

Міністерство аграрної політики та продовольства  
України  
Чернятинський коледж ВНАУ

**Пакет контрольних завдань**

**Освітньо-кваліфікаційний рівень**

**молодший спеціаліст**

**Напрямок підготовки**

**1001 Техніка та енергетика аграрного виробництва**

**Спеціальність 5.10010201 «Експлуатація та ремонт**

**машин і обладнання агропромислового**

**виробництва»**

**Навчальна дисципліна**

**Іноземна мова (за професійним спрямуванням)**

**Міністерство аграрної політики та продовольства України**  
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**«Затверджую»**  
заступник директора  
з навчальної роботи

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Освітньо-кваліфікаційний рівень молодший спеціаліст  
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Спеціальність 5.10010201 «Експлуатація та ремонт машин і обладнання агропромислового виробництва»  
Навчальна дисципліна Іноземна мова (за професійним спрямуванням)

Затверджено на засіданні

циклової комісії загальноосвітніх  
дисциплін

Протокол № \_\_\_\_\_ від \_\_\_\_\_  
Голова ц/к \_\_\_\_\_ Г.І.Никонюк

Викладач \_\_\_\_\_ В.І.Білоус

## ПОЯСНЮВАЛЬНА ЗАПИСКА

(витяг з навчальної програми)

Докорінне реформування системи освіти зумовлене розширенням і зміцненням міжнародних зв'язків, стрімким зростанням науково-технічного прогресу, забезпеченням можливостей ознайомлення зі світовою культурою, поглибленням ділових і особистих контактів.

У цьому аспекті оволодіння іноземною мовою є необхідною складовою підготовки майбутнього техника-механіка сільськогосподарського виробництва.

Викладання курсу “Іноземна мова” (за професійним спрямуванням) є комунікативно-зорієнтованим та професійно-спрямованим і має своєю метою вивчення лінгвокраїнознавчих реалій країни, мова якої вивчається; розвиток комунікативних навичок і навичок ділового спілкування в сфері ділових контактів із зарубіжними партнерами; формування необхідної комунікативної спроможності у сферах професійного спілкування в усній і письмовій формах; розуміння та переклад іншомовних джерел; ведення ділової документації, розвиток навичок анотування та реферування.

Зміст і тематика програми забезпечують прозорість та гнучкість, сприяючи не лише підвищенню загальноосвітнього рівня студентів, розширенню їх світогляду, а також спрямовані розвивати мовну компетенцію, необхідну для ефективної участі в ситуаціях професійного спілкування, що забезпечить підвищення конкурентоспроможності випускників на ринку праці в різних сферах діяльності як в нашій країні, так і за кордоном.

Програма складається з наступних розділів:

- **перехідно-підготовчий**, метою якого є вирівнювання початкових знань студентів і підготовка їх до оволодіння вузівською програмою;

- **базовий цикл. Соціокультурний компонент. Лінгвокраїнознавство**, що передбачає розвиток загальних

компетенцій та формування комунікативних мовленнєвих компетенцій на матеріалі загальнозвичиваної лексики та на граматичному матеріалі, що забезпечує формування комунікативних мовленнєвих компетенцій; опанування студентами лексико-граматичного мінімуму для спілкування під час поїздки в країну, мова якої вивчається.

● **ділова поїздка за кордон** має за мету опанування студентами лексико-граматичним мінімумом для спілкування під час ділової поїздки в країну, мова якої вивчається.

● **професійно-орієнтований**, мета якого полягає у формуванні загальних компетенцій та комунікативних мовленнєвих компетенцій для практичного володіння вузькопрофесійним лексичним і граматичним матеріалом.

Специфіка викладання іноземної мови в аграрних вищих навчальних закладах I–II рівнів акредитації базується на вивченні мови за професійним спрямуванням. Враховуючи важливість практичної підготовки спеціалістів, програмою передбачено:

- читати та аналізувати тексти професійного характеру;
- розширювати лексичний мінімум;
- складати доповідь-презентацію;
- робити анотації;
- описувати галузеве підприємство;
- формувати граматичні навички.

Граматичні навички формуються на основі граматичних правил. Враховуючи, що студенти отримали базові знання з граматики в межах основної школи, граматичні теми подаються в повному обсязі, але вивчаються в режимі повторення чи додаткового пояснення в процесі опрацювання тематичного матеріалу. Це шлях від правила до практичних дій з граматичним матеріалом. В деяких випадках можна вибрати інший шлях – без вивчення граматичних правил. Він дає можливість студентам формулювати правило на основі граматичної моделі та аналізу нових мовних явищ.

**Практична мета** вивчення дисципліни і формування навичок та вміння практичного володіння іноземною мовою як засобом спілкування у побутовій, загальноосвітній та професійній сферах.

**Освітня мета** навчання – розвиток логічного, аналітичного мислення; спостереження, підвищення загальної мовленнєвої культури висловлення думки; розширення світогляду.

**Дидактична мета** – стимулювання професійного інтересу через зміст, форми, способи самостійної діяльності студентів, безпосередньо або опосередковано забезпечуючи їх професійно орієнтованою інформацією, вироблення практичних навичок оволодіння лексико-граматичним матеріалом. Формування навичок обробки інформації, джерелами якої можуть бути не програмні (текстові), програмні, ресурси інтернету, а також підготовка студентів до ділового спілкування.

У результаті вивчення дисципліни студент повинен **знати**: лінгвокраїнознавчі реалії країни мова якої вивчається; професійні терміни і поняття; стійкі словосполучення, які зустрічаються в технічних текстах; поняття адекватності перекладу, особливості іноземної технічної мови, норми ділового етикету і мовної поведінки; основні значення деяких службових слів та їх багатозначність; оволодіти навичками неспідоготовленої розмовної іноземної мови, основні граматичні, фонетичні та лексичні особливості мови.

**Уміти**: читати, розуміти і перекладати оригінальні тексти із спеціальності; працювати з різного виду словниками; читати про себе з метою одержання основної інформації з нових текстів спеціальної та загальної тематики; розбиратися в граматичних формах, конструкціях, зворотах; вести нескладні бесіди на теми, передбачені програмою; вести ділові бесіди і переговори; оформляти ділове листування, правильне застосування лексики тем у реальних ситуаціях на виробництві, читати і аналізувати технічні характеристики тракторів, автомобілів та сільськогосподарського обладнання, вести бесіди на професійну тематику, складати рекламні тексти, написати

резюме, заяву на роботу, заповнити митну декларацію, анкети; правильно вибирати мовні засоби залежно від спеціальності і особливості співбесідника; аргументовано пояснити значення іноземної мови для організації практичної діяльності спеціаліста.

Спеціальний цикл, запропонований у програмі, дає можливість розширити та поглибити знання з іноземної мови за професійним спрямуванням, навчити студентів вживанню професійних термінів, реферуванню, роботі з спеціальною літературою, поглибити знання з спеціальності.

Іноземна мова повинна інтегрувати з іншими дисциплінами, необхідно враховувати міждисциплінарні зв'язки, навчання повинно проходити у тісному зв'язку з майбутньою спеціальністю.

Наведений у програмі план є орієнтовним.

Обґрунтовані зміни до змісту програмного матеріалу і розподілу навчальних годин за розділами та темами в обсязі загального бюджету часу, затверджуються керівництвом навчального закладу.

## Орієнтовний тематичний план

Назва розділу, теми	Кількість годин		
	всього	практичні	самосійне вивчення
1	2	3	4
<b>I. Перехідно-підготовчий етап.</b>	<b>22</b>	<b>14</b>	<b>8</b>
1.1. Вступ. Іноземна мова – мова ділового спілкування.	6	4	2
1.2. Мовленнєвий етикет спілкування	4	2	2
1.3. Мій навчальний заклад.	4	2	2
1.4. Моя майбутня спеціальність	4	2	2
<b>2.Базовий етап. Соціокультурний компонент. Лінгвокраїнознавство. Лексико граматичний мінімум.</b>	<b>12</b>	<b>4</b>	<b>8</b>
2.1. Країна, мова якої вивчається. Сільське господарство країни.	6	2	4
2.2. Україна. Сільське господарство України.	6	2	4
<b>3. Ділова поїздка за кордон</b>	<b>60</b>	<b>36</b>	<b>24</b>
3.1. Ділова поїздка за кордон. На митниці. Паспортний контроль. Митна декларація.	5	3	2
3.2. Подорожі по місту та країні. Транспорт. Оголошення.	5	3	2
3.3. У готелі. Побутове обслуговування. Показники побутового характеру країни, мова якої вивчається.	5	3	2
3.4. Медична допомога. Охорона здоров'я в Україні та за кордоном.	4	2	2
3.5. Заклади громадського харчування.	7	3	4

Національна кухня України та країн, мову яких вивчаємо.			
3.6. Банк. Гроші. Валюти країн, мову яких вивчаємо.	6	4	2
3.7 Призначення ділової зустрічі. Ділова розмова по телефону. Телефонний етикет.	5	3	2
3.8. Контракти. Ділові контакти, зустрічі. На фірмі. Структура підприємства, штат працівників	6	4	2
3.9. Реклама. На виставці - ярмарку товарів. Технічна виставка.	5	3	2
3.10. Ділова документація. Ділова кореспонденція. Сучасні засоби комунікації. Електронна пошта. Факс.	6	4	2
3.11. Працевлаштування. Резюме. Анкета. Співбесіда.	6	4	2
<b>4. Професійно-орієнтовний етап.</b>	<b>122</b>	<b>58</b>	<b>64</b>
4.1. Сільське господарство України та країн, мову яких вивчаємо. Основи агрономії.	8	4	4
4.2. Моя спеціальність. Кваліфікаційна характеристика спеціаліста.	6	2	4
4.3. Двигун внутрішнього згоряння. Технічні характеристики двигунів.	22	10	12
4.4. Трактори та автомобілі.	22	10	12
4.5. Машини для обробітку ґрунту. Плуги. Культиватори. Борони.	22	10	12
4.6. Зернозбиральні комбайни	16	8	8
4.7. Сільськогосподарська промисловість в країнах, мову яких вивчаємо. Машини в сучасному сільському господарстві	12	6	6
4.8. Машини та обладнання для	12	6	6



тваринництва та переробки сільськогосподарської продукції.			
4.9. Найуживаніші технічні скорочення. Переведення англо-американських одиниць вимірювання в метричну систему.	4		4
<b>Всього</b>	<b>216</b>	<b>112</b>	<b>104</b>

## Критерії оцінювання

Контроль входить складовою частиною до системи навчання іноземних мов. На відміну від власне навчання іноземної мови, метою якого є формування іншомовних мовленнєвих навичок і вмінь, завданням контролю передусім є визначення та оцінювання рівня їх сформованості. Головна мета контролю у процесі навчання іноземної мови - управління цим процесом.

