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«СОГЛАСОВАНО»

Заведующий выпускающей кафедрой
Паразитология, эпизоология и хирургия

К.В.Н., доцент

уч. ст., уч. зв.

Цыбикжапов А.Д.

подпись

«24» апреля 2025 г.

«УТВЕРЖДЕНО»

Декан
факультета Ветеринарной медицины

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Жапов Ж.Н.

подпись

«24» апреля 2025 г.

Оценочные материалы Дисциплины (модуля)

2.1.2 Иностранный язык

1.5.17 Паразитология

Обеспечивающая преподавание
дисциплины кафедра

Иностранные и русский языки

Квалификация

Форма обучения очная

Форма промежуточной
аттестации Экзамен

Объем дисциплины в З.Е. 5

Продолжительность в
часах/неделях 180/0

Статус дисциплины относится к обязательной части блока 1 "Дисциплины" ООП
в учебном плане является дисциплиной обязательной для изучения

Распределение часов дисциплины

Курс 1 Семестр 1	Количество часов	Итого
Вид занятий	УП	УП
Лекционные занятия	18	18
Практические занятия	54	54
Контактная работа	72	72
Сам. работа	90	90
Итого	180	180

Улан-Удэ, 2025 г.

ВВЕДЕНИЕ

1. Оценочные материалы по дисциплине (модулю) являются обязательным обособленным приложением к Рабочей программе дисциплины (модуля) и представлены в виде оценочных средств.
2. Оценочные материалы являются составной частью нормативно-методического обеспечения системы оценки качества освоения обучающимися указанной дисциплины (модуля).
3. При помощи оценочных материалов осуществляется контроль и управление процессом формирования обучающимися компетенций, из числа предусмотренных ФГТ в качестве результатов освоения дисциплины (модуля).
4. Оценочные материалы по дисциплине (модулю) включают в себя:
 - оценочные средства, применяемые при промежуточной аттестации по итогам изучения дисциплины (модуля).
 - оценочные средства, применяемые в рамках индивидуализации выполнения, контроля фиксированных видов ВАРО;
 - оценочные средства, применяемые для текущего контроля;
5. Разработчиками оценочных материалов по дисциплине (модулю) являются преподаватели кафедры, обеспечивающей изучение обучающимися дисциплины (модуля), в Академии. Содержательной основой для разработки оценочных материалов является Рабочая программа дисциплины (модуля).

Перечень видов оценочных средств

ФОС является составной частью рабочей программы для дисциплины «Иностранный язык» и включает следующие оценочные средства:

1. Кандидатский экзамен.
2. Ролевая игра.
3. Комплект примерных заданий для текущего контроля.
4. Темы групповых и/или индивидуальных творческих заданий/проектов.
5. Комплект разноуровневых заданий.

Средства для промежуточной аттестации по итогам изучения дисциплины

Нормативная база проведения промежуточной аттестации обучающихся по результатам изучения дисциплины:
Иностранный язык

1) действующее «Положение о текущем контроле успеваемости и промежуточной аттестации обучающихся ФГБОУ ВО Бурятская ГСХА»

Основные характеристики промежуточной аттестации обучающихся по итогам изучения дисциплины (модуля)

1	2
Цель промежуточной аттестации -	установление уровня достижения каждым обучающимся целей обучения по данной дисциплине
Форма промежуточной аттестации -	Экзамен
Место экзамена в графике учебного процесса:	1) подготовка к экзамену и сдача экзамена осуществляется за счёт учебного времени (трудоемкости), отведённого на экзаменационную сессию для обучающихся, сроки которой устанавливаются приказом по академии
	2) дата, время и место проведения экзамена определяется графиком сдачи экзаменов, утверждаемым деканом факультета (директором института)
Форма экзамена -	(Письменный, устный)
Процедура проведения экзамена -	представлена в оценочных материалах по дисциплине
Экзаменационная программа по учебной дисциплине:	1) представлена в оценочных материалах по дисциплине 2) охватывает все разделы дисциплины

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

Контрольные вопросы и задания для проведения текущего контроля и промежуточной аттестации по итогам

Вопросы к экзамену

1-й этап - письменный перевод:

Обучающийся выполняет: письменный перевод оригинального научного текста по узкой специальности на русский язык.

Объем текста – 15 000 печатных знаков

Оценивание перевода:

Полный письменный перевод оценивается по следующим параметрам:

- 1) общая адекватность перевода, т. е. отсутствие смысловых искажений;
- 2) функционально-стилистическое соответствие текста перевода тексту оригинала и учет прагматических факторов;
- 3) соответствие норме и узусу языка перевода.

2-й этап - экзамен:

1. Изучающее чтение оригинального текста по специальности со словарем. Объем 2500 печатных знаков. Время выполнения работы - 45-60 минут. Форма проверки - чтение части текста вслух и передача основного содержания текста на иностранном языке в форме резюме по плану, составленному во время подготовки.

Оценивается умение максимально точно и адекватно извлекать основную информацию, содержащуюся в тексте, проводить обобщения и анализ, формулировать отношение к содержанию.

2. Просмотровое чтение оригинального текста по специальности без словаря. Объем 1000 - 1500 печатных знаков. Время выполнения 3 минуты. Форма проверки - передача извлеченной информации на иностранном (гуманитарные специальности) или русском языках (естественнонаучные специальности).

Оценивается умение в течение короткого времени определить круг рассматриваемых в тексте вопросов, выявить основные положения автора и изложить их в краткой форме.

3. Беседа с экзаменаторами на иностранном языке по вопросам, связанным со специальностью и научной работой обучающегося.

Оцениваются навыки владения неподготовленной диалогической речью с точки зрения адекватной реализации коммуникативного намерения, логичности, связности, нормативности высказывания.

Ролевая игра

Тема «Собеседование на получение образовательного гранта»

Концепция игры показать готовность аппликанта к интервью для получения образовательного гранта, суметь убедить интервьюера, что аппликант является достойным кандидатом на получение этого гранта. Повторение, закрепление и практическое применение ранее пройденного лексически-грамматического материала.

Роли:

- аппликант
- интервьюер приемной комиссии

Ожидаемые результаты:

Формирование навыков устного общения

1. Аппликант успешно проходит интервью
2. Аппликант не проходит собеседование

Комплект примерных заданий для текущего контроля

1. Лексико-грамматический тест:

№ Тестовое задание Правильный ответ

1. We'll have to walk a bit _____ if we want to arrive on time.

- a) faster
- b) more faster
- c) more fast
- d) fast a) faster

2. I _____ a very instructive book now.

- a) read
- b) reading
- c) am reading
- d) to read c) am reading

3. Mathew _____ Ireland 5 years ago.

- a) leave
- b) left
- c) leaves
- d) leaved b) left

4. Africa is _____ continent.

- a) the hotter
- b) the most hot
- c) the hottest
- d) the more hot c) the hottest

5. You are an instructor, _____ you?

- a) are
- b) aren't
- c) not
- d) don't b) aren't

6. My father didn't mind my bike.

- a) Mending
- b) to mend
- c) Mend
- d) to mending a) Mending

7. Don't forget to me up before you leave.

- a) Wake
- b) to wake
- c) waking
- d) to waking e) to wake

8. The Guinness Book of Records in the 50's.

- a) First published
- b) has first been published
- c) were first published
- d) was first published d) was first published

9. James said that he a horse before.

- a) Never rode
- b) has never ridden
- c) had never ridden
- d) would never ridden c) had never ridden

