ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
СТАВРОПОЛЬСКИЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ

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ФОНД ОЦЕНОЧНЫХ СРЕДСТВ (ОЦЕНОЧНЫХ МАТЕРИАЛОВ)

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магистр

очная

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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
УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	УК-4.1 Демонстрирует интегративные умения, необходимые для написания, письменного перевода и редактирования различных академических текстов	**знает** основные формы, виды и средства устной и письменной коммуникации
		умеет -работать с иноязычной научной литературой по специальности при осуществлении научно-исследовательской и производственной деятельности; - извлекать новую информацию на основе анализа иноязычной научной литературы и других источников; - аннотировать иноязычную научную литературу по специальности на иностранном и русском языках; - реферировать иноязычную научную литературу по специальности на иностранном и русском языках; - составлять аналитические обзоры иноязычной научной литературы по специальности на иностранном и русском языках; - составлять отчеты, подготавливать публичные доклады, презентации по итогам самооценки результатов профессиональной деятельности
		владеет навыками - жанрами письменной и устной коммуникации в академической сфере, в том числе в условиях межкультурного взаимодействия в объёме, достаточном для выполнения различных типов перевода академического текста с иностранного(-ых) на государственный язык в профессиональных целях и редактирования различных академических текстов (рефератов, эссе, обзоров, статей и т.д.); - навыками эффективной академической и профессиональной дискуссии; - навыками учебной и академической профессиональной коммуникации, осуществляемой посредством использования сети интернет и социальных сетей
УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	УК-4.2 Представляет результаты академической и профессиональной деятельности на различных научных	**знает** -методы и особенности письменного перевода научной литературы по специальности, особенности научного стиля в рамках профессиональной коммуникации; - содержания понятий «компетенции», «компетентность»; - критерии оценки процесса деятельности и результатов в профессиональной сфере; - основы представления результатов исследовательской и проектной деятельности на различных публичных мероприятиях

	мероприятиях, в том числе на иностранном языке	**умеет** грамотно и свободно применять полученные знания для устного и письменного общения на различных научных мероприятиях, включая международные
		владеет навыками коммуникативными стратегиями и моделями для академического и профессионального взаимодействия на иностранном языке

2. Перечень оценочных средств по дисциплине

№	Наименование раздела/темы	Семестр	Код индикаторов достижения компетенций	Оценочное средство проверки результатов достижения индикаторов компетенций
1.	1 раздел. Научный стиль речи			
1.1.	Специфика перевода научных текстов	1	УК-4.1, УК-4.2	Разноуровневые задачи и задания
1.2.	Аннотирование, реферирование и составление обзоров	1	УК-4.1, УК-4.2	Разноуровневые задачи и задания
1.3.	Написание и презентация научной работы по специальности	1	УК-4.1, УК-4.2	Разноуровневые задачи и задания
	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)
Текущий контроль			
	Для оценки знаний		
	Для оценки умений		

1	Разноуровневые задачи и задания	б) реконструктивного уровня, позволяющие оценивать и диагностировать умения синтезировать, анализировать, обобщать фактический и теоретический материал с формулированием конкретных выводов, установлением причинно-следственных связей; в) творческого уровня, позволяющие оценивать и диагностировать умения, интегрировать знания различных областей, аргументировать собственную точку зрения.	Комплект разноуровневых задач и заданий
	Для оценки навыков		
	Промежуточная аттестация		
2	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 (профессиональный)"

Примерные оценочные материалы для текущего контроля успеваемости

Контрольная точка 1

Animal Husbandry

Read the text to find out what animal husbandry is today and do exercises.

1. Agriculture provides people with food, feed and other useful products. All over the world farmers cultivate valuable plants and raise productive domesticated animals. There are two main branches in modern agriculture: crop production (or crop farming) and animal husbandry (or animal farming).Animal farming is a process in which a farmer breeds, raises and cares for livestockeither for commerce or private use.

2. The word "livestock" refers to domesticated animals such as beef and dairy cat-tle, sheep, goats, swine (hogs), horses, donkeys and mules, buffalo, oxen, rabbits or "exotic" animals, for example, camels, emus, ostriches, or any animal which a farmer keeps and uses either for food or pleasure. Sometimes animal scientists include in this term also poultry, such as chickens, ducks, geese and turkeys, but they include neither honey bees nor fish within the term "livestock".

3. As cattle, sheep and horses are herbivorousmammals, farmers try to keep these domestic animals on pastures. However, farmers often grow either cereals or other agricultural crops as additional feed for their animals.Animal feeds are classified into two main groups: concentrates and roughages. Concentrates are high in energy value and are subdivided into the following four groups: cereal grains and their by-

products (barley, corn (or maize), oats, rye, wheat); high-protein oil meals or cakes (soybean, cottonseed); by-products from processing of sugar beets; by-products from other industries. Roughag-es include such feeds as pasture grasses, hay, silage, root crops, andstraw.

