



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



ФОНД ОЦЕНОЧНЫХ СРЕДСТВ  
ДЛЯ ПРОВЕДЕНИЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ  
ПО ДИСЦИПЛИНЕ  
«ИНОСТРАННЫЙ ЯЗЫК В СФЕРЕ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ»  
(приложение к рабочей программе дисциплины)

Направление подготовки  
35.04.06 «Агроинженерия»

Направленность (профиль) подготовки  
Техника и технологии в агробизнесе

Форма обучения  
очная, заочная

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Оценочные средства обсуждены и одобрены на заседании кафедры иностранных языков «27»  
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# 1. ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ С УКАЗАНИЕМ ЭТАПОВ ИХ ФОРМИРОВАНИЯ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

В результате освоения ОПОП магистратуры по направлению подготовки 35.04.06 Агроинженерия, направленность (профиль): «Техника и технологии в агробизнесе» обучающийся должен овладеть следующими результатами обучения по дисциплине «Иностранный язык в сфере профессиональной коммуникации»:

Таблица 1.1 – Требования к результатам освоения дисциплины

Код индикатора достижения компетенции	Индикатор достижения компетенции	Перечень планируемых результатов обучения по дисциплине
УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном (ых) языке (ах), для академического и профессионального взаимодействия		
УК 4.1	Использует коммуникативные технологии для академического и профессионального взаимодействия на иностранном (- ых) языке (ах)	<b>Знать:</b> методы и технологии академической и профессиональной коммуникации на иностранном (- ых) языке (ах). <b>Уметь:</b> использовать современные информационно-коммуникативные средства на иностранном (ых) языке(ах). <b>Владеть:</b> нормами и правилами академического и профессионального взаимодействия на иностранном (ых) языке(ах).

## 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	Критерии оценивания результатов обучения			
		неудовлетворительно	удовлетворительно	хорошо	отлично
УК-4. Способен применять современные коммуникативные технологии, в том числе на иностранном (ых) языке (ах), для академического и профессионального взаимодействия					
УК-4.1 Использует коммуникативные технологии для академического и профессионального взаимодействия на иностранном (-ых) языке (ах)	<b>Знать:</b> методы и технологии академической, и профессиональной коммуникации на иностранном (-ых) языке (ах).	Уровень знаний основных принципов организации деловых контактов; методы и технологии академической, и профессиональной коммуникации на иностранном (-ых) языке (ах) ниже минимальных требований, имели место грубые ошибки	Минимально допустимый уровень знаний основных принципов организации деловых контактов; методы и технологии академической, и профессиональной коммуникации на иностранном (-ых) языке (ах) ниже минимальных требований, имели место грубые ошибки	Уровень знаний основных принципов организации деловых контактов; методы и технологии академической, и профессиональной коммуникации на иностранном (-ых) языке (ах) с некоторыми недочетами	Уровень знаний основных принципов организации деловых контактов методы и технологии академической, и профессиональной коммуникации на иностранном (-ых) языке (ах) в объеме, соответствующем программе подготовки, без ошибок
	<b>Уметь:</b> использовать современные информационно - коммуникативные средства на иностранном (ых) языке(ах).	При решении стандартных задач по использованию современных информационно - коммуникативных средств на иностранном (ых) языке(ах).не продемонстрированы основные умения, имели место грубые ошибки	Продемонстрированы основные умения основные принципы использования современных информационно - коммуникативных средств на иностранном (ых) языке(ах), с негрубыми ошибками, выполнены все задания, но не в полном объеме	Продемонстрированы все основные умения, принципы использования современных информационно - коммуникативных средств на иностранном (ых) языке(ах)., с негрубыми ошибками; выполнены все задания в полном объеме, но некоторые с недочетами	Продемонстрированы все основные умения применять принципы использования современных информационно - коммуникативных средств на иностранном (ых) языке(ах)., выполнены все задания в полном объеме
	<b>Владеть:</b> нормами и правилами академического и	При решении по применению основных норм и правил	Имеется минимальный набор навыков по применению основных норм	Продемонстрированы базовые навыки по применению основных	Продемонстрированы навыки по применению основных норм и

Код и наименование индикатора компетенции	Планируемые результаты	Критерии оценивания результатов обучения			
		неудовлетворительно	удовлетворительно	хорошо	отлично
	профессионального взаимодействия на иностранном (ых) языке(ах).	академического и профессионального взаимодействия на иностранном (ых) языке(ах), не продемонстрированы базовые навыки, имели место грубые ошибки	и правил академического и профессионального взаимодействия на иностранном (ых) языке(ах), с некоторыми недочетами	норм и правил академического и профессионального взаимодействия на иностранном (ых) языке(ах), с некоторыми недочетами	правил академического и профессионального взаимодействия на иностранном (ых) языке(ах), 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 магистров.