10. I have _ book. _ book is about _ Russia and its capital _ Moscow.

- a) a, the, -, -
- b) the, a, -, -
- c) a, the, the, -
- d) a, a, the a) a, the, -, -

11. Yesterday our grandfather _____ us how he _____ at the factory during the war.

- a) tells, worked
- b) told, worked
- c) told, was working
- d) told, had worked d) told, had worked

12. This song _____ by John Lennon.

- a) didn't write
- b) wasn't wrote
- c) weren't written
- d) wasn't written d) wasn't written

13. Never _____ you cannot change the past.

- a) look ahead
- b) look for

- c) look over
 d) look back d) look back
14. I'm glad to ... spoken to the monitor.
 a) have
 b) having
 c) has
 d) had a) have
15. Most of our customers_____credit cards but not cash.
 a) used
 b) uses
 c) will use
 d) use d) use
16. In the past three years government leaders_____almost everything to control business.
 a) make
 b) made
 c) will make
 d) makes a) made
17.) For sure what happens in Russia_____ultimately by Russian citizens themselves.
 a) decided
 b) will decide
 c) was decided
 d) will be decided d) will be decided
18. We_____particular attention to preparing the project.
 a) are paid
 b) were paying
 c) are paying
 d) is paying c) are paying
19. He_____the report when we saw him in the reading hall.
 a) were writing
 b) is writing
 c) was writing
 d) write c) was writing
20. Our plant_____more than 100 kinds of new products over the past 5 years.
 a) was produced
 b) have produced
 c) had produced
 d) has produced d) has produced

Темы групповых и/или индивидуальных творческих заданий/проектов.

1. Групповое творческое задание:

Написание друг другу делового письма.

2. Индивидуальное творческое задание:

Презентация по теме «Моя исследовательская работа»

Комплект разноуровневых заданий

Вариант1

БЛОК 1

Choose the correct answer to fill each blank

- 1) We'll have to walk a bit _____ if we want to arrive on time.
 e) faster
 f) more faster
 g) more fast
 h) fast
- 2) I_____a very instructive book now.
 e) read
 f) reading
 g) am reading
 h) to read
- 3) Mathew_____Ireland 5 years ago.
 e) leave
 f) left
 g) leaves
 h) leaved

- 4) Africa is _____continent.
e) the hotter
f) the most hot
g) the hottest
h) the more hot
- 5) You are an instructor, _____you?
e) are
f) aren't
g) not
h) don't
- 6) My father didn't mind.....my bike.
e) Mending
f) to mend
g) Mend
h) to mending
- 7) Don't forget to.....me up before you leave.
e) Wake
f) to wake
g) waking
h) to waking
- 8) The Guinness Book of Records.....in the 50's.
e) First published
f) has first been published
g) were first published
h) was first published
- 9) James said that he.....a horse before.
e) Never rode
f) has never ridden
g) had never ridden
h) would never ridden
- 10) I have _ book. _ book is about _ Russia and its capital _ Moscow.
d) a, the, -, -
e) the, a, -, -
f) a, the, the, -
g) a, a, the
- 11) Yesterday our grandfather ____ us how he ____ at the factory during the war.
e) tells, worked
f) told, worked
g) told, was working
h) told, had worked
- 12) This song ____ by John Lennon.
e) didn't write
f) wasn't wrote
g) weren't written
h) wasn't written
- 13) Never ____ you cannot change the past.
e) look ahead
f) look for
g) look over
h) look back
- 14) I'm glad to ... spoken to the monitor.
e) have
f) having
g) has
h) had
- 15) Most of our customers_____credit cards but not cash.
a) used
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d) use
- 16) In the past three years government leaders_____almost everything to control business.
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d) makes
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- c) was decided
d) will be decided
- 18) We _____ particular attention to preparing the project.
a) are paid
b) were paying
c) are paying
d) is paying
- 19) He _____ the report when we saw him in the reading hall.
a) were writing
b) is writing
c) was writing
d) write
- 20) Our plant _____ more than 100 kinds of new products over the past 5 years.
a) was produced
b) have produced
c) had produced
d) has produced
- 21) Businessmen _____ employ workers to help them carry out their business activities.
a) may
b) will
c) be to
d) dare
- 22) Can you speak English?
a) Yes, I do.
b) Yes, I must.
c) Yes, I am.
d) Yes, I can.
- 23) Man _____ live by bread only.
a) do not
b) does not
c) is not
d) was not
- 24) I _____ got a family.
a) has
b) is
c) am
d) have
- 25) Too _____ salt is not good for you.
a) much
b) many
c) few
d) great
- 26) Most of the Earth's surface _____ by water.
a) be covered
b) had covered
c) covered
d) is covered
- 27) The concert will begin _____ fifteen minutes.
a) on
b) in
c) with
d) about
- 28) Do they _____ at the supermarket?
a) is work
b) works
c) working
d) work
- 29) When I saw the girl I was sure I _____ her before.
a) meet
b) met
c) have met
d) had met
- 30) If you want to get a good job, you _____ learn foreign languages.
a) Ought
b) may
c) should
d) can

Choose the correct answer to fill each blank

1) At presenttwo main branches of agriculture.

- a) there were
- b) there is
- c) there was
- d) there are

2) Enough food for all the people can be.....if there is sufficient good soil for crops to produce high yields.

- a) grown
- b) is growing
- c) grows
- d) was growing

3) All.....have to introduce better crop rotation systems.

- a) farm
- b) farms
- c) farmes
- d) farmess

4) Depending.... the soil and climatic zones effective methods should be introduced for the utilization of mineral fertilizers in combination with organic fertilizers along with the liming of acid soils.

- a) at
- b) on
- c) upon
- d) –

5) Industrial crops are also widely cultivated.....the farmers.

- a) with
- b) on
- c) –
- d) by

6) Livestock breeding.....cattle-breeding, pig-growing, poultry-breeding, etc.

- a) comprises
- b) comprise
- c) is comprised
- d) was comprised

7) Increasing the production of meat, milk and wool can be.....by raising productivity and also by increasing the heads of livestock and the amount of poultry.

- a) achieved
- b) achieve
- c) achieving
- d) achieves

8) Plants....capable to store more energy than they are using.

- a) were
- b) was
- c) are
- d) had been

9) There is..... a balance or «equilibrium» between plant and animal life in nature.

- a) never
- b) often
- c) not never
- d) always

10) The cropland.....greatly both from one region to another and within each region.

- a) is varying
- b) varies
- c) vary
- d) varys

11) The better the soil, the....the yield.

- a) higher
- b) high
- c) highest
- d) higherest

12) Among them there are: high-quality seeds of the crops..... to the climatic and soil conditions of the region.

- a) were adapted
- b) adapt
- c) adapted
- d) adapts

13) Crops.....be produced where physical conditions are most favorable for their growth.

- a) can
- b) need
- c) could
- d) should

14) Thus, it is necessary to study the main physical.....of the crops to be grown.

- a) item
- b) needs
- c) necessities
- d) needes

15) Of all agricultural practices affecting yields seedbed preparation.....to be the most important.

- a) were found
- b) has been found
- c) is found
- d) had been founding

16) The right kind of.....a seedbed is to get a fine, moist and mellow soil.

- a) preparing
- b) prepare
- c) prepares
- d) being prepare

BUSINESS LETTER

Choose the correct answer

1) Dear Charles I thought it was ____ time I wrote to you and told you what I've been up to.

