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МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ
ДЕПАРТАМЕНТ ОБРАЗОВАНИЯ И КАДРОВОЙ ПОЛИТИКИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«ДОНСКОЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ»
(ФГБОУ ВО Донской ГАУ)
Донской аграрный колледж

УТВЕРЖДАЮ
Врио проректора по УР и ЦТ
_____Ширяев С.Г.
«24» марта 2026 г.
м.п.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ

ОГСЭ.04 Иностранный язык в профессиональной деятельности

Специальность *35.02.05 Агрономия*
на базе 9 классов (основное общее образование)

Форма обучения Очная

Организация-разработчик: федеральное государственное бюджетное образовательное учреждение высшего образования «Донской государственный аграрный университет»

Разработчик:

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Рассмотрено и рекомендовано:
На заседании Методического совета Колледжа протокол заседания от **24.03.2026** **№ 7**

и.о. директора Донского аграрного колледжа _____ Чернышкова О.С.
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п. Персиановский, 2026 г.

1.Общие положения

Контрольно-оценочные средства предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу дисциплины ОГСЭ.04 Иностранный язык в профессиональной деятельности

Фонд оценочных средств включает контрольно-оценочныесредства для проведения текущего контроля и промежуточной аттестации в форме дифференцированного зачета.

2. Результаты освоения дисциплины, подлежащие проверке

Результаты обучения (умения, знания, общие компетенции)	**Основные показатели оценки результатов**	**Форма контроля и оценивания**
В результате изучения дисциплины обучающийся должен **уметь:** - общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы (ОК 02, ОК 03,ОК 9)	- для диалогического общения: беглость, наличие и правильная реализация речевых формул, правильность использования лексики и грамматических структур, соблюдение характеристик диалога; для монологических высказываний: разнообразие лексики и грамматических структур и правильность их употребления, развернутость и последовательность сообщения, соответствие языковых средств ситуации общения, объем высказывания, наличие речевого намерение и его реализация, количество предложений с субъективной информацией. - успешность осуществления письменного общения, качество содержания продуцируемого письменного текста, качество языковой стороны письменного текста, степень самостоятельности в выполнении письменных заданий.	- беседа/ диалог в связи с содержанием прочитанного, подготовленное связное сообщение на указанную тему, развернутый рассказ с высказыванием собственного мнения на основе увиденного/ услышанного/ прочитанного, устный реферат прочитанного текста, устное сообщение на тему описательного и повествовательного характера с выражением собственного мнения/ оценки передаваемой информации, неподготовленное высказывание по теме/ ситуации, участие в диалоге/ дискуссии с включением монологических высказываний и с элементами полемики, подготовленное сообщение по теме на основе нескольких различных источников информации, развернутое сообщение/ доклад по теме, интервьюирование по теме, комментирование услышанного/ прочитанного/ увиденного. - репродукция с использованием формальных опор, репродукция содержания с опорой на текст, продукция с опорой на изобразительную наглядность, продукция с опорой на прежний речевой и жизненный опыт.

- переводить (со словарем) иностранные тексты профессиональной направленности (ОК 02, ОК 03,ОК 9)	- полное и точное понимание текстов (для изучающего чтения), понимание общего содержания текстов (для поискового и ознакомительного чтения).	- упражнения для различных видов чтения
знать: - лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности (ОК 02, ОК 03,ОК 9)	- разнообразие лексики и грамматических структур и правильность их употребления	- контрольные работы

3. Контрольно-оценочные материалы текущего контроля

Текущий контроль проводится в течение семестра в форме опроса(фронтального, индивидуального, комбинированного, взаимного), собеседования, контрольных работ, оценочных суждений.

Ответы студентов оцениваются. Сцелью всесторонней оценки освоенных знаний и усвоенных умений по учебнойдисциплине и для обеспечения объективности в оценивании результата обучениястудент обязан выполнить задания всех семестровых контрольных мероприятий,независимо от причин отсутствия во время их проведения. Оценки доводятся досведения студентов и отражаются в рабочей ведомости преподавателя. В случае невыполнения заданий пропущенных семестровых мероприятий в сроки,установленные преподавателем, студент получает оценку «неудовлетворительно».

В качестве контрольно-оценочных материалов текущего контроля используются:

3.1. Периодический устный опрос

Вопросы для устного опроса

1. **About you**

What is your (full) name?
Can I have your name please?
Could you tell me your full name please?
What shall I call you?

How can I address you?
Does your name have any special meaning?
Is your name important to you?
Do people like changing their name? Why?
Have you ever changed your name? Why or why not?
Why do so many people change their name?
Do you work or study?

2. **Dream**
What's your dream?
Why are dreams so important?
Do you remember you dream when get up?
Do you like to hear other's dreams?
Do you think dreams affect our lives?

3. **Birthday**
How do children celebrate birthdays in your country?
How did you celebrate your last birthday?
What kinds of birthday gifts do you like to receive?
Is there a difference between the way you celebrate your birthday in the past and in the present?

4. **Name**
What's your full name?
How should I call you?
What does your name mean?
Who gave you the name?
Why did they give you this name?
Is it a common name in your country?

5. **Colors**
What colors do you like?
What's the most popular color in your country?
Do you like to wear dark or bright colors?
What's the difference between men and women's preference on colors?
Do colors affect your mood?

6. **Study**
What are you studying?
What's your major?
Why did you choose that subject?
What do you find most interesting about your course?
What is your favorite subject?
What do you dislike about your study?
What do you hope to do after your graduation?

What are your ambitions for the future?
Do you hope to gain any qualifications?
What are the advantages of studying instead of working?

7. **Teacher**
What kinds of teachers do you like best?
Who was your favorite teacher when you were young?
Would you want to be a teacher in the future?
Have you ever had bad teachers before?

8. **College**
Who's your favorite teacher?
What's your favorite subject?
Do you still remember what happened on your first day in college?
Do you still keep in touch with your friends from college?
Do you miss your life in college?
9. **Work**
Can you describe your job to me?
What do you do for a living?
How long have you been doing it?
Can you describe one of your typical working days?
What's your daily routine on a working day?
Why did you choose to do that job?
What things do you enjoy about your work? Why?
What do you think is the attraction of your work?
What is your ideal job?
Do you want to change your current job? Why or why not?
Are you willing to keep your job permanently?
What are your plans for the future?

10. **Training**
Is it important to have trainings during work?
What kind of training have you had during your work?
Have you had any training that makes you familiar with the company?
What have you learnt from those trainings?
How do you use what you have learnt in your work?

11. **Volunteer work**
Have you taken any volunteer works?
Why did you do the volunteer works?
Do you know any volunteers?
How do you define volunteer work?

12. **Your town**

Can you describe your town or village to me?
Tell me something about your hometown.
Where are you from?
Where is your hometown?
Where do you come from?
What is the name of the street you live in?
What kind of street do you live in?
What do you like about your town?
What's the most interesting part of you city/town/village?
What is the weather like in your town?
What building is considered famous in your town?
What jobs do people in your town do?
How has your town changed over the last twenty years?
What changes have taken place in your city in recent years?
Do you think it is better to live in the center of town or outside in the country? Why?
Would you say it's a good place to live? Why?

13. **Accommodation**
Tell me about the kind of accommodation you live in?
Do you live in a house or an apartment?
How long have you lived there?
What do you like about living there?
What sort of accommodation would you most like to live in?
How would you change your apartment or house?
Do you live with your family?
Do you want to live by yourself in the future?
Do you enjoy living with your family?
Is the transport around your home convenient?

14. **Bus or Taxi/ Transportation**
How often do you take the bus?
When was the first time you took a taxi?
What are the advantages of taking a taxi compared with buses?
Is it convenient to take the bus/taxi in your city?
What's the most popular means of transportation in your hometown?
How often do you take buses?
Can you compare the advantages of planes and trains?
Is driving to work popular in your country?
Do you think people will drive more in the future?
Would you ride bikes to work in the future?
What will become the most popular means of transportation in your country?
Do you prefer public transportation or private transportation?

