

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



О.А. Удалых  
2023г.

**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) Агробизнес  
(наименование профиля/специализации подготовки, при наличии)

Квалификация выпускника: Бакалавр  
(квалификация выпускника)

Год начала подготовки: 2023

Макеевка – 2023

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

Разработчик(и)

  
(подпись)

Н.В.Соловьева

(ИОФ)

(подпись)

(ИОФ)

(подпись)

(ИОФ)

Фонд оценочных средств обсужден на заседании ПМК кафедры русского и иностранных языков, протокол № 7 от «30» марта 2023 года.

Председатель ПМК

  
(подпись)

М.П.Парфенов

(ИОФ)

Фонд оценочных средств утвержден на заседании кафедры русского и иностранных языков, протокол № 7 от «30» марта 2023 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 направлений подготовки 35.00.00 – Сельское, лесное и рыбное хозяйство | Обязательная часть                   |                        |                             |
|                                                      | Направление подготовки: 35.03.04 Агрономия                                               |                                      |                        |                             |
|                                                      | Общее количество часов – 252                                                             | Направленность (профиль): Агробизнес | Семестр                |                             |
| 1-й, 2-й, 3-й, 4-й                                   |                                                                                          |                                      | 1-й, 2-й, 3-й, 4-й     | 1-й, 2-й, 3-й, 4-й          |
|                                                      | Образовательная программа высшего образования – программа бакалавриата                   | Лекции                               |                        |                             |
|                                                      |                                                                                          | -                                    | -                      | -                           |
|                                                      |                                                                                          | Практические занятия                 |                        |                             |
|                                                      |                                                                                          | 30 ч./30 ч.                          | 10 ч./ 10ч             | 18 ч./ 16 ч                 |
|                                                      |                                                                                          | 30 ч./30 ч.                          | 10 ч./ 10ч.            | 18 ч./ 16 ч.                |
|                                                      |                                                                                          | Самостоятельная работа               |                        |                             |
|                                                      |                                                                                          | 42/40/4/39,7                         | 62/60/24/59,7          | 54/54/16/53,7               |
|                                                      |                                                                                          | Контактная работа, всего             |                        |                             |
| -/2/2/2,3                                            | -/2/2/2,3                                                                                | -/2/2/2,3                            |                        |                             |
| Вид контроля: зачёт (3 семестр), экзамен (4 семестр) |                                                                                          |                                      |                        |                             |

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

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

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

### 1.3. Перечень тем дисциплины

| Шифр<br>темы  | Название темы                     | Кол-во<br>часов |
|---------------|-----------------------------------|-----------------|
| <b>1 курс</b> |                                   |                 |
| T 1.1         | Вводно-коррективный курс          | 12              |
| T 1.2         | About myself. My family           | 12              |
| T 2.1         | My working day                    | 12              |
| T 2.2         | My flat                           | 12              |
| T 3.1         | At a supermarket                  | 12              |
| T 3.2         | At a department store             | 12              |
| T 4.1         | What the weather is in my country | 12              |
| T 4.2         | Travelling                        | 12              |
| T 5.1         | London                            | 12              |
| T 5.2         | Moscow                            | 12              |
| T 6.1         | Education                         | 12              |
| T 6.2         | Pollution of air and hydrosphere  | 10              |
|               | Другие виды контактной работы     | 2               |
| <b>2 курс</b> |                                   |                 |
| T 1.1         | What is agribusiness?             | 7               |
| T 1.2         | Setting up business               | 9               |
| T 1.3         | Pros and cons of agribusiness     | 9               |
| T 1.4         | Start your free trial today       | 9               |
| T 2.1         | Breaking down agribusiness        | 24              |
| T 2.2         | Land, output, yields              | 24              |
| T 2.3         | Efforts to control prices         | 21,7            |
|               | Другие виды контактной работы     | 4,3             |
| Всего         |                                   | 252             |

### 1.4. Матрица соответствия тем дисциплины и компетенций

#### 1 курс

| <i>Шифр компетенции<br/>по ФГОС ВО</i> | <i>Шифр темы</i> |       |       |       |       |       |       |       |       |       |       |       |
|----------------------------------------|------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|                                        | Т 1.1            | Т 1.2 | Т 2.1 | Т 2.2 | Т 3.1 | Т 3.2 | Т 4.1 | Т 4.2 | Т 5.1 | Т 5.2 | Т 6.1 | Т 6.2 |
| УК-4.2                                 |                  | +     | +     | +     | +     | +     | +     | +     | +     | +     | +     | +     |

#### 2 курс

| <i>Шифр<br/>компетенции<br/>по ФГОС ВО</i> | <i>Шифр темы</i> |      |      |      |      |      |      |
|--------------------------------------------|------------------|------|------|------|------|------|------|
|                                            | Т1.1             | Т1.2 | Т1.3 | Т1.4 | Т2.1 | Т2.2 | Т2.3 |
| УК-4.3                                     | +                | +    | +    | +    | +    | +    | +    |

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

#### 1 курс

| №<br>ТЕМЫ | <i>ТЕКУЩИЙ КОНТРОЛЬ</i>                                     |                                           |                                                            |                                               |                                                            |                                              |
|-----------|-------------------------------------------------------------|-------------------------------------------|------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------|----------------------------------------------|
|           | <i>Тестовые задания<br/>по теоретическому<br/>материалу</i> | <i>Вопросы<br/>для устного<br/>опроса</i> | <i>Типовые<br/>задания<br/>практического<br/>характера</i> | <i>Задания для<br/>контрольной<br/>работы</i> | <i>Тематика<br/>рефератов,<br/>докладов,<br/>сообщений</i> | <i>Индивидуальное<br/>творческое задание</i> |
|           | <b>Блок А<br/>Контроль знаний</b>                           |                                           | <b>Блок Б<br/>Контроль умений, навыков</b>                 |                                               |                                                            |                                              |
| Тема 1.1  | +                                                           | +                                         | +                                                          |                                               |                                                            |                                              |
| Тема 1.2  | +                                                           | +                                         | +                                                          |                                               |                                                            |                                              |
| Тема 2.1  | +                                                           | +                                         | +                                                          |                                               |                                                            |                                              |
| Тема 2.2  | +                                                           | +                                         | +                                                          |                                               |                                                            |                                              |
| Тема 3.1  | +                                                           | +                                         | +                                                          |                                               |                                                            |                                              |
| Тема 3.2  | +                                                           | +                                         | +                                                          | +                                             |                                                            |                                              |
| Тема 4.1  | +                                                           | +                                         | +                                                          |                                               |                                                            |                                              |
| Тема 4.2  | +                                                           | +                                         | +                                                          |                                               |                                                            |                                              |
| Тема 5.1  | +                                                           | +                                         | +                                                          |                                               |                                                            |                                              |
| Тема 5.2  | +                                                           | +                                         | +                                                          |                                               |                                                            |                                              |
| Тема 6.1  | +                                                           | +                                         | +                                                          |                                               |                                                            |                                              |
| Тема 6.2  | +                                                           | +                                         | +                                                          | +                                             |                                                            |                                              |

## 2 курс

| №<br>ТЕМЫ       | <b>ТЕКУЩИЙ КОНТРОЛЬ</b>                                     |                                           |                                                            |                                               |                                                            |                                         |
|-----------------|-------------------------------------------------------------|-------------------------------------------|------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------|-----------------------------------------|
|                 | <i>Тестовые задания<br/>по теоретическому<br/>материалу</i> | <i>Вопросы<br/>для устного<br/>опроса</i> | <i>Типовые<br/>задания<br/>практического<br/>характера</i> | <i>Задания для<br/>контрольной<br/>работы</i> | <i>Тематика<br/>рефератов,<br/>докладов,<br/>сообщений</i> | <i>Групповое<br/>творческое задание</i> |
|                 | <b>Блок А<br/>Контроль знаний</b>                           |                                           | <b>Блок Б<br/>Контроль умений, навыков</b>                 |                                               |                                                            |                                         |
| <b>Тема 1.1</b> | +                                                           | +                                         | +                                                          |                                               | +                                                          |                                         |
| <b>Тема 1.2</b> | +                                                           | +                                         | +                                                          |                                               | +                                                          |                                         |
| <b>Тема 1.3</b> | +                                                           | +                                         | +                                                          |                                               | +                                                          |                                         |
| <b>Тема 1.4</b> | +                                                           | +                                         | +                                                          | +                                             | +                                                          |                                         |
| <b>Тема 2.1</b> | +                                                           | +                                         | +                                                          |                                               | +                                                          |                                         |
| <b>Тема 2.2</b> | +                                                           | +                                         | +                                                          |                                               | +                                                          |                                         |
| <b>Тема 2.3</b> | +                                                           | +                                         | +                                                          |                                               | +                                                          |                                         |

## 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 is ... 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

**TEMA 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) Piccadilly 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 mln
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 кypc

