МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ОБРАЗОВАНИЯ
«Казанский государственный аграрный университет»
(ФГБОУ ВО Казанский ГАУ)

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«21» мая 2026 г.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ

«Иностранный язык»
(Оценочные средства и методические материалы)

приложение к рабочей программе дисциплины (к рабочей программе практики)

Научная специальность
4.1.5 Мелиорация, водное хозяйство и агрофизика

Уровень
Подготовка научных и научно-педагогических кадров

Форма обучения
Очная

Казань – 2026

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Протокол ученого совета института экономики № 9 от «19» мая 2026 года.

1. ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ С УКАЗАНИЕМ ЭТАПОВ ИХ ФОРМИРОВАНИЯ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

В результате освоения программы подготовки научных и научно-педагогических кадров в аспирантуре по научной специальности 4.1.5 Мелиорация, водное хозяйство и агрофизика, обучающийся по дисциплине «Иностранный язык» должен овладеть следующими результатами:

Таблица 1.1 – Требования к результатам освоения дисциплины

Код компетенции	Результаты освоения образовательной программы
УК-3 Готовность участвовать в работе российских и международных исследовательских коллективов по решению научных и научно-образовательных задач	**Знать:** - методы критического анализа и оценки современных научных достижений; - методы генерирования новых идей при решении исследовательских и практических задач, в том числе в междисциплинарных областях; -особенности представления результатов научной деятельности в устной и письменной форме при работе в российских и международных исследовательских коллективах **Уметь:** - написать сообщение или доклад по темам проводимого исследования, письмо в пределах изученного языкового материала; аннотировать, реферировать и переводить тексты из научно-популярной и научной литературы, периодических изданий и монографий, инструкций, справочной литературы; - осуществлять личностный выбор в процессе работы в российских и международных исследовательских коллективах, оценивать последствия принятого решения и нести за него ответственность перед собой, коллегами и обществом - следовать нормам, принятым в научном общении при работе в российских и международных исследовательских коллективах с целью решения научных и научно-образовательных задач **Владеть:** - навыками анализа основных мировоззренческих и методологических проблем, в т. ч. междисциплинарного характера, возникающих при работе по решению научных и научно-образовательных задач в российских или международных исследовательских коллективах - технологиями оценки результатов коллективной деятельности по решению научных и научно-образовательных задач, в том числе ведущейся на иностранном языке - технологиями планирования деятельности в рамках работы в российских и международных коллективах по решению научных и научно-образовательных задач. - различными типами коммуникаций при осуществлении работы в российских и международных коллективах по

	решению научных и научно-образовательных задач
УК-4 Готовность использовать современные методы и технологии научной коммуникации на государственном и иностранном языках	**Знать:** методы и технологии научной коммуникации на государственном и иностранном языках - стилистические особенности представления результатов научной деятельности в устной и письменной форме на государственном и иностранном языках - иноязычную терминологию специальности, русские эквиваленты слов и выражений профессиональной речи. **Уметь:** - следовать основным нормам, принятым в научном общении на государственном и иностранном языках - использовать основные функциональные возможности специализированных прикладных программных средств обработки данных; - осуществлять устный перевод звучащего дискурса: монологического, диалогического (полилогического) характера с иностранного языка на русский и с русского языка на иностранный; - читать, понимать и использовать в своей научной работе оригинальную научную литературу по специальности, опираясь на изученный языковой материал, фоновые страноведческие и профессиональные знания и навыки языковой и контекстуальной догадки **Владеть:** - навыками анализа научных текстов на государственном и иностранном языках; - навыками критической оценки эффективности различных методов и технологий научной коммуникации на государственном и иностранном языках - всеми видами чтения (изучающее, ознакомительное, поисковое и просмотровое); навыками письма в пределах изученного языкового материала; - различными методами, технологиями и типами коммуникаций при осуществлении профессиональной деятельности на государственном и иностранном языках.

2. ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ ИЛИ ИНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ И (ИЛИ) ОПЫТА ДЕЯТЕЛЬНОСТИ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ

Примерные задания к экзамену по развитию теоретических и практических знаний, предусмотренных компетенциями, закрепленными за дисциплиной:

1. Why did you choose this job and how did you join this industry?
2. The master's research projects fits into a progression of scientific research and is therefore often seen as the start of a research career or pathway. What sort of projects are you working on right now?
3. Where do you hope to go next in your career and what are you working on?
4. What skills are the most important for your future job?
5. What's the best piece of professional advice you've ever received?
6. What advice would you give to someone starting out in your field?
7. Which government department has responsibility for scientific research in Republic Tatarstan?
8. What skills to your mind are required when planning a scientific project?
9. What is the main stereotype about your job and what skills to your mind are required for your future job?
10. Many business owners face with countless decisions every business day. Why will the owners and managers of a business need accounting knowledge?
11. What traits do you most admire in other people?
12. What habit would you like to get rid of?
13. The world or national university rankings is one of the factors that should be taken into account when choosing a university study program. Which universities in Russia mind have a strong reputation for scientific research?
14. How much free time do you usually have?
15. You are calling a company and need to be put through to your colleague. What do you say?
    1) Hi! Mr Smith, please!'
    2) Hello. Please could you put me through to Mr. Smith?'
    3) Good day. Would it be at all possible for you to connect me to the office of Mr Smith?'
    4) Smith! Now!
16. You are phoning a friend's house and a relative picks up the phone. Which of the following is the most appropriate?
    1) Hello. Could I speak to Mike, please?'
    2) Mike? Mike? Is that you?'
    3) I wanna speak to Mike.'
    4) Could you possibly draw Mike's attention to the fact that I am calling him?'
17. How would you ask someone politely to speak less quickly?
    1) Slow down, for God's sake. I can't understand you!'
    2) I can't hear what you're saying!'
    3) Would you mind speaking more slowly, please?'
    4) Don't speak so fast!'
18. You ring to speak to your colleague but his secretary says he has gone out. What do you say?
    1) Oh, blast. Never mind.'
    2) Could I leave him/her a message, please?'
    3) Get him to phone me back a.s.a.p.'
    4) Nothing – you just hang up.
19. You're phoning the operator to find out the number of a branch of your company. What do you say?
    1) Hello. Could you give me the number of VJ-Study in Pskov, please?'