Индикатор достижения компетенции	№№ заданий (вопросов, билетов, тестов и пр.) для оценки результатов обучения по соотнесенному индикатору достижения компетенции
УК-4.1 Использует коммуникативные технологии для академического и профессионального взаимодействия на иностранном (-ых) языке (ах)	Тест (вопросы 1-240) Дискуссия (вопросы 1-25) Деловая игра (1-4) Презентация (темы 1-10) Составление писем (письма 1- 6)

#### Типовые тесты

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

- 63 A government official who checks that you are paying enough tax.
- 1) commodity trader
  - 2) tax inspector
  - 3) insurance broker
  - 4) market analyst
- 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) finance director
- 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) capital spending
- 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) cost base

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) brand image  
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. 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.

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. Complete 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. Whom it May Concern to:

- 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.

199. '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' 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
- b) Michael Faraday
- c) Henry Ford
- 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**

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 «А», 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 «А» 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 «А». Вы закупили семена в компания «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 напоминал 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 «А». 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:**

- избранники 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. Играющим наминается миф о Ноевом ковчеге и избранникам 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 ошибок 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 all over the world face nowadays.
2. Agricultural Mechanization in the USA.
3. Mechanization in Canada.
4. Some Global Challenges of Agricultural Mechanization.
5. Modern Field Machinery.
6. Tractors Used in Farming.
7. Technical Re-equipment of Modern Agriculture.
8. Computer Simulation in Farm Machinery.
9. Technology Is Taking over the Agriculture.
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.

## РАБОТА С ПРОФЕССИОНАЛЬНЫМ ТЕКСТОМ

### Text 1. AGRICULTURAL MECHANIZATION IN THE USA

#### STARTING UP

##### Discuss this question

Do you agree with the statement that American agriculture is an example of the brilliant combinations of hard labour and beneficial climatic conditions?

##### Reading

Although there is plenty of food in the world, a lot of it is in the developed countries, like the United States. In order to feed the world, the United Nations General Assembly (UNGA) adopted the sustainable development goals (SDGs) on the 25<sup>th</sup> of September in 2015. These goals focus on building a sustainable world where environmental sustainability, social inclusion and economic development are equally valued. The first goal is to intensify agricultural production systems. There is no doubt that the application of farm power to appropriate tools, implements and machines – “farm mechanization” – is an essential agricultural input in the USA.

According to published statistical information of the national Department of Agriculture (USDA) in the USA, increased productivity is the main contributor to economic growth in U.S. agriculture. It is apparent that productivity per farm worker had been steadily increased. It arises from innovation and changes in technology. Mostly, it is due to the intensive use of power machines, farm automation and application of other scientific developments, which is a sure result of technological revolution.

In 1820 one agricultural worker produced enough food to support about four people, and in the mid-1900s – 14 people already. It was estimated that half of 44 per cent of an increased production per worker between 1917-21 and 1945 was caused by mechanization and the rest – by scientific advances which resulted in growing yields. The crop farming production in the USA dominates over livestock breeding, because crop production mechanization has been advanced to a considerably greater extent than that of livestock industry.

The increase in productivity per worker at the present is about 4-5 per cent per annum. Fifty years ago, labour made up over 32 per cent of the costs of farming; now it is only 3.1 per cent, and the machinery costs in agricultural production, on the other hand, have continued to increase sharply.

In regions, such as parts of the Middle West and of the Eastern States, where the farming is broadly comparable with that of Britain, American methods are worth studying on the account of economic matter, in which the farms are mechanized. Compared with similar British farms, the Americans usually have fewer machines. For example, there is a practice called “custom” work. It is common in the USA. When one of three neighbours owns a corn-picker, another a forage harvester, and the other a pick-up baler, each farmer can work with his machine for the others, in addition to doing his own work. Yet, they work that equipment for long hours when the occasion demands, and achieve a high output per worker. As to typical American farms, economy in mechanization is assisted by more uniform climate, easy-working soils and good-sized fields of regular shape. Moreover, the fact that there is often only one regular worker – the farmer himself – makes it easy to decide that only one set of implements is needed.

