

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

УТВЕРЖДАЮ:

Первый проректор

О.А. Удалых

2025 г.



ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине

**Языковая коммуникация в профессиональной сфере на иностранном языке
(английский язык)**

(наименование дисциплины)

Направление подготовки/специальность 35.04.05 Садоводство

(код и наименование направления подготовки/специальности)

Направленность
(профиль)

Садоводство

(наименование профиля/специализации подготовки, при наличии)

Квалификация выпускника: магистр

(квалификация выпускника)

Год начала подготовки: 2025

Макеевка – 2025

Фонд оценочных средств по дисциплине «Языковая коммуникация в профессиональной сфере на иностранном языке» (английский язык) является частью ОПОП ВО по направлению подготовки 35.04.05 Садоводство, направленность (профиль): Садоводство и предназначен для оценивания уровня сформированности компетенций обучающихся.

Разработчик(и)


(подпись)

М.П. Парфёнов
(ИОФ)

(подпись)

(ИОФ)

(подпись)

(ИОФ)

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

Председатель ПМК


(подпись)

М.П. Парфёнов
(ИОФ)

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

Заведующий кафедрой


(подпись)

А.А. Педерсен
(ИОФ)

Раздел 1. ПАСПОРТ ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине «Языковая коммуникация в профессиональной сфере на иностранном языке» (английский язык)

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 – 3	Укрупненная группа направлений подготовки 35.00.00 – Сельское, лесное и рыбное хозяйство	Обязательная часть		
	Направление подготовки: 35.04.05 Садоводство			
	Общее количество часов – 108	Направленность (профиль): Садоводство	Семестр	
1-й			1-й	1-й
Лекции				
	Образовательная программа высшего образования – программа магистратуры	-	-	-
		Занятия семинарского типа		
		-	-	16 ч.
		Самостоятельная работа		
		-	-	90 ч.
		Контактная работа, всего		
		-	-	18 ч.
Вид контроля: зачёт (1 семестр)				

1.2. Перечень компетенций, формируемых дисциплиной
«Языковая коммуникация в профессиональной сфере на иностранном языке»
(английский язык)

Код компетенции	Содержание компетенции	Планируемые результаты обучения	
		Наименование индикатора достижения компетенции	Формируемые знания, умения и навыки
1	2	3	4
УК-4	Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	УК- 4.2 Применяет современные коммуникативные технологии для академического и профессионального взаимодействия на иностранном(ых) языке(ах)	<i>Знание:</i> переводческие приемы и трансформации необходимые для выполнения разных типов перевода академического текста с иностранного(-ых) на государственный язык в профессиональных целях, а также для редактирования различных академических текстов; особенности построения устного выступления и принципы ведения эффективной дискуссии на международных мероприятиях, имеющих академическую и профессиональную направленность; особенности и основные характеристики письменной речи для академических целей; технологии использования сети интернет и социальных сетей в процессе учебной и академической профессиональной коммуникации. <i>Умение:</i> выполнять разные типы перевода академического текста с иностранного(-ых) на государственный язык в профессиональных целях, а также редактировать различные академические тексты (рефератов, эссе, обзоров, статей и т.д.);представлять результаты академической и профессиональной деятельности и принимать эффективное участие в академических и профессиональных дискуссиях на различных научных мероприятиях, включая международные; использовать сеть интернет и социальные сети в процессе учебной и академической профессиональной коммуникации. <i>Навык:</i> владеет жанрами письменной и устной коммуникации в академической сфере,

			в том числе в условиях межкультурного взаимодействия в объеме, достаточном для выполнения различных типов перевода академического текста с иностранного(-ых) на государственный язык в профессиональных целях и редактирования различных академических текстов (рефератов, эссе, обзоров, статей и т.д.); навыками ведения эффективной академической и профессиональной дискуссии; навыками учебной и академической профессиональной коммуникации, осуществляемой посредством использования сети интернет и социальных сетей. <i>Опыт деятельности:</i> приобретает опыт деятельности владения иностранным языком на уровне, позволяющем осуществлять основные виды речевой деятельности в профессиональном и научном дискурсах.
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1.3. Перечень тем дисциплины

Шифр темы	Название темы	Кол-во часов
T 1.1	Levels of higher education	10
T 1.2	My field of study	11
T 2.1	The career and professional activity	10
T 2.2	Tasks and responsibilities of a specialist in the professional field	11
T 3.1	Job application	11
T 3.2	Curriculum vitae (CV), interview with the employer	11
T 4.1	Features of the scientific communication style	11
T 4.2	The official-business communication style	11
T 5.1	Writing an abstract	11
T 5.2	Writing a precis	9
	Другие виды контактной работы	2
Всего		108

1.4. Матрица соответствия тем дисциплины и компетенций

<i>Шифр компетенции по ФГОС ВО</i>	<i>Шифр темы</i>									
	T1.1	T1.2	T2.1	T2.2	T3.1	T3.2	T4.1	T4.2	T5.1	T5.2
УК-4.2	+	+	+	+	+	+	+	+	+	+

1.5. Соответствие тем дисциплины и контрольно-измерительных материалов

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

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

Описание шкалы оценивания сформированности компетенций

Компетенции на различных этапах их формирования оцениваются шкалой: «неудовлетворительно», «удовлетворительно», «хорошо», «отлично» в форме дифференцированного зачёта

<i>Результат обучения по дисциплине</i>	<i>Критерии и показатели оценивания результатов обучения</i>			
	<i>неудовлетворительно</i>	<i>удовлетворительно</i>	<i>хорошо</i>	<i>отлично</i>
I этап Знать переводческие приемы и трансформации необходимые для выполнения разных типов перевода академического текста с иностранного(-ых) на государственный язык в профессиональных целях, а также для редактирования различных академических текстов; особенности построения устного выступления и принципы ведения эффективной дискуссии на международных мероприятиях, имеющих академическую и профессиональную направленность; особенности и основные характеристики письменной речи для академических целей; технологии использования сети интернет и социальных сетей в процессе учебной и академической профессиональной коммуникации.	Фрагментарные знания переводческих приемов и трансформации необходимых для выполнения разных типов перевода академического текста с иностранного(-ых) на государственный язык в профессиональных целях, а также для редактирования различных академических текстов; особенностей построения устного выступления и принципов ведения эффективной дискуссии на международных мероприятиях, имеющих академическую и профессиональную направленность; особенностей и основных характеристик письменной речи для академических целей; технологий использования сети интернет и социальных сетей в процессе учебной и академической профессиональной коммуникации.	Неполные знания переводческих приемов и трансформации необходимых для выполнения разных типов перевода академического текста с иностранного(-ых) на государственный язык в профессиональных целях, а также для редактирования различных академических текстов; особенностей построения устного выступления и принципов ведения эффективной дискуссии на международных мероприятиях, имеющих академическую и профессиональную направленность; особенностей и основных характеристик письменной речи для академических целей; технологий использования сети интернет и социальных сетей в процессе учебной и академической профессиональной коммуникации.	Сформированные, но содержащие отдельные пробелы знания переводческих приемов и трансформации необходимых для выполнения разных типов перевода академического текста с иностранного(-ых) на государственный язык в профессиональных целях, а также для редактирования различных академических текстов; особенностей построения устного выступления и принципов ведения эффективной дискуссии на международных мероприятиях, имеющих академическую и профессиональную направленность; особенностей и основных характеристик письменной речи для академических целей; технологий использования сети интернет и социальных сетей в процессе учебной и академической профессиональной коммуникации.	Сформированные и систематические знания переводческих приемов и трансформации необходимых для выполнения разных типов перевода академического текста с иностранного(-ых) на государственный язык в профессиональных целях, а также для редактирования различных академических текстов; особенностей построения устного выступления и принципов ведения эффективной дискуссии на международных мероприятиях, имеющих академическую и профессиональную направленность; особенностей и основных характеристик письменной речи для академических целей; технологий использования сети интернет и социальных сетей в процессе учебной и академической профессиональной коммуникации.

(УК-4 / УК-4.2) -	/ Отсутствие знаний			
II этап Уметь выполнять разные типы перевода академического текста с иностранного(-ых) на государственный язык в профессиональных целях, а также редактировать различные академические тексты (рефератов, эссе, обзоров, статей и т.д.); представлять результаты академической и профессиональной деятельности и принимать эффективное участие в академических и профессиональных дискуссиях на различных научных мероприятиях, включая международные; использовать сеть интернет и социальные сети в процессе учебной и академической профессиональной коммуникации. (УК-4 / УК-4.2)	Фрагментарное умение выполнять разные типы перевода академического текста с иностранного(-ых) на государственный язык в профессиональных целях, а также редактировать различные академические тексты (рефератов, эссе, обзоров, статей и т.д.); представлять результаты академической и профессиональной деятельности и принимать эффективное участие в академических и профессиональных дискуссиях на различных научных мероприятиях, включая международные; использовать сеть интернет и социальные сети в процессе учебной и академической профессиональной коммуникации / Отсутствие умений	В целом успешное, но не систематическое умение выполнять разные типы перевода академического текста с иностранного(-ых) на государственный язык в профессиональных целях, а также редактировать различные академические тексты (рефератов, эссе, обзоров, статей и т.д.); представлять результаты академической и профессиональной деятельности и принимать эффективное участие в академических и профессиональных дискуссиях на различных научных мероприятиях, включая международные; использовать сеть интернет и социальные сети в процессе учебной и академической профессиональной коммуникации	В целом успешное, но содержащее отдельные пробелы умение выполнять разные типы перевода академического текста с иностранного(-ых) на государственный язык в профессиональных целях, а также редактировать различные академические тексты (рефератов, эссе, обзоров, статей и т.д.); представлять результаты академической и профессиональной деятельности и принимать эффективное участие в академических и профессиональных дискуссиях на различных научных мероприятиях, включая международные; использовать сеть интернет и социальные сети в процессе учебной и академической профессиональной коммуникации	Успешное и систематическое умение выполнять разные типы перевода академического текста с иностранного(-ых) на государственный язык в профессиональных целях, а также редактировать различные академические тексты (рефератов, эссе, обзоров, статей и т.д.); представлять результаты академической и профессиональной деятельности и принимать эффективное участие в академических и профессиональных дискуссиях на различных научных мероприятиях, включая международные; использовать сеть интернет и социальные сети в процессе учебной и академической профессиональной коммуникации
III этап Владеть навыками письменной и устной коммуникации в академической сфере, в том числе в условиях межкультурного взаимодействия в объёме, достаточном для выполнения различных	Фрагментарное применение навыков письменной и устной коммуникации в академической сфере, в том числе в условиях межкультурного взаимодействия в объёме, достаточном для выполнения различных типов перевода	В целом успешное, но не систематическое применение навыков письменной и устной коммуникации в академической сфере, в том числе в условиях межкультурного взаимодействия в объёме, достаточном для выполнения различных типов перевода академического текста с иностранного(-ых) на государственный язык в	В целом успешное, но сопровождающееся отдельными ошибками применение навыков письменной и устной коммуникации в академической сфере, в том числе в условиях межкультурного взаимодействия в объёме, достаточном для выполне-	Успешное и систематическое применение навыков письменной и устной коммуникации в академической сфере, в том числе в условиях межкультурного взаимодействия в объёме, достаточном для выполнения различных типов перевода академического текста с