15. **Family**

How often do you meet with your family?
How do you spend the time with your family?
Do you want to live with your family in the future?
Are you close to of your family members?
How has your family influenced you?

16. **Friends**
Do you prefer to have one particular friend or a group of friends?
What do you like doing most with your friend/s?
Do you think it's important to keep in contact with friends you knew as a child?
What makes a friend into a good friend?

17. **Giving gifts**
When do people give gifts or presents in your country?
Do you ever take a gift when you visit someone in their home?
When did you last receive a gift?
Do you enjoy looking for gifts for people?

18. **Telephoning**
How often do you make telephone calls?
Who do you spend the most time talking to on the telephone?
When do you think you'll next make a telephone call?
Do you sometimes prefer to send a text message instead of telephoning?

19. **Food/Meat/Cooking/Cuisine**
What sorts of food do you like eating most?
Who normally does the cooking in your home?
When do you usually eat meal?
Do you prefer eating at home or outside?
Do you like ordering food delivery?
Who do you eat it with?
Do you eat meals differently now compared with when you were little?
Do you watch cookery programmes on TV?
Is there any food you dislike?
What is common meal in your country?
Do you have a healthy diet?
What do you think of fastfood?
Do you like cooking?
Who usually does the cooking in your home?
Are there any fruits or vegetables you don't like? Why?
Do you often dinner with your family or friends?
What is your favourite cuisine?

20. **Free time**

What do you enjoy doing in your free time?
How much time do you have each week for doing these things?
Why do you like doing these activities?
How did you start doing this activity at first?
Is there some other hobby or sport you would like to try? Why?
How has the way people spend their free time changed over the years?
How popular are bicycles in your hometown? How often do you ride a bicycle?
Do you think that bicycles are suitable for all ages? What are the advantages of a bicycle compared to a car? What do people do in your town in their free time?
Where can they go out for entertainment, or to enjoy themselves?
Which do you prefer: eating in restaurants or eating at home?
Which are the best places to eat out?
Do you like outdoor activities?

21. **Holidays**
What do you do when you have a holiday?
Who do you usually spend holiday with?
Where do you like to spend your holidays? Why?
Can you describe a typical day in your holidays?
Why are holidays important to you?
If you could take a holiday anywhere in the world, where would you go? Why?
What do people usually do during holidays in your town?

22. **Transport**
How did you come here today?
What is public transport like in your town?
How do you think it could be improved?
Do you think people should use public transport more? Why (not)?

23. **Shopping**
How much time do you spend shopping every week?
Do you enjoy going shopping? Why (not)?
What is your favourite shop and why do you like it?
What problems are there with shopping in your area?

24. **Your neighbourhood/neighbors**
Can you describe the house where you live to me?
What is there to do in the area where you live?
What do you like about the area where you live?
How do you think it could be improved?
Do you think it is better to live in the centre of town or outside in the country? Why?
Do you think your neighborhood is a good place for children?
How could your neighborhood be improved?
Are neighbors usually close to each other in your country?
Do you like your neighbors?

25. **Children**
Do you often come into contact with children? (Where? When?)
What do you do when you are with these children?
How often do you play with children?
What activities do children do when they get together?
Is it difficult to raise children?

26. **Pet**
Do you have a pet?
Do you like animals?
What's your favorite animal?
What is a popular pet to have in your country?
Did you have a pet as a child?
Why do people have pets?

27. **Celebrity**
Who is your favorite celebrity?
Do you like any foreign celebrities?
Would you want to be a celebrity in the future?
Do you think we should protect famous people's privacy?
How do celebrities influence their fans in your country?

28. **Outdoor activities**
What outdoor activities do you like to do?
How often do you do that?
What outdoor sports do you like? (Why?)
How much time do you spend outdoors every week?
How often do you do outdoor activities?
What (types of) outdoor activities are popular in your country?
Do people in your country prefer to spend time indoors or outdoors?
Do you like to watch sports on TV?
What's the most popular sport in your country?
What kinds of sports would you like to try in the future?
Have you ever tried any dangerous sports?

29. **Photography**
Do you like photography?
Were you taken some photos when you were a child?
Do you like taking photos or videos?
Do you take photos when travelling?
Do you like to take photographs? (Why?)
Do you prefer to take photos yourself or to have other people take photos? (Why?)
How long have you liked taking photographs?
How (why) did you become interested in photograph?

How often do you take photographs?
In what situations do you take photographs?
What kind of photos do you like to take? (Why?)
Do you prefer to take pictures of people or of scenery?
Who do you take photos of?
How do you keep your photos?
Do you keep your photographs on your computer?
Are there any photos on the walls of your home?
Do you frame (or have you framed) any of your photos?
Do you prefer to send postcards to people or to send photos that you took yourself? (Why?)

30. **Indoor activities**
Do you like indoor activities?
What indoor sports do you like? (Why?)

31. **Handcrafts**
Do you like collect things made by hand?
Did you ever take handcrafts lessons at school?
Are handcrafts popular in your country?
Do you think children should learn more about handcrafts?
Do you think handcrafts are meaningful activities?

32. **Sports and games**
What sports are most popular in your country?
What sports and games did you most enjoy playing
when you were a child?
Do people take as much exercise as in the past?
Why is exercise good for you?

33. **Reading**
Do you enjoy reading? Why?
What sort of things do you read?
Tell me something about your favourite book.
What are the advantages of reading instead of watching television or going to the cinema?

34. **Newspapers and magazines**
Do you often read newspapers?
Do you prefer to read local news or international news?
Which is more popular where you live, newspapers or magazines?
Do many people today read newspapers?
In the future, do you think more people than today will read magazines, or fewer people?
Do you think newspapers will be very important to you in the future?

Do you prefer getting news online or from the newspaper?
How often do you talk about news with your friends?

35. **Music/Musical instrument/Singing**
Do you like music?
What's your favorite type of music?
Can you sing?
Did you learn music at school?
If you could learn a music instrument, what would it be?
Do you think music is important?
Which instrument do you like listening to most?
Have you ever learned to play a musical instrument? Which one?
Do you think children should learn to play a musical instrument at school? Why/Why not?
How easy would it be to learn to play an instrument without a teacher? Why?

36. **Art**
Do you like art?
Do you think art classes are necessary? Why?
How do you think art classes affect children's development?
What kind of paintings do people in your country like?
What can you learn from western paintings?
What benefits can you get from painting as a hobby'?

37. **TV**
Do you often watch TV?
What sort of things do you watch on TV?
What is your favorite TV program?
Do you ever watch foreign TV programs or films?
What did you watch on TV when you were a child?
Do you think children should watch TV?

38. **Computer**
Do people often use computers these days?
Will people continue to use computers in the future?
Do you use computer?
What do you use it for?

39. **Apps**
What apps do you often use?
Do you want to develop an app yourself?
Do you often use apps on mobile phones?
Do you want to make your own app?
What kinds of apps do you expect in the future?

40. **Robots**
Are you interested in robots? Why?
Do you like robots to work at home? What kind of robots do you like to have?
Will robots replace human being in the workplace completely?

41. **Weather/Season**
What type of weather do you like best?
What's the best season of the whole year?
What do people normally do in that season?
What's the weather usually like in your country (or, your hometown)?
How is the weather here different to the weather in your hometown?
Would you say the weather in your hometown is suitable for working (or studying)?
Would you like to move to a place with different weather?
What season (or weather) do you think is most suitable for work and/or study?
Has the weather in your country changed much in the past few years?
Do you prefer hot or cold weather?
Does the weather ever affect what you do?
Do you (usually) pay attention to the weather forecasts?
Do you like sunny days?
What do you like to do when it's a sunny day?
Would you like to stay at home or go outside when the weather is great?
Are there many sunny days in your hometown?
Does rain ever affect transportation in your hometown?
Does it rain a lot in your hometown?

42. **Birds**
How do you feel about birds?
Are there any birds near your home?
Have you seen many different kinds of birds?

