



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

Институт экономики

Кафедра иностранных языков

УТВЕРЖДАЮ  
Первый проректор –  
проректор по учебно-  
воспитательной работе



**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**  
**ДЛЯ ПРОВЕДЕНИЯ ИТОГОВОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ**  
**ПО ДИСЦИПЛИНЕ ПРОФЕССИОНАЛЬНЫЙ ИНОСТРАННЫЙ ЯЗЫК**  
(приложение к рабочей программе дисциплины)

по направлению подготовки

по направлению подготовки  
**35.04.04 Агрономия**

Направленность (профиль) подготовки  
Ресурсосберегающие технологии возделывания полевых культур

Уровень  
магистратура

Форма обучения  
очная

Год поступления обучающихся: 2020

Казань – 2020

Составители: Ярхамова Альфия Абриковна, к.п.н., доцент

Оценочные средства обсуждены и одобрены на заседании кафедры иностранных языков 27 апреля 2020 года (протокол №9);

Заведующий кафедрой: к.ф.н., доцент \_\_\_\_\_ Гатауллина Р.В.

Рассмотрены и одобрены на заседании методической комиссии Института экономики 12 мая 2020 г. (протокол № 11)

Пред. метод. комиссии, к.э.н., доцент \_\_\_\_\_ Гатина Ф.Ф.

Согласовано:

Директор Института экономики,  
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\_\_\_\_\_ Низамутдинов М.М.

Протокол Ученого совета Института экономики №9 от «12» мая 2020 г

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

В результате освоения ОПОП магистратуры по направлению подготовки 35.04.04 Агрономия направленность (профиль) Ресурсосберегающие технологии возделывания полевых культур обучающийся должен овладеть следующими результатами обучения по дисциплине «Профессиональный иностранный язык»

Таблица 1.1 – Требования к результатам освоения дисциплины

Код индикатора достижения компетенции	Индикатор достижения компетенции	Перечень планируемых результатов обучения по дисциплине
<b>УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном (ых) языке (ах), для академического и профессионального взаимодействия</b>		
ИД-1 <sub>УК-4</sub>	Устанавливает и развивает профессиональные контакты в соответствии с потребностями совместной деятельности на государственном и иностранном (-ых) языках.	<b>Знать:</b> основные принципы организации деловых контактов; методы подготовки к переговорам на иностранном (-ых) языках.
		<b>Уметь:</b> применять основные принципы организации деловых контактов; методы подготовки к переговорам на иностранном (-ых) языках.
		<b>Владеть:</b> основными принципами организации деловых контактов; методы подготовки к переговорам на иностранном (-ых) языках.
ИД-2 <sub>УК-4</sub>	Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках.	<b>Знать:</b> методы и технологии научной коммуникации на государственном и иностранном языках
		<b>Уметь:</b> использовать современные информационно-коммуникативные средства
		<b>Владеть:</b> навыками критической оценки эффективности различных методов и технологий научной коммуникации на государственном и иностранном языках
ИД-3 <sub>УК-4</sub>	Аргументированно и конструктивно отстаивает свои позиции и идеи в академических и профессиональных дискуссиях на государственном языке РФ и иностранном языке	<b>Знать:</b> нормы научного и профессионального общения при ведении дискуссий на государственном и иностранном языках
		<b>Уметь:</b> объяснять и обосновать свою точку зрения на государственном и иностранном языках
		<b>Владеть:</b> основными нормами, принятыми в научном общении на государственном и иностранном языках

## 2. ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ НА РАЗЛИЧНЫХ ЭТАПАХ ИХ ФОРМИРОВАНИЯ, ОПИСАНИЕ ШКАЛ ОЦЕНИВАНИЯ

Таблица 2.1 – Показатели и критерии определения уровня сформированности компетенций

Код и наименование индикатора компетенции	Планируемые результаты <определяются самостоятельно>	Оценки сформированности компетенций <Приведены примеры формулировок. Определяются самостоятельно. Необходимо обозначить связь с дисциплиной>				Дисциплина на (раздел) учебного плана
		неудовлетворительно	удовлетворительно	хорошо	отлично	
УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном (ых) языке (ах), для академического и профессионального взаимодействия						
ИД-1 <sub>УК-4</sub> Устанавливает и развивает профессиональные контакты в соответствии с потребностями и совместной деятельности на государственном и иностранном (-ых) языках.	<b>Знать:</b> основные принципы организации деловых контактов; методы подготовки к переговорам на иностранном (-ых) языках.	Уровень знаний основных принципов организации деловых контактов; методы подготовки к переговорам на иностранном (-ых) языках ниже минимальных требований, имели место грубые ошибки	Минимально допустимый уровень знаний основных принципов организации деловых контактов; методы подготовки к переговорам на иностранном (-ых) языках ниже минимальных требований, имели место грубые ошибки	Уровень знаний основных принципов организации деловых контактов; методы подготовки к переговорам на иностранном (-ых) языках, имели место негрубые ошибки	Уровень знаний основных принципов организации деловых контактов; методы подготовки к переговорам на иностранном (-ых) языке в объеме, соответствующем программе подготовки, без ошибок	Иностранный язык
	<b>Уметь:</b> применять основные принципы организации деловых контактов; методы подготовки к переговорам на иностранном (-ых) языках.	При решении стандартных задач по применению основных принципов организации деловых контактов; методы подготовки к переговорам на иностранном (-ых) языках.	Продemonстрированы основные умения организации деловых контактов; методы подготовки к переговорам на иностранном (-ых) языках.	Продemonстрированы все основные умения применять основные принципы организации деловых контактов; методы подготовки к переговорам на иностранном (-ых) языках.	Продemonстрированы все основные умения применять основные принципы организации деловых контактов; методы подготовки к переговорам на иностранном (-ых) языках.	

Код и наименование индикатора компетенции	Планируемые результаты <определяются самостоятельно>	Оценки сформированности компетенций <Приведены примеры формулировок. Определяются самостоятельно. Необходимо обозначить связь с дисциплиной>				Дисциплина (раздел) учебного плана
		неудовлетворительно	удовлетворительно	хорошо	отлично	
	языках.	переговорам на иностранном (-ых) языках.	языках, с негрубыми ошибками, выполнены все задания, но не в полном объеме	методы подготовки к переговорам на иностранном (-ых) языках, с негрубыми ошибками; выполнены все задания в полном объеме, но некоторые с недочетами	языках, выполнены все задания в полном объеме	
	<b>Владеть:</b> основными принципами организации деловых контактов; методы подготовки к переговорам на иностранном (-ых) языках.	При решении по применению основных принципов организации деловых контактов; методы подготовки к переговорам на иностранном (-ых) языках, не продемонстрированы базовые навыки, имели место грубые ошибки	Имеется минимальный набор навыков по применению основных принципов организации деловых контактов; методы подготовки к переговорам на иностранном (-ых) языках, с некоторыми недочетами	Продemonстрированы базовые навыки по применению основных принципов организации деловых контактов; методы подготовки к переговорам на иностранном (-ых) языках, с некоторыми недочетами	Продemonстрированы навыки по применению основных принципов организации деловых контактов; методы подготовки к переговорам на иностранном (-ых) языках, без ошибок и недочетов	

Код и наименование индикатора компетенции	Планируемые результаты <определяются самостоятельно>	Оценки сформированности компетенций <Приведены примеры формулировок. Определяются самостоятельно. Необходимо обозначить связь с дисциплиной>				Дисциплина (раздел) учебного плана
		неудовлетворительно	удовлетворительно	хорошо	отлично	
ИД-2 <sub>УК-4</sub> Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках.	<b>Знать:</b> методы и технологии научной коммуникации на государственном и иностранном языках	Уровень знаний методов и технологий научной коммуникации на государственном и иностранном языках ниже минимальных требований, имели место грубые ошибки	Минимально допустимый уровень знаний методов и технологий научной коммуникации на государственном и иностранном языках, допущено много негрубых ошибок	Уровень знаний методов и технологий научной коммуникации на государственном и иностранном языках в объеме, соответствующем программе подготовки, допущено несколько негрубых ошибок	Уровень знаний методов и технологий научной коммуникации на государственном и иностранном языках в объеме, соответствующем программе подготовки, без ошибок	Иностранный язык
	<b>Уметь:</b> использовать современные информационно-коммуникативные средства	При решении стандартных задач с использованием современных информационно-коммуникативных средств не продемонстрированы основные умения, имели место грубые ошибки	Продemonстрированы основные умения, решены типовые задачи с использованием современных информационно-коммуникативных средств с негрубыми ошибками, выполнены все задания, но не в полном объеме	Продemonстрированы все основные умения, решены все основные задачи с использованием современных информационно-коммуникативных средств с негрубыми ошибками, выполнены все задания в полном объеме, но	Продemonстрированы все основные умения, решены все основные задачи с использованием современных информационно-коммуникативных средств с отдельными несущественными недочетами, выполнены все задания в полном объеме	