Як складник системи навчання контроль має свої функції, види, форми, засоби та об'єкти.

Успішна реалізація функцій контролю впливає на ефективність як контролю, так і всього процесу навчання. Виділяють такі функції контролю: функції зворотного зв'язку, оціночну, навчальну і розвиваючу.

**Функція зворотного зв'язку** є основною функцією контролю, яка забезпечує керування процесом навчання іноземної мови. Зворотний зв'язок діє у двох напрямках: на викладача і на студента. Зворотний зв'язок, що діє у напрямі до викладача, несе йому інформацію про рівень успішності студентів. Викладач аналізує цю інформацію на предмет наявності недоліків, проводить діагностику відхилень у мовленнєвій діяльності студентів, виявляє ступінь відповідності обраної стратегії і тактики навчання реальним потребам. Це дає можливість своєчасно оцінити методичну ситуацію і внести необхідні коригуючі зміни щодо добору прийомів, способів і методів навчання, відбору вправ, визначення режиму і тривалості їх виконання, послідовності організації всієї навчальної роботи з студентами.

Зворотний зв'язок у напрямі до студентів дає їм інформацію про успішність їх навчальної діяльності з оволодіння іншомовними навичками та вміннями. Така інформація дозволяє студентам здійснювати самооцінку досягнень в оволодінні мовою і планувати свою подальшу навчальну діяльність.

**Оціночна функція** реалізується в ході оцінювання результатів виконання студентами навчальних завдань. Оцінка вказує на певний рівень володіння іншомовною мовленнєвою діяльністю, є орієнтиром для студентів і подальшій діяльності в опануванні іноземної мови. Оцінка є основним показником успішності навчання в офіційних документах про освіту, а також у звітах, що складаються адміністрацією коледжів для органів народної освіти.

**Навчальна функція** контролю реалізується на основі синтезу набутих навичок і вмінь в оперуванні засвоєним мовним та *мовленнєвим матеріалом*, які актуалізуються у процесі виконання контрольних завдань. Контрольне завдання за характером є вправою, виконання якої потребує від студента здійснення певних мовленнєвих дій, спрямованих на досягнення мети, поставленої у завданні. Ці мовленнєві дії реалізуються завдяки функціонуванню відповідних і мовленнєвих навичок і вмінь, в результаті чого відбувається їх подальше закріплення та удосконалення. Отже під час виконання контрольних завдань продовжується і процес навчання.

**Розвиваюча функція** контролю передбачає розвиток індивідуально-психологічних особливостей студентів, які функціонують під час виконання ними контрольних завдань: оперативна слухова або зорова пам'ять, гнучкість мислення, фонематичний слух, пластичність артикуляційного апарату та ін. В процесі контролю відбувається розвиток спеціальних навчальних умінь, які дозволяють студентам найкращим чином виконати контрольне завдання шляхом визначення оптимальних стратегій його виконання. На цій основі розвиваються вольові якості особистості студента, почуття відповідальності, здатність до самодисципліни. Розвиваюча функція контролю реалізується також і в напрямі розвитку інтересу, мотивів студента до вивчення іноземної мови. Перспектива отримання високих результатів у виконанні

контрольних завдань заохочує учнів до вдосконалення володіння ними іноземною мовою.

Для того щоб ці функції успішно реалізувались у практиці навчання, контролю мають бути притаманні такі якості як **цілеспрямованість, репрезентативність, об'єктивність та систематичність.**

Цілеспрямованість контролю полягає в тому, що контроль має бути спрямованим на певні мовленнєві навички і вміння, рівень досягнення яких визначається та оцінюється. Репрезентативність контролю означає, що контролем має бути охоплений весь той мовний і мовленнєвий матеріал, засвоєння якого перевіряється. Об'єктивність контролю забезпечується застосуванням об'єктивних способів оцінювання відповідей студентів. Систематичність контролю реалізується за умови його регулярного проведення у процесі навчання іноземної мови на всіх етапах навчання.

### **Види та форми контролю**

Систематичність контролю реалізується в таких його видах:

а) **поточний контроль**, який здійснюється у ході вивчення конкретної теми для визначення рівня сформованості окремої навички або вміння, якості засвоєння певної порції навчального матеріалу;

б) **рубіжний контроль**, який проводиться після закінчення роботи над темою, тематичним циклом, в кінці семестру, року;

в) **підсумковий контроль**, який реалізується після завершення відповідного ступеня навчання іноземної мови. Кожний з видів контролю виконує усі функції, властиві контролю, але залежно від його виду та чи інша функція має особливе значення і виступає домінуючою.

У процесі поточного контролю домінуючою є функція зворотного зв'язку. На основі результатів поточного контролю викладач отримує інформацію про успішність або неуспішність організації навчального процесу з іноземної мови, що дає йому можливість своєчасно коригувати навчальну діяльність

студентів з оволодіння іноземною мовою та свою діяльність щодо забезпечення навчального процесу.

В ході рубіжного та підсумкового контролю на перший план виступає оціночна функція контролю, оскільки метою цих контрольних завдань є визначення та оцінювання рівня навчальних досягнень студентів в оволодінні іншомовними навичками і вміннями за певний відрізок часу або по завершенні певного етапу навчальної роботи.

За формою організації контроль може бути **індивідуальним** або **фронтальним/груповим**; за характером оформлення відповіді - **усним** або **письмовим**; за використанням рідної мови - **одномовним** або **двомовним**.

**Письмовий контроль** проводиться у формі виконання студентами письмових: контрольних робіт і в цьому випадку є фронтальним контролем. Усний контроль проводиться у формі співбесіди з студентом, наприклад, під час усного іспиту і відноситься до індивідуального контролю. Розрізняють також контроль з боку викладача і контроль з боку студента. Контроль з боку викладача здійснюється під часі проведення заняття і передбачає передусім корекцію помилок студента. Контроль з боку студента може реалізуватись у формі взаємоконтролю, самоконтролю і самокорекції. Взаємоконтроль передбачає здійснення контролю володіння іншомовною мовленнєвою діяльністю самими студентами. *Взаємоконтроль* може бути організований, наприклад, під час роботи в парах з індивідуальними картками, підстановчими таблицями тощо, коли один студент перевіряє за допомогою ключа виконання контрольного завдання іншим студентом. *Самоконтроль* - це розумове вміння, яке забезпечує навчальну дію порівняння результатів власного виконання навчального завдання (програми) зі змістом і зовнішнім оформленням відповідного (заданого) іншомовного матеріалу. Порівняння здійснюється студентом з опорою на навчальний матеріал і власний досвід з метою подальшого самостійного виправлення зробленої ним самим помилки, яка, в певній мірі, була самостійно

усвідомлена. Природно, що при здійсненні самоконтролю відбувається самокорекція, яка логічно завершує увесь цикл іншомовної діяльності. Під *самокорекцією* розуміють інтелектуальне вміння, котре забезпечує безпосереднє виправлення самим студентом усвідомленої помилки з метою підвищення рівня реалізації навчально-контрольної діяльності в цілому.

Засобами проведення контролю виступають спеціально підготовлені контрольні завдання, які включають інструкцію щодо їх виконання і мовний та мовленнєвий матеріал, який вивчався учнями. Необхідною умовою в підготовці таких завдань є те, що інструкція повинна спонукати студентів до реалізації саме тих мовленнєвих навичок і вмінь, які підлягають контролю, а мовний і мовленнєвий матеріал контрольних завдань має охоплювати увесь той матеріал, засвоєння якого перевіряється.

### **Об'єкти контролю**

Об'єктами контролю виступають навички і вміння мовлення, рівень володіння якими дозволяє студенту здійснити іншомовну мовленнєву діяльність. Отже об'єктами контролю є слухо-вимовні, лексичні, граматичні навички (мовна компетенція) та вміння здійснювати мовленнєву діяльність в говорінні, аудіюванні, читанні, письмі з урахуванням соціокультурних особливостей цих видів мовленнєвої діяльності (комунікативна компетенція).

Залежно від ступеня навчання в навчальному закладі студент має оволодіти певним рівнем іншомовної комунікативної компетенції у межах засвоєного мовного та мовленнєвого матеріалу. Тематика та обсяг цього матеріалу, а також тривалість висловлювань, обсяг і змістова характеристика текстів для читання та аудіювання, зміст лексичного, граматичного і фонетичного мінімуму, що має бути засвоєний у навчальному закладі, визначаються програмою з предмета "Іноземна мова".

Якісні та кількісні показники володіння студентами іншомовним спілкуванням в різних видах мовленнєвої діяльності служать критеріями оцінки їх відповідей, отриманих під час проведення контролю. Так, у продуктивних видах мовленнєвої діяльності (говорінні, письмі) основними якісними показниками є: ступінь узгодженості висловлювань із заданою темою, ситуацією; повнота відображення теми, ситуації; рівень і характеристика імпровізації у формулюванні висловлювань; правильність використання мовних засобів для оформлення висловлювань; різноманітність використання мовних засобів. Кількісні показники складають: обсяг (кількість слів, речень) і швидкість (наявність пауз, повторень) усного або письмового висловлювання. В рецептивних видах мовленнєвої діяльності (аудіюванні, читанні) основним якісним показником є ступінь розуміння (загальне, повне, детальне). Кількісними показниками є тривалість звучання тексту і темп мовлення - в аудіюванні, обсяг тексту - в читанні.

### **Тестовий контроль**

Ефективним засобом організації контролю у навчанні іноземної мови є тестування. Тестовий контроль може забезпечити успішну реалізацію мети і всіх функцій контролю, а також задовольнити вимоги, що висуваються до якості контролю.

Тестовий контроль або тестування як термін означає у вузькому смислі використання і проведення тесту, і в широкому - як сукупність етапів планування, складання і випробування тестів, обробки та інтерпретації результатів проведення тесту (В.О. Коккота).

У навчанні іноземних мов застосовується лінгводидактичне тестування. Лінгводидактичним тестом називається підготовлений відповідно до певних вимог комплекс завдань, які пройшли попереднє випробування з метою визначення якісних показників і які дозволяють виявити в учасників тестування рівень їх мовної або комунікативної компетенції та оцінити результати тестування за задалегідь встановленими

критеріями (В.О.Коккота). Основними показниками якості лінгводидактичного тесту є *валідність*, *надійність*, *диференційна здатність*, *практичність* та *економічність*. *Валідність* - характеристика тесту, яка показує, що саме вимірює тест і наскільки ефективно він це вимірює. Валідність тесту означає його придатність для визначення рівня володіння певними іншомовними мовленнєвими навичками і вміннями.