- a) in
- b) about
- c) at
- d) by

2) Putting it ____ I should be delighted if you would agree to be my best man at our wedding.

- a) easily
- b) quietly
- c) fairly
- d) simply

3) After all why should you two continue to be free and I have to give up my ____?

- a) latitude
- b) liberty
- c) scope
- d) immunity

4) Dear Sir, having read your advertisement, I should like to ____ this letter as my application for the post of marketing manager.

- a) deliver
- b) submit
- c) return
- d) send

5) Perhaps I should explain the ____ reason for working in a restaurant as a waiter in preparation for a marketing job.

- a) underground
- b) undercover
- c) understanding
- d) underlying

6) I am sure I could very easily ____ all the requirements of the job.

- a) complete
- b) fulfil
- c) commit
- d) finish

7) Finally I look forward to ____ from you and as you will understand I don't want to 'wait' very long.

Yours faithfully, I.A.M. Hopeful.

- a) hear
- b) hearing
- c) heard
- d) hears

8) Define the type of letter

Dear representatives of Hyatt hotel,

My name is Susan Muller. I stayed at your hotel from December 5 to December 15, 2012. I'd _____ like to ask you a favor. The thing is that I forgot my gloves from Louis Vuitton in my room-556. Could you please check if this is so? I'd be very grateful if you send them to me by post. I'll reimburse the post cost immediately.

Thanks for your time and consideration.

Sincerely, Susan.

- a) letter of complaint
- b) request letter
- c) letter of invitation
- d) letter of appreciation

9) Which of the following is NOT a suitable way to end a formal letter?

- a) yours faithfully
- b) yours sincerely
- c) best wishes

- d) love
10) Define the type of letter

Dear Lucy,

Thank you for the beautiful vase. I will always be reminded of your valuable support and I'm blessed to have such a friend.

Love, Diana

- a) letter of appreciation
b) request letter
c) letter of complaint
d) letter of invitation

БЛОК 3

CASE STUDY

I. Read the text

A Trip to the Beach

Untangling the Mystery of Algal Blooms in the Great Lakes

This interrupted case study, designed for an introductory biology or environmental science course, introduces students to the complexity of ecosystems by examining changes in trophic interactions and abiotic factors in a freshwater ecosystem as a result of human actions. The case narrative describes the recent and undesirable appearance of decomposing algae (*Cladophora glomerata*) on a public beach in the Laurentian Great Lakes.

Task 1. Your objectives are:

- Illustrate the aquatic food chain in the Great Lakes ecosystem.
- List limiting factors to freshwater algae growth.
- Describe the perturbations caused by the invasive mussel species in the Great Lakes ecosystem.
- Model the scientific process of posing, testing, and rejecting hypotheses.

Keywords: invasive species; aquatic ecology; Great Lakes; trophic interactions; *Cladophora*; quagga mussels; zebra mussels; Lake Michigan; phosphorous

Task 2.

You are asked to use the scientific method by creating hypotheses and examining observational data to describe biotic and abiotic components of the Great Lakes ecosystem.

The case requires you to differentiate between benthic and pelagic environments (e.g., the influence of depth and phytoplankton density on light availability, and the availability of phosphorus) and the interactions between organisms in both environments.

You can also examine shifts in these interactions as a result of the newly introduced zebra and quagga mussels, which have ultimately resulted in the algae's presence on the beach.

Task 3.

There are also opportunities to discuss the impact of these ecosystem changes on people who own property and/or visit the beach.

II. Read the text

But It's Just a Bottle of Water

Bottled water, popular among students, is big business even though issues surrounding it related to health and safety as well as its environmental impact have stirred up controversy. Designed for an introductory non-majors environmental science course, this discussion/dilemma case explores the environmental effects associated with the production, consumption, and recycling of bottled water while touching on health and safety issues. Students also learn about government regulations regarding the extraction of ground water and labeling of bottled water; recycling laws and how states circumvent the recycling process; and the economic and ecological costs of drinking bottled water.

Task 1. Objectives:

- Identify the complexities associated with the production, consumption, and recycling of bottled water.
- Identify state and federal regulations (FDA, EPA) associated with the extraction of ground water and the potential impacts it has on the environment.
- Identify potential safety hazards with drinking water, both chemical and biological.
- Become aware of state recycling laws and how states circumvent the recycling process.
- Understand the different categories of water and where water comes from.
- Utilize critical thinking skills to examine the economic and ecological costs of drinking bottled water.

Keywords: Bottled water; drinking water; groundwater; polyethylene terephthalate; PET plastic; plastic water bottle; tap water; Safe Drinking Water Act; Bottle Bill, recycling

Task 2. Choose the correct form.

- 1) Many rivers and lakes are
a) poisoned
b) filled
c) used
d) sold
- 2) Factories pour a lot of into air and water.
a) shortage
b) waste
c) pollution
d) energy

3. 27) What is the most used renewable energy source in the world?

- a) Hydro energy.
- b) Solar energy.
- c) Wind energy
- d) None of the above

III. Read the text

Banana Split: To Eat, or Not to Eat

How much did you pay for that banana? Have you thought about why it was so cheap? The fruit companies may no longer own most of the plantations, but they still control the price of bananas. Pay your workers too much and you can't sell your bananas. Some of the banana workers from several Central American countries even filed lawsuits against Royale. They say they can no longer have children because of what pesticides did to them. This is happening now.

Our professor said that banana production in Latin America has caused large-scale destruction of the rainforest. He also said that there was something called Panama disease that nearly wiped out the banana industry in the first half of the 20th century. If this disease can't be controlled, why are banana workers suing Royale because of what pesticides did to them?"

The most challenging disease is Sigatoka. It was a problem with Gros Michel as well. But the Sigatoka fungus infects plants through the leaves, so it can be controlled by spraying the leaves with a pesticide. The first one that was used for Sigatoka was a concoction called "Bordeaux mixture." The mixture contained copper sulfate, which, unfortunately, got into the workers who sprayed it. It turned them blue and made them sick. Many died. Bordeaux mixture was eventually abandoned because too much copper in the soil kills the banana plants, not because of what it did to the workers.

Panama disease isn't the only thing that attacks bananas. Insects are also a big problem—there are plastic bags impregnated with pesticides placed over banana bunches on the tree to keep them from getting damaged by insects. Our professor said that there were lawsuits against Royale because of something called DBCP; it kills nematodes, which are microscopic roundworms that attack banana roots. DBCP is really bad stuff—the company that made it knew it was dangerous because some of their own workers at a plant in California had become sterile—but when the company tried to pull it off the market, Royale threatened them with a lawsuit. But the company stopped making DBCP in 1977, so we doubt this is a problem now. In fact, we've done some research and it looks like the lawsuits pushed Royale into doing a lot of research on biological ways to control banana diseases. Based on what Koeppel says in his book, there are still plenty of environmental concerns with banana production. A disease called black Sigatoka is one of the biggest problems in bananas. It kills the banana leaves, but it can also cause bananas to ripen during shipment, so that when the fruit arrives in the grocery store, it's already rotten. Most of the pesticides sprayed on bananas are for just this one disease. And the more pesticides are sprayed, the more resistant the fungus gets to the pesticide, and then they have to spray more pesticide—up to 40 times a year.

The pesticides for black Sigatoka are sprayed from an airplane, and some of it drifts into the workers' houses, gets onto their food and everything. And some workers are even in the fields while they are spraying pesticides. Another problem is that the pesticides and the insecticide-impregnated plastic bags end up in rivers where they kill fish. If the bags make it into the ocean, they can strangle sea turtles.