типов пере-вода академического текста с иностранного(-ых) на государственный язык в профессиональных целях и редактирования различных академических текстов (рефератов, эссе, обзоров, статей и т.д.); ведения эффективной академической и профессиональной дискуссии; навыками учебной и академической профессиональной коммуникации, осуществляемой посредством использования сети интернет и социальных сетей; владеет иностранным языком на уровне, позволяющем осуществлять основные виды речевой деятельности в профессиональном и научном дискурсах (УК-4 / УК-4.2)	академического текста с иностранного(-ых) на государственный язык в профессиональных целях и редактирования различных академических текстов (рефератов, эссе, обзоров, статей и т.д.); ведения эффективной академической и профессиональной дискуссии; навыками учебной и академической профессиональной коммуникации, осуществляемой посредством использования сети интернет и социальных сетей; владеет иностранным языком на уровне, позволяющем осуществлять основные виды речевой деятельности в профессиональном и научном дискурсах / Отсутствие навыков	профессиональных целях и редактирования различных академических текстов (рефератов, эссе, обзоров, статей и т.д.); ведения эффективной академической и профессиональной дискуссии; навыками учебной и академической профессиональной коммуникации, осуществляемой посредством использования сети интернет и социальных сетей; владеет иностранным языком на уровне, позволяющем осуществлять основные виды речевой деятельности в профессиональном и научном дискурсах	ния различных типов пере-вода академического текста с иностранного(-ых) на государственный язык в профессиональных целях и редактирования различных академических текстов (рефератов, эссе, обзоров, статей и т.д.); ведения эффективной академической и профессиональной дискуссии; навыками учебной и академической профессиональной коммуникации, осуществляемой посредством использования сети интернет и социальных сетей; владеет иностранным языком на уровне, позволяющем осуществлять основные виды речевой деятельности в профессиональном и научном дискурсах	иностранного(-ых) на государственный язык в профессиональных целях и редактирования различных академических текстов (рефератов, эссе, обзоров, статей и т.д.); ведения эффективной академической и профессиональной дискуссии; навыками учебной и академической профессиональной коммуникации, осуществляемой посредством использования сети интернет и социальных сетей; владеет иностранным языком на уровне, позволяющем осуществлять основные виды речевой деятельности в профессиональном и научном дискурсах-
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Раздел 2. ОЦЕНОЧНЫЕ СРЕДСТВА

Блок А ОЦЕНОЧНЫЕ СРЕДСТВА ТЕКУЩЕГО КОНТРОЛЯ ЗНАНИЙ ОБУЧАЮЩИХСЯ

Фонд тестовых заданий по дисциплине

ТЕМА 1.1.

1. Most of the programmes of higher education offer ...
 - a) a 5-year study course;
 - b) a 4-year study course;
 - c) a 6- year study course;
 - d) a 3,5 - year study course.
2. There are...stages of higher education in the Russian Federation.
 - a) five;
 - b) four;
 - c) three;
 - d) two.
3. Higher education is provided by...
 - a) public accredited higher education institutions;
 - b) private accredited higher education institutions;
 - c) public and private accredited higher education institutions;
 - d) all the variants incorrect.
4. The first university level degree lasts for...years.
 - a) 3;
 - b) 4;
 - c) 5;
 - d) 7
5. A Master's degree lasts for...
 - a) one year;
 - b) about 4 years;
 - c) about three years
 - d) about 2 years.
6. ...is responsible for the accreditation and licensing of higher education institutions, and for developing and maintaining State Education Standards.
 - a) the Ministry of Education and Science of the Russian Federation;
 - b) the Ministry of Agriculture of the Russian Federation;
 - c) the Ministry of Justice of the Russian Federation;
 - d) the Ministry of Culture .
7. The major sources of financing of the state educational establishments are...
 - a) tuition fees;
 - b) the federal budget ;
 - c) the local budget;
 - d) the federal and local budgets ...
8. Non-state educational institutions are permitted to obtain financial support from the federal and local budgets....
 - a) once they have received state accreditation;
 - b) once they have a required staff of lecturers;
 - c) once they have a required audio and visual aids;
 - d) once they assign a scholarship.

9. Universities in Russia are split into the following groups:

- a) humanities and sciences universities; pedagogical universities; agricultural universities; technical universities;
- b) medical universities; agricultural universities; technical universities;
- c) humanities and sciences universities; agricultural universities; technical universities;
- d) humanities and sciences universities; pedagogical universities; medical universities; agricultural universities; technical universities

10. An academy ...

a) is a higher education institution aimed at developing education, science, and culture by doing basic scientific research and training at all the levels of higher, post-higher and further education, primarily in one specific arena of science, technology and culture;

b) is an independent higher education institution or a part of the university, and academy that applies vocational educational curriculum in specific areas of science, technology, culture and is involved in scientific research.;

c) offers broad range of disciplines especially in the humanities and the sciences areas.;

d) offers education in only one major discipline.

TEMA 1.2.

1. My research work includes ...

- a) observations and laboratory tests;
- b) working as a laboratory assistant;
- c) listening to lectures on the subject;
- d) copying other scientists' works.

2. The practical output of the study must...

- a) be insignificant;
- b) have an overwhelming results;
- c) be of considerable practical significance;
- d) have positive effect.

3. The results of the research work may be constructed into...

- a) one file and postponed;
- b) data files;
- c) a laboratory research;
- d) a theoretic framework

4. ...material on the research should be published.

- a) little;
- b) much;
- c) required by the experimental laboratory;
- d) required by a supervisor

5. The subject of the thesis must be chosen according to...

- a) a master student's interests;
- b) a supervisor's interests;
- c) a master student parents' interests;
- d) the state interests

6. Any thesis...

- a) should meet some criteria;
- b) shouldn't meet any criteria;
- c) should be independent in terms of criteria;
- d) should take into account the criteria recommended by a supervisor only

7. A master student ...

- a) mustn't participate in the work of scientific conferences;
- b) must participate in the work of scientific conferences;
- c) should escape the work of scientific conferences;
- d) must attend scientific conferences without participation in their work

8. She asked me...

- a) help with her scientific report;

- b) helped with her scientific report;
 - c) had helped with her scientific report;
 - d) to help with her scientific report
9. Я видел, как она работала в лаборатории:
- a) I saw her to work in the laboratory;
 - b) I saw her work in the laboratory;
 - c) I saw her worked in the laboratory;
 - d) I saw her had worked in the laboratory
10. He is said to be a prominent scientist.
- a) Он сказал, что он – известный учёный;
 - b) Ему сказали, что он - известный учёный;
 - c) Говорят, что он - известный учёный,
 - d) Сказали, что он – известный учёный.

ТЕМА 2.1.

1. Career management can be defined in...
 - a) one dimension: individual;
 - b) one dimension: organizational;
 - c) one dimension: state;
 - d) two dimensions: individual and organizational
2. individual employee...do not take into account the goals and plans of the organization
 - a) takes into account the goals and plans of the organization;
 - b) does not take into account the goals and plans of the organization;
 - c) partially takes into account the goals and plans of the organization;
3. The word “carrier” was primarily associated with ...
 - a) economics;
 - b) economic success;
 - c) finance;
 - d) financial success
4. Professional career advisers observe two most frequent approaches to careers:...
 - a) spending the free time effectively and thus acquiring professional competences;
 - b) building an effective CV and working without sick leaves;
 - c) working without sick leaves and acquiring professional competences;
 - d) building an effective CV, and acquiring professional competences.
5. The strategy of building professional competence is in seeking occupations...
 - a) where specific skills can be acquired;
 - b) where specific skills can't be acquired;
 - c) where one can have much spare time;
 - d) where there is a benefit package.
6. “The middle period” of a professional activity is most often associated with...
 - a) reserving professional experience through taking lower posts in an organization;
 - b) hiding professional experience in order not to be taken to higher posts in an organization...;
 - c) sharing professional experience through taking higher posts in an organization;
 - d) nagging at the employees who take lower posts in an organization.
7. The advantage of employees in the “middle period” is based on...
 - a) a lowly professional career;
 - b) a rich professional career;
 - c) impudence and audacity;
 - d) their modesty
8. They saw him...on his project.
 - a) work;
 - b) to work;
 - c) to be worked;

- d) to have been worked
- 9. He was seen...
 - a) work;
 - b) to have worked;
 - c) to have been worked;
 - d) to work
- 10. He was said to be one of the most successful businessmen.
 - a) Он сказал, что был одним из наиболее успешных бизнесменов;
 - b) Он сказал, что он - один из наиболее успешных бизнесменов;
 - c) Ему сказали, что он был одним из наиболее успешных бизнесменов;
 - d) Говорят, что он - один из наиболее успешных бизнесменов

ТЕМА 2.2.