***Надійність*** - це необхідна умова валідності тесту. *Надійність* тесту визначається стабільністю його функції як інструмента вимірювання. Надійний тест дає приблизно однакові результати при повторному застосуванні.

*Диференційна здатність* - характеристика тесту, яка вказує на здатність даного тесту виявляти встигаючих і невстигаючих тестованих, тобто з достатнім і недостатнім рівнем володіння іншомовними навичками і вміннями.

***Практичність*** - характеристика тесту, яка визначає: а) доступність та посиленість інструкцій тесту і змісту тестових завдань для розуміння тих, хто виконує тест; б) простота організації проведення тестування в різних умовах; в) простота перевірки відповідей і визначення результатів та оцінки.

***Економічність*** - характеристика тесту, яка передбачає мінімальні витрати часу, зусиль і коштів на підготовку тесту від планування до видання.

Лінгводидактичні тести бувають стандартизовані і нестандартизовані. Стандартизований тест є таким, який пройшов попереднє випробування на великій кількості тестованих і має кількісні показники якості. Підготовка такого тесту потребує копіткої роботи і тривалого часу. Стандартизовані тести супроводжуються паспортом, в якому містяться норми, умови та інструкції для багаторазового використання тесту в різних умовах.

Нестандартизовані тести розробляються самим викладачем для своїх студентів. Такі тести складаються на



матеріалі конкретної теми для перевірки рівня сформованості певної навички або вміння. Нестандартизовані тести застосовуються під час поточного контролю з метою забезпечення зворотного зв'язку у навчанні іноземної мови. Нестандартизовані тести не потребують визначення усіх кількісних показників якості. Але доцільно виявити в такому тесті дуже важкі і занадто легкі питання і замінити їх більш прийнятними. Для визначення важких або легких завдань користуються такою методикою: підраховують відсоток тестованих, які виконали завдання. Якщо лише 15% і менше тестованих правильно виконали завдання, воно може вважатися важким. Якщо 85% тестованих справились із завданням, воно вважається легким (І.А.Рапопорт).

Залежно від цілеспрямованості тести розподіляються на тести навчальних досягнень, тести загального володіння іноземною мовою, діагностичні тести, і тести на виявлення здібностей до вивчення іноземної мови. В навчальних закладах для проведення поточного, рубіжного або підсумкового контролю використовуються тести навчальних досягнень, метою яких є визначення рівня навчальних досягнень студента в оволодінні іншомовною мовленнєвою діяльністю на певному ступені навчання. Тестами загального володіння іноземною мовою є тести типу TOEFL. Діагностичні тести використовуються з метою подальшого розподілу учнів по групах за рівнем підготовки з іноземної мови. Тести на виявлення здібностей до вивчення іноземної мови спрямовані на визначення конкретних індивідуально-психологічних особливостей учня з метою забезпечення їх своєчасного коригування та розвитку, що сприятиме успішності оволодіння мовленнєвою діяльністю. Тест складається з тестових завдань, які об'єднуються у субтести. До субтесту входять тестові завдання, спрямовані на один конкретний об'єкт тестового контролю, наприклад, визначення рівня володіння вимовними, граматичними або лексичними навичками, уміннями аудіювання, читання, говоріння, письма (див. схему ).

Тестовим завданням є мінімальна одиниця тесту, яка передбачає певну вербальну чи невербальну реакцію тестованого (В.О.Коккота). Кожне тестове завдання створює для тестованого конкретну мовну або комунікативну тестову ситуацію. *Тестова ситуація* може подаватись вербальними (текст) і невербальними, наочними (малюнки, схема, таблиця) засобами. Очікувана відповідь тестованого може бути вербальною або невербальною (з використанням літер або цифр, знаків +, - та ін.).

Виділяють два основних типи очікуваної відповіді: вибірку та конструйовану. Вибіркова відповідь передбачає вибір правильної відповіді з кількох запропонованих варіантів - альтернатив.

Вибіркова відповідь буває множинного вибору (вибір з кількох варіантів), альтернативного вибору (вибір із двох варіантів), перехресного вибору (знаходження відповідних пар "стимул-реакція").

**Конструйована відповідь** може формулюватись на рівні окремого слова (напівпродукована відповідь) та окремого речення/висловлювання і тексту (продукована відповідь). Кожне тестове завдання **складається** з інструкції, зразка виконання (іноді може бути відсутнім), матеріалу, що подається тестованому та очікуваної відповіді, яка планується розробником тесту як еталон/ключ. Відповіді фіксуються тестованим на бланку для відповідей під час проведення письмового тестування і записуються на плівку у процесі усного тестування.



### **Перелік основної літератури:**

1. М.Зубков. Сучасний словник. – Х.: Школа, 2011
2. В.І. Білоус. Іноземна мова за професійним спрямуванням – К.: НМЦ, 2013
3. G.I. Borodina. English. – Київ, 1994

### **Перелік додаткової літератури:**

1. Памухина А.В., Любимцева С.Н. Английский язык. Деловая поездка за рубеж. – М., 1991.
2. Песочин А.А., Юрчук П.С. Практический курс английского языка для юристов. – Х.: Консум, 2002.
3. Россоха М. Англomовний світ: посіб. – Тернопіль: AMBER, 1996.
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5. Федорова Л. М., Немчина Н. Н. Английские тексты по экономике: учеб. пособ. – М., 1999.
6. Хачатурова М.Ф. Английский язык для деловых контактов.– К.: АкониТ, 1997.

## **Semester control (IV)**

### **Module I.**

#### **Variant 1.**

### **1. Read and translate the text.**

The total number of languages in the world is between 2,500 and 5,000. The most widespread languages are Chinese, English, Spanish, and Russian. These languages are alive, i.e., they are in use. In addition to these, there are "dead" languages, which are no longer means of communication. These are, for example, Latin, old Slavonic, and classical Greek. All these languages are called natural, in contrast to a number of languages known as artificial, universal, or world languages. Esperanto is known worldwide as an artificial, non-specialized language. The many computers programming languages are artificial, specialized languages.

Here we are going to deal with the living language that is spoken practically all over the world. It is spoken as the mother tongue in Great Britain, the United States of America, Canada, Australia, and New Zealand. A lot of people speak English in China, Japan, India, and in the African and many others countries. English is one of the six official and working languages of the UN. It is studied as foreign languages in secondary and higher schools of education in Ukraine.

### **2. Answer the following questions:**

1. Why is English so important?
2. What are the major differences between British and American variants of English?
3. What slang phrases do you know?
4. Do you speak English well?

### **3. Complete the sentences:**

1) English is the national language in ..... 2) Some people think than the language spoken ..... 3) .....say "tube" for "subway", "flat" for "apartment", "in the street" for "on the street" and so on. 4) The problem of vocabulary also causes difficulty to ..... 5) A lot of people speak English in China, Japan, India, and in the African..... 6) ..... an important role in different business relationships. 7) Science, trade, sport and international relations of various kinds have given.....

***4. Make up your own dialogues using word – combinations:***

to speak English, be of great importance, widespread language, non-native speaker, point of view, British English, American English, it is a common knowledge, right pronunciation, to go abroad, own dialect, Received Pronunciation,

**Semester control (IV)**

**Module I.**

**Variant 2.**

***1. Read and translate the text.***

**“My future profession”**

Generally it's not so easy for a school leaver to decide on his future career.

There are very few boys and girls who are certain of what they are going to be. Usually, their plans for the future change many times during the school (college) years.

New subjects appear on the curriculum or maybe a new teacher comes and makes the old subject more interesting. Any how, a teacher's influence on students' minds is always great.

I guess I wanted to be a specialist world mean, before I began studying English. Many junior schoolchildren adore their first teacher, and a teacher's work seems easy and fascinating. Now I understand the difficulties of this profession, its disadvantages and

advantages. Of course, it takes much patience and effort. To my mind, an agronomic – keeper world mean ought to have perfect knowledge of his subject. On the other hand, he has to know how to teach, how to make difficult things easy and understandable. But what is more important, he has to have a great interest in the subject to get the students interested in it.

***2. Answer the following questions in oral :***

1. What school subjects will be necessary for your future job?
2. What special education does your future profession require?
3. What personal qualities are necessary for your future work?
4. What attracts you most in your future occupation?

***3. From the word – phrases compose the sentences, using Participle I, Participle II:***

to decide on; a curriculum; to influence; anyhow; junior, to adore; fascinating; advantages and disadvantages; to take much patience and effort; to make up one's mind; essential; a truly learned person; to enable; to broaden one's outlook; to promote; nowadays; increasing contacts; to set the scene for, a renewed interest; to rank second; wide international usage; to participate; to respect.

***4. From the answers of the following questions compose the composition.***

1. Why is job hunting a turning point in your life? Explain your answer.
2. What is most important step in writing a resume?
3. What is a planning stage of writing your resume?
4. Why is the appearance of your resume enormously important? What do you think?

**Semester control (IV)  
Module I.**

### **Variant 3.**

#### ***1. Read and translate the text.***

I live in Yevpatoriya. There are many colleges in our town but I think that mine is the best.

It's rather a new one, only seven years old. It's located far from the centre of the town in a rapidly developing neighborhood. Large as it is it fails to house all the student of our district simultaneously. So a part of students have to study in the second shift. The four-storey building of the college stands in a large yard surrounded by trees, bushes and flowerbeds. There is a football field, a race track and a sports ground in front of the college.

In many ways our college is just the same as all the rest in the town. It's much I too big and therefore much too noisy, and overcrowded. There are classrooms for junior and senior students, as well as rooms for some particular subjects, such as Chemistry and Physics labs, Computer rooms, Geography, Biology, English, specialty and other rooms. The cloakroom, the refectory, the headmaster's office, the library and the doctor's are on the ground floor. The workshops are also here, though their equipment leaves much to be desired. The gym and the school hall are on the first floor and the staff-room is on the second.

#### ***2. Answer the questions:***

1. Who influenced you in choosing your future occupation?
2. What school subjects will be necessary for your future job?
3. What special education does your future profession require?
4. What personal qualities are necessary for your future work?

#### ***3. Translate the words and compose the sentences with them:***

generally; to decide on; a curriculum; to influence; anyhow; junior; to adore; fascinating; advantages and disadvantages; to take much patience and effort; to make up one's mind; essential; a truly learned person; to enable; to broaden one's outlook; to promote; nowadays; increasing



contacts; to set the scene for; a renewed interest; to rank second; wide international usage; to participate; to respect.