It's time to give up bananas! You don't have to do that. There are organic bananas—in fact, that's what you're eating. Look at the sticker—it says that the banana is "USDA Organic." That means the farm is certified by the U.S. Department of Agriculture as organic—the farmer can't use synthetic pesticides or fertilizer, or genetically modified organisms.

But just because bananas are produced organically doesn't mean they don't have a negative impact on the environment, or that the workers are treated fairly. Koeppel wrote that organic bananas can't be grown on a large scale because of black Sigatoka. They have to be grown away from other banana fields and at higher elevations or in drier areas where the fungus won't grow as well. So to increase the number of organic bananas grown, new fields usually need to be cleared from the rainforest.

True, they aren't the same as organic, but part of the Fair Trade principle is that the bananas are grown in a sustainable manner, and there are certain pesticides that can't be used. And farmers that get certified as organic producers are paid a higher premium for their organic bananas.

Task 1. Answer the questions

1. Bill Snowe was trying to develop a "better banana"; based on information presented, what qualities would this banana need to have in order for it to be better than the Cavendish? How are Snowe's challenges in developing a better banana different from that of an apple breeder?
2. What are the challenges Ethan Brown faces in keeping Integrated Fruit from going bankrupt?
3. What should Ethan Brown do? What are the potential consequences of his decision?

Task 2. Give a title to each paragraph.

1. Solution the problem – organic bananas
2. Banana business
3. Black Sigatoka
4. Panama disease

Task 3. Choose the correct form

1. The most challenging _____ is Sigatoka.
 - a. Dish
 - b. Disease
 - c. Mark
 - d. Type
2. The _____ for black Sigatoka are sprayed from an airplane
 - a. Pesticides
 - b. Pills

- c. Water
- d. Fertile
- 3. But the Sigatoka fungus infects plants through the _____.
- a. Leaves
- b. Roots
- c. Flowers
- d. stem

Вариант 2

БЛОК 1

Choose the correct answer to fill each blank

1. American mothers often think of ... sons as future Presidents.
 - a) them
 - b) they
 - c) their
 - d) theirs
2. Every generation remembers ... youth.
 - a) it
 - b) his
 - c) her
 - d) its
3. He's ... at arts than at science.
 - a) more good
 - b) better
 - c) best
 - d) more better
4. Education mirrors society, doesn't it? ...
 - a) No, it does.
 - b) Yes, it does.
 - c) No, it don't.
 - d) Yes, it doesn't.
5. Both of them ... graduate work at Harvard now.
 - a) does
 - b) were doing
 - c) are doing
 - d) are done
6. The problem ... a new shape by now.
 - a) acquire
 - b) acquired
 - c) has acquired
 - d) is acquired
7. New methods and fresh approaches ... nowadays.
 - a) require
 - b) are required
 - c) have required
 - d) required
8. A friend, comparing their common backgrounds, suggested that they ... pretty much alike.
 - a) are
 - b) were
 - c) was
 - d) being
9. ... a chance of stability because everything is going well.
 - a) There are
 - b) There is
 - c) There were
 - d) It was
10. To become very rich you ... by a combination of remarkable circumstances.
 - a) have to be helped
 - b) has to be helped
 - c) don't have to be helped
 - d) not have to be helped
11. Discussion should ... to develop judgment and discrimination.
 - a) to be used
 - b) to be using
 - c) be using
 - d) be used
12. British newspapers ... be divided into the following groups: national and local, quality and popular.
 - a) can
 - b) must
 - c) may
 - d) will
13. a number of remarkable traditions in this country. ... a nation of conservative people.
 - a) there is
 - b) there are
 - c) they are
 - d) it is
14. Among members of the British Parliament many ... public school.
 - a) has attended
 - b) are attended
 - c) had attended
 - d) were attended
15. Unfortunately I had no ... to help me.
 - a) some
 - b) any
 - c) one
 - d) all
16. The gift of speech ... not often ... by the power of thought.
 - a) were accompanied
 - b) are accompanied
 - c) is accompanied
 - d) be accompanied
17. 1. If I ____ my entrance exams I ____ the happiest man in the world.
 - A) shall pass / would be
 - B) passed / am
 - C) passed / would have been
 - D) pass / shall be
18. What ____ you ____ if the train ____ in time?
 - A) will be / doing / come
 - B) did / will not come
 - C) will / do / doesn't come

D) have / done / came

19. 3. Max didn't _____ yesterday afternoon; he _____ at home.

A) go out / stayed

B) go out / stay

C) went out / stayed

D) went out / stay

20. 4. A: _____ you _____ Jane last month?

B: No, I _____.

A) saw / didn't

B) Did / see / didn't

C) Did / saw / didn't

D) Did / see / did

21. Why ... you ... my breakfast before I came back? Were you so hungry?

a) have/eaten

b) has/eaten

c) had/eaten

d) did/ate

22. ... your mother ... the table (накрывать на стол) by the time you were back from Canada?

a) has/laid

b) had/lad

c) had/laid

d) had/lying

23. She ... a member of our organization for more than 10 years.

a) has/be

b) have/been

c) was

d) has/been

24. 8. He's the 10th person who ... me what is the weather today this morning!

a) has/ask

b) has/asked

c) had/asked

d) was/asked

25. Where _____ on holidays?

A) you go

B) do you go

C) do you going

D) are you go

26. Every morning Tessa _____ at 7.30.

A) is getting up

B) got up

C) get up

D) gets up

27. I _____ a new flat a few months ago.

A) bought

B) have been buying

C) have bought

D) buy

28. If you had video, you _____ record it yourself tonight.

A) could

B) can

C) must

D) may

29. This _____ be the right road. There is no other way.

A) had better

B) must

C) have to

D) would rather

30. Please, tell me something _____ than this old joke.

A) interesting

B) less interesting

C) more interesting

D) the most interesting

E) the least interesting

БЛОК 2

Choose the correct answer to fill each blank.

1) The form of agriculture that relies on techniques such as crop rotation, green manure, compost and biological pest control to maintain soil productivity and control pests on a farm is called ...

a) Ecosystem

- b) organic farming
 - c) mechanized agriculture
 - d) Farming
- 2) Environmental protection is a(n)..... problem.
- a) easy
 - b) important
 - c) pleasant
 - d) wonderful
- 3) Factories pour a lot of into air and water.
- a) shortage
 - b) waste
 - c) pollution
 - d) energy
- 4) What caused the of wildlife?
- a) destruction
 - b) poison
 - c) population
 - d) boom
- 5) Many rivers and lakes are
- a) poisoned
 - b) filled
 - c) used
 - d) sold
- 6) Many scientists try ecology problems.
- a) to solve
 - b) to know
 - c) to protect
 - d) to create
- 7) What is the current population of the world?
- a) about four billion
 - b) about five billion
 - c) about six billion
 - d) about seven billion
- 8) At current rates, what will the world population be in the year 2050?
- a) almost 11 billion
 - b) a little more than billion
 - c) a little more than 6 billion
 - d) almost 8 billion
- 9) The two most populous countries in the world are:
- a) The United States and Mexico
 - b) China and India
 - c) Mexico and India
 - d) China and the United States
- 10) On which continent is population growth the fastest?
- a) North America
 - b) Asia
 - c) Europe
 - d) South America
- 11) What is the best shopping bag to use at a supermarket?
- a) A plastic bag.
 - b) A paper bag.
 - c) Your own reusable bag from home.
 - d) A silk bag
- 12) How can you reuse paper that has been printed on one side?
- a) Use it in your printer or fax machine (print on the blank side)
 - b) Use the blank side for scratch paper.
 - c) Both a and b.
 - d) Throw away
- 13) What are tin cans made of?
- a) Tin.
 - b) Steel.
 - c) Aluminum.
 - d) All of the above.
- 14) Most Paper is made from trees. What other materials can be used to make paper?
- a) Hemp.
 - b) Rice.
 - c) Cloth rags.
 - d) All of the above.