Many agricultural scientists and economists in Europe study mechanization methods applied in the USA. The organization of agriculture in the future will use less land, less labour, fewer but better trained and well skilled managers, and much more capital, machinery and various technologies and know-how borrowed from related industries and distant fields of human activities. New research in energy use, fluid power, machinery development, robotic

automation and sensing technologies, artificial intelligence, laser and microprocessor control for maintaining grain quality, and farm structures is expected to result in further gains in the efficiency with which food and fibre are produced and processed. Linking so many technologies and innovations means that waste will be limited, productivity will be maximized and the environment will be affected as little as possible. One way is to be more efficient in the use of resources (including people) in producing food, and also eliminate waste in the supply chain.

## COMPREHENSION

### 1. Answer the questions.

1. What are the main goals of the United Nations General Assembly?
2. What was the reason of the increase in productivity per farm worker in the past years?
2. Why does crop-farming production dominate over livestock breeding?
3. What are the differences between British and American farming?
4. What predictions can we make about the organization of agriculture in the USA in future?

### 2. Read the text again and decide whether these statements are true or false.

1. To intensify agricultural production systems is the only goal of UNGA.  
**TRUE/FALSE**
2. Productivity per farm worker had steadily increased.  
**TRUE/FALSE**
3. The American farms usually have more machines than similar British ones.  
**TRUE/FALSE**
4. The crop farming production in America dominates over livestock breeding.  
**TRUE/FALSE**
5. The organization of agriculture in future will use more land, more labour and more skilled managers.  
**TRUE/FALSE**

## Text 2. AGRICULTURAL MECHANIZATION IN CANADA

### STARTING UP

#### Discuss these questions

What do you know about Canada and its agriculture?

Do you know anything about mechanization in Canada?

### READING

Mechanization in Canada has dramatically reshaped the agricultural landscape since the time of early settlement. It derived from two quite separate sources. One was the economic drive for greater productivity particularly in western Canada by greater acreage of land per farm unit. The other was the reduced farm labour supply which became very acute during World War II when an increase in production was required.

Some of the earliest mechanical innovations in agriculture involved the replacement of draft animals with the steam engine power, which was replaced by the internal combustion engine. The most important factor in the mechanization of Canadian farms has been the continued increase in the use of farm tractors. Lots of specialized machinery and other power units have been designed not only to reduce the actual man-hours of labour required in the production, management, and marketing of farm products, but also to reduce the physical labour needed for these same operations.

With the advent of large four-wheel-drive tractors, along with their accompanying equipment such as the air drill, individual farmers were able to plant, harvest, and maintain a sizable acreage. As tractors evolved, so did small machinery and equipment that worked in concert with tractors. These technologies have allowed for a further decrease in labor demand from individual farmers. Some of the equipment had complementary features and could be used

for both livestock and crop production enterprises. This has enabled producers to diversify into both livestock and grain operations.

One of the main areas of field mechanization has been in the harvesting of crops. Here the combine has been the major implement. At the present time in the cash crop areas of Ontario there is one combine for approximately every 80 acres of combinable crops. In Saskatchewan and most other areas of Canada this is one combine for approximately 365 acres. Although the combines in western Canada are much larger and in recent years the biggest percentage purchased have been the large self-propelled type, there is a definite trend to self-propelled machines in the east.

Although mechanization of field crops has been a major advancement in Canada, mechanization on the farmstead and in production practices for the handling of livestock has also made great strides. The number of animal units handled per man has tripled in most areas of Canada during the past 20 years.

Two major developments have been primarily responsible for this change. The first one has been the change in livestock management. Loose housing and self-feeding of all types of livestock have developed greatly in all areas in recent years which has very materially reduced the man hours required for chores related to these operations. The second factor has been the increased utilization of electrical power in farmstead operations related to bulk feeding, milking chores, manure handling, processing grain, and many other items.

Mechanization has been one of the important factors in improved crop production that has occurred in most areas of Canada. The yields of wheat and oats have increased by 20 to 35 percent. The use of tractors and power machinery makes possible more timely, more rapid, and more efficient tillage, seeding, and fertilizer operation which capitalize on a longer growing season and best climatic conditions. Improved tillage and spraying machines and methods give more effective weed control and better soil moisture conditions. More efficient and greater capacity harvesting machinery makes harvesting operations more timely with a maximum net return of high quality production.

## COMPREHENSION

### 1. Answer the questions.

1. What two main sources influenced the mechanization in Canada?
2. What was the most important factor in the mechanization of Canadian farms?
3. What type of machine is used during the harvesting time in the eastern part of Canada?
4. Has the number of animal units handled per man increased or decreased in Canada during the past 20 years?
5. What major developments affect this change?
6. How has mechanization improved crop production?