#### *4. Compose the composition my future specialty.*

### **Semester control (IV) Module I.**

#### **Variant 4.**

#### *1. Read and translate the texts:*

##### **“Our college”**

In magic small piece of coal map, on right coast streams Riv, for 16 kilometers from district centre, is found village Chernyatin, was founded in 17 century. The First colonizers were an old believer. To them tsarist government has used the cruel repressions. Rescuing from, persecutions they appeared on Podolie. Attracted them luxurious nature and stream Riv, fertile land. Exists statement that first name has derived from the first colonizer Chernaty. Chernyatin had prince Lyubomirskiy, afterwards - Domskiy, finally, Ignatiy Vitoslavskiy. For combat deserve before Polish corona was reward Chernyatin castle: homestead with one-story house and economic building. In manor entered villages: Chernyatin, Tokarivka, Manikivtsy - with area land.

After death of old Vitoslavskiy property has altered by sawing on inheritance his son, but afterwards grandson. That for short gap of time was able to start on winds, lose in cards parental wealth, take many debts.

#### *2. Answer the questions.*

1. What does a national curriculum do with college subjects?
2. Is there the same national curriculum for all parts of Britain?
3. What are the main subjects at British colleges according to the

national curriculum?

4. What are foundation subjects?

### *3.Translate into English:*

1. Як поживають ваші батьки? 2. Передайте їм вітання. 3. Із задоволенням. 4. Дякую, непогано. 5. Привіт, скоро побачимось. 6. Чи не могли б ви показати дорогу до магазину? 7. Будьте ласкаві ,допоможіть перейти вулицю.8. Потисніть руки один одному. 9. Зніміть шляпу. 10. Передайте ,будь ласка, перець. 11. Я вдячна вам за підтримку.

*4.Tell why good manners are important in communication. Say, how you observe them.*

## **Semester control (IV)**

### **Module II.**

#### **Variant 1.**

### **1. Test**

#### **Relations between Ukraine and NATO**

1. The grave \_\_\_\_\_ crisis in Ukraine greatly influences the political situation in this country.

- a) political
- b) the economic
- c) economic
- d) the political

2. The Ukrainian society, nowadays, is split into those who believe that the economic reforms \_\_\_\_\_ continued and those who think that their course must be changed.

- a) must be

- b) must
- c) be
- d) must being

3. Many politicians criticize the Ukrainian Government for its inability to solve the urgent economic problems among which are the rise of unemployment, the delay of wage payments and the falling of industrial and \_\_\_\_\_.

- a) industrial production.
- b) production.
- c) agricultural production.
- d) agriculture.

4. The newspapers also \_\_\_\_\_ the reforms of the education system and the public health services. Nowadays, many political parties hold their congresses to discuss the current political situation and to nominate their candidates for forthcoming elections.

- a) are discussing
- b) discuss
- c) are
- d) to discuss

5. The Ukrainian mass media also report about the work of the Supreme Rada and the Government: they also inform about the visit of the Ukrainian President to any country and the official negotiations with the political leaders of this country. Every evening our family watches TV news — we want to know what events are taking place at home and abroad.

- a) the negotiations
- b) the official negotiations
- c) official negotiations
- d) the negotiations

## **2. Complete the sentences**

1. I should begin my talk with the expressing ...
2. There is the Foreign office's chewing scholarship ...
3. Of all the Ukraine communities ...
4. Gorlovka chemical plant sterol is ...
5. From year to year the number of spheres of our relations with ...

## **3. Make up questions and let your fellow-students answer them:**

the territory of Ukraine? Ukraine rich in? is the population of Ukraine? What is the highest body of state power in Ukraine? The achievements of Ukrainian scientists? the main rivers of Ukraine? an industrial, scientific centre of Ukraine? the capital of Ukraine? the seat of the Supreme Council? Is Kyiv the seat of the Cabinet of Ministers? one of the most ancient cities? famous for its beauty?

## **Semester control (IV) Module II.**

### **Variant 2.**

#### **1. Test**

1. I live in Yevpatoriya. It's situated on the western Black Sea coast of the Crimean Peninsula.

- a) western Black Sea coast
- b) eastern Black Sea coast
- c) Black Sea coast
- d) western Sea coast

2. It's \_\_\_\_\_ from the centre of the region, Simferopol I was born in Yevpatoriya and spent almost the whole of my life there.

- a) an hour
- b) hour and a half ride
- c) an hour and a half ride
- d) an hour and ride

3. Being located at the seaside **saves** my town from being \_\_\_\_\_.

- a) a native province.
- b) a modern province.
- c) a province.
- d) a deep province.

4. There are very few remnants from the first period of the town history now. One can see the Greek well in the embankment and there are of course Greek vases and pots \_\_\_\_\_ in the Town Natural History Museum.

- a) invited
- b) created
- c) doing
- d) exhibited

5. There's not much industry in Yevpatoriya. Several food \_\_\_\_\_ produce bakery and dairy products, sausages, tinned fish and vegetables and drinks, of which Yevpatoriya's Pepsi-Cola is worth mentioning.

- a) be enterprise
- b) enterprises
- c) enterprise
- d) presents

## ***2. Answer the questions:***

1. Where are you from?
2. Where were you born?

- 3.What do you know about the history of your native town?
- 4.What should a visitor see in your town?
- 5.What industry is developed in your town?
- 6.How can one get about your town?
- 7.What do you think is the main attraction of your town?

### ***3. Make up the communicative situations :***

- 1.You've come from Great Britain. Ask your friends about the economic development of Great Britain.
- 2.At the English club you tell some facts about Great Britain.
- 3.You've met your friends. Ask them about the places of interest they have seen in London.
- 4.Suppose you are a guide and show the most interesting places in Great Britain to visitors.

## **Semester control (IV)**

### **Module III.**

#### **Variant 1.**

### ***1.Read and try to understand, translate.***

#### **SOME SIGNS AND NOTICES FOR TRAVELLERS.**

**IN THE AIRPLANE** No Smoking. Fasten Seat-Belts. Smoking is Forbidden.

These notices appear in the plane while it is on the ground, when it is taking off or landing.

#### **ON SHIP**

Dining-Saloon — the place to have dinner.

Boat-Deck — the place where the boats can be lowered to the water if there is any danger of sinking. Arrows show the way for first-class passengers and tourist-class passengers.

#### **WHEN YOU LAND**

Customs — the place where you get a printed notice and declare your luggage.

The arrow → with the words to the train shows the way to the railway station.

## AT THE RAILWAY STATION

Entrance and Exit or Way In, Way Out, Waiting Room.

Refreshment Room — the place where you can eat or drink something.

Arrivals and Departures — tell you the time when trains arrive and depart and the number of the platform.

Cross the Line by the Bridge when it may be necessary to cross the line.

Cloak-Room, Luggage Office. They may have two parts: Deposit — you leave your things there: Withdrawal — you take away your things» there.

Booking Office — the place where you buy your tickets. (Remember, that you buy your tickets to the theatre at the Box Office.)

### *2. Translate into English:*

1. Скільки часу ви плануєте провести в нашій країні? 2. Бажаю вам гарно провести час в нашій країні. 3. Пройдіть сюди. 4. яка мета вашої поїздки? 5. Покажіть ваш паспорт, будь-ласка. 6. Чи є у вас речі, що не підлягають оподаткуванню? 7. Ви – громадянин України? 8. У вас ділова зустріч з представниками різних країн? 9. Я їду обмінюватись досвідом впровадження інноваційних технологій в розвиток сільського господарства. 10. Хто ви за фахом? – Я – механік.

### *3. Answer the questions.*

1. What will you do next?
2. Will you make a reservation in a hotel?

3. Will you go sightseeing in London?
4. What transport will you choose to continue your journey?
5. What souvenirs will you buy in London?

## Semester control (IV)

### Module III.

#### Variant 2.

#### *1. Read and translate the text:*

Many typical English dishes center on roast meat - beef, pork, lamb, poultry and game. Roast beef is accompanied by roast potatoes and Yorkshire pudding. Mint sauce is usually served with lamb, and currant jelly with poultry. Pork is normally complimented by apple sauce.

A treat is salmon, also smoked, as are haddock and mackerel. Regional sea specialties include oysters. Stews and pies are particular favorites, with Lancashire hot pot, a celebrated stew.

Melton Mowbray in Leicestershire produces pork pies, and Cornwall Cornish pasties. Cheeses include Cheddar, Cheshire, Stilton, Double Gloucester, Red Leicester, Derbyshire, Lancashire and Wensleydale.

The most famous British takeaway is still the fish and chip shop. **Wimpy** is a trade mark for a fast food chain in Britain. Wimpy was a friend of cartoon character Popeye who loved hamburgers.

Tea is the national drink. Children have tea about 5 or 6 p.m. "Five o'clock tea" is the meal and not a drink. It is often meat or fish with vegetables and then a dessert. Cream teas are very popular. You may have scones /cake/ with cream and jam. Coffee enjoys almost equal popularity. Beer might be one of brews: mild, bitter, stout or lager. Pubs serve a wide range of nonalcoholic and alcoholic beverages, including gin, vodka, sherry and whisky. Permitted drinking hours are generally 11 am to 11 pm Monday to Saturday; noon to 3 pm and 7 pm to 10:30 pm on Sunday, Good Friday and December 25.



**2. Match words or phrases from A with those from B :**

A	B
1) proprietor	1) really
2) host	2) repay
3) indeed	3) before
4) well-known	4) master
5) once	5) go away
6) leave	6) owner
7) vanish	7) famous
8) make amends	8) disappear

**3. Reproduce the situations in which the following words or phrases are used:**

A very hospitable man; to be deeply privileged; to be remarkable; to look expectantly; to smile less easily ; to be searched; to remain true to one's words.

**Semester control (IV)  
Module III.**

**Variant 3.**

**1. Read and translate the text:**

**“ Medicine in Ukraine”**

In Ukraine medical help is available in hospitals, polyclinics, and also in medical centers in such places as factories and colleges.

Health service is based on local therapeutics as they are the first who diagnose. Some certain district is appointed to a polyclinic and this district is divided into several areas. Each area is appointed to certain therapeutics. All the people who live in that area visit their appointed doctor. Average number of people, visiting their doctor every day, is 20-25, but when there is an epidemic of cold, this number is 50-60 people a day. There is some tendency which is

nowadays widely discussed, that a person him- or herself can choose the doctor he or she wants to visit. A person can call his local therapeutics so that the doctor will come and see his patient. Therapeutics examines a patient, assigns some treatment, prescribes some medicines and gives a medical certificate.

In a hospital there is also a therapeutic department, where pneumonia, bronchitis or asthma are treated. There also exists a wide network of ambulance service in Ukraine. It was founded in Kharkov in 1905.

