

Федеральное агентство научных организаций

Федеральное государственное бюджетное научное учреждение
«Всероссийский научно-исследовательский институт сельскохозяйственной
микробиологии»



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«15» сентября 2015 г.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

«Иностранный (английский) язык»

Направление подготовки кадров высшей квалификации

06.06.01 Биологические науки

(код и наименование направления подготовки кадров высшей квалификации)

Профиль направления подготовки

03.02.03 «Микробиология»

(код и наименование профиля направления подготовки)

Квалификация выпускника:

«Исследователь. Преподаватель-исследователь»

Санкт-Петербург

2015 г.

**Паспорт
фонда оценочных средств
по дисциплине иностранный (английский) язык**
(наименование дисциплины)

№ п/п	Контролируемые разделы (темы) дисциплины	Код контролируемой компетенции (или ее части)	Наименование оценочного средства
1	2	3	4
1	Лексика	УК-3, УК-4	Тест
2	Морфология	УК-3, УК-4	Тест
3	Синтаксис	УК-3, УК-4	Тест
4	Текст	УК-3, УК-4, ОПК-2	Текст*

*В качестве учебных текстов и литературы для чтения используется оригинальная монографическая и периодическая литература по тематике широкого профиля вуза (научного учреждения), по узкой специальности аспиранта (соискателя), а также статьи из журналов, издаваемых за рубежом.

Для развития навыков устной речи привлекаются тексты по специальности, используемые для чтения, специализированные учебные пособия для аспирантов по развитию навыков устной речи.

Общий объем литературы за полный курс по всем видам работ, учитывая временные критерии при различных целях, должен составлять примерно 600000–750000 печ. знаков (то есть 240–300 стр.).

Оценочное средство для оценки раздела дисциплины № 1, №2, №3 (тест)

1. Употребите правильный артикль:

1. **Give me ... cigarette.**
a
the
-
2. **Yesterday I found ... wallet in the street**
a
the
-
3. **Look out of ... window! What is going on outside?**
a
the
-

2. Выберите правильный вариант формы множественного числа:

1. **Our two ... are crying all the time.**
babies

- babys
babyes
2. **No news ... good news.**
is
are
3. **... usually fly not very high.**
flyes
flys
flies
4. **These potatoes weigh five**
kiloes
kilos
4. Выберите правильный вариант формы сравнительной степени прилагательного:
1. **My wife is ... than your wife.**
the most beautiful
beautifuller
more beautiful
2. **Their flat is ... than ours.**
more large
larger
the larger
3. **You are ... person that I know.**
luckyer
the luckiest
the Luckyest
4. **Cats are not so clever ... dogs.**
as
so
than
that
5. Выберите правильный вариант формы предлога
1. **The monument ... the first cosmonaut.**
for
to
at
on
2. **It is beautiful ... this island**
in
for
at
on
3. **I saw it ... a magazine**
over
in
on
out
4. **I am happy I got to see this ... my own eyes.**
with

by
about
at

6. Выберите правильный вариант формы The Present Indefinite

My mother _____ a bad headache.

have got
am
has got

Where _____ the Johnsons (live)?

do
are
does

Margie and her sister _____ wonderful voices.

does
has got
have got

I (not/understand) _____ that man because I (not/know) _____ English.

not understand, don't know
don't understand, not know
don't understand, don't know

7. Выберите правильный вариант формы Past Indefinite:

1. **There isn't a cloud in the sky, but it (be) cloudy in the morning.**

is
was
were

2. **Mrs. Clay usually finishes her work at half past three, but she (finish) it later yesterday afternoon.**

finish
finishes
finished

3. **Every day I help my Mom about the house, but last week I was very busy with my exam. So I (not/help) her much.**

not helped
didn't helped
didn't help

4. **Tom isn't playing tennis tomorrow afternoon, he (not/play) tennis yesterday.**

doesn't play
didn't play
didn't played

8. Выберите правильный вариант формы Future Indefinite:

1. **I'm tired. I (go) to bed.**
I'll
I go
I'd go
2. **It's late. I think I (take) a taxi.**
will take
shall take
am take
3. **_____ I (answer) the question?**
Shall
Will
Shall not
4. **We don't know their address. What (we/do)?**
What are we do
What will we do
What shall we do

9. Выберите правильный вариант формы Passive Voice:

1. **The building _____ two years ago.**
destroyed
was destroyed
2. **I _____ by the news he had told me the day before.**
am surprising
surprised
was surprised
am surprised
3. **_____ he _____ at the airport tomorrow?**
Is ... being met
Will ... be meet
4. **The police _____ to me.**
is hands
was handed
will be handing

10. Выберите правильный вариант формы Subjunctive Mood:

1. **The dog looks as if it _____ hungry.**
were
had been
2. **Sara cried as if something terrible _____.**
happened
had happened
3. **It seems as if he _____ to say something rude.**
is going
were going

4. **Everybody treats me as if I _____ a catching disease.**
am having
had
have

11. Выберите правильный вариант формы Non-Finite forms of the verb:

1. **Is there anything in that new magazine worth _____.**
to read
reading
2. **Although I was in a hurry, I stopped _____ to him.**
to talk
talking
3. **I really must stop _____.**
to smoke
smoking
4. **Would you mind _____ the front door?**
to close
closing

12. Выберите правильный вариант формы Infinitive:

1. **I want _____ the house where Pushkin was born.**
see
to see
2. **I would like you _____ his invitation.**
accept
to accept
3. **Teachers make me _____ homework well.**
do
to do
4. **The child was made _____ to bed at 9 p.m.**
go
to go

13. Выберите правильный вариант формы Participle I:

1. **That night, _____ up to his room he thought of his unpleasant duty.**
went
going
having go
2. **She smiled _____ the joke.**
remembered
to remember
remembering
3. **_____ so little in the country, I am afraid I cannot answer all your questions.**
Seeing

Having seen

To see

4. **A new road _____ the plant with the railway station will soon be built.**
connecting
having connected

14. Выберите правильный вариант формы Participle II:

1. **1. She enters, _____ by her mother.**
accompanying
being accompanying
accompanied
2. **2. _____ by the crash, he leapt to his feet.**
Arousing
Have been aroused
Aroused
3. **3. _____ about the bandits, he left his valuables at home.**
Warned
Having been warned
Warning
4. **4. _____ that they were trying to poison him, he refused to eat anything.**
Convincing
Convinced
Convince

15. Определите предложение с Phrasal verbs:

1. **We can't put it _____ any longer. We should do it right now.**
out
on
off
by
2. **Look _____ ! You are going to fall down now!**
after
out
into
up
3. **Why haven't you taken _____ wearing a helmet while going biking? It's dangerous.**
to
up
over
off

16. Выберите правильный вариант формы Gerund:

1. **Why do you insist _____ our returning back home?**
at
in
on

2. **We had some difficulty _____ finding the right candidate for this job.**
at
in
on
3. **My friend is really good _____ driving cars.**
at
in
on
4. **I am sorry _____ keeping you waiting.**
of
for
to

17. Выберите правильный вариант формы Infinitive construction:

1. **Teddy's words made me _____ uncomfortable.**
to feel
feeling
feel
2. **Mrs. Pottson allowed her guests _____ in the living room.**
to smoke
smoking
smoke
3. **Has the secretary come yet? I want to have my papers _____.**
to type
type
typed
4. **I watched my cat _____ with her kittens. I couldn't tear myself away from that funny sight.**
played
playing
to play

18. Выберите правильный вариант формы There be:

1. **There _____ a cat under my bed.**
wasn't
weren't
2. **There _____ many people in the room.**
is
are
3. **There _____ no good news for you today, I'm afraid.**
is
are
4. **There _____ lots of problems recently.**
has been
have been