### TEMA 1.1.

**Fill in the blanks with suitable words from the active vocabulary.**

- Agribusiness is the business of ...  
a) farming b) landing c) planting
- Several large companies ... the bulk of the share of business .  
a) include b) comprise c) control
- This highly efficient organization allows business to keep food costs ....  
a) high b) low c) free
- The rise of agribusiness began in the ... century.  
a) 19th b) 20th c) 21st
- Agribusiness ... small farms out of business.  
a) forces b) tries c) fights
- Small farms can't ... with big farms.  
a) fight b) compete c) struggle
- ... are often a big part of agribusiness.  
a) pesticides b) antibiotics c) weeds
- Agribusiness is the ... of small family farms.  
a) synonym b) term c) antithesis
- Agribusiness includes the production, processing and ... of agricultural goods.  
a) supply b) growing c) planting
- Companies may ... on things like cut flowers, fresh vegetables.  
a) look b) see c) focus

### TEMA 1.2.

**Fill in the blanks with suitable words from the active vocabulary.**

- Many agribusinesses buy or ... their products to farmers.  
a) sell b) grow c) raise
- ... a business plan.  
a) do b) create c) supply
- ... financing from a bank.  
a) find b) see c) seek
- You should have the .... to start your business.  
a) farm b) capital c) market
- Set up your business on the land you ...  
a) sold b) purchased c) saw
- No special ... is necessary for most agribusiness employees.  
a) license b) load c) training
- Identify your business with a ...  
a) brand b) information c) license
- Look for the ways to ... your brand.  
a) buy b) advertise c) sell

9. Create a ... for your agribusiness.  
 a) chat b) website c) file
10. Build buildings to suit the ... of your business .  
 a) capital b) contracts c) purposes

### TEMA 1.3.

**Fill in the blanks with suitable words from the active vocabulary.**

- Agribusiness ... income.  
 a) provides b) takes away c) takes
- There is one ... all humans follow: we need food to eat.  
 a) task b) aim c) rule
- Some income from agribusiness may have tax ....  
 a) rules b) benefits c) licenses
- Agriculture faces numerous ...  
 a) rules b) tasks c) risks
- A natural ... could wipe out an entire investment.  
 a) weather b) disaster c) collapse
- This industry is based on ... that have zero liquidity.  
 a) interests b) assets c) works
- Agribusiness will always ... a high level of personal risk.  
 a) carry b) show c) contain
- Agribusiness sector will always ... in some form.  
 a) exist b) obtain c) develop
- To begin agribusiness, the ... of the business must be developed.  
 a) development b) level c) structure
- It's important for employees to find ... work.  
 a) temporal b) consistent c) daily

### TEMA 1.4.

**Fill in the blanks with suitable words from the active vocabulary.**

- Agriculture has played an important part in the process of the... of different countries.  
 a) enrichment b) development c) growing
- Agriculture must be able to produce a ... of food.  
 a) maximum b) minimum c) surplus
- ... is essential for life.  
 a) agribusiness b) food c) development
- Economic development requires a growing ... force.  
 a) main b) animal c) labour
- You may ... animal power for human power.  
 a) substitute b) increase c) decrease
- Agriculture may be a source of the ....  
 a) experience b) significance c) capital
- It's necessary to expand marketing and transportation ...  
 a) facilities b) opportunities c) needs
- The developing countries need to be ... of difficulties.  
 a) interested b) aware c) afraid
- Merchants and bankers provide ...  
 a) services b) goods c) labour force
- Food can be obtained through international ....  
 a) firm b) business c) trade

### TEMA 2.1.

**Fill in the blanks with suitable words from the active vocabulary.**

- Agribusiness ... the different aspects of raising agricultural products.  
 a) treats b) looks at c) shows
- Farmers ... animals.

- a) grow b) produce c) raise
- 3. Manufacturers develop ... machines.
- a) efficient b) productive c) effective
- 4. Market forces have a significant ... on the agribusiness sector.
- a) trend b) impact c) part
- 5. The countries sometimes face consistent pressures from global ....
- a) business b) agribusiness c) competition
- 6. ...techniques are used to grow fruits and vegetables.
- a) sophisticated b) interesting c) simple
- 7. Changes in ... taste alter.
- a) manufacturer b) consumer c) farmer
- 8. There are a lot of machines that can drive ....
- a) itself b) ourselves c) themselves
- 9. This industry is unlikely to ... directly with the consumer.
- a) interact b) treat c) do
- 10. Wheat and soybeans tend to be ... in different locations.
- a) different b) particular c) similar

## TEMA 2.2.

**Fill in the blanks with suitable words from the active vocabulary.**

- 1. ... of the world's land area is considered arable.
- a) one-tenth b) one-fifth c) one-sixth
- 2. There great ... in the amount of arable land per person.
- a) similarities b) differences c) varieties
- 3. The greatest amount of arable land is in ....
- a) China b) India c) Oceania
- 4. The relationship between land, population and farm production is ...
- a) simple b) complex c) unknown
- 5. In traditional agriculture production is determined by the quality and quantity of....
- a) animals b) food c) land
- 6. Wheat and rye require ... labour per unit of land.
- a) more b) less c) fewer
- 7. Now the dependence upon land and human labour ...
- a) decreases b) increases c) minimizes
- 8. The least amount of arable land is in....
- a) Oceania b) China c) Brazil
- 9. Most of the world's increase in crop production came from an increase in land ...
- a) bought b) purchased c) under cultivation
- 10. The population ... has increased.
- a) number b) strength c) density

## TEMA 2.3.

**Fill in the blanks with suitable words from the active vocabulary.**

The instability of farm prices results from ... factors.

- a) 2 b) 3 c) several
- 2. Farmers must produce on the basis of ...
- a) demands b) expectations c) needs
- 3. Once a crop is planted, very little can be done to increase or decrease in response to ... prices.
- a) banker b) farmer c) market
- 4. It's ... for the prices of farm products to vary by a third from year to year.
- a) unusual b) usual c) unknown
- 5. The instability of farm prices is accompanied by instability of farm ...
- a) income b) demand c) need
- 6. The incomes of farm workers are ... those of other workers.

- a) higher b) more b) below  
 7. The ... in education is found in all countries.  
 a) similarity b) difference c) identity  
 8. Government use various ... to maintain farm prices.  
 a) measures b) tools b) instruments  
 9. Sometimes tariffs and import quotas can be ...  
 a) affective b) non-affective c) effective  
 10. Direct payments to farmers are used to maintain prices at ... levels.  
 a) good b) reasonable c) bad

### Критерии и шкалы оценивания тестов

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

### Вопросы для устного опроса

#### 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?

#### ТЕМА 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?

#### ТЕМА 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 кypc**

#### **TEMA 1.1.**

1. What is agribusiness?
2. What does agribusiness include?
3. What else does agribusiness encompass?
4. What things may companies focus on?
5. When did the rise of agriculture begin?
6. What have critics expressed concerns about?
7. Why do some people want to be involved in agribusiness?
8. What should one do to become an agribusinessman?

#### **TEMA 1.2.**

- 1 What are the aims of agribusiness?
2. Why is it important to create a business plan?
3. What is included in a business plan?
4. Is it necessary to get loans?
5. What licenses may you need?
6. Why is land of special importance for setting up business?
7. What marketing strategies are used to set up business?
8. How to hire employees?

**TEMA 1.3.**

1. What does agribusiness provide?
2. Who may have tax benefits in agribusiness?
3. Who has the best chance for employment?
4. What result may a hard day of work create?
5. What is the result of performance in agribusiness?
6. What risks may agribusiness face?
7. What is agribusiness based on?
8. What personal risks does agribusiness contain?

**TEMA 1.4.**

1. Why has agriculture played an important part in the process of enrichment of many countries?
2. What field requires labour force?
3. Is it possible to substitute human power by animal power?
4. Is it possible to substitute human power by mechanics?
5. In what way may agriculture be a source of the capital needed for industrial development?
6. What has experience in the developed countries shown?
7. What is the difficulty in giving priority to agriculture?
8. Do advances in applied science require massive amount of capital?

**TEMA 2.1.**

1. How does agribusiness treat different aspects of raising agricultural products?
2. How do farmers raise animals and harvest fruits and vegetables?
3. What impact do market forces have on agribusiness sector?
4. What is the result of changes in consumer taste?
5. What difficulties do countries with farming industries face?
6. Why is the use of new technology vital?
7. Why is it vital for farmers to reduce crop costs?
8. What key techniques are important to improve crop yields?

**TEMA 2.2.**

1. What territory of the world's land area is considered to be arable?
2. Where can the greatest amount of arable land be found?
3. Where can the least amount of arable land be found?
4. What is the relationship between land, population and farm production.
5. What is the production determined by?
6. How is the world's increase in crop production achieved?
7. What plants require less labour per unit of land?
8. What does dependence of agriculture upon land and human labour decrease?

**TEMA 2.3.**

1. What does the instability of farm prices result from?
2. What does the variability of prices result from?
3. What is the instability of farm prices accompanied by?
4. What are the incomes of farm workers?
5. Why are the incomes of farm workers low?
6. What are measures of governments to maintain farm prices?
7. When can tariffs and import quotas be effective?
8. When are direct payments to farmers used?