### ***2. Answer the questions:***

1. What is health service .based on in Ukraine (in England)?
2. What does therapeutics usually do when he visits a patient?
3. When was ambulance service founded in Ukraine ( in England)?
4. Where do you have medical help in Ukraine ( in England)?
5. Is there a private treatment in Ukraine ( in England)?

### ***3. Fill in the blanks with the necessary words in brackets:***

1. You must take two ... before each meal, (tablets, cough-mixture, gargle)
2. If you follow my ... you will feel better tomorrow, (physician, disease, instructions).
3. When you have a toothache you must consult...(a nurse, a dentist, an oculist).
4. ...operates on people (therapeutics, psychiatrist, surgeon).
5. The doctor put down everything she found into my mother's...(note, patient's file, prescription).

## **Semester control – IV (II course)**

### **Variant 1.**

**Name** \_\_\_\_\_ **Group** \_\_\_\_\_

#### **1. Read and translate the text:**

English is the national language in such countries as Britain, the United States of America, Canada, Australia and New Zealand. It is the mother tongue of nearly three hundred million people. Many people speak English in Japan, China, India and African countries. But many more use it as an international mean of communication, because English has become a truly international language.

Science, trade, sport and international relations of various kinds have given the English language the status of one of the world's most important languages. Many scientific and technical journals are written in English although they are not necessarily published in England or other English-speaking countries. At numerous international meetings and conferences, English is the main language. The Olympic Games and other multinational sports events cannot do without it.

**Answer the questions:**

1. Why is English so important?
2. What are the major differences between British and American variants of English?
3. What slang phrases do you know?
4. Do you speak English well?

**Mark – 3**

**2. Fill in the blanks with the necessary words:**

1. In Britain there has been growing public awareness in recent years \_\_\_\_\_ of a healthy diet.
  - a) of the importance
  - b) of importance
2. Medical research has shown that a diet which is low in saturated \_\_\_\_\_ in fiber contributes to good health and can reduce the risk of certain serious illnesses, such as cardiovascular disease (coronary heart disease and stroke).
  - a) fats and high
  - b) high

3. The Government has played an active role in investigating dietary trends\_\_\_\_\_.

- a) in the USA
- b) in Britain

4. In encouraging the consumer to adopt a healthier diet, its principal aim is to issue sufficient, clear information to enable individuals \_\_\_\_\_ choices about diet.

- a) to make informed
- b) to informed

### **3. Translate into English:**

1. Технік-механік з вищою освітою і кваліфікаційним рівнем бакалавра може працювати в будь-якому сільськогосподарському підприємстві. 2. Він може займатись різними видами роботи відповідно до своєї спеціальності. 3. Механік повинен вирішувати багато важливих проблем. 4. Основна проблема сільського господарства також включає вирощування високих врожаїв екологічно чистої продукції. 5. Землеробство повинно опиратись на комплексну механізацію з використанням науково-технічних досягнень.

### **Mark - 4**

#### **4. Complete the sentences, using a or b or c :**

1. People employed in semi-skilled positions \_\_\_\_\_ usually finished a vocational or technical program at junior college or vocational school.

- a) have
- b) has
- c) can

2. For higher education and training people \_\_\_\_\_ a University. An average university program takes four years to complete.

- a) to have enter
- b) enter
- c) exit

3. Most people with a college degree begin their career after they graduate. College graduates make the distinction of starting a «career» and not having a «\_\_\_\_\_».

- a) work
- b) profession
- c) job

**Mark - 5**

### **Semester control – IV (II course)**

#### **Variant 2.**

**Name** \_\_\_\_\_ **Group** \_\_\_\_\_

#### **1. Read and translate the text:**

In Ukraine medical help is available in hospitals, polyclinics, and also in medical centers in such places as factories and colleges.

Health service is based on local therapeutics as they are the first who diagnose. Some certain district is appointed to a polyclinic and this district is divided into several areas. Each area is appointed to certain therapeutics. All the people who live in that area visit their appointed doctor. Average number of people, visiting their doctor every day, is 20-25, but when there is an epidemic of cold, this number is 50-60 people a day. There is some tendency which is nowadays widely discussed, that a person him- or herself can choose the doctor he or she wants to visit. A person can call his local therapeutics so that the doctor will come and see his patient.

Therapeutics examines a patient, assigns some treatment, prescribes some medicines and gives a medical certificate.

**Answer the questions:**

4. What is health service .based on in Ukraine (in England)?
5. What does therapeutics usually do when he visits a patient?
6. When was ambulance service founded in Ukraine ( in England)?
- 4.Where do you have medical help in Ukraine ( in England)?

**Mark – 3**

**2. Fill in the gaps with: a)this,b) that,c) these,d) those**

1. In ... way the USA receives through the TNC additional means for its economic development, as well as for new profitable investments.
2. It is known ... the transnational make the ... investments in ... branches which they consider the most profitable ones.
3. But their policies don't often agree with the development programmes in ... or country.
4. In accordance with the policy... the TNC have established they their, selves decide what, how and for whom goods are to be produced.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**3.Translate into English:**

1. Механік повинен знати всі особливості сільськогосподарської техніки.
2. Технік-механік повинен визначати економічну ефективність сільськогосподарського виробництва.
3. Більшість людей в США починають свою кар'єру після того, як вони закінчили коледж.
4. Ви готуетесь з допомогою переконливих слів описати свої знання і професійні здібності.
5. Одноосібне

підприємство є найстарішою формою приватного підприємництва.

### Mark - 4

#### 4. Complete the sentences, using **a** or **b** or **c** :

1. People employed in semi-skilled positions \_\_\_\_\_ usually finished a vocational or technical program at junior college or vocational school.

- a) have
- b) has
- c) can

2. For higher education and training people \_\_\_\_\_ a University. An average university program takes four years to complete.

- a) to have enter
- b) enter
- c) exit

3. Most people with a college degree begin their career after they graduate. College graduates make the distinction of starting a «career» and not having a «\_\_\_\_\_».

- a) work
- b) profession
- c) job

### Mark-5

## Semester control – IV (II course)

### Variant 3.

Name \_\_\_\_\_ Group \_\_\_\_\_

## 1. Read and translate the text:

### Business letters

Letter-writing is an essential part of business. In spite of telephone, telex, e-mail and telegraphic communication writing of letters continues to exist. In fact most telephoned and telegraphed communications have to be conferment or contract, and must therefore be written with care.

Seek details on price, discounts, price lists, catalogues, samples and terms of sale

(quality and quantity of goods, models or trademarks, terms of delivery and terms of payment).

Supply all the information requested, e.g. the name of the goods offered, their quantity and quality, price, delivery, time or date, terms of payment, marking and packing instructions and other conditions. Refer to enclosures and samples, catalogues and other items sent by separate post.

#### Quotations

Propose products, fixed and negotiable terms, prices, transport and insurance costs, discounts, methods of payment; quote delivery.

#### Answer the questions:

1. What is purpose of a business letter today?
2. Is any difference between the layout of an application letter and business letter?
3. What does the letterhead of a business letter consist of?
4. Why is the month in the date not recommended to write in figures?

### Mark - 3

## 2. Rewrite the sentences. Define parts of speech of the words with ending –s and what function they perform:

a) *the Possessive Case*

b) *the Plural Noun*

c) *the Singular of the verb in the 3<sup>rd</sup> form*



- 1) Cabbage varieties differ in appearance, size, hardiness and the time required for their development.
- 2) The yield of the crop depends very large on the number of beets that can be grown on the acre.
- 3) Rye is a drought resistant plant which thrives under a great variety of conditions.
- 4) St. Sophia's Cathedral is one of the ancient places in Kiev.

### 3.Fill in the gaps using proper modal verbs:

- 1) We (зможемо) to help him. \_\_\_\_\_
- 2) He (вмів) swim. \_\_\_\_\_
- 3) Students (повинні) to study English. \_\_\_\_\_
- 4) We (дозволили) to take books from the library. \_\_\_\_\_
- 5) She (повинна була) to do it. \_\_\_\_\_

### Mark - 4

#### 4. Complete the sentences, using a or b or c :

1. For higher education and training people \_\_\_\_\_ a University.

An average university program takes four years to complete.

- a) to have enter
- b) enter
- c) exit

2. Most people with a college degree begin their career after they graduate. College graduates make the distinction of starting a «career» and not having a «\_\_\_\_\_».

- a) work
- b) profession
- c) job

3. People employed in semi-skilled positions \_\_\_\_\_ usually finished a vocational or technical program at junior college or vocational school.

- a) have
- b) has

c) can

**Mark-5**

**Semester control – IV (II course)**

**Variant 4.**

**Name** \_\_\_\_\_ **Group** \_\_\_\_\_

**1. Read and translate the text:**

Unfortunately, this has often led to a simplistic view of what motivation is.

As all the research and writing shows, motivation is a complex concept. How would you define it? In our view, it is best defined by describing a motivated person.

People are motivated to do things when they want to do them and will do them without further or constant prompting.

Motivation can come and go. There are days when we feel highly motivated and days when we feel like staying in bed. In other words, motivation is almost an inner state rather than something that one person does to another.

People can be helped to feel motivated. They will feel better about doing things if they feel that the effort is 'worth it.' What is 'worth it' will differ person by person and time by time. Abraham Maslow shows that the needs we seek to satisfy change as we become safer, more appreciated, and more independent.

**Answer the questions:**

1. Can people be helped to feel motivated?
2. When are people motivated?
3. Is it important for motivation how people are treated?
4. What does motivation stem from?

### Mark - 3

**2. Rewrite the sentences. Define parts of speech of the words with ending –s and what function they perform:**

a) *the Possessive Case*

b) *the Plural Noun*

c) *the Singular of the verb in the 3<sup>rd</sup> form*

- 1) One of the problems confronting designers is how to reduce soil compaction.
- 2) Experts estimate that a tractor passes over one same place in a field nearly 40 times in a season.
- 3) There exists relationship between the length of land and the flowering and fruiting of plants.
- 4) Cows and buffaloes that belong to small farmers produce about 90 per cent of India's milk.

**3. Use the adjectives in the brackets in the proper degree of comparison. Translate the sentences.**

1. We (повинні) do this work today. \_\_\_\_\_
2. They (вміють) speak English. \_\_\_\_\_
3. Yesterday he (дозволили) to work at the laboratory. \_\_\_\_\_
4. (Можна) I come in? \_\_\_\_\_
5. Tomorrow you (повинні) to go to Kiev. \_\_\_\_\_

### Mark - 4

**4. Complete the sentences, using a or b or c:**

1. The future specialist \_\_\_\_\_ difficult problems.  
a) must sale  
b) must solve  
c) must given
2. The mechanic can work at any \_\_\_\_\_.

