

**ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
СТАВРОПОЛЬСКИЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ**

**УТВЕРЖДАЮ**

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« \_\_\_\_ » \_\_\_\_\_ 20\_\_ г.

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ (ОЦЕНОЧНЫХ МАТЕРИАЛОВ)**

**Б1.О.ДЭ.01.01 Иностранный язык (базовый уровень английский)**

38.03.01 Экономика

Мировые аграрные рынки

бакалавр

очная

# 1. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения образовательной программы

Процесс изучения дисциплины направлен на формирование следующих компетенций ОП ВО и овладение следующими результатами обучения по дисциплине:

| Код и наименование компетенции  | Код и наименование индикатора достижения  | Перечень планируемых результатов обучения по дисциплине   |
|---|---|---|
| <p>УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)</p> | <p>УК-4.2 Демонстрирует умение вести обмен деловой информацией в устной и письменной формах не менее чем на одном иностранном языке</p> | <p><b>знает</b></p> <ul style="list-style-type: none"> <li>особенности стиля делового общения</li> <li>особенности стилистики официальных и неофициальных писем</li> <li>социально-культурные различия в формате корреспонденции</li> <li>принципы ведения деловых переговоров, переводческие приемы и трансформации</li> </ul> <p><b>умеет</b></p> <ul style="list-style-type: none"> <li>- понимать основное содержание несложных аутентичных обще-ственно-политических, публици-стических и прагматических тек-стов (информационных буклетов, брошюр/проспектов), научно- по-пулярных и научных текстов, блогов/вебсайтов; детально понимать общественно- политические, публицистические (медийные) тексты, а также пись-ма личного характера; выделять значимую/запрашиваемую инфор-мацию из прагматических текстов справочно- информационного и рекламного характера</li> <li>- начинать, вести/поддерживать и заканчивать диалог-расспрос об увиденном, прочитанном, диалог-обмен мнениями и диалог-интер-вью/собеседование</li> <li>- при приеме на работу, соблюдая нормы речевого этикета, при необходимости используя страте-гии восстановления сбой в процес-се коммуника-ции (переспрос, перефразирование и др.); расписа-вать собеседника, задавать вопро-сы и отвечать на них, высказывать свое мнение, просьбу, отвечать на предложение собеседника (приня-тие предложения или отказ); де-лать сообщения и выстраи-вать мо-нолог-описание, монолог- повест-ование и монолог-рассуждение</li> <li>- заполнять формуляры и бланки прагматического характера; вести запись основных мыслей и фактов (из аудио текстов и текстов для чтения), а также запись тезисов устного выступления/письменного доклада по изучаемой проблема-тике; поддерживать контакты при помощи электронной почты (пи-сать электронные письма личного характера); оформлять Curriculum Vitae/Resume и сопроводительное письмо, необходимые при приеме на работу, выполнять письменные проектные задания (письменное оформление презентаций, информационных буклетов, рекламных листовок, коллажей, постеров, стенных газет и т.д.).</li> </ul> |

**владеет навыками**  
-восприятия, анализа, создания устных и письменных  
текстов разных типов и жанров

## 2. Перечень оценочных средств по дисциплине

| №     | Наименование раздела/темы            | Семестр | Код индикаторов достижения компетенций | Оценочное средство проверки результатов достижения индикаторов компетенций |
|-------|--------------------------------------|---------|--|--|
| 1.    | 1 раздел. University Education       |         |  |  |
| 1.1.  | University Education                 | 1       | УК-4.2                                 | Тест   |
| 2.    | 2 раздел. Home and family            |         |  |  |
| 2.1.  | Home and family                      | 1       | УК-4.2                                 | Тест   |
| 3.    | 3 раздел. People at work             |         |  |  |
| 3.1.  | People at work                       | 1       | УК-4.2                                 | Тест   |
|       | Промежуточная аттестация             |         |  | За   |
| 4.    | 4 раздел. Leisure                    |         |  |  |
| 4.1.  | Work and Leisure                     | 2       | УК-4.2                                 | Коллоквиум   |
| 5.    | 5 раздел. Holidays and Holidaymakers |         |  |  |
| 5.1.  | Holidays and Holidaymakers           | 2       | УК-4.2                                 | Тест   |
| 6.    | 6 раздел. Food and Drink             |         |  |  |
| 6.1.  | Food and Drink                       | 2       | УК-4.2                                 | Тест   |
|       | Промежуточная аттестация             |         |  | За   |
| 7.    | 7 раздел. Great Britain              |         |  |  |
| 7.1.  | Great Britain                        | 3       | УК-4.2                                 | Тест   |
| 8.    | 8 раздел. Science and Progress       |         |  |  |
| 8.1.  | Science and Progress                 | 3       | УК-4.2                                 | Тест   |
| 9.    | 9 раздел. Culture and the Arts       |         |  |  |
| 9.1.  | Culture and the Arts                 | 3       | УК-4.2                                 | Тест   |
|       | Промежуточная аттестация             |         |  | За   |
| 10.   | 10 раздел. Модуль МГИМО              |         |  |  |
| 10.1. | Модуль МГИМО                         | 4       |  |  |
| 11.   | 11 раздел. Модуль МГИМО              |         |  |  |
| 11.1. | Модуль МГИМО                         | 4       |  |  |