### Критерии и шкалы оценивания устного опроса

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

## Блок Б

### ОЦЕНОЧНЫЕ СРЕДСТВА ТЕКУЩЕГО КОНТРОЛЯ УМЕНИЙ, НАВЫКОВ ОБУЧАЮЩИХСЯ

#### Типовые задания для практических занятий

#### 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.

#### **Тема 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. Grandad'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-thirty five 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.**

Moscow is the capital of Russia. And of course, it is the centre of Russian economy, politics, and culture. The city was built many centuries ago by Yuri Dolgorukiy, the Rurikid prince. It is situated on the banks of the Moscow River. Nowadays, Moscow is the largest city in the country with the population of more than 13 million residents.

The Russian capital is also considered to be one of the most beautiful cities in the world. Red Square is the heart of the city in all senses. The Kremlin and St. Basil's Cathedral are situated there. These constructions are the outstanding examples of ancient Russian architecture. The Spasskaya Tower, which is the main tower of the Kremlin, is now a symbol of the country.

However, on the territory of the Kremlin, you can also see other cathedrals, the Bell Tower, the Tzar-Cannon and the Tzar-Bell, and the Palace of Congress. Apart from the Kremlin, one of the most popular tourist attractions is the Lenin's Mausoleum. It is also placed on Red Square. Hundreds of people wait in lines for hours in order to enter the tomb and to see Lenin's body.

In addition, Moscow is famous for theatres. Bolshoi Opera house is considered one of the best theatres in the world. There are over 80 universities in Moscow some of which are in the list of World's prime higher education institutes.

1. The city was founded by Peter I.
2. It is situated on the banks of the Volga.
3. The population of Moscow is twelve million people.
4. The heart of Moscow is Spasskaya Tower.
5. The buildings on the territory of the Kremlin are examples of barocco style.
6. The main building of the Kremlin is St. Isaac's Cathedral.
7. The Palace of Congress is situated on Red Square.
8. Moscow is not a very old city.
9. The most famous theatre in Moscow is the Mariinsky Opera and Ballet House.
10. There about seventy universities in Moscow.

## **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.

## **Тема 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 кypc**

### **Тема 1.1.**

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

In short, agribusiness is the business of farming. However, the word is a loaded term, especially among critics of corporate farming. For people who view large-scale commercial farming negatively,

agribusiness is the antithesis of traditional small-scale family farms. For people involved in it, of course, the word is simply a convenient shorthand for saying that one is in the business of agriculture.

Agribusiness includes the production, processing, and supply of agricultural goods that range from lettuce to corn syrup. Companies may focus on things like cut flowers, fresh vegetables, or byproducts of farming such as fuels derived from farm waste. Agribusiness also encompasses farming equipment, machinery, chemicals, suppliers, and personnel. Several large companies control the bulk of the share of business, especially in the United States; this has been a cause for criticism among people who are concerned about monopolies and price fixing.

Several things characterize agribusiness, differentiating it very distinctively from family farming. The first is the scale, which is typically quite large. The second is considerable vertical and horizontal integration. For example, a company might own a facility that processes frozen vegetables, along with a controlling share in farms which produce these vegetables and companies which provide personnel to harvest and transport them. Agribusiness is also distinguished by being run like a true business, with administrators rather than farmers at the helm of companies in the agriculture business.

This highly efficient and streamlined organization allows agribusiness to keep food costs low. This is an important priority for many consumers and governments, who also appreciate its standardization, which is in theory supposed to limit the possibility of food borne contamination and other issues with the food supply.

The rise of agribusiness began in the 20th century, when citizens of countries in the developed world began flocking to their cities, leaving a shrinking population of farmers struggling to meet the demand for food. Over time, agricultural companies arose, using their size and business experience as leverage to create a highly efficient system of farming and transporting agricultural goods. One major criticism of agribusiness is that it has been too successful, driving down price points and forcing small farms out of business as they cannot compete with big firms.

Critics have also expressed concerns about a heavy focus on chemicals to control problems which arise on farms. Pesticides, herbicides, and a variety of pharmaceuticals are all often a big part of agribusiness, for example. It also distances people from the source of their food, as any glance at the produce section at a major market will confirm; rather than meeting food producers, people can purchase grapes from Chile, peppers from Africa, and rice from China.

1. Agribusiness is the business of planting.
2. For some people agribusiness is a small-scale family farm.
3. Agribusiness also compasses farming equipment machinery, chemicals, suppliers and personnel.
4. There are two main things that characterize agribusiness.
5. Agribusiness is run by farmers.
6. Pesticides and herbicides are a big part of agribusiness.
7. Agribusiness is the antithesis of small-scale farms.
8. Companies can't focus only on fresh vegetables.
9. Machinery and chemicals are also included in the term agribusiness.
10. Agribusiness differs from family farming.

## **Tema 1.2.**

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

Agribusiness is much more than just farming the land or producing animals. Many agribusinesses buy or sell their products directly to farmers, but other types of agribusinesses provide services that keep farmers in business. As you start any type of agribusiness, research your market so you can have a profitable agribusiness start-up.

Determine what products or services you are going to sell. Create a business plan that allows you to project the profits you intend to make over a number of years. Include in this plan any expenses from supplies, licenses, insurance and other operating costs. Figure in the costs of purchasing or leasing land for your agribusiness start-up as well as any buildings you need. Also include the costs of any equipment necessary in the operation of your farm business. From these expenses, determine how much money you might need to borrow to get your business started.

Seek financing from a bank or other lending institution that offers agribusiness loans. Use the information from your business plan to help you get the loan. If you have the capital to start the business without a bank loan, omit this step.

Acquire any business licenses you need to operate in your state from the Secretary of State's office. Register the name of your business and apply for a tax number from the same office. If you plan to operate the business as a limited liability company or corporation, fill out the paperwork at the Secretary of State's office as well. Fill out applications to operate your business inside city limits with the city clerk's office.

Apply for any special licenses you may need at the state and federal level. For example, you may need a chemical applicator's license if your business sprays weeds with herbicides. You might need special permits for disposing of farm wastes from the state's department of natural resources.

Set up your business on the land you purchased or leased. Build or adapt existing buildings to suit the purposes of your business. Purchase the materials you plan to sell to your customers and stock shelves. Buy enough property and liability insurance to cover your assets.

Develop a marketing plan for your agribusiness start-up that clearly identifies you and your business with a brand or logo. Identify your market and ways you can reach your customers. Think long term as well as short term as you plan marketing strategies. Look for ways to advertise your brand that bring you the biggest return on your marketing dollar. Place ads in newspapers, radio and television, but also hang flyers on bulletin boards in places where potential customers do business. Hire someone to create a website for your agribusiness.

Hire employees. While no special training is necessary for most agribusiness employees, exceptions may exist. Hire people capable of carrying heavy loads if you are selling products sold in 50-lb. bags. Choose employees capable of passing tests necessary to obtain any special operator licensing, such as to operate a field sprayer.

1. Agribusiness is just farming.
2. You need not create a business plan.
3. Try to seek financing from a bank.
4. It is necessary to have as many licenses as possible.
5. Buy enough property to cover your assets.
6. A marketing plan is necessary to identify your market and ways to reach your customers.
7. Use ads for promoting your goods.
8. Be careful while hiring employees.
9. Agribusiness can't provide services that keep farmers in business.
10. A business plan can't help you to project the profits you intend.

### **Tema 1.3.**

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

Before considering an investment or getting personally involved in this industry, it is important to look at the key pros and cons of agribusiness so an empowered decision can be made. What Are the Pros of Agribusiness?

1. It is an alternative asset class.

Agribusiness provides income, plain and simple. It also provides a solid income source for individuals who work within the industry. There is a low correlation to assets that are in the mainstream, such as equities, fixed income, and property, so what you see is typically what you get.

2. It provides something that people always need.

Challenging seasons may make for the best investment opportunities because there is one rule all humans follow: we need food to eat. Whether it comes from livestock, grains, or vegetables, changing weather conditions or even dietary fads can make this industry look attractive.

3. There can be certain tax benefits.

Some income from agribusiness may have certain tax benefits for workers and investors. Of course getting involved in this industry shouldn't be for tax purposes alone, but there is the potential to make more wealth per capita in this industry than in others.

4. It allows for diversification.

The best kind of portfolio has income sources from multiple sectors. Workers who are able to perform in multiple sectors have the best chance for employment. Agribusiness allows for both.

5. A hard day of work creates a tangible result.

It can be difficult to feel like something has been accomplished with certain jobs today. In agribusiness, you work with your hands out in the fields, pastures, and facilities and know that you've made a positive impact after a hard day of work.

What Are the Cons of Agribusiness?

1. How the individual business is structured can directly affect results.

Agribusiness requires performance. If a business isn't structure to provide that performance in any way, then losses can be obtained even when the foundation for profits has been laid. Good assets in this industry can only be realized when there is a good structure in place to support them.