19. Выберите правильный вариант формы can/ could

1. **My wife _____ three languages.**
cans speak

can speaks
can speak
cans speaks

2. **I'm sorry, I _____ join you on Wednesday.**

can't
can't to
don't can to
don't can

3. **Can you _____ people's thoughts?**

read
to read

4. **Who _____ help me with my homework?**

cans
can
cans to
can to

20. Выберите правильный вариант формы must/have to/be to:

1. **Listen, you must _____ your parents about it immediately.**

tell
to tell

2. **No, I _____ do it tomorrow.**

mustn't
don't must

3. **She must _____ it.**

remembers
remember
to remember

4. **_____ study English every day?**

Do me must
Must we

21. Выберите правильный вариант формы may/might:

He _____ to see us tomorrow.

mays come
may comes
may to come
may come

They _____ finish the work by Thursday.

don't may
don't may to
may not
may not to

May I speak to you, sir? – Yes, _____.

you do
you may

Henry said, that he _____ be late.

- might
- may
- would may

22. Выберите правильный вариант формы условного придаточного предложения:

1. **Tell me about your decision, when we _____ next time.**
 - meet
 - will meet
2. **If the child wants, _____ him this toy!**
 - will buy
 - buy
3. **We _____ about it for sure, when we _____ home.**
 - will know ... will return
 - know ... will return
 - will know ... return
4. **I need to think the matter over, in case he _____.**
 - will refuse
 - refuses

23. Выберите правильный вариант формы вопросительного предложения:

1. _____ **do his powers come from?**
 - Where
 - Who
 - Why
2. _____ **one of you coming to my house later?**
 - Who
 - Is
 - Whose
3. _____ **set a world record is competition?**
 - When
 - Who
 - Why
4. **Let me know ... you hear from your mother.**
 - Who
 - Which
 - What

24. Выберите правильный вариант формы вопросительного предложения:

1. _____ **are you going to get home from work?**
 - How
 - Whom
 - What
2. _____ **are you leaving?**
 - Where
 - When
 - How

3. _____ are you crying?

- Who
- Why
- Whom

4. _____ would you like on your hamburger?

- Who
- What
- Which

25. Выберите правильный вариант формы Future (going to do):

1. **We _____ take the bus.**

- are not going
- are not going to
- is not going

2. **I _____ defend my point of view.**

- am going to
- am going
- am go to

3. _____ learn Irish?

- Is you going
- Are you going
- Are you going to

4. **He _____ get up early.**

- is going to
- is going to
- is going to

Оценочное средство для оценки раздела дисциплины № 4 (Текст)

(письменные переводы, аннотирование, реферирование, ведение словаря по профильной терминологии, все виды чтения, пересказ, коммуникативная адекватность высказываний монологической и диалогической речи в виде пояснений, определений, аргументации, выводов, оценки явлений, возражений, сравнений, противопоставлений, вопросов, просьб).

Text 1 Crop rotation

Middle Eastern farmers practiced crop rotation in 6000 BC without understanding the chemistry, alternately planting legumes and cereals. In the Bible chapter of Leviticus 25, God instructs the Israelites to observe a 'Sabbath of the Land'. Every seventh year they would not till, prune or even control insects. The Roman writer Cato the Elder recommended that farmers "save carefully goat, sheep, cattle, and all other dung". In Europe, since the times of Charlemagne, there was a transition from a two-field crop rotation to a three-field crop rotation. Under a two-field rotation, half the land was planted in a year, while the other half lay fallow. Then, in the next year, the two fields were reversed. Under three-field rotation, the land was divided into three parts. One section was planted in the autumn with winter wheat or rye. The next spring, the second field was planted with other crops such as peas, lentils, or beans and the third field was left fallow. The three fields were rotated in this

manner so that every three years, a field would rest and be fallow. Under the two-field system, if one has a total of 600 acres (2.4 km²) of fertile land, one would only plant 300 acres. Under the new three-field rotation system, one would plant (and therefore harvest) 400 acres. But, the additional crops had a more significant effect than mere productivity. Since the spring crops were mostly legumes, they increased the overall nutrition of the people of Northern Europe.