|       |                          |   |  |    |
|-------|--------------------------|---|--|----|
| 12.   | 12 раздел. Модуль МГИМО  |   |  |    |
| 12.1. | Модуль МГИМО             | 4 |  |    |
|       | Промежуточная аттестация |   |  | Эк |

### 3. Оценочные средства (оценочные материалы)

Примерный перечень оценочных средств для текущего контроля успеваемости и промежуточной аттестации

| № п/п                           | Наименование оценочного средства | Краткая характеристика оценочного средства  | Представление оценочного средства в фонде (Оценочные материалы) |
|---------------------------------|----------------------------------|---|---|
| <b>Текущий контроль</b>         |                                  |   |   |
| <b>Для оценки знаний</b>        |                                  |   |   |
| 1                               | Коллоквиум                       | Средство контроля усвоения учебного материала темы, раздела или разделов дисциплины, организованное как учебное занятие в виде собеседования преподавателя с обучающимися.  | Вопросы по темам/разделам дисциплины                            |
| 2                               | Тест                             | Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося.  | Фонд тестовых заданий   |
| <b>Для оценки умений</b>        |                                  |   |   |
| <b>Для оценки навыков</b>       |                                  |   |   |
| <b>Промежуточная аттестация</b> |                                  |   |   |
| 3                               | Зачет                            | Средство контроля усвоения учебного материала практических и семинарских занятий, успешного прохождения практик и выполнения в процессе этих практик всех учебных поручений в соответствии с утвержденной программой с выставлением оценки в виде «зачтено», «незачтено». | Перечень вопросов к зачету                                      |

|   |         |  |                                  |
|---|---------|--|----------------------------------|
| 4 | Экзамен | Средство контроля усвоения учебного материала и формирования компетенций, организованное в виде беседы по билетам с целью проверки степени и качества усвоения изучаемого материала, определить необходимость введения изменений в содержание и методы обучения. | Комплект экзаменационных билетов |
|---|---------|--|----------------------------------|

**4. Примерный фонд оценочных средств для проведения текущего контроля и промежуточной аттестации обучающихся по дисциплине (модулю) "Иностранный язык (базовый уровень английский)"**

*Примерные оценочные материалы для текущего контроля успеваемости*

Контрольная точка № 1

1. Write the plural of the following words.

- roof \_\_\_\_\_
- species \_\_\_\_\_
- potato \_\_\_\_\_
- corkscrew \_\_\_\_\_
- merry-go-round \_\_\_\_\_
- policeman \_\_\_\_\_
- video \_\_\_\_\_
- means \_\_\_\_\_
- passer-by \_\_\_\_\_
- runaway \_\_\_\_\_