- 1. A job responsibility is...
 - a) a description of one's desires that are never fulfilled;
 - b) a description of one's relations with the other employees in a specific position;
 - c) a description of one's duties in a particular position;
 - d) a description of one's desires for a specific position.
- 2. Job responsibility summaries include information about...
 - a) roles, activities and tasks that relate to fulfilling job requirements;
 - b) roles, activities and tasks that don't relate to fulfilling job requirements;
 - c) roles, activities and tasks that interfere with the fulfillment of job requirements;
 - d) roles, activities and tasks that one would like to perform, but in vain
- 3. Your description...
 - a) should include a lot of details that potential employers will want to see.;
 - b) shouldn't include a lot of details that potential employers will want to see.;
 - c) should include not only the details that potential employers will want to see.;
 - d) should contain information that has nothing to do with your future place of work.
- 4. Objectives of professional activity....
 - a) determine the levels of initial professional development;
 - b) determine the goals of professional development;
 - c) determine the ways of professional development;
 - d) determine the levels of professional development.
- 5. Professional activity is an area of competence, which...
 - a) has a wide range of scope;
 - b) is limited in scope;
 - c) isn't limited in scope;
 - d) has nothing to do with the concept of a profession
- 6. Professional activity is....
 - a) a certain stage in the termination of the development of a specialist in the subject field;
 - b) a certain stage in the development of a specialist in the subject field ;
 - c) a new stage in the development of a specialist in the subject field;
 - d) a well-known stage in the development of a specialist in the subject field.
- 7. It's often said "an expert in the field." This evaluation is...
 - a) recognition of a person's interest in the field in which he carries out activities.;
 - b) recognition of the impudence of the person with which he carries out his activities;
 - c) recognition of the ambitions of a person in a field in which he practices activities;
 - d) recognition of the competence of a person in a field in which he practices activities;
- 8. I would like....
 - a) her to speak English;
 - b) her speak English;
 - c) she to speak English;
 - d) she speak
- 9. She is known to be a talented actress.
 - a) Она узнала, что она - талантливая актриса;

- b) Она узнала, что быть ей талантливой актрисой;
 - c) Знали, что она – талантливая актриса;
 - d) Известно, что она – талантливая актриса
10. Она думала, что её подруга напишет ей письмо.
- a) She thought her friend to write her a letter;
 - b) She thought her friend will write her a letter;
 - c) She thought her friend to be writing her a letter;
 - d) She thought her friend will be writing her a letter.

ТЕМА 3.1.

1. A job application is...
 - a) an informal document that sums up your factual education and experience for your potential employer;
 - b) a formal document that sums up your factual education and experience for your potential employer;
 - c) a formal document that sums up your factual education for your potential employer;
 - d) an informal document that sums up your experience for your potential employer.
2. Your job application is....
 - a) a legally-defendable document which can be used at state enterprises;
 - b) a legally-defendable document;
 - c) not a legally-defendable document.;
 - d) a legally-defendable document which can be used at private enterprises.
3. Readying your resume for the application process means making sure it's...for the job you are applying to
 - a) honest enough;
 - b) not too frank enough;
 - c) rather comprehensive and grandiose;
 - d) up-to-date and optimized
4. Using the Internet....
 - a) you always share your personal data with everybody in the Net;
 - b) you can hide your personal data but stand out as a candidate;
 - c) you can protect your communications and stand out as a candidate;
 - d) you can personalize your communications and stand out as a candidate
5. Connect with other employees at the company...
 - a) to learn what it's like to work there;
 - b) to make sure that you are wanted there;
 - c) to find out about the salary amount there;
 - d) to find out the duration of the vacation there
6. what kinds of things the recruiters look for in an employee.
 - a) Usually you don't care (and that's right!);
 - b) You must share with your would be co-workers;
 - c) You must always be aware of;
 - d) You mustn't find out
7.the overall culture of the business.
 - a) You should dream of;
 - b) You should know
 - c) You shouldn't take into account;
 - d) You should neglect
8. When I read that article, I came across many new words.
 - a) When I reading that article, I came across many new words;
 - b) When I read that article, I was coming across many new words;
 - c) When reading that article, I came across many new words;
 - d) When reading that article, I was coming across many new words
9. The man who is making the report is a friend of mine.
 - a) The man making the report is a friend of mine;

- b) The man was making the report is a friend of mine;
- c) The man made the report is a friend of mine;
- d) The man is making the report is a friend of mine

TEMA 3.2.

1. Do you need to specify the house number and street name, apartment number, city, zip code, country in the resume
 - a) Of course, you do;
 - b) No, you don't;
 - c) You do but an employer doesn't need that information as he is interested in your skills only;
 - d) No, you don't because it violates the law on private data.
2. Should you specify the objectives of your CV?
 - a) Yes, you should. Because without that information the employer can't know the reasons for your desire to work for that firm;
 - b) You shouldn't because that information is insignificant;
 - c) You shouldn't because that information is private;
 - d) You should because the employer must get ready to celebrate your arrival at work
3. During the job interview...
 - a) the employer evaluates the personal traits of character of an applicant.
 - b) the employer determines whether or not the applicant is suitable for the post he/ she needs;
 - c) the employer tries to predict negatives of the applicant;
 - d) the employer amuses himself because the working day is too dull.
4. A job interview allows the applicant...
 - a) to assess the corporate culture and demands of the job;
 - b) to take a critical look at the corporate culture and demands of the job;
 - c) to find out the nature of the employer;
 - d) to find out additional requirements for a subordinate
5. Multiple rounds of job interviews may be used when...
 - a) the job isn't interesting and it takes much effort to an applicant to cope with it;
 - b) the employer tries not to allow the applicant to work for the firm;
 - c) the employer is bored and wants to have fun;
 - d) there are many candidates or the job is particularly challenging or desirable
6. A job interview conducted over the telephone is especially common when the candidate...
 - a) avoids the employer;
 - b) does not live near the employer;
 - c) tries to cheat the employer;
 - d) isn't initially wanted
7. Stress interview is...
 - a) an interview without pressure ;
 - b) a stressful interview;
 - c) an interview about the results of activities;
 - d) a usual interview.
8. Закончив работу они пошли домой.
 - a) Having finished their work, they went home;
 - b) Finished their work, they went home;
 - c) Finishing their work, they went home;
 - d) Having finished their work, they had gone home.
9. When they arrived in London, they went sightseeing.
 - a) When arriving in London, they went sightseeing;
 - b) Arriving in London, they were going sightseeing;
 - c) Arriving in London, they went sightseeing;
 - d) Having arrived in London, they had gone sightseeing;
10. The girls who are watering flowers are my friends.
 - a) The girls are watering flowers are my friends
 - b) The girls watering flowers are my friends;

- c) The girls who were watering flowers are my friends;
- d) The girls who watering flowers are my friends

TEMA 4.1.

1. The scientific style...
 - a) would correspond to the writing style of common people;
 - b) would correspond to the writing style of magistrate students;
 - c) would correspond to the writing style of scientists;
 - d) wouldn't correspond to the writing style of scientists.
2. Is it true that sometimes a new writer gives importance to the background (results to be communicated) and forgets about the form (a correct scientific style)
 - a) It's true;
 - b) It can't be true;
 - c) sometimes it happens but seldom;
 - d) all the variants incorrect (give the variant of your own)
3. A scientific text must be clear. It means that...
 - a) the text can be read and understood quickly;
 - b) the text can be read but sometimes misunderstood because of quick reading;
 - c) the text can't be read and understood;
4. A scientific text must be accurate. This implies...
 - a) absence of ambiguous terms; confusing and misleading expressions;
 - b) absence of ambiguous terms;
 - c) absence of confusing expressions;
 - d) absence of misleading expressions
5. Other important attributes of the scientific style....
 - a) are: terminology difficult to understand and the language used is a bit stiff;
 - b) is abundance of scientific terms and concepts;
 - c) are: conciseness, fluidity, and simplicity or naturalness;
 - d).is a small number of colloquial expressions
6. Before writing, you should have a very clear idea of what you want...
 - a) to read;
 - b) to omit;
 - c) to escape;
 - d) to say
7. As a general rule, write the sections on material and methods and results...
 - a) in the future;
 - b) in the past,;
 - c) in the present;
 - d) in the perfect.
8. They insisted...going there.
 - a) in;
 - b) to;
 - c) of;
 - d) on;
9. I'm looking forward...your answer.
 - a) in;
 - b) to;
 - c) of;
 - d) on.
10. He thought...coming back.
 - a) in;
 - b) to;
 - c) of;
 - d) on

TEMA 4.2.

1. Spoken communication often combines...
 - a) communication on the Net and writing communication;
 - b) writing communication communication on the phone;
 - c) commiunication through messages and verbal communication;
 - d) verbal communication and non-verbal communication.
2. Oral communication is divided into...
 - a) face-to-face communication and communication by phone;
 - b) SMS communication and communication by phone;
 - c) face-to-face communication and SMS communication;
 - d) communication by phone and communication through the Net
3. According to the survey conducted among business professional...is considered to be the most important and essential type of communication in business.
 - a) communication by phone;
 - b) communication through the Net ;
 - c) face-to-face communication;
 - d) SMS communication
4. When face-to face communication is impossible the easiest and the most convenient way to contact your business partner is...
 - a) communication with the help of private messages;
 - b) communication through the Net;
 - c) communication by writing letter on paper;
 - d) by phone.
5. Effective telephone use requires...
 - a) great attention to speaking clearly and listening attentively;.
 - b) great attention to writing a speech beforehand;
 - c) great attention to using new models of phones;
 - d) great attention to preparing additional means of communication to be on the safe side.
6. The main feature of business writing that unites all forms (memos, emails, letters, documents, etc.) together is ...
 - a) the style;
 - b) the desire to communicate;
 - c) the privacy of correspondence;
 - d) respect for your counterpart
7. While writing a document you have to be concise, clear, and to...
 - a) protect information in an effective way;
 - b) encrypt information ;
 - c) convey information in an effective way;
 - d) omit the necessary information to be conveyed orally.
8. I objected...doing that.
 - a) in;
 - b) to;
 - c) of;
 - d) on
9. I dreamed...my being invited to the conference.
 - a) in;
 - b) to;
 - c) of;
 - d) on.
10. I was sure....my being invited there.
 - a) in;
 - b) to;
 - c) of;
 - d) on

ТЕМА 5.1.