From the end of the Middle Ages until the 20th century, the three-year rotation was practiced by farmers in Europe with a rotation of rye or winter wheat, followed by spring oats or barley, then letting the soil rest (leaving it fallow) during the third stage. It has long been recognized that suitable rotations – such as planting spring crops for livestock in place of grains for human consumption – make it possible to restore or to maintain a productive soil.

A four-field rotation was pioneered by farmers, in the early 16th century and popularised by the British agriculturist Charles Townshend in the 18th century. The system (wheat, turnips, barley and clover), opened up a fodder crop and grazing crop allowing livestock to be bred year-round. The four-field crop rotation was a key development in the British Agricultural Revolution.

George Washington Carver studied crop rotation methods in the United States, teaching southern farmers to rotate soil-depleting crops like cotton with soil-enriching crops like peanuts and peas.

In the Green Revolution, the traditional practice of crop rotation gave way in some parts of the world to the practice of supplementing the chemical inputs to the soil through top dressing with fertilizers, e.g. adding ammonium nitrate or urea and restoring soil pH with lime in the search for increased yields, preparing soil for specialist crops, and seeking to reduce waste and inefficiency by simplifying planting and harvesting.

Choice of crops

The choice and sequence of rotation crops depends on the nature of the soil, the climate, and precipitation which together determine the type of plants that may be cultivated. Other important aspects of farming such as crop marketing and economic variables must also be considered when deciding crop rotations.

Crop rotations may include two to six or more crop rotations over numerous seasons. A two crop rotation such as corn and soybean in cash grains or corn and alfalfa in forage systems use legumes to help fix nitrogen in the soil for utilization over the long term. Multiple cropping systems, such as intercropping or companion planting, offer more diversity and complexity within the same season or rotation i.e. the three sisters. Carrots can be shaded by tomatoes and loosen soil below them. Double cropping is common where two crops, typically of different species, are grown sequentially in the same growing season. Winter rye and barley can be sown after oats or rice and harvested before the next crop goes in of oats or rice. These systems can maximize benefits of the rotation as well as available land resources.

More complex rotations commonly utilize people for greater use of on-farm nutrient management and additional farm products. A soil-feeding crop of clover could be replaced or aided by an application of manure to set up a field for a double crop of winter grains after potatoes. Soil building and pest population management benefits can be further utilized with different complexities of crop rotation. In general the complexity of a field's rotation is limited by what soil, climate, and other environmental conditions permit. This also includes the current or desired management tools and goals of the farmer. Example-

Incorporation of animals

In Sub-Saharan Africa, as animal husbandry becomes less of a nomadic practice many herders have begun integrating crop production into their practice. This is known as mixed farming, or the practice of crop cultivation with the incorporation of raising cattle, sheep and/or goats by the same economic entity, is increasingly common. This interaction between the animal, the land and the crops are being done on a small scale all across this region. Crop residues provide animal feed, while the animals provide manure for replenishing crop nutrients and draft power. Both processes are extremely important in this region of the world as it is expensive and logistically unfeasible to transport in synthetic fertilizers and large-scale machinery. As an additional benefit, the cattle, sheep and/or goat provide milk and can act as a cash crop in the times of economic hardship.

Disadvantages

Some crops are picky in the type of soil they need for maximum profitability. Crop rotation is centered around the needs of the soil and not of the crop. Planting picky crops on not-preferred soil will lead to a lower yield in a specific growing season.

Nutrients

Rotating crops adds nutrients to the soil. Legumes, plants of the family Fabaceae, for instance, have nodules on their roots which contain nitrogen-fixing bacteria called rhizobia bacteria. It therefore makes good sense agriculturally to alternate them with cereals (family Poaceae) and other plants that require nitrates. An extremely common modern crop rotation is alternating soybeans and maize (corn). In subsistence farming, it also makes good nutritional sense to grow beans and grain at the same time in different lands.