### 2. Complete the sentences using information from the text.

1. The most ... in the mechanization of Canadian farms has been the continued increase in the use of farm tractors.
2. Power units have reduced the physical labour needed for ... .
3. At the present time in ... of Ontario there is one combine for approximately every 80 acres of combinable crops.
4. The number of ... handled per man has tripled in most areas of Canada during the past 20 years.
5. The first mechanization development has been the change in ... .
6. The yields of ... have increased by 20 to 35 percent.

## Text 3. SOME GLOBAL CHALLENGES OF AGRICULTURAL MECHANIZATION

### STARTING UP

### Discuss these questions

They say that some agriculture-related problems are 'international'. What 'international' agricultural problems can you think of? Discuss these 'international' agricultural problems with your group mates.

### Read the text

In the 21<sup>st</sup> century, agriculture increasingly represents a crucial sector for the sustainable development of the planet. It is facing great challenges that test the global agricultural supply's ability to meet the growing food demand. In this context, it is clear that agricultural mechanization, as an indispensable factor of production for all types of agriculture and the main vector of innovation, is a major element in responding to these challenges.

Mechanization is a key input in any farming system nowadays. It aims to achieve the following: increased productivity per unit area due to improved timeliness of farm operations; an expansion of the area under cultivation where land is available; accomplishment of tasks that are difficult to perform without mechanical aids; improvement of the quality of work and products; a reduction of drudgery in farming activities, thereby making farm work less unattractive; etc.

It is evident that agricultural mechanization is able to transform the lives and economies of millions of rural families. For example, it can facilitate increased output of higher value products while eliminating the drudgery associated with human muscle-powered agricultural production. Improved livelihoods for smallholder farmers means increased access to input supply chains and integration in modern food systems, resulting in improved incomes, numerous and renewed business opportunities, further value addition and overall improved livelihoods for smallholder families. Moreover, agricultural mechanization in its broadest sense can contribute significantly to the sustainable development of food systems globally, as it has the potential to render post-harvest, processing and marketing activities and functions more efficient, effective and environmentally friendly.

New Zealand farms contrive to achieve a high output per man by making the best use of their pasture and climate, and generally providing each worker with as much equipment as he can handle for doing time-consuming chores such as milking. There is only one worker to about 155 acres (60 ha) of farm land. Extensive use is made of advanced techniques, e.g. aerial top-dressing, in order to improve the production from areas that are difficult or impossible to deal with by tractor power. This work, as with aerial top dressing and straying in the USA, is carried out by contract services. The further mechanization progresses into such specialized fields, the more impossible it became for family farmers to carry out the work with machinery of their own.

Several countries of Eastern Europe and the USA are of particular interest from the viewpoint of mechanization, on account of their efforts which have been undertaken to employ nationally planned policies, through a system of very spacious state, business-owned and/or private farms. Such policies clearly permit rapid introduction of large-scale high-power machinery, and can create the virtuous cycle of higher incomes leading to more savings, higher demand for mechanization services and lead to greater productivity.

Further increase in animal productivity is achieved both by the introduction of new machinery and by wider automation of various processes on livestock farms in the industrialized countries. Many farms are using now automatic waterers which provide water to livestock at all times; at the press of the button, silage unloaders remove the food stuffs from the silo and drop it into the conveyer that carries the silage to the feed troughs.

One of the basic principle obstacles to economic agricultural mechanization in many countries is particularly small size of farms. Though this is a quite serious problem in Britain, the situation in many countries of Western Europe is far worse, a high proportion of the farm being too small to provide a reasonable income for the occupiers in modern conditions. This is also one of the major problems in many other parts of the world, where farmers are also left face to face with the lack of skilled personnel and undeveloped techniques.

Fostering the further development of the agricultural mechanization has the potential not only to increase the manufacturing base for agricultural mechanization in Europe, but also to provide the opportunities for more collaboration among manufacturers, dealers and institutions around the world. Private sector development can support smallholder enterprises at field level where farmers provide mechanization services (hire services) to other farmers. This can expand not only farm yields, but also the demand for vehicles, equipment and tools at national level, creating a mutually reinforcing virtuous circle.

### **COMPREHENSION**

#### **1. Answer the questions.**

1. What are the main economical problems which are closely connected with farm mechanization and automation of agricultural operations?
2. What kind of techniques is used in aerial top-dressing?
3. Do nationally planned policies clearly permit rapid introduction of large-scale high-power machinery?
4. How does animal productivity increase?
5. What are the disadvantages of small farms?

