
  - b) calcium, magnesium, and sulfur
  - c) calcium and magnesium
  - d) magnesium and sulfur
8. I spent my holidays in the country. I am happy about it.
  - a) I am happy to spend my holidays in the country;
  - b) I am happy to have spent my holidays in the country;
  - c) I am happy to be spent my holidays in the country;
  - d) I am happy to have been spent my holidays in the country.
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.

### **TEMA 3.2.**

1. Good stands start with....
  - a) sufficient watering;
  - b) sufficient fertilizing;
  - c) good monitoring the cultivated area;
  - d) good seed.
2. ... insures adequate moisture for germination at the due seeding depth.
  - a) the seedbed;
  - b) the sufficient watering;

- c) the sufficient fertilizing;
- d) the flowerbed.
- 3. ...must be in contact with the seed they surround to allow a maximum water absorption for rapid germination.
  - a) The fertiolizers;
  - b) The sand particles;
  - c) The clay particles;
  - d) The soil particles.
- 4. To maintain good structure the soil should not be cultivated when it is...
  - a) dry;
  - b) crumbly;
  - c) wet;
  - d) hard.
- 5. Final seedbed preparation is completed in...
  - a) winter or late spring;
  - b) autumn or late winter;
  - c) summer or late autumn;
  - d) spring or late summer
- 6. The surface soil has to be cultivated deeply enough to....
  - a) protect roots;
  - b) kill early growing weeds;
  - c) allow the insects to leave their places of living in the ground;
  - d) allow the water to moisture the roots.
- 7. Even the best seedbed will not insure a good stand unless there is enough...for seed germination
  - a) oxygen;
  - b) worms and moles;
  - c) oxygen and proper temperature;
  - d) fertilizers.
- 8. Я видел, как они работали в поле.
  - a) I saw them to work in the field;
  - b) I saw them to have worked in the field;
  - c) I saw them to have been worked in the field;
  - d) I saw them work in the field.
- 9. Говорят, что они работали в поле
  - a) They are said to work in the field;
  - b) They are said to have worked in the field;
  - c) They are said to have been worked in the field;
  - d) They are said to have been working in the field;
- 10. Его родители хотели бы, чтобы он стал агрономом.
  - a) His parents wanted him to become an agronomist
  - b) His parents want him to become an agronomist;
  - c) His parents would like him to become an agronomist;
  - d) His parents like him to become an agronomist

#### **ТЕМА 4.1.**

- 1. The ease with which water can pass through a soil is influenced by...
  - a) soil texture;
  - b) frequent rains;
  - c) depth of snow on the ground;
  - d) amount of the vegetation.
- 2. Artificial drainage is the removal of water ...in order to maintain correct balance of air and water in the soil.
  - a) which is of great importance;
  - b) the content of which is permissible in the soil;

- c) which is not needed;
  - d) the content of which is unacceptable in the soil.
3. Good drainage makes a soil...
- a) more difficult to cultivate;
  - b) easier to cultivate;
  - c) impossible to cultivate;
  - d) possible.
4. A well drained soil will also have enough air for...to decompose organic matter into humus.
- a) worms;
  - b) moles;
  - c) sufficient fertilizing;
  - d) aerobic bacteria.
5. Where and when the supply of water is insufficient, ...
- a) irrigation is needed;
  - b) irrigation is not required;
  - c) drainage is needed;
  - d) it's better to change the place of planting.
6. ...of irrigation water: ...
- a) There is one main source ... surface water;
  - b) There is one main source... ground water
  - c) There are two main sources... surface water and ground water;
  - d) There are three main sources...surface water, ground water and meltwater:
7. The agronomist insisted...moistening the soil
- a) in;
  - b) on;
  - c) of;
  - d) for.
8. Alfalfa and clover are known to belong to...
- a) grain crops;
  - b) forage crops;
  - c) technical crops;
  - d) melon crops
9. Mary is her student. She is proud of it.
- a) Mary is proud of to be her student;
  - b) Mary is proud of having been her student ;
  - c) Mary is proud of being her student;
  - d) Mary is proud be her student.
10. They continue their work without...for the agronomist.
- a) waiting;
  - b) having waiting;
  - c) wait;
  - d) being waited.

#### **TEMA 4.2.**

- 1. Application of fertilizers...soil fertility and ensures better quality of the crops.
  - a) stops;
  - b) diminishes;
  - c) worsens;.
  - d) improves
- 2. Fertilizers are usually classified according to...which forms their main constituent.
  - a) the food element;
  - b) the fabricator;
  - c) the food colouring;
  - d) the food additives.
- 3. To be effective, fertilizers should be applied where and when the plant...them.

- a) doesn't need;  
 b) needs;  
 c) filled with;
4. Young growing plants should not be given concentrated, highly soluble fertilizers because of...
- a) salt injury;  
 b) heat injury;  
 c) high concentrated sulfuric acid;  
 d) food coloring.
5. Broadcast application means.....usually before the crop is planted.
- a) spreading the material over the floor surface;  
 b) partial spreading of the material over the soil surface;  
 c) temporary spreading of the material over the soil surface,;  
 d) spreading the material uniformly over the soil surface.
6. A mixed fertilizer contains...
- a) just two fertilizer elements;  
 b) no fertilizer elements;  
 c) two or more fertilizer elements;  
 d) there's no correct answer
7. With many crops nitrogen...during the growing season.
- a) isn't applied at all;  
 b) is applied several times;  
 c) is applied twice only;  
 d) is applied no more than once.
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 бальной системе контроля – оценка «неудовлетворительно»); |
| процент правильных ответов 40 – 59 (по 5 бальной системе контроля – оценка «удовлетворительно»)     |
| процент правильных ответов 60 – 79 (по 5 бальной системе контроля – оценка «хорошо»)                |
| процент правильных ответов 80-100 (по 5 бальной системе контроля – оценка «отлично»)                |

### Вопросы для устного опроса

#### 1 курс

#### ТЕМА 1.1.

1. What are the main rules of pronouncing of the English consonants?
2. What are the main rules of pronouncing of the English vowels?
3. How is the plural form of nouns formed?
4. How is the plural form of the irregular nouns formed?

5. When are the indefinite articles used?
6. When are the definite articles used?
7. What are the cases of nouns?
8. What are the cases of personal pronouns?
9. What are the main forms of irregular verbs?
10. How many vowels are there in the English language?

### **TEMA 1.2**

1. What is your name?
2. Where and when were you born?
3. How many people are there in your family?
4. Do you have brothers, sisters, grandparents in your family?
5. Where do you live?
6. Did you study well at school?
7. What school did you finish?
8. Did your teachers help you to choose your future profession?
9. What were your favourite subjects at school?
10. What are you going to be?

### **TEMA 2.1.**

1. What time do you usually get up?
2. Do you do your morning exercises?
3. How long does it take you to get dressed?
4. What do you usually have for breakfast?
5. At what time do you usually leave home?
6. How long does it take you to get to the institute?
7. Do you go there by bus or walk?
8. Where do you usually have lunch?
9. What time do you come home?
10. How long does it take you to do your homework?

### **TEMA 2.2.**

1. Is your flat far from the centre of the town?
2. How long will it take us to get to your flat?
3. What floor is it on?
4. How many rooms does your flat have?
5. What is its floorspace?
6. What rent do you pay?
7. What conveniences have you got?
8. What is there in your room?
9. Do you have a house of your own?
10. Is it in the suburbs?

### **TEMA 3.1**

1. How much money a week do you spend on foodstuffs?
2. When did you go shopping last?
3. What are you going to buy in the shop today?
4. Will you go shopping tomorrow? What are you going to buy tomorrow?
5. What foodstuffs will you buy if you have much money?
6. Where can you buy meat?
7. Where can you buy bread?
8. What do you buy at the grocer's?
9. What do you buy at the greengrocer's?

10. Do you make a shopping list?

### **TEMA 3.2**

1. Do you do your shopping at the department store or in the shops which are not as large as the department store? Why?
2. What is the most popular shopping center in your town?
3. What do we buy at the readymade clothes department?
4. What do we buy at the perfumery?
5. What do we buy at the haberdashery?
6. What do we buy at the footwear?
7. What do we buy at the drapery?
8. What do we buy at the souvenirs?
9. What do we buy at the children's goods?
10. What did you buy last time? .

### **TEMA 4.1.**

1. How many seasons are there?
2. What are winter (spring, summer and autumn) months?
3. What is the weather like in winter (spring, summer and autumn)?
4. What is your favourite season?
5. Why do some people like to be on leave in winter? What about you?
6. What are the advantages of summer holidays?
7. What are the advantages of winter holidays?
8. What do you take with you on a rainy day?
9. What is the climate in our country?
10. Do you believe in weather forecast?