Pest control

Crop rotation is also used to control pests and diseases that can become established in the soil over time. The changing of crops in a sequence tends to decrease the population level of pests. Plants within the same taxonomic family tend to have similar pests and pathogens. By regularly changing the planting location, the pest cycles can be broken or limited. For example, root-knot nematode is a serious problem for some plants in warm climates and sandy soils, where it slowly builds up to high levels in the soil, and can severely damage plant productivity by cutting off circulation from the plant roots. Growing a crop that is not a host for root-knot nematode for one season greatly reduces the level of the nematode in the soil, thus making it possible to grow a susceptible crop the following season without needing soil fumigation.

It is also difficult to control weeds similar to the crop which may contaminate the final produce. For instance, ergot in weed grasses is difficult to separate from harvested grain. A different crop allows the weeds to be eliminated, breaking the ergot cycle.

This principle is of particular use in organic farming, where pest control may be achieved without synthetic pesticides.

Soil erosion

Crop rotation can greatly affect the amount of soil lost from erosion by water. In areas that are highly susceptible to erosion, farm management practices such as zero and reduced tillage can be supplemented with specific crop rotation methods to reduce raindrop impact, sediment detachment, sediment transport, surface runoff, and soil loss.

Protection against soil loss is maximized with rotation methods that leave the greatest mass of crop stubble (plant residue left after harvest) on top of the soil. Stubble cover in contact with the soil minimizes erosion from water by reducing overland flow velocity, stream power, and thus the ability of the water to detach and transport sediment. Soil Erosion and Cill prevent the disruption and detachment of soil aggregates that cause macropores to block, infiltration to decline, and runoff to increase. This significantly improves the resilience of soils when subjected to periods of erosion and stress.

The effect of crop rotation on erosion control varies by climate. In regions under relatively consistent climate conditions, where annual rainfall and temperature levels are assumed, rigid crop rotations can produce sufficient plant growth and soil cover. In regions where climate conditions are less predictable, and unexpected periods of rain and drought may occur, a more flexible approach for soil cover by crop rotation is necessary. An opportunity cropping system promotes adequate soil cover under these erratic climate conditions. In an opportunity cropping system, crops are grown when soil water is adequate and there is a reliable sowing window. This form of cropping system is likely to produce better soil cover than a rigid crop rotation because crops are only sown under optimal conditions, whereas rigid systems are not necessarily sown in the best conditions available.

Crop rotations also affect the timing and length of when a field is subject to fallow. This is very important because depending on a particular region's climate, a field could be the most vulnerable to erosion when it is under fallow. Efficient fallow management is an essential part of reducing erosion in a crop rotation system. Zero tillage is a fundamental management practice that promotes crop stubble retention under longer unplanned fallows when crops cannot be planted. Such management practices that succeed in retaining suitable soil cover in areas under fallow will ultimately reduce soil loss.

Text 2 Soil

Soil is a major component of the Earth's ecosystem. The world's ecosystems are impacted in far-reaching ways by the processes carried out in the soil, from ozone depletion and global warming, to rain forest destruction and water pollution. Soil is the largest surficial global carbon reservoir on Earth, and it is potentially one of the most reactive to human disturbance and climate change. As the planet warms, soils will add carbon dioxide to the atmosphere due to its increased biological activity at higher temperatures. Thus, soil carbon losses likely have a large positive feedback response to global warming.

Soil acts as an engineering medium, a habitat for soil organisms, a recycling system for nutrients and organic wastes, a regulator of water quality, a modifier of atmospheric composition, and a medium for plant growth. Since soil has a tremendous range of available niches and habitats, it contains most of the earth's genetic diversity. A gram of soil can contain billions of organisms, belonging to thousands of species. Soil has a mean prokaryotic density of roughly 10^{13} organisms per cubic meter, whereas the ocean has a mean prokaryotic density of roughly 10^8 organisms per cubic meter. The carbon content stored in soil is eventually returned to the atmosphere through the process of [respiration](#), which is carried out by heterotrophic organisms that feed upon the [carbonaceous](#) material in the soil. Since plant roots need oxygen, ventilation is an important characteristic of

soil. This ventilation can be accomplished via networks of soil pores, which also absorb and hold rainwater making it readily available for plant uptake. Since plants require a nearly continuous supply of water, but most regions receive sporadic rainfall, the water-holding capacity of soils is vital for plant survival.