2. There are more risks.

Agribusiness faces numerous risks over every growing season. From the weather to insect infestations to unexpected livestock death from disease, there are numerous influences that can shape profits. Even simple climate changes, like having a little too much rain, can create risk. A natural disaster could potentially wipe out an entire investment or employment opportunity for good.

3. Assets are not generally liquid.

This industry is based on assets that essentially have zero liquidity. Imagine having a tree farm that you're going to turn into lumber one day. Until those trees mature, there are no profits coming in whatsoever unless supplemental agricultural products are developed. This makes it difficult for investors to obtain a quick exit and employees to find consistent work.

4. It typically requires a high level of borrowing before any profits can be achieved.

For agribusiness to begin, the structure of the business must first be developed. This means obtaining land, structures, and growing products that can be consumed later on. Once the business can create annual seasons, it can turn profits and be highly lucrative. Until that happens, debt must be taken on in some form or equity sold in future profits so the business can continue to exist.

5. There are high levels of personal risk involved.

If you are milking a cow, there's a chance you might get kicked. A tractor might flip over. Animals may carry diseases that can be transferred to workers. Agribusiness will always contain a high level of personal risk for those who are directly responsible for the care and maintenance of the individual enterprises.

The pros and cons of agribusiness show an industry that has risk, but will also always have potential. People need to eat, which means the agribusiness sector will always exist in some form. That's the best kind of job and investment security that can be had today.

1. Agribusiness does not provide income for individuals.
2. There is one rule all humans follow: we need food to eat.
3. Some income from agribusiness may have tax benefits only for investors.
4. Workers who perform in multiply sectors do not have chance for employment.
5. Working in agribusiness makes a positive impact people.
6. Good structure is important for realizing good assets in agribusiness.
7. Agribusiness faces risks over every growing season.
8. Agribusiness does not contain personal risk.
9. Agribusiness does not provide a solid income source for individuals who work within the industry.
10. People follow one rule: we need food eat.

#### **Tema 1.4.**

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

In looking back upon the history of the more developed countries, one can see that agriculture has played an important part in the process of their enrichment. For one thing, if development is to occur, agriculture must be able to produce a surplus of food to maintain the growing nonagricultural labour force. Since food is more essential for life than are the services provided by merchants or bankers or factories, an economy cannot shift to such activities unless food is available for barter or sale in sufficient quantities to support those engaged in them. Unless food can be

obtained through international trade, a country does not normally develop industrially until its farm areas can supply its towns with food in exchange for the products of their factories.

Economic development also requires a growing labour force. In an agricultural country most of the workers needed must come from the rural population. Thus agriculture must not only supply a surplus of food for the towns, but it must also be able to produce the increased amount of food with a relatively smaller labour force. It may do so by substituting animal power for human power or by gradually introducing labour-saving machinery.

Agriculture may also be a source of the capital needed for industrial development to the extent that it provides a surplus that may be converted into the funds needed to purchase industrial equipment or to build roads and provide public services.

For those reasons, a country seeking to develop its economy may be well advised to give a significant priority to agriculture. Experience in the developing countries has shown that agriculture can be made much more productive with the proper investment in irrigation systems, research, fertilizers, insecticides, and herbicides.

Fortunately, many advances in applied science do not require massive amounts of capital, although it may be necessary to expand marketing and transportation facilities so that farm output can be brought to the entire population.

One difficulty in giving priority to agriculture is that most of the increase in farm output and most of the income gains are concentrated in certain regions rather than extending throughout the country. The remaining farmers are not able to produce more and actually suffer a disadvantage as farm prices decline. There is no easy answer to that problem, but developing countries need to be aware of it; economic progress is consistent with lingering backwardness, as has been seen in parts of southern Italy or in the Appalachian area of the United States.

1. Agriculture has not played an important part in the process of enrichment of many countries.
2. Food is more essential for life than are the services provided by bankers.
3. Economic development requires a growing labour force.
4. In an agricultural countries most of the workers come from the industrial population.
5. Human power may be substituted by animal power or machinery.
6. Agriculture can't be a source of the capital needed for industrial development.
7. Many advances in applied science require massive amounts of capital.
8. Agriculture can be made more productive with investment in irrigation systems, research, fertilizers, herbicides.
9. Many advances in applied science require much money.
10. Farm output can be brought to the population due to expanded marketing and transportation facilities.

### **Tema 2.1.**

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

Agribusiness treats the different aspects of raising agricultural products as an integrated system. Farmers raise animals and harvest fruits and vegetables with the help of sophisticated harvesting techniques, including the use of GPS to direct harvesting operations. Manufacturers develop increasingly efficient machines that can drive themselves. Processing plants determine the best way to clean and package livestock for shipping. While each subset of the industry is unlikely to interact directly with the consumer, each is focused on operating efficiently in order to keep prices reasonable.

Market forces have a significant impact on the agribusiness sector. Changes in consumer taste alter what products are grown and raised. For example, a shift in consumer tastes away from red meat may cause demand — and therefore prices — for beef to fall, while increased demand for produce may shift the mix of fruits and vegetables that farmers raise. Businesses unable to rapidly change in accordance with domestic demand may look to export their products abroad, but if that fails they may not be able to compete and remain in business.

Countries with farming industries face consistent pressures from global competition. Products such as wheat, corn and soybeans tend to be similar in different locations, making them commodities.

Remaining competitive requires agribusinesses to operate more efficiently, which can require investments in new technologies, new ways of fertilizing and watering crops and new ways of connecting to the global market. Global prices of agricultural products may change rapidly, making production planning a complicated activity. Farmers may also face a reduction in usable land as suburban and urban areas expand into their regions.

The use of new technology is vital to remain competitive in the global agribusiness sector. Farmers need to reduce crop costs and increase yield per square acre to remain competitive. New drone technology is at the cutting edge of the industry. An article published in 2016 by the Massachusetts Institute of Technology (MIT) identified *Six Ways Drones Are Revolutionizing Agriculture*. These techniques, including soil and field analysis, planting and crop monitoring, will be key to improving crop yields and moving the agribusiness sector forward. Key areas of concern for the use of drone technology remain safety of drone operations, privacy issues and insurance-coverage questions.

1. Farmers raise animals with the help of simple techniques.
2. Manufacturers can't develop machines that can drive themselves.
3. Market forces have no impact on the agribusiness sector.
4. Global competition influences countries with farming industries.
5. Global prices of agricultural products can't change rapidly.
6. Global prices of agricultural products make production planning a complicated activity.
7. The use of new technologies is important to be competitive.
8. Modern techniques are keys to improving crop production.
9. Changes in consumer taste alter what products are grown and raised.
10. Suburban and urban areas never take over farmers' land.

## **Tema 2.2.**

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

Only a small fraction of the world's land area—about one-tenth—may be considered arable, if arable land is defined as land planted to crops. Less than one-fourth of the world's land area is in permanent meadows and pastures. The remainder is either in forests or is not being used for agricultural purposes. There are great differences in the amount of arable land per person in the various regions of the world. The greatest amount of arable land per capita is in Oceania; the least is in China. No direct relationship exists between the amount of arable land per capita and the level of income.

The relationship between land, population and farm production is a complex one. In traditional agriculture, where methods of production have changed little over a long period of time, production is largely determined by the quality and quantity of land available and the number of people working on the land. Until the early years of the 20th century, most of the world's increase in crop production came either from an increase in land under cultivation or from an increase in the amount of labour used per unit of land. That generally involved a shift to crops that would yield more per unit of land and required more labour for their cultivation. Wheat, rye, and millet require less labour per unit of land and per unit of food output than do rice, potatoes, or corn (maize), but generally the latter yield more food per unit of land. Thus, as population density increased, the latter groups of crops tended to be substituted for the former. That did not hold true in Europe, where wheat, rye, and millet expanded at the expense of pasture land, but those crops yielded more food per acre than did the livestock that they displaced. As agriculture becomes modernized, its dependence upon land as well as upon human labour decreases. Animal power and machinery are substituted for human labour; mechanical power then replaces animal power. The substitution of mechanical power for animal power reduces the need for land. The increased use of fertilizer as modernization occurs also acts as a substitute for both land and labour; the same is true of herbicides and insecticides. By making it possible to produce more per unit of land and per hour of work, less land and labour are required for a given amount of output.

1. One-fifth of the world's land area is considered arable.
2. Arable land is defined as land planted with agricultural crops.
3. More than one-tenth of the world's land area is in permanent meadows and pastures.

4. The greatest amount of arable land per person is in China.
5. In agriculture the methods of production have greatly changed.
6. As agriculture becomes modernized its dependence upon land and human labour increases.
7. Animal power and machinery are substituted for human labour.
8. Mechanical power reduces the need of land.
9. Rice, potatoes require more labour per unit of land and food.
10. In Europe, wheat, rye and millet grew due to pasture lands.

### **Tema 2.3.**

In the second half of the 20th century, governments undertook to control both prices and output in the agricultural sector, largely in response to the pressures of the farmers themselves. In the absence of such control, farm prices tend to fluctuate more than do most other prices, and the incomes of farmers fluctuate to an even greater degree. Not only are incomes in agriculture unstable, but they also tend to be lower than incomes in other economic sectors.