### **TEMA 4.2.**

1. What kind of travelling do you prefer?
2. What are the advantages of it?
3. Do you take a camera with you? Is it better to take pictures with a mobile phone?
4. What objects do you like to photograph?
5. Where would you like to go? Why?
6. What country would you like to visit?
7. What attracts people in foreign countries?
8. What famous places of interest in London do you know?
9. What places of interest in Moscow do you know?
10. Do you prefer to travel by bus or by car?

### **TEMA 5.1.**

1. When did London become the capital of Britain?
2. What is the historical centre of London?
3. Which buildings represent business in the City of London?
4. Why is the City very busy in the daytime?
5. What can you say About the West End?
6. What kind of district is the East End?
7. What is London famous for?
8. What places of interest have a world-wide fame?
9. Who is buried in Westminster Abbey?
10. What English parks do you know?

### **TEMA 5.2.**

1. Has Moscow always been the capital of Russia?

2. How old is Moscow?
3. Who was Moscow founded by and when?
4. What is the historical center of Moscow?
5. Why was the Kremlin built?
6. What places of interest have a world-wide fame?
7. Which of the Moscow theatres do you know?
8. What is the population of Moscow?
9. How many institutions of higher learning are there in Moscow?
10. What museum would you like to visit?

#### **TEMA 6.1.**

1. What do state schools provide their pupils with?
2. What do children do at primary school?
3. Who teaches children at primary school?
4. What is comprehensive school?
5. What is "GCSE"?
6. Why do some pupils need "A" level?
7. What is boarding school?

#### **TEMA 6.2.**

1. Was pollution such a serious problem in the ancient world?
2. Since what time have people become alarmed with the danger of pollution?
3. What do polluted water and air cause?
4. What are the other factors of environmental pollution?
5. Is it possible to live without mentioned above factors?
6. What can people do to defend environment?

#### **2 крѣ**

#### **TEMA 1.1.**

1. Why do people want to become agronomists?
2. What kind of person should an agronomist be?
3. What skills does one need to become a good agronomist?
4. What are some good reasons to become an agronomist?
5. What makes you to become an agronomist?
6. What are the efforts of agronomists directed at?
7. Who deals with the problems of adapting ecologically safe technologies of cultivation?
8. What should would be agronomists do to master the professional skills and to increase the knowledge?
9. Where do would be agronomists have their practical training during the course of studies?
10. Who controls students' work in the field?

#### **TEMA 1.2.**

1. What does Agronomy study?
2. What does Agronomy deal with?
3. Who conducts research in crop rotation, irrigation and drainage, plant breeding, soil classification, soil fertility, weed control, and other areas?
4. What areas do agronomists specialize in?
5. Where do agronomists carry out their research work?
6. Who examines very basic components of soils and crops at sub cellular or molecular levels?
7. What do agronomists use to unravel the genetic makeup of major crops?
8. What is studied to determine basic interactions affecting plant growth and nutrition?
9. What helps in the development of such things as precision fertilizer application techniques?
10. What aspects of agronomy do you know?

#### **TEMA 2.1.**

1. What are crops?
2. What does crop cultivation on farms depend on?
3. What problem must agronomists of all countries solve?

4. In what ways can food production be raised?
5. What are yield increases mostly obtained by?
6. Whom have crops are plants been carefully selected and developed by?
7. How many ways can food production be raised?
8. What factors influence crop growing and harvesting?
9. What are the basics of yield increases' methods?
10. What are those ways with the help of which food production can be raised?

#### **TEMA 2.2.**

1. How can farm crops be classified?
2. What is an annual plant? How long do biennial plants grow?
3. What are the most important botanical families?
4. What family does wheat belong to?
5. Why are legumes so important?
6. How many seeds do legumes contain?
7. What are annual crops?
8. What is botanical classification based upon?
9. What is the lifecycle of perennials?
10. Are the legume crops used as food for farm animals?

#### **TEMA 3.1.**

1. What textural classes of soil do you know?
2. What is soil structure?
3. What are the most important mineral elements required for plant growth?
4. Why can plants grow well on fertile soils?
5. Should fertilizers be applied to fertile soils?
6. What do crop plants require to produce high yields?
7. What favours good seedbed preparation?
8. Are sandy soils able to store moisture in sufficient amounts for crops to grow well?
9. What is oxygen necessary for?
10. What do crop plants need to grow well?

#### **TEMA 3.2.**

1. Why is a good seedbed of great necessity?
2. Is moisture required by germinating seeds?
3. What is cultivation done for?
4. What should be done to conserve moisture?
5. Is a good seedbed the only factor providing proper germination of seed?
6. What are the properties of the soil to be used as a seedbed?
7. When is final seedbed preparation completed for crops to be sown in the fall?
8. Is it necessary for soil to be cultivated deeply enough? Why?
9. Why are fields sometimes rolled after cultivation?
10. Will the best seedbed insure a good stand?

#### **TEMA 4.1.**

1. When is drainage necessary?
2. When is irrigation necessary?
3. How much water do plants need during the growing season?
4. What is the ease with which water can pass through a soil influenced by?
5. Where and when is the supply of water insufficient?
6. Do legumes improve soil fertility?
7. What factors does the amount of water required for irrigation depend on?
8. What quantity of water do most plants require during the later periods of growth?
9. How does a well-drained soil influence aerobic bacteria?
10. How many sources of irrigation water are there?

#### **TEMA 4.2.**

1. How are fertilizers usually classified?
2. Where and when should fertilizers be applied?
3. What does broadcast application of fertilizers mean?
4. When are mixtures with low amount of nitrogen usually applied?
5. What does too much nitrogen tend to cause?
6. What causes lodging of the crop?

7. What is the best way of applying fertilizers to the crop?
8. What do phosphatic fertilizers produce?
9. What spreads the material more evenly over the soil surface?
10. What should application of fertilizer mixtures with low amount of nitrogen be followed by?

#### **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. Высокая 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**

#### **1 курс**

**ТЕМА 1.1 Read the text and say whether the following statements are right or wrong. Correct them if they are wrong.**

#### **My Family**

My name is Polly. I am ten. I am a schoolgirl. I go to school. I like learning English and playing puzzles. I would like to tell you about my family. It is neither big nor small. There are four of us.

I have got a mother. Her name is Jane. She is a teacher. She is very responsible and creative. She likes her work. Her hobbies are singing and shopping. My mother is fond of reading detective stories.

I have got a father. His name is Jack. He is a doctor. He is clever and hardworking. My father likes playing golf. He goes in for sport to be healthy and strong. He is fond of fishing too.

My brother Nick is small. He is only four. He likes playing toys. Usually we get on well with him, but sometimes he is very naughty.

On Saturdays and Sundays we like to be together. Last Sunday we went to the country. We had a good rest.

1. Polly's mother is a doctor.
2. Polly has got a younger brother.
3. Polly's father is a teacher.
4. Her brother Nick is a pupil.
5. Nick is a quiet little boy.

6. Polly is ten.
7. There are five people in Polly's family.
8. Polly's father is clever and hardworking..
9. Last Sunday Polly's family went to the Zoo.
10. Last Sunday Polly's family had a good rest.

### TEMA 1.2

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

Dear friends in Russia,

I'm sixteen years old and attend high school in Sydney. My school has a happy and cheerful atmosphere. Everyone gets along with each other. We wear a uniform that represents our school, Casimir College. I live in Australia but my background is Lebanese and I'm proud of that. In Australia there are people from many different cultures, religions and backgrounds. I come from a big family of five children and I have a Mum and Dad. We have barbeques at home occasionally, which gives us the time to talk to each other. When I grow up I wish to become a news reporter on TV. I think it would be very interesting and enjoyable to go out and find out things and then represent them on the news.

Diane Tarabay

1. Diane attends high school in London.
3. Diane's classmates are friendly.
4. The students don't wear a uniform in Casimir College.
5. Diane lives in Australia.
6. She is Australian.
7. She is the only child in her family.
8. They sometimes have barbeques.
9. Barbecues give the family a chance to play sports.
10. When she grows up Diane wants to write novels.

### TEMA 2.1

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

My neighbor Jason is a baker. He is very busy. When he is not at bakery, he is out having fun. Every day Jason wakes at 5 o'clock in the morning. He has breakfast and then he rides his bike to the bakery. When he gets there, he starts to make bread. His work is very hard. He works until 3 o'clock in the afternoon. Then he goes back home where he has lunch and rest for a while. In the evening he sometimes goes to the cinema or meets his friends. On Wednesdays he always does the shopping. On Sundays he always wakes up late and then reads a book or works in the garden. He usually goes to bed at 11 o'clock at night.