#### **2. Read the text again and decide whether these statements are true or false.**

1. Farm mechanization cannot facilitate increased output of higher value products.  
**TRUE/FALSE**
2. New Zealand farms achieve a high output per man by making their climate better.  
**TRUE/FALSE**
3. The employment of nationally planned policies in several countries of Eastern Europe permit rapid introduction of large-scale high-power machinery.  
**TRUE/FALSE**
4. On the one hand, further increase in animal productivity is achieved by the introduction of new machinery.  
**TRUE/FALSE**
5. Particularly large size of farms is a quite serious problem in Britain and in many countries in Europe.  
**TRUE/FALSE**

### **Text 4. MODERN FIELD MACHINERY**

#### **STARTING UP**

##### **Discuss these questions**

What agricultural machinery and field implements can you name?

What tasks are agricultural implements designed for?

Why is it important to keep farm equipment in top mechanical condition?

##### **Read the text**

Mechanization of agriculture in the twentieth century helped to dramatically increase global production of food and fiber to feed and clothe a burgeoning world population. While mechanization increased output and relieved some of the drudgery and hard work of rural life, it also created unintended consequences for rural societies and the natural environment. Now farm tasks can be done more rapidly and with better quality even when weather and soil conditions are the least favourable, and, then, modern machinery enables crops to be planted, cultivated and harvested in a considerably shorter time than in the past, and the same is largely true in case of livestock production operations.

Since the mid-20th century field machinery and implements have been improved from being horse driven to being tractor mounted. Since the introduction of tractors in agriculture growing size and capacity has been a key point of development till now. Over the time, tractors and implements have been more advanced by launch of sensors and digital display of settings.

Furthermore, control of central parameters has been applied. From an engineering point of view tractors and combine harvesters are more up-to-date than different implements. For outsiders, a tractor today looks like an up-scaling of the old versions. When looking more closely, you realize that the tractor of today is a result of considerable evolution due to the overall performance. The different elements are optimized by adoption of most recent components and engineering technology. This involves the hydraulic lift system, drive, gearing, combustion engine. All elements are controlled by modern technology.

What used to be done by hand is now managed at scale by giant machine. And that equipment is expensive – equivalent to the price of a small house. A mid-ranged tractor is worth over \$100,000. New, elaborate computer systems afford the kind of precision and predictability that farmers 20 years ago could not have even imagined. But they have also caused new problems. There are some disadvantages of the replacement of manual labour with machines and automated equipment. First of all, farmers must have more capital in disposal to be engaged in farming because of the inevitable need in large investments in farm machines and other equipment. When modern agricultural equipment breaks or needs maintenance, farmers are dependent on dealers and manufacturer technicians—a hard pill to swallow for farmers, who have been maintaining their own equipment since the plow. Second, farmers must have a larger and more stable income to have electricity and fuel bills paid. Finally, small farms are destined to disappearing, for larger ones are of apparent advantage today.

Using larger machines reduces labour costs since they complete the job faster. But while larger tractors can cover more acreage than smaller ones, they also have higher overhead costs. Smaller tractors have less capacity and may cause delay in key field operations, resulting in a lower crop yields. Some of the time lost in doing field work cannot be cut, prevented or eliminated. Other lost time can be substantially reduced by careful planning and good management.

Most manipulations involve several different crops with specific tillage, planning, pest control and harvesting requirements. Ideally, each crop should have its own set of specialized implements to produce maximum yields. More equipment in turn means higher overhead costs. Lack of adequate equipment can delay getting crops planted or harvested in time, reducing yields and product quality. Thus, the most crucial progress, now seen on many farms, is in combining various operations and universal plant-species treatments in one machine. For instance, this has been done in the combine for harvesting and threshing wheat and other grains, and in the grain drill that in one trip over the field does the work of preparing the seedbed, planting seed and applying fertilizers and herbicides. Garden tractors are designed primarily for light estate duty and are not intended for continuous heavy tasks.

It is important to manage machine properly. This management includes planning the use of machinery for timely and productive operations, selecting proper types and sizes, replacing worn-out machinery at the right time.

Keeping farm machinery in top mechanical condition is also very important and it is one of the best ways to improve field working efficiency. Machines should be technically maintained properly, i.e. serviced regularly and adjusted correctly. Neglecting this can result in expensive repair procedures or cause complete overhauls.

## COMPREHENSION

**1. Answer the questions using the practical speech combinations from the following list.**

*To my mind...; As far as I understood ...; The matter is following ...; I'd like to tell you that ...; No doubt ...; The most fascinating about it is ... .*

1. What are the advantages of farm mechanization?
2. What does the use of larger and more advanced equipment result in?
3. What are the disadvantages of farm mechanization?

4. What equipment is to be used to produce maximum yields?
5. Why is it important to keep farm machinery in top mechanical condition?