- a) agricultural enterprise
- b) agricultural firm
- c) agricultural farm

3. The crop-growing agriculture has \_\_\_\_\_.

- a) to be organized
- b) to have organized
- c) to must organized

**Mark - 5**

### Semester control (V) Module I.

#### Variant 1.

#### *1. Read the dialogue and learn big mart it.*

##### **Telephone Conversation with the British Firm**

- Continental Equipment Can I help you?
  - I'd like to speak to Mr. Cartwright.
  - Mr. Cartwright? Who's calling, please?
  - This is Victor Klimenko, from TST Systems.
  - Hold on, please, I'll find out if he is in.
  - What is it, Miss Elliot?
  - Mr. Klimehko wants to talk to you, sir.
  - I'm very busy at the moment. Ask him to phone later.
  - Yes, sir.
  - Oh ... wait a minute, Miss Elliot. Who is Mr. Klimenko?
  - He said he was from TST Systems.
  - From TST Systems? ... Oh, ask him what his telephone number is. I'll ring him back.
- Hello? This is Mr. Cartwright's secretary speaking.
- Yes ... Klimenko, here.

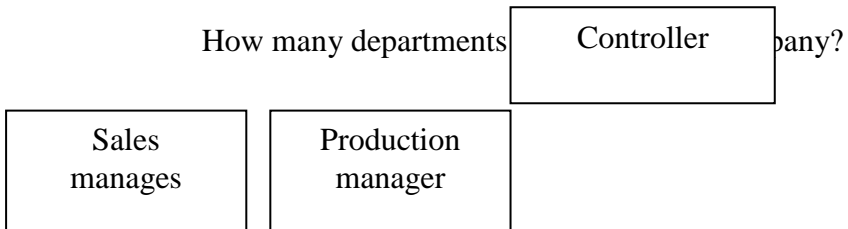
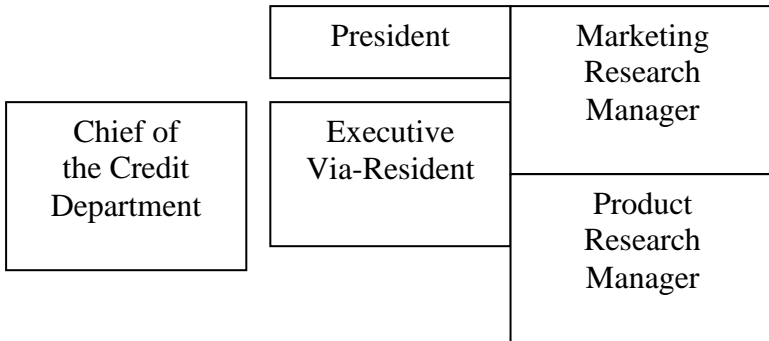
- I'm sorry, Mr. Cartwright's very busy at the moment. Can you tell me your telephone number, Mr. Klimenko? Mr. Cartwright will call you later.
- Of course.. Double five-nine-three-six-four-two.
- ... and where are you calling from?
- From Kiev, Ukraine.
- Could you tell me the code for Kiev?
- Three-eight-zero-double-four.
- Thank you, Mr. Klimenko.
- Hello ? Is that TST Systems?
- Yes.
- This is John Cartwright from Continental Equipment. May I speak to Mr. Klimenko?
- Yes. Klimenko speaking....
- Did you want to speak to me?

*2. Read and translate the text, compose 5 questions.*

**The internet**

The Internet, a global computer network which embraces millions of users all over the world, began in the United States in 1969 as a military experiment. It was designed to survive a nuclear war. Information sent over the Internet takes the shortest path available from one computer to another. Because of this, any two computers on the Internet will be able to stay in touch with each other as long as there is a single route between them. This technology is called packet switching. Owing to this technology, if some computers on the network are knocked out (by a nuclear explosion, for example), information will just route around them. One such packet-switching network which has already survived a war is the Iraqi computer network which was not knocked out during the Gulf War.

*3. You are leader the firm. Tell about it, answering the questions.*



1. How many managers work at the company?
2. What is your opinion the most important department?
3. Are there any overseas branches?

**Semester control (V)  
Module I.**

**Variant 2.**

*1. Read the dialogue and learn big mart it.*

**Telephone Conversation with the British Firm**

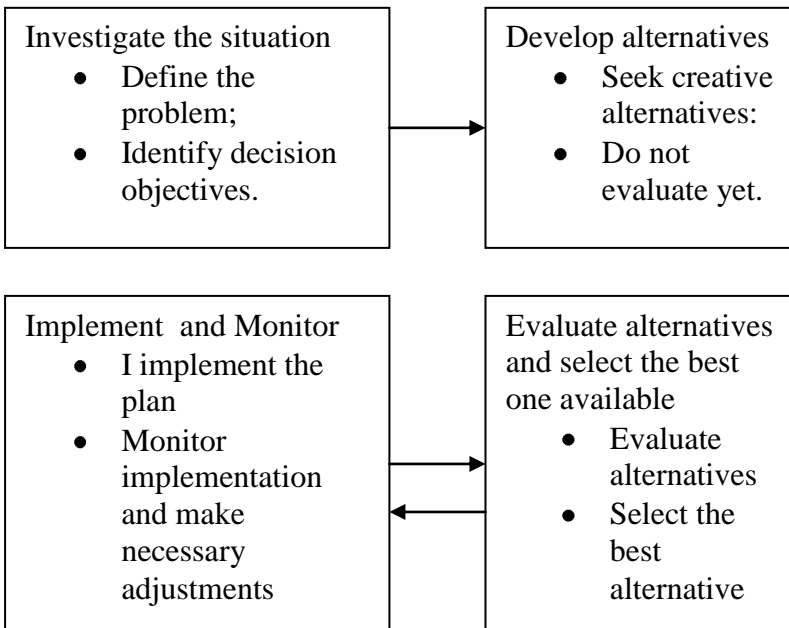
- Yes, Mr Cartwright Fin the new Commercial Director of TST Systems. I've pleasure in informing you that we carefully studied your materials and decided to accept your proposal.
- Thank you Mr. Klimenko.
- I am planning to come to Brighton and discuss with you the main points of our agreement in detail.
- When are you going to come?
- On Wednesday, next week.
- That's fine. Are you going to travel by air?
- Of course. The Ukraine International Airlines Flight from Kiev arrives at Gatwick Airport at about 10 o'clock, as far as I know.
- O.K. There is the 12.20 team from London to Brighton. If you take a train or a bus to the railway station, you'll be in time to catch the train. We'll meet you at the station in Brighton.
- Thank you, Mr. Cartwright. Which hotel in Brighton do you recommend ?
- I'd recommend the Northern Star Hotel. It's very nice and isn't very expensive. Shall we reserve a mom for you?
- Yes. If it isn't too much trouble. I'd like to book a single room with private bathroom for three nights.
- O.K. Remember me to Mr. Pospelov.
- Certainly I will.
- Goodbye, Mr. Klimenko. Have a good trip.
- Goodbye, Mr. Cartwright. See you next week.

## *2. Read and translate the text, compose 5 questions.*

In many developing countries the Internet may provide business-men with a reliable alternative to the expensive and unreliable telecom-communications systems of these countries. Commercial users can communicate cheaply over the Internet with the rest of the world. When they send e-mail messages, they only have to pay for phone calls to their local service providers, not for

calls across their countries or around the world. But who actually pays for sending e-mail messages over the Internet long distances, around the world? The answer is very simple: users pay their service provider a monthly or hourly fee. Part of this fee goes towards its costs to connect to a larger service provider, and part of the fee received by the larger provider goes to cover its cost of running a worldwide network of wires and wireless stations.

*3. Translate into Ukrainian the parts of process minds. Tell.*



**Semester control (V)  
Module II.**

*1. The partner phone you about telephone, say him.*

**Виконайте наступні дії:**

- Запитайте англійською, яку компанію він представляє;



- Вибачтесь, скажіть, що на даний момент ви зайняті і попросіть його зателефонувати пізніше;
- Запитайте з якого міста він телефонує;
- Дізнайтесь його телефонний номер, код міста, з якого він телефонує;
- Скажіть, що зателефонуєте йому через 2 години.

## *2. Name English telephone numbers.*

578-44-32  
 489-00-01  
 457-36-99  
 401-08-09  
 274-83-68  
 988-01-00  
 441-10-07  
 551-96-82

## *3. Compose the questions to your business partner and send them for E-mail.*

### *4. Name English equivalents:*

- a). A limited liability company of which the equity capital is formed only at the expense of deposits of its members;
- b). A partnership that bears characteristics both of a limited partnership and a public limited company;
- c). A limited liability company of which the initial capital is formed by the way of selling shares;
- d). A partnership of which creditors shall be paid both at the expense of property and private property of its full members;
- e). A partnership of which creditors shall be paid both at the expense of property and private property of all its members.

## *5. Translate into Ukrainian. Answer the 2-nd questions:*

Inquiry # I (extract from telex)

Please SEND YOUR CATALOGUE AND CHARGE MY

ATEX # 667589980 EXPIRY DATE AUGUST 15, 19 -,  
REGARDS HANSON, JONSON OIL, BRISBANE,

AUSTRALIA YOUR REPLY (by telex). Thank you for your inquiry. We are sending you our catalogue. We have debits your American Express card \$ 50 US. The \$ 50 will be. discounted from purchase. Please get in touch with me (name) if you have any queries.

Inquiry # 2 (extract from letter)

Please quote you best DDP (direct delivery price) and shipping date for 10 screen protectors, as advertised in high life magazine. As for as we know there are no restrictions on importing these into Japan.

Your answer: \_\_\_\_\_

***6. Desire the telling with your partner, answer the questions:***

1. Have you received our shipment of tires?
2. When did they arrive?
3. Are all the things you ordered included?
4. Did you get the invoice too?
5. Have you paid the invoice for the last shipment yet?
6. But why haven't I got the record of the payment?
7. Does the amount of the invoice correspond to what you ordered?
8. Is it necessary for us to give you a credit note to cover the difference?
9. Well you are paying the new invoice immediately?
10. Can you send the sequel before the end of the month?

Otherwise our accounts department is considering changing the conditions of payment.

***7. Write telling, using phrases:***

ENGINEX

Purchase Order № 4471

To: Harrow ltd.

12. Oct., 2004

Please supply sensor switches as follows:

Quantity	Type	Price
----------	------	-------

10	A 3 A	\$ 1.50
15	A 3 B	\$ 0.80
25	A 3 F	\$ 1.70
10	A 6 D	\$ 1.80

10% discount on bulk orders 20 gross.