2) Hi. I need this number and, err, maybe you could help?'
3) Hello there. I require the number of VJ-Study in Pskov. Now.'
4) I want the number for VJ-Study in Pskov.'

20. The person on the phone is providing you with an address that you need but you don't know how the name of the road is spelt. What would you say?
    1) What? Is that English?'
    2) Could you spell out the name of the road, please?'
    3) What was that again?'
    4) I'm afraid I can't spell that.'
21. The person on the other end of the phone is being rude to you. What do you do?
    1) Slam the phone down.
    2) Ask the person to calm down and be rational.
    3) Get angry and start swearing.
    4) Ask him/her to explain why they are unhappy.
22. You are phoning a company in order to get a refund or replacement for something you've bought. What do you say?
    1) I am upset with this vacuum cleaner. What are you going to do about it?'
    2) Give me a refund or you'll be hearing from my lawyer'
    3) I bought a vacuum cleaner from your branch in Oxford Street and it appears to be faulty. What's your policy on refunds?'
    4) One bought a vacuum cleaner from yourselves recently. One was wondering what one could do in order to gain a refund for said item.'
23. You phone your friend but you get the answer phone, and need to leave a message. How do you begin?
    1) It is me. Phone me a.s.a.p.'
    2) You just hang up.
    3) John. John. It is Brian. Are you there?'
    4) This is a message for John from Brian. Could you ring me back, please?'
24. How should you include at the top of a formal letter?
    1) Your address (full), their address (short), the date (full)
    2) Your address (short), their address (full), the date (short)
    3) Your address (short), their address (short), the date (short)
    4) Just 'Dear Sir/Madam,'
25. In an informal letter, what is normally included at the top of a letter?
    1) Nothing
    2) Just 'Dear…' or 'Hi…'
    3) Just the date and 'Dear…' or 'Hi…'
    4) The same as with formal letters
26. Which of the following sentences is the most appropriate for an informal letter?
    1) I am sorry that my letter did not arrive with the usual punctuality.'
    2) I do apologize for the tardiness of my reply. I have been rather busy.'
    3) Please accept my greatest apologies for not having replied sooner.'
    4) Sorry I haven't written to you for such a long time, I've been pretty busy.'
27. What does FAO stand for?
    1) For Assistants Only
    2) For the Attention Of
    3) From Australia's Outback
    4) From Assistants Only
28. If you DON'T know the person to whom you are writing, with which of the following should you sign off a formal letter?
    1) Yours sincerely,
    2) Best wishes,

3) Yours faithfully,
4) Hugs and kisses,

29. If you DO know the person to whom you are writing, with which of the following should you sign off a formal letter?
    1) Yours sincerely,
    2) Best wishes,
    3) Yours faithfully,
    4) Hugs and kisses,
30. In informal letters, it is acceptable to use…
    1) Swearwords
    2) Contractions (do not, is not, I am…)
    3) Txt (SMS) language
    4) Highfaluting language
31. Which of the following would most likely be found in an informal letter?
    1) Dear Sir/Madam,
    2) Yours faithfully,
    3) Take care, and I look forward to hearing from you soon!
    4) We request that you pay the bill in full immediately.
32. Which of the following is an example of very formal language?
    1) Hi there!
    2) You attendance is requested at…
    3) Hope you're OK.
    4) Gotta run. See you soon
33. You're writing a letter to a company, you know the department you wish to write to, but don't know the name of the contact person. How should you start the letter?
    1) FAO: Personnel Manager (new line) Dear Sir/Madam,'
    2) Dear Personnel Manager,'
    3) For the Personnel Manager,'
    4) To whoever the Personnel Manager is,'
34. When writing an email, how should you start your message?
    1) Simply with 'Dear…' or 'Hi…'
    2) With the date, your postal and email addresses, and 'Dear…'
    3) Simply with the date
    4) Nothing – you just start writing
35. When writing informal emails, what it usually left out?
    1) Informal language
    2) Vowels
    3) Apostrophes
    4) All punctuation
36. When writing a formal email, the body of the message should be…?
    1) More or less like that of a formal letter
    2) Written in very formal language
    3) Written in fairly informal language
    4) Handwritten
37. You do not need to include the date in the text you type because…
    1) The recipient will remember it
    2) The email will automatically include the date
    3) Who cares anyway?
    4) It wastes time typing it
38. In informal emails, it is acceptable to use…
    1) Very offensive language
    2) Highly abbreviated language