**2. Complete these sentences, supplying them with the corresponding facts from the text.**

1. The use of larger machines reduce labour costs, but ...
2. Ideally, each crop should have its own set of specialized implements, but ...
3. Most of the larger tractors are manufactured in the United States, but ...
4. Some of the time lost in doing field work cannot be eliminated, but ...
5. Smaller tractors have lower ...
6. Most operations involve several different crops with specific ...
7. Proper agricultural equipment management includes ...

## **Text 5. TRACTORS USED IN FARMING**

### **STARTING UP**

#### **Discuss these questions**

1. What do you think what is the most popular agricultural machine?
2. What are the most popular tractors in Russia and in foreign countries?
3. What types of tractors do you know?
4. Have you ever worked on a tractor? How does it work?

### **VOCABULARY**

#### **1. Read and translate these words and word combinations into Russian.**

Agricultural, cultivating, hydraulic, industry, machinery management manufacturers, transporting, vibration.

#### **2. Find Russian equivalents.**

mounted	привод
drive	ведущие колеса
gear box	сгорание
lock differential	сзади
power steering	коробка передач
power take-off	тяговый, тянущий
driving wheels	рулевое управление с усилителем
trailed	отбор мощности
at the rear	блокирующий дифференциал
combustion	прицепной
tractive	навесной

#### **Read the text**

A tractor is a type of vehicle that is particularly constructed to efficiently deliver a tractive effort at a slow speed. The word tractor was taken from a Latin word that means “to pull”. Tractors are special vehicles which are aimed to provide the hauling of trailers and other types of machinery which are used for agricultural and construction purposes. The history of tractor development is really long. The first use of an internal combustion engine in a tractor in the United States goes back to 1890. Today tractor construction industry is highly developed in many countries. Different types of tractors are being produced for various agricultural tasks on

soil and in the livestock barn. Both wheeled and crawler tractors are of great importance in farming all over the world.

The engine is the heart and soul of any tractor. When they were first invented, tractors used steam engines, which were notoriously unreliable, not to mention dangerous. Since the 20th century, however, tractors have used internal combustion engines that run on a variety of fuels, from kerosene to ethanol and gasoline. Most modern tractors today run on diesel and biodiesel. These powerful engines typically range in size from 18 to 575 horsepower, giving them all of the incredible power they need to tackle any job on today's farms. In recent years the diesel engine has become the accepted power unit for all British tractors. The most important development in tractors is the increase of engine capacity. Wheeled tractors in the 100 horse-power (hp) class have been introduced by most of the British and other countries' tractor manufacturers, and are increasingly used. Perfect examples here are *John Deere 5310N*, *Lamborghini Campion 135*, *MF 6290* and *Renault Ares 640RZ*.

A 200-300 hp tractor, like *Fendt Farmer 300LS* or *John Deere 8850*, can be named as the main power source for large farm operations in agriculturally developed countries. Most tractors employ two larger driving wheels at the rear and two smaller driven wheels at the front. But with the increase in engine power, four-wheel-drive ones have become common. Large tractors are mostly used for a limited range of operations, like tillage, combined tillage and sowing and yield harvesting.

Safety rules, designed for the protection of a tractor operator, require most new tractors to be fitted with safety cabs; and other rules are leading to the necessity to reduce the intensity of noise at the driver's ear in the cabs. Drivers' seats are also being improved to reduce injuries caused by excessive vibration.

It has now become normal practice to provide electric starting, lights and light-signaling. Other developments that have rapidly become common include such items as multi-speed gear-boxes, power take-off (PTO), lock differential, power steering and various devices for transferring weight from mounted implements to the tractor's driving wheels.

Most modern farm tractors are truly "all purpose". *Case Steiger 9390* and *Valtra Valmet 8150 HiTech* can operate a range of mounted, semi-mounted, and trailed implements and machines, and have hydraulic devices to provide easy and accurate control of the equipment from the tractor driver's seat. Among the typical operations performed by the latest tractors are plowing, cultivating, harrowing, sowing, harvesting and transporting agricultural crops, livestock and poultry feeds distribution, barn cleansing and others.

Inefficient machinery management is still one of the considerable problems, too. Some researches show that many farmers in America, having large tractors, only use them 400 hours per year or even less, while smaller tractors are long proved and recommended to be in use 1000 or more hours - and still doing good work. Farmers should not purchase larger tractors than they need, since heavier machines consume far more fuel which make them uneconomic. In addition, the area of land must be spacious enough in order to employ such tractors properly, which is not sometimes the case in the USA.

## COMPREHENSION

### 1. Answer the questions.

Answer the questions resorting to the useful speech combinations from the following list.