The problem

#### **Instability of prices**

The instability of farm prices results from several factors. One is the relative slowness with which farmers are able to respond to changes in the demand for their product. Farmers generally must produce on the basis of expectations, and if their expectations turn out to be wrong, the resulting surplus or shortage cannot be corrected until the beginning of the next production cycle. Once a crop is planted, very little can be done to increase or decrease production in response to market prices. As long as prices cover current operating costs, such as the cost of harvesting, it pays farmers to carry through their production plans even if prices fall to a very low level. It is not unusual for the prices of particular farm products to vary by a third or a half from year to year. That extreme variability results from the relatively low responsiveness of demand to changes in price—i.e., from the fact that in order to increase sales by 5 percent it may be necessary to reduce the price by 15 percent.

#### **Instability of income**

The instability of farm prices is accompanied by instability of farm income. While gross income from agriculture generally does not vary as much as do individual farm prices, net income may vary more than prices. In modern agriculture, costs tend to be relatively stable; the farmer is unable to compensate for a drop in prices by reducing his payments for machinery, fertilizer, or labour.

The incomes of farm workers are generally below those of other workers. There are two major reasons for that inequity. One is that in most economies the need for farm labour is declining, and each year large numbers of farm people, especially young ones, must leave their homes to seek jobs elsewhere. The difference in returns to labour is required to bring about that transfer of workers out of farming; if the transfer did not occur, farm incomes would be even more depressed. The second major reason for the income differences is that farm people generally have less education than do nonfarm people and are able to earn less at nonfarm jobs. The difference in education is of long standing and is found in all countries, developed and undeveloped; it also exists whether the national education system is highly decentralized, as in the United States, or highly centralized, as in France.

#### **Government intervention**

Governments have employed various measures to maintain farm prices and incomes above what the market would otherwise have yielded. They have included tariffs or import levies, import quotas, export subsidies, direct payments to farmers, and limitations on production. Tariffs and import quotas can be effective only if a country normally imports some of its supply. Export subsidies result in higher prices to domestic consumers than to foreign purchasers; their use requires control over imports to prevent foreign supplies from entering the domestic market and bringing prices down. Direct payments to farmers have been used to maintain prices to consumers at reasonable levels, while assuring farmers a return above world-market levels. Limitations on production, intended to reduce supply and thus increase prices, have been used in Brazil (for coffee) and in the United States (for major crops).

1. Incomes in agriculture are stable.
2. The instability of farm prices results from 5 factors.
3. It's difficult to do something to increase or decrease production in response to market prices.

4. It's usual for the prices to vary a third from year to year.
5. In modern agriculture costs tend to be unstable.
6. The incomes of farm workers are below those of other workers.
7. Farm people generally have less education than do nonfarm people.
8. Governments do not employ measures to maintain farm prices.
9. Governments use various measures to maintain prices for agricultural products.
10. Tariffs and import quotas can be effective if a country imports some of its supply.

### **Критерии и шкалы оценивания решения практических заданий**

| Критерии оценки при текущем контроле                                                                                                                                                                                                                                                                   | Оценка                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| коммуникативная задача не решена; высказывания нелогичны, не использованы средства логической связи, не соблюден формат высказывания; наличествует большое количество лексических, грамматических и орфографических ошибок                                                                             | «неудовлетворительно» |
| коммуникативная задача в целом решена; высказывания отчасти нелогичны, не достаточно адекватно использованы средства логической связи, но формат высказывания соблюден; употребление лексики и грамматических структур отмечено некоторым отступлением от нормы; имеется немало орфографических ошибок | «удовлетворительно»   |
| коммуникативная задача решена полностью; высказывания логичны, использованы средства логической связи; лексика и грамматические конструкции соответствуют поставленной коммуникативной задаче; наблюдаются незначительные орфографические ошибки                                                       | «хорошо»              |
| коммуникативная задача решена полностью; высказывания логичны, использованы средства логической связи; лексика отличается стилистической и тематической маркированностью, что способствует решению коммуникативной задачи; грамматические и орфографические ошибки отсутствуют                         | «отлично»             |

### **Типовые задания для контрольной работы (заочная форма обучения)**

#### **1 курс**

#### **1. Read the text and translate it into Russian in writing.**

##### **Life is impossible without plants**

From earliest times plants play an important part in everyday life of man. Plants provide us with food, clothing and many other necessary things. The cultivation of plants is connected with man's progress. Man's food and clothing are produced directly or indirectly by plants.

Without plant life neither animals nor men will be able to live. There exist very many species of plants. Some of them are grown and cultivated by farmers and are called farm crops. Some plants are used directly by man, some are consumed by animals.

The scientists continue their work and we can expect new uses of plants to be found and the value of other plants to be discovered. Great progress has been made in breeding suitable plants and animals that grow best in the given environment. Life is impossible without plants.

We breathe with oxygen which comes from plants, we eat the food which also comes from plants. Man began to change plants about 10000 years ago, when he began to grow the first food plants. Plants use sunlight and make their food; they give off oxygen into the air during this process. Many elements make up a plant's environment. Sunlight, temperature, rain and snow affect the growth of plants.

#### **2. Put five questions to the text in writing.**

#### **3. Fill in the gap with the correct form of the verb.**

- 1) Mary \_\_\_\_\_ six years old. (a)has; b)have; c)is; d)are)
- 2) Alice \_\_\_\_\_ go to the concert tomorrow. (a)don't; b)isn't; c)wasn't; d)won't)
- 3) They never \_\_\_\_\_ wine. (a)drink; b)drinks; c)drunk; d)drinking)
- 4) Somebody \_\_\_\_\_ a mistake yesterday. (a)makes; b)make; c)made; d)making)
- 5) Where \_\_\_\_\_ Gary and Cynthia live? (a)does; b)do; c)doing d)done)
- 6) Tom has \_\_\_\_\_ to Chicago. (a)goes b)went c)going d)gone)
- 7) John and Helen \_\_\_\_\_ at the school. (a)am b)is c)are d)be)
- 8) Helen \_\_\_\_\_ learning Spanish. (a)am b)is c)are d)be)

**4. Without translating the sentences into English, write down which English grammar tense must be used for translation.**

**Model: Я не люблю кататься на лыжах. – The Present Simple Tense**

1. Я только что поел.
2. Мы ходим в кино два раза в неделю.
3. Ты присоединишься к нам.
4. Я поехал в Италию в прошлом месяце.
5. Сейчас я учусь водить.

**5. Choose the correct variant of translation and write down the chosen English sentence.**

1. Он уехал, не оставив нам адреса.
  - a) He did not leave us his address as he did not know he would go away.
  - b) He could neither leave our place that day nor leave us his address.
  - c) He left without leaving us his address.
2. Оборудование, которое они поставляют на завод – новейшее.
  - a) Up-to-date equipment being supplied by them to the plant.
  - b) This is the plant which they supply with up-to-date equipment.
  - c) The equipment they supply the plant with is up-to-date.
3. Они не ожидали, что его спросят об этом.
  - a) They did not expect that he is asked about it.
  - b) They did not expect him to be asked about it.
  - c) They did not expect him to ask about it.
4. Неужели он сказал вам об этом?
  - a) Could he tell you about it?
  - b) Can he tell you about it?
  - c) Can he have told you about it?

**6. Put the verbs in brackets in the correct grammar tense.**

1. I \_\_\_\_\_ (listen) to the radio while Mary \_\_\_\_\_ (cook) dinner.
2. You \_\_\_\_\_ (buy) this book yesterday?
3. Last Friday Jill \_\_\_\_\_ (go) home early because she \_\_\_\_\_ (want) to see a film.
4. When your brother usually \_\_\_\_\_ (get) home in the evening?
5. Jane always \_\_\_\_\_ (bring) us a nice present.

**7. Put questions to the underlined parts of the sentences.**

1. A lesson lasts forty minutes.
2. We had only five lessons yesterday.
3. I am reading a rule now.

**2 курс**

**Variant 1.**

### **I. Translate the text into Russian**

#### **Peasant agriculture**

One characteristic of undeveloped peasant agriculture is its self-sufficiency. Farm families in those circumstances consume a substantial part of what they produce. While some of their output may be sold in the market, their total production is generally not much larger than what is needed for the

maintenance of the family. Not only is productivity per worker low under those conditions, but yields per unit of land are also low. Even where the land was originally fertile, the fertility is likely to have been depleted by decades of continuous cropping. The available manures are not sufficient, and the farmers cannot afford to purchase them elsewhere.

Peasant agriculture is often said to be characterized by inertia. The peasant farmer is likely to be illiterate, suspicious of outsiders, and reluctant to try new methods; food patterns remain unchanged for decades or even centuries. Evidence, however, suggests that the apparent inertia may be simply the result of a lack of alternatives. If there is nothing better to change to, there is little point in changing. Moreover, the self-sufficient farmer is bound to want to minimize risks; since a crop failure can mean starvation in many parts of the world, farmers have been reluctant to adopt new methods if doing so would expose them to greater risks of failure.