3) Highly formal language
4) Lower-case letters throughout

39. In an email, you are required to include…
    1) Your email address
    2) Your photo
    3) Your signature
    4) A subject heading
40. In a standard email, which typeface should you use?
    1) Arial or Times New Roman
    2) Wingdings
    3) A highly stylised font
    4) A font that resembles handwriting
41. What is the main advantage of sending an email?
    1) It’s fun
    2) It’s fast
    3) It’s permanent
    4) It’s friendlier
42. What is the main disadvantage of sending an email?
    1) It might not get there
    2) The other person might forget to reply
    3) It can be read by other people (not secure)
    4) It’s slower than conventional postal systems
43. What can’t you send as an attachment?
    1) A file
    2) A picture
    3) A document
    4) A cheque
44. When writing a reference for someone, you should be...
    1) highly critical, detailing all the persons flaws.
    2) generally positive, detailing all the persons good qualities.
    3) generally critical, but with a sentence about their good qualities at the end.
    4) totally positive, to the point of lying.
45. Your CV should be completed in...
        1) a legible, commonly-used font, such as Times New Roman, Helvetica or Arial.
        2) a highly-ornamental, fancy, original font.
        3) highly colourful lettering.
        4) blood.
46. What should you include at the beginning of a reference?
    1) A photo of yourself.
    2) A blank cheque as a bribe.
    3) Your company, the address and the date.
    4) Your name and the date.
47. In the first paragraph, you should detail...
    1) How long the person from whom you are writing the reference has been working for you.
    2) How much you like the person.
    3) Why you took the person on in the first place.
    4) How much money you pay him/her.
48. In the first paragraph, you should detail...
    1) What the person looks like.
    2) The person's general duties at your company.
    3) The person's command of the English language.
    4) How much you like the person.

49. In the second paragraph, you should detail...
    1) some more detailed information about your person life.
    2) some more detailed information about the performance of your company.
    3) some more detailed information about the rumours you\'ve heard about the person.
    4) some more information about your opinion of the person\'s capabilities.
50. In the final paragraph, you should include...
    1) how much money you would pay him/her.
    2) thanks to the person to whom the reference is being sent for taking the trouble to read it.
    3) a contact phone number, in case the person to whom the reference is being sent has any further questions.
    4) a summary of the person's best characteristics and which duties he could take on to the maximum benefit of the company.
51. At the very end of the reference, you should include...
    1) A photo of yourself
    2) A photo of yourself and the person
    3) Your full name, position and contact details
    4) Just your signature
52. The language you use in references should be generally...
    1) highly formal.
    2) fairly formal.
    3) fairly informal.
    4) slangy and colloquial.

53 I _____ of spiders.
A) frighten B) am frightened C) am frightening D) frightened

54 She hurt _____ when she was sky diving.
A) herself B) itself C) himself D) myself

55 They love _____ very much and they are going to get married.
A) others B) themselves C) himself D) each other

56 "I'd like to introduce_____. My name is Kate James."
A) myself B) yourself C) me D) ourselves

57 You look very tired. _____ you been working too hard?
A) Did B) Was C) Have D) Are

58 I _____ Oliver Twist for two weeks but I haven't finished it yet.
A) 've read B) 've been reading C) read D) 'm reading

59 In the evenings, we used to sit around the piano and our mother _____ our favorite songs.
A) played B) would play C) plays D) will play

60 When I got back, I saw that my sister _____ all the chocolates! The box was empty!
A) had eaten B) has eaten C) ate D) eats

61. A plan of cash income and cash spending for a specific period of time.
    1) business plan
    2) profit and loss account
    3) cash budget
    4) tender
62. A document which represents a part of the total stock value of a company and which shows who owns it.
    1) share certificate
    2) balance sheet
    3) letter of credit
    4) contract
    63. A formal agreement for the exchange of goods or services in return for payment.
    1) cash budget
    2) tender

3) contract
4) balance sheet

64. A formal description of income and costs for a time period that has finished.
1) insurance certificate
2) tender
3) business plan
4) profit and loss account

65. A document, which states that a named person or company has paid for protection against accidental loss or damage of goods or property.
1) letter of credit
2) tender
3) insurance certificate
4) balance sheet

66. A description of the ways a new business hopes to make money, showing possible income and expenditure.
1) tender
2) business plan
3) cash budget
4) letter of credit

67. A formal letter with an offer to supply goods or services, containing a description of the project, including costs, materials, personnel, time plans, etc.
1) share certificate
2) tender
3) contract
4) profit and loss account

68. An official notification from a bank that it will lend money to a customer.
1) letter of credit
2) balance sheet
3) cash budget
4) tender

69. A formal description of a company\'s financial position at a specified moment.
1) cash budget
2) balance sheet
3) profit and loss account
4) business plan

70. The person who is responsible for an individual bank.
1) tax inspector
2) finance director
3) bank manager
4) market analyst

71. Someone who advises people on how to manage their financial affairs.
1) financial advisor
2) tax consultant
3) accountant
4) commodity trader

72. Someone who prepares an individual’s (or a company’s) tax return.
1) market analyst
2) stockbroker
3) accountant
4) tax inspector

73. The person who is responsible for the financial side of running a business.
1) bank manager

2) tax consultant
3) financial advisor
4) finance director
74. A government official who checks that you are paying enough tax.
1) commodity trader
2) tax inspector
3) insurance broker
4) market analyst
75. The person who finds you the best insurance policy at the best price.
1) insurance broker
2) stockbroker
3) financial advisor
4) accountant
76. Someone who buys and sells stocks and shares for clients, and charges a commission.
1) commodity trader
2) market analyst
3) financial advisor
4) stockbroker
77. Someone who advises you or a company on how to pay less tax.
1) bank manager
2) tax consultant
3) financial advisor
4) finance director
78. Someone who comments on business and share prices in a particular sector of the economy.
1) bank manager
2) accountant
3) market analyst
4) tax inspector
79. Someone who buys and sells large quantities of goods, especially food products such as tea, coffee, and cereals, or raw materials such as wood, or metals.
1) bank manager
2) stockbroker
3) commodity trader
4) tax consultant
80. Something that the government collects and no one likes to pay.
1) dividends
2) tax
3) shares
4) assets
81. Where you go to borrow money or get cash.
1) accounts
2) profit
3) capital spending
4) bank
82. How you are charged for borrowing money.
1) pension
2) interest
3) turnover
4) mortgage
83. How you can pay for a house, unless you can pay for it in a single payment.
1) mortgage
2) liabilities