15) What can people who work in offices do to use less paper?

- a) Use e-mail.
- b) Make two-sided copies.
- c) Share reports and printed information.
- d) All of the above.

BUSINESS LETTER

1) Unjumble the parts of the business letter

1. Corporate Services

Riviera Industries Inc.

245 Dearborn Park Road

Chicago, IL 60610

2. November 5, 2012

3. Dear Ms. Campion:

4. It was a pleasure meeting you briefly at last week's Board of Trade event. After our chat at last week's meeting, it occurred to me that with Riviera approaching its 50th anniversary, it would be the perfect occasion to produce a Corporate History to celebrate your company's first half-century. With Riviera's 50th just around the corner, I'm sure that you have been thinking about ways to make that anniversary a special one. Accordingly, I would very much like to meet with you and show you some of the corporate work we have done, and brief you further on our services.

5. Stand By Me Records

123 Rose Street

Albuquerque, NM 02110

6. Raymond Gaudet

Manager, Corporate Programs

Key for a business letter : 2, 1, 5, 3, 4, 6

2) Types of Business Letter:

Identify which type of the business letter does the following passage refer to.

The FIABCI (Federacion Internationale Administrateurs de Bien Conselis Immobilières) is staging the FIABCI World Congress on July 19-23, 2010 in Beijing, China. Kindly inform every member of the sales force to mark the date, since we have signed up as one of the participating firms. I would appreciate it if you would encourage everyone to go, and provide me with the names of those who will be attending no later than the 30th of June. We will, of course, pay the entrance fees for all those attending.

.....
a) Order Letter

b) Letter of Complaint

c) Memo

d) Cover Letter

3) Type of Business Letter

Identify which type of the business letter does the following passage refer to.

.....
I'm writing this letter to bring your attention that I'm not satisfied with the quality of services provided at your company. I'm talking about the services I took on March 14th 2012 and want to let you know I was very upset with your staff's performance. They used to deal with me quite inefficiently and did not show their interest which they must show while dealing with their regular customers.

.....
a) Cover Letter

b) Inquiry Letter

c) Letter of Recommendation

d) Letter of Complaint

БЛОК 3

CASE STUDY

I. Read the text

Forest-Atmosphere Exchange

Direct measurements of forest-atmosphere exchanges of carbon dioxide, water, energy, and other trace gases allow us to observe whole-ecosystem metabolism as well as quantify the role of forests as sources of trace gases, the input of gaseous pollutants and nutrients, and the role of forests in cleansing the atmosphere.

The eddy-covariance flux tower at the Harvard Forest Environmental Measurements Site (HFEMS) was installed in 1989 and provides the world's longest continuous record of net ecosystem CO₂ exchange, evaporation, and energy flux between the atmosphere and a forest, at hourly time resolution. The CO₂ exchange is partitioned into respiration and photosynthetic components.

Additional towers in a hemlock stand and a younger deciduous stand on Little Prospect Hill were installed to examine the differences in carbon flux due to species composition and stand age. At all three flux-tower sites, the forest is accumulating carbon and contributing to the terrestrial "sink" for carbon that currently is reducing the growth atmospheric CO₂. The atmospheric carbon fluxes provide a top-down look at forest growth and are complemented by ground measurements of vegetation and litter at large and small plots where we can identify which components in the forest are gaining and losing carbon. The combination of short-term carbon and water exchange fluxes observed at the towers with long-term changes in biomass and species composition observed at permanent plots provides a very powerful constraint to develop and evaluate ecosystem process models.

Because of its rural location downwind of major east-coast urban areas, but away from nearby pollution sources, the Harvard Forest site is an important observatory for tracking regional air quality. In addition to the carbon flux measurements at HFEMS, we measure ozone and nitrogen oxide to quantify potential air pollutant impacts on the forest and assess the role of the forest in removing these pollutants from the atmosphere. Several measurement campaigns have focused on emissions of volatile hydrocarbons such as isoprene from the vegetation. These compounds are an important precursor for atmospheric chemical reactions.

Task 1. What does the text mainly discuss?

- a) metabolism of the whole ecosystem
- b) the growth atmospheric CO₂
- c) potential air pollutant impacts on the forest
- d) The different kinds of pollutions

Task 2. Choose the title for each passage (1-6; a-h).

- a) Mountain Glaciers and Their Peculiarities
- b) Basic Types of Glaciers and Their Location
- c) Ice Caps and Where to Look for Them
- d) Ice Sheets' Whereabouts
- e) Ice Sheets and Ice Shelves
- f) Least Extraordinary Glaciers
- g) Common Mountain Glaciers
- h) Basic Glacier Categories' Major Differences

Task 3. Choose the best answer

1) It can be inferred that ice sheets are so named for which of the following reasons?

- a) They are confined to mountain valleys
- b) They cover large areas of land
- c) They are thicker in some areas than in others
- d) They have a characteristic circular shape

2) According to the passage ice shelves can be found

- a) Covering an entire continent
- b) Buried within the mountains
- c) Spreading into the ocean
- d) Filling deep valleys

3) All of the following are alpine glaciers EXCEPT

- a) Cirque glaciers
- b) Ice caps
- c) Valley glaciers
- d) Ice fields

Вариант 3

БЛОК 1

Choose the correct answer to fill each blank.

1. What ____ you ____ if the train ____ in time?

- A) will / do / doesn't come
- B) did / will not come
- C) do / didn't / come
- D) have / done / came

2. If he ____ in Tokyo he ____ us.

- A) was / will visit
- B) were / would visit
- C) will be / will visit
- D) is / would visit

3. When John made his mind (решился) to sign up for (записаться) English course, Tom ...already ... it.

- a) had/done
- b) have/done
- c) did/do
- d) has/done

4. When I went to school I was very scared because I ... not ... my previous homework.

- a) had/done
- b) have/dove
- c) did/do
- d) was/doing

5. You _____ be hungry. You had no lunch.

- A) can't
- B) shouldn't
- C) must
- D) couldn't

6. A: I've got toothache. B: You'd _____ go to the dentist.

- A) better
- B) should

- C) used to
D) must
7. Tom, this is Jack. ... father works at our school.
a) their
b) her
c) our
d) his
8. Your English is much ____ now. You've made ____ mistakes this time.
A) best / least
B) better / less
C) the best / less
D) good / less
9. She said the letter was personal and didn't let me it.
A) reading
B) read
C) to read
D) read to
10. She didn't want her child to hospital.
A) to take
B) take
C) to taken
D) to be taken
11. Is it true that you ... to find me all day long?
a) has been tried
b) have been
c) have called
d) have been trying
12. Anna ... a good job.
a) finds
b) has found
c) founded
d) has been finding
13. We _____ leave now or we'll be late.
A) has to
B) must
C) can
D) will
14. My teachers always expected me _____ well in exams.
A) did
B) doing
C) do
D) to do
15. Last year we managed _____ a holiday that suited everyone.
A) found
B) to find
C) find
D) finding
16. He says, "You are right."
a) he says that I am right
b) he says which I right
c) he says I was right
d) he said I are right
17. He said, "I have changed my opinion."
a) he said that he had changed his opinion
b) he said that he have changed his opinion
c) he said that he would have changed his opinion
d) he said that he changed his opinion
18. I hope that the truth ____ very soon.
A) will find out
B) will be finding out
C) is found out
D) will be found out
19. The sports competitions which ____ on Sunday ____ by a lot of people.
A) are held / will be visited
B) was held / will visit
C) will held / will visit
D) will be held / will be visited
20. The business letter ____ just ____ .