The increased use worldwide of high-yielding varieties of rice and wheat from the 1960s showed that farmers were willing and able to adopt new crops and farming methods when their superiority was demonstrated. Those high-yielding varieties, however, required increased outlays for fertilizer, as well as expanded facilities for storage and distribution, and many developing countries were unable to afford such expenditures.

## **2. Make up 5 questions to the text**

### **3. Choose the correct answer**

1. If the weather were hot, Julia ... to the beach.  
a) will go b) would go c) went
2. If he ... me, I will phone him himself.  
a) doesn't phone b) didn't phone c) hadn't phoned
3. We ... him to the country if he had asked us.  
a) would take b) would have taken c) would be taken
4. If Tom were more careful he ... so many mistakes in his tests  
a) won't make b) wouldn't make c) wouldn't made
5. I wouldn't refuse if they ... to give them a lift.  
a) asked b) ask c) would ask

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

1. I wish I (can) give up smoking.
2. She wishes she (see) him at yesterday's party.
3. I wish I (pass) my driving test last Monday.
4. I wish (not to forget) my friend's birthday yesterday.
5. He wishes he (know) something about cars.

### **5. Change the sentences into indirect speech.**

1. We asked a passerby: "Do you know where the Browns live?"
2. He said to me: "Come at 5 o'clock".
3. The girl asked: "How can I get to the cinema?"
4. He said: "I have not been waiting long".
5. The hotel manager asked the visitors: "Did you sleep well?"

## **Variant 2.**

### **1. Translate the text into Russian**

#### **The Organization of Farming Ownership**

Except in the few countries with communist governments, most farmland is privately owned. That does not mean, however, that the land is owned by those who farm it. In most countries a major aspiration of farm people has been to achieve the ownership of the land they work. After World War II, for example, Japan and Taiwan underwent land reforms that were intended to broaden ownership, and similar reforms have been advocated in other countries.

On a cooperative farm the land is owned jointly by the members of the group who farm it. The cooperative generally also owns all the major means of production, and the members supply all or most of the labour. While there are examples of cooperative farms in many countries, they loom large only in Israel, where the kibbutzim control about one-tenth of all agricultural land.

In a collective farm, at least as organized in the former Soviet republics, the land was owned by the state but was permanently leased to the kolkhoz (collective farm). The kolkhoz owned its own equipment and livestock and was required to meet certain commitments to the state in the form of deliveries of farm products. In theory, the members of the kolkhoz were to elect the officers of the farm and establish the procedures by which the net product was to be divided among the members for services performed. In practice, however, their autonomy was severely limited by the economic plans. In most cases these plans were incredibly detailed, specifying the crops to be grown, the times of plowing, planting, and harvesting, the quantities of fertilizer and manures to be used, and the kinds of livestock to be maintained.

On state farms the land and all other means of production are owned by the state. The workers are paid in wages, and management decisions are made by individuals directly responsible to the state.

## 2. Make up 5 questions to the text

### 3. Choose the correct answer

- If Julia had had plenty of time yesterday she ... us.  
a) would visit b) would have visit c) would have visited
- If you ... a good specialist you will earn more,  
a) were b) are c) would be
- If people ... wings they wouldn't need airplanes.  
a) have b) had c) had had
- If I ... you I wouldn't lie to my best friend.  
a) am b) was c) were
- He will be disappointed if I ...  
a) didn't come b) won't come c) don't come

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

- The boy is sad. He wishes he (not to break) the window.
- My aunt wishes she (stay) at home last week.
- I wish it (be) sunny.
- I wish it (be) sunny during our picnic last Saturday.
- She wishes she (live) in the Crimea.

### 5. Change the sentences into indirect speech.

- She asked him: "Where are you going for your holidays?"
- The teacher asked Tom: "Do you come to school by bus?"
- I said to Jack: "Please, give me your dictionary".
- Jack said to his father; "I have lost my notebook".
- Henry said to me: "I did not throw stones at your dog".

## Критерии и шкалы оценивания контрольной работы

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

**Блок В**  
**ОЦЕНОЧНЫЕ СРЕДСТВА ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ**  
**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?

**2 курс**

1. What is agribusiness?
2. What does agribusiness include?
3. What is a business plan?
4. Why is land of special importance for setting up business?
5. How to hire employees?
6. What are pros of agribusiness?
7. What are cons of agribusiness?
8. What is the production determined by?

9. What does the instability of farm prices result from?
10. What are measures of governments to maintain farm prices?
11. What does the instability of farm prices result from?
12. What does the variability of prices result from?
13. What is the instability of farm prices accompanied by?
14. Why is it necessary to reduce crop costs?
15. Who has a privilege of getting a job in the agricultural sector?
16. What difficulties do businessmen usually come across?
17. What are the foundations of agribusiness?
18. How does the market influence agribusiness?
19. What should one need to create a business plan?
20. What is included in a business plan?
21. What licenses may you need?
22. Is it necessary to adhere to the business plan?
23. When did the rise of agriculture begin?
24. What are the aims of agribusiness?
25. Who may have tax benefits in agribusiness?

## **ОЦЕНОЧНЫЕ СРЕДСТВА ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ**

### **Перечень вопросов для подготовки к экзамену**

1. What does agribusiness encompass?
2. What things may companies focus on?
3. Why is it important to create a business plan?
4. What marketing strategies are used to set up business?
5. What does agribusiness provide?
6. Who has the best chance for employment?
7. What result may a hard day of work create?
8. What is the result of performance in agribusiness?
9. What risks may agribusiness face?
10. What is agribusiness based on?
11. Why has agriculture played an important part in the process of enrichment of many countries?
12. In what way may agriculture be a source of the capital needed for industrial development?
13. What has experience in the developed countries shown?
14. What is the difficulty in giving priority to agriculture?
15. How does agribusiness treat different aspects of raising agricultural products?
16. How do farmers raise animals and harvest fruits and vegetables?
17. What impact do market forces have on agribusiness sector?
18. What difficulties do countries with farming industries face?
19. Why is it vital for farmers to reduce crop costs?
20. What key techniques are important to improve crop yields?
21. What territory of the world's land area is considered to be arable?
22. What is the relationship between land, population and farm production.
23. How is the world's increase in crop production achieved?
24. What are measures of governments to maintain farm prices?
25. When can tariffs and import quotas be effective?

## Шкала оценивания

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

### Образец оформления экзаменационного билета

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

|           |                                   |
|-----------|-----------------------------------|
| Факультет | Ветеринарной медицины и зоотехнии |
| Кафедра   | Русского и иностранных языков     |

|                                      |                    |
|--------------------------------------|--------------------|
| Образовательная программа            | бакалавриат        |
| Направление подготовки/специальность | 35.03.04 Агрономия |
| Направленность (профиль)             | Агробизнес         |
| Курс                                 | 2                  |
| Семестр                              | 4                  |

Дисциплина **«Иностранный язык (английский)»**

## ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1

1. Read and translate the text “Family agribusiness”
2. Give a summary of the text.
3. Do the grammar test.

Утверждено на заседании кафедры русского и иностранных языков  
Протокол № \_\_\_\_\_ от « \_\_\_\_\_ » \_\_\_\_\_ 20 \_\_\_\_ г.

Зав. кафедрой \_\_\_\_\_ А.А. Педерсен Экзаменатор \_\_\_\_\_ М.П. Парфёнов  
подпись подпись