Код и наименование индикатора компетенции	Планируемые результаты <определяются самостоятельно>	Оценки сформированности компетенций <Приведены примеры формулировок. Определяются самостоятельно. Необходимо обозначить связь с дисциплиной>				Дисциплина (раздел) учебного плана
		неудовлетворительно	удовлетворительно	хорошо	отлично	
				некоторые недочетами		
	<b>Владеть:</b> навыками критической оценки эффективности различных методов и технологий научной коммуникации на государственном и иностранном языках	При решении стандартных задач навыки критической оценки эффективности различных методов и технологий научной коммуникации на государственном и иностранном языках не продемонстрированы базовые навыки, имели место грубые ошибки	Имеется минимальный набор навыков критической оценки для решения стандартных задач эффективности различных методов и технологий научной коммуникации на государственном и иностранном языках с некоторыми недочетами	Продemonстрированы базовые навыки критической оценки при решении стандартных задач эффективности различных методов и технологий научной коммуникации на государственном и иностранном языках с некоторыми недочетами	Продemonстрированы навыки критической оценки при решении нестандартных задач эффективности различных методов и технологий научной коммуникации на государственном и иностранном языках, без ошибок и недочетов	
ИД-3 <sub>УК-4</sub> Аргументированно и конструктивно отстаивает свои позиции и идеи в академически	<b>Знать:</b> нормы научного и профессионального общения при ведении дискуссий на государственном и иностранном языках	Уровень знаний норм научного и профессионального общения при ведении дискуссий на государственном и иностранном языках ниже	Минимально допустимый уровень знаний норм научного и профессионального общения при ведении дискуссий на государственном	Уровень знаний норм научного и профессионального общения при ведении дискуссий на государственном и иностранном	Уровень знаний норм научного и профессионального общения при ведении дискуссий на государственном и иностранном языках в объеме,	Иностранный язык

Код и наименование индикатора компетенции	Планируемые результаты <определяются самостоятельно>	Оценки сформированности компетенций <Приведены примеры формулировок. Определяются самостоятельно. Необходимо обозначить связь с дисциплиной>				Дисциплина (раздел) учебного плана
		неудовлетворительно	удовлетворительно	хорошо	отлично	
Х и профессиональных дискуссиях на государственном языке РФ и иностранном языке		минимальных требований, имели место грубые ошибки	и иностранном языке, допущено много негрубых ошибок	языках в объеме, соответствующем программе подготовки, допущено несколько негрубых ошибок	соответствующем программе подготовки, без ошибок	
	<b>Уметь:</b> объяснять и обосновать свою точку зрения на государственном и иностранном языках	При решении стандартных задач умение объяснять и обосновывать свою точку зрения на государственном и иностранном языках не продемонстрированы основные умения, имели место грубые ошибки	Продemonстрированы основные умения объяснять и обосновывать свою точку зрения на государственном и иностранном языках, решены типовые задачи с негрубыми ошибками, выполнены все задания, но не в полном объеме	Продemonстрированы все основные умения объяснять и обосновывать свою точку зрения на государственном и иностранном языках, решены все основные задачи с негрубыми ошибками, выполнены все задания в полном объеме, но некоторые с недочетами	Продemonстрированы все основные умения объяснять и обосновывать свою точку зрения на государственном и иностранном языках, решены все основные задачи с отдельными несущественными недочетами, выполнены все задания в полном объеме	
	<b>Владеть:</b> основными нормами, принятыми в	При решении стандартных задач, в соответствии с основными нормами,	Имеется минимальный набор навыков для решения	Продemonстрированы базовые навыки при решении	Продemonстрированы навыки при решении нестандартных задач в соответствии с	

Код и наименование индикатора компетенции	Планируемые результаты <определяются самостоятельно>	Оценки сформированности компетенций <Приведены примеры формулировок. Определяются самостоятельно. Необходимо обозначить связь с дисциплиной>				Дисциплина (раздел) учебного плана
		неудовлетворительно	удовлетворительно	хорошо	отлично	
	научном общении на государственном и иностранном языках	принятыми в научном общении на государственном и иностранном языках не продемонстрированы базовые навыки, имели место грубые ошибки	стандартных задач в соответствии с основными нормами, принятыми в научном общении на государственном и иностранном языках с некоторыми недочетами	стандартных задач в соответствии с основными нормами, принятыми в научном общении на государственном и иностранном языках с некоторыми недочетами	основными нормами, принятыми в научном общении на государственном и иностранном языках без ошибок и недочетов	

#### Описание шкалы оценивания

1. Оценка «неудовлетворительно» ставится студенту, не овладевшему ни одним из элементов компетенции, т.е. обнаружившему существенные пробелы в знании основного программного материала по дисциплине, допустившему принципиальные ошибки при применении теоретических знаний, которые не позволяют ему продолжить обучение или приступить к практической деятельности без дополнительной подготовки по данной дисциплине.

2. Оценка «удовлетворительно» ставится студенту, овладевшему элементами компетенции «знать», т.е. проявившему знания основного программного материала по дисциплине в объеме, необходимом для последующего обучения и предстоящей практической деятельности, знакомому с основной рекомендованной литературой, допустившему неточности в ответе на экзамене, но в основном обладающему необходимыми знаниями для их устранения при корректировке со стороны экзаменатора.

3. Оценка «хорошо» ставится студенту, овладевшему элементами компетенции «знать» и «уметь», проявившему полное знание программного материала по дисциплине, освоившему основную рекомендованную литературу, обнаружившему стабильный характер знаний и умений и способному к их самостоятельному применению и обновлению в ходе последующего обучения и практической деятельности.



4. Оценка «отлично» ставится студенту, овладевшему элементами компетенции «знать», «уметь» и «владеть», проявившему всесторонние и глубокие знания программного материала по дисциплине, освоившему основную и дополнительную литературу, обнаружившему творческие способности в понимании, изложении и практическом использовании усвоенных знаний.

5. Оценка «зачтено» соответствует критериям оценок от «отлично» до «удовлетворительно».

6. Оценка «не зачтено» соответствует критерию оценки «неудовлетворительно».

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

Таблица 3.1 – Типовые контрольные задания соотнесенные с индикаторами достижения компетенций бакалавры

Индикатор достижения компетенции	№№ заданий (вопросов, билетов, тестов и пр.) для оценки результатов обучения по соотнесенному индикатору достижения компетенции
ИД-1 <sub>ук-4</sub> Устанавливает и развивает профессиональные контакты в соответствии с потребностями совместной деятельности на государственном и иностранном (-ых) языках.	Тест (вопросы 1-114; 120-176) Дискуссия (вопросы 1-7; 15-19) Деловая игра (1-3) Презентация (темы 1; 3-5; 8; 10) Составление писем (письма 1- 6)
ИД-2 <sub>ук-4</sub> Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках.	Тест (вопросы 40-57; 201-240) Дискуссия (вопросы 11-14) Презентация (темы 1-10) Деловая игра (1-4) Составление писем (письма 1- 6) Работа с профессиональным текстом (тексты 3; 4; 7)
ИД-3 <sub>ук-4</sub> Аргументированно и конструктивно отстаивает свои позиции и идеи в академических и профессиональных дискуссиях на государственном языке РФ и иностранном языке	Дискуссия (вопросы 1-25) Презентация (темы 1-10) Деловая игра (1-4) Работа с профессиональным текстом (тексты 1- 7)

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

#### ТЕСТ

1. 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!
  
2. 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?’

3. 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!'
4. 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.
5. 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.'
6. 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.'
7. 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.
8. You're phoning a company in order to get a refund or replacement for something you've bought. What do you say?
  - 1) I'm really 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.'
9. You phone your friend but you get the answer phone, and need to leave a message. How do you begin?
  - 1) It's me. Phone me a.s.a.p.'
  - 2) You just hang up.
  - 3) John. John. It's Brian. Are you there?'
  - 4) This is a message for John from Brian. Could you ring me back, please?'
10. 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,'
- 11 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
- 12 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 apologise 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.'
- 13 What does FAO stand for?
- 1) For Assistants Only
  - 2) For the Attention Of
  - 3) From Australia's Outback
  - 4) From Assistants Only
- 14 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,
- 15 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,
- 16 In informal letters, it is acceptable to use...
- 1) Swearwords
  - 2) Contractions (don't, isn't, I'm...)
  - 3) Txt (SMS) language
  - 4) Highfaluting language
- 17 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.
- 18 Which of the following is an example of very formal language?
- 1) Hi there!
  - 2) Your attendance is requested at...
  - 3) Hope you're OK.