1. An abstract is a short summary of...
 - a) a shorter work;
 - b) a longer work;
2. The abstract summarizes...
 - a) the goals and results of your research so that readers know exactly what your article is about.;
 - b) The abstract summarizes the goals and results of your research so that readers partially know what your article is about;
 - c) The abstract summarizes the goals and results of your research in brief so that readers do not guess what your article is about
3. The structure of an abstract...
 - a) is constant in style;
 - b) may vary slightly depending on the discipline;
 - c) is various in style;
 - d) depends on the supervisor of the work
4. One common way to structure your abstract is to use the IMRaD structure. This stands for:...
 - a) Introduction, Methods, Results, Discussion;
 - b) Introduction; Methods, Results, Description;
 - c) Introduction, Memorizing, Results, Description;
 - d) Initiation, Methods, Results, Discussion
5. The best way to learn the conventions of writing an abstract in your discipline is...
 - a) to listen to your group mates' advice;
 - b) to consult your scientific supervisor and follow his instructions;
 - c) to write as many abstracts of your work as possible;
 - d) to read other people's abstracts.
6. An informative abstract summarizes a paper, describing its...
 - a) objective and methodology,
 - b) objective, methodology and background
 - c) objective, methodology, background and results;
 - d) objective, methodology, background, results, and conclusion
7. A descriptive abstract talks about...
 - a) a general description of what the paper is about, without going into in-depth details and information.;
 - b) a definite description of what the paper is about, with going into in-depth details and information.;
 - c) a general description of what the paper is about, without going into in-depth details and information;
8. Мы слышали, как он выступал перед аудиторией
 - a) We heard him to speak to the audience;
 - b) We heard him speak to the audience;
 - c) We heard him spoke to the audience;
 - d) We heard him had spoken to the audience;
9. Известно, что он - выдающийся учёный.
 - a) He is known to have been an outstanding scientist;
 - b) He was known to have been an outstanding scientist;
 - c) He is known to be an outstanding scientist;
 - d) He was known to be an outstanding scientist.
10. Кажется, она понимает разговорный английский язык.
 - a) She was seemed to understand spoken English;
 - b) She is seemed to understand spoken English;
 - c) She seemed to understand spoken English;
 - d) She seems to understand spoken English

ТЕМА 5.2.

1. Precis writing is an exercise of...
 - a) compression;
 - b) enlarging;

- c) delivering an exact message to a reader
2. The main and the most crucial point of writing a precis is...
- a) to read the text once;
 - b) to read the text twice;
 - c) to read the text multiple times;
 - d) not to read the text multiple times
3. The four main points to remember while constructing your precis are:
- a) add a suitable title for your precis which is in line with the content, it should be written in the third person, the text should be in indirect form, use appropriate past tense;
 - b) add a suitable title for your precis which is in line with the content, it should be written in the third person, the direct form of the text is permitted, use appropriate past tense;;
 - c) add a suitable title for your precis which is in line with the content, it should be written in the third person, the text should be in indirect form, use different tenses; ;
 - d) add a suitable title for your precis which is in line with the content, it should be written in the third person, the direct form of the text is permitted, use different tenses;
4. Avoid using...in the precis.
- a) jargon;
 - b) complex sentences;
 - c) jargon and complex sentences;
 - d) shortenings
5. When writing a precis...
- a) Do not use abbreviation;
 - b) Do not use the compression of the text;
 - c) Do not use your own interpretation, criticism, or assumption about the text;
 - d) Do not use shorter words
6. The precis should be written...
- a) as an academic paper instead of for leisure reading;
 - b) as a text for leisure reading instead of an academic paper;
 - c) to entertain the reader;
 - d) to make the reader happy
7. You can choose a precis writing style that is either descriptive or analytical based on...;
- a) the number of times during which the work was read;
 - b) your own perception of the problem;
 - c) the nature of your precis and its intended audience. ...
8. Я увидел, как она вышла из дому
- a) I saw her to leave the house;
 - b) I saw her leave the house;
 - c) I saw her left the house;
 - d) I saw her had left the house
9. Сообщают, что его пригласили на конференцию.
- a) He is known to have been invited to the conference;
 - b) He was known to have been invited to the conference;
 - c) He is known to be invited to the conference;
 - d) He was known to be invited to the conference..
10. Кажется, он давно знал об этом
- a) He was seemed to know it long ago;
 - b) He is seemed to know it long ago;
 - c) He seemed to know it long ago;
 - d) He seems to have known it long ago

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

TEMA 1.1.

1. What are the types of higher education institutions in the Russian Federation?
2. What groups are Universities in Russia split into?
3. What is the difference between universities and academies?
4. What is a degree structure?
5. What are higher education qualifications in Russia?

TEMA 1.2.

1. When did you graduate? Did you take some other course of studies after that?
2. What subjects were you particularly good at? What was your major?
3. How did it come about that you decided to undertake a Master's Degree courses?
4. What were your personal reasons to enroll in Master's Degree courses?
5. Why did you choose the Master's degree program you're pursuing in?

TEMA 2.1.

1. What are the main tasks of the specialists in your professional field?
2. What is the theme of your master degree work? What is its title?
3. What is the subject of your present study? What do you actually investigate?
4. What objectives are you planning to attain?
5. What key issues are included in your research

TEMA 2.2.

1. What are the main responsibilities of any specialists?
2. What other duties does a specialist have?
3. Do all specialists work with foreigners?
4. Why Do Employers Ask Questions About Job Responsibilities?
5. What should a specialist do when his (her) work responsibilities haven't gone as planned?

TEMA 3.1.

1. What are the major steps of job application?
2. What information should an applicant's documents contain?
3. What does an applicant for a job need to know about the prospective job?
4. Why should the applicant find out who s/he is going to report to and what s/he is expected to do?
5. Should an applicant for a job have knowledge of what the target company does?

TEMA 3.2.

1. Why should a CV be laid out in reverse chronological order (most recent items first)?
2. Should a CV always be accompanied by a covering letter?
3. What information one must include in a CV?
4. Is it necessary to compose a different CV for each application?
5. What education should one include in the Education section of a CV?

TEMA 4.1.

1. What are the main genres of the scientific style?
2. What are the signs of the scientific style of the speech?
3. What logical parts does a scientific text consist of?
4. What does every text of a scientific style have?
5. What are the language features of a scientific text?

TEMA 4.2.

1. What is a business communication style?
2. Why is an effective business communication style of great importance?
3. What are the four typical communication styles?
4. Why is it important to understand different communication styles?
5. How to identify the best communication style for you?

TEMA 5.1.

1. What are the two main types of an abstract?
2. What goals does an abstract achieve?
3. What components must an abstract include?
4. What should a reader understand by reading an abstract?

5. In what way does an abstract differ from the other means of rendering the content of the text?

ТЕМА 5.2.

1. What are the two main types of précis?
2. What is an informative précis?
3. What is an indicative précis?
4. What is a mixed type of a précis?
5. How many parts does a précis usually consist of?

Критерии и шкалы оценивания устного опроса

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

Блок Б

ОЦЕНОЧНЫЕ СРЕДСТВА ТЕКУЩЕГО КОНТРОЛЯ УМЕНИЙ, НАВЫКОВ ОБУЧАЮЩИХСЯ

Типовые задания для практических занятий

ТЕМА 1.1

Read the text and answer the questions

According to the latest Russian legislation, there are three levels of higher education:

1. higher education - bachelor's degree;
2. higher education - specialty, magistracy;
3. higher education - training of highly qualified personnel.

A bachelor is an academic degree that a student of a higher educational institution receives after acquiring and confirming basic knowledge in the chosen field of study (specialty). Admission to the undergraduate program is made on a competitive basis based on the results of the Unified State Examination (USE), but this applies only to applicants with a secondary general education. Graduates of professional educational organizations (colleges, technical schools) enter undergraduate programs for internal entrance examinations on the basis of a diploma. A bachelor has the right, after passing special examinations, to enter the next stage of education and receive a master's or specialist's degree. A bachelor's degree provides ample opportunities for employment due to the basic knowledge necessary to start a career. The duration of undergraduate studies is 4 years for graduates of regular 11-year schools and, as a rule, 3 years for graduates of professional educational institutions.

A Master's degree is the second part of the two-level system of higher education, which graduates professionals with more in-depth specialization. The duration of training is 2 years. For admission, you must pass a special qualifying exam, which is determined by the university, and go through the competition. Both bachelors and specialists can enter the magistracy. Moreover, it is not at all necessary that it be the same educational organization. A bachelor's degree can be obtained by graduating from one educational organization (for example, non-state), and for a master's degree - to enter another (for example, state). However, bachelors who have not passed the competition can receive a master's degree only on a paid basis. A master's degree entitles you to further postgraduate studies.

A specialist is a traditional step for Russian higher education, which existed before the signing of the Bologna Declaration by Russia and still exists. The specialty includes both basic education and special training within the chosen direction. Admission is based on the results of the exam. The term of study is 5 years for full-time, 6 years for part-time. The specialty gives the right to enter the magistracy or postgraduate study. The qualification "specialist" is considered the second stage of higher education, like the master's degree. Therefore, after a specialty, it is impossible to enter a master's program on a budgetary basis, since this, according to the law, will be considered a second higher education. But a specialist, unlike a bachelor, can enter a graduate school. The diploma of a specialist is traditionally considered prestigious in Russia.

Postgraduate studies are a separate level of higher education in Russia, the purpose of which is to prepare for the degree of candidate of sciences. The scientific degree is awarded to a postgraduate student after passing the candidate's minimum (exams) and defending a dissertation. Admission to graduate school on a budgetary basis is possible only after a specialist degree. Budget graduate students are provided with state scholarships. Graduate students are given a deferment from conscription for military service. Postgraduate study usually lasts for three years, and for part-time studies - four years. In some European countries, the terms "postgraduate" and "postgraduate" correspond to "doctoral student" and "doctoral studies".