*I know only that ...; I believe that ...; I'd like to tell you that ...; If I've got that right ...; f I'm not mistaken, ... What is more, ...*

1. What are the tractors aimed to?
2. When was the first internal combustion engine used in the USA?
3. What popular British farm tractors can you name?
4. How do manufacturers comfort the driver's work?
5. What auxiliary electrical and mechanical devices is the modern tractor provided with?

6. What can “all purpose” tractor operate?
7. Why is it uneconomic to buy large tractors?

**2. Read the text again and decide whether these statements are true or false.**

1. Large tractors tend to be used for a wide range of tasks.

**TRUE/FALSE**

2. In recent years the diesel engine has become the accepted power unit for all British tractors.

**TRUE/FALSE**

3. Drivers' seats are also being improved to reduce injuries caused by excessive noise.

**TRUE/FALSE**

4. Most tractors employ two larger driving wheels at the rear and two smaller driven wheels at the front.

**TRUE/FALSE**

5. With the increase in engine power, four-wheel-drive tractors have become common.

**TRUE/FALSE**

**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.

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 any 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.

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

Изучение дисциплины «Иностранный язык в сфере профессиональной коммуникации» осуществляется по следующим формам: практические занятия и самостоятельная работа студентов магистратуры.

Практические занятия оцениваются по самостоятельности выполнения работы, грамотности в оформлении, правильности выполнения.

Самостоятельная работа оценивается по качеству и количеству выполненных домашних работ, грамотности в оформлении, правильности выполнения.

Важным условием для освоения дисциплины в процессе занятий является ведение конспектов, освоение и осмысление терминологии изучаемой дисциплины. Материалы практических занятий следует своевременно подкреплять проработкой соответствующих разделов в учебниках, учебных пособиях в соответствии со списком основной и дополнительной литературы. Дополнительная проработка изучаемого материала проводится во время практических занятий, в ходе которых анализируются и закрепляются основные знания, полученные по дисциплине.

При подготовке к практическим занятиям студентам следует использовать основную и дополнительную литературу из представленного списка. На практических занятиях приветствуется активное участие в обсуждении ситуаций, способность на основе полученных знаний находить наиболее эффективные решения поставленных проблем, уметь находить полезный дополнительный материал по тематике практических занятий.

В рамках изучения дисциплины необходимо использовать передовые информационные технологии – компьютерную технику, электронные базы данных, Интернет.

Целями самостоятельной работы студента магистратуры является:

- систематизация и закрепление полученных теоретических знаний и практических умений студентов;
- углубление и расширение теоретических знаний;
- формирование умения использовать справочную литературу;
- развитие исследовательских умений.

Самостоятельная работа выполняется студентом по заданию преподавателя и может содержать в себе следующее задания:

- изучение программного материала дисциплины (работа с учебником, изучение рекомендуемых литературных источников, конспектирование источников);
- выполнение контрольных работ;
- работа с электронными информационными ресурсами и ресурсами Internet;
- выполнение тестовых заданий;
- подготовка презентаций;
- ответы на контрольные вопросы;
- аннотирование;
- подготовка к зачету;
- подготовка к занятиям, проводимым с использованием активных форм обучения (деловые игры).

Необходимым условием формирования компетенций является посещение практических занятий, на которых магистрант выполняет грамматические, лексические

упражнения, практико-ориентированные задания по переводу, письменному и устному реферированию, аннотированию научных текстов, подготовки тезисов и презентации выступления на конференциях для приобретения умений, необходимых для участия в работе российских и международных исследовательских коллективов по решению научных и научно-образовательных задач и использования современных методов и технологий научной коммуникации на государственном и иностранном языках и овладения навыками речевой письменной и устной коммуникации в научной сфере по направлению подготовки.

Промежуточная аттестация проводится в форме зачета.

Критерии оценки зачета в тестовой форме: количество баллов или удовлетворительно, хорошо, отлично. Для получения соответствующей оценки на зачете по курсу используется накопительная система балльно-рейтинговой работы студентов. Итоговая оценка складывается из суммы баллов или оценок, полученных по всем разделам курса и суммы баллов полученной на зачете с оценкой.

Критерии оценки уровня знаний студентов с использованием теста на зачете по учебной дисциплине

Оценка	Характеристики ответа студента
Отлично	86-100 % правильных ответов
Хорошо	71-85 %
Удовлетворительно	51- 70%
Неудовлетворительно	Менее 51 %

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

Оценка «не зачтено» соответствует критерию оценки «неудовлетворительно»

Количество баллов и оценка неудовлетворительно, удовлетворительно, хорошо, отлично определяются программными средствами по количеству правильных ответов к количеству случайно выбранных вопросов.