- 4) Gotta run. See you soon
- 19 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,'
- 20 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
- 21 When writing informal emails, what is usually left out?
- 1) Informal language
  - 2) Vowels
  - 3) Apostrophes
  - 4) All punctuation
- 22 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
- 23 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
- 24 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
- 25 In an email, you are required to include...
- 1) Your email address
  - 2) Your photo
  - 3) Your signature
  - 4) A subject heading
- 26 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
- 27 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
- 28 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
- 29 What can't you send as an attachment?
- 1) A file
  - 2) A picture
  - 3) A document
  - 4) A cheque
- 30 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.
- 31 A reference normally consists of how many sections?
- 1) 3
  - 2) 2
  - 3) 4
  - 4) 5
- 32 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.
- 33 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.
- 34 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.
- 35 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.
- 36 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.
- 37 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
- 38 The language you use in references should be generally...
- 1) highly formal.
  - 2) fairly formal.
  - 3) fairly informal.
  - 4) slangy and colloquial.
- 39 When writing a reference for someone, you shouldn't...
- 1) be positive about them or else they might get big-headed.
  - 2) too critical because it might affect the person's chances of getting the job.
  - 3) forget to include a blank cheque as a bribe.
  - 4) include a contact telephone number.
- 40 A standard CV consists of how many sections?
- 1) 3
  - 2) 4
  - 3) 5
  - 4) 6
- 41 What does CV stand for?
- 1) Change of Vocation
  - 2) Currently Vacant
  - 3) Curriculum Vitae
  - 4) Currant Viscount
- 42 What is a CV called in the USA?
- 1) Story of my Life
  - 2) Reference
  - 3) Resume
  - 4) Personal Program
- 43 The first section, Personal Information, should include...
- 1) Your full name, your postal address, telephone numbers, and email address.
  - 2) Your current marital status, your postal address, your sexual orientation and your religion.
  - 3) Just your full name and email address.

- 4) Just your full name and postal address.
- 44 Which of the following describes someone who does not need external encouragement to do well?
- 1) positive
  - 2) energetic
  - 3) hands-on leader
  - 4) self-motivated
- 45 The language you use in CVs should generally be...
- 1) slangy and colloquial.
  - 2) quite informal.
  - 3) quite formal.
  - 4) highly formal.
- 46 Under the heading of Work Experience, you should first include...
- 1) the first job you ever had.
  - 2) the most recent job you've had.
  - 3) the favourite job you've ever had.
  - 4) your least favourite job.
- 47 Under the heading of Additional Skills, you should include...
- 1) A photo of yourself.
  - 2) How much of a great person you think you are.
  - 3) Your experience of working with women.
  - 4) Your proficiency in foreign languages, experience with computers, and anything else you consider appropriate.
- 48 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.
- 49 Instead of including references or referees' contact details in the 'Reference' section, you can replace this section with...
- 1) Mind your own business
  - 2) References available on request
  - 3) My reference won't say anything nice about me
  - 4) I'm a wonderful person and don't need a reference
- 50 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
- 51 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
- 52 A formal agreement for the exchange of goods or services in return for payment.
- 1) cash budget
  - 2) tender
  - 3) contract
  - 4) balance sheet
- 53 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
- 54 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
- 55 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
- 56 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
- 57 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
- 58 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) businessplan
- 59 The person who is responsible for an individual bank.
- 1) tax inspector
  - 2) finance director
  - 3) bank manager
  - 4) marketanalyst

- 60 Someone who advises people on how to manage their financial affairs.
- 1) financial advisor
  - 2) tax consultant
  - 3) accountant
  - 4) commodity trader
- 61 Someone who prepares an individual's (or a company's) tax return.
- 1) market analyst
  - 2) stockbroker
  - 3) accountant
  - 4) tax inspector
- 62 The person who is responsible for the financial side of running a business.
- 1) bank manager
  - 2) tax consultant
  - 3) financial advisor
  - 4) financedirector
- 63 A government official who checks that you are paying enough tax.
- 1) commodity trader
  - 2) tax inspector
  - 3) insurance broker
  - 4) marketanalyst
- 64 The person who finds you the best insurance policy at the best price.
- 1) insurance broker
  - 2) stockbroker
  - 3) financial advisor
  - 4) accountant
- 65 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
- 66 Someone who advises you or a company on how to pay less tax.
- 1) bank manager
  - 2) tax consultant
  - 3) financial advisor
  - 4) financedirector
- 67 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
- 68 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

69 Something that the government collects and no one likes to pay.

- 1) dividends
- 2) tax
- 3) shares
- 4) assets

70 Where you go to borrow money or get cash.

- 1) accounts
- 2) profit
- 3) capital spending
- 4) bank

71 How you are charged for borrowing money.

- 1) pension
- 2) interest
- 3) turnover
- 4) mortgage

72 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

73 A type of investment made by a company when buying equipment.

- 1) shares
- 2) profit
- 3) capital spending
- 4) interest

74 What, in financial terms, a business hopes to make.

- 1) inflation
- 2) assets
- 3) turnover
- 4) profit

75 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

76 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

77 The total amount of sales in a year.

- 1) capital spending
- 2) dividends
- 3) turnover
- 4) tax

78 Rising prices, rising costs and rising wages in an economy.

- 1) inflation
- 2) shares
- 3) pension
- 4) profit

79 What you buy if you invest money in a company.

- 1) bank
- 2) shares
- 3) dividends
- 4) interest

80 Individuals who invest their money in a company hope to receive these regularly.

- 1) pension
- 2) tax
- 3) dividends
- 4) shares

81 When you are old, you hope to have one of these.

- 1) pension
- 2) dividends
- 3) tax
- 4) assets

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

- 1) tax
- 2) shares
- 3) liabilities
- 4) assets

83 The name for everything that a company owes.

- 1) liabilities
- 2) interest
- 3) accounts
- 4) capitalspending

84 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

- 85 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
- 86 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
- 87 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
- 88 This is equivalent of a contract of employment for directors.
- 1) directors` service agreement
  - 2) contract of employment
  - 3) loan agreement
  - 4) consultancy agreement
- 89 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
- 90 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
- 91 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

92 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

93 A business activity in which two more companies have invested together

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

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

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

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

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

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

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

97 Something that must be done according to a law or rule

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

98 When prices or the value of stocks and shares drop

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

99 To put a plan into action

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

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

- 1) cost structure
- 2) cost savings

- 3) cost efficiency
- 4) costbase

101 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

102 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

103 Our \_\_\_\_\_ are worried about our growing market share.

- 1) rivals
- 2) slogans
- 3) auditors
- 4) invoices

104 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

105 The \_\_\_\_\_ is checking our accounts for mistakes.

- 1) imperatives
- 2) balance sheet
- 3) auditor
- 4) entrepreneurs

106 The new advertising campaign fits our \_\_\_\_\_ perfectly.

- 1) brand image
- 2) sole traders
- 3) joint venture
- 4) subsidiary

107 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

108 Once we get over the initial bureaucratic \_\_\_\_\_, everything will be fine.

- 1) hurdles
- 2) imperatives

- 3) revenue
- 4) rival

109 When negotiating the agreement we must consider the \_\_\_\_\_ of the shareholders.

- 1) clash
- 2) imperatives
- 3) profit and loss account
- 4) hurdles

110 They are making our products under \_\_\_\_\_.

- 1) brandimage
- 2) slogan
- 3) quota
- 4) licence

111. Use this type of English when speaking to a friend:

- 1) Formal
- 2) Informal
- 3) Polite

112. 'This is Ken' is used when:

- 1) Answering the telephone
- 2) Introducing yourself in person
- 3) Asking who is on the line

113. 'Employment History' means:

- 1) Which schools you have attended.
- 2) Which diplomas and certificates you have.
- 3) Where you have worked.

114. 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.

115. 2.56 is read:

- 1) two point fifty six
- 2) two point five six
- 3) two dot five six

116. Which question is used to ask about residential status?

- 1) Please sign here
- 2) What's your address?
- 3) Where are you from?

117. Which is a postcode?

- 1) 24 Green Street
- 2) 044
- 3) CM1 2XB

118. 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.
119. I saw him \_\_\_ school.
- 1) on
  - 2) to
  - 3) at
120. TWhich 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.
121. 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?
122. 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?
123. 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.
124. Which is not correct when answering the phone?
- 1) Ken speaking
  - 2) This is Ken
  - 3) What do you want?
125. Which is the most polite?
- 1) Can I help you?
  - 2) Could I help you?
  - 3) May I help you?
126. Which signature is the most formal?
- 1) Love,
  - 2) Yours faithfully,
  - 3) Best wishes,
127. Which phrase is not correct?
- 1) I'll put you through.
  - 2) I'm putting you through.
  - 3) I'm going to put you through.
128. Which phrase is correct?
- 1) When are you born?
  - 2) When you born?