Soils can effectively remove impurities, kill disease agents, and degrade contaminants. Typically, soils maintain a net absorption of [oxygen](#) and [methane](#), and undergo a net release of [carbon dioxide](#) and [nitrous oxide](#). Soils offer plants physical support, air, water, temperature moderation, nutrients, and protection from toxins. Soils provide readily available nutrients to plants and animals by converting dead organic matter into various nutrient forms.

Soils supply plants with mineral nutrients held in place by the clay and humus content of the soil. For optimum plant growth, the generalized content of soil components by volume should be roughly 50% solids (45% mineral and 5% organic matter), and 50% voids of which half is occupied by water and half by gas. The percent soil mineral and organic content is typically treated as a constant, while the percent soil water and gas content is considered highly variable whereby a rise in one is simultaneously balanced by a reduction in the other. The pore space allows for the infiltration and movement of air and water, both of which are critical for life in soil. Compaction, a common problem with soils, reduces this space, preventing air and water from reaching the plant roots and soil organisms.

Given sufficient time, an undifferentiated soil will evolve a [soil profile](#) which consists of two or more layers, referred to as [soil horizons](#), that differ in one or more properties such as in their texture, structure, density, porosity, consistency, temperature, color, and reactivity. The horizons differ greatly in thickness and generally lack sharp boundaries. Soil profile development is dependent on the processes that form soils from their parent materials, the type of parent material, and the factors that control soil formation. The biological influences on soil properties are strongest near the surface, while the geochemical influences on soil properties increase with depth. Mature soil profiles in [temperate climate](#) regions typically include three basic master horizons: A, B and C. The [solum](#) normally includes the A and B horizons. The living component of the soil is largely confined to the solum. In the more hot, humid, climate of the [tropics](#), a soil may have only a single horizon.

The [soil texture](#) is determined by the relative proportions of sand, silt, and clay in the soil. The addition of organic matter, water, gases and time causes the soil of a certain texture to develop into a larger [soil structure](#) called an [aggregate](#). At that point a soil can be said to be developed, and can be described further in terms of color, porosity, consistency, reaction etc.

Of all the factors influencing the evolution of soil, water is the most powerful due to its involvement in the solution, erosion, transportation, and deposition of the materials of which a soil is composed. The mixture of water and dissolved and suspended materials is called the soil solution. Since soil water is never pure water, but contains hundreds of dissolved organic and inorganic substances, it may be more accurately called the soil solution. Water is central to the [solution](#), [precipitation](#) and [leaching](#) of minerals from the soil profile. Finally, water affects the type of vegetation that grows in a soil, which in turn affects the development of the soil profile.

The most influential factor in stabilizing soil fertility are the soil [colloidal](#) particles, clay and humus, which behave as repositories of nutrients and moisture and so act to buffer the variations of soil solution ions and moisture. The contribution of soil colloids to soil nutrition are out of proportion to their part of the soil. Colloids act to store nutrients that might otherwise be leached from the soil or to release those ions in response to changes of soil [pH](#), and so, to make them available to plants.

The greatest influence on plant nutrient availability is soil pH, which is a measure of the hydrogen ion (acid-forming) soil reactivity, and is in turn a function of the soil materials, precipitation level, and plant root behavior. Soil pH strongly affects the availability of nutrients.