1. My neighbor Jack is a baker.
2. He is always in his bakery.
3. Every day Jason wakes up at 6 o'clock.
4. Jason goes on foot to his bakery.
5. When he gets to the bakery, he starts to make biscuit.
6. Being a baker is very easy.
7. In the evening he sometimes goes to the library.
8. On Wednesday Jason always does the shopping.
9. On Sundays he always wakes up early.
10. Jason usually goes to bed at 12 o'clock at night.

**TEMA 2.2 Read the text and say whether the following statements are right or wrong. Correct them if they are wrong:**

My flat is on the fifth floor. It's very comfortable. We have got all modern conveniences, such as central heating, electricity, gas, running water and a telephone. There are three rooms, a kitchen and a bathroom in my flat.

The largest room is the living room. In the middle of the room there is a big table and eight chairs round it. Opposite the window there is a wall unit with lots of books, a TV set and a DVD player. There are two comfortable armchairs and a sofa in the living room.

The bedroom is the smallest room, but it is very cosy and bright. There is a bed, a wardrobe, a desk, an armchair and several bookshelves in my room. There is a big colourful carpet on the floor and there are blue curtains on the window. The walls in the bedroom are light-brown and there are some posters on them. I like my room and clean it every day.

Our kitchen is large and light. We've got a refrigerator, a cupboard and a cooker in it.

1. The flat is on the fourth floor.
2. The flat has got all modern conveniences.
3. There are two rooms in the flat.
4. The largest room is the kitchen.
5. The bedroom is very cosy and bright.
6. The walls in the bedroom are light-blue.
7. There are some photos on the walls of the bedroom.
8. There is a big colourful carpet on the floor in the bedroom.
9. The kitchen is small but light.
10. There are two cupboards in the kitchen.

### TEMA 3.1

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

#### ***Christmas Presents***

Some weeks before Christmas shops are very busy. People buy presents for their relatives and friends. When I buy presents I always ask myself "Would he or she like to have this thing? Will he or she like my present?" Choosing presents is a difficult business for me. I never buy whatever comes up. I think twice and try to find reasons before buying this or that. This year I've bought a saucepan for Granny. Her old one is too small for our family. I've bought a new tie for Granddad. His old one isn't trendy at all. I've bought a very beautiful flower for Mum and a nice fish for Dad's aquarium. My little sister Jane likes watching cartoons. So I've bought a cassette with her favourite ones. All these presents are from the heart.

1. There are a lot of people in the shops before Christmas.
2. People buy presents for nearest and dearest.
3. Choosing presents is a hard business for Michael.
4. He buys whatever comes up.
5. Michael bought a new saucepan for Mum.
6. He bought a new tie for brother.
7. Granddad's old tie is very trendy.
8. He bought some chocolates for Mum.
9. Michael bought a fish for Granddad's aquarium.
10. Michael bought a cassette with Jane's favourite cartoons.

### TEMA 3.2

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

#### ***Famous people work in shops for a day***

Boy George usually stays in bed on Saturdays, but last week he sold clothes in a shop. Actor Jeremy Irons sold flowers. And who did this man buy his knives and forks from? Uri Geller? It was all right.

Last Saturday, shoppers in Covent Garden in London had an unusual day. For 12 hours over 300 stars from television, pop music, sport and the cinema worked in shops, pubs, cafes and restaurants in Covent Garden. More than 100,000 customers came to see them.

Actress Kelly Hunter organized everything. The idea was simple. People came to see the stars, they bought things and the shop owners gave 5 % of the money to charity. But the stars didn't only sell things. They signed thousands autographs and gave kisses to their fans.

One hundred policemen were there, but there was no trouble. It was a good day for everyone. Fans got autographs and kisses from their favourite stars, the shops got a lot of new customers and at the end of the day more than £ 100,000 went to charity.

1. Covent Garden is in London.
2. Boy George works in a clothes shop every Saturday.
3. Actor Jeremy Irons sold flowers.
4. Last Saturday, shoppers in Covent Garden in London had a usual day.
5. There are only clothes shops in Covent Garden.
6. All the stars were actors and actresses.
7. More than 10,000 customers came to see them.
8. Kelly Hunter organized the proses.
9. The shop owners gave all their money to charity.
10. The police arrested nobody.

#### TEMA 4.1

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

*The weather in the south.*

Spring and summer are very sunny in the south. The sun shines brightly and it is usually very hot. The temperature in summer is about thirty-three degrees above zero and even more in many places. But when the sky becomes cloudy and a strong wind begins to blow from the sea, it is cool. In late autumn and in winter the weather is usually rainy. In winter it doesn't often snow and the snow doesn't lie on the ground for a long time. Grass, trees, flowers and vegetables grow very well in the south. The swimming season on The Black Sea coast lasts from the end of May to November.

1. Spring and summer are very cloudy in the south.
2. The sun shines brightly and it is usually very hot.
3. The temperature in summer is about 40-45 degrees above zero.
4. It is cool when the sky becomes cloudy and a strong wind begins to blow from the sea.
5. In late autumn the weather is usually rainy.
6. There is little snow in winter.
7. In winter the snow lies on the ground for a long time.
8. Grass, trees and flowers grow very well in the south.
9. Vegetables don't grow well in the south.
10. The swimming season on the Black Sea coast lasts from the end of November to May.

#### TEMA 4.2

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

The travel and tourism industry is growing very fast. Today more people look for quality vacations where they can relax and also do something new and interesting. Unless tourist traffic grew, travel-related jobs would not increase. These relate to various related services facilitating travel, such as travel agencies, banking, hotels, guides, airlines and other services. Some of them may be seasonal, limited to the tourist season from September to March but others are permanent in nature. Travel-related jobs are best suited for individuals who enjoy meeting people and make them comfortable. They are for those who like adventure and travelling. True, some are desk jobs, but even these jobs entail understanding the needs of the traveler and making the best arrangements possible for him.

1. The travel and tourism industry is growing very slowly.
2. Today people look for the vacations where they can relax.

3. Travel-related jobs would increase a lot.
4. Travel agencies, banking, hotels, guides, airlines and other services are related to tourism.
5. Tourist season is limited from September to March.
6. Travel-related jobs are best suited for individuals who enjoy meeting people.
7. Travel-related jobs aren't for those who like adventure and travelling.
8. All travel-related jobs are desk jobs.
9. These jobs entail understanding the needs of the traveler.
10. A travel agent must make the best arrangements possible for a traveler.

### TEMA 5.1

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

London is the capital of Great Britain, its political, economic and cultural centre. It's one of the largest cities in the world. Its population is more than 8 million people. London is situated on the river Thames. It was founded more than two thousand years ago. Traditionally London is divided into several parts: the City, the West End, the East End and Westminster. The City is the oldest part of London, its financial and business centre. Westminster is the most important part of the capital. It's the administrative centre. The Houses of Parliament, the seat of the British Government, are there. It's a very beautiful building with two towers and a very big clock called Big Ben. Big Ben is really the bell which strikes every quarter of an hour.

To the west of Westminster is West End. Here we find most of the big shops, hotels, museums, art galleries, theatres and concert halls. Piccadilly Circus is the heart of London's West End. To the east of Westminster is the East End, an industrial district of the capital. There are no parks or gardens in the East End. London has many places of interest. One of them is Buckingham Palace. It's the residence of the Queen. The English are proud of Trafalgar Square, which was named so in memory of the victory at the battle. There in 1805 the English fleet defeated the fleet of France and Spain. All London's long-past history is told by its streets. There are many streets in London which are known all over the world. Among them Oxford Street, Downing Street and a lot of others can be mentioned.

1. London is situated on the river Severn.
2. The population is about 8 million people.
3. London is divided into three parts.
4. The oldest part of London is the East End.
5. Big Ben strikes every hour.
6. Trafalgar Square was named in memory of the victory over Germany.
7. There are a lot of parks in the East End.
8. Piccadilly Circus is situated in the City.
9. Buckingham Palace is the residence of the Parliament.
10. The City is an industrial part of London.

### TEMA 5.2

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

Donetsk is the centre of coal-mining industry. The city was founded in 1869 by a businessman, John Hughes, who constructed a steel plant and several coal mines in the region; the town was thus named Yuzovka. From 1924 to 1961 it was called Stalino, and only in 1961 it became Donetsk.