43. **Flowers**
Do you like flowers? Why?
What flowers do you like? Why?
Which/What is your favorite flower?
Do you think flowers are important?
Are flowers important in your culture? Give examples.
On what occasions are flowers important?
Do people in your country ever use flowers for special occasions?
In your country, do people (ever) give flowers as a gift?
What are the occasions when people give or receive flowers?

44. **Tree**
Do you like trees?
Are there any important trees in your country?
Is there a forest near your hometown?

Would you like to live in a place that has a lot of trees?
Where can one find trees (or forests) in your country?
Do you think places with trees attract more visitors than places with few trees?
Did you ever climb trees when you were a child?
Have you ever planted a tree?
Do you think more people should plant trees?
Do you think we should plant more trees?
Do you think trees are important?
What would you say are the benefits of having trees?
Do you think we need to protect trees?

45. **Wild Animal**
What's your favourite wild animal?
Do you like to see animals in the zoo?
Do you keep a pet?
Do you think it's important to let kids know about animals?

46. **Patience**
What do you think is patience?
Do you think patience is important?
Do you think you are a patient person?
Have you ever lost your patience?

47. **Politeness**
Are you a polite person?
Who taught you to be polite?
Is it important to be polite?
What would you do if others are not polite to you?

48. **Dictionary**
Do you use dictionary?
How often do you use dictionary?
Do you prefer paper or electronic dictionary? What are the differences?
Do you think the dictionary is useful?
Will you like it if someone give you a dictionary as a gift?

49. **Sleep**
How much sleep do you think people need to stay healthy?
Do old people sleep more or less than young people?
Have you done anything to improve your sleep quality?
How long do you sleep every day?

50. **Teenagers**
Do you spend a lot of time with teenagers?
What do teenagers like to do in your country?
Do boy teenagers and girl teenagers like different things?

Do they like to stay with people of their own age?
What’s the best part of being a teenager?

Критериоцениванияустныхответов

Критерии	Качественная оценка образовательных результатов
а) обучающийся использует широкий словарный состав и разнообразныеструктуры, включая идиомы и стиль речи; б) обучающийся использует грамматические структуры практически без ошибок;(начинает беседу, поддерживает её, соблюдая очередность, проявляетинициативу); в) обучающийся демонстрирует способность логично и связно вести беседу(начинает беседу, поддерживает её, соблюдая очередность, проявляетинициативу); г) ясное произношение и интонация содержат редкие ошибки, которые не влияютна понимание.	Отлично
а) обучающийся использует базовый словарный состав и структуры правильно, норедкие ошибки мешают пониманию; б) обучающийся использует базовые грамматические структуры с небольшимколичеством ошибок; в) обучающийся в целом демонстрирует способность логично и связно вестибеседу (не всегда понимает собеседника, не всегда проявляет инициативу); г) ясное произношение и интонация содержат редкие ошибки, которые в редкихслучаях влияют на понимание.	Хорошо
а) обучающийся использует словарный запас и структуры ограниченно и/илинеправильно, а частые ошибки мешают пониманию общего содержания. б) ошибки допускаются в использовании базовых грамматических структур, чтомешает пониманию; в) обучающийся демонстрирует неспособность логично и связно вести беседу(стремится поддержать её, но ждет помощи со стороны собеседника). г) много фонематических ошибок, затрудняющих понимание при обменерепликами. Низкая скорость	Удовлетворительно

речи.	
а) обучающийся использует словарный запас и структуры неправильно, чтомешает пониманию. б) обучающийся систематически допускает ошибки в использовании базовыхграмматических структур; в) обучающийся демонстрирует неспособность логично и связно вести беседу (неначинает и не стремится поддержать её, зависит от помощи со сторонысобеседника). г) фонематические ошибки, затрудняют понимание при обмене репликами. Низкаяскорость речи.	Неудовлетворительно

3.2 Пример контрольных работ

Контрольная работа № 1

I. Chose the correct form of the verbs (Active or Passive Voice) instead of the Infinitives in brackets:

1. Calves and other animals (to farm) factory.
2. Soil fertility (to improve) by the use of manure.
3. The only animal that can (to walk) through the desert (to b) the camel.
4. Land in the country (to use) often for agriculture and farming.
5. Calves (to keep) in the dark unable to move for their very short life so as to produce white tender meat.
6. The giant panda (to be) probably the most valuable and popular zoo animal.
7. We (to be) sure. That the production of meat and milk (to become) higher next year.
8. Potatoes and beets (to harvest) soon.

II. Match the appropriate parts in columns:

1. Every year our farm a) may hold as much as 8 litres
2. The farmers also rear b) are cultivated in the soil
3. This farm usually gets c) sells a lot of milk and meat to the state
4. The stomach of a large pig d) cows, horses and poultry
5. Many varieties of grapes e) high yield of rye and wheat

III. Give the definitions of the words below:

Vertebrates, mammals, the farm animals, dairy cattle, vertebrates, the cell, the farmyard, cattle breeding, cowshed, beef-cattle.

IV. Fill in the modal verbs and their substitutes in the appropriate forms:

1. Grain production … increase by 30 per cent.
2. If the farmer … get good yield, he … work hard.
3. Veterinarians … also know nutritional requirements of animals.
4. Animal diseases … cause great damage to the herds of cattle.
5. Milk … be stored for several days if it is kept below 20°C.

***V. Translate the following sentences into English*:**
1. Сельскохозяйственные животные очень важны для человека, так как они дают шерсть, мясо, яйца, молоко. 2. Скот кормят различными травами и зерном. 3. Молочный скот разводят во всем мире. 4. Скот содержат в помещениях зимой и пасут летом на пастбищах. 5. Высокоудойных коров доят 3 раза в день. 6. Оба теленка здоровы.

Контрольная № 2

I. Choose the correct form of Participle I:
1. (Having put up/ being put up) enough silage, the farmer could keep more livestock in winter.
2. (Being added/Having added) to calves' ration, concentrates enhances their growth both in weight and height.
3. (Being contained/containing) the most favourable calcium/phosphorus ratio, milk is considered the best nutritional source of calcium.
4. (Having mechanized/mechanized) agricultural processes, the farmers made their production more profitable.
5. (Having been made/being made) from young leafy grass and clover, silage was of high feeding value.
6. (Increasing /having increased) the amount of the supplementary feed, we shall be able to obtain a higher milk yield per cow.

II. Mark the sentences containing the Absolute Participle Constructions:
1. Rain falling to the land erodes the soil.
2. The farm has many large fields, some of them being under potatoes.
3. The farm having many large fields, a great amount of fertilizers is needed.
4. The cattle is fattened from August to May, eachgroup being kept for 70 or 80 days.
5. The weather being fine, the sheep were grazing on the meadow.

III. Translate the following phrases paying attention to Participles:
Milk substitutes used in feeding calves, the mineral required, slowing growth, depending on the age and condition of the cattle, well stored food, feed affecting composition of milk, protein contained in milk, the main meat producing region, the wool collected on this farm.

IV. Read the following sentences and mark whether these statements are true (T) or false (F):
1. Being high in easily digestible nutrients and moisture, concentrates are low valuable for all classes of animals
2. In spring and early summer when there is plenty of green grass no supplementary feed is necessary even for high-yielding cows.
3. Meat and bone meal is very slightly inferior to fish meal in feeding value.
4. It is not of importance whether to conserve hay with a minimum of weather or mechanical damage.

5. The animals should receive all the substances in proper proportion in order to develop properly.
6. It is well known that, the Hereford, Aberdeen Angus, Jersey, Guernsey and Ayrshire breeds are all dairy breeds.
7. The fattening period may be finished when calves are 12 to 18 months of age. At this time they may weigh 700 to 1000 lb.