3) bankruptcy
4) bank

84. A type of investment made by a company when buying equipment.
1) shares
2) profit
3) capital spending
4) interest

85. What, in financial terms, a business hopes to make.
1) inflation
2) assets
3) turnover
4) profit

86. What a company has to prepare every year for presentation to its owners and to the relevant authorities.
1) dividends
2) inflation
3) accounts
4) liabilities

87. The situation where a company does not have enough money or property to pay its debts, and so the company closes.
1) turnover
2) assets
3) bankruptcy
4) accounts

88. The total amount of sales in a year.
1) capital spending
2) dividends
3) turnover
4) tax

89. Rising prices, rising costs and rising wages in an economy.
1) inflation
2) shares
3) pension
4) profit

90. What you buy if you invest money in a company.
1) bank
2) shares
3) dividends
4) interest

91. Individuals who invest their money in a company hope to receive these regularly.
1) pension
2) tax
3) dividends
4) shares

92. When you are old, you hope to have one of these.
1) pension
2) dividends
3) tax
4) assets

93. The name for all the property, equipment, investments and money owned by a company (or individual).
1) tax

2) shares
3) liabilities
4) assets

94. The name for everything that a company owes.
1) liabilities
2) interest
3) accounts
4) capital spending

95. This agreement is used to ensure the repayment of money borrowed, usually in monthly installments.
1) consultancy agreement
2) distribution agreement
3) loan agreement
4) franchise agreement

96. This agreement is used where one party buys goods from the manufacturer and re-sells them on his own account. He will however be given the right to use the manufacturer's intellectual property rights.
1) shareholders agreement
2) distribution agreement
3) contract of employment
4) franchise agreement

97. This agreement sets out the terms and conditions on which a business supplies goods.
1) terms and conditions of sale agreement
2) loan agreement
3) directors service agreement
4) consultancy agreement

98. This agreement is used where one party grants to another the right to run a business in the name of the first party. Examples include Body Shop and McDonalds.
1) consultancy agreement
2) distribution
3) franchise agreement
4) manufacturing licence agreement

99. This is equivalent of a contract of employment for directors.
1) directors` service agreement
2) contract of employment
3) loan agreement
4) consultancy agreement

100. This agreement is used where one party is providing services as an independent advisor to a company.
1) shareholders` agreement
2) terms and conditions of sale agreement
3) loan agreement
4) consultancy agreement

101. This agreement should be used where one party (the licensor) owns intellectual property rights in respect of a product it has developed and wishes to license the manufacture of the product to a third party.
1) distribution agreement
2) franchise agreement
3) manufacturing licence agreement
4) loan agreement

102. This is intended to govern the relationship between a number of shareholders in a company. The agreement works as a second layer of protection preventing the company from being run in a manner other than has been agreed.

1) consultancy agreement
2) shareholders` agreement
3) terms and conditions of sale agreement
4) loan agreement

103. This contract comes into existence as soon as job offer is accepted whether that offer is oral or in writing.

1) consultancy agreement
2) loan agreement
3) contract of employment
4) directors` agreement

104. A business activity in which two more companies have invested together

1) alliance
2) acquisition
3) merger
4) joint venture

105. When a company's top executives buy the company they work for

1) takeover
2) MBO
3) LBO
4) Integration

106. Something belonging to a business that has value or the power to earn money

1) facilities
2) assets
3) utilities
4) valuation

107. A business that is a single unit from a legal point of view

1) synergy
2) integration
3) entity
4) cost centre

108. Something that must be done according to a law or rule

1) compatible
2) complementary
3) comparable
4) compulsory

109. When prices or the value of stocks and shares drop

1) failure
2) pitfall
3) downturn
4) loss

110. To put a plan into action

1) implement
2) install
3) integrate
4) indict

111. An organisation's different costs and the way they are related to each other

1) cost structure
2) cost savings

3) cost efficiency
4) cost base

112. We have decided to open a new company by setting up a _____ with another company in same line of business as us.
1) merge
2) cutting edge
3) joint venture
4) quota

113. When we want to know what our company is worth at any given dates we consult our _____.
1) auditor
2) tariff
3) balance sheet
4) licence

114. Our _____ are worried about our growing market share.
1) rivals
2) slogans
3) auditors
4) invoices

115. We have asked the shippers to send us their _____ as proof that the goods were sent.
1) profit and loss account
2) invoice
3) tariff
4) licence

116. The _____ is checking our accounts for mistakes.
1) imperatives
2) balance sheet
3) auditor
4) entrepreneurs

117. The new advertising campaign fits our _____ perfectly.
1) brand image
2) sole traders
3) joint venture
4) subsidiary

118. We _____ with one of our rivals and we now form the biggest software company in the country.
1) losses
2) clash
3) to monitor
4) merged

119. Once we get over the initial bureaucratic _____ , everything will be fine.
1) hurdles
2) imperatives
3) revenue
4) rival

120. When negotiating the agreement we must consider the _____ of the shareholders.
1) clash
2) imperatives
3) profit and loss account
4) hurdles

121. They are making our products under _____.
1) brand image
2) slogan
3) quota
4) licence

122. Use this type of English when speaking to a friend:
1) Formal
2) Informal
3) Polite

123This is Ken' is used when:
1) Answering the telephone
2) Introducing yourself in person
3) Asking who is on the line

124. 'Employment History' means:
1) Which schools you have attended.
2) Which diplomas and certificates you have.
3) Where you have worked.