The city is situated on the river Kalmius. It is very famous for its waste banks. Now the city produces metallurgic and mining equipment, refrigerators, bicycles. Food and light industries are also well-developed in Donetsk.

Donetsk is a well-known educational location of the surrounding area, accompanied with several universities, which include 5 state universities, 11 institutes, 3 academies, and a lot of colleges. The most important and prominent educational institutions include the National Technical University, as well as the Donetsk National University which was founded in 1965. There are also several scientific research institutes, and an Islamic University within Donetsk.

There are 3 theatres and two museums in the city: Donetsk Opera and Ballet House, Donetsk Museum of Fine Arts are among them.

Donetsk is also well-known due to its sport achievements. It has the best stadium in Ukraine, called Donbass Arena. It is a new stadium with a natural grass pitch, that opened on August 29, 2009. It is located in the center of the city.

Donetsk has been home to many famous people, including sportsmen, musicians, writers, businessmen, dissidents, and many others.

1. Donetsk is situated on the river Kalmius.
2. The most important educational institution is the Donetsk National University,
3. Donetsk is the centre of electronic industry.
4. In 1960 the city was named Donetsk.
5. The best stadium is called Donbass Plaza.
6. There 4 museums in the city.
7. The city buys mining equipment abroad.
8. The National University was founded in 1968.
9. John Hughes constructed a tractor plant.
10. There no research institutes in Donetsk.

### TEMA 6.1

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

#### *Oxford university*

Oxford and Cambridge are the two oldest Universities in England. They date back to the 13<sup>th</sup> century. Until the 19<sup>th</sup> century Oxford and Cambridge were the only universities in England, and there was no place for girls. Now they admit men and women.

Oxford University is a federation of independent colleges: Oxford has 23 ordinary colleges for men, 5 for women. All these are equal institutions. In order to become a member of the University a student must first be accepted as a member of a college. Most colleges were founded before 1600, and the oldest three – before 1300. The colleges elect their teachers and heads.

The University has laboratories, libraries and museums, which the students use in their studies. The interested student, during the three year course, can be sure of an opportunity of hearing every political leader in Britain and several of the world's most distinguished scholars, if he can find the time. Oxford University is famous for the following fact: every Prime Minister from 1945 to 1974 was an Oxford graduate.

1. Oxford and Cambridge are the two oldest Universities in England.
2. Oxford and Cambridge date back to the 13<sup>th</sup> century.
3. There was no place for girls Oxford and Cambridge until the 18th century.
4. Oxford has 23 ordinary colleges for men, 5 for women.
5. Most colleges were founded before 1500.
6. The University has laboratories, libraries and museums.
7. The students have a three year course.
8. The students have a chance to hear every political leader in Britain.
9. Some world's most distinguished scholars give their lectures in Oxford.
10. Every Prime Minister from 1945 to 1974 was an Oxford graduate.

### TEMA 6.2

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

At the moment, the world is losing one species of wildlife almost every day. The two main causes of this decline are the destruction of their habitat and over-population by human beings.

Every minute of the day, 20 hectares of tropical rainforest are cut down or burned. Hundreds of wild species – insects and plants – are lost as a result. If it goes on, rainforests could disappear in 50years'time. They are vital in keeping the Earth's climate and environment stable. If they are destroyed, mankind will suffer as well as wildlife.

As cities grow and industry develops around them, pollution becomes another problem for wildlife. Friends of Earth believe that two-thirds of the world's population will be living in urban areas by the year 2025.

In theory, most countries agree that there should be no trade in endangered species. Ninety-five countries have signed the Convention on International Trade in Endangered Species of Wild life and Fauna and Flora.

1. Many animal species are disappearing fast.
2. The destruction of their habits is one of the reasons of their destruction.
3. Every minute of the day, 20 hectares of tropical rainforest are cut down or burned.
4. Rainforests will disappear in 50 years.
5. Hundreds of wild species are vital in keeping the Earth's climate and environment stable.
6. If rainforests disappear in 50years'time, mankind will suffer as well as wildlife.
7. The development of cities may protect wildlife.
8. Friends of Earth believe that two-thirds of the world's population will be living in urban areas by the year 2050.
9. Endangered species shouldn't be traded.
10. Fifty-five countries have signed the Convention on International Trade in Endangered Species of Wild life and Fauna and Flora.

## 2 кype

### TEMA 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 an agronomist. To master our professional skills and to increase our knowledge we'll study many subjects: soil science, plant-breeding, seed-breeding, crop production, bio-chemistry, botany and many others. During the course of studies we have our practical training on farms which are equipped with different machinery. The students do a lot of work in the fields that is controlled by practical farmers and instructors.

The efforts of agronomists are directed at improving land use and raising yields of all crops. Nowadays, these tasks can be accomplished through intensification of farming.

Working in agricultural enterprises agronomists deal with the problems of adapting ecologically safe technologies of cultivation to given conditions, choosing proper varieties of crops, calculating norms of fertilizers and the like. Productive use of land implies above all growing crops yielding the biggest quantity of foodstuffs, fodder and raw materials.

To improve food safety is to foster organic farming. Scientists have gained much experience in genetics, plant-breeding and seed growing. They have elaborated new selection, seed-growing and cultivation methods. New varieties of wheat, maize, sunflower, sugar beet and other crops have been bred. The aim of agronomists is to apply these new methods and introduce the best varieties on their farms.

1. After graduating from the academy he wants to work as an agronomist.
2. We don't study many subjects to master the profession of an agronomist
3. We have our practical training on farms.
4. Usually farmers use outdated equipment.
5. The students work unsupervised in the fields during the practical work.
6. Agronomists adapt ecologically safe technologies of soil cultivation.
7. Productive use of land means the biggest quantity of foodstuffs, fodder and raw materials.
8. Food safety improvement depends on organic farming.
9. Scientists in the field of agronomy make use of long-standing methods of cultivation.
10. New varieties of wheat, maize, sunflower, sugar beet and other crops have been bred recently.

### TEMA 1.2

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

There are both basic and applied aspects of agronomy. Agronomists examine very basic components of soils and crops at sub cellular or molecular levels. For example, at the basic level, agronomists use sophisticated techniques to unravel the genetic makeup of major crops in order to change their adaptation, nutritive value, or to breed medicinal benefits into agronomic crops. Genetic improvement is an area where major breakthroughs are likely to occur.

Agronomists have developed highly specialized computer models of crop growth in order to better understand how environmental and management components affect the way crops grow. These models help in the development of such things as precision fertilizer application techniques, which provide the crop with the correct amount of nutrients at the correct time in its life cycle. This technique helps to reduce fertilizer over application, which is costly to the farmer, and may increase groundwater pollution.

Models of how chemicals move in the soil also help to assure proper application of animal manures, municipal waste, and soil amendments necessary for crop growth. Molecular components of soil constituents are studied to determine basic interactions affecting plant growth and nutrition, and soil and water quality.

1. Agronomists learn very basic components of soils and crops at sub cellular or molecular levels.
2. Agronomists rarely use sophisticated techniques to unravel the genetic makeup of major crops.
3. The computerizing models help in the development of precision fertilizer application techniques.
4. A special technique helps to increase fertilizer over application, which is costly to the farmer, and may reduce groundwater pollution.
5. Molecular components of soil constituents are learnt to determine basic interactions affecting plant growth and nutrition, and soil and water quality.
6. Biologists made computer models of crop growth in order to better understand how environmental and management components affect the way crops grow.
7. Precision fertilizer application techniques may increase groundwater pollution.
8. Models of how chemicals move in the soil help to assure proper application of field wastes.
9. There's no need to study molecular components of soil.
10. Studying molecular components of soil help understand interactions affecting water quality.

#### TEMA 2.1

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

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

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

Food production can be raised in two ways: either by cultivation of new lands or by the increase in yields on the same agricultural area. In traditional agriculture the first way was more popular. Nowadays yield increases are mostly obtained by introduction of new and improved varieties, by better use of fertilizers, better control of pests and diseases, chemical weed control. Yields may also be increased by application of improved cultural practices, irrigation and drainage, by rapid improvements in mechanization of such operations as seedbed preparation, planting, harvesting, and storage. In some cases a combination of these factors is necessary.

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

1. Crops produce food is for people only.
2. Crop production will always be a very important branch of economy.

3. Crop cultivation depends on many factors in what way the crop should be grown and harvested.
4. Crop cultivation isn't oriented towards high yields of farm crops' producing.
5. Yields may be increased by application of unproved cultural practices, irrigation and drainage.
6. There is no practice of crop cultivation on farms.
7. In traditional agriculture bycultivation of new lands isn't widely used.
8. Yields may also be increased by application of unproved cultural practices.
9. Humanities contributed to the improvement of the methods of yield increases.