**Semester control (V)**  
**Module III. Business letters.**

**Variant 1.**

***1. Read and translate the letter. Write owns.***

Language Department

Becknell University

Lewisburg,

PA 17837, USA

Dear sirs or madams:

We are writing to you in the interest of establishing concrete relations between our Ministry of agriculture and American University.

Our Ministry of Agriculture is located in Kyiv, Ukraine, along the Dnieper River. Here we prepare agronomists for many branches of agriculture. Our graduates work at many enterprises of agronomy, technology, civil building and chemical industries. Therefore, the study of foreign languages is very important for us.

We are encouraged by the fact that the cultural, scientific and educational relations between the United States and Ukraine have grown stronger. We would like to continue this trend with an educational exchange among educators of our two countries. Specifically, we would like to begin an exchange program whereby a professor of your University would teach English here for a

semester, while one of our professors teaches Ukrainian to your students.

We are most anxious to make this exchange and assure you that we will do our utmost to make your stay with us a pleasant one. During the semester all expenses for a visiting professor will be met by our Institute. Food and lodgings to an appropriate standard will be provided by our Ministry , as well as all travels within the country connected with the work program. The medical service will be free of charge.

We would like to introduce to you Dr. Borhalenko. He is a doctor of science, a full professor and the head of our foreign languages department. He is not only a good teacher of the Agronomy, but also one of the best experts in Agriculture of the 20th century. Dr. Borhalenko worked at Georgetown University in Washington according to the Program of the Ukrainian-American scientific exchange.

We feel that such a semester exchange between Dr. Borhalenko and a professor of your University would be mutually beneficial for us. In the wave of recent political events, our students are more and more eager to learn English as perhaps your students are eager to learn Ukrainian. This would begin a lasting and fruitful relationship between our two countries.

We thank you in advance for your consideration and hope you are as interested in such relations as we are.

**Sincerely**

**yours,**

**agriculture**

**Head of the Ministry of**

## ***2. Fill in the blanks with the necessary words:***

1. It was a great pleasure for us to ... your letter of May, 21. (receive, get, send) 2. We would welcome the ... to cooperate with you. (opportunity, desire, reason) 3. We would like to ... your catalogues periodically, (recommend, get, receive) 4. May I have the ... of inviting you to visit our firm, (pleasure, decision,

permission) 5. We ask you to wire us ... other day. (some, any, every)  
6. We would like to continue this ... with an educational programme, (trend, tradition, communication)

### ***3. Translate into English:***

1. Я хочу надіслати рекомендованого листа.
2. Напишіть мені листа-пропозицію.
3. Ми повідомляємо вас, про отримання офіційного листа.
4. Напишіть у листі чи згодні ви співпрацювати з нашою фірмою.
5. Це ваше резюме ?
6. Документи містять листи ділового характеру.

## **Semester control (V) Module III. Business letters.**

### **Variant 2.**

#### ***1. Read and translate the text.***

#### **Business letters**

Letter-writing is an essential part of business. In spite of telephone, telex, e-mail and telegraphic communication writing of letters continues to exist. In fact most telephoned and telegraphed communications have to be conferment or contract, and must therefore be written with care.

#### **The principle Types of Business Letters**

##### **Inquiries ( Enquiries)**

Seek details on price, discounts, price lists, catalogues, samples and terms of sale ( quality and quality o goods, models or trademarks, terms of delivery and terms of payment).

##### **Offers**

Supply all the information requested, e.g. the name of the goods offered, their quantity and quality, price, delivery, time or date, terms

of payment, marking and packing instructions and other conditions. Refer to enclosures and samples, catalogues and other items sent by separate post.

### Quotations

Propose products, fixed and negotiable terms, prices, transport and insurance costs, discounts, methods of payment; quote delivery.

### Orders

Place orders for goods or services ( give references to an advertisement or catalogue, details of the goods required: quantity, quality, catalogue number, packing, conditions, and qualifications, alternatives if the goods ordered are not available)

### Acknowledgements

Give confirmation that the order has been received and take the repetition of the order. With small routine orders from regular customers this may be done by means of ready-printed postcards.

### Letters of complaint / claim

Seek reparation for some fault of deficiency, late delivery or repeated delays, unsatisfactory quality of goods, wrong goods or wrong quantity of items.

### Collections

Aim at obtaining payment of a debt (overdue accounts) at various stages: the 1<sup>st</sup> reminder, the 2<sup>nd</sup> reminder, and the final demand (to notify the buyer before taking legal actions to enforce payment).

### *2. Answer the questions:*

1. What is purpose of a business letter today?
2. Is any difference between the layout of an application letter and business letter?
3. What does the letterhead of a business letter consist of?
4. Why is the month in the date not recommended to write in figures?

5. What salutation is the most frequent in business letters at present?
6. What is the purpose of using “Re” in business letters?
7. What information is enclosed in the body of a business letter?
8. What does “by warrant” mean?
9. Whose initials are written at the bottom of the letter?

### ***3. Rewrite the sentences in formal business style:***

1. We want you to give us your answer immediately.
2. We’ve got none of the items in stock.
3. Please don’t change the supplier.
4. We can’t tell you about delivery because we don’t know.
5. Your cheque is wrong.
6. We have been waiting too long for payment.
7. Your order will be a fortnight late.
8. You still owe us \$ 1000.

## **Semester control (V)**

### **Module III. Job hunting.**

#### ***1. Read and translate the text.***

#### ***Job hunting***

Unfortunately, this has often led to a simplistic view of what motivation is.

As all the research and writing shows, motivation is a complex concept. How would you define it? In our view, it is best defined by describing a motivated person.

People are motivated to do things when they want to do them and will do them without further or constant prompting.

Motivation can come and go. There are days when we feel highly motivated and days when we feel like staying in bed. In other words, motivation is almost an inner state rather than something that one person does to another.

People can be helped to feel motivated. They will feel better about doing things if they feel that the effort is 'worth it.' What is 'worth it' will differ person by person and time by time. Abraham Maslow shows that the needs we seek to satisfy change as we become safer, more appreciated, and more independent.

Frederick Herzberg shows that without certain conditions being met, it is difficult to perform and that certain factors will help us be motivated — responsibility, recognition and so on. Herzberg also shows that the nature of the job may itself be motivational. Excitement may be a short term motivator as may be fear.

The Michigan Studies, the Hawthorne Studies and the Ohio State Studies indicated the importance of how people are treated. People's attitudes towards management and motivation are very often derived from their idea of what work is and why people work.

Douglas McGregor argues that people, who have 'theory X' beliefs about man, will tend to see extrinsic motivation as necessary to make people do what they do not want to do. Those who hold to 'theory Y' beliefs will tend to see motivation as a matter of helping someone do what they want to do anyway.

All these researchers and writers appear to have one thing in common. They show us that motivation stems from what we are, what we want to be, what we need today and what makes us feel good about what we do. If managers hold simply to this and recognize that management is always a matter of 'different strokes for different folks', they may not go far wrong.

David McClelland speaks of three basic needs: the need for achievement, the need for power and the need for affiliation.

Edward L. Deci, in his book "Intrinsic Motivation" provides invaluable insights into the difference between intrinsic motivation (from within) and extrinsic (from outside.)

### Answer the questions:

5. Can people be helped to feel motivated?
6. When are people motivated?
7. Is it important for motivation how people are treated?



8. What does motivation stem from?

9. What three basic needs does David Mc Cleland speak of?

## *2. Fill out the form:*

Date \_\_\_\_\_  
Name \_\_\_\_\_  
Permanent address \_\_\_\_\_  
Tel. N: Home \_\_\_\_\_ Business: \_\_\_\_\_  
U.S. Citizen : yes \_\_\_\_\_ no \_\_\_\_\_  
If no, nationality \_\_\_\_\_  
Date of birth (month) \_\_\_\_\_ ( day) \_\_\_\_\_  
( year) \_\_\_\_\_  
Place of birth \_\_\_\_\_  
Occupation \_\_\_\_\_  
Place of Employment \_\_\_\_\_  
Sex : M \_\_\_\_\_ F \_\_\_\_\_  
Marital Status: Married \_\_\_\_\_ Single \_\_\_\_\_

## *3. Fill in the blanks with the necessary words:*

1. It was a great pleasure for us to ... your letter of May, 21 (receive, get, send).

2. We would welcome the ... to cooperate with you (opportunity, desire, reason).

3. We would like to ... your catalogues periodically (recommend, get, receive).

4. May I have the ... of inviting you to visit our firm (pleasure, decision, permeation).

5. We ask you to write us ... other day (some, any, every).

6. We would like to continue this ... with an educational programmer (trend, tradition, communication)

## *4. Tell English:*

- Добрий день. Ваше ім'я ?
- Де ви раніше працювали ?
- На якій посаді ?

- Чи маєте рекомендації з попереднього місця роботи ?
- Якими мовами ви володієте ? Вільно говорите, пишете ?
- Заповніть, будь-ласка, анкету.
- Приходьте післязавтра.

**5. Compose the application form for:**

OBJECTIVE  
 QUALIFICATIONS  
 EDUCATION  
 LANGUAGES  
 WORK HISTORY  
 PERSONAL

**Semester control (V)  
 Module IV. Agriculture.**

**Variant 1.**

**1. Read and translate the text.**

There are four seasons in the year : spring, summer, autumn, and winter.

March, April and May are the spring months. Spring is a very pleasant season. The weather is usually warm. But sometimes there are cold days especially in March. In spring the days get longer and the sun warms the earth. Nature awakens: the birds return from the south, the trees turn green, the air is fresh. The first flowers appear in the parks, gardens, forests and fields. Many people like spring more than other seasons.

After spring summer comes. June, July and August are the summer months. The weather is very warm and sometimes it is very hot. There are many sunny days, when the sun shines brightly and the sky is cloudless. Occasionally the sky is overcast with heavy

clouds and storms begin with thunder and lightning. Summer is a busy time for those who live in the country. They cut grass and make hay. But many people like summer because it is a good holiday time.

When autumn comes the days get colder. September, October, November are the autumn months. The weather is very much changeable in autumn. After windy, misty, rainy days there are fine sunny periods. The leaves turn red, yellow and brown. They fall to the ground making everything magnificent around. Especially amazing period is Indian summer. Birds migrate to warm countries. Autumn is harvest time. The farmers gather crops in the fields and pick fruit in the orchards. The days become shorter.

Winter is the coldest season of the year. December, January and February are the winter months. It is usually frosty in winter. Sometimes the frost is severe – about 25–30 degrees below zero. Lakes and rivers are frozen, the roads are covered with slippery ice. It often snows. Winter is a good season for winter sports.