VI. Match the English words and their translations:

1. free stall housing a) недостаток
2. scarce b) телиться
3. breeding c) продолжительность
4. vigorousd) пасти
5. lack e) беспривязное содержание
6. liberal f) скудный
7. pastureg) выгонять
8. durationh) племенной
9. turnout i) сильный, энергичный
10. calvej) обильный

Контрольнаяработа № 3

I. Say in which sentences the Infinitive is a) the subject b) the object:

1. To obtain more profit the farmer has to vary fattening technology.
2. To improve the ration of a laying hen crushed or whole grain, mixture of meal or mash and other vitamin feeds are added.
3. Too high prices of concentrates to be used in feeding of sows is the problem of many hogbreeders.
4. The main aim of rearing sheep in Great Britain is to produce mutton.
5. For the weakest pig to develop normally it should be put in a warm place after birth.
6. The young stallion is known to be used not earlier than at the age of three years.

II. Choose the correct word given in brackets:

In horse (…), especially when grass hays are fed, (…) is frequently the only limiting factor in the ration. This is due to the fact that the common farm grass hays are (…) in both quantity and quality of proteins for best results. The protein in the ration is of special (…) for young growing (…) and for brood mares (…) their young foals. Protein (…) of the animals mentioned are much greater than those of other (…) of horses. Energy is essential for the necessary normal (…) the animal including body maintenance, reproduction and lactation. (…) these requirements are met, surplus energy may be used in performing work or may be stored as body fat. The (…) development of the bone is particularly important in the horse. For this reason special minerals (…) are needed.

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requirements, deficient, supplements, foals, life processes, protein, classes, feeding, importance, suckling, proper, after

III. Translate the following words and phrases into English:

Свиноводство, сальный тип свиней, свинина, плодовитый, супоросная свинья, костяная мука, низинные овцы, молочность, овцематка, отара, пастух-овцевод, белковый корм, интенсивная система содержания кур, птичник, птица на мясо, содержание птицы в клетках, яйценоскость.

IV. Read the following sentences and mark whether these statements are true (T) or false (F):

1. Young pigs begin eating solid food at the age of 3 or 4 weeks.
2. The animals should not be given some concentrates in addition to the pasture.
3. Pasture grass are not rich in protein and is not good for pregnant sows.
4. The sheep flock is very hardy and eats all kinds of grasses and mosses.
5. Work horses are used for riding and racing.
6. Confinement and overfeeding are known to be harmful for the health of animals.
7. Intensive system is the one when birds are kept outdoors all the year round.
8. Hen eggs are low in protein, fats, calcium, phosphorus.
9. Poultry is raised throughout the world.
10. The horses are fed four times per day.

V. Translate the sentences containing Infinitive:

1. We want you to work on our farm.
2. Do you believe her to have fed the piglets?
3. We expect these measures to ensure growth in productivity of livestock.
4. To sum up, we can say that this pasture is the best one.
5. The grain to be sown is in the barn.
6. Field husbandry is known to be one of the principal branches of agriculture.
7. This yield is likely to be high.
8. To have a good fodder base is very important.

Критерии оценки выполнения контрольных работ

Правильный, полный ответ – 5 баллов;
Правильный, не полный ответ – 4 балла;
Не точный, не полный ответ – 3 балла;
Неверный ответ/отсутствие ответа – 2 балла.

3.3. Оценка выполненных практических и/или лабораторных работ *(при наличии)*, контроль самостоятельной работы

Не предусмотрены

Оценка за семестр

Семестровая оценка определяется как округленное до целого числа среднее арифметическое оценок текущего контроля, полученных в течение семестра.

4. Контрольно-оценочные материалы для промежуточной аттестации

Учебный план дисциплины ОГСЭ.04 «Иностранный язык» предусматривает**промежуточную аттестацию в форме дифференцированного зачета**.

При выставлении оценки по промежуточной аттестации учитываются итогитекущей аттестации.

К сдаче дифференцированного зачета допускаются обучающиеся, имеющие положительную оценку по дисциплине по результатам текущего контроля успеваемости.

Дифференцированный зачет выставляется по результатам выполнениязачетного задания при условии выполнения практических работ в объеме не менее 80% отпланового на положительную оценку.

Итоговая оценка определяется как округленное до целого числа среднее арифметическое оценок за семестры и оценки за дифференцированный зачет.

4.1.Задание промежуточного контроля

Дифференцированный зачет

Пример задания:

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ
ДЕПАРТАМЕНТ НАУЧНО-ТЕХНОЛОГИЧЕСКОЙ ПОЛИТИКИ И ОБРАЗОВАНИЯ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ОБРАЗОВАНИЯ
«ДОНСКОЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ»
(ФГБОУ ВО ДОНСКОЙ ГАУ)

Кафедра "Кафедра иностранных языков"
Дисциплина: ОГСЭ.04 Иностранный язык в профессиональной деятельности

Утверждено на заседании кафедры, протокол № __ от "__" _____ 20__ г.

Направление подготовки: 36.02.05 «Агрономия»

Инструкция:
1. Внимательно прочтите задание.
2. Максимальное время выполнения задания: 90 мин.
3. Вы можете пользоваться словарями.

Задание № 0

1. Подготовьте устное сообщение по теме.

2. Подготовьте письменное сообщение по теме.

3. Выполнитеустный перевод со словарем с иностранного языка на русский язык текста по специальности.

Преподаватель_____ _____ Зав. кафедрой _____ _____
(подпись) (ФИО) (подпись) (ФИО)

Варианты заданий
Вопросы к дифференцированному зачету
по дисциплине ОГСЭ.04 «Иностранный язык в профессиональной деятельности»

Темы для устных сообщений
1. Описание людей: друзей, родных и близких и т.д. (внешность, характер, личностные качества)
2. Межличностные отношения дома, в учебном заведении, на работе
3. Повседневная жизнь условия жизни, учебный день, выходной день
4. Здоровье, спорт, правила здорового образа жизни
5. Город, деревня, инфраструктура
6. Досуг
7. Новости, средства массовой информации
8. Природа и человек (климат, погода, экология)
9. Образование в России и за рубежом, среднее профессиональное образование
10. Культурные и национальные
традиции, краеведение, обычаи и праздники
11. Общественная жизнь (повседневное поведение, профессиональные навыки и умения)
12. Научно-технический прогресс
13. Профессии, карьера
14. Отдых, каникулы, отпуск. Туризм
15. Искусство и развлечения
16. Государственное устройство, правовые институты

2. Темыдляписьменныхсообщений
Intensive Technologies in Agriculture
Agriculture and Environment
Factors Affecting the Development of Plants
Plants, its Parts and Functioins
From Seed to Plant
Plant Growth
Plant Nutrients
Classification of Field Crops
Cereal or Grain Crops
Field Crop Production
Cultural Practices

Production Efficiency
Economics of Crop Production
Classification of Field Crops
Cereal or Grain Crops
Field Crop Production
Cultural Practices
Production Efficiency
Economics of Crop Production

3. Образцытекстовдляперевода

PLANT STRUCTURE

The Cell. A cell is the simplest and the elementary structural unit of the plant body. The combination of various kinds of cells forms different kinds of organs which in turn combine to make up the plant body. Each plant cell possesses a wall of cellulose, which is the basis structure unit. Contained within the cell wall is the protoplasm, the living portion of the plant. Protoplasm in a sense is life, and is a complex jelly-like colloidal material. Mineral substances, carbohydrates, fats, proteins and water are important and necessary constituents of protoplasm. All the life processes of the plant are initiated and controlled by the protoplasm. Reproduction is also centered within the protoplasm in the nucleus.

*The Root.*Roots serve as the means of anchoring or supporting the plant in its growing substrate. If the substrate is not dense enough, the roots are not in a position to supply support. Thus, from a strictly functional viewpoint, the job of plant support by the roots is secondary. Certain physiological functions appear to be the primary work of the root system. It absorbs water by the process of osmosis through the root hairs. Likewise, necessary mineral elements diffuse through the root hairs. These two functions are dependent upon the rate of oxygen uptake by the roots and by the rate of respiration of the root cells. Besides the function of water and mineral nutrient ion uptake, certain metabolic actions occur in the root tissue. In some plants practically all of the nitrate — nitrogen assimilation occurs in the young root cells; protein synthesis also goes on in the roots of some plants. Many roots serve as storage organs and this function is highly specialized in some crops, such as carrots, sweet potatoes and asparagus. To permit the flow of water and nutrient ions from the absorptive tissues to the stem, specialized internal organs are present. The xylem vessels permit the flow of these substances, to similar structures in the stem. The downward flow of elaborated food materials from the leaves and stems to the absorptive and growing regions of the root moves through the phloem tubes. Thus, the root supplies water and mineral nutrients to the aerial portion of the plant and in turn receives necessary foods for its own life processes.