Критерии оценивания компетенций следующие:

1. Ответы имеют полные решения (с правильным ответом). Их содержание свидетельствует об уверенных знаниях обучающегося и о его умении решать профессиональные задачи, оценивается в 5 баллов (отлично);
2. Более 75 % ответов имеют полные решения (с правильным ответом). Их содержание свидетельствует о достаточных знаниях обучающегося и его умении решать профессиональные задачи – 4 балла (хорошо);
3. Не менее 50 % ответов имеют полные решения (с правильным ответом). Их содержание свидетельствует об удовлетворительных знаниях обучающегося и о его ограниченном умении решать профессиональные задачи, соответствующие его будущей квалификации – 3 балла (удовлетворительно);
4. Менее 50 % ответов имеют решения с правильным ответом. Их содержание свидетельствует о слабых знаниях обучающегося и его неумении решать профессиональные задачи – 2 балла (неудовлетворительно).

Критерии оценки деловой (ролевой) игры:

- оценка «отлично» выставляется студенту, если он продемонстрировал полное и качественное исполнение ролевых задач; исчерпывающее, последовательное, четкое, логическое, аргументированное высказывание по своей роли; отсутствие (малое количество) ошибок; творческий подход в исполнении роли;

- оценка «хорошо» выставляется студенту, если он: продемонстрировал твердые аргументированные высказывания без существенных неточностей и ошибок; отсутствие затруднения в реализации речевых действий;

- оценка «удовлетворительно» выставляется студенту, если он: продемонстрировал 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.

Критерии оценки за работу с кейсом:

- оценка «отлично» выставляется студенту, если он продемонстрировал исчерпывающее, последовательное, четкое, логическое, аргументированное высказывание; грамотность речи; использование лексики по теме; рассуждения ведутся только на иностранном языке;
- оценка «хорошо» выставляется студенту, если он: продемонстрировал твердые аргументированные высказывания без существенных неточностей и ошибок; отсутствие затруднения в реализации речевых действий; активность;
- оценка «удовлетворительно» выставляется студенту, если он: продемонстрировал поверхностные высказывания; недостаточно правильное формирование своих высказываний; наличие ошибок; большое количество времени, затрачиваемого на формулировку высказывания;
- оценка «неудовлетворительно» за работу с кейсом не ставится.

Критерии оценки за проектную работу:

- оценка «отлично» выставляется студенту, если он продемонстрировал хорошее знание материала; грамотность речи; использование большого количества лексических единиц; презентация ведется только на иностранном языке; умение ответить на вопросы;
- оценка «хорошо» выставляется студенту, если он: продемонстрировал хорошее знание материала; отсутствие существенных неточностей и ошибок; отсутствие затруднения в реализации речевых действий; умение ответить на вопросы; презентация ведется преимущественно на иностранном языке;
- оценка «удовлетворительно» выставляется студенту, если он: продемонстрировал поверхностные высказывания; недостаточное знание материала; наличие ошибок; большое количество времени, затрачиваемого на ответы на вопросы;
- оценка «неудовлетворительно» за проектную работу не ставится.

Критерии оценки текущих тестов: если студент выполняет правильно до 51% тестовых заданий, то ему выставляется оценка «неудовлетворительно»; если студент выполняет правильно 51-70% тестовых заданий, то ему выставляется оценка «удовлетворительно»; если студент выполняет правильно 71-85 % тестовых заданий, то ему выставляется оценка «хорошо»; если студент выполняет правильно 86-100% тестовых заданий, то ему выставляется оценка «отлично».

Критерии оценки контрольных работ студентов заочного обучения:

«Зачтено» ставится, если контрольная работа выполнена в срок, не требует дополнительного времени на завершение; контрольная работа выполнена полностью: даны ответы на все вопросы, имеющиеся в контрольной работе; без дополнительных пояснений используются знания, полученные при изучении дисциплин; даны ссылки на источники информации и ресурсы сети Интернет, использованные в работе; контрольная работа аккуратно оформлена;

«Не зачтено» ставится, если контрольная работа не выполнена в установленный срок, продемонстрировано полное безразличие к работе, требуется постоянная консультация для выполнения задания; в контрольной работе присутствует большое число ошибок; не полностью или с ошибками решены задачи, даны неполные или неправильные ответы на поставленные вопросы; отсутствуют ссылки на источники информации и

ресурсы сети Интернет, использованные в работе; контрольная работа выполнена с нарушениями; контрольная работа выполнена по неправильно выбранному варианту.