- A) is / written
- B) has / been written
- C) was / written
- D) were / written

21. I asked them, "Have you been to Africa?"

- a) I asked them whether they had been to Africa
- b) I asked them whether they have been to Africa
- c) I asked them whether they were to Africa
- d) I asked them whether they would be to Africa

22. He asked us, "What are your names?"

- a) he asked us our names what were
- b) he asked our what names are
- c) he asked us what our names are
- d) he asked us what our names were

23. She said to me, "Don't talk to me".

- a) she told me not to talk to her
- b) she told me to not talk to her
- c) she told me not to talk to me
- d) she told me do not to talk to her

24. We began _____ about next year's holiday two months ago.

- A) talked
- B) talking
- C) talks
- D) talk

25. She said to me, "Don't talk to me".

- a) she told me not to talk to her
- b) she told me to not talk to her
- c) she told me not to talk to me
- d) she told me do not to talk to her

26. He asked us, "What are your names?"

- a) he asked us our names what were
- b) he asked our what names are
- c) he asked us what our names are
- d) he asked us what our names were

27. They prefer _____ in a swimming pool all day.

- A) playing
- B) plays
- C) to play
- D) to playing

28. The dentist told me _____ more careful when I brush my teeth.

- A) will be
- B) being
- C) to be
- D) be

29. My family is trying _____ where to go on holiday.

- A) decided
- B) decide
- C) to decide
- D) deciding

30. You _____ get the 8.45 train. It doesn't stop at Yorkshire.

- A) had better
- B) mustn't
- C) should
- D) don't have to

БЛОК 2

Choose the correct answer to fill each blank.

1) Why is it important to reuse clothing, furniture, toys, electronic equipment, and other materials?

- a) It saves money.
- b) It helps save natural resources.
- c) It helps save energy.
- d) All of the above.

2) What do you call the area that is inhabited by a particular species?

- a) Habitat.
- b) Environment.
- c) Biosphere.
- d) House

3) What do you call the processing of used materials and their reuse?

- a) Recycling.

- b) Reusing.
- c) Reprocessing.
- d) Rewriting
- 4) Which layer protects the Earth from UV rays?
 - a) Oxygen.
 - b) Nitrogen.
 - c) Ozone.
 - d) Water
- 5) The process by which the Earth's temperature is increasing is called the ...
 - a) biothermal effect.
 - b) greenhouse effect.
 - c) temperature effect
 - d) increase effect
- 6) Which of the following is biodegradable?
 - a) Plastic.
 - b) Paper.
 - c) Glass
 - d) Metal
- 7) What is the term for the complete disappearance of a species?
 - a) Termination.
 - b) Disappearance.
 - c) Extinction.
 - d) Ending
- 8) What do you call renewable safe sources of energy?
 - a) Alternative energies.
 - b) Bio-energies.
 - c) Solar energies.
 - d) Earth energies
- 9) Which of these energy sources is renewable?
 - a) Coal.
 - b) Natural gas.
 - c) Wind.
 - d) Oil
- 10) What do you call the rain that contains many chemicals and is harmful?
 - a) Smog.
 - b) Acid rain.
 - c) Monsoon
 - d) Rainforest
- 11) What do you call a substance that pollutes the air, water or soil?
 - a) Pollutant.
 - b) Pesticides.
 - c) Acid.
 - d) Poison
- 12) What is the most used renewable energy source in the world?
 - a) Hydro energy.
 - b) Solar energy.
 - c) Wind energy
 - d) None of the above
- 13) Which of these animals is not in danger becoming extinct?
 - a) Panda bears.
 - b) Polar bears.
 - c) Grizzly bears.
 - d) none of the above
- 14) What type of shopping bag is more eco-friendly?
 - a) Paper.
 - b) Plastic.
 - c) Neither.
 - d) Leather
- 15) Global warming will cause an increase of ...
 - a) Heat waves.
 - b) Hurricanes.
 - c) Flood
 - d) All of the above

The amount of available moisture used by plants during the growing season is 200mm. The water consumption rate of spring wheat is 500, the share of primary products $k/t = 0.566$.

1. The water consumption rate of spring wheat, $hw/hectare$

A) 16,5; B) 22,6; C) 30,2; D) 41,0

2. How much soil nitrogen plants use by the assimilation rate $k/p = 25\%$.

A) 20; B) 42; C) 31; D) 60

3. Elite wheat seeding rate at the recommended norm 5mln of sprouting seeds per 1 hectare, mass 1000 seeds – 40 gr.

A) 180; B) 219; C) 250; D) 300

II. Read the text

Tarbagataisky district in the Republic of Buryatia. Cultivation of spring barley is planned. Mealy carbonate chestnut soil.

Agrochemical characteristics: nitrate nitrogen content 8.3 mg/100gr, mobile phosphorus – 18 mg/100, exchangeable potassium 20 mg/100 gr of soil. The amount of available moisture, used by plants for the vegetation period, 177 mm. Barley water consumption rate – 470, $kt = 0.518$.

1. Pease water consumption, $hw/hectare$

A) 15,0; B) 19,5; C) 30,7; D) 41,0

2. How much phosphorus is used by the phosphorus use rate from the soil 7%?

A) 37,8; B) 19,8; C) 23,0; D) 60,8

3. Sowing rate of barley elite seed in kg at the recommended norm 4 mln of sprouting seeds per 1 hectare, mass of 1000 seeds – 45 gr.

A) 100; B) 313; C) 250; D) 198

III. Read the text

Forest-steppe zone. Cultivation of spring rape is planned. Predecessor – crops and hay assembled in the beginning of august.

Grey forest soil, with clay by mechanical composition, $pH = 6/0$. Spring is cool, soil is sealed, bulk density – 1.5 g/sm³., autumn plowing carried out on 15-17 sm.

The content of moisture before planting in the meter layer is 130 sm, in 0-10 sm – 12 mm.

Severe contamination of the field is expected by dicotyledonous weeds before sprouting the seeds.

1. Your decision concerned with seedbed preparation?

A) plowing in spring with rolling

B) Cultivation before seedbed, alignment and rolling

C) Cultivation before seedbed and harrowing

D) rolling

2. Your choice of grade

A) АНННЗИС 1

B) Ратник

C) Форум

D) Ритм

3. what technological methods are used in sprouting faze?

A) cultivation

B) harrowing across the rows

C) rolling

D) spraying by herbicides

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

Introduction to politics of climate change: discourses of policy and practice in developing countries

The past 20 years have witnessed a momentous surge in interest in the idea of climate change. Much of this growth is due to the field of climate science, which has produced compelling evidence to show that human actions are significantly changing the composition of the atmosphere, which is altering the functioning of the climate system (IPCC 2007). It is also attributable to the tens of thousands of organizations, networks, companies, consultants and advocates concerned with a host of climate change related response issues, ranging from energy and infrastructure, to risk management and reduction, to community-based adaptation that have been spawned as a result. Many of these actors are supported by major financial investments. For example, in March 2010 the UK Department for International Development (DFID) announced that it would be investing £50 million in a new program, the Climate and Development Knowledge Network (CDKN), to 'help developing countries navigate the challenges of climate change'. This trend is set to continue with tens of billions of dollars of climate finance pledged by the international community over the next 10 years (COP 2009). In this way, climate change has become 'one of the defining contemporary international development issues' (Tanner and Allouche 2011, 1).