*The Stem.*The stem is chiefly a medium of support and condition for the plant. It holds the leaves up to permit them to be exposed to the necessary sunlight. Phloem tubes transport food materials, manufactured in the leaves, to the roots and the growing points of the stems. Likewise, water and minerals travel from the roots to the leaves and apical meristems

through the xylem vessels of the stem. The location of these conducting tissues within the stem is dependent upon the type of the plant. Seed-bearing plants may be divided into two groups, the monocotyledon and dicotyledon. The monocotyledons contain the phloem and xylem tissues in a compact strand called a fibrovascular bundle. Phloem faces toward the outside of the stem and xylem toward the inside. These bundles are placed in concentric rings within the stem tissues. Corn is a typical monocotyledon plant. Dicotyledon plants contain an internal sheath of xylem cells, which are bounded internally by the pith cells and externally by the cambium cells. The xylem tissue forms a continuous sheath around the stern. Next to the cambium tissue lie the phloem cells, which also form a continuous sheath around the stem. The cambium between these two conducting regions produced new xylem and phloem cells as the plant grows. Tomato is a representative type of dicotyledon.

The Leaf. The leaf is the main manufacturing Centre for the plant food materials. Simple sugars are fabricated by the process of photosynthesis. The chloroplasts in the palisade cells of the leaf contain chlorophyll, the green pigment necessary for this reaction. Chlorophyll is a complex compound which contains nitrogen and magnesium in addition to carbon hydrogen and oxygen. To permit the essential exchange of gases, the leaf has small pores on its surfaces, sometimes both upper and lower, sometimes only on the lower, depending upon the species. These pores are called stomata, and are capable of opening and closing. To provide space for gas within the leaf tissue various air sacs or “empty spaces” connect the stomata with the palisade cells. Conducting bundles are contained in the leaf blade arid in its petiole which is attached to the stem. These tissues are extensions of the vascular cells of the stem. They form the midrid and the veins of the leaf. These vascular units transport the manufactured foods from the leaf and carry water and minerals into it.

The Flower. The flower is the reproductive part of the plant. Seed production is dependent upon proper functioning of the various organs of the flower. At the base of the flower are green leaflets called sepals, these are collectively known as the calyx. The colored petals form the corolla, which is the decorative part of the flower. At the base of the calyx and the corrolais found the ovary. This female organ develops into the future seed pod or fruit. A slender tube arises from the ovary to form the pistil. At the upper end of the pistil is located the stigma, which is the female receptive organ. The surface of the stigma, contains a sticky substance which retains the pollen grain when it alights upon the stigma. Usually placed around the pistil are the stamens, the male portion of the flower. They produce pollen the knob-shaped anthers at the tip. When pollen is “ripe” the anthers burst to release the pollen. Depending upon environmental conditions and the species of plant, the pollen is transferred to the stigmatic surfaces of the pistils by means of insects, wind, rain, initial propulsion from the anthers or pollen sacs, and by various other agencies. Three general types of flowers are found in green plants. The perfect flower contains both female and male parts on the same flower. Thus, self-pollination as well as crosspollination is possible; tomato and rose are typical examples. Imperfect flowers for the present purpose may be classified into two general sub-types. Monoecious plants contain separate female and male flowers in the same plant, such as cucumber. Dioecious plants contain separate female and male flowers on separate plants, as in asparagus.

THE VALUE OF GOOD SEED

The use of seeds of good quality is of great importance in crop production. Although this fact is well recognized by the more progressive farmers far too many seeds of inferior quality are being used.

Qualities of Good Seeds. Not only good seeds must belong to a good variety but they must have strong germination, proper size and development, uniformity, freedom from seedborn diseases, freedom from weeds, and freedom from mixtures with other crop seed. Seeds that fail to germinate are, of course, worthless whereas those when germinate but produce weak seedings, are almost worthless. Germination tests may be used to determine the percentage of germination. The object of laboratory seed test is to, determine the percentage of germination, pure seed, other crop seed and the kind and variety of the seed sample. Seed testing is simple, farmer should do it to determine the real value of seed. The size of seeds being largely determined by the amount of reserve food supply carried for the young plant, it is important that seeds be large, plump, and well developed. The seeds being small stored, food is not enough to give the plants a vigorous start. The Nebraska station has made a very thorough study under practical field conditions of the influence of size of small grain seed on yields. If compared hand - selected large and small seed small seed yielded 18 per cent less than large one. The seeds for sowing should be as uniform as possible. Seeds consisting partly of fully developed grains and partly of small, weak grains, some strong and some weak plants will be produced. The large plants will have a tendency to crowd out2 the smaller ones and thus reduce the stand. The plants from the inferior seeds may be more subject to attacks of diseases and insects. Freedom from diseases is of great importance in high yield production. It is well-known fact that many of the serious plant diseases are carried on the seeds. Most of plant diseases are caused by parasitic fungi and bacteria. Parasites attack plants at different places and in different ways. Some feed on the roots, some on the stems, some on the leaves, and some on the fruit. Ail soils are inhabited by fungi and bacteria of many kinds. Rich soils, high in organic matter, have the greatest number of these lower forms of life. Some of them are of the beneficial variety some, however, are harmful. The harmful soil organisms do much damage to the young plants. Control of disease is dependent upon the effectiveness of seed treatment. Seed treatments for the control of soil-born diseases, and also of seed-born diseases will be discussed under the various crops.

CROP ROTATION

In the early days of agriculture it was not uncommon for farmers to grow the same crop more or less continuously on the same land. Not much thought was given to the problems of soil conservation since there was new land to be had if the farm, were worn out. In fact, it was the custom of many of the early farmers to farm an area as long as the yields were profitable and then to move to new land of virgin fertility. Now that there are no new lands to exploit, farmers have been forced to give more consideration to so operating

the farm that it may be maintained in a high state of productivity. One of the methods of maintaining fertility is to follow a definite cropping program. A crop rotation may be defined as a planned sequence of crops grown in recurring succession on the same area of land. In short, provision is made for the growing of different crops rather than the continuous culture of one crop, a scheme that is now limited to relatively few crops.

The Advantages of Crop Rotation. Many advantages may be given for the use of a properly planned crop rotation scheme. Among these are the following:

1. The diversification of labor to provide for better distribution throughout the year. It is much easier to utilize labor that is employed on a yearly basis than to be forced to depend upon seasonal labor. Many grain growers have suffered losses because temporary labor was not available at harvest time.

2. Different crops require different amounts of plant nutrients. A diversity of crops is of value in the maintenance of fertility, since the grain is not so great on any one nutrient.

3. The use of a cultivated crop in the rotation aids in weed, insect, and disease control. Without a rotation, weedy plants, insects, and diseases tend to become more numerous, since there is less check to their continued increase in population.

4. The ground of legumes in the rotation helps to increase the nitrogen content of the soil, as properly inoculated legumes take nitrogen from the air.

5. Rotations that include sod crops aid in the control of erosion. The sod greatly slows the movement of water and may be interspersed with cultivated areas to prevent erosion.

6. Crop residues may be returned to the soil to aid in the maintenance of organic matter. It is desirable that straw produced on the farm be returned in the manures. Stubble and other crop residue may be plowed under to advantage on most farms.