125. Which phrase is correct?
1) He's worked at that company for fifteen years.
2) He's working at that company for fifteen years.
3) He works at that company for fifteen years.

126. 2.56 is read:
1) two point fifty six
2) two point five six
3) two dot five six

127. Which question is used to ask about residential status?
1) Please sign here
2) What's your address?
3) Where are you from?

128. Which is a postcode?
1) 24 Green Street
2) 044
3) CM1 2XB

129. Which sentence is incorrect?
1) He lives in London.
2) I arrived at home at 6 o'clock.
3) They drove to San Francisco on Saturday.

130. I saw him __ school.
1) on
2) to
3) at

131. Which question asks for advice?
1) What would you like to know?
2) What should I do with my plastic bottles?
3) I'm afraid I don't know where the entrance is.

132. Which form is correct in most situations?
1) Could you help me?
2) Help me?
3) Excuse me, I was wondering if you could possibly help me?

133. Which is a correct response to the question: How do you do?
1) I'm fine.

2) I'm a clerk.
3) How do you do?

134. Which form gives instructions?
1) Open your book and turn to page twenty-five.
2) You open your book and turn to page twenty-five.
3) Do you open your book and turn to page twenty-five.

135. Which is not correct when answering the phone?
1) Ken speaking
2) This is Ken
3) What do you want?

136. Which is the most polite?
1) Can I help you?
2) Could I help you?
3) May I help you?

137. Which signature is the most formal?
1) Love,
2) Yours faithfully,
3) Best wishes,

138. Which phrase is correct?
1) When are you born?
2) When you born?
3) When were you born?

139. Which letter ending best goes with the opening «Dear Personnel Director»'
1) Best wishes,
2) Yours faithfully,
3) Best regards,

140. The average of 2, 4, 6 is:
1) 12
2) 6
3) 4

141. Which is good advice when writing a memorandum?
1) Use a polite style for your colleagues. You can contract verbs, but do not be too informal.
2) Provide a detailed employment history.
3) Use a formal register and sign: Yours faithfully,

142. Which is farthest in the past?
1) last week
2) a day before yesterday
3) a month ago

143. Which phrase is used during a presentation?
1) Thanks for giving me a hand.
2) Thank you very much for your time today.
3) Thank you for your quick response.

144. Which phase should a man making a presentation use?
1) Please feel free to interrupt me with questions.
2) Don't disturb me while I'm presenting these statistics.
3) No, you're wrong. We need more staff.

145. The EU is:
1) The European Union
2) The Europe Union
3) The Equal Union

146. Complete the question tag: They worked for Kaufman's,
1) did they?

2) haven't they?
3) didn't they?

147. Complete the phrase: The Chicago Police
1) Institution
2) Staff
3) Force

148. Which is polite telephone English?
1) Why do you want him?
2) Who's that?
3) Who's calling please?

149. Which phrasal verb means 'mention'?
1) bring up
2) look into
3) find out

150. Which phrase refers to a future meeting?
1) I look forward to seeing you in March.
2) As you know, the meeting we attended concerned ...
3) I would like to apply for the position of clerk.

Тексты для перевода и реферирования

ANNOTATING A TEXT

Become an active reader by annotating the texts you read. Annotating a text involves underlining, writing symbols, and taking notes in the margins as you read. These steps can help you to concentrate while you read, increase your understanding, and remember information later. The margins, between paragraphs, and the space at the end of the text are ideal places to make your notes. The following are popular techniques to use:

• Circle new vocabulary and key terms and write out their definitions. Use the symbol = to show the words are synonyms.
• Write questions you have about the text.
• Make connections to your own knowledge and life experience.
• Summarize main ideas in only a few words.
• Agree or disagree with the text and make comments.
• Number the steps in a process, supporting details or examples, key points.

Components of Soil.

Soils are very complex natural formations, which make up the surface of the earth. They provide a suitable environment in which plants may obtain water, nutrients and oxygen for root respiration, and firm anchorage. Soils are formed by the weathering of rocks, followed by the growth and decay of plants, animals, and soils micro-organisms. If a farmer is to provide the best possible conditions for crop growth, it is desirable that he should understand what soils are, how they were formed and how they should be managed. The topsoil and surface soil is a layer about 8-45 cm deep which may be taken as the greatest depth which a farmer would plough or cultivate and in which most of the plant roots are found. Loose, cultivated, topsoil is sometimes called mould. The subsoil, which lies underneath, is an intermediate stage in the formation of soil from the rock below.

A soil profile is a section taken through the soil down to the parent rock. In some cases, this may consist of only a shallow surface soil 10-15 cm on top of a rock such as chalk and limestone. In other well-developed soils (about a meter deep) there are usually three or more definite layers (or horizons) which vary in color, texture and structure.

The soil profile can be examined by digging a trench or by taking out cores of soil from various depths with a soil auger. A careful examination of the layers (horizons) can be useful in forming an opinion as to how the soil was formed, its natural drainage and how it might be farmed. Some detailed soil classifications are based on soil profile.

Soil consists of four major components. They are: Mineral matter, Organic matter, water, and air. Physically, soil consists of stones, large pebbles, dead plant twigs, roots, leaves and other parts of the plant, fine sand, silt, clay and humus derived from the decomposition of organic matter. In the organic matter portion of the soil, about half of the organic matter comprised of the dead remains of the soil life in all stages of decomposition and the remaining half of the organic matter in the soil is alive. The living part of the organic matter consists of plant roots, bacteria, earthworms, algae, fungi, nematodes actinomycetes and many other living organisms.