There are three types of educational organizations of higher education in Russia: university, academy, and institute. **The University** implements educational programs of higher education at all levels in a wide range of specialties. It must carry out fundamental and applied scientific research in a wide range of sciences. **The Academy** implements educational programs of all levels for a certain area of scientific activity, within which the Academy must carry out scientific research. **Institutes** work on educational programs of higher education of bachelor's, specialist's and master's degrees

(postgraduate studies are not obligatory) in a certain area of professional activity. A wide range of scientific research is not required for institutes.

1. How many levels of higher education are there in the Russian Federation? What are they?
2. How can a student receive a bachelor's degree?
3. How is admission to the Bachelor's degree program realized?
4. Who has the right to enter the next stage of education and receive a master's degree?
5. What does a bachelor's degree provide?
6. What should a student do to be enrolled in a master's degree program?
7. Whom is a special qualifying exam determined by?
8. What qualification is considered the second stage of higher education like the master's degree?
9. What is the purpose of postgraduate studies?
10. How many types of educational organizations of higher education are there in the Russian Federation? What are they?

TEMA 1.2

Read the text and answer the questions

(Опорный текст)

Let me introduce myself. My name is.... Now I am a first-year master's student of Lesgaft National State University of Physical Education, Sport and Health. I study at the Faculty of My specialization is

I graduated from ... (e.g. Lesgaft University) **with a bachelor's degree in** ...(e.g. Physical Education) in ...(e.g. 2018). After graduation I started my full time (part-time) work as a ... Now I am... (e.g. a fitness instructor/ football coach).

I have decided to take a Master's Degree course (master's degree program) because... Now I combine my practical work and scientific research.

The sphere of my scientific interest is ...

My scientific research deals with the problems of... (My scientific research deals with the exploration (investigation/ analysis/ development/ integration) of ...). It is based on...and devoted to

I have chosen this research topic because ...

This topic is explored enough/ a completely new field of scientific study.

The Russian/foreign scientists working on the same problem are ...

There is much/little material published on the subject of my research. I have read some scientific literature (articles), for example,

My scientific advisor is ...(full name, place of work, position, scientific degree and rank).

I always consult him/her when I encounter difficulties in my research.

The topic/title of my (future) master's thesis is ...

The scientific novelty of my research is ...

The main aim of the research is ...to find out/to define/to characterize/to explore/ to investigate/to analyze/ to gain.....

Its objectives are the following...

I use the following **research methods and techniques**: data collection, experiments (observations, laboratory tests, field and pilot study etc.). The experimental part of my research mostly consists of tests to be conducted on ...

My (future) master's thesis includes the following parts: Title page(s), Table of contents, Introduction, Theoretical part, Methodological part, Practical (analytical) part, Conclusions and recommendations, List of references and Annexes.

As for the practical output of my research, I hope that its results will be of practical significance. They may be applied to solving a wide range of problems in the field (area) of ...

1. What educational institution did you graduate from?
2. Why have you decided to take a Master's Degree course?
3. Do you combine your practical work and scientific research?
4. What is the sphere of your scientific interest?

5. What problem (problems) does your scientific research deal with?
6. Why have you chosen this research topic?
7. What is the topic/title of your future master's thesis?
8. What is the main aim of the research?
9. What are the objectives of the research?
10. What are the practical output of your research?

TEMA 2.1

Read the text and answer the questions

1. JOB INTERVIEW IN ENGLISH

Study the most common sample questions at the job interview and the answers to them (pay attention to comments given in brackets).

1. How would you describe yourself?

(Also: What are your strengths / positive traits? Why should we hire you?)

- **I consider myself** *hardworking / reliable / dependable / helpful / outgoing / organised / honest/ cooperative.*
- **I'm a team-player / an experienced team-leader / a seasoned** *(experienced) professional / a dedicated worker.*
- **I'm good at** *dealing with people / handling stress.*
- **I pay attention to details.**
- **I understand my customers' needs.**
- **I learn quickly and take pride in my work.**
- **I love challenges and getting the job done.**

2. What kind of qualifications do you have?

- **I graduated in IT from the University of London.**
- **I hold a master's degree (MA) / a bachelor's degree (BA) in Modern Languages from the University of New York.**
- **I took a one year accounting training program** *at Oxford College.*
- **I haven't done any formal training** *for this job, but I have worked in similar positions and have ten years of experience in this field.*

3. Why did you leave your last job?

- **I was laid off / made redundant,** *because the company relocated / downsized / needed to cut costs.*
- **I resigned from my previous position,** *because I didn't have enough room to grow with my employers.*
- **I wanted to focus on finding a job** *that is nearer to home / that represents new challenges / where I can grow professionally / that helps me advance my career.*

4. What do you do in your current role?

- **I'm responsible for** *the day-to-day running of the business / for recording and conveying messages for the departments.*
- **I ensure** *that high standard of customer care is maintained.*
- **I liaise with** *the Business Development and Business Services Units.*
- **I deal with** *incoming calls and correspond with clients via e-mails.*
- **I'm in charge of** *the high-priority accounts.*

5. What relevant experience do you have?

- **I have worked as a Sales Representative for** *several years.*
- **I have good organizational skills** *as I have worked as an Event Organizer / Personal Assistant for the last six years.*
- **I have great people skills:** *I've been working in Customer Service and been dealing with complaints for five years.*

6. Why would you like to work for us?

- **I would like to put into practice** *what I learned at university.*
- **I would like to make use of the experience I have gained** *in the past ten*

years.

- *I believe that your company will allow me **to grow both professionally and as a person.***

- *I've **always been interested in** E-Commerce / Marketing / Computer Programming and **your company excels** (is one of the best) in this field.*

7. What are your weaknesses / negative traits?

- *I'm a **perfectionist** and I may be **too hard on myself** or my co-workers sometimes.*

- *I **might need to learn to** be more flexible when things are not going according to plan. **This is something I'm working on at the moment.***

- *I occasionally **focus on details** instead of looking at the bigger picture. I'm learning how to **focus on the overall progress** as well.*

8. When can you commence employment with us?

(When can you start work?)

- *I will be **available for work** in January, next year.*

- *I can **start immediately.***

- *I have to **give three weeks' notice to** my current employer, so the earliest I can start is the first of February.*

9. Do you have any questions?

- ***What would be the first project I'd be working on if I was offered the job?***

- ***Who would I report to? Who would I be working closely with?***

- ***Are there any benefits** your company offers its employees?*

- ***When will I get an answer? How soon can I start?***

Questions about your Qualifications

What can you do for us that someone else can't do?

What qualifications do you have that relate to the position?

What new skills or capabilities have you developed recently?

Give me an example from a previous job where you've shown initiative.

What have been your greatest accomplishments recently?

What is important to you in a job?

What motivates you in your work?

What have you been doing since your last job?

What qualities do you find important in a coworker?

Questions about your Career Goals

What would you like to be doing five years from now?

How will you judge yourself successful? How will you achieve success?

What type of position are you interested in?

How will this job fit in your career plans?

What do you expect from this job?

Do you have a location preference?

Can you travel?

What hours can you work?

When could you start?

Questions about your Work Experience

What have you learned from your past jobs?

What were your biggest responsibilities?

What specific skills acquired or used in previous jobs relate to this position?

How does your previous experience relate to this position?

What did you like most/least about your last job?

Whom may we contact for references?

Questions about your Education

How do you think your education has prepared you for this position?

What were your favorite classes/activities at school?

Why did you choose your major?

Do you plan to continue your education?

TEMA 2.2

Read the text and answer the questions

If you are looking for a job, you will encounter countless job responsibilities examples within recruitment advertising. No one role is the same – responsibilities may vary from company to company, so read between the lines.

When it comes to analyzing your potential fit with any role, it may well be worth expanding your horizons in terms of the types of job descriptions that you consider. Experience within the industry is always preferable in many of the roles listed below, but we would like to pick out some job responsibilities examples from each role description to show that they have more in common than you might think. When you are looking for a new role, ***it is essential to scrutinize the job description.*** There may be subtle (but important) differences in what each role entails. ***Every company has a slightly different organizational structure and job responsibilities are never shared out in exactly the same way from one company to another.***

Why are job responsibilities important? Clearly defined job responsibilities are essential for many reasons. ***They create clarity of purpose in the workplace and allow people to collaborate more efficiently.*** Their boundaries allow new starters to understand their place and add additional value. Managers have a framework to manage their teams and additional responsibilities can be added when employees are ready to develop.

Every organization will have a slightly different mix of job responsibilities for its people. A marketing manager in an industrial conglomerate will not do the same job as a marketing manager in a law firm, but their roles remain closely related. You will see that there is enough similarity between the following job responsibilities examples to make a career change possible in certain circumstances.

Here are some typical corporate roles that will be represented by the majority of corporate employers.

Finance manager

Finance managers need a detailed understanding of every part of the business to make the best decisions. Employees can take financial or accounting qualifications and then move into the function from other areas. Finance manager job responsibility examples:

- run financial reports and provide professional financial advice to colleagues;
- lead the financial strategy planning process with regular P&L reviews;
- monitor the financial health and trajectory of the organization;
- analyze business costs, sales initiatives, and performance measures;
- oversee the budget process to support overall business growth;
- keep track of external financial developments that may have an impact;
- advise on potential investment and merger opportunities;
- spearhead cost-reduction efforts and targeted improved profitability;
- work with external auditors and consultants to ensure financial compliance.

Market research analyst

Market research professionals are experts in how their product or service fits into their market niche. They need a close understanding of the mechanics of their business. Market research is a forward-looking role that anyone with a solid understanding of the business model can take on. Market research position responsibility examples:

- map the relevant market for potential opportunities and threats;
- survey customer habits and behaviors – leading to actionable strategy;
- present data on customer preferences to the business in various forms;
- assemble statistical data to support the company's growth plans;
- formulate market research plans and define customer segmentation;
- organize both qualitative and quantitative research work;
- identify market trends and advice on pricing and product strategy;
- use modern technology and data science to gather intelligence at scale;
- be the expert in everything to do with the customer in your business.