Crop Requirements. The grain crops in general are rather heavy users of the mineral elements. Unlike the legumes they cannot fix nitrogen and for their best development use large quantities of nutrients. The elements most extensively used in the production of the grains are nitrogen, phosphorus, calcium, and potassium. Magnesium is of considerable importance, but relatively small amounts are required. With the exception of soybeans the grain crops as a whole are not high in their content of nitrogen, yet when considered on an acre basis the requirements are great. The seed is very rich in phosphorus, and we might therefore expect grain crops to respond to phosphorus-bearing fertilizers. Considerable calcium is found in the leaves of the grain plant and it is believed to be essential to root development. Potassium is known to be very necessary to the metabolism of crops. The grain crops on the whole remove large quantities of plant nutrients from the soil. The grain crops take large quantities of nitrogen, phosphorus, and potassium from the soil. Lesser amounts of calcium and magnesium, are required. Even a crop like alfalfa requires considerable plant food, while buckwheat requires much calcium for its straw. In general, corn removes relatively more from the soil than the other grain crops. It is evident that corn requires a soil of high fertility. As a rule, corn is given the choice place in the rotation in order to provide it with the best possible opportunity to produce well. Flax, wheat and barley are generally given more favorable places in the rotation than rye, oats, or buckwheat. Of the latter three crops rye is often grown on the poorer soils because of its ability

to yield well under rather adverse conditions. Buckwheat is a more specialized crop and usually is given a better spot than rye or oats. As indicated earlier, the oat crop is frequently grown primarily because it fits into many types of rotations and serves well as a companion crop for small seeded legumes and grasses.

MIXED FARM

Most of the farms have mixed crop and livestock farming. The farmers grow vegetables and fruit as well as keep cows, pigs and poultry for home use. Depending on local conditions, different types of animals are found on the same farm. Llamas are found in the highlands of Latin America, buffaloes in Asia. Wealthy farmers tend to own large livestock and poor families tend to keep poultry and small ruminants. Within the farm, men often own the large livestock such as cattle and camels, and the women and young adults own small ruminants or poultry.

For example, there is a big mixed family farm. The farmer grows some grain crops such as oats, rye and barley. Different kinds of fruits and vegetables are also grown on this farm. Oats and rye are grown as fodder for the animals. A large part of potatoes, cabbages and beets is also grown for fodder. On the farm there is a good cattle herd. In winter the cattle are kept in the cowsheds and take exercise every day. They are on pasture 3-4 hours daily. Pasture provides feed and a lot of exercise. The animals grow and develop well on pastures. Besides cattle the farm breeds sheep, pigs and poultry. Cows are bred mostly for milk, sheep for meat and wool, pigs for pork and bacon and poultry for meat and eggs. There are many different kinds of farm buildings on the farm. Nearly all the work is done by the farmer with the help of machines. There is always much work to do on the farm. It is necessary to work in the fields, to estimate the daily ration for animals, to feed them.

The farmer works hard on his farm. He is to clean the cowsheds, to bath the animals at least once a week, to milk the cows. Then he has to take care of the young animals, the lambs, the calves and the pigs. Cattle, sheep and hogs should be fed and fattened. Somebody has to go round the poultry houses and to collect eggs. The farmer should provide proper care and management of the cattle. The cowsheds, sheep-pens, pigsties and poultry houses ought to be clean, dry, lighted and well ventilated. Especial care should be given to the animal surroundings and manure disposal. The farmer has to get up early in the morning in order to do all the necessary work. This business gives the farmer year-round work but provides him with a good income.

Критерии оценивания

Практические задания к дифференцированному зачету оцениваются следующим образом:

Правильный, полный ответ – 5 баллов;
Правильный, не полный ответ – 4 балла;
Не точный, не полный ответ– 3 балла;
Неверный ответ/отсутствие ответа – 2 балла.

Итоговая оценка по дифференцированному зачету определяется как округленное до целого числа среднее арифметическое баллов семестровой оценки (текущего контроля) и баллов по каждому заданию к дифференцированному зачету.

Пример экзаменационного билета:

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ
ДЕПАРТАМЕНТ НАУЧНО-ТЕХНОЛОГИЧЕСКОЙ ПОЛИТИКИ И ОБРАЗОВАНИЯ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«ДОНСКОЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ»
Донской аграрный колледж

Кафедра иностранных языков и социально-гуманитарных дисциплин
Дисциплина: ОГСЭ.04 Иностранный язык в профессиональной деятельности

Специальность: 36.02.05 Агрономия

Утверждено на заседании кафедры иностранных языков и социально-гуманитарных дисциплин

Протокол № ___
от "__" _____ 20__г.

Инструкция:
1. Внимательно прочтите задание.
2. Максимальное время выполнения задания: 90 мин.
3. Вы можете пользоваться словарями.

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 0

1. Подготовьте устное сообщение по теме. _____

2. Подготовьте письменное сообщение по теме. _____
_____

3. Выполните устный перевод со словарем с иностранного языка на русский язык текста по специальности.

Преподаватель _____ _____
(подпись) _____
(ФИО)

Зав. кафедрой _____ _____
(подпись) _____
(ФИО)

Варианты заданий
Вопросы к экзамену

1. Темы для устных сообщений

1. Описание людей: друзей, родных и близких и т.д. (внешность, характер, личностные качества)
2. Межличностные отношения дома, в учебном заведении, на работе
3. Повседневная жизнь условия жизни, учебный день, выходной день
4. Здоровье, спорт, правила здорового образа жизни
5. Город, деревня, инфраструктура
6. Досуг
7. Новости, средства массовой информации
8. Природа и человек (климат, погода, экология)
9. Образование в России и за рубежом, среднее профессиональное образование
10. Культурные и национальные
традиции, краеведение, обычаи и праздники
11. Общественная жизнь (повседневное поведение, профессиональные навыки и умения)
12. Научно-технический прогресс
13. Профессии, карьера
14. Отдых, каникулы, отпуск. Туризм
15. Искусство и развлечения
16. Государственное устройство, правовые институты

2. Темы для письменных сообщений

1. Farmanimalsandplants
2. Mixedfarms
3. Dairy farms
4. Beef farms
5. Composition of feeds
6. Calf management and feeding
7. Dairy cow management and feeding
8. Bull management
9. Fattening cattle
10. Hog management
11. Care of pigs and sows
12.Sheep
13. Horses
13. Poultry

3. Образцы текстов для перевода

MIXEDFARM

Most of the farms have mixed crop and livestock farming. The farmers grow vegetables and fruit as well as keep cows, pigs and poultry for home use. Depending on local

conditions, different types of animals are found on the same farm. Llamas are found in the highlands of Latin America, buffaloes in Asia. Wealthy farmers tend to own large livestock and poor families tend to keep poultry and small ruminants. Within the farm, men often own the large livestock such as cattle and camels, and the women and young adults own small ruminants or poultry.

For example there is a big mixed family farm. The farmer grows some grain crops such as oats, rye and barley. Different kinds of fruits and vegetables are also grown on this farm. Oats and rye are grown as fodder for the animals. A large part of potatoes, cabbages and beets is also grown for fodder. On the farm there is a good cattle herd. In winter the cattle are kept in the cowsheds and take exercise every day. They are on pasture 3-4 hours daily. Pasture provides feed and a lot of exercise. The animals grow and develop well on pastures. Besides cattle the farm breeds sheep, pigs and poultry. Cows are bred mostly for milk, sheep for meat and wool, pigs for pork and bacon and poultry for meat and eggs. There are many different kinds of farm buildings on the farm. Nearly all the work is done by the farmer with the help of machines. There is always much work to do on the farm. It is necessary to work in the fields, to estimate the daily ration for animals, to feed them.

The farmer works hard on his farm. He is to clean the cowsheds, to bath the animals at least once a week, to milk the cows. Then he has to take care of the young animals, the lambs, the calves and the pigs. Cattle, sheep and hogs should be fed and fattened. Somebody has to go round the poultry houses and to collect eggs. The farmer should provide proper care and management of the cattle. The cowsheds, sheep-pens, pigsties and poultry houses ought to be clean, dry, lighted and well ventilated. Especial care should be given to the animal surroundings and manure disposal. The farmer has to get up early in the morning in order to do all the necessary work. This business gives the farmer year-round work but provides him with a good income.