Soil contains about 50% solid space and 50% pore space. Mineral matter and organic matter occupy the total solid space of the soil by about 45% and 5% respectively. The total pore space of the soil is occupied and shared by air and water on roughly equal basis. The proportion of air and water will vary depending upon the weather and environmental factors.

Size and composition of mineral matter in soils are variable due to nature of parent rock from which it has been derived. The rock fragments are disintegrated and broken portion of the massive rocks, from which regolith through weathering, the soil has been formed. These materials are usually very coarse and the minerals are extremely variable in size.

Soil organic matter exists as partly decayed and partially resynthesized plant and animal residues. These are continuously being broken down as a result of microbial activity in soil. Due to constant change, it must be replenished to maintain soil productivity. The organic matter content in a soil is very small and varies from only about 3–5% by weight in topsoil.

Soil water plays a very significant role in soil-plant growth relationship. Water is held within the soil pores with varying degree of forces depending upon the amount of water present. Soil water along with dissolved salts makes up the soil solution. These soil solution acts as an important medium for supplying different nutrient elements through exchange phenomena between soil solid surface and soil solution and the plant roots.

Pore spaces are occupied by air and water; the more the water the less the room for air and vice-versa. The relative amounts of air and water in the pore space fluctuate continuously. During rainy season, water replaces air from the soil pore spaces, but as soon as water leaves by downward movement, surface evaporation, and transpiration etc., air gradually replaces the water, as it is lost form the pore spaces. Good aeration occurs in well-drained soils, which have sufficient proportion of their volume occupied by pores.

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• Number the steps in a process, supporting details or examples, key points, and

Seeds

Plants reproduce sexually by seeds and asexually by vegetative parts. Grains, which are used for multiplication, are called seeds while those used for human or animal consumption are

called grains. Good stalks of planting materials are basic to profitable crop production. The seed or planting material largely determines the quality and quantity of the produce. A good seed or stalk of planting material is genetically satisfactory and true to type, fully developed and free from contamination, deformities, diseases and pests.

Seed is a fertilized ripened ovule consisting of three main parts namely seed coat, endosperm and embryo, which in due course gives rise to a new plant. Endosperm is the storage organ for food substance that nourishes the embryo during its development. Seed coat is the outer cover that protects or shields the embryo and endosperm.

A good quality seed should possess the following characteristics.

- Seed must be true to its.
- Seed should be pure, viable, and vigorous and have high yielding potential.
- Seed should be free from seed borne diseases and pest infection.
- Seed should be clean; free from weed seeds or any inert materials.
- Seed should be in whole and not broken or damaged; crushed or peeled off; half-filled and half rotten.
- Seed should meet the prescribed uniform size and weight.
- Seed should be as fresh as possible or of the proper age.
- Seed should contain optimum amount of moisture (8-12%).
- Seed should have amount of moisture (more than 80%).
- Seed should germinate rapidly and uniformly when sown.

Sowing

Sowing is the placing of a quantity of seeds in the soil for germination and growth while planting is the placing of plant propagules (may be seedlings, cuttings, rhizomes, clones, tubers etc.) in the soil to grow as plants. There are some methods of sowing. Seeds are sown directly in the field (seedbed) or in the nursery (nursery bed) where seedlings are raised and transplanted later. Direct seeding may be done by broadcasting, dribbling, drilling, sowing behind the country plough, planting, transplanting.

Broadcasting is the scattering or spreading of the seeds on the soil, which may or may not be incorporated into the soil. Broadcasting of seeds may be done by hand, mechanical spreader or airplane. Broadcasting is the easy, quick and cheap method of seeding. The difficulties observed in broadcasting are uneven distribution, improper placement of seeds and less soil cover and compaction. As all the seeds are not placed in uniform density and depth, there is no uniformity of germination, seedling vigor and establishment. It is mostly suited for closely spaced and small seeded crops.

Dribbling is the placing of seeds in a hole or pit made at a predetermined spacing and depth with a dibbler or planter or very often by hand. Dribbling is laborious, time consuming and expensive compared to broadcasting, but it requires less seeds and, gives rapid and uniform germination with good seedling vigor.

Drilling is a practice of dropping seeds in a definite depth, covered with soil and compacted. Sowing implements like seed drill or seed cum fertilizer drill are used. Manures, fertilizers, soil amendments, pesticides may be applied along with seeds. Seeds are drilled continuously or at regular intervals in rows. It requires more time, energy and cost, but maintains uniform population per unit area. Rows are set according to the requirements.

Sowing behind the country plough is an operation in which seeds are placed in the plough furrow either continuously or at required spacing by a man working behind a plough. When the plough takes the next adjacent furrow, the seeds in the previous furrow are closed by the soil closing the furrow. Depth of sowing is adjusted by adjusting the depth of the plough furrow.

Planting is placing seeds or seed material firmly in the soil to grow.

Transplanting, it is planting seedlings in the main field after pulling out from the nursery. It is done to reduce the main field duration of the crops facilitating to grow more number of crops in a year. It is easy to give extra care for tender seedlings.

Genetic Engineering in Germany

The national guideline for the BVL in the field of genetic engineering is the Genetic Engineering Act. It implements EU guidelines in national legislation and seeks to protect human and animal health, and the environment, from potential adverse effects of genetic processes and products. Moreover, the genetic engineering law seeks to ensure that food and feed can be produced and placed on the market side-by-side with or without using genetically modified organisms, either conventionally or ecologically. Furthermore, the act builds the legal framework for exploring, developing, using and promoting the scientific, technical and economic benefits of genetic engineering.