Sales manager

Sales managers are the engine of many businesses. They keep the product rolling off the shelves and help explain why their services are best for their customers. Sales is an occupation that professionals from other roles can easily pick up. The job responsibilities listed below require a commercial brain:

- hit sales and margin targets by introducing successful sales initiatives;
- inform the product team of customer trends to drive product development;
- refine the business plan to maintain and grow market share;
- coaching and performance management of a wider sales team;
- grow social media presence and diversify sales channels where possible.
- present sales and marketing reports to company leadership;
- identify new market opportunities and competitor SWOT analysis;
- partner with customers and clients – seeking to grow alongside them;
- negotiating all aspects of commercial agreements and pricing.

Should you share job responsibilities in a resume?

It is important for any resume to include accomplishments and work experience rather than simple descriptions of job responsibilities that may have been copied from the job description. Quantify your job responsibilities and give them some context. Prove that you are the best in your field at doing a certain thing. Understanding the job responsibilities is the first step to working out whether a job is for you. Then you need to be honest with yourself (and the hiring manager) about just how proficient you are at these duties. Telling them you have experience in these areas is not enough. They want to hear about the details. A resume that reads like a job description will make the hiring manager feel that there is nothing substantial behind the generic role descriptions. That is a surefire way to ensure that your resume ends up on the rejected pile.

Key takeaways

If an employer creates a clearly defined list of job responsibilities for each role, they help their people to understand their duties and at the same time signpost what they are looking for in new recruits. Responsibilities will obviously change somewhat depending on the skill set of the employee – if someone is capable of taking on more, their list of job responsibilities will lengthen, and their impact will grow.

1. Do responsibilities vary from company to company?
2. What is of great importance when you are looking for a new role?
3. Are job responsibilities the same in each company or not?
4. Why is it necessary to define job responsibilities clearly?
5. Why should a finance manager need a detailed understanding of every part of the business?
6. Who analyzes how a product or service fits into a market niche?
7. Who helps explain why their services are best for their customers?
8. What should be indicated in any resume?
9. What is the initial step to working out whether a job is for you?
10. What helps the people to understand their duties?

TEMA 3.1

Read the text. Are the following statements true or false?

I am interested in this job because I am currently looking for an opportunity to use the skills I learnt in my college. I have recently completed a 16-week part-time accounting course (AAT Level 2 Certificate). The course covered book-keeping, recording income and receipts and basic costing. We used a wide range of computer packages, and I picked up the accounting skills easily. I was able to work alone with very little extra help. I passed the course with merit. I believe my success was due to my thorough work, my numeracy skills and my attention to detail. During the course, I had experience of working to deadlines and working under pressure. Although this was sometimes stressful, I always completed my work on time.

Unfortunately, the course did not include a work placement, so I have not practised my skills in a business setting, and I am now looking for an opportunity to do so. I am particularly looking for a job in a small company such as yours, as I believe I will be able to interact with a wider range of people, and as a result, learn more skills. I would like to progress within a company and gain more responsibilities over the years.

Although I do not have work experience in finance, I have experience in working in an office environment. Before starting the accounting course, I worked for 6 months in a recruitment office as a receptionist. My duties involved meeting and greeting clients and visitors, taking phone calls, audio and copy typing and checking stock. I also had to keep the petty cash and mail records. Through this work, I developed my verbal and written communication skills. I had to speak confidently to strangers and deliver clear messages. I enjoyed working in a team environment. I believe the office appreciated my friendly manner and efficient work.

1. The candidate has a university degree in accounting.
2. The candidate has worked as an accountant before.
3. The candidate worked with an accounting firm as a receptionist.
4. The candidate is familiar with some accounting software.
5. The candidate has worked as part of a team in an office environment.
6. The candidate has experience of record-keeping.
7. The candidate wants to learn on the job.
8. The candidate intends to study a further accounting course.
9. The candidate believes herself to be a careful worker.
10. Deadlines do not stress the candidate.

TEMA 3.2

Read the text. Are the following statements true or false?

There's lots of advice on CVs and a lot of it differs so it's hard to say exactly what the perfect CV is. I'd say a good CV should cover no more than two sides of A4 paper and be divided into clear headings.

The first section should include personal details: name, address, telephone number, email and things. Some employers like to see a photo, too. You can always phone the company and find out.

Next comes education and qualifications starting with the most recent things.

The third section deals with work experience – again starting with the most recent job. I think it's important here to be brief so use bullet points and you don't need to use complete sentences as long as it's very clear what you've done.

Following this is **the section on professional skills**. Show the employer your abilities, including your ability to use IT and foreign languages.

Finally, detail your interests. An employer likes to know what kind of person you are and things like team sports, for example, show this.

Perhaps the most important thing is to show how you meet the criteria in the job advertisement. Make it easy for the employer to ask you to an interview.

Presentation is also important. Good quality paper and a clear typeface make a difference. And once you've written your CV check your grammar and spelling carefully.

1. A CV should be no longer than two pages.
2. You should always include a photograph.
3. You put the most recent experience first.
4. You should write in full sentences.
5. An employer is not interested in your hobbies and interests.
6. You should adapt your CV to the job description.
7. You should use good quality stationery.
8. You should make sure there are no grammar and spelling mistakes.

Draft your own CV using the sample form below. The words in *italics* will give you some ideas how to present each section in a CV

Curriculum Vitae

NAME

ADDRESS

TELEPHONE

DATE OF BIRTH

NATIONALITY

SEX

EDUCATION

WORK EXPERIENCE

June – August 1999

Merrill Lynch: Private Banking Intern

Skills gained:

- *working in a team*
- *report writing*
- *working to deadlines*
- *supervision of others*
- *liaison with clients*

ACTIVITIES & INTERESTS

..... -

Cellist in school and college orchestra

Skills gained:

- *performing in public*
- *social skills*

..... -

Publicity officer, College Geographical

Society

Skills gained:

- *managing a budget*
 - *working to tight deadlines*

Summer 1998

Travel round Eastern Europe

Skills gained:

- *planning and organizing*
- *independence*

ADDITIONAL SKILLS

- *clean driving license*
- *conversational French*
- *computer literate, Microsoft Office, Excel and Word*

REFERENCES

*Prof. N Smart
Kings Charles College
London WC1Z 9ZZ
(Tutor)*

*Mr. T Davis
Merrill Lynch
London EC3T 2NB
(Employer)*

TEMA 4.1

Read the text and answer the questions

The scientific language is a means of communication in educational and research and professional-analytical activities. With this style of writing texts in real life, for one reason or another, every person encountered without exception.

To date, the mastery of the norms of this style is one of the most important components of English culture. The scientific speech is often referred to literary (book) language. The reason for this are such conditions of functioning and stylistic features as monologic character, the desire for the

normalization of terminology, the deliberation of each utterance and the strict list of means of expression.

Types of scientific style

Currently there are **2 classifications: traditional and extended**. By modern standards, **four types of the scientific style** are distinguished. Each of them has its own specifics and requirements. Traditional classification:

1. Popular science text. Its target audience is an audience that does not have special skills and knowledge in a certain field. The popular science text retains most of the terms and clarity of presentation, but its character is greatly simplified for perception. Also in this style it is allowed to use emotional and expressive forms of speech. Its task is to acquaint the general public with some facts and phenomena. For the popular scientific style there are following features: comparisons with everyday objects, ease of reading and perception, simplification, narrative of particular phenomena without classification and general review. Expressions of this orientation are most often printed in books, journals, children's encyclopedias.
2. Educational and scientific text. The addressee of such works are students. The purpose of the message is to get acquainted with the facts necessary for the perception of a certain material. The information is presented in general form with a large number of sample examples. This style is characterized by the use of professional terminology, strict classification and smooth transitions from the review to particular cases. Works are printed in educational and methodical manuals.
3. Actually scientific text. Here the addressee are experts in this field and scientists. The purpose of the work is to describe specific facts, discoveries and patterns. The scientific style, examples of which can be found in dissertations, reports and reviews, allows us to use not only terminology, but also personal, emotionless conclusions.
4. Technical and scientific text. Works of this type of style are addressed to specialists of a narrow profile. The goal is to apply knowledge and achievements in practice. The expanded classification, in addition to the above types, includes also informative and reference scientific texts.

Fundamentals of scientific style

The variability of the species of this language is based on general linguistic properties of speech activity, manifested independently of the region (humanitarian, exact, natural) and genre differences. Scope of scientific communication style significantly differs in that its purpose is a unambiguous logical expression of thought. The primary form of such a language will be concepts, inferences, dynamic judgments that appear in strict sequence. The scientific speech should always be filled with arguments that would emphasize the logic of reflection. All judgments are based on the synthesis and analysis of available information. The common extralinguistic traits and properties of the scientific speech are:

1. Abstractness and generality of presentation. Almost every word denotes a term or an abstract object. In narrow circles one can hear such a notion as a generalized scientific style. Examples of its distinctive features: the predominance of nouns in the text, the use of generally accepted concepts, the use of verbs in personal forms, passive phrases.
2. Logical presentation. All statements are built consistently and consistently, the facts are linked. This is achieved through the use of special syntactic constructions and characteristic means of communication.
3. Accuracy of presentation. This property of the scientific style of speech is achieved through the frequent use of terms, unambiguous expressions and lexically understandable words.
4. Proof of the exposition. Each reasoning must be supported by appropriate arguments. Saturation of presentation. The semantic load of the report completely exhausts the chosen field of science.
5. Objectivity of presentation. Lack of personal view when conveying the meaning of the text. All statements are focused on the subject of the report and acquire an impersonal form of the scientific speech.

Scientific style and its features

Each form and type of speech has its own indicative properties. The main features of the scientific style: lexical, linguistic and syntactic. The first kind of properties include the use of specialized phraseology and terminology. Lexical signs

of the scientific style of speech are most often found in words with a specific meaning. Examples: "body" - a term from physics, "acid" - from chemistry, etc. Also, these signs are inherent in the use of generalizing words, such as "usually", "regularly." Expressive and colloquial vocabulary should not be used. On the other hand, phrases-cliches, various drawings and symbols are allowed. In this case, references to information sources should be present. It is important that the speech was filled with international words.

Linguistic signs of the scientific style of the text must meet such requirements as objectivity and lack of emotionality. It is important that all phrases and concepts are unambiguous. Syntactic signs of the scientific style: use in the special sense of the pronoun "we", the predominance of complex sentence constructions, the use of compound predicates. The information is given in an impersonal form with the standard word order. Explanatory, passive and plug-in constructions of sentences are actively used.