**Комплект итоговых оценочных материалов**  
**35.03.04 Агрономия направленность (профиль) Агробизнес**

|                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |            |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------|--|---|-------|---|------|---|-------|---|----------|---|-------|---|------|---|--------|---|------------|--|--|---|------|---|---|---|---|--|--|--|--|
| 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                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |            |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| Иностранный язык                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |            |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| Задания закрытого типа                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |            |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| 1                                                                                                                           | Прочитайте вопрос и выберите правильный вариант ответа:<br>Какой модальный глагол употребляется с частицей "to"<br>1) should<br>2) ought<br>3) may<br>4) must<br>Правильный ответ: 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |            |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| 2                                                                                                                           | Прочитайте предложение и выберите правильный вариант ответа:<br>Going ... is the quickest way of travelling.<br>1) by plane<br>2) by bus<br>3) by car<br>4) by train<br>Правильный ответ: 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |            |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| 3                                                                                                                           | Прочитайте вопрос и выберите все правильные варианты ответа:<br>Какие достопримечательности находятся в Лондоне?<br>1) Castle Rock<br>2) King's Theatre<br>3) Regent's Park<br>4) Trafalgar Square<br>Правильные ответы: 34                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |            |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| 4                                                                                                                           | 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<br><table><tr><td></td><td></td><td></td><td></td><td></td></tr></table><br>Правильный ответ: 21435                                                                                                                                                                                                                                                                                                                                                                           |   |            |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
|                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |            |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| 5                                                                                                                           | Прочитайте слова и установите соответствие:<br>Установите соответствие между антонимами<br>К каждой позиции, данной в левом столбце, подберите соответствующую позицию из правого столбца:<br><table><tr><td>А</td><td>short</td><td>1</td><td>thin</td></tr><tr><td>Б</td><td>stout</td><td>2</td><td>take off</td></tr><tr><td>В</td><td>quiet</td><td>3</td><td>ugly</td></tr><tr><td>Г</td><td>pretty</td><td>4</td><td>hot-headed</td></tr><tr><td></td><td></td><td>5</td><td>tall</td></tr></table><br>Запишите выбранные цифры в соответствующие ячейки<br><table><tr><td>А</td><td>Б</td><td>В</td><td>Г</td></tr><tr><td></td><td></td><td></td><td></td></tr></table><br>Правильный ответ: А5Б1В4Г3 |   |            |  | А | short | 1 | thin | Б | stout | 2 | take off | В | quiet | 3 | ugly | Г | pretty | 4 | hot-headed |  |  | 5 | tall | А | Б | В | Г |  |  |  |  |
| А                                                                                                                           | short                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1 | thin       |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| Б                                                                                                                           | stout                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2 | take off   |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| В                                                                                                                           | quiet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3 | ugly       |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| Г                                                                                                                           | pretty                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 4 | hot-headed |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
|                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 5 | tall       |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
| А                                                                                                                           | Б                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | В | Г          |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |
|                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |            |  |   |       |   |      |   |       |   |          |   |       |   |      |   |        |   |            |  |  |   |      |   |   |   |   |  |  |  |  |

| <b>Задания открытого типа</b> |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                          |                 |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 6                             | Прочитайте предложение и впишите недостающее слово<br><b>At the butcher's we buy -----</b>                                                                                                                                                                                                                |                                                                                                                                                                          |                 |
|                               | Правильный ответ: meat                                                                                                                                                                                                                                                                                    |                                                                                                                                                                          |                 |
| 7                             | Прочитайте предложение и впишите недостающее слово<br><b>It takes me 4 hours to do my -----</b>                                                                                                                                                                                                           |                                                                                                                                                                          |                 |
|                               | Правильный ответ: homework                                                                                                                                                                                                                                                                                |                                                                                                                                                                          |                 |
| 8                             | Прочитайте предложение и впишите недостающее слово<br><b>Factories pollute the air and water but provide ----- for people</b>                                                                                                                                                                             |                                                                                                                                                                          |                 |
|                               | Правильный ответ: jobs                                                                                                                                                                                                                                                                                    |                                                                                                                                                                          |                 |
| 9                             | Прочитайте предложение и впишите недостающее слово<br><b>The weather is -----when it drizzles</b>                                                                                                                                                                                                         |                                                                                                                                                                          |                 |
|                               | 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>                                                                                                                                                    |                                                                                                                                                                          |                 |
|                               | 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 |                                                                                                                                                                          |                 |
|                               | 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                                                |                                                                                                                                                                          |                 |
|                               | 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                                                                                                |                                                                                                                                                                          |                 |
|                               | 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 | 1 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> |   |                                                                                                                                                                                                                                                                                                                                          |   |                      |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|    | <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|  | <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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

**УК-4.3. Читает и переводит со словарем информацию на иностранном языке на темы повседневного и делового общения**

**Б1.0.02 Иностранный язык (английский)**

*Задания закрытого типа*

|   |                                                                                                                                                                                                                                                                          |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p><i>Прочитайте вопрос и выберите правильный вариант ответа:</i></p> <p><b>If I were a businessman, 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>A business plan should contain any expenses from..., ..., and ....</b></p> <p>1) supplies<br/>2) licenses<br/>3) debts<br/>4) insurance</p> <p><i>Правильные ответы: 1 2 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</p>                                                                                               |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |           |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------|---|----|---|-----------|---|----|---|----------|---|-----|---|------------|---|----|--|--|---|----|---|---|---|---|--|--|--|--|
|    | 3) he asked<br>4) I had<br>Запишите соответствующую последовательность цифр слева направо<br><table><tr><td></td><td></td><td></td><td></td></tr></table><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<br>правого столбца:<br><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<br><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>Agribusiness is the business of -----</b><br>Правильный ответ: farming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |           |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
| 7  | Прочитайте предложение и впишите недостающее слово<br><b>Agribusiness includes the production, processing, and supply of agricultural-----</b><br>Правильный ответ: goods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |           |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
| 8  | Прочитайте предложение и впишите недостающее слово<br><b>The rise of agribusiness ----- in the 20<sup>th</sup> century</b><br>Правильный ответ: began                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |           |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
| 9  | Прочитайте предложение и впишите недостающее слово<br><b>As you start any type of agribusiness, -----your market</b><br>Правильный ответ: research                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |           |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
| 10 | Прочитайте предложение и впишите недостающее слово<br><b>Create a business -----that allows you to project the profits you intend to make</b><br>Правильный ответ: plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |           |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |
| 11 | Прочитайте предложение и впишите недостающий вспомогательный глагол<br><b>Our business partners said they ----- come to 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: 2 (would)<br>Обоснование: при переходе прямой речи в косвенную, сказуемое прямой речи меняется<br>в соответствии с Правилom согласования времён, так как глагол –сказуемое в словах<br>автора находится во времени Past Indefinite: следовательно, вспомогательный глагол<br>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)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |           |   |    |   |           |   |    |   |          |   |     |   |            |   |    |  |  |   |    |   |   |   |   |  |  |  |  |

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|    | <i>Обоснование: в условных предложениях третьего типа придаточное предложение условия состоит из вспомогательного глагола had и глагола – сказуемого в третьей форме</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                          |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                |   |                                                                                                                                                                                                                                                                                                                                   |   |                     |   |                                                                                                                                                                                                                                                                                                                   |   |                          |   |  |   |            |   |   |   |  |  |  |
| 13 | <i>Дополните предложение соответствующей формой глагола “to be” и запишите аргументы, обосновывающие выбор ответа</i><br><b>If I ----- you, I would go to the country</b><br>1. to be<br>2. am<br>3. was<br>4. were<br><br><i>Правильный ответ: 4 (were)</i><br><i>Обоснование: в условных предложениях 2 типа в придаточном предложении условия глагол to be употребляется в форме were для всех лиц и чисел.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                          |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                |   |                                                                                                                                                                                                                                                                                                                                   |   |                     |   |                                                                                                                                                                                                                                                                                                                   |   |                          |   |  |   |            |   |   |   |  |  |  |
| 14 | <i>Прочитайте текст, выберите правильный ответ и запишите аргументы, обосновывающие выбор ответа</i><br>Установите соответствие между текстами (А, Б, В) и заголовками (1-4) Один заголовок лишний. <table><tr><td>А</td><td>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</td><td>1</td><td>Choosing a job</td></tr><tr><td>Б</td><td>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?”</td><td>2</td><td>Start your business</td></tr><tr><td>В</td><td>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.</td><td>3</td><td>A job with a high salary</td></tr><tr><td>Г</td><td></td><td>4</td><td>Night work</td></tr></table> <i>Запишите выбранные цифры в соответствующие ячейки</i> <table><tr><td>А</td><td>Б</td><td>В</td></tr><tr><td></td><td></td><td></td></tr></table> <i>В обосновании выбора ответа укажите ключевые слова.</i><br><i>Правильный ответ: А2Б1В4</i><br><i>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</i> |   |                          | А | 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 | А | Б | В |  |  |  |
| А  | 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               |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                |   |                                                                                                                                                                                                                                                                                                                                   |   |                     |   |                                                                                                                                                                                                                                                                                                                   |   |                          |   |  |   |            |   |   |   |  |  |  |
| А  | Б                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | В |                          |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                |   |                                                                                                                                                                                                                                                                                                                                   |   |                     |   |                                                                                                                                                                                                                                                                                                                   |   |                          |   |  |   |            |   |   |   |  |  |  |
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| 15 | <i>Прочитайте предложение, выберите правильный вариант ответа и запишите аргументы, обосновывающие выбор ответа</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                          |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                |   |                                                                                                                                                                                                                                                                                                                                   |   |                     |   |                                                                                                                                                                                                                                                                                                                   |   |                          |   |  |   |            |   |   |   |  |  |  |