- 3) When were you born?
129. Which letter ending best goes with the opening 'Dear Personnel Director,'?
- 1) Best wishes,
  - 2) Yours faithfully,
  - 3) Best regards,
130. The average of 2, 4, 6 is:
- 1) 12
  - 2) 6
  - 3) 4
131. 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,
132. Which is farthest in the past?
- 1) last week
  - 2) a day before yesterday
  - 3) a month ago
133. 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.
134. Which phrase 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.
135. The EU is:
- 1) The European Union
  - 2) The Europe Union
  - 3) The Equal Union
136. Complete the question tag: They worked for Kaufman's,
- 1) did they?
  - 2) haven't they?
  - 3) didn't they?
137. TComplete the phrase: The Chicago Police
- 1) Institution
  - 2) Staff
  - 3) Force
138. Prepositions are always followed by:
- 1) The *-ing* form of the verb
  - 2) The infinitive form of the verb
  - 3) The verb without 'to'

139. Which is polite telephone English?
- 1) Why do you want him?
  - 2) Who's that?
  - 3) Who's calling please?
140. Which phrasal verb means 'mention'?
- 1) bring up
  - 2) look into
  - 3) find out
141. Which phrase is incorrect?
- 1) I picked up him at the station.
  - 2) I picked him up at the station.
  - 3) I picked up Tom at the station.
142. 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'd like to apply for the position of clerk.
143. You probably won't find a doctor in:
- 1) An emergency room
  - 2) An urgent care center
  - 3) An information office
144. Which phrase is correct?
- 1) She brought the plan off.
  - 2) She brought off it.
  - 3) She brought the plan into.
145. To Whom it May Concern:
- 1) Is an opening from an e-mail
  - 2) Is an opening from an inquiry
  - 3) Is an opening from a letter to a colleague
146. Which phrase refers to problems with someone outside the office?
- 1) Staff can resolve simple complaints.
  - 2) Requests can be made before or after your sick leave.
  - 3) Holiday requests can now be filed with your department director.
147. The personnel office deals with:
- 1) Clients
  - 2) Management
  - 3) Staff
148. Which phrase is incorrect?
- 1) Company reports must be filed electronically.
  - 2) Company reports should be filed electronically.
  - 3) Company reports doesn't have to be filed electronically.
149. Which does not necessarily need to be included in a report?
- 1) Terms of Reference

- 2) Conclusions
  - 3) Requests
150. Replies to inquiries should include:
- 1) To Whom it May Concern:
  - 2) I look forward to helping you.
  - 3) Best wishes,
151. You should:
- 1) never include the address of the recipient at the top of a letter.
  - 2) always include the address of the recipient at the top of a letter.
  - 3) include the address of the recipient at the bottom of a letter.
152. Which topic might a memorandum to staff discuss?
- 1) A reply to an inquiry
  - 2) A partnership
  - 3) Changes in office procedure
153. Which is incorrect?
- 1) They'd love to visit your facilities.
  - 2) They asked to visit your facilities.
  - 3) They want visiting your facilities.
154. Which type of product is intangible?
- 1) Services
  - 2) Production
  - 3) Manufacturing
155. Which modal form requires an auxiliary verb (do, did, etc.)?
- 1) Must
  - 2) Have to
  - 3) Should
156. Which document is intended to provide clients with information about an organization?
- 1) Memo
  - 2) Inquiry
  - 3) Catalogue
157. 'Sick leave' refers to:
- 1) Time off work because of illness.
  - 2) Time off work because of holidays.
  - 3) Time off work because of family problems.
158. 'I would be grateful if you could ... ' means:
- 1) Thank you for ...
  - 2) I'd appreciate your ...
  - 3) I'd like to invite you to ...
159. 'Please find attached' might be found in:
- 1) A letter
  - 2) An inquiry
  - 3) An e-mail

160. 'I'm afraid I have a bad line' means:

- 1) My connection is not good.
- 2) The extension doesn't work.
- 3) I didn't understand.

161. Which is correct?

- 1) They carried on discussing the health service.
- 2) They carried on discuss the health service.
- 3) They carried on to discuss the health service.

162. Finish this question: Do you know where

- 1) he works?
- 2) does he work?
- 3) he does work?

163. Which question is correct?

- 1) You live here, aren't you?
- 2) You live here, didn't you?
- 3) You live here, don't you?

164. Which series is correct when making a presentation?

- 1) Firstly, secondly, after that, finally
- 2) First, second, nextly, finally
- 3) Begin with, next, end with

165. Which phrase is incorrect?

- 1) They don't ever get up early on Sundays.
- 2) They don't never get up early on Sundays.
- 3) They don't usually get up early on Sundays.

166. Which is correct in American English?

- 1) Two thousand and four hundred twenty
- 2) Two thousand four hundred and twenty
- 3) Two thousand four hundred twenty

167. What should 'skills' include on your resume?

- 1) Your education
- 2) Your employment history
- 3) Other capabilities that are important for the job

168. A skill is:

- 1) Something you can do
- 2) Someone you know
- 3) Something you know

169. Which question is used to ask about your country of origin?

- 1) Where do you live?
- 2) Where are you from?
- 3) What is your last name?

170. E-mails are generally:

- 1) more formal than letters
- 2) less formal than letters
- 3) as formal as letters

171. Which phrase is used to make an invitation?

- 1) I was wondering if you could do the job.
- 2) Would you mind giving me a hand?
- 3) Would you like to attend the conference?

172. In which phrase do I write a message?

- 1) Would you like to take a message?
- 2) Would you like to leave a message?
- 3) Could you call back later, please?

173. Which should you use with women?

- 1) Mrs
- 2) Ms
- 3) Miss

174. Which question is correct?

- 1) Please could help me?
- 2) Could you help me, please?
- 3) Could please you help me?

175. Which question asks for advice?

- 1) What should I do?
- 2) What can you do?
- 3) What does he do?

176. Which phrase is correct?

- 1) Excuse me, may I ask you a question?
- 2) Please, you could tell me the time?
- 3) Pardon me, do you know where he lives?

177. Which phrase is correct?

- 1) Would you like taking a message?
- 2) Would you like to leave a message?
- 3) Please, you could take a message?

178. A memorandum is also called:

- 1) A memo
- 2) A memory
- 3) A fax

179. 100 mph is:

- 1) A weight
- 2) A speed
- 3) A temperature

180. Someone with a walking disability probably might not use:

- 1) Wheelchairs

- 2) Stairs
- 3) Access ramps

181. Which phrase means 'lose your job'?

- 1) Be hired
- 2) Be made redundant
- 3) Be unemployed

182. A surgeon is:

- 1) a kind of teacher
- 2) a kind of office
- 3) a kind of doctor

183. Which phrase probably comes from an e-mail?

- 1) I am writing to thank you for attending our presentation.
- 2) I would be grateful if you could attend our presentation.
- 3) Thanks for coming to our presentation.

184. Which phrase does not refer to a computer?

- 1) All reports must be filed electronically.
- 2) Minor complaints do not have to be reported to the director.
- 3) All requests must be forwarded to the personnel department.

185. Workplace safety data might contain information about:

- 1) Worker sick leave causes
- 2) Worker compensation rates
- 3) Worker satisfaction

186. Public administration, health and education are:

- 1) in the private sector
- 2) in the public sector
- 3) in the construction sector

187. Which phrase prohibits someone from doing something?

- 1) Staff mustn't use the company lounge.
- 2) Staff don't have to file holiday requests before they leave.
- 3) Staff shouldn't expect a response before next week.

188. Which form is used for advice?

- 1) You mustn't finish this report late.
- 2) You don't have to worry about your sick leave.
- 3) You should forward your request to personnel.

189. Which phrase is not correct?

- 1) He chose to continue his holiday.
- 2) He demanded to see the supervisor.
- 3) She doesn't mind to help you with your inquiry.

190. Finish the phrase: I hope

- 1) seeing you soon.
- 2) to see you soon.
- 3) see you soon.

191. Which phrase does not mean 'I will give him the message.'?

- 1) I'll pass this on.
- 2) I'll bring this up when I see him.
- 3) I'll look into this.

192. Which expresses the greatest growth?

- 1) Steady growth
- 2) Dramatic growth
- 3) Minor growth

193. A job at town hall is:

- 1) in the private sector
- 2) in the public sector
- 3) in manufacturing

194. Which heading from a report includes ideas for improvement?

- 1) Procedure
- 2) Findings
- 3) Recommendations

195. Finish the phrase: I suggest

- 1) to postpone our meeting until Wednesday.
- 2) postpone our meeting until Wednesday.
- 3) postponing our meeting until Wednesday.

196. Which type does not refer to time spent away from work?

- 1) Sick leave
- 2) Client complaint
- 3) Holiday request

197. E-mails are generally:

- 1) Shorter and more direct than letters
- 2) Longer and more formal than letters
- 3) Not used for business communication

198. Finish the phrase: I enjoy

- 1) meeting friends on weekends.
- 2) to meet friends on weekends.
- 3) meet friends on weekends.