Studies of contemporary climate change from greenhouse gas emissions and land use changes originated in the natural sciences-based literature and the science-based institutions of the United Nations, particularly the Intergovernmental Panel on Climate Change (IPCC). This purely physical framing of the climate change issue adopted by the IPCC has dominated policymaking since the mid 1980s (Hulme 2007) and associated concepts – most notably 'mitigation' and 'adaptation' – have quickly garnered legitimacy in international debates (McNamara and Gibson 2009). However, in recent years, mounting efforts by the international policy community to link climate change interventions to human development goals that reduce poverty and promote equity have been challenged on the grounds that they systematically underplay critical cultural, socioeconomic, historic and political dimensions of human societies (Gaillard 2010; Mercer 2010; Marino and Ribot 2012; Farbotko and Lazrus 2011).

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In the field of environment and development, a concern with how people imagine human–climate interactions and therefore

begin to build images or narratives about particular groups of people, geographical places or periods of time is not new (cf. Furedi 2007; Endfield and Nash 2002). Some scholars view these types of cultural conception as hegemonic, in the sense that they dominate thinking and structure institutional arrangements. For example, Bankoff (2001, 19), examining the historical roots of the ‘hazard’ discursive framework, argues that ‘tropicality, development and vulnerability form part of one and the same essentialising and generalizing cultural discourse that denigrates large regions of the world as disease-ridden, poverty-stricken and disasterprone’, thus justifying Western intervention. Other scholars, however, see a greater plurality of images and narratives in which discourses can become powerful, but never completely hegemonic (Hilhorst 2001). This approach, for example, is used by McNamara and Gibson (2009) who show how the dominant representation of people living in the Pacific as ‘climate refugees’ by the international climate change community has been resisted by the islanders themselves, many of whom do not accord with the action of ‘fleeing’ as part of their vision for the future.

The papers presented in this Themed Section reflect both the hegemonic and more pluralistic positions outlined above. The articles are mostly case study based and focus on sub-Saharan Africa and Small Island Developing States (SIDS), which are considered vulnerable regions to climate change in the world (Christensen et al. 2007). The articles are organised around three interlinked themes. The first theme concerns the processes of rapid technicalisation and professionalisation of the climate change ‘industry’. According to Escobar, development has ‘fostered a way of conceiving of social life as a technical problem, as a matter for rational decision and management to be entrusted to the group of people – the development professionals – whose specialised knowledge allegedly qualifies them for that task’ (Escobar 1997, 91). The effect of these processes is that the terms of the international development debate are substantially narrowed as the ‘intellectual distance between donor and recipient is maintained’, and potentially critical discourses are co-opted (Kothari 2005, 428)

Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы	
Критерии оценки к экзамену	
Оценка «отлично» (86-100 баллов) ставится обучающемуся, обнаружившему систематические и глубокие знания учебно-программного материала, умения свободно выполнять задания, предусмотренные программой в типовой ситуации (с ограничением времени) и в нетиповой ситуации, знакомство с основной и дополнительной литературой, усвоение взаимосвязи основных понятий дисциплины в их значении приобретаемой специальности и проявившему творческие способности и самостоятельность в приобретении знаний. Студент исчерпывающим образом ответил на вопросы экзаменационного билета. Задача решена правильно, студент способен обосновать выбранный способ и пояснить ход решения задачи. Оценка «хорошо» (71-85 баллов) ставится обучающемуся, обнаружившему полное знание учебно-программного материала, успешное выполнение заданий, предусмотренных программой в типовой ситуации (с ограничением времени), усвоение материалов основной литературы, рекомендованной в программе, способность к самостоятельному пополнению и обновлению знаний в ходе дальнейшей работы над литературой и в профессиональной деятельности. При ответе на вопросы экзаменационного билета студентом допущены несущественные ошибки. Задача решена правильно или ее решение содержало несущественную ошибку, исправленную при наводящем вопросе экзаменатора. Оценка «удовлетворительно» (56-70 баллов) ставится обучающемуся, обнаружившему знание основного учебно-программного материала в объеме, достаточном для дальнейшей учебы и предстоящей работы по специальности, знакомство с основной литературой, рекомендованной программой, умение выполнять задания, предусмотренные программой. При ответе на экзаменационные вопросы и при выполнении экзаменационных заданий обучающийся допускает погрешности, но обладает необходимыми знаниями для устранения ошибок под руководством преподавателя. Решение задачи содержит ошибку, исправленную при наводящем вопросе экзаменатора. Оценка «неудовлетворительно» (менее 56 баллов) ставится обучающемуся, обнаружившему пробелы в знаниях основного учебно-программного материала, допустившему принципиальные ошибки в выполнении предусмотренных программой заданий, слабые побуждения к самостоятельной работе над рекомендованной основной литературой. Оценка «неудовлетворительно» ставится обучающимся, которые не могут продолжить обучение или приступить к профессиональной деятельности по окончании академии без дополнительных занятий по соответствующей дисциплине.	
Критерии оценивания контрольной работы текущего контроля успеваемости обучающихся (рекомендуемое)	
Комплект контрольных вопросов для проведения устных опросов Критерии оценивания (устанавливаются разработчиком самостоятельно с учетом использования рейтинговой системы оценки успеваемости обучающихся) Примерные критерии оценивания: – правильность ответа по содержанию задания (учитывается количество и характер ошибок при ответе); – полнота и глубина ответа (учитывается количество усвоенных фактов, понятий и т.п.); – сознательность ответа (учитывается понимание излагаемого материала); – логика изложения материала (учитывается умение строить целостный, последовательный рассказ, грамотно пользоваться специальной терминологией); – использование дополнительного материала; – рациональность использования времени, отведенного на задание (не одобряется затянутость выполнения задания, устного ответа во времени, с учетом индивидуальных особенностей обучающихся). Шкала оценивания (устанавливается разработчиком самостоятельно с учетом использования рейтинговой системы оценки успеваемости обучающихся)	
Баллы	

для учета в рейтинге (оценка)	Степень удовлетворения критериям
86-100 баллов «отлично»	Обучающийся полно и аргументировано отвечает по содержанию вопроса (задания); обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры не только по учебнику, но и самостоятельно составленные; излагает материал последовательно и правильно.
71-85 баллов «хорошо»	Обучающийся достаточно полно и аргументировано отвечает по содержанию вопроса (задания); обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры не только по учебнику, но и самостоятельно составленные; излагает материал последовательно. Допускает 1-2 ошибки, исправленные с помощью наводящих вопросов.
56-70 баллов «удовлетворительно»	Обучающийся обнаруживает знание и понимание основных положений данного задания, но излагает материал неполно и допускает неточности в определении понятий или формулировке правил; не умеет достаточно глубоко и доказательно обосновать свои суждения и привести свои примеры; излагает материал непоследовательно и допускает ошибки.
0-55 баллов «неудовлетворительно»	Обучающийся обнаруживает незнание ответа на соответствующее задание (вопрос), допускает ошибки в формулировке определений и правил, искажающие их смысл, беспорядочно и неуверенно излагает материал. Отмечаются такие недостатки в подготовке обучающегося, которые являются серьезным препятствием к успешному овладению последующим материалом.