## TEMA 2.2

### Read the text and answer the questions

Crops are variously grouped and classified. For example, they may be classified as cultivated or row crops, such as soybeans and cotton; noncultivated crops, such as wheat and barley; and hay or pasture crops, such as clovers, alfalfa, and many other small-seeded legumes and grasses.

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

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

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

The main food plants known belong to the grass family, including all cereal crops and about three fourths of the cultivated forage crops. Cereals are the world's leading food and feed crops. They are grain-bearing grasses such as wheat, corn, rye, barley, oats etc. Forage grasses are the ones that are highly essential for the economic production of livestock products. Almost all grasses have hollow stems made up of nodes and inter-nodes and varying greatly in length in different plants. The roots are fibrous. Grasses may be either annuals or perennials.

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

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

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

1. How are crops grouped?
2. What are annual crops?
3. What are biennials?
4. What are perennials?
5. What is botanical classification based upon?
6. What family do the main food plants belong to?
7. Could you give an example of grain-bearing grasses?
8. What are forage grasses essential for?
9. What plants does legume family include?
10. What important nutrient do the legumes contain?

## TEMA 3.1

### Read the text and answer the questions

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

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

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

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

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

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

1. What plays an important role in determining which crops should be grown?
2. What are the main textural classes?
3. What is a heavy soil?
4. What is a light soil?
5. What contributes to the preparation of the seedbed, fertilization during cultivation and protection from wind or water erosion?
6. Which component of the soil is the most important?
7. What do crop plants need to grow well?
8. What do crops absorb for normal growth?
9. What do good soils usually contain?
10. Which soils are favorable for the growth of the most important agricultural plants?

## **TEMA 3.2**

### **Read the text and answer the questions**

Good stands start with good seed. However, even the best seed will not produce optimum yields unless other factors are favourable. A good seedbed that supplies the proper environment for germination is of the greatest importance in ensuring an optimum stand of the crops to be grown. Such seedbed is to insure adequate moisture for germination at the due seeding depth. The soil particles must be in contact with the seed they surround to allow a maximum water absorption for rapid germination.

Before planting, a grower has to perform cultivation practices that insure the proper environment for germination and at the same time preserve soil structure and minimize water loss due to evaporation from the soil surface. If the soil were too finely pulverized, crusting would occur. To maintain good structure the soil should not be cultivated when it is wet.

The first tillage operation following the preceding harvest is to destroy crop residues and to incorporate them into the soil to be used for seeding. In some regions this is done in the fall, while in areas with short growing season this operation is delayed until early spring. Early cultivation allows more time for organic matter to decompose.

Final seedbed preparation is completed in spring or late summer for crops to be sown in the fall. The first step is to cultivate with discs or harrows, or both. The surface soil is to be worked finely enough to minimize evaporation and to insure fine and mellow seedbed. It has to be cultivated deeply

enough to kill early growing weeds. After cultivation, fields are sometimes rolled to insure a firm seedbed. This is quite common in preparing the seedbed for most forage grasses. For crops that require irrigation, beds should be formed before rolling. To conserve moisture, final seedbed preparation should be followed by immediate planting.

However, even the best seedbed will not insure a good stand unless there is enough oxygen and proper temperature for seed germination.

1. What is of great importance for ensuring optimal growth of cultivated crops?
2. What contributes to the rapid germination of seeds?
3. What measures should a gardener take before planting seeds?
4. Under what conditions can a crust form on the soil?
5. What is the first tillage operation after the previous harvest?
6. In some regions this operation is delayed until early spring, isn't it?
7. What does early cultivation allow?
8. What is the initial step in final seedbed preparation?
9. Why is it necessary to finely process the surface layer of the soil?
10. What are the main conditions for planting seeds?

#### **TEMA 4.1**

##### **Read the text and answer the questions**

After water reaches the farm it may be applied by surface, subsurface, or sprinkler-irrigation methods. Surface irrigation is normally used only where the land has been graded so that uniform slopes exist.

Surface irrigation systems are usually classified as either flood or furrow systems.

1.-In the flood system, water is applied at the edge of a field and allowed to move over the entire surface to the opposite side of the field. Grain and forage crops are quite often irrigated by flood techniques.

2.-The furrow system is used for row crops such as corn (maize), cotton, sugar beets, and potatoes. Furrows are plowed between crop rows and the water is run in the furrows.

Subirrigation is a less common method. An impermeable layer must be located below, but near, the root zone of the crop so that water is trapped in the root zone. If this condition exists, water is applied to the soil through tile drains or ditches.

In recent years sprinklers have been used increasingly to irrigate agricultural land. Little or no preparation is needed, application rates can be controlled, and the system may be used for frost protection and the application of chemicals. Sprinklers range from those that apply water in the form of a mist to those that apply an inch or more per hour.

The type of drainage system designed depends on many factors, but the most important is the type of soil. Soils that have a high percentage of sand- and silt-size particles and a low percentage of clay-size particles usually will transmit water rapidly enough to make subsurface drainage feasible. Soils that are high in clay-size particles usually cannot be drained by subsurface improvements. The topography or slope of the land is also important. If land is completely flat, drainage is more difficult.

1. Where is surface irrigation normally used?
2. How are surface irrigation systems usually classified?
3. How is water supplied in the irrigation system?
4. How are grain and fodder crops irrigated?
5. What crops is the furrow system used for?
6. What are the advantages of sprinklers?
7. What is the main factor that determines the type of drainage system being designed?
8. How are soils with a high content of particles allowed to pass water in order to make underground drainage possible?
9. Can soils with a high content of clay particles be drained by subsurface improvements?
10. Is drainage difficult if the ground is completely flat?

## ТЕМА 4.2

### Read the text and answer the questions

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

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

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

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

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

1. What should increase soil fertility and ensure the best quality of crops?
2. How are fertilizers usually classified?
3. What forms the fertilizers' main constituent?
4. How can fertilizers be grouped?
5. How should fertilizers be applied to be effective?
6. Why shouldn't young growing plants be given concentrated, highly soluble fertilizers?
7. Is it possible to apply a mixed fertilizer containing two or more mineral elements?
8. When are low-nitrogen mixtures added to the soil?
9. When do row crops receive a side dressing?
10. At what stage of crop growth can lime, which is used to correct soil acidity be applied?

### 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                                                                                                                                                                                       | «хорошо»              |

|                                                                                                                                                                                                                                                                                |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| грамматические конструкции соответствуют поставленной коммуникативной задаче; наблюдаются незначительные орфографические ошибки                                                                                                                                                |           |
| 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» |

## Блок В

### ОЦЕНОЧНЫЕ СРЕДСТВА ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

#### Контрольные вопросы для самоподготовки к зачету

#### 1 курс

1. What is your name? Where and when were you born?
2. How many people are there in your family?
3. Where do you live?
4. What school did you finish?
5. What were your favourite subjects at school?
6. Do you get up early?
7. At what time do you usually leave home? How long does it take you to get to the institute?
8. Where do you usually have lunch?
9. What time do you come home?
10. How long does it take you to do your homework?
11. How do you usually spend your evenings?
12. Is your flat far from the centre of the town? What floor is it on?
13. How many rooms does your flat have?
14. What is its floorspace?
15. What rent do you pay?
16. What conveniences have you got?
17. What is there in your room?
18. What is your favourite season?
19. Why do some people like to be on leave in winter? What about you?
20. What are the advantages of summer holidays?
21. What is the most popular shopping center in your town? Is it far from your house?
22. What do we buy at the readymade clothes department (perfumery, haberdashery, footwear, drapery)?
23. How much money a week do you spend on foodstuffs?
24. What are you going to buy in the shop today?
25. What foodstuffs will you buy if you have much money?
26. How many meals a day do you have?
27. What do you prefer to have for breakfast (lunch, dinner, supper)?
28. What kind of travelling do you prefer? What are the advantages of it?
29. What objects do you like to photograph?
30. Where would you like to go? Why?
31. What are the factors of environmental pollution? What can people do to defend the environment?
32. What places of interest in Moscow have a world-wide fame?
33. Which of the Moscow theatres do you know?
34. What kind of district is the East End?
35. What is London famous for?
36. What are you going to be? What are the peculiarities of your future profession?