The BVL evaluates the safety of genetically modified organisms that are used in contained systems for research and industrial production. Beyond that, the BVL issues authorizations in Germany with the measures required for the safe use of GMOs in temporally and spatially limited experimental releases into the environment. In the EU-wide notification procedures for the commercial use of GMOs (placing on the market), the BVL issues the German position and coordinates the national and international obligations of Germany for enabling co-existence, i.e. the separation of GMOs and non-GMOs. Furthermore, the BVL coordinates environmental monitoring of GMOs by collecting and evaluating the monitoring reports received from notifiers including public institutions and promotes the exchange of information between applicants, governmental agencies and the public.

The notification of GMOs for the experimental release into the environment as well as for the commercial placing on the market of GMOs are subject to an assessment and approval process. The notification procedure includes the scientific evaluation of molecular, health, and ecological data by experts in the particular fields, an involvement of the public over several weeks and consultation with further federal and state agencies like the Federal Agency for Nature Conservation, the Robert-Koch-Institute and the Federal Institute for Risk Assessment. In all notification procedures, the BVL asks for an opinion of the Central Commission for Biological Safety (CCBS), which hosts experts in the field of bacteriology, virology, plant breeding, medicine and ecology, as well as industrial and environmental safety. Moreover, the BVL maintains the public registers including the GMO location register as well as the GMO notification register, serving as an information platform on GMOs for the public.

Genetic Engineering in Food

GMO authorization for food is given only for notifications with sufficient scientific data to assess the safety of the GMO and its products. Moreover, GMO food should be evaluated as being as safe as comparable conventional products based on the best currently available scientific data. In addition, the notified must provide a monitoring plan and an analytical identification method for the GMO. The BVL is the German authority responsible for placing GMOs on the market, comparable with other competent authorities in the European Union. The BVL receives a notification, passes the notification dossier over to the European Food Safety Authority (EFSA), checks the completeness and quality of the data supplied in the dossier, evaluates the risk analysis of the notified and issues its own statement to the EFSA. Here, the BVL specifies if the notification should be approved from the German point of view, if any further document should be requested from the applicant or if the application should be rejected in the light of potential unacceptable impacts on the protection goals as defined in the Genetic Engineering Act. The BVL is assisted in its activities by the Robert-Koch-Institute, the Federal Biological Research Centre for Agriculture and Forestry, the Federal Agency for Nature Conservation and the Federal Institute for Risk Assessment through expertise and passes its assessments over to the EFSA. GMO notifications for placing products on the market are processed in an EU-wide approval procedure, in which the EU Commission mediates in case of disagreement between the Members States and if applicable, may introduce its own binding decision. The BVL can implement recommendations for Germany on the national scope of GMO product use and environmental monitoring in line with the European

decision. The BVL offers the coordination of GMO monitoring together with activities of other federal authorities and institutions in Germany. GMO are subject to environmental monitoring after they have been approved in the European Union. The holder of the approval, i.e. usually the company that developed the GMO, is responsible for the organization and implementation of this monitoring. The BVL may also initiate proceedings to temporarily limit or prohibit the placing on the market of a GMO or a GMO product within Germany if a serious risk for human health or the environment is likely to occur.

3. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ОПРЕДЕЛЯЮЩИЕ ПРОЦЕДУРЫ ОЦЕНИВАНИЯ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ И (ИЛИ) ОПЫТА ДЕЯТЕЛЬНОСТИ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ

В качестве форм контроля понимания, прочитанного и воспроизведения информативного содержания текста-источника используются в зависимости от вида чтения: *ответы на вопросы, подробный или обобщенный пересказ прочитанного, передача его содержания в виде перевода, реферата или аннотации.* Следует уделять внимание тренировке в скорости чтения: свободному беглому чтению вслух и быстрому (ускоренному) чтению про себя, а также тренировке в чтении с использованием словаря. Все виды чтения должны служить единой конечной цели - научиться свободно читать иностранный текст по специальности.

Составление глоссария профессиональных терминов

Чтение профессионально ориентированной литературы предполагает обязательное составление словаря терминов. Помимо основной цели - расширения лексического запаса

- применение такой формы работы студентов может способствовать:

созданию дополнительной языковой базы для использования в учебных и профессиональных целях (написание рефератов, докладов на иностранном языке и т.д.);
расширению филологического опыта путем языковедческого анализа слов;
изучению способов словообразования.

При этом аспирантам следует руководствоваться следующими общими правилами:

- отобранные термины и лексические единицы должны относиться к широкому и узкому профилю специальности;
- отобранные термины и лексические единицы должны быть новыми и не дублировать ранее изученные;
- отобранные термины и лексические единицы должны быть снабжены транскрипцией (английский язык) и переводом на русский язык (во избежание неточностей рекомендуется пользоваться специализированными словарями);
- общее количество отобранных терминов не должно быть менее 200 единиц;
- отобранные термины и лексические единицы предназначены для активного усвоения.

Написание эссе

Обучение письменной речи предполагает формирование умения излагать свои мысли, чувства и мнение по поводу изучаемых тем в форме эссе.

Основная цель эссе - представить собственные мысли и идеи по заданной теме, грамотно выбирая лексические и грамматические единицы, следуя правилам построения связного письменного текста. Необходимо обратить внимание аспирантов на следующее:

- работа должна соответствовать жанру эссе - представлять собой изложение в образной форме личных впечатлений, взглядов и представлений, подкрепленных аргументами и доводами;

- содержание эссе должно соответствовать заданной теме;

В эссе следует отражать:

- основную идею, проблему, связанную с конкретной темой;
- аргументированное изложение одного - двух основных тезисов;
- вывод.