299. 'I didn't catch that' means:

- 1) My connection is not good.
- 2) The extension is busy.
- 3) I didn't understand.

200. An extension is:

- 1) An internal telephone number
- 2) An external telephone number
- 3) A telephone call

201. Who was the British Prime Minister in 1979-1996?



- a) Margaret Thatcher b) James Callaghan c) Stanley Baldwin d) John Major
202. What is the name of the river which flows through London?  
a) The Thames b) the Severn c) The Cam
203. Which of the following is a well known British food?  
a) Frogs legs b) Fish and chips c) Pasta
204. What is the name of the Queen's residence in London ?  
a) Westminster Abbey b) The Tower c) Buckingham Palace
205. Where are the Crown Jewels?  
a) in the Tower of London b) in the British Museum c) in the Buckingham Palace
206. The national emblem of England is  
a) fog b) rose c) daffodil
207. Who gave London its first name?  
a) the Egyptians b) the Greeks c) the Romans
208. What is another name for London's Underground  
a) metro b) tube c) subway
209. What's the largest airport near London?  
a) Nottingham Airport b) Heathrow c) City Airport
210. What is a "double-decker"?  
a) a ship b) a train c) a bus
211. What is the emblem of Scotland?  
a) a daffodil b) a thistle c) a dragon d) a red rose
212. The first woman Prime Minister of Britain was  
a) Margaret Brown b) Margaret Thatcher c) Margaret Smile
213. When was the great fire in London?  
a) 1665 b) 1666 c) 1660
214. What holiday do Welsh people celebrate on the first of March?  
a) St. David's Day b) St. Patrick's Day c) St. Paul's Day
215. What is the name of the popular Scottish poet?  
a) Robert Burns b) William Blake c) Geoffrey Chaucer
216. What is the nickname of the flag of the United Kingdom?  
a) Union Nick b) Union Jack c) Union England
217. For what period are the members of the House of Commons elected?  
a) 2 years b) 3 years c) 4 years d) 5 years
218. What chambers does the British Parliament consist of?  
a) the Senate and the House of Representatives

- b) the House of Lords and the House of Commons
  - c) the House of Lords and the House of Representatives
219. What is the highest mark in British schools?
- a) A      b) C      c) G
220. Which of these cities is not in Britain?
- a) New York    b) London      c) Oxford
221. The Queen's husband is ...
- a) the Duke of Edinburgh   b) the Prince of Wales   c) the Duke of York
222. What do the letters PM stand for?
- a) Personal Member    b) Prime Minister    c) Private Minister
223. The Princess Diana was the wife of...
- a) Prince John    b) Prince Robert    c) Prince Charles
224. What is the official religion in the UK?
- a) Catholicism   b) Orthodoxy   c) Protestantism
225. What city in Britain has nickname "The Smoke"?
- a) Edinburgh    b) Cardiff      c) London
226. What holiday is celebrated in Britain on the 25th of December?
- a) St.Valentine's Day   b) Mother's Day   c) Christmas
227. Great Britain is divided into...
- a) 2 parts    b) 3 parts      c) 4 parts
228. What natural resources bring the most profits to the British economy?
- a) coal reserves   b) oil reserves    c) gold reserves
229. What is the state system of the United Kingdom?
- a) a constitutional monarchy   b) a parliamentary republic   c) a limited monarchy
230. What is the nickname of the Conservative Party?
- a) the Tories                      b) the Whigs                      c) the Libs
231. Christopher Columbus landed in America in:
- a) 1620
  - b) 1942
  - c) 1492
  - d) 1547
232. Washington, D.C., is a:
- a) state
  - b) country
  - c) district
  - d) city
233. A popular American food is:

- a) barbecue ribs
- b) haggis
- c) fish and chips
- d) barbecued chicken

234. What is the national symbol of America?

- a) The rose
- b) The bald eagle
- c) The shamrock
- d) The Statue of Liberty

235. Where is the Statue of Liberty?

- a) In New York
- b) In Massachusetts
- c) In California
- d) In Washington

236. When do Americans celebrate Independence Day?

- a) July 4
- b) December 25
- c) February 14
- d) January 1

237. Who was the first man on the Moon?

- a) Yuri Gagarin
- b) John Glenn
- c) Neil Armstrong

238. How many chambers has the American parliament?

- a) 4
- b) 3
- c) 2
- d) 6

239. Who is the inventor of the electric lamps and the gramophone?

- |                    |                          |
|--------------------|--------------------------|
| a) Alva Edison     | c) Henry Ford            |
| b) Michael Faraday | d) Alexander Graham Bell |

240. How many basic levels are there in the USA educational system?

- a) three
- b) six
- c) four
- d) five

### ВОПРОСЫ ДЛЯ ДИСКУССИИ ВОПРОСЫ ДЛЯ ДИСКУССИИ

1. Where are you from?
2. Where do you live?
3. What is your hobby? Tell me about things you like and dislike.
4. What university do you study at and why did you choose it?
5. When will you graduate from the university?
6. What can you say about your university?
7. Have you been abroad?

8. What can you say about your native country?
9. What countries would you like to visit? Why?
10. What places of interest do you recommend to visit in Kazan?
11. Does your country have any traditions and customs?
12. Do you know any traditions and customs of the UK and the USA?
13. What problems does the humanity face nowadays?
14. What informational technologies of the 21 century do we use?
15. What is your future profession?
16. What do you know about your future profession? (from its history, famous scientists, inventions, achievements)
17. What subjects do you have to learn for your future profession?
18. What will your duties and responsibilities be?
19. Are there any relatives who are of the same profession?
20. We say that a modest man shows his politeness by never talking about himself. What other things shouldn't he do?
21. Why is it very useful to know the rules of behavior?
22. Why is it very important to be well-educated?
23. Do you know the most common way to begin looking for a job?
24. What does the company do if it needs to recruit new people?
25. How can people apply for a job?

## **ДЕЛОВЫЕ ИГРЫ**

### **1. Деловая игра «Совещание»**

**Цель деловой игры** — приобретение навыков в организации подготовки и проведения деловых совещаний с максимальной эффективностью.

#### **Порядок проведения деловой игры:**

- При проведении деловой игры распределение ролей не производится, а участниками являются все присутствующие на занятии.
- Руководитель игры напоминает участникам основные теоретические положения по подготовке деловых совещаний, включающие следующие основные группы действий: планирование совещания; формирование повестки дня; определение состава участников; подготовка участников к совещанию; подготовка к совещанию руководителя; подготовка помещения; непосредственное проведение совещания.

#### **Задание**

Вы – ведущий специалист АПК. В этом году участились пожары на ваших полях. Это наносит колоссальный ущерб бизнесу. Ваш бюджет позволяет выделить средства на решение этой проблемы в размере 300 тыс. рублей.

Таким образом, основная задача разработать план решения вопроса, который бы обеспечивал нормальные условия работы АПК.

#### **Порядок выполнения работы:**

1. Выделите из группы 4-х студентов с поручением оценить действия и поведение участников совещания. Одного из них назначьте руководителем группы экспертов.

2. Сформируйте подгруппы участников подготовки совещания (те, кто готовят документы к совещанию, те, кто участвуют в совещании, те, кто готовят документы после совещания).
3. Остальная часть группы студентов – участники совещания, которые должны задавать вопросы в ходе проведения совещания.

Если, по мнению ведущего, цель совещания достигнута, подводятся итоги работы. Если выработка решения не получается, можно попробовать упростить задачу, изменив предлагаемые обстоятельства. В заключение формулируется итоговое решение и записывается в форме резолюции.

## **2. Деловая игра «Проведение переговоров»**

**Цель деловой игры** – приобретение навыков ведения деловых переговоров.

**Инструкция для участника № 1.** Вы — компания «Н», занимающаяся продажей семян. Ваш клиент, ООО «Акваэксперт», просрочил оплату. За два дня до срока оплаты Вы напомнили директору этой компании (именно он занимается закупками и отдает распоряжения о перечислении денег) о приближении срока оплаты, он обещал оплатить счет. Пришел день оплаты, но деньги так и не поступили, поэтому на следующий день Вы решили лично встретиться с должником.

Компания «Акваэксперт» является крупным клиентом, который приносит хороший доход, и Вы не хотите испортить отношения с ним. Регулярно открывая новый филиал, эта компания обращается к вам за услугами.

**Ваша задача:** добиться оплаты оказанных услуг, не испортив при этом отношения с клиентом.

**Инструкция для участника № 2.** Вы — директор ООО «Акваэксперт». Вы закупили семена в компанию «Н» с отсрочкой платежа, что для вашей компании очень выгодно. Как правило, Вы оплачиваете счета вовремя. Но в этот раз Вы просрочили дату платежа, хотя менеджер напомнил Вам об оплате за два дня до окончания срока, поскольку данная сумма нужна Вам для обучения персонала. Вы можете оплатить счет, но Вам это невыгодно. На следующий день после наступления даты директор приехал к вам на встречу.