## **Контрольные вопросы для самоподготовки к зачету**

### **2 курс**

1. Why do people want to become agronomists?
2. What kind of person should an agronomist be?
3. What skills does one need to become a good agronomist?
4. What are some good reasons to become an agronomist?
5. What makes you to become an agronomist?
6. What are the efforts of agronomists directed at?
7. Who deals with the problems of adapting ecologically safe technologies of cultivation?
8. What should would be agronomists do to master the professional skills and to increase the knowledge?
9. Where do would be agronomists have their practical training during the course of studies?
10. Who controls students' work in the field?
11. What does Agronomy study?
12. What does Agronomy deal with?
13. Who conducts research in crop rotation, irrigation and drainage, plant breeding, soil classification, soil fertility, weed control, and other areas?
14. What areas do agronomists specialize in?
15. Where do agronomists carry out their research work?
16. Who examines very basic components of soils and crops at sub cellular or molecular levels?
17. What do agronomists use to unravel the genetic makeup of major crops?
18. What is studied to determine basic interactions affecting plant growth and nutrition?
19. What helps in the development of such things as precision fertilizer application techniques?
20. What aspects of agronomy do you know?
21. What are crops?
22. What does crop cultivation on farms depend on?
23. What problem must agronomists of all countries solve?
24. In what ways can food production be raised?
25. What are yield increases mostly obtained by?
26. Whom have crops are plants been carefully selected and developed by?
27. How many ways can food production be raised?
28. What factors influence crop growing and harvesting?
29. What are the basics of yield increases' methods?
30. What are those ways with the help of which food production can be raised?
31. How can farm crops be classified?
32. What is an annual plant? How long do biennial plants grow?
33. What are the most important botanical families?
34. What family does wheat belong to?
35. Why are legumes so important?
36. How many seeds do legumes contain?
37. What are annual crops?
38. What is botanical classification based upon?
39. What is the lifecycle of perennials?
40. Are the legume crops used as food for farm animals?

### **Контрольные вопросы для самоподготовки к экзамену**

1. What textural classes of soil do you know?
2. What is soil structure?
3. What are the most important mineral elements required for plant growth?
4. Why can plants grow well on fertile soils?
5. Should fertilizers be applied to fertile soils?
6. What do crop plants require to produce high yields?
7. What favours good seedbed preparation?
8. Are sandy soils able to store moisture in sufficient amounts for crops to grow well?
9. What is oxygen necessary for?
10. What do crop plants need to grow well?

11. Why is a good seedbed of great necessity?
12. Is moisture required by germinating seeds?
13. What is cultivation done for?
14. What should be done to conserve moisture?
15. Is a good seedbed the only factor providing proper germination of seed?
16. What are the properties of the soil to be used as a seedbed?
17. When is final seedbed preparation completed for crops to be sown in the fall?
18. Is it necessary for soil to be cultivated deeply enough? Why?
19. Why are fields sometimes rolled after cultivation?
20. Will the best seedbed insure a good stand?
21. When is drainage necessary?
22. When is irrigation necessary?
23. How much water do plants need during the growing season?
24. What is the ease with which water can pass through a soil influenced by?
25. Where and when is the supply of water insufficient?
26. Do legumes improve soil fertility?
27. What factors does the amount of water required for irrigation depend on?
28. What quantity of water do most plants require during the later periods of growth?
29. How does a well-drained soil influence aerobic bacteria?
30. How many sources of irrigation water are there?
31. How are fertilizers usually classified?
32. Where and when should fertilizers be applied?
33. What does broadcast application of fertilizers mean?
34. When are mixtures with low amount of nitrogen usually applied?
35. What does too much nitrogen tend to cause?
36. What causes lodging of the crop?
37. What is the best way of applying fertilizers to the crop?
38. What do phosphatic fertilizers produce?
39. What spreads the material more evenly over the soil surface?
40. What should application of fertilizer mixtures with low amount of nitrogen be followed by?

#### **Шкала оценивания**

| <b>Экзамен,<br/>зачет с оценкой,<br/>курсовые работы<br/>(проекты), практики</b> | <b>Зачет</b> | <b>Критерии оценивания</b>                                                                                                                                                          |
|----------------------------------------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| «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**

**35.03.04 Агрономия**

**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**

**Б1.0.02 Иностранный язык**

**Задания закрытого типа**

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |            |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------|--|---|-------|---|------|---|-------|---|----------|---|-------|---|------|---|--------|---|------------|--|--|---|------|---|---|---|---|--|--|--|--|
| 1 | <p>Прочитайте вопрос и выберите правильный вариант ответа:<br/><b>Какой модальный глагол употребляется с частицей "to"</b><br/>1) should<br/>2) ought<br/>3) may<br/>4) must</p> <p>Правильный ответ: 2</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |            |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| 2 | <p>Прочитайте предложение и выберите правильный вариант ответа:<br/><b>Going ... is the quickest way of travelling.</b><br/>1) by plane<br/>2) by bus<br/>3) by car<br/>4) by train</p> <p>Правильный ответ: 1</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |            |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| 3 | <p>Прочитайте вопрос и выберите все правильные варианты ответа:<br/><b>Какие достопримечательности находятся в Лондоне?</b><br/>1) Castle Rock<br/>2) King's Theatre<br/>3) Regent's Park<br/>4) Trafalgar Square</p> <p>Правильные ответы: 34</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |            |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| 4 | <p>Прочитайте слова, расположите их в соответствующей последовательности, чтобы составить общий вопрос:<br/>1) you<br/>2) did<br/>3) late<br/>4) come<br/>5) yesterday<br/>Запишите соответствующую последовательность цифр слева направо</p> <table><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Правильный ответ: 21435</p>                                                                                                                                                                                                                                                                                                                                                                               |   |            |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |            |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| 5 | <p>Прочитайте слова и установите соответствие:<br/><b>Установите соответствие между антонимами</b><br/>К каждой позиции, данной в левом столбце, подберите соответствующую позицию из правого столбца:</p> <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>B</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> <p>Запишите выбранные цифры в соответствующие ячейки</p> <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> <p>Правильный ответ: A5Б1B4Г3</p> |   |            |  | A | short | 1 | thin | Б | stout | 2 | take off | B | quiet | 3 | ugly | Г | pretty | 4 | hot-headed |  |  | 5 | tall | A | Б | B | Г |  |  |  |  |
| A | short                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1 | thin       |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| Б | stout                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2 | take off   |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| B | quiet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 3 | ugly       |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| Г | pretty                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 4 | hot-headed |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 5 | tall       |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| A | Б                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | B | Г          |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |            |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |

|    |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                          |               |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
|    | <b>Задания открытого типа</b>                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                          |               |
| 6  | Прочитайте предложение и впишите недостающее слово<br><b>At the butcher's we buy -----</b><br>Правильный ответ: meat                                                                                                                                                                                                                                                                       |                                                                                                                                                                          |               |
| 7  | Прочитайте предложение и впишите недостающее слово<br><b>It takes me 4 hours to do my -----</b><br>Правильный ответ: homework                                                                                                                                                                                                                                                              |                                                                                                                                                                          |               |
| 8  | Прочитайте предложение и впишите недостающее слово<br><b>Factories pollute the air and water but provide ----- for people</b><br>Правильный ответ: jobs                                                                                                                                                                                                                                    |                                                                                                                                                                          |               |
| 9  | Прочитайте предложение и впишите недостающее слово<br><b>The weather is -----when it drizzles</b><br>Правильный ответ: unpleasant                                                                                                                                                                                                                                                          |                                                                                                                                                                          |               |
| 10 | Прочитайте предложение и впишите недостающий модальный глагол<br><b>I -----have got on the wrong bus. I cannot recognize the places we are passing</b><br>Правильный ответ: must                                                                                                                                                                                                           |                                                                                                                                                                          |               |
| 11 | Прочитайте предложение, выберите правильный ответ и запишите аргументы, обосновывающие выбор ответа<br>Прочитайте предложение, впишите недостающий модальный глагол. В обосновании укажите в каком значении употребляется выбранное слово.<br>-----he be ill?<br>1) may<br>2) can<br>3) must<br>4) should<br>Правильный ответ 2:<br>Обоснование: can употребляется для выражения удивления |                                                                                                                                                                          |               |
| 12 | Прочитайте предложение, выберите правильный вариант ответа и запишите аргументы, обосновывающие выбор ответа<br><b>This book is ----- of all I have read</b><br>1) more interesting<br>2) most interesting<br>3) the most interesting<br>4) an interesting<br>Правильный ответ: 3<br>Обоснование: превосходная степень многосложных прилагательных образуется при помощи "the most"        |                                                                                                                                                                          |               |
| 13 | Дополните предложение глаголом в нужном времени и запишите аргументы, обосновывающие выбор ответа<br><b>He ----- a new house this year</b><br>1) has bought<br>2) had bought<br>3) bought<br>4) was buying<br>Правильный ответ: 1<br>Обоснование: Индикатор показателя времени Present Perfect – this year                                                                                 |                                                                                                                                                                          |               |
| 14 | Прочитайте и установите соответствие между текстами (А, Б, В) и заголовками (1-4)<br>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 money to governments and countries which | Earning money |