Объем эссе не должен превышать одной страницы печатного текста (но не менее 1).

Работа может быть оформлена с помощью компьютерных программ (MS Office), в т.ч. графических.

Критерии оценки работ:

- содержание;
- неформальный подход к теме;
- самостоятельность мышления;
- кругозор;
- убедительность аргументации;
- грамотность;
- оформление работы.

Подготовка реферата, доклада

Одной из форм самостоятельной деятельности аспиранта является написание докладов и рефератов. Выполнение таких видов работ способствует формированию навыков самостоятельной научной деятельности, повышению его теоретической и профессиональной подготовки, лучшему усвоению учебного материала.

Реферат представляет собой письменную работу на определенную тему. По содержанию, реферат - краткое осмысленное изложение информации по данной теме, собранной из разных источников. Это также может быть краткое изложение результатов изучения какой-либо проблемы.

Темы докладов и рефератов определяются преподавателем в соответствии с программой дисциплины. Конкретизация темы может быть сделана студентом самостоятельно.

Следует акцентировать внимание аспирантов на том, что формулировка темы (названия) работы должна быть:

- ясной по форме (не содержать фраз двойного толкования);
- содержать ключевые слова, которые репрезентируют исследовательскую работу;
- быть конкретной (не содержать неопределенных слов «некоторые», «особые» и т.д.);
- содержать в себе действительную задачу;
- быть компактной.

Выбрав тему, необходимо подобрать соответствующий информационный материал и провести его предварительный анализ. К наиболее доступным источникам литературы относятся фонды библиотеки, а также могут использоваться электронные источники информации (в том числе и Интернет).

Важным требованием, предъявляемым к написанию рефератов на языке, является грамотность, стилистическая адекватность, содержательность (полнота отражения и раскрытия темы).

Еще одним из требований, предъявляемых к рефератам, является их объем:

- краткое осмысленное изложение информации по данной теме, собранной из разных источников - 4,5 страниц машинописного текста (не считая титульного листа).

Еще одним требованием является связанность текста. Предложения в тексте связаны общим смысловым содержанием, общей темой текста. Очень часто связность достигается благодаря различным специальным средствам. К наиболее распространенным относятся повторение одного и того же ключевого слова и замена его местоимениями.

Одним из специальных средств связности является порядок слов в предложении. Для обозначения тесной смысловой связи в тексте предложение может начинаться словом или словосочетанием из предыдущего предложения.

Реферат должен заключать выводы, полученные и сделанные магистрами в результате работы с источниками информации.

Подготовка проектов

Одним из видов заданий, ориентированных на самостоятельную (преимущественно внеаудиторную) работу студентов является использование метода проектов. Метод проектов обладает рядом преимуществ, позволяющих отдавать ему предпочтение в сравнении с другими методами обучения: он обеспечивает реальную мотивацию учения, развивает инициативность, настойчивость и чувство ответственности, обучает практическому решению проблем, развивает дух сотрудничества, способствует развитию толерантности к мнению других, развивает способность к оцениванию, поощряет творческую активность.

Проекты могут быть самыми разнообразными по тематике, а их результаты всегда конкретны и наглядны: оформление плаката, создание презентации, журнала, создание личной веб-странички и т.п. Работа над проектом обычно состоит из следующих этапов:

2 предварительная постановка проблемы или выбор темы;

3 выдвижение и обсуждение гипотез решения основной проблемы, исследование которых может способствовать её решению в рамках намеченной тематики;

4 поиск и сбор материала для решения проблемы и раскрытия темы;

5 окончательная постановка проблемы или выбор темы;

6 поиск решения или раскрытие темы на основе анализа и классификации собранного материала;

7 презентация и защита проектов, предполагающая коллективное обсуждение.

Интернет проекты могут выполняться с использованием Live Journal и других сред, доступных студентам.

Проект должен содержать такие элементы как:

- оглавление;
- дату последней ревизии;
- информацию об авторах;
- список полезных качественных ссылок с подробным их описанием (Интернет-источники, которыми пользовался автор при создании проекта).

При оценке Интернет проекта рекомендуется опираться на следующие критерии:

1. Содержание (70%):

а) качество материала и организация (логика и структура изложения, постановка и решение конкретной проблемы) - 35%;

б) языковые средства, использованные авторами (грамматика, лексика, синтаксис, стиль) - 30%;

в) полезные ссылки (наличие библиографии с кратким описанием источников и правильными адресами) - 5%.

2. Форма (30%):

а) композиция (простота использования, содержание) - 10;

б) дизайн (графика, изображение, HTML) - 15%;

в) авторство (адрес электронной почты для контакта, информация о себе) - 5%.

Примерная тематика беседы на кандидатском экзамене:

само презентация.

Мои научные интересы и научная деятельность.

Мой научный руководитель. Моя кафедра.
Актуальность темы моего исследования.
Характеристика этапа научной работы.
Характеристика ключевых понятий исследования: объект, предмет.
Источники получения информации по теме исследования.
Ведущие научные школы в области моего исследования.
Роль иностранного языка в международном сотрудничестве и решении научных проблем.
Практическая значимость моей диссертационной работы.

Вариант проведения экзамена определяется преподавателем и сообщается аспирантам (соискателям) заранее. Точные даты проведения контрольно-оценочных мероприятий планируются преподавателем после составления и подписания сетевых графиков на факультете.