2. Fill in it or there.

1. \_\_\_\_\_'s a policeman at the door. \_\_\_\_\_ seems that the neighbour has complained about the noise.
  2. \_\_\_\_\_ appears that he has been promoted, he has bought a new car.
  3. \_\_\_\_\_ is not any glass in the windows; that is why \_\_\_\_\_ is so cold in the room.
  4. \_\_\_\_\_ are all sorts of stories about Robin Hood, but \_\_\_\_\_ is not known exactly who he was or what he did.
  5. \_\_\_\_\_ are five flats in the building—one on each floor. Mine's on the top floor. \_\_\_\_\_ is no lift but \_\_\_\_\_ is good for the figure to run up and down stairs, isn't \_\_\_\_\_?
  6. \_\_\_\_\_ is no smoke without fire.
  7. \_\_\_\_\_ never rains but it pours.
  8. \_\_\_\_\_ is no place like home.
  9. \_\_\_\_\_ is easy to be wise after the event.
  10. \_\_\_\_\_ is never too late to mend.
3. Fill in the blanks with a lot of, many, much, (a) few, (a) little.
1. He doesn't earn \_\_\_\_\_ money though he has \_\_\_\_\_ responsibilities.
  2. Were there \_\_\_\_\_ casualties in that road accident?
  3. We saw \_\_\_\_\_ people at the restaurant because the prices there were very high.
  4. He has sent \_\_\_\_\_ applications to other companies, but there are very \_\_\_\_\_ jobs and too \_\_\_\_\_ people looking for work these days.
  5. \_\_\_\_\_ effort had been made before the peace treaty was signed. (formal)
  6. I've got \_\_\_\_\_ Spanish books, but not \_\_\_\_\_.
  7. Please give me \_\_\_\_\_ water, I'm thirsty.
  8. I have \_\_\_\_\_ pictures at home, but they are all very good.
  9. In fact, we had to wait \_\_\_\_\_ as John came very soon.

10. If you wait \_\_\_\_\_ longer you will get the results of your test today.
4. Choose the correct answer.
1. I asked if ... wanted an ice-cream.  
(a) anyone (b) someone (c) everyone (d) no one
2. Did ... phone me when I was out?  
(a) anyone (b) someone (c) everyone (d) no one
3. Your face looks terribly familiar. Haven't I seen you ... before?  
(a) anywhere (b) nowhere (c) somewhere (d) everywhere
4. She left the room without saying ... .  
(a) nothing (b) something (c) everything (d) anything
5. I have never been ... more beautiful than Thailand.  
(a) anywhere (b) nowhere (c) somewhere (d) everywhere
6. Someone/anybody/nothing can enter this competition.
7. Where shall I put the shopping? – Put everything/everywhere/everybody in the kitchen, please.
8. If nothing/anything/something is broken, I will hold you responsible.
9. Everyone/somebody/nobody has been looking for George since morning, but somebody/nobody/anybody has seen him.
10. Are there any/no/some advantages in continuous assessment over traditional exams?

5. Translate the following sentences from Russian into English.

1. Когда вы работаете над проектом, учитывайте возможные риски.

2. Она и мечтать не могла о том, чтобы стать студенткой Оксфорда.

3. При небольшой поддержке со стороны родителей Грег должен добиться хороших результатов. encouragement \_\_\_\_\_

4. Количество автомобилей в Москве растет с каждым годом.

5. Все мои однокурсники сдавали зимние экзамены, но не все из них сдали. fellow \_\_\_\_\_

6. Мэри получает стипендию, которая покрывает расходы на обучение.

7. Какая у вас специальность - экономика или политология?

8. Можно мне занять у вас немного денег?

9. У нас достаточно времени, чтобы подробно все обсудить.

10. Прежде чем включить новую стиральную машину, она внимательно изучила инструкцию.

**Примерные оценочные материалы  
для проведения промежуточной аттестации (зачет, экзамен)  
по итогам освоения дисциплины (модуля)**

Вопросы для зачета (экзамена) по дисциплине Иностранный язык (базовый уровень английский)

(наименование дисциплины)

Содержание зачета:

1. Текст формат А4 14 шрифт: прочитать вслух фрагмент, задать ко всему тексту все виды вопросов, пересказать текст.
2. Ответы на вопросы и беседа по темам курса всего года.
3. Лексико-грамматическая карточка. 4 предложения – открыть скобки, 4 предложения –

перевод.

Образец текста:

1. Read the following text
2. Make up questions to the sentences in bold
3. Retell the text

**Why Don't British Schoolchildren Want to Eat Fruit and Vegetables?**

There are many problems that British schools are facing today. One of them is making sure that schoolchildren eat healthy food. Gone are the days when children were thrilled with excitement at the thought of Christmas treats like oranges and tangerines or simple desserts like rice pudding. Nowadays any fruit and vegetables under the sun can be bought in supermarkets all the year round. There is only one problem with that – fruit and vegetables that are bought out of season have very little taste. On the contrary, sugar drinks like Coke and numerous varieties of flavoured crisps are full of flavour – and chemical additives! Also, most British mums of today work full time and the last thing they want to do when they get home is cook. Supermarkets are here to 'help' – pre-packaged and ready-made meals have filled their shelves.

As a result, many schoolchildren would rather go hungry than eat fruit or vegetables instead of the more familiar crisps, burgers and chips. Of course, there are many families where kids still eat healthy food but the problem is certainly serious.