DAIRY FARM

Dairy farming is one of the most important branches of animal husbandry. One reason for the importance of dairying is high nutritive value of milk and dairy products. Milk is one of the best sources of calcium, the mineral which is highly important for the growth of skeleton of people and animals. Milk is also a good source of vitamins. Different dairy products are obtained by man from milk. Farmers should not only feed their cows properly both in spring and in winter but they should care for the milk properly. Two factors have to be con-trolled when keeping milk: 1) milk should be kept clean and; 2) it should be kept cool. Dairy cows are to be provided with plenty of bedding, such as clean, dry straw in the barns where they are kept. Farmers know that regularity in feeding and milking results in more milk and greater profits. Here is a dairy farm. The area of the farm is 420 acres, 350 of which is in grass. There are about 250 cows and about 250 calves on the farm. The farm has 20 bulls as well.

The heifers are kept in age groups 20 to 30 in each. Two or three bulls are provided for each group. All the cows kept on the farm belong to high-producing breeds.

The average milk yield obtained from a cow has increased from 600 to 800 gallons per year. Dairy cows are milked twice a day. As to high – yielding cows they are to be milked three times a day. Cows are not milked by hand. They are milked with special

machines. As the climate of the region is mild, the cattle are kept on pasture both in summer and in winter. Permanent as well as temporary pastures are very good here, because the soil is fertile. The main pasture grasses are clover and alfalfa. The pasture is divided into 75 paddocks. Each paddock is not more than four acres. The pastures are commonly grazed at about 100 cows to the acre and the interval between grazing-sis rather long. When supplementary feed is necessary, it is given to the dairy cows in the form of concentrates or root crops and sometimes in the form of silage. The amount of the feed consumed by the cow per day varies with the amount of milk produced by the cow and her live weight. The quality of the feed is as important as its quantity. A gentle treatment is also very important. Cows should at all the times be quietly treated.

HOUSING OF DAIRY COWS

In designing accommodation for cows consideration must be given to the comfort and health of the animals, the economic use of labour in milking, feeding and cleaning out, and hygienic conditions for milk production. Throughout the hours of daylight, the level of lighting, natural or artificial, should be such that all the cattle can be seen clearly at any time. The principal systems of housing are the cowhouse, the yard and parlour, and the portable milking bail.

Cowhouses. Cows are milked in the house at all seasons. Milking with the help of milking machines is often effected according to the streamline principle. Cows are kept tied in stalls during winter months, either by night only or by night and day. Cows housed by night and day should be given a period of exercise. Effective ventilation is essential, but draughts, extremes of temperature and high humidity must be avoided. Feeding passages may be installed in front of the cows. The length of the standing may be varied according to the breed and to the age of cows. The floor is sloped towards the dung channel to provide satisfactory drainage.

Double or single stalls with the mangers made of concrete are usually provided. Every stall has an individual automatic water-bowl.

The advantages of the cowhouse system are that individual attention can be given to the cows and food-rationing may be carefully controlled. Less litter is required than in the yards.

BEEF PRODUCTION FARM

Several thousand years ago, people began to domesticate and raise various kinds of livestock. Cattle are known to be classed according to their form and conformation in 3 types: beef cattle, dairy cattle and dual-purpose cattle. With the beef cattle the major income is derived from marketing steers, heifers, cows for slaughter. In beef production it is needed only to sustain the young, it is very important that the animal gains flesh, the body be plump and full.

The primary beef-consuming country of the world are Uruguay, New Zealand, Australia and the United States. Meat is valued as complete protein food, as source of energy that people need for good health. But beef is not particularly popular in most of Southeast Asia, Africa and the Indian subcontinent. The well-known beef breeds are English breeds- Shorthorn, Hereford, Aberdeen-Angus, Devon; Russian beef breeds

are Astrakhanskaya breed, Khasak White Head and etc.
There is a beef production farm. The area of the farm is 287 acres. Most of it is under pastures. Beef production is the most important part of the farm's economy. High beef production is achieved by proper care and management as well as proper feeding and fattening of cattle. They are kept on both natural and cultivated pastures. The pasture land is divided into paddocks which are grazed in turn. Such system of using pastures is known as rotational grazing. When pasture is scarce or when cattle are not on pasture, they are fed with corn silage, high-quality clover or alfalfa hay. Corn and legumes are the crops grown by the farmer for fattening cattle. As to the calves they are kept in groups separated by 10 days' age. Keeping the calves in age groups allows the farmer to feed them according to their age. Weaning is usually done at the age of 8 weeks. Most of the calves are sold as veal. Calves raised for veal production are generally ready for marketing at the age of 6 or 8 weeks.
The best veal is obtained by liberal feeding of whole milk. Calves consuming a great amount of whole milk grow and develop properly and the quality of meat is high. About 10 pounds of milk is required for 1 pound of gain. A shed divided into 4 sections is used as a calf house. New calves are to be put into this house in age groups. The efficiency of the new-born animal depends on the ratio and the management.

Критерии оценивания экзамена

Практические задания к экзамену оцениваются следующим образом:
Правильный, полный ответ – 5 баллов;
Правильный, не полный ответ – 4 балла;
Не точный, не полный ответ – 3 балла;
Неверный ответ/отсутствие ответа – 2 балла.
Итоговая оценка по экзамену определяется как округленное до целого числа среднее арифметическое баллов семестровой оценки (текущего контроля) и баллов по каждому заданию к экзамену.

4.2. Курсовая работа/проект *(при наличии)*

Курсовая работа/ проект не предусмотрен

4.3. Индивидуальный проект *(при наличии)*

Индивидуальный проект не предусмотрен

5 Задания закрытого и открытого типа для проверки остаточных знаний

ОК 2 Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности

Задания закрытого типа:

1. Глаголы *was / were* являются формами глагола:
1. have
2. be
3. make

4. become
Правильныйответ: 2.

2. Сопоставьте предложение и форму, в которой оно употреблено:
1. He is a veterinarian.
2. He is not a veterinarian.
3. Is he a veterinarian?
a. вопросительнаяформа
b. утвердительная форма
c. отрицательная форма
Правильный вариант: 1-b, 2-c, 3-a.

3. Выберите формы глагола *go*:
1. went
2. gone
3. saw
4. understood
Правильный ответ: 1, 2.

4. Укажите лишнее слово:
1. Academy
2. University
3. Institute
4. tomato
Правильныйответ: 4.

5. Установите последовательность слов в предложении:
1. a
2. he
3. veterinarian
4. is
Правильныйвариант: 2, 4, 1, 3.

Задания открытого типа:

1. Переведите на русский язык интернациональные слова:
Institute, University, student, Faculty.
Правильный ответ: институт, университет, студент, факультет.

2. Из предложенных обстоятельств времени выберите и запишите обстоятельства, которые употребляются с грамматическим временем FutureSimple (будущее простое):
yesterday, tomorrow, two days ago, next week, the day before yesterday, last Monday.
Правильный ответ: tomorrow, nextweek.

3. Из предложенных глаголов выберите и запишите модальные глаголы:

become, go, must, study, learn, may, can.
Правильный ответ: must, may, can.

4. Предложение, данное в утвердительной форме, сделайте вопросительным:
I speak English.
Правильныйответ: Do you speak English?

5. Правильные глаголы, употребленные в грамматическом времени PastSimple (прошедшее простое), поставьте в первую форму (неопределенная форма):
visited, opened, loved, needed.
Правильныйответ: visit, open, love, need.

6. Выберите и запишите слова, относящиеся к теме «Моя учеба»:
cigarette, textbook, supermarket, student, University, study, water.
Правильныйответ: textbook, student, University, study.

7. Из предложенных слов выберите и запишите существительные:
understand, animals, clever, grow, subjects, students, must, textbooks.
Правильныйответ: animals, subjects, students, textbooks.

8. Из предложенных слов выберите и запишите прилагательные:
theoretical, student, become, practical, animal, grow, classic, textbook, basic, agrarian, subject, be.
Правильныйответ: theoretical, practical, classic, basic, agrarian.

9. Укажите пропущенное неопределенное местоимение:
somebody – something – somewhere – somehow
anybody – _____ – anywhere - anyhow
Правильныйответ: anything.
10. Поставьте существительные во множественное число:
textbook, subject, student, animal.
Правильныйответ: textbooks, subjects, students, animals.