**Ваша задача:** максимально оттянуть сроки оплаты услуги, не испортив при этом отношения.

**Этапы игры:** этапы проведения переговоров.

**Распределение ролей:** Условно разделяем аудиторию на две команды: компания «Н» и компания ООО «Акваэксперт». Участники выбирают директоров, заместителей, инспекторов, экономистов и т.д. и продумывают аргументы в защиту своих позиций.

**Составление документации:**

1. Протокол о распределении должностей.
2. Письмо – предложение (одна договаривающаяся сторона) и ответ на него (другая договаривающаяся сторона).
3. Договор.
4. Акты выполненных работ.

Все документы подшиваются в папку и передаются экспертной группе.

### Оценка действий участников игры:

**Баллы:** за использование речевых этикетных формул, за использование профессиональных терминов, за использование речевых тактик.

**Штрафные баллы:** за несоблюдение речевого этикета, грамматические ошибки, речевые ошибки, некорректный вопрос, излишнюю эмоциональность, неправильное использование профессионального термина.

### 3. Деловая игра «Ноев ковчег»

**1 Цель:** активизация навыков и умений дискутирования, обсуждения, аргументирования, убеждения на иностранном языке

**2 Роли:**

- избранные в будущее (могут быть мини-группы);
- арбитры;
- судейская коллегия

**3 Ход игры:** распределяются роли между студентами с учетом уровня знаний, сформированности навыков и умений владения иностранным языком. Игрокам объясняются правила игры: а) временная регламентация; б) нормы поведения. Игрокам напоминает миф о Ноевом ковчеге и избранным в будущее предлагается составить перечень того, что, по их мнению, необходимо сохранить для будущих поколений (животные, растения, произведения искусства, технику и т.д.) и обсудить этот перечень с другими игроками. Все заявления обсуждаются. Судейская коллегия, на основе сопоставления предложений и аргументов в процессе дискуссии, принимает окончательное решение. Арбитры в течение всей игры следят за порядком, делают замечания, могут лишить права голоса слишком буйных игроков.

**4 Ожидаемый (е) результат (ы):** эффективная совместная деятельность и иноязычное общение; формирование навыков и умений решения профессиональных и речевых задач; реализация творческого подхода; тренировка в употреблении грамматических структур и языковых единиц.

**5 Критерии оценки:** «отлично» (11-10 баллов) – полное и качественное исполнение ролевых задач; исчерпывающее, последовательное, четкое, логическое, аргументированное высказывание по своей роли; отсутствие (малое количество) ошибок; творческий подход в исполнении роли;

«хорошо» (7-9 баллов) – твердые аргументированные высказывания без существенных неточностей и ошибок; отсутствие затруднения в реализации речевых действий;

«удовлетворительно» (4-6 баллов) – поверхностные высказывания; недостаточно правильное формирование своих высказываний; наличие ошибок; большое количество времени, затрачиваемого на выполнение игровых действий.

Оценка «неудовлетворительно» за участие в ролевой игре не ставится.

### 4. Деловая игра «Использование химикатов в сельском хозяйстве»

**Роли.** Студенты работают в парах, составляют диалог согласно ситуации на карточке.

**Ход игры.** Студенты ведут короткий диалог - беседу в соответствии с заданными ситуациями

1. Делятся на группы и обсуждают плюсы и минусы использования химикатов в сельском хозяйстве.

**Ожидаемый результат.** Студенты практикуют коммуникативные навыки по пройденной

теме (модулю), после чего могут свободно применять полученные знания в ситуациях реального общения.

**Критерии оценки.** Данный вид заданий оценивается по следующим критериям:

- Соблюдение правил ведения диалога (правильно выбранный стиль общения, вежливость и т.п.);
- Корректное использование лексики по теме «ведение переговоров» (слов, словосочетаний, клише);
- Грамматическая правильность используемых структур.

Оценка «отлично» ставится студенту при соблюдении всех трех критериев или незначительных ошибках в одном из компонентов; «хорошо» - незначительные ошибки касательно двух-трех компонентов; «удовлетворительно» - грубые ошибки в одном из компонентов и незначительные в остальных;

### ПРЕЗЕНТАЦИЯ

**Цель.** Целью презентации является оценивание уровня знаний студентов определенной темы по пройденному модулю дисциплины. Во время подготовки к презентации студенты должны пользоваться дополнительной литературой для более глубокого понимания изученной темы, а в ходе презентации студенты демонстрируют полученные на занятиях и самостоятельно знания, умения и навыки использования, пройденного лексического и грамматического материала. Презентации подразумевают свободную дискуссию между студентами, что раскрывает их способность пользоваться также и коммуникативными навыками, позволяет открыто выражать, и аргументировано отстаивать свою точку зрения на английском языке в рамках заданной темы.

### ТЕМЫ ПРЕЗЕНТАЦИЙ

1. Problems that farmers face nowadays
2. Erosion of soil.
3. Fertilizers. Pros and Cons.
4. Food and Fertilizers.
5. Crops and Fertilizers.
6. Types of Soil and Crops.
7. Soil Phases
8. Pests
9. Weed control
10. Future of Russian agriculture

**Критерии оценки.** Данный вид заданий оценивается по следующим критериям:

- Соблюдение правил составления презентации (оформление слайдов, соотношение «текст-картинки» на слайдах, использование диаграмм, таблиц и т.п.);
- Корректное использование лексики по теме «Выращивание сельскохозяйственных культур» (слов, словосочетаний, клише);
- Грамматическая правильность используемых структур, последовательность и логичность речи.
- Оценка «отлично» ставится студенту при соблюдении всех трех критериев или незначительных ошибках в одном из компонентов; «хорошо» - незначительные ошибки касательно двух-трех компонентов; «удовлетворительно» - грубые ошибки в одном из компонентов и незначительные в остальных; «не удовлетворительно» - грубые ошибки в двух и более компонентах.

**STARTING UP****Discuss this question.**

- Что вы знаете о почве?

**READING**

Soil is an incredibly complex substance. It is produced from rock by the process of weathering and by activities of plants, animals and man. Soil has physical and chemical properties that allow it to sustain living organisms – not just plant roots and earthworms but hundreds of different insects, wormlike creatures and microorganisms. When these organisms are in balance, soil cycles nutrients efficiently, stores water, drains the excess and maintains an environment in which plants can thrive.

To recognize that a soil can be healthy, one has only to think of the soil as a living entity. Soil can breathe, transport nutrients. It can interact with its environment and even purify itself and grow over time.

Cover crops play a vital role in ensuring that soil provides a strong foundation for a farming system. Cover crops improve soil in a number of ways. Protection against soil loss from erosion is the most obvious benefit of cover crops. Cover crops contribute to overall soil health by catching nutrients before they can leach out of the soil profile or in the case of legumes, by adding nitrogen to the soil. Their roots can even unlock some nutrients, converting them to more available forms. Cover crops provide habitat or a food source for some important organisms, break up compacted layers in the soil and help to dry out wet soils.

The general character of a soil depends on the nature of parent material. Thus coarse-grained sandstone will generally produce a sandy soil, and a stratum of shale a “heavy soil”.

**COMPREHENSION****1. Are the following statements TRUE or FALSE?**

- Soil has only chemical properties. **TRUE / FALSE**
- Soil can't breathe, transport and transform nutrients. **TRUE / FALSE**
- Cover crops play a very important role in ensuring that soil provides strong foundation for a farming system. **TRUE / FALSE**
- Cover crops worsen soil in a number of ways. **TRUE / FALSE**
- Protection against soil loss from erosion is the least obvious benefit of cover crops. **TRUE / FALSE**

**2. Answer the questions.**

- What is soil produced from?
- What kind of properties does soil have?
- When does soil cycle nutrients efficiently?
- What can soil do?
- Do cover crops improve soil in a number of ways?

**SPEAKING**

**Your friend knows nothing about the soil. Give her/him general information. Information below may help you.**

Почва - это смесь минерального вещества, органического вещества и живых организмов. Почва – это продукт окружающей среды. Почва иногда развивается очень медленно в сухих районах пустыни и более быстро – во влажных тропических районах. Многочисленные бактерии, грибки, черви, насекомые, маленькие грызуны и млекопитающие населяют почву. Многие из этих организмов помогают поддерживать плодородие почвы.



## Text 2.SOILPHASES

### STARTING UP

#### *Discuss this question.*

- Что Вы знаете о «фазах почвы»?

### READING

Soil is a three phase or polyphasic system consisting of (1) solid phase, (2) liquid phase, and (3) gaseous phase in some proportions. Normally the proportion is 50:25:25, but this may vary from soil to soil. In some occasions, liquid or gaseous phase may be absent. For example, in water logged soil, air is not present; similarly in desert dry sandy soils water is not present.

(1) **Solid Phase** is made of minerals, organic matter and various chemical compounds.