4. Livestock and poultry provide the following benefits to humanity: meat, eggs, dairyproducts, raw materials, fertilizer, labour, management of land.In many countries livestock is the main source of animal protein because only livestock convert various food sources into human food. Poultry provide people with white meat as well as with eggs. People process milk of cows, sheep, goats into a variety of valuable dairy products such as yoghurt, cheese, butter, ice cream, kefir, and koumiss.Livestock produce useful raw materials, for example, horses and cows provide leather, poultry produce feather and down, sheep and goats provide wool for textile industry.Livestock leave behind manure which farmers spread on fields and this increasesyields of crops many times.In modern agriculture neither cattle nor horses are the main source of mechanical energy. However, in some poor countries people are still using livestock as draft cattle. Sometimes farmers use the grazing of livestock as a way to control weeds.

Practice 1. Summarize the text by listing:
- two main branches in modern agriculture;
- domesticated animals included into the notion “livestock”;
- types of feeds;
- benefits provided by livestock to humanity.

Practice 2. Reread the text to find out which of its paragraph deals with:
- agriculture and its two main branches;
- activities of a farmer;
- exotic animals which a farmer keeps;
- feeds classified as roughages;
- types of valuable dairy products;
- useful raw materials animals provide people with;
- the role of livestock in increasing yields of crops;
- usage of livestock as draft cattle.

Practice 3. Reread the text again to find out which of the following statements are true and which are false.

1. Farmers raise domesticated animals all over the world.
2. Farmer cares for livestock for private use.
3. The word livestock refers to domesticated animals, birds, fish and bees.
4. Concentrates are low in energy value.
5. Roughages include root crops.
6. Livestock and poultry provide only food to people.
7. Livestock convert various food sources into human food.
8. Poultry provide people with white meat as well as eggs.
9. In modern agriculture cattle and horses are the main source of mechanical energy.
10. Farmers use the grazing of livestock in management of land.

Practice 4. Answer these questions and give the summary of the text.

1. What are the two main branches of agriculture?
2. What does the term “animal husbandry” include?
3. What does the word “livestock” refer to?
4. Why do farmers keep cattle on pastures?
5. What types of animal feeds do you know?
6. What benefits do livestock and poultry provide to humanity?

Practice 5. Does this text give you sufficient information about animal husband-ry? What questions would you ask the author of the text?

Контрольная точка 2

Should minks be free?

One night a do-goody organization formed for the protection of animals broke into a mink-farm in Britain. The minks were not consulted, of course, but the animal lovers knew that minks had been born free and decided that their sufferings in captivity should be intolerable. So several hundred minks disappeared in

no time in the neighboring woods. This caused the greatest possible alarm. Not that the minks behaved badly. Not in the least. But their reputation proved to be truly awesome. According to another animal loving society, minks were said to be some of the most dangerous of all animals. In fact, they belong to the ferret family, the wildest and most vicious of creatures. Taking the ferret's weight and size into consideration, the minks appeared to be more dangerous than tigers. The ferret – and the mink – does not only kill the unfortunate otter, which is dying out in any case, but might attack and kill children. Thus the blow struck for the Freedom of the Mink created wild panic among British mothers. Then an unexpected twist occurred. The minks failed to attack children in the neighborhood. A few hours after their release, when their morning feeding time approached, the little beasts obediently returned to the farm and queued for a renewed term of captivity. Their decision was only too obvious: they preferred good room service, proper heating and sufficient and tasty food to the dangers and other inconveniences of the woods, to the risks of hunting and being

hunted. In other words, they preferred comfort to freedom. Minks are only human. Freedom means responsibility: equally shirked by man and ferret. Wearing a mink coat seems to have a demoralizing effect on both.

1. Taking into consideration weight and size parameters, the most
dangerous animal is:
a) a ferret;
b) a mink;
c) an otter;
d) a tiger.
2. The animal lovers' act failed because:
a) the minks got used to living in captivity;
b) the minks failed to attack children;
c) the minks were not consulted;
d) the minks proved their reputation.
3. Which does not follow from the text? The minks seemed to like:
a) good room service;
b) central heating;
c) proper diet;
d) regular feeding.
4. In the author's opinion, minks are:
a) wild and intolerable;
b) vicious and dangerous;
c) demoralized and suffering;
d) only human.
5. Which statement is true?
a) The minks were truly awesome and behaved badly.
b) The minks preferred the risks of hunting and being hunted.
c) The minks created wild panic among British mothers.
d) The minks' sufferings in captivity were intolerable.