There is nothing wrong with having a can of Coke every now and then but four cans a day is asking for trouble. Did you know that a can of Coke contains about eight teaspoons of sugar and artificial sweeteners? As a result, many modern kids suffer from such illnesses as diabetes, cancer and tooth decay. And, of course, there are more and more children who are extremely overweight or even obese.

Unfortunately, school dinners play an important role in this sad situation. Often school dinners offer overcooked vegetables as the 'healthy' option against more appealing pizza, chips and burgers.

In Britain, children can either choose to bring their own lunch or buy their lunch at school. Children from poorer families can have free school dinners but many of them don't take them for various reasons. Here are some of the common complaints: 'I hate my school dinners. The food is so disgusting!' 'I never have school dinner because it's the same food day in, day out.' 'Our dinners are always cold!'

But it's not all bad. Some British schools are making a real effort to help their pupils make the right food choices. Some run competitions for the 'healthiest' class of the week or produce information leaflets to encourage their pupils eat healthily. And most important of all, they make sure that school dinners are tasty as well as healthy.

Вопросы по темам курса:

#### 1. University

- What has your first year at the university been like? Have you ever regretted your choice? Do you have enough time to enjoy yourself after classes? What are the most difficult subjects for you here? What are the most interesting subjects? What facilities does the university offer for those who want to make progress in their studies? What are the advantages and disadvantages of using computer-enhanced methods in education?

- What British university will you take a post graduate course at if an opportunity arises? What makes it a great place to study at?

- Which is the oldest British university? Oxford is not only an ancient seat of learning but a popular tourist attraction, isn't it? What makes it a popular tourist attraction? Why is it sometimes difficult for the residents of Oxford to live their daily lives?

#### 2. Family, Home, Leisure

- Are you an only child? Do you agree with the idea that there are no benefits in having brothers or sisters? What makes you think so? How many children would you like to have in your family?

- What is a typical English family like? Who is the breadwinner in the average English middle-class family?

- How do you like the idea of shopping from home? What are the advantages and disadvantages of this kind of shopping?

- What does leisure mean for you? What kinds of leisure activities are popular with young people in this country? Why do people have more leisure time now than half a century ago? Why do researchers say that leisure activities are affected by class?

- What is the most favourite private pastime for the average Briton? What do the British grow in their gardens? What other home-based activities are they engaged in?

- Americans are rather sociable people, aren't they? How is it reflected in the way they spend their leisure time?

### 3. Work

- How do you see your future career? Would you like to work in Russia (your country) or abroad? Where would you like to work, in the state or in the private sector? What are the advantages and disadvantages of working in the state and in the private sectors of the economy?

- What business opportunities do new technologies offer? What are the advantages and disadvantages of working from home? Do you think that an accountant, a businessman or a financier can work from home? What does business success depend on? What qualities are important for a successful businessperson?

- What is the role of each individual citizen in the structure of the national economy?

### 4. Entertainments

- Where do you usually learn the news from – newspapers, the radio, television or the Internet? How do you explain your choice?

- What is the most favourite pastime for the average Briton? Why are people becoming more and more consumers of entertainment?

- What is your favourite entertainment? Why do you enjoy doing it? What role do new technologies play in making various kinds of entertainment more accessible to everyone?

- Why do doctors and psychologists describe computer addiction as a disease? Do you share this opinion? Why?

- Do you think that screened versions of novels and plays can be an adequate substitute for books? The film version of a book is not always faithful to the original, is it? Which is more appealing to you, to read the original or to watch a film made out of it? Why?

- When did you last go to the theatre? What did you see? Who played the leading part? What are the main theatrical attractions in Moscow? What is the general attitude to the cinema and the theatre in the USA/Great Britain?

- What is New York's theatre district? What does the term 'Broadway' imply? What is the indicator of success in show business?

- Do you do any sports? What sports do you play/take? What sports facilities does the university offer? What is the highest award for an athlete? When and where are the next Olympic Games taking place? Why do some athletes resort to extreme measures in their efforts to win the Olympic Games? Do you think professional athletes can make a career in business when they retire from sports? What makes you think so? What kind of a person can make a career in business?

- Do you agree with the idea that commercialization promotes the development of sports? What makes you think so?

### 5. Food and Drink

- Why has fast food become part of our life? What are the typical and most popular kinds of fast food? What kind of fast food do the British enjoy most? How was fish and chips sold until recently? Why are doctors worried about the increasing consumption of fast food?