(a) **Minerals.** The mineral particles are the chief components of most soils. They consist of remains of parent rock and particles developed by weathering or deposited in bulk by wind or water force. The proportion and sizes of these particles determines the soil texture.

(b) **Organic matter.** The organic fraction consists of both plant and animal matter. It varies from 1-5% by weight in different soils. Normally in tropics, red soil contains less than 1% and heavy soil up to 2% of organic matter.

(c) **Chemical compounds.** The chemical components of soils are made of silica and silicates. It varies from profile to profile; generally the larger particles contain more silica content and finer particles contain more of potassium, calcium and phosphorus. The dominant minerals are quartz in sand, quartz and feldspars in fine sand and silt, vermiculite, montmorillonite, kaolinite and amorphous colloids in clay. Oxides, carbonates and sulphates are the other common minerals present in the soil.

(2) **Liquid Phase** of soil consists of water, dissolved minerals and soluble organic matter. This is known as soil water, which is stored in the space between soil particles known as pore space. This pore space is the most important physical structure and plays a vital role in irrigation studies. Plants absorb water from the pore spaces and hence this water must be replenished by rain or irrigation water for the successful growth of crops.

(3) **Gaseous Phase.** The spaces in between soil particles are not only filled with water, but some spaces are occupied with air. The soil air differs from the atmospheric air in its composition. Soil air contains less O<sub>2</sub> content and more CO<sub>2</sub> than atmospheric air, because of the respiration of soil microorganisms and plant roots in which oxygen is consumed and carbon dioxide is released. So, the pore spaces enclosed by soil matrix are shared by soil-air and soil-water.

### COMPREHENSION

#### *1. Are the following statements TRUE or FALSE?*

- a) Soil is a three phase system. **TRUE / FALSE**
- b) There is no water or air in some soils. **TRUE / FALSE**
- c) Solid phase is made of minerals only. **TRUE / FALSE**
- a) Liquid phase is not important for the successful growth of crops. **TRUE / FALSE**
- b) The soil air differs from the atmospheric air. **TRUE / FALSE**
- c) There is less oxygen in the soil air. **TRUE / FALSE**

#### *1. Answer the question.*

- a) What are three main phases of soil?
- b) What does organic matter consist of?
- c) Where is quartz the dominant mineral?
- d) Where is soil water stored?
- e) What is the difference between soil air and atmospheric air?

#### *2. Find English equivalents from the text.*

- a) В некоторых случаях жидкая и газообразная фазы могут отсутствовать.

- b) Частицы минералов – главные компоненты многих почв.
- c) Обычно, чем больше частицы, тем больше двуокиси кремния они содержат.
- d) Это почвенная влага, которая хранится в поровом пространстве.
- e) Почвенный воздух, по сравнению с атмосферным, содержит больше углекислого газа и меньше кислорода.

### ***SPEAKING***

***Retell the text choosing 6-7 sentences that give the main ideas of the text. Add phrases given below.***

It's interesting to know that...

I know that...

As far as I know...

I think ...

### **Text 3.PESTS**

#### ***STARTING UP***

***Discuss these questions.***

- Что вы знаете о вредителях? Какие вредители есть в вашем регионе?

#### ***READING***

Wheat is used as a foodplant by the larvae of some Lepidoptera (butterfly and moth) species including the Flame, Rustic Shoulder-knot, Setaceous Hebrew Character and Turnip Moth. Early in the season, birds and rodents can also cause significant damage to a crop by digging up and eating newly planted seeds or young plants. They can also damage the crop late in the season by eating the grain from the mature spike.

Recent postharvest losses in cereals amount to billions of dollars per year in the USA alone, and damage to wheat by various borers, beetles and weevils is no exception. Rodents can also cause major losses during storage in major grain growing regions. To reduce the amount of wheat lost to postharvest pests, Agricultural Research Service scientists have developed an "insect-o-graph", which can detect insects in wheat that are not visible to the naked eye. The device uses electrical signals to detect the insects as the wheat is being milled. The new technology is so precise that it can detect 5-10 infested seeds out of 300,000 good ones. Tracking insect infestations in stored grain is critical for food safety as well as for the marketing value of the crop.

#### ***COMPREHENSION***

***1. Are the following statements TRUE or FALSE?***

- a) Birds and rodents can cause damage by eating newly planted seeds. **TRUE / FALSE**
- b) They can damage the crop early in the season by eating the grain from the mature plant. **TRUE / FALSE**
- c) Rodents can't cause major losses during storage. **TRUE / FALSE**
- d) An "insect-o-graph" can detect insects in wheat that are visible to the naked eye. **TRUE / FALSE**
- e) The new technology can detect 5-10 infested seeds out of 300,000 bad ones. **TRUE / FALSE**

***2. Answer the questions.***

- a) What can cause significant damage to a crop?
- b) How can birds and rodents cause significant damage to a crop?
- c) When do rodents cause major losses?
- d) What have Agricultural Research Service scientists developed?
- e) What does an "insect-o-graph" use?

#### ***VOCABULARY***

***1. Match the words with the definitions.***

bird	a thin, pointed piece of metal, wood, or another rigid material
------	---

rodent	a worm, mollusk, insect, or insect larva that bores into wood, other plant material, or rock
spike	wheat or any other cultivated cereal crop used as food
beetle	a warm-blooded egg-laying vertebrate distinguished by the possession of feathers, wings, and a beak and (typically) by being able to fly
borer	a gnawing mammal of an order that includes rats, mice, squirrels, hamsters, porcupines, and their relatives, distinguished by strong constantly growing incisors and no canine teeth. They constitute the largest order of mammals
insect	an insect with two pairs of large wings that are covered with tiny scales, usually brightly colored, and typically held erect when at rest. Butterflies fly by day, have clubbed or dilated antennae, and usually feed on nectar
grain	a small arthropod animal that has six legs and generally one or two pairs of wings
butterfly	an insect of an order distinguished by forewings typically modified into hard wing cases (elytra) that cover and protect the hind wings and abdomen

### ***SPEAKING***

***Choose the information and facts from the text you have known before. Which information and facts are new and unknown?***

## **Text 4. PREVENTIVE METHODS OF WEED CONTROL**

### ***STARTING UP***

***Discuss these questions.***

- Какие меры борьбы с сорняками Вы знаете? Какими из них Вы пользуетесь или пользовались?

### ***READING***

To adopt any weed control programme in a given area, one must know the nature and habitat of the weeds in that area, how they react to environmental changes and how they respond to herbicides. No weed control programme is successful if adequate preventive measures are not taken to reduce weed infestation. To prevent the appearance of weeds in the cropped areas farmers can adopt some measures.

- Use of clean seeds for sowing. Weed free crop seeds may be produced by following pre-cautionary measures.
- Separate crop seeds from admixture of crop and weed seeds using physical differences like size, shape, colour, weight/texture and electrical properties.
- Use air-screen cleaners and specific gravity separators, which differentiate seeds based on seed size, shape, surface area and specific gravity.
- Get certified seeds, because the certified seeds contain no contaminant weed seeds.
- Weed laws help to reduce the spread of weed species and to use well adapted high quality seeds. They help to protect the farmers from using mislabelled or contaminated seeds.
- Quarantine laws enforce isolation of an area in which a severe weed has become established and prevent the movement of the weed into an uninfected area.
- Use pre-emergence herbicides because herbicides will not allow the germination of weeds.
- Avoid feeding fodder containing weed seeds to the farm animals.
- Avoid adding weeds to the manure pits.

- Clean the farm machinery thoroughly before moving it from one field to another. This is particularly important for seed drills.
- Avoid using weed-infested soil.
- Keep irrigation channels, fence-lines, uncropped areas and roads clean.
- Quarantine regulations are available in almost all countries to deny the entry of weed seeds and other propagates into a country through airports and shipyards.

### **COMPREHENSION**

#### **1. Are the following statements TRUE or FALSE?**

- a) One must know the nature and habitat of the weeds in a given area. **TRUE / FALSE**
- b) There are no successful weed control programmes. **TRUE / FALSE**
- c) All certified seeds contain contaminant weed seeds. **TRUE / FALSE**
- d) Usage of pre-emergence herbicides is also helpful in weed control. **TRUE / FALSE**
- e) Don't feed fodder containing weed seeds to the farm animals. **TRUE / FALSE**

#### **2. Answer the questions.**

- a) What is important in weed control programme
- b) When weed control programme isn't successful?
- c) Why are certified seeds better?
- d) Why are weed laws helpful?
- e) What should farmers avoid?

### **SPEAKING**

*You and your friend are going to adopt a weed control programme on your farm. Talk about your preparations. What methods are you going to use? Discuss who is going to do this or that thing and when.*

## **Text5.FERTILIZERS**

### **STARTING UP**

*Discuss these questions.*

- Что Вы знаете об удобрениях? Зачем они нужны в сельском хозяйстве?