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|    | <p><b>He asked me when ----- a new PC.</b></p> <p>1) did I buy<br/>2) I bought<br/>3) I had bought<br/>4) had I bought</p> <p><i>Правильный ответ: 3</i><br/><i>Обоснование:</i> 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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |   |   |   |  |  |  |  |  |
| 16 | <p><i>Дополните предложение объектным инфинитивным комплексом и запишите аргументы, обосновывающие выбор ответа</i></p> <p><b>He saw -----</b></p> <p>1) the man to try to open the door<br/>2) the man try to open the door<br/>3) the man to try open the door<br/>4) the man try open the door</p> <p><i>Правильный ответ: 2</i><br/><i>Обоснование:</i> после глагола чувственного восприятия отсутствует частица «to» в структуре «объектный инфинитивный оборот»</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |   |   |   |   |  |  |  |  |  |
| 17 | <p><i>Прочитайте предложения и расположите их в нужной последовательности; переведите текст на русский язык</i></p> <p>1. Also include the costs of any equipment necessary in the operation of your farm business.<br/>2. Create a business plan that allows you to project the profits you intend to make over a number of years.<br/>3. Determine what products or services you are going to sell.<br/>4. From these expenses, determine how much money you might need to borrow to get your business started.<br/>5. Include in this plan any expenses from supplies, licenses, insurance and other operating costs.</p> <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> <p><i>Правильный ответ: АЗБ2В5Г1Д4</i><br/><i>Перевод:</i> Определите, какие продукты или услуги вы собираетесь продавать. Составьте бизнес-план, позволяющий вам прогнозировать прибыль, которую вы собираетесь получать в течение нескольких лет. Включите в этот план любые расходы, связанные с поставками, лицензиями, страхованием и другими эксплуатационными расходами. Также укажите стоимость любого оборудования, необходимого для ведения вашего фермерского бизнеса. Исходя из этих расходов, определите, сколько денег вам может понадобиться в кредит для начала вашего бизнеса</p> | А | Б | В | Г | Д |  |  |  |  |  |
| А  | Б                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | В | Г | Д |   |   |  |  |  |  |  |
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| 18 | <p><i>Прочитайте текст и запишите развернутый обоснованный ответ</i></p> <p>Agribusiness is the business of farming. However, the word is a loaded term, especially among critics of corporate farming. For people who view large-scale commercial farming negatively, agribusiness is the antithesis of traditional small-scale family farms. For people involved in it, the word is simply a convenient shorthand for saying that one is in the business of agriculture.</p> <p>Agribusiness includes the production, processing, and supply of agricultural goods that range from lettuce to corn syrup. Companies may focus on things like cut flowers, fresh vegetables, or byproducts of farming such as fuels derived from farm waste. Agribusiness also encompasses farming equipment, machinery, chemicals, suppliers, and personnel.</p> <p>Several things characterize agribusiness, differentiating it very distinctively from family farming. The first is the scale, which is typically quite large. The second is considerable vertical and horizontal integration. For example, a company might own a facility that processes frozen vegetables, along with a controlling share in farms which produce these vegetables and companies which provide personnel to harvest and transport them.</p>                                                 |   |   |   |   |   |  |  |  |  |  |

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|    | <p>Agribusiness is also distinguished by being run like a true business, with administrators rather than farmers at the helm of companies in the agriculture business.</p> <p>This highly efficient and streamlined organization allows agribusiness to keep food costs low. This is an important priority for many consumers and governments, who also appreciate its standardization, which is in theory supposed to limit the possibility of food borne contamination and other issues with the food supply.</p> <p><i>Bonpos: What are the features that distinguish agribusiness from family farming?</i></p> <p><i>Правильный ответ: Agribusiness is characterized by the following features that distinguish it from family farms: 1. the scale of the business, which is, which is quite large. 2. Significant vertical and horizontal integration. For example, a company may own a vegetable processing plant, as well as a controlling stake in farms producing these vegetables and companies providing personnel for their collection and transportation. 3. In agribusiness, the company is run by administrators, not farmers.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 19 | <p><i>Прочитайте текст и запишите развернутый обоснованный ответ</i></p> <p>As you start any type of agribusiness, research your market so you can have a profitable agribusiness start-up.</p> <p>Determine what products or services you are going to sell. Create a business plan that allows you to project the profits you intend to make over a number of years. Include in this plan any expenses from supplies, licenses, insurance and other operating costs. Figure in the costs of purchasing or leasing land for your agribusiness start-up as well as any buildings you need. From these expenses, determine how much money you might need to get your business started.</p> <p>Acquire any business licenses you need to operate in your state from the Secretary of State's office. Register the name of your business and apply for a tax number from the same office. If you plan to operate the business as a limited liability company or corporation, fill out the paperwork at the Secretary of State's office as well.</p> <p>Set up your business on the land you purchased or leased. Build or adapt existing buildings to suit the purposes of your business. Purchase the materials you plan to sell to your customers and stock shelves. Buy enough property and liability insurance to cover your assets.</p> <p>Develop a marketing plan for your agribusiness start-up that clearly identifies you and your business with a brand or logo. Identify your market and ways you can reach your customers. Think long term as well as short term as you plan marketing strategies. Look for ways to advertise your brand. Place ads in newspapers, radio and television, but also hang flyers on bulletin boards in places where potential customers do business; create a website for your agribusiness.</p> <p><i>Bonpos: Why is it necessary to make a business plan?</i></p> <p><i>Правильный ответ: A business plan allows you to predict the profit you are going to receive. This plan includes costs related to supplies, licenses, insurance, and other operations. The estimated costs for farm equipment, purchase or lease of land for agribusiness, as well as for buildings that may be needed are also indicated.</i></p> |
| 20 | <p><i>Прочитайте текст и запишите развернутый обоснованный ответ</i></p> <p>Agribusiness in which huge areas of forest are burnt or cleared to make space for crops and livestock is the number one driver of deforestation worldwide.</p> <p>As we rely on industrial agricultural commodities such as palm, soy, and industrial produced meat and dairy, we are losing forests and accelerating a climate and ecological emergency.</p> <p>Some 80% of global deforestation is a result of agricultural production, which is also the leading cause of habitat destruction.</p> <p>Increasingly, the world's agriculture system is expanding its terrestrial footprint to produce livestock feed that meets the growing demand for meat and dairy products or crop-based biofuels. This type of growth is only putting more pressure on forests and increasing the destruction of critical ecosystems. The 2019 UN Intergovernmental Panel on Climate Change Land Use report concluded that protecting and restoring forests and urgently</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|  | <p>revamping the global food system through dietary change are key solutions to the escalating biodiversity, climate, and food security crises.</p> <p>Global commodity production remains a leading cause of forest destruction. Recent Analysis by Greenpeace International suggested that, by the start of 2020, some 50 million hectares of forest - an area the size of Spain - is likely to have been destroyed for global commodity production since those promises were made in 2010.</p> <p>Meanwhile, the trade of products linked to deforestation, forest degradation, or human rights abuses, often referred to as “high-risk commodities”, has boomed: since 2010, the area planted with soy in Brazil has increased by 45%, while Indonesian palm oil production is up 75%, and Côte d’Ivoire’s cocoa footprint has grown by 80%. This trend is set to continue - by 2050, global meat consumption (and hence production) is forecast to rise by 76%, soy production by nearly 45%, and palm oil production by nearly 60%.</p> <p><i>Вопрос: How to overcome the crisis in the field of climate and food security?</i></p> <p><i>Правильный ответ: The climate is changing nowadays that leads to distraction of ecosystem. But there are different ways of overcoming this crisis. Protecting and restoring forests, rebuilding the global food system by changing diets are key solutions to overcome the crisis in climate, and food security.</i></p> |
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### Лист визирования фонда оценочных средств на очередной учебный год

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

Протокол заседания кафедры русского и иностранных языков от «\_\_» \_\_\_\_\_ 20\_\_ г. № \_\_

Заведующий кафедрой русского и иностранных языков \_\_\_\_\_ А.А. Педерсен  
«\_\_» \_\_\_\_\_ 20\_\_ г.

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

Протокол заседания кафедры \_\_\_\_\_ от «\_\_» \_\_\_\_\_ 20\_\_ г. № \_\_

Заведующий кафедрой \_\_\_\_\_  
«\_\_» \_\_\_\_\_ 20\_\_ г.

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

Протокол заседания кафедры \_\_\_\_\_ от «\_\_» \_\_\_\_\_ 20\_\_ г. № \_\_

Заведующий кафедрой \_\_\_\_\_  
«\_\_» \_\_\_\_\_ 20\_\_ г.

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Заведующий кафедрой \_\_\_\_\_  
«\_\_» \_\_\_\_\_ 20\_\_ г.

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Протокол заседания кафедры \_\_\_\_\_ от «\_\_» \_\_\_\_\_ 20\_\_ г. № \_\_

Заведующий кафедрой \_\_\_\_\_  
«\_\_» \_\_\_\_\_ 20\_\_ г.

**Лист дополнений и изменений в фонд оценочных средств**

Дисциплина «Иностранный язык (английский)»

Направление подготовки: 35.03.04 Агрономия

Направленность (профиль): Агробизнес

На \_\_\_\_/\_\_\_\_ учебный год

Вносятся следующие дополнения и изменения: (указываются составляющие ФОС дисциплины, в которые вносятся изменения и перечисляются вносимые в них изменения):

1.

2.

Дополнения и изменения рассмотрены и одобрены на заседании кафедры \_\_\_\_\_  
от «\_\_\_» \_\_\_\_\_ 202\_\_ г., протокол № \_\_\_\_\_

Заведующий кафедрой \_\_\_\_\_  
(подпись)

«\_\_\_» \_\_\_\_\_ 202\_\_ г