Most nutrients, with the exception of nitrogen, originate from minerals. Some nitrogen originates from rain, but most of the nitrogen available in soils is the result of [nitrogen fixation](#) by bacteria. The action of microbes on organic matter and minerals may be to free nutrients for use, sequester them, or cause their loss from the soil by their volatilisation to gases or their leaching from the soil. The nutrients may be stored on soil colloids, and live or dead organic matter, but they may not be accessible to plants due to extremes of pH.

The organic material of the soil has a powerful effect on its development, fertility, and available moisture. Following water and soil colloids, organic material is next in importance to soil's formation and fertility.

Структура кандидатского экзамена по дисциплине

1. Сдача зачета

Зачет получают аспиранты, занимавшиеся в группах при наличии положительной аттестации ведущего преподавателя по результатам текущего и промежуточного контроля.

2. Сдача кандидатского экзамена по иностранному языку проводится в два этапа

На первом этапе аспирант (соискатель) выполняет письменный перевод научного текста по специальности на русский язык. Объем текста - 15000 печатных знаков. Аспирант (соискатель) должен вести рабочий словарь терминов и слов, которые имеют свои оттенки значений в изучаемом подязыке. Успешное выполнение письменного перевода является условием допуска ко второму этапу экзамена. Качество перевода оценивается по зачетной системе. Материалом для перевода (и последующего устного ответа на экзамене) является оригинальная монографическая литература по профилю вуза и узкой специальности аспиранта, изданная за рубежом, а также подборки специальных научных статей. Общий объем литературы должен составить 600000-700000 печатных знаков (то есть 240-300 страниц).

Второй этап экзамена проводится устно и включает в себя 3 задания:

1. Изучающее чтение оригинального текста по специальности. Объем - 20000-30000 печатных знаков. Время выполнения работы 45—60 минут. Форма проверки — передача основного содержания текста на иностранном языке в форме расширенного резюме.

2. Беглое чтение оригинального текста по специальности. Объем -3000 - 4000 печатных знаков. Время выполнения задания 7-10 минут. Форма проверки - передача основного содержания текста на иностранном языке.

3. Беседа с экзаменаторами на иностранном языке по вопросам, связанным со специальностью и научной работой аспиранта (соискателя).

Результаты экзамена оцениваются по пятибалльной системе.

При ответе на первый вопрос оценивается умение максимально точно и адекватно извлекать основную информацию, содержащуюся в тексте, проводить обобщение и анализ основных положений предъявленного научного текста с учетом содержательности, логичности, смысловой и структурной завершенности, нормативности высказывания.

При ответе на второй вопрос оценивается умение в течение короткого промежутка времени определить круг рассматриваемых в тексте вопросов и выявить основные положения автора.

При ответе на третий вопрос аспирант должен продемонстрировать владение подготовленной монологической речью, а также неподготовленной монологической и диалогической речью в ситуации официального общения. Оценивается содержательность, адекватная реализация коммуникативного намерения, логичность, связность, смысловая и структурная завершенность, нормативность речи.

Примечание. Аспирант (соискатель) приступает к чтению монографии только после того, как получено согласие научного руководителя и преподавателя кафедры иностранных языков, ответственного за организацию и проведение кандидатских экзаменов по иностранным языкам.

Критерии оценки по дисциплине иностранный (английский) язык

Критерии оценки:

- оценка «отлично» выставляется аспиранту, если теоретическое содержание материала освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному;
- оценка «хорошо» выставляется аспиранту, если теоретическое содержание материала освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками;
- оценка «удовлетворительно» выставляется аспиранту, если теоретическое содержание материала освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки;
- оценка «неудовлетворительно» выставляется аспиранту, если теоретическое содержание материала освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий.

Разработаны на кафедре Иностранных языков ФГБОУ ВПО «СПбГАУ»
(наименование кафедры)

УТВЕРЖДЕН

на заседании кафедры иностранных языков

02 сентября 2014 г., протокол №01

Заведующий кафедрой

И.В. Вихриева

(подпись)

Одобрено на заседании Ученого совета от

15 мая 2015 г., протокол № 6

Председатель Ученого совета


И.А. Тихонович