All the main features of the scientific style of speech suggest a special composition of the text. For example, the report should be divided into parts with the appropriate titles. It is important that the text consist of an introduction, a basis and a conclusion.

1. Does every person come across the scientific language?
2. Why is the scientific speech often referred to literary (book) language?
3. How many types of scientific style are distinguished? What are they?
4. What is the addressee of a popular science text?
5. What is the audience of an educational and scientific text?
6. What audience are actually scientific texts intended for?
7. Who works on technical and scientific texts?
8. What is the variability of the species of this language based on?
9. What character do the signs of the scientific style of the text take?
10. What are the common extralinguistic traits and properties of the scientific speech?

TEMA 4.2

Read the text and answer the questions

The official-business style is considered to be the style associated with the service of the administrative-public and legal sphere of activity. It is used in the preparation of documents and letters to the structures of the state level. In addition, the style is used in the process of oral communication, which is of a business nature.

General style description

The official business style, in contrast to other book styles, is characterized by relative stability and isolation. Undoubtedly, over time, certain changes have occurred in it, but its main features have remained unchanged. This direction is characterized by dryness, conciseness, and the absence of words that are emotionally colored.

In the official documentation, the list of used language means is predetermined. The most striking feature of the style is language stamps (clichés). The documentation is not intended to express the individuality of its originator. On the contrary, the more clichéd the paper is, the more convenient it is to use.

Characteristic features of the style

In an official business style, papers of various genres are drawn up (state certificates, laws, international agreements, instructions, etc.). However, despite their differences, in general they share common features: language standard and accuracy, which exclude the possibility of other interpretations.

If the information can be interpreted in different ways, then the document is not drawn up in a business style. For example, in the phrase "confirm cannot be denied," putting a comma in different places can have serious consequences.

You can avoid these moments by adhering to language standards. It is they that make it possible to make the right choice in linguistic means when compiling important papers.

Particular attention is paid to the order of words in a sentence. In papers drawn up in an official business style, the direct word order inherent in the English-speaking system is often violated. The governing concept can precede the managed concept (allocate a loan), subject to stand before the

predicate (the goods are sold), and the definitions can be more significant than the concept being defined (debt obligations).

All members of a phrase, as a rule, have places characteristic only of them, determined by the characteristics of the sentence, interaction with other words. Distinctive features of the style are strings of words in the genitive case (message from the Head of Agriculture).

The lexical side of the official business style

In addition to the common vocabulary, the direction includes cliché-clericalism (it is required to prove, quality control, according to your order, etc.). The presence of professional vocabulary is also characteristic, with the inclusion of neologisms (marketing, manager, etc.), archaisms (sowing paper, entrusted department, named above) in the structure of sentences.

However, the use of polysemous words is unacceptable. Business-style synonyms are rare. These include concepts such as cost-effective and profitable, provision and delivery, priority and advantage, etc.

In the official business direction, it is not individual and personal experience that is used, but the experience accumulated by the society. That is why vocabulary has generalized characteristics. In the conceptual range, generic concepts prevail (technology instead of a computer / TV, a room instead of a workshop / apartment / office, a face instead of a person / woman / guy, etc.).

So, the official style is characterized by such components of lexical structures as:

1. A large percentage of terms in the content of texts.
2. The nominal nature of the preparation of sentences due to the many verbal nouns, in most cases reflecting an action of an objectified nature (signing papers, deferred payment, etc.).
3. Converting participles into pronouns / adjectives in order to enhance the meanings of clericalisms.
4. Strictly established lexical compatibility (the right is exclusively granted, and payment is made, etc.).

Official style in a variety of genres

Here it is worth highlighting 2 areas of style:

1. Officially documentary. It, in turn, is divided into the following categories: legislative documentation related to the activities of state bodies and acts of a diplomatic nature concerning international relations.
2. Everyday business. It is customary to distinguish correspondence between various institutions, structures and private business documents. All correspondence related to official affairs belongs to the genres of this direction. Its characteristic standardization helps to facilitate the compilation of all kinds of documentation, save language resources, and prevent information redundancy.

Oral business speech

If everyday speech is characterized by emotional coloring, deviations from the principles of textual construction, then in a business conversation dry logic and the absence of violent emotions prevail. Also, business speech is distinguished by the standard arrangement of information on paper, emphasized by consistency.

A feature of the official style is that oral business communication, despite the professional bias, must have a positive atmosphere. There should be notes of goodwill, mutual respect and trust in the conversation.

This style can be considered in its varieties. Areas related to public administration, legal and diplomatic activities require special attention. The stationery and business variety is a little simpler. The spheres of communication in all these cases are different, in this regard, the communication styles will also differ. Minutes, decrees and statements (i.e. everything that is first thought out and then written down) are not as dangerous as oral speeches and negotiations.

The characteristic features of the official oral style are considered to be accuracy, brevity, and influence. These characteristics can be achieved only with the use of an appropriate selection of words, correctly constructed structures, syntactic norms and standardization in the mind of a large amount of information. Similar to the written form of a business text, there are no emotionally charged remarks in oral speech. Within the framework of this direction, it is worth adhering to

neutrality, giving preference to the standards of stationery language means, which will allow you to express your thoughts as accurately as possible.

1. What is the official-business style associated with?
2. In what fields is it used?
3. What is the official business style characterized by?
4. Is there a list of the language means used in the official documentation?
5. What is the main feature of the official business style?
6. Should the documentation express the individuality of its originator?
7. Should archaisms and neologisms be included in professional sentences?
8. What is business speech distinguished by?
9. What are the characteristic features of the official oral style?
10. What are accuracy, brevity, and influence of the oral business speech achieved with?

ТЕМА 5.1.

Give a summary of the text

Варецкая Е.В. Вопрос развития социальной компетентности учителя в научных работах (с древнего времени до середины XIX века)

В статье предложен короткий анализ взглядов ученых периода от древности до середины XIX в. относительно развития социальной компетентности учителя. Установлено, что эта проблема (без терминов) отражала существующий социальный строй, связывалась с серьезным педагогическим образованием в течение жизни, осуществлением учителем и социальными институтами воспитания духовно богатого гражданина, развитием социального интеллекта педагога, обогащением его ценностно-мотивационной сферы, овладением ним социальными ролями, умениями выстраивать межличностные отношения, навыками использования ресурсов социальной среды, получением компетентности в правовых, гражданских, экономических отношениях, профессиональной деятельности, воспитанием ответственности перед собой и обществом и др.

Ключевые слова: социальная компетентность учителя, социализация, профессиональная социализация, социальный опыт, социальный интеллект, социальная среда, образование в течение жизни.

O.V.Varetska. The Issue of Teacher's Social Competence Development in Academic Studies (from Ancient Times to the Mid-19th Century)

The article presents the brief analyses of scholars' opinions on teacher's social competence from the ancient times to the mid-19th century. It has been found out that the issue under consideration (though without terminology) has always been of current importance and in the focus of attention. It reflected the social structure, it was associated with lifetime professional training combined with teacher's productive labor, social institutions which train a spiritually rich citizens, with enrichment of teacher's values and motivations, mastering the social roles, interpersonal skills development, skills of resources using in social environment, acquiring competence in legal, civil, economic issues, professional activity, with consciously choosing freedom providing relevant personal and civil responsibility.

Key words: teacher's social competence, socialization, professional socialization, professional competence, social experience, social environment, lifetime training.

Петров М.П. Подготовка студентов – будущих учителей к самостоятельному поиску знаний

В статье рассмотрены некоторые аспекты подготовки студентов – будущих учителей к самостоятельному поиску знаний. Качественно новый подход к процессу самостоятельного поиска и обновления знаний, личного опыта и профессиональных установок обуславливает актуальность данной проблемы. Выявлены условия, которые способствуют эффективному развитию самостоятельности студентов педагогических вузов. Предложена модель профессионально-педагогической подготовки студентов к самостоятельному поиску знаний, а также определены методы, которые наилучшим образом влияют на этот процесс.

Ключевые слова: самостоятельность, самостоятельный поиск знаний, развитие самостоятельности, профессиональное самосовершенствование, творческая активность,

компетентностный подход.

M. P. Petrov Would-be teachers' training for independent search of knowledge

Considered are: some aspects of would-be teachers' training which orients them to independent search of knowledge. Qualitatively new approach to the process of independent search of knowledge and updating it, gaining personalities' experience and professional aims gain the problem's currency.

The conditions which contribute to effective development of would-be teachers' independent work are revealed in the article. The author puts forward the model of would-be teachers' professional and pedagogical training aimed to independent search of knowledge. The methods which effectively influence the training process are defined in the article.

Key words: self-reliance, independent search of knowledge, self-reliance development, professional perfection, creative activity, competence approach.

I.A.Sidorov. Independent work of students as the factor of development of cognitive and creative activity

Basic descriptions of independent work of students are determined in the article; the scientists' different approaches to the key concepts are given by the author. Special attention is given to the structural components of independent work; their interdependence and interdetermination are disclosed in the article.

Key words: independence, independent work of students, cognitive and creative activity.

Сидоров И.А. Самостоятельная работа студентов как фактор развития познавательной и творческой активности

В статье определяются основные характеристики самостоятельной работы студентов, даются разные подходы ученых к ключевым понятиям статьи. Рассматриваются структурные компоненты самостоятельной работы, их взаимозависимость и взаимообусловленность.

Ключевые слова: самостоятельность, самостоятельная работа студентов, познавательная и творческая деятельность

ТЕМА 5.2.

Write a precis of the scientific work

Sanjai J. Parikh (Department of Land, Air and Water Resources, University of California, Davis) & Bruce R. James (Department of Environmental Science and Technology, University of Maryland, College Park.) © 2012 Nature Education

Keywords: agriculture, nutrients, mineral elements, soil, crop production, pH, erosion, sustainable agriculture.

Soil has a great impact on the health and productivity of animals. The quality of the soil, and mainly its physical properties, chemical composition and biological processes, determine the yield and feed value of the vegetation growing on it, which, in turn, affects the health and productivity of all farm animals, including birds. Soil is the main means of agricultural production and the object of labor. The main property of the soil is its fertility.