|                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                          |   |                      |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------|
|                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | need financial aim.                                                                                                                                                                                                                                                                                                                      |   |                      |
|                                                                                                                                   | Б                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 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 |
|                                                                                                                                   | В                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 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                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                          |   |                      |
|                                                                                                                                   | А                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Б                                                                                                                                                                                                                                                                                                                                        | В |                      |
|                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                          |   |                      |
| Правильный ответ: А3Б4В2<br>Ключевые слова: для А – to fight poverty,<br>для Б – credit cards,<br>для В – if we didn't have money |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                          |   |                      |
| 15                                                                                                                                | Установите последовательность расположения слов и запишите аргументы, обосновывающие выбор ответа<br><b>he, when, graduate from, did, the institute?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                          |   |                      |
|                                                                                                                                   | Правильный ответ: When did he graduate from the institute?<br>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<br><b>colder – cold - the coldest</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                          |   |                      |
|                                                                                                                                   | Правильный ответ: colder-colder-the coldest<br>Обоснование: односложные прилагательные образуют степени сравнения при помощи окончаний – er, – est                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                          |   |                      |
| 17                                                                                                                                | Определите последовательность этапов написания письма на английском укажите недостающий этап.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                          |   |                      |
|                                                                                                                                   | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | an ending                                                                                                                                                                                                                                                                                                                                |   |                      |
|                                                                                                                                   | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | a main body                                                                                                                                                                                                                                                                                                                              |   |                      |
|                                                                                                                                   | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | a conclusion                                                                                                                                                                                                                                                                                                                             |   |                      |
|                                                                                                                                   | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | -                                                                                                                                                                                                                                                                                                                                        |   |                      |
|                                                                                                                                   | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | an introduction                                                                                                                                                                                                                                                                                                                          |   |                      |
|                                                                                                                                   | Правильный ответ: 45231<br>Недостающий этап: 4 (a greeting)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                          |   |                      |
| 18                                                                                                                                | Прочитайте текст, выберите правильный ответ и запишите развернутый, обоснованный ответ<br>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.<br>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 |                                                                                                                                                                                                                                                                                                                                          |   |                      |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p>fewer trees and more carbon dioxide.<br/> 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.<br/> The greenhouse effect is sometimes called global warming.<br/> <i>Вопрос:</i><br/> What should we do to decrease the amount of carbon dioxide in the air?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|    | <p><i>Правильный ответ: The main thing is to plant more trees. They will take carbon dioxide from air and produce oxygen.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 19 | <p><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></p> <p style="text-align: center;"><b>MY MEALS</b></p> <p>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.<br/> 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.<br/> But I enjoy my evening meal at home. My mother is a wonderful cook and her dinners are always delicious and various.<br/> 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.<br/> 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.</p> <ol style="list-style-type: none"> <li>1. The boy has a big breakfast on weekdays.</li> <li>2. The boy hates his school canteen.</li> <li>3. He enjoys his evening meal at home.</li> <li>4. His mother does not make him eat fish.</li> <li>5. The family doesn't go to McDonald's very often.</li> </ol> <p><i>Правильный ответ: 1F2T3T4F5F</i><br/> <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></p> |
| 20 | <p><i>Прочитайте текст , ответьте на вопрос и запишите развернутый, обоснованный ответ</i></p> <p style="text-align: center;"><b>SHOPPING</b></p> <p>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.<br/> Here is this supermarket. The first counter on the right is the bakery. There is always</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                    | <p>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.</p> <p>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.</p> <p>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.</p> <p>Where do you buy foodstuffs and why?</p> |
|                                                                                                                                    | <p><i>Правильный ответ: at a supermarket</i></p> <p><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></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>УК-4 Способен осуществлять деловую коммуникацию в устной и письменной форме на государственном языке РФ и иностранном языке</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>УК-4.3. Читает и переводит со словарем информацию на иностранном языке на темы повседневного и делового общения</b>             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Б1.0.02 Иностранный язык</b>                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <i>Задания закрытого типа</i>                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1                                                                                                                                  | <p><i>Прочитайте вопрос и выберите правильный вариант ответа:</i></p> <p><b>If I were an agronomist, I...hard.</b></p> <p>1) would work<br/>2) work<br/>3) would have worked<br/>4) should have worked</p> <p><i>Правильный ответ: 1</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2                                                                                                                                  | <p><i>Прочитайте предложение и выберите правильный вариант предлога, употребляющегося с герундием:</i></p> <p><b>She insisted...visiting that agricultural exhibition.</b></p> <p>1) to<br/>2) for<br/>3) on<br/>4) of</p> <p><i>Правильный ответ: 3</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 3                                                                                                                                  | <p><i>Прочитайте предложение и выберите все правильные варианты ответа:</i></p> <p><b>Scientists have gained much experience in..., ..., and...</b></p> <p>1) genetics<br/>2) trading<br/>3) plant-breeding<br/>4) seed growing</p> <p><i>Правильные ответы: 1 3 4</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 4                                                                                                                                  | <p><i>Прочитайте слова, расположите их в соответствующей последовательности, чтобы составить вопрос в косвенной речи:</i></p> <p>1) me where<br/>2) bought that device<br/>3) he asked</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |           |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------|---|----|---|-----------|---|----|---|----------|---|-----|---|------------|---|----|--|--|---|----|---|---|---|---|--|--|--|--|
|    | 4) I had<br>Запишите соответствующую последовательность цифр слева направо без пробелов и запятых<br>Правильный ответ: 3142                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |           |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
| 5  | Прочитайте слова и установите соответствие:<br><b>Установите соответствие между предложениями и глаголами</b><br>К каждой позиции, данной в левом столбце, подберите соответствующую позицию из правого столбца: <table><tr><td>A</td><td>to object</td><td>1</td><td>to</td></tr><tr><td>Б</td><td>to insist</td><td>2</td><td>in</td></tr><tr><td>B</td><td>to think</td><td>3</td><td>for</td></tr><tr><td>Г</td><td>to succeed</td><td>4</td><td>on</td></tr><tr><td></td><td></td><td>5</td><td>of</td></tr></table><br>Запишите выбранные цифры в соответствующие ячейки без пробелов и запятых <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><br>Правильный ответ: A1Б4B5Г2 | A | to object | 1 | to | Б | to insist | 2 | in | B | to think | 3 | for | Г | to succeed | 4 | on |  |  | 5 | of | A | Б | B | Г |  |  |  |  |
| A  | to object                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 1 | to        |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
| Б  | to insist                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2 | in        |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
| B  | to think                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3 | for       |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
| Г  | to succeed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 4 | on        |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 5 | of        |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
| A  | Б                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | B | Г         |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |           |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
|    | Задания открытого типа                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |           |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
| 6  | Прочитайте предложение и впишите недостающее слово<br><b>Agronomists examine very basic components of soils and crops at sub cellular or molecular -----</b><br>Правильный ответ: levels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |           |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
| 7  | Прочитайте предложение и впишите недостающее слово<br><b>Agronomists often use sophisticated-----</b><br>Правильный ответ: techniques                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |           |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
| 8  | Прочитайте предложение и впишите недостающее слово<br><b>Crops are plants which have been selected and-----by man</b><br>Правильный ответ: developed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |           |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
| 9  | Прочитайте предложение и впишите недостающее слово<br><b>Crops produce-----for people and animals</b><br>Правильный ответ: food                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |           |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
| 10 | Прочитайте предложение и впишите недостающее слово<br><b>Crop production has been and will always be an important -----of economy</b><br>Правильный ответ: branch                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |           |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
| 11 | Прочитайте предложение и впишите недостающий вспомогательный глагол<br><b>A farmer from the USA said he ----- visit our farm the next week</b><br>1. will<br>2. would<br>3. will be able to<br>4. shall be able to<br>Правильный ответ: would<br>Обоснование: при переходе прямой речи в косвенную, сказуемое прямой речи меняется в соответствии с Правилom согласования времён, так как глагол –сказуемое в словах автора находится во времени Past Indefinite: следовательно, вспомогательный глагол will прямой речи преобразуется в глагол would в косвенной                                                                                                                                                                                 |   |           |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
| 12 | Прочитайте предложение и впишите недостающий вспомогательный глагол<br><b>If I ----had much time, I ‘d have spent it in the country</b><br>1. had<br>2. have<br>3. has<br>4. to have<br>Правильный ответ: 1 (had)<br>Обоснование: в условных предложениях третьего типа придаточное предложение                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |           |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |

|    |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                          |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------|
|    | условия состоит из вспомогательного глагола had и глагола – сказуемого в третьей форме                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                          |
| 13 | Дополните предложение соответствующей формой глагола “to be” и запишите аргументы, обосновывающие выбор ответа<br><b>If I ----- you, I would go to the country</b><br>Правильный ответ: were.<br>Обоснование: в условных предложениях 2 типа в придаточном предложении условия глагол to be употребляется в форме were для всех лиц и чисел. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                          |
| 14 | Прочитайте текст, выберите правильный ответ и запишите аргументы, обосновывающие выбор ответа<br><br>Установите соответствие между текстами (А, Б, В) и заголовками (1-4) Один заголовок лишний.                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                          |
|    | A                                                                                                                                                                                                                                                                                                                                            | Some people can’t get out of the house easily to shop, don’t have the time to do it or just don’t enjoy shopping. If shopping is something you enjoy, turn it into a self-employed career. Personal shoppers give advice to customers and suggest products that may suit their needs. Advertise your services at locations such as senior citizens’ centres, community centres, shopping malls and grocery stores. Meet with the clients and find out what items (groceries, clothing, etc.) they need and how often | 1 | Choosing a job           |
|    | Б                                                                                                                                                                                                                                                                                                                                            | The market is changing very fast. In fact, there may be careers that exist when a student gets out of college that simply didn’t exist when they started. So rather than asking, “What do I want to be?” pose these questions: “What skills do I have? What kinds of people do I like to work with? In what kind of environment?”                                                                                                                                                                                    | 2 | Start your business      |
|    | В                                                                                                                                                                                                                                                                                                                                            | The regulations define the period between 11 pm and 6 am although this agreement can be slightly varied between employers and workers. Generally, people who work for at least three hours within the period must be offered a free health assessment before they begin their work duties and on a regular basis.                                                                                                                                                                                                    | 3 | A job with a high salary |
|    | Г                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 4 | Night work               |
|    | Запишите выбранные цифры в соответствующие ячейки                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                          |
|    | A                                                                                                                                                                                                                                                                                                                                            | Б                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | В |                          |
|    |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                          |
|    | В обосновании выбора ответа укажите ключевые слова.                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                          |
|    | Правильный ответ: А2Б1В4<br>Обоснование: Ключевые слова: А – Advertise your services at locations Б- What do I want to be? В - The period between 11 pm and 6 am                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                          |
| 15 | Прочитайте предложение, выберите правильный вариант ответа и запишите аргументы, обосновывающие выбор ответа<br><b>He asked me when ----- a new agricultural equipment</b>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                          |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |   |   |   |   |  |  |  |  |  |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|--|--|--|--|--|
|    | <div>1) did I buy</div> <div>2) I bought</div> <div>3) I had bought</div> <div>4) had I bought</div> <div>Правильный ответ: 3</div> <div>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</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |   |   |   |   |  |  |  |  |  |
| 16 | <div>Дополните предложение объектным инфинитивным комплексом и запишите аргументы, обосновывающие выбор ответа</div> <div>He saw -----</div> <div>1. the man to try to open the door</div> <div>2. the man try to open the door</div> <div>3. the man to try open the door</div> <div>4. the man try open the door</div> <div>Правильный ответ: 2</div> <div>Обоснование: после глагола чувственного восприятия отсутствует частица «to» перед инфинитивом в структуре «объектный инфинитивный оборот»</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |   |   |   |  |  |  |  |  |
| 17 | <div>Прочитайте предложения и расположите их в нужной последовательности; переведите текст на русский язык</div> <div>1. Scientists have gained much experience in genetics, plant-breeding and seed growing.</div> <div>2. To improve food safety is to foster organic farming.</div> <div>3. Nowadays, preventive consumer health protection takes precedence over economic interests</div> <div>4. They have elaborated new selection, seed-growing and cultivation methods.</div> <div>5. New varieties of wheat, maize, sunflower, sugar beet and other crops have been bred</div> <table><tr><td>А</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> <div>Правильный ответ: АБВГД5</div> <div>Перевод: В настоящее время профилактическая защита здоровья потребителей имеет приоритет над экономическими интересами. Повышение безопасности пищевых продуктов - это развитие органического земледелия. Ученые накопили большой опыт в области генетики, селекции растений и семеноводства. Они разработали новые методы селекции, семеноводства и культивирования. Выведены новые сорта пшеницы, кукурузы, подсолнечника, сахарной свеклы и других сельскохозяйственных культур</div>                                                      | А | Б | В | Г | Д |  |  |  |  |  |
| А  | Б                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | В | Г | Д |   |   |  |  |  |  |  |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |   |   |   |   |  |  |  |  |  |
| 18 | <div>Прочитайте текст и запишите развернутый обоснованный ответ</div> <div>There are different practices of crop cultivation on farms, and it depends on many factors in-what way the crop should be grown and harvested. But the aim is always the same: to produce high yields of farm crops as economically as possible. This is of great importance nowadays, as the world population is constantly growing at a rapid rate. Agriculturists of all countries must solve the problem how to provide the increasing supplies of high quality food for people.</div> <div>Food production can be raised in two ways: either bycultivation of new lands or by the increase in yields on the same agricultural area. In traditional agriculture the first way was more popular. Nowadays yield increases are mostly obtained by introduction of new and improved varieties, by better use of fertilizers, better control of pests and diseases, chemical weed control.</div> <div>Вопрос: Why is it so important to get a high harvest now?</div> <div>Правильный ответ: It's very important because the world population is constantly growing at a rapid rate; that's why agriculturists of all countries must solve the problem how to provide the increasing supplies of high quality food for people.</div> |   |   |   |   |   |  |  |  |  |  |
| 19 | <div>Прочитайте текст и запишите развернутый обоснованный ответ</div> <div>Texture of a soil refers to the size of its particles. Soils range from pure sands to pure clays. The principal textural classes are sand, sandy loam, clay loam, and clay. A soil with a large proportion of clay particles is usually called a heavy soil, and the one with a large proportion of sand — a light soil, the two types differing greatly in the ease of cultivation. Soil structure refers to the manner in</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |   |   |   |  |  |  |  |  |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p>which the particles are arranged. An aggregated or compound structure favours good seedbed preparation, ease of cultivation, and protection from wind or water erosion. Aggregated structure normally is found in soils rich in organic matter. Among soil constituents, water is the most important one. The finer the soil particles, the more water the soil holds. Extremely coarse sandy soils are unable to store moisture in sufficient amounts for crops to grow well.</p> <p><i>Вопрос: How does the aggregated or composite structure of the soil affect the preparation for sowing?</i></p> <p><i>Правильный ответ: An aggregated or composite structure contributes to good soil preparation for seeds, fertilizer during cultivation, and protection from wind or water erosion. The aggregated structure is usually found in soils rich in organic matter.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 20 | <p><i>Прочитайте текст и запишите развернутый обоснованный ответ</i></p> <p>There are both basic and applied aspects of agronomy. Agronomists examine very basic components of soils and crops at sub cellular or molecular levels. For example, at the basic level, agronomists use sophisticated techniques to unravel the genetic makeup of major crops in order to change their adaptation, nutritive value, or to breed medicinal benefits into agronomic crops. Genetic improvement is an area where major breakthroughs are likely to occur. Agronomists have developed highly specialized computer models of crop growth in order to better understand how environmental and management components affect the way crops grow. These models help in the development of such things as precision fertilizer application techniques, which provide the crop with the correct amount of nutrients at the correct time in its life cycle. This technique helps to reduce fertilizer over application, which is costly to the farmer, and may increase groundwater pollution. Models of how chemicals move in the soil also help to assure proper application of animal manures, municipal waste, and soil amendments necessary for crop growth</p> <p><i>Вопрос: How do computer models help the agronomists in the development of agricultural technologies?</i></p> <p><i>Правильный ответ: Computer models help the agronomists in the development of such things as precision fertilizer application techniques, which provide the crop with the correct amount of nutrients. It helps to reduce fertilizer over application. Those models help to assure proper application of animal manures and soil amendments necessary for crop growth</i></p> |