11. Вставьтепредлог:
Ilive _____ Moscow.
Правильный ответ: in.

12. Вместо пропуска вставьте глагол *be* в грамматическом времени PresentSimple (настоящее простое) в единственном числе:
My brother _____ an economist.
Правильныйответ: is.

13. Из порядковых числительных сделайте количественные:

seventh, eleventh, fourth, sixth.
Правильныйответ: seven, eleven, four, six.

14. Укажите пропущенную форму предложения:
Утвердительная форма _____ форма Вопросительная форма
Правильный ответ: отрицательная форма.

15. Поставьте слова в правильном порядке так, чтобы получилось утвердительное предложение:
hostel, live, the, I, in.
Правильныйответ: I live in the hostel.

ОК 03. Планировать и реализовывать собственное профессиональное и личностное развитие, предпринимательскую деятельность в профессиональной сфере, использовать знания по правовой и финансовой грамотности в различных жизненных ситуациях

Задания закрытого типа:

1. Выберите правильный перевод:
Farmanimals
a) мелкие животные
b) сельскохозяйственные животные
c) домашние животные
d) дикие животные
Правильный ответ: b.

2. Установите правильный порядок слов в словосочетании:
a) Veterinary
b) of
c) Faculty
d) Medicine
Правильный ответ: c, b, a, d.

3. Выберителишнееслово:
a) Veterinarian
b) Zoo technician
c) Agronomist
d) table
Правильный ответ: d.

4. Соотнесите личные и притяжательные местоимения:
1. He
2. They
3. You
4. I
a) Your
b) My

c) His
d) Their
Правильный ответ: 1-c, 2-d, 3-a, 4-b.

5. Найдите указательные местоимения:
a) that
b) this
c) she
d) my
Правильный ответ: a, b.

Задания открытого типа:

1. Укажите номер предложение, сказуемое которого употреблено в PresentSimple (настоящее простое время):
(1) My brother left school 3 years ago. (2) He studies at the Agronomy Faculty. (3) Hewillworkonthefarmaftergraduation.
Правильныйответ: 2.

2. Укажите номер предложение, сказуемое которого употреблено в PastSimple (прошедшее простое время):
(1) My brother left school 3 years ago. (2) He studies at the Agronomy Faculty. (3) Hewillworkonthefarmaftergraduation.
Правильныйответ: 1.

3. Укажите номер предложение, сказуемое которого употреблено в FutureSimple (будущее простое время):
(1) My brother left school 3 years ago. (2) He studies at the Agronomy Faculty. (3) Hewillworkonthefarmaftergraduation.
Правильныйответ: 3.

4. Найдите в предложении и выпишите существительное, употребленное во множественном числе:
My sisters work at that veterinary clinic.
Правильный ответ: sisters.

5. Найдите в предложении и выпишите местоимение:
Heisanagronomist.
Правильныйответ: He.

6. Укажите пропущенное слово в ряду степеней сравнения прилагательных:
_____ smallersmallest
Правильныйответ: small.

7. Укажите пропущенное слово в ряду трех форм глагола:
be _____ were been

Правильныйответ: was.

8. Укажите пропущенное слово в ряду трех форм глагола:

havehad _____

Правильный ответ: had.

9. Укажите пропущенное указательное местоимение в ряду указательных местоимений:

_____ that these those

Правильныйответ: this.

10. Укажите пропущенное личное местоимение:

I – my

We – our

You – your

____ – his

She – her

They – their

It – its

Правильныйответ: He.

11. Найдите и выпишите модальный глагол:

Students must read a lot of special literature.

Правильный ответ: must.

12. Поставьте слова в правильном порядке, так чтобы получился специальный вопрос:

your, do, friends, Where, work?

Правильныйответ: Where do your friends work?

13. Укажитепропущенноевопросительноеслово:

_____ do you study? – I study at the Agrarian University.

Правильныйответ: Where.

14. Укажитепропущенныйвспомогательныйглагол:

_____ you study at the Don State Agrarian University? – Yes, I do. I study at the Don State Agrarian University.

Правильныйответ: Do.

15. Предложение, данное в отрицательной форме, сделайте утвердительным:

I don’t study at the Biotechnology Faculty.

Правильныйответ: I study at the Biotechnology Faculty.

ОК 9Пользоваться профессиональной документацией на государственном и иностранном языках

Задания закрытого типа:

1. Установите последовательность слов в словосочетании:

1. Agrarian
2. State
3. Don
4. University

Правильныйответ: 3, 2, 1, 4.

2. Сопоставьте английские и русские слова:

1. Faculty
2. Subject
3. Textbook
4. Student

a. Учебник
b. Факультет
c. Студент
d. Предмет (учебная дисциплина)

Правильный ответ:1-b, 2-d, 3-a, 4-c.

3. Выберите один правильный ответ на вопрос:

Какой частью речи является слово the?

1. Существительное
2. Артикль
3. Прилагательное
4. Глагол

Правильный ответ: 2.

4. Сопоставьте глагол и грамматическое время, в котором оно употреблено:

1. I will study at the Biotechnology Faculty.
2. I study at the Biotechnology Faculty.
3. I studied at the Biotechnology Faculty.

a. Present Simple
b. Past Simple
c. FutureSimple

Правильныйответ: 1-c, 2-a, 3-b.

5. Из предложенных слов выберите глаголы:

1. Moscow
2. to live
3. to become
4. Agronomy

Правильныйответ: 2, 3.

Задания открытого типа:

1. Переведите на русский язык цепочку прилагательных в разных степенях

сравнения:
Small – smaller - smallest.
Правильный ответ: маленький – меньше – самый маленький (наименьший).

2. Определите грамматическое время, в котором употреблено предложение:
A lot of students live in the hostel.
Правильный ответ: PresentSimple (настоящее простое).

3. По-русски укажите, в каком залоге употреблено предложение:
The Don State Agrarian University trains a lot of specialists.
Правильный ответ: действительный залог (активный залог).

4. Выберите обстоятельства времени, которые употребляются с грамматическим временем PastSimple (прошедшее простое), и переведите их на русский язык:
Yesterday, tomorrow, next week, last month, today, three days ago.
Правильный ответ: yesterday - вчера, lastmonth - в прошлом месяце, threedaysago - три дня назад.

5. По-русски укажите, в каком залоге употреблено предложение:
A lot of specialists are trained at the Don State Agrarian University.
Правильный ответ: страдательный залог (пассивный залог).

6. Переведите предложение на русский язык:
The reading room is on the second floor.
Правильный ответ: Читальный зал находиться на втором этаже.

7. Найдите в предложении порядковое числительное, запишите его:
My sister is a first-year student.
Правильный ответ: first.

8. Поставьте предложение в грамматическое время PastSimple (прошедшее простое):
My sister is a first-year student.
Правильныйответ: My sister **was** a first-year student.

9. Поставьте предложение в грамматическое время FutureSimple (будущее простое):
I study at the Biotechnology Faculty.
Правильныйответ: I will study at the Biotechnology Faculty.

10. Вставьтепропущенноеслово:
I study at the Don State Agrarian _____.
Правильный ответ: University.

11. Найдите и выпишите правильные глаголы:
To go, to live, to have, to make, to love, to study, to be.
Правильныйответ: to live, to love, to study.

12. Найдите и выпишите неправильные глаголы:
To go, to live, to have, to make, to love, to study, to be.
Правильныйответ: to go, to have, to make, to be.

13. Запишите полный ответ на вопрос:
Do you study at the Don State Agrarian University?
Правильныйответ: I study at the Don State Agrarian University (Yes, I do. I study at the Don State Agrarian University).

14. Запишитекраткийответнавопрос:
Do you study at the Don State Agrarian University?
Правильный ответ: Yes, Ido.

15. Переведите на английский язык слова:
Университет, учиться, студент, предмет (учебная дисциплина), общежитие.
Правильныйответ: University, study, student, subject, hostel.