Контрольная точка 3

Read the information about the titles of research article and do the following tasks:

A title of the paper is a brief statement of the problem being investigated. It contains the key words or concepts underlying the research.

The title helps the reader decide whether the paper satisfies his/ her scientific needs and is worth reading. Therefore, it should be clear, concise and representative of the contribution (a new method, mechanism, process, algorithm, etc.) the researcher has made.

The title is composed of two parts: contribution and background. Remember that contribution (what is new) comes at the beginning of the title and the known, less specific information appears at the end.

The translation of titles from Russian into English often results in abundant use of the preposition of. E.g.: методы измерения размера частиц (*techniques of measurement of the size of particles).

There are three ways to overcome this shortcoming:

1. Use of modified nouns. E.g.:

deposition of chemical vapour vs. chemical vapour deposition

techniques of measurement of the size of particles vs. particle size measuring techniques

2. Use of gerundive and infinitive verbal forms. E.g.:

Assessing the potential of a fine powder to segregate using laser diffraction.

3. Replacement of the preposition of, where possible, by another, more specific preposition. E.g.:

Studies on potential applications of biomass for the separation of heavy metals from water and wastewater.

a) Translate the following modified nouns into Russian:

particle reflection coefficient

particle size analysis

amplitude balance equation

fluid flow equation

surface modification method

b) What do we call these things, people and processes? Use the structure noun + noun. E.g.: an engineer specializing in hardware design is a hardware design engineer.

somebody whose job is to inspect safety is …… .

the process of describing environment is …… .

equipment used for gas processing purposes is ……. .

detection of molecules on the surface is ……..

extraction by acid at room temperature is ……

c) Using noun + noun structures, translate the following Russian word combinations into English.

алгоритм обработки данных

технология массового производства

уравнение теплового баланса

система регулирования давления

план оптимального поиска

d) In the word combinations below replace abstract nouns by gerund form. (Remember that Gerund is not used with an article, has no plural form and cannot take an object with the preposition of!)E.g.: visualization of brain activity vs. visualizing brain activity

measurements of gas porosity

estimation of biomass growth velocity

protection of the greenback

treatment of diabetes with transplanted cells

evaluation of three-dimensional particle shape

e) In the word combinations below replace nouns by Infinitive form.

an approach to the simulation of the nervous system

models of description of the two-dimensional properties of solid surfaces

technology of increasing labour efficiency

an integrated framework of evaluation of water allocation strategies new methods and models of improving understanding of processes

f) In the titles below replace the preposition of marked with * by another, more specific preposition.

research *of herbs and their effects

advanced system *of data analysis

technology *of producing metal-oxide-semiconductors

theoretical and descriptive research *of such phenomena

study *of changes in water situation

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

Write a summary of the article

The scope of genetic engineering

Genetic engineering is the area of biotechnology concerned with the directed alteration of genetic material. Biotechnology has already had countless applications in industry, agriculture, and medicine. It is a hotbed of research. The finishing of the human genome project – a “rough draft” of the entire human genome was published in the year 2000 – was a scientific milestone by anyone’s standards. Research is now shifting to decoding the functions and interactions of all these different genes and to developing applications based on this information. The potential medical benefits are too many to list; researchers are working on every common disease, with varying degrees of success. Progress takes place not only in the

development of drugs and diagnostics but also in the creation of better tools and research methodologies, which in turn accelerates progress.

When considering what developments are likely over the long term, such improvements in the research process itself must be factored in. The human genome project was completed ahead of schedule (it usually takes ten years to get from proof of-concept to successful commercialization).

Genetic therapies are of two sorts: somatic and germ-line. In somatic gene therapy, a virus is typically used as a vector to insert genetic material into the cells of the recipient's body. The effects of such interventions do not carry over into the next generation. Germ-line genetic therapy is performed on sperm or egg cells, or on the early zygote, and can be inheritable. Embryo screening, in which embryos are tested for genetic defects or other traits and then selectively implanted, can also count as a kind of germ-line intervention. Human gene therapy, except for some forms of embryo screening, is still experimental. Nonetheless, it holds promise for the prevention and treatment of many diseases, as well as for uses in enhancement medicine.

The potential scope of genetic medicine is vast: virtually all disease and all human traits – intelligence, extroversion, conscientiousness, physical appearance, etc. – involve genetic predispositions. Single-gene disorders, such as cystic fibrosis, sickle cell anemia, and Huntington's disease are likely to be among the first targets for genetic intervention. Polygenic traits and disorders, in which more than one gene is implicated, may follow later, although even polygenic conditions can sometimes be influenced in a beneficial direction by targeting a single gene.

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