### 6. Travelling and holiday-making

- How do young Europeans and Americans spend their holidays? What are the most popular places for holiday making in winter?

- Do you take weather forecasts into account while planning your holiday? How can the weather affect your holiday-making? How can the weather spoil a camping holiday?

- What kind of holiday can the average middle-class family enjoy? What is one entitled to when one buys a package tour? What are the advantages and disadvantages of package holidays?

- Many British middle-class families spend their holidays in various camp and caravan sites exploring the beauties of their own country, don't they? What are the advantages and disadvantages of hiring a caravan?

### 7. City

- What are the advantages and disadvantages of living in a big city? If you remember, Jules

Verne predicted a gloomy future for giant cities like Paris. Which of his predictions have come true? How can this flood of inventions be explained?

- Buckingham Palace is one of the sights of London which attracts crowds of tourists, isn't it?

Why? What other sights of London, besides Buckingham Palace, are worth seeing?

#### 8. New technologies

• How much does society depend on computer technologies? What troubling consequences has technological progress led to? How can society control the misuse of new technologies?

- What possible risks can computerised businesses face?

#### 9. Arts

##### Literature

• What kind of literature do you prefer reading? Why? What famous writers were engaged in other professional activities along with their literary activities?

##### Museums and Galleries

• What are the main artistic attractions of London? Where is the National Gallery situated? What kind of paintings does it exhibit? Which gallery exhibits the works of British artists? What outstanding English artists are represented in the Tate Gallery? What art galleries did you go to (would you like to go to) in London? What kind of paintings do they exhibit?

• What art galleries and museums in Russia attract the attention of foreign tourists? Why? What are the richest picture galleries in Russia?

• What artistic centres of Russia, besides Moscow, are frequently visited by tourists? What are they famous for? How does tourism affect the economic development of such places?

#### 10. Learning languages and cultures

• What other foreign languages besides English you would like to learn and why? In what countries do they speak English / French / German / Spanish? What languages are spoken in the UK?

• What is the general attitude to language learning in Russia (the country you are from)? What are the advantages and disadvantages of learning a language from a native speaker? When is it better to visit the country where the language is spoken – when you are just starting to learn the language or after you've been learning the language for a few years? What makes you think so?

• Why is English becoming a language of international communication? Why it is important for a successful politician or businessman to know foreign languages? National cultures affect business practices, don't they? What should a Russian remember about business behaviour with partners from foreign countries? / What should one remember about business behaviour with partners from Britain, the USA, Germany, Japan? Do you agree with the saying 'When in Rome, do as the Romans do'? What advice could you give to someone coming to live and work in Russia (in your country)?

• What British or American customs do you find interesting or amusing? Are there any similar customs in Russia (in your country)?

• The USA is a multicultural country. Why do Americans celebrate Irish, Jewish, Chinese, French and other ethnic holidays and festivals? What are these holidays and festivals? What does the Fourth of July mean for every American? How is Independence Day celebrated?

• Is Wales an independent nation? What distinctive features make Wales different from the rest of the country? (Its own flag, culture, language) What languages are spoken in Wales? What is the most widely spoken language? What group of languages does Welsh belong to? Where are Celtic languages spoken today?

#### 11. Great Britain

• How can the political system of the UK be described? Who is head of state? Why do the English say that the monarch reigns but does not rule? Who does legislative power belong to? What does Parliament consist of? What is the seat of Parliament? Who does executive power belong to?

- What is the financial centre of the UK?

• What industries does Britain excel in? Which sector or branch of industry brings more profit to the country?

#### 12. The USA

- What state is the capital city located in?

• Is the USA an industrial or an agricultural country? What are farmers engaged in? What are the principal crops in the USA? What is the country's main source of power?

Лексико-грамматическая карточка:

Open the brackets:

1. She is sure that he (not/manage) to catch the train.
2. Next year we (travel) together around Europe.
3. The athletes soon (return) from the competition.
4. His parents think Jim (become) a doctor one day.

Translate into English:

1. Том будет работать всю следующую неделю? — Нет, со следующего четверга он будет отдыхать в горах.
2. В следующую пятницу в десять часов утра мои друзья будут участвовать в соревнованиях по плаванию.
3. Мы будем украшать зал к новогоднему празднику завтра в девять часов утра.
4. В это время на следующей неделе Роза будет лететь в Токио.

***Темы письменных работ (эссе, рефераты, курсовые работы и др.)***

Writing business letters

Writing a CV