Soil fertility is the ability to meet the needs of plants for nutrients, water and to provide their root systems with sufficient air and heat for normal functioning and crop formation. Each soil is characterized by certain fertility indicators (biological, agrophysical and agrochemical).

The soil is a mixture of organic and inorganic components. Inorganic components are formed as a result of weathering of various rocks. Organic particles are the result of the activities of both plants and animals living in the area. While some soils contain only one type of particle, the most fertile soil is a mixture of several organic and inorganic components. The fertile soil consists of sand, silt, clay and organic materials. Loamy and sandy loam soils are considered fertile lands. They can fully provide plants with moisture and useful trace elements.

Loamy soil is considered to be high-quality soil, since it contains the optimal ratio of sand and clay. It is believed that the soil containing large and small sand particles is able to give a good harvest. Loam perfectly passes moisture, is "able" to retain it in the necessary quantities necessary for

the proper functioning of plants. The loamy soil is rich in minerals and trace elements and perfectly permeable to air. This land is considered ideal for private plots and vegetable gardens.

Sandy loam soil occupies an intermediate position in the classification of soils between sandy soil and loam. A characteristic feature of this soil is a large amount of sand in the total mass. Such soil is easier to cultivate, it does not require additional reclamation work, warms up faster in spring and promotes the cultivation of early vegetables. Due to its large surface area, clay particles can have a great impact on various soil properties (for example, structure, moisture retention capacity), even with a low percentage of clay.

In addition, there is one condition of the soil on which I would like to dwell a little - the acidity of the soil (pH level) is the state of the earth, which is characterized by the fact that the soil begins to acquire the properties of various acids. The acidity of the soil depends on the presence of hydrogen ions in it, and aluminum plays a significant role in the acidity of the soil, which oxidizes it. Acidity is of great importance for many varieties of cultivated plants, as it affects not only their growth, but also the quality of shoots. The pH is usually influenced by the climate and plants growing on the ground, direct care of the land, fertilization, lack or excess of water, as well as many other factors. Proximity to peatlands or forests also radically affects the condition of the soil.

The structure of the soil is called aggregates of various sizes and shapes, into which soil particles are glued. The formation of aggregates begins with the binding of mineral (clay) and organic (humus) colloids with the help of divalent ions, water, microbial filamentous growths and mucus of plants, microbes and invertebrates. These aggregates bind with sand and silt particles, as well as with organic residues, forming a variety of agglomerates of various sizes and stability. Subsequently, they are restored or modified as a result of digging up soil fauna, root growth and frost.

Humus creates a strong soil structure that provides favorable circulation of water and air at the required temperature and determines good root growth in the soil; it also helps to make light soils cohesive and loosen dense soils. This is an excellent supply of nutrients. As a result of the vital activity of various microorganisms, humus decomposes over time, resulting in the release of nitrogen, phosphorus, potassium and other elements contained in it.

Soils with a high aggregate composition are loose, well aerated, easily penetrated by roots, have a high moisture-retaining capacity and are considered the best in agriculture. Heavy clay soils are more porous, but the small diameter of these pores prevents root penetration and leads to poor aeration when wet. As a result, the roots remain on or near the surface, exposing the vines to severe water scarcity in drought conditions. Lighter soils are well drained and aerated, but large pores retain relatively little water. However, vines on light soils may experience less severe water shortages in drought conditions if the soil is deep enough to allow the roots access to groundwater. The depth of the soil can also compensate for the nutrient-poor condition of many light soils.

It's necessary to draw the attention to such a concept as soil degradation. This is a set of processes that lead to changes in the functions of the soil, quantitative and qualitative deterioration of its properties, gradual deterioration and loss of fertility. Soil degradation includes erosion processes accompanied by changes in soil flora and fauna, decreased fertility, unfavorable changes in soil vegetation cover, the formation of barren, desert lands. The introduction of advanced methods of agricultural management and through the practice of conservation agriculture, it is possible to reduce soil degradation.

Sustainable agriculture focuses on the production of food in such a way that they can be maintained with minimal degradation of ecosystems and natural resources. This sustainable approach to agriculture is aimed at protecting environmental resources, including soil, and ensuring economic profitability while maintaining social justice.

By introducing certain modern technologies and learning from the past, our society will be able to continue to conserve soil resources and produce food supplies sufficient to meet the current and future needs of the population.

Критерии и шкалы оценивания решения практических заданий

Критерии оценки при текущем контроле	Оценка
Задача не решена или решена неправильно	«неудовлетворительно»
Задание понято правильно; в логическом рассуждении нет	«удовлетворительно»

существенных ошибок, но допущены существенные ошибки в выборе формул или в математических расчетах; задача решена не полностью или в общем виде	
Составлен правильный алгоритм решения задачи; в логическом рассуждении и решении нет существенных ошибок; правильно сделан выбор формул для решения; есть объяснение решения, но задача решена нерациональным способом или допущено не более двух несущественных ошибок, получен верный ответ	«хорошо»
Составлен правильный алгоритм решения задачи; в логическом рассуждении, в выборе формул и решении нет ошибок; получен верный ответ; задача решена рациональным способом	«отлично»

Темы для подготовки реферата (доклада, сообщения)

1. Understanding of dialogical and monologic speech in professional communication
2. Our strong and weak features of character
3. Master's programme
4. Advantages and disadvantages of your profession
5. Career prospects for masters
6. Qualities of a master
7. Your idea of a perfect master
8. Definition and characteristics of scientific communication
9. Scientific style: features, areas of use. Style-forming factors of scientific style.
10. Monological and dialogical forms of professional communication in a foreign language.
11. Grammatical features of a communication
12. Conversational communication formulas and other means of communication.
13. Features of written communication in professional communication
14. The structure of a business letter.
15. Rules of resume, CV writing.
16. Tips of writing a precis

Критерии и шкалы оценивания рефератов (докладов)

Оценка	Профессиональные компетенции	Отчетность
«отлично»	Работа выполнена на высоком профессиональном уровне. Полностью соответствует поставленным в задании целям и задачам. Представленный материал в основном верен, допускаются мелкие неточности. Студент свободно отвечает на вопросы, связанные с докладом. Выражена способность к профессиональной адаптации, интерпретации знаний из междисциплинарных областей	Письменно оформленный доклад (реферат) представлен в срок. Полностью оформлен в соответствии с требованиями
«хорошо»	Работа выполнена на достаточно высоком профессиональном уровне, допущены несколько существенных ошибок, не влияющих на результат. Студент отвечает на вопросы, связанные с докладом, но недостаточно полно. Уровень недостаточно высок. Допущены существенные ошибки, не существенно влияющие на конечное восприятие материала. Студент может ответить лишь на некоторые из заданных вопросов, связанных с докладом	Письменно оформленный доклад (реферат) представлен в срок, но с некоторыми недоработками
«удовлетворительно»	Уровень недостаточно высок. Допущены существенные ошибки, не существенно влияющие на конечное восприятие материала. Студент может ответить лишь на некоторые из заданных вопросов,	Письменно оформленный доклад (реферат) представлен со

	связанных с докладом	значительным опозданием (более недели). Имеются отдельные недочеты в оформлении
«неудовлетворительно»	Работа выполнена на низком уровне. Допущены грубые ошибки. Ответы на связанные с докладом вопросы обнаруживают непонимание предмета и отсутствие ориентации в материале доклада	Письменно оформленный доклад (реферат) представлен со значительным опозданием (более недели). Имеются существенные недочеты в оформлении.

Блок В

ОЦЕНОЧНЫЕ СРЕДСТВА ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Перечень вопросов для подготовки к дифференцированному зачёту

1. Would you introduce yourself ?
2. Do you study full-time or part-time?
3. Who is your scientific supervisor?
4. Are you a graduate of the Donbass Agrarian academy?
5. When did you graduate? Did you take some other course of studies after that?
6. What subjects were you particularly good at? What was your major?
7. How did it come about that you decided to undertake a Master's Degree courses?
8. What were your personal reasons to enroll in Master's Degree courses?
9. Why did you choose the Master's degree program you're pursuing in?
10. What are the main tasks of the specialists in your professional field?
11. What is the theme of your master degree work? What is its title?
12. What is the subject of your present study? What do you actually investigate?
13. What objectives are you planning to attain?
14. What key issues are included in your research?
15. What results do you expect to obtain?
16. Have you got any idea about the conclusions of your research yet?
17. Are there any specific difficulties in your study?
18. What is the most challenging problem for you?
19. Are these problems purely academic? How are you going to resolve them?
20. Have you got any hypothesis/conception of your own?
21. Are you familiar with other/alternative approaches to the problems?
22. Is the theme widely treated in literature?
23. Are you familiar with international literature on these problems?
24. Are there any scientists who are considered unquestioned authority in this field?
25. When are you planning to submit your Master's degree work?
26. Are you making a good progress with it? At what stage are you now?
27. Are you going to arrange for an experiment? What will it consist of?
28. Is your research work relevant/of real significance today?
29. What are the innovative aspects in you work?
30. In what industry/ area do you expect to realise it? Will it find a wide application?
31. Have you got any published papers yet? When and where were they published?
32. Did you contribute to any scientific conferences? Did you make a report?
33. How do you assess the prospects of scientific and technological development in Russia?

Шкала оценивания

Дифференцированный зачёт	Критерии оценивания
«Отлично»	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»	Фрагментарные знания, умения и навыки / отсутствуют знания, умения и навыки

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

Фонд оценочных средств по дисциплине «Языковая коммуникация в профессиональной сфере на иностранном языке» (английский язык) проанализирован и признан актуальным для использования на 20__ - 20__ учебный год.

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

Заведующий кафедрой русского и иностранных языков _____

«__» _____ 20__ г.

Фонд оценочных средств по дисциплине «Языковая коммуникация в профессиональной сфере на иностранном языке» (английский язык) проанализирован и признан актуальным для использования на 20__ - 20__ учебный год.

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

Заведующий кафедрой русского и иностранных языков _____

«__» _____ 20__ г.