### **READING**

Fertilizer is an organic or inorganic material of natural or synthetic origin that is added to a soil for soil fertility and better plant growth. Fertilizers are needed to get high yields because they supply crops with the nutrients the soil lacks. By adding fertilizers, crop yields can often be doubled or even tripled. Fertilizers ensure the most effective use of both land and water.

Fertilizers are normally applied to the soil surface or beneath the surface at various depths. Many of the new techniques involve placement below the soil surface. The knowledge of different methods of fertilizer application will help applicators understand various options. This will help the farmers in more economical crop production.

Nowadays farmers worldwide use 10 times more fertilizer than was used in 1950. Low fertilizer prices stimulated fertilizer use. In recent years, use increased in most developing countries and remained about the same or slightly decreased in the developed world. The low rate of use is due to lacks of transport infrastructure, credit, and agronomic advisors. Many scientists think that the recent reduction in world grain stocks will lead to increased fertilizer use.

### **COMPREHENSION**

#### **1. Are the following statements TRUE or FALSE?**

- a) Fertilizers are chemical materials only. **TRUE / FALSE**
- b) Fertilizers increase crop yields. **TRUE / FALSE**
- c) Fertilizers can be applied to the soil surface or beneath the surface. **TRUE / FALSE**
- d) Modern farmers use more fertilizers. **TRUE / FALSE**
- e) Developing countries use more fertilizers. **TRUE / FALSE**

## **2. Answer the questions.**

- a) What is fertilizer?
- b) Why do farmers need fertilizers?
- c) How can fertilizers be applied?
- d) What stimulates fertilizer use?
- e) Why do some countries use little fertilizers?

### ***SPEAKING***

***Tell about fertilizers answering the questions below.***

- What is the text about?
- What are the most important ideas to remember?
- What did you learn that you didn't know before?
- Can you summarize what you learned?
- What information can be useful?

## **Text 6. TILLAGE**

### ***STARTING UP***

***Discuss this question.***

- Какие способы обработки почвы вы знаете?

### ***READING***

Tillage is the agricultural preparation of the soil by mechanical agitation of various types, such as digging, stirring, and overturning. It is the practice of ploughing soil to prepare for planting or for nutrient incorporation or for pest control. Tillage varies in intensity from conventional to no-till. It may improve productivity by warming the soil, incorporating fertilizers, controlling weeds.

Tillage is often classified into two types, primary and secondary. There is no strict boundary between them. Primary tillage such as ploughing tends to produce a rough surface finish, whereas secondary tillage tends to produce a smoother surface finish, such as that required to make a good seedbed for many crops. Harrowing and rototilling often combine primary and secondary tillage into one operation. There are different kinds of tillage methods: no-till, strip-till, mulch-till, rotational tillage, and ridge-till. No-till never uses a plow or a disk.

Ploughing loosens and aerates the soil which can facilitate some deeper penetration of roots. It helps in the mixing of residue from the harvest, organic matter (humus) and nutrients evenly throughout the soil. It dries the soil. It is used for destroying weeds. But ploughing has some negative effects on soil. The soil loses a lot of its nutrients like carbon, nitrogen and its ability to store humidity.

Greater speeds, when using (disks and chisel ploughs), lead to more intensive tillage.

Primary tillage loosens the soil and mixes in fertilizer. Secondary tillage produces finer soil and sometimes shapes the rows, preparing the seedbed. It also provides weed control throughout the growing season during the maturation of the crop plants.

The seedbed preparation can be done with harrows, dibbles, hoes, shovels, rollers or cultivators.

### ***COMPREHENSION***

#### ***1. Are the following statements TRUE or FALSE?***

- a) There is strict boundary between primary and secondary tillage. **TRUE / FALSE**
- b) The soil loses a little of its nutrients. **TRUE / FALSE**
- c) No-tillage method uses a plough. **TRUE / FALSE**
- d) Ploughing has only positive effects on soil. **TRUE / FALSE**

- e) Secondary tillage provides weed control throughout the harvest season. **TRUE / FALSE**

**2. Answer the questions.**

- a) What is tillage?
- b) What are the names of 2 types of tillage?
- c) What are some negative effects of ploughing?
- d) What kinds of tillage methods are there?
- e) What can the seedbed preparation be done with?

**SPEAKING**

**Retell the text choosing 6-7 sentences that give the main idea of the text. Add phrases given below.**

It's interesting to know that ...

As far as I know ...

Primary tillage helps ...

Secondary tillage produces ...

I think ...

**Text7.CROP ROTATION**

**STARTING UP**

**Discuss these questions.**

- Что такое севооборот? Для чего он нужен в сельском хозяйстве?

**READING**

Crop rotation is a recurrent succession of crops on the same piece of land either in a year or over a long period of time. Crops belonging to the same family can be affected by the same pests and diseases. If the same crops are grown in the same ground for several years, they can be damaged in great number. Therefore, it makes sense to rotate the various families each year. Rotation offers the opportunity to add organic material and lime to the soil what is an advantage to particular crops.

There are certain principles, which should be followed to make a rotation successful. These principles are:

- Crops with top roots should be followed by those, which have fibrous root system. This helps in proper and uniform use of nutrients and water from the soil and the roots do not compete with each other.

- Leguminous crops should be grown after non-leguminous crops because legumes fix atmospheric – N into the soil and add more organic matter to the soil. Actually, non-legumes are fertility depleting crops. The soil is also protected from erosion, salinity and acidity.

- More exhaustive crops should be followed by less exhaustive crops. For example, potato, sugarcane, maize, etc. need more inputs than oilseeds and pulses.

- Crops of the same family should not be grown in succession because they act like alternate hosts for insects/pests and disease pathogens. Selection of the same type of crops in rotation encourages weed problems in the field.

- An ideal crop rotation helps in controlling insect pests and diseases. It also controls the weeds in the fields.

**COMPREHENSION**

**1. Are the following statements TRUE or FALSE?**

- a) Crops from the same family can be affected by the same pests and diseases. **TRUE / FALSE**
- b) One can rotate the various families each year. **TRUE / FALSE**
- c) Rotation is always successful. **TRUE / FALSE**
- d) Non-leguminous crops add more organic matter to the soil. **TRUE / FALSE**



- e) Crop rotation also controls the weeds in the fields. **TRUE / FALSE**

**2. Answer the questions.**

- a) Why is crop rotation necessary?
- b) How often is it important to rotate the crops?
- c) When should legumes be grown?
- d) What is the importance of rotating crops of the same family?
- e) What is the result of an ideal crop rotation?

**SPEAKING**

***Discuss with your partner the information and facts about crop rotation you have known before. Which information and facts are new and unknown?***

**СОСТАВЛЕНИЕ ПИСЕМ**

**1) ORDER LETTERS**

Planning your order letter is important so that you have all the information you need at hand before you begin to write. Require clear information about the specific product, the method of payment, and how and where they should be sent, and any deadlines that apply.

**2) LETTER OF APPLICATION**

In a letter of application, you are really *promoting* yourself and *selling* your skills. You want to interest the audience (the reader) in your qualifications so that he/she will think you are right for the job. The real purpose of a letter of application is to get a job interview.

**3) LETTER TO THE EDITOR**

Letters-to-the-editor are really a persuasive expository essay written in a letter format. Because you are trying to change attitudes, this kind of letter requires a lot of thought, planning, and in some cases research to find convincing facts. Start with a statement that tells what issue the letter is about, followed by a clear statement of your opinion. Then provide a number of body paragraphs that give background information and convincing supports for your opinion. End the letter with a summary, a hope that something can be done, or a suggestion for change.

**4) LETTERS OF INQUIRY AND REQUEST**

Because these kinds of letters need the recipient to respond, it is important to write them in such a way that you get a favourable response.

**5)**

At first, letters of request may look easy, but they require the same kind of thought, planning, and revision as any good composition. If your question is worded vaguely, the reader may have to guess what you want. If you ask too forcefully for something, the reader may be offended and ignore your letter completely or put off doing anything about it. The purpose of this kind of letter is to get someone, whom you probably don't know, to do you a favour. Often in cases like these, stating the reason for your request or showing how the recipient can benefit from it can be persuasive. A successful request letter, therefore, demands good clear questions and a polite, persuasive tone. If you have several questions, it is acceptable to present them in a numbered list.

**5) RESPONSE LETTERS**

When you can provide what the writer has asked for, you are bringing "good news" in your response. The body of a "yes" *response letter* should acknowledge the request and include an exceptions to the request.

**6) LETTERS OF COMPLAINT**

The best complaint letters do not sound complaining or angry. Even though you may be upset and frustrated by the time you decide you need to write a letter, abuse and insults will certainly mean that your problem will go to the bottom of the pile and may even be ignored altogether. A good complaint letter states your problem calmly and if possible suggests a reason why it is in the company's best interest to deal positively with your situation.

