

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

УТВЕРЖДАЮ

Первый проректор

«24»

М.П.



О. _____ далых

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине

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

(наименование дисциплины)

Направление подготовки/специальность 36.04.02 Зоотехния

(код и наименование направления подготовки/специальности)

Направленность
(профиль) Зоотехния

(наименование профиля/специализации подготовки, при наличии)

Квалификация выпускника: магистр

(квалификация выпускника)

Год начала подготовки: 2023

Макеевка – 2023

Фонд оценочных средств по дисциплине «Языковая коммуникация в профессиональной сфере на иностранном языке» (английский язык) является частью ОПОП ВО по направлению подготовки 36.04.02 Зоотехния, направленность (профиль): Зоотехния и предназначен для оценивания уровня сформированности компетенций обучающихся.

Разработчик(и)


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

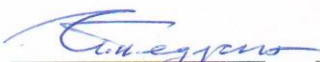
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Фонд оценочных средств утвержден на заседании кафедры русского и иностранных языков, протокол № 7 от «30» марта 2023года

Заведующий кафедрой


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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 – 4	Укрупненная группа направлений подготовки 36.00.00 – Ветеринария и зоотехния	Обязательная часть		
	Направление подготовки: 36.04.02 Зоотехния			
	Направленность (профиль): Зоотехния	Семестр		
Общее количество часов – 144		2-й	2-й	2-й
	Образовательная программа высшего образования – программа магистратуры	Лекции		
		-	-	-
		Занятия семинарского типа		
		60 ч.	10	16 ч.
		Самостоятельная работа		
		81,7 ч.	131,7	125,7 ч.
		Контактная работа, всего		
		62,3	12,3	18,3 ч.
		Вид контроля: экзамен (2 семестр)		

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

Код компетенции	Содержание компетенции	Планируемые результаты обучения	
		Код и наименование индикатора достижения компетенции	Формируемые знания, умения и навыки
1	2	3	4
УК-4	Способен 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> современных коммуникативных технологий для академического и профессионального взаимодействия на иностранном (ых) языке (ах). <i>Умение:</i> применять современные коммуникативные технологии для академического и профессионального взаимодействия на иностранном (ых) языке (ах). <i>Навык/Опыт деятельности</i> применение современных коммуникативных технологий для академического и профессионального взаимодействия на иностранном (ых) языке (ах).

1.3. Перечень тем дисциплины

Шифр темы	Название темы	Кол-во часов
T 1.1	Levels of higher education	18
T 1.2	My field of study	18
T 2.1	The career and professional activity	18
T 2.2	Tasks and responsibilities of a specialist in the professional field	18
T 3.1	Job application	18
T 3.2	Curriculum vitae (CV), interview with the employer	18
T 4.1	Features of the scientific communication style	18
T 4.2	The official-business communication style	18
T 5.1	Writing an abstract	18
T 5.2	Writing a precis	15,7
	Другие виды контактной работы	2,3
Всего		180

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

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

<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 современные коммуникативные технологии для академического и профессионального взаимодействия на иностранном (ых) языке (ах) (УК-4 / УК-4.2)	Фрагментарные знания современных коммуникативных технологий для академического и профессионального взаимодействия на иностранном (ых) языке (ах) / Отсутствие знаний	Неполные знания современных коммуникативных технологий для академического и профессионального взаимодействия на иностранном (ых) языке (ах)	Сформированные, но содержащие отдельные пробелы знания современных коммуникативных технологий для академического и профессионального взаимодействия на иностранном (ых) языке (ах)	Сформированные и систематические знания современных коммуникативных технологий для академического и профессионального взаимодействия на иностранном (ых) языке (ах)
II этап. Уметь применять современные коммуникативные технологии для академического и профессионального взаимодействия на иностранном (ых) языке (ах) (УК-4 / УК-4.2)	Фрагментарные умения применять современные коммуникативные технологии для академического и профессионального взаимодействия на иностранном (ых) языке (ах) / Отсутствие умений	В целом успешные, но несистематические умения применять современные коммуникативные технологии для академического и профессионального взаимодействия на иностранном (ых) языке (ах)	В целом успешные, но содержащие отдельные пробелы умения применять современные коммуникативные технологии для академического и профессионального взаимодействия на иностранном (ых) языке (ах)	Успешные и систематические умения применять современные коммуникативные технологии для академического и профессионального взаимодействия на иностранном (ых) языке (ах)
III этап. Владеть навыками применения современных коммуникативных технологий для академического и про-	Фрагментарное применение навыков применения современных коммуникативных технологий для академического и	В целом успешное, но несистематическое применение навыков применения современных коммуникативных технологий для академического и профес-	В целом успешное, но сопровождающееся отдельными ошибками применение современных коммуникативных технологий для	Успешное и систематическое применение навыков применения современных коммуникативных технологий для

профессионального взаимодействия на иностранном (ых) языке (ах) (УК-4 / УК-4.2)	профессионального взаимодействия на иностранном (ых) языке (ах) / Отсутствие навыков	профессионального взаимодейст- вия на иностранном (ых) языке (ах)	академического и профессионального взаимодействия на иностранном (ых) языке (ах)	академического и профессионального взаимодействия на иностранном (ых) языке (ах)
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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

TEMA 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

TEMA 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 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 существенных ошибок, но допущены существенные ошибки в выборе формул или в математических расчетах; задача решена не полностью или в общем виде	«удовлетворительно»
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»
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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, связанных с докладом	Письменно оформленный доклад (реферат) представлен со 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.
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Блок В

ОЦЕНОЧНЫЕ СРЕДСТВА ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Перечень вопросов для подготовки к экзамену

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

Экзамен	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

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

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

**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.