Критерии оценивания контрольной работы тестовых заданий

Материалы тестовых заданий

Материалы тестовых заданий следует сгруппировать по темам/разделам изучаемой дисциплины (модуля) в следующем виде:

Тема (темы) / Раздел дисциплины (модуля)

Тестовые задания по данной теме (темам)/Разделу с указанием правильных ответов.

Критерии оценивания (устанавливаются разработчиком самостоятельно с учетом использования рейтинговой системы оценки успеваемости обучающихся)

Примерные критерии оценивания:

- отношение правильно выполненных заданий к общему их количеству

Шкала оценивания (устанавливается разработчиком самостоятельно с учетом использования рейтинговой системы оценки успеваемости обучающихся)

Примерная шкала оценивания:

Баллы для учета в рейтинге (оценка)	Степень удовлетворения критериям
86-100 баллов «отлично»	Выполнено 86-100% заданий
71-85 баллов «хорошо»	Выполнено 71-85% заданий
56-70 баллов «удовлетворительно»	Выполнено 56-70% заданий
0-55 баллов «неудовлетворительно»	Выполнено 0-56% заданий

Критерии оценивания контрольной работы разноуровневых задач (заданий)

Задачи репродуктивного уровня

Задачи реконструктивного уровня

Задачи творческого уровня

Критерии оценивания (устанавливаются разработчиком самостоятельно с учетом использования рейтинговой системы оценки успеваемости обучающихся)

Примерные критерии оценивания:

– полнота знаний теоретического контролируемого материала;

– полнота знаний практического контролируемого материала, демонстрация умений и навыков решения типовых задач, выполнения типовых заданий/упражнений/казусов;

– умение самостоятельно решать проблему/задачу на основе изученных методов, приемов, технологий;

– умение ясно, четко, логично и грамотно излагать собственные размышления, делать умозаключения и выводы;

– полнота и правильность выполнения задания.

Шкала оценивания (устанавливается разработчиком самостоятельно с учетом использования рейтинговой системы оценки успеваемости обучающихся)

Примерная шкала оценивания:

Баллы для учета в рейтинге (оценка)	Степень удовлетворения критериям
86-100 баллов «отлично»	Демонстрирует очень высокий/высокий уровень знаний, умений, навыков в соответствии с критериями оценивания. Все требования, предъявляемые к заданию, выполнены.
71-85 баллов «хорошо»	Демонстрирует достаточно высокий/выше среднего уровень знаний, умений, навыков в соответствии с критериями оценивания. Все требования, предъявляемые к заданию, выполнены.
56-70 баллов «удовлетворительно»	Демонстрирует средний уровень знаний, умений, навыков в соответствии с критериями оценивания. Большинство требований, предъявляемых к заданию, выполнены.
0-55 баллов «неудовлетворительно»	Демонстрирует низкий/ниже среднего уровень знаний, умений, навыков в соответствии с критериями оценивания. Многие требования, предъявляемые к заданию, не выполнены. Нет ответа. Не было попытки решить задачу.

Критерии оценивания контрольной работы для деловой (ролевой) игры

Тема (проблема)

Концепция игры

Роли:

Задания (вопросы, проблемные ситуации и др.)

Ожидаемый (е) результат(ы)

Критерии оценивания (устанавливаются разработчиком самостоятельно с учетом использования рейтинговой системы оценки успеваемости обучающихся)

Примерные критерии оценивания:

- качество усвоения информации;
- выступление;
- содержание вопроса;
- качество ответов на вопросы;
- значимость дополнений, возражений, предложений;
- уровень делового сотрудничества;
- соблюдение правил деловой игры;
- соблюдение регламента;
- активность;
- правильное применение профессиональной лексики.

Шкала оценивания (устанавливается разработчиком самостоятельно с учетом использования рейтинговой системы оценки успеваемости обучающихся)

Примерная шкала оценивания:

Баллы для учета в рейтинге (оценка)	Степень удовлетворения критериям
86-100 баллов «отлично»	Участник деловой игры продемонстрировал понимание сути поставленной проблемы; теоретические положения изложены с использованием профессиональной лексики; ответы и выступления четкие и краткие, логически последовательные; активное участие в деловой игре.
71-85 баллов «хорошо»	Участник деловой игры продемонстрировал понимание сути поставленной проблемы; теоретические положения изложены с использованием профессиональной лексики с незначительными ошибками; ответы и выступления в основном краткие, но не всегда четкие и логически последовательные; участие в деловой игре.
56-70 баллов «удовлетворительно»	Участник деловой игры продемонстрировал понимание сути поставленной проблемы; теоретические положения изложены со слабым использованием профессиональной лексики; ответы и выступления многословные, нечеткие и без должной логической последовательности; пассивное участие в деловой игре.
0-55 баллов «неудовлетворительно»	Участник деловой игры продемонстрировал затруднения в понимании сути поставленной проблемы; отсутствие необходимых знаний и умений для решения проблемы; затруднения в построении самостоятельных высказываний; обучающийся практически не принимает участия в игре.

Критерии оценивания контрольной работы для тем групповых и/или индивидуальных творческих заданий/проектов

Групповые творческие задания (проекты):

Индивидуальные творческие задания (проекты):

Критерии оценивания (устанавливаются разработчиком самостоятельно с учетом использования рейтинговой системы оценки успеваемости обучающихся)

Примерные критерии оценивания:

- актуальность темы;
- соответствие содержания работы выбранной тематике;
- соответствие содержания и оформления работы установленным требованиям;
- обоснованность результатов и выводов, оригинальность идеи;
- новизна полученных данных;
- личный вклад обучающихся;
- возможности практического использования полученных данных.

Шкала оценивания (устанавливается разработчиком самостоятельно с учетом использования рейтинговой системы оценки успеваемости обучающихся)

Примерная шкала оценивания:

Баллы для учета в рейтинге (оценка)	Степень удовлетворения критериям
86-100 баллов «отлично»	Работа демонстрирует точное понимание задания. Все материалы имеют непосредственное отношение к теме; источники цитируются правильно. Результаты работы представлены четко и логично, информация точна и отредактирована. Работа отличается яркой индивидуальностью и выражает точку зрения обучающегося.
71-85 баллов «хорошо»	Помимо материалов, имеющих непосредственное отношение к теме, включаются некоторые материалы, не имеющие отношение к ней; используется ограниченное количество источников. Не вся информация взята из достоверных источников; часть информации неточна или не имеет прямого отношения к теме. Недостаточно выражена собственная позиция и оценка информации.
56-70 баллов «удовлетворительно»	Часть материалов не имеет непосредственного отношения к теме, используется 2-3 источника. Делается слабая попытка проанализировать информацию. Материал логически не выстроен и подан внешне непривлекательно, не дается четкого ответа на поставленные вопросы. Нет критического взгляда на проблему.
0-55 баллов «неудовлетворительно»	Больше половины материалов не имеет непосредственного отношения к теме, используется один источник. Не делается попытка проанализировать информацию. Материал логически не выстроен и подан внешне непривлекательно, не дается ответа на поставленные вопросы.

ИЗМЕНЕНИЯ И ДОПОЛНЕНИЯ

Ведомость изменений

№ п/п	Вид обновлений	Содержание изменений, вносимых в ООП	Обснoвание изменений
1			
2			
3			
4			
5			
6			