**2. Answer the questions:**

1. How many seasons are there in the year?
2. What are the spring months? What is the weather like in spring?
3. What are the summer months? What is the weather like in summer? Is it a busy time for farmers?
4. What are the autumn months? The weather is very changeable in autumn, isn't it?
5. What are the winter months? What is the weather like in winter?

**3. Match the English weather words with their Ukrainian equivalents.**

- |                 |                    |
|-----------------|--------------------|
| 1) dew          | a) мороз           |
| 2) forecast     | b) легкий вітерець |
| 3) blizzard     | c) повінь          |
| 4) thunderstorm | d) роса            |
| 5) hurricane    | e) засуха          |

6) humidity

7) breeze

8) rainbow

9) shower

10) frost

11) flood

12) lightning

13) mist

14) drought

f) блискавка

g) злива

h) імла, серпанок

i) гроза

j) прогноз погоди

к) вологість

l) заметіль, завірюха

m) ураган

n) райдуга

**4. Change the given statements so that they will mean the opposite.**

**MODEL: We are having rough weather. – We are having calm weather.**

1. The weather is really nasty today.
2. It' s ten degrees below zero.
3. The roads are dry today, it' s not dangerous to drive.
4. The sky is clear.
5. It' s 30 degrees in the shade.
6. There is a bad fog in the mountains.
7. The weather is windless today.
8. The frost is going to kill all the flowers in the garden.

**Semester control (V)**  
**Module IV. Agriculture.**

**Variant 2.**

**1. Read and translate the text “ Farm work in different seasons” paying attention to the active words and word combinations.**

## **Spring**

Spring is the time to prepare the soil for planting . First, the farmer fertilizes his field with cow manure or a chemical fertilizer. Then he plows the soil, turning it over and mixing in the fertilizer to provide a rich soil for the crops. Later, when the days a little longer and the sun has warmed the soil, it is time to plant the seeds. Meanwhile, if the farmer raises the animals, spring is the time when the animals are giving birth, and both mothers and their young ones have to be watched and cared for.

## **Summer**

After planting the farmer waits and watches .He watches the weather, hoping for enough sun. He waters the young plants and watches carefully for signs of plant disease and attacks of insects. Many farmers spray their fields with chemicals to keep away disease and harmful insects. With water, sun, care and protection the plants grow strong and healthy. Summer is also suitable time for cutting grass and making hay.

## **Autumn**

This is the busiest time of the year. Now the crops in the fields are ready to harvest. The fruit is ready to pick. It is time to gather in the vegetable crops and to reap the grass crops, such as wheat and corn. The farmers have to work quickly. Often it is necessary to call in extra workers to work in the fields and bring in the crops. Work starts when the sun rises and finishes when the sun sets. The days are hard and long. But when the job is done, it is time for celebrating, for dancing, eating , drinking and having fun.

## **Winter**

The days are getting shorter and shorter. The harvested crops are sold in the markets or stored in the barns, ready feed and animals though the winter months. The farmer chops wood, preparing to keep his house warm through the long cold winter nights. And when winter finally comes, it is time for planning, for deciding where and what to plant next year. For soon it will be spring again and the cycle of planting, growing, and harvesting will start again.

**2. Answer the questions.**

1. Spring is the time for gathering crops, isn't it?
2. What does the farmer do in the fields in spring?
3. What does he fertilize his fields with?
4. Why does he plow the soil?
5. Have you ever visited a farm? When? Where?
6. Would you like to be a farmer? Why? Why not?

**3. Put these events in the order they usually occur.**

1. First, the farmers \_\_\_\_\_ a) harvest the crops.
2. Then, they \_\_\_\_\_ b) fertilize the fields.
3. After that, they \_\_\_\_\_ c) feed the animals in winter.
4. They may have to \_\_\_\_\_ d) store the crops.
5. Finally, it's time to \_\_\_\_\_ e) plant the crops.
6. Then they have to \_\_\_\_\_ f) plough the fields.
7. Now they can \_\_\_\_\_ g) spray the crops.

**4. Match the verbs on the left with each noun on the right in order to make a job that you are likely to find on a farm.**

	The horses	The soil	The wood	The crops	The corn	The grapes	The chickens	The vegetables	The field
plow									
harvest									
chop									
feed									
pick water									

**Semester control (V)  
Module IV. Agriculture.**

**Variant 3.**

***1. Read and translate paying attention to the active words and word-combinations.***

My family has got a small weekend house not far from the town. It's set in the picturesque place near the river. Our garden is not very big, but still we have got plenty of work there. Working in the garden is our family's hobby. It gives us a lot of moments of pleasure and excitement. Isn't it amazing to put a seed into the ground and watch it grow, blossom and give fruit? But at the same time garden means a lot of work, because it needs a lot of care.

In spring when the nature awakens from its long winter sleep, we have to whitewash the trees, protecting them from harmful insects, to cut away useless branches. If we want to grow some vegetables, we must put some fertiliser, sow the seeds into the soil and water them carefully. Very often we grow seedlings of tomatoes, egg-plants in our small greenhouse and then plant them out. It helps us to grow the crop earlier. Summer is a busy time for a gardener. It is necessary to water plants, protect them from bugs. All the gardeners adore autumn, because they can see the results of their work: they gather nice crops, pick fruit and vegetables.

Last autumn I had a wonderful chance to acquire some habits in planting trees. My father made up his mind to plant 2 or 3 good apricot saplings. It was the end of October, the most favorable period for planting fruit trees. I prepared all necessary garden tools: spades, a rake, a ridging hoe, a fork, a garden's knife and others. After finding the most suitable place for the young plants Daddy began to dig a hole. Mother started doing the watery fertiliser and I brought a water house and waited patiently for other instructions.

When the hole was ready my parents put some fertilizer into it and placed one the saplings into the hole. They asked me to hold it straight and the accurately, standing on their knees spread its roots. They began to throw the earth into the hole till it's full. After ramming the earth around it parents did a deep pit round the tree. Then it was my turn to take part in planting and I began it watering

to quench the thirst of the young apricot tree. That day I enjoyed helping my parents in the garden .

I understood the importance of my Daddy' s words: “Gardening takes much time and efforts but it brings you a great pleasure and satisfaction”.

**2. Answer the following questions.**

1. What do the gardeners do in spring/summer/autumn?
2. What is the most favorable period for planting?
3. What garden tools were necessary for their work?
4. What did everybody do in the garden?
5. How do you understand father' s words: “Gathering takes much time and efforts but it brings you a great pleasure and satisfaction?”

**3. a) What can you see people doing in the fields, orchards and vegetable gardens? Make up sentences.**

<p>In spring In summer In autumn In winter At harvest time</p>	<p>farmers a lot of people gardeners</p>	<p>did the ground. prepare seeds ready to plant. care for the young plants. look after the crops. weed the vegetables. cut away dead branches from the trees. gather ripe fruit. dig up potatoes. store vegetables carefully.</p>
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**b) Say what kind of hard work you can see people do ( doing) in the fields**



(in orchards, in vegetable gardens, in flower gardens) in different seasons of the year in order to get good crops.

***You may use the following:*** to dig the ground, to cut away dry and useless branches, to water the plants, to plant seeds, to pick the ripe fruit from the trees, to gather in crops, to weed vegetables and flowers, to look after trees.

***c) Say what you can see people do to protect the trees and plants from the hot sun in spring, from birds, in a very cold winter.***  
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***You may use the following:*** to whitewash trees; to make a scarecrow; to cover the roots of fruit trees with snow...

***4. Match the English names of garden tools and agricultural implements to their Ukrainian equivalents.***

- |                             |                              |
|-----------------------------|------------------------------|
| 1) spade                    | a) сапа, мотика              |
| 2) rake                     | в) серп                      |
| 3) ridging hoe              | с) розпилювач                |
| 4) gardener's knife         | d) поливалка                 |
| 5) sickle                   | e) газонокосарка             |
| 6) garden hose              | f) пилка для обрізання гілок |
| 7) sprayer                  | g) тризубі вила              |
| 8) lawn mower               | h) коса                      |
| 9) Saw for cutting branches | i) молоток                   |
| 10) three-pronged fork      | j) садовий ніж               |
| 11) scythe                  | k) граблі                    |
| 12) hammer                  | l) лопата                    |
| 13) watering can            | m) садовий шланг             |

**Semester control (V)**  
**Module IV. Agriculture.**

**Variant 4.**

***1. Read and translate the text “ Modern farm”.***

Dwaine is a businessman. The name of his business is Wilson creek Farm. He has forty-five dairy cows. Dwaine knows each of his cows intimately – how much milk she gives, when she is going to have her next calf, and whether she is bossy or obedient.

Dwaine manages his herd to get the most milk he can while keeping his cows healthy. He has many farming consultants to give him advice.

Dwaine milks his forty-five cows twice a day with an electric milker. The milk never touches the air in the barn. It is drawn through glass pipes into a large refrigerated tank in the milk house. Every other day, a tractor trailer comes to pick up the milk and take it to the processing plant. It carries the milk in a large tank insulated like a thermos so the milk stays cold.

At the processing plant, the milk is pasteurized, homogenized and packaged , then sent on its way to you.

Each of Dwaine' s cows gives about fifty to sixty pounds of milk a day. Dwaine needs to know when a cow will give birth, because that affects milk production. A cow produces the most milk about four months after giving birth. Then she produces less and less until the milk stops six weeks or so before her next calf is born. A cow can live to be ten years old and may have seven or eight calves in her lifetime.

Cleanliness is important to Dwaine. An inspector makes surprise visiting to the farm to see if the barn and milk house are really clean. He leaves Dwaine a ' report card' to tell him what

looks good and what should be improved. Dwaine was very happy with the 94 percent he got on a recent inspection.

**2. Answer the questions:**

1. How many cows are there in his herd?
2. How often does Dwaine milk his cows?
3. What does Dwaine feed his cows with? Who helps him?
4. What does he use a computer for?
5. How often does the veterinarian visit Dwaine's cows?

**3. Translate into English.**

Молочні корови, норовиста чи покірна, доїти двічі на день, охолоджена цистерна, щоб молоко залишалось холодним, коли корова потелиться, впливати на виробництво молока, раптовий візит, що слід покращити, вирощувати кукурудзу та люцерну, скоротити використання штучних добрив, пестициди та гербіциди, необхідні поживні речовини, додаткове зерно з високим вмістом білка, ланцюг навколо шиї, сучасне обладнання.

**4. Match the following English words with their definition**

1) farm	a) covered building for keeping animals
2) dairy	b) container for liquid or gas
3) to milk	c) area of land and buildings for growing crops, raising animals etc.
4) tank	d) raised to produce milk
5) trailer	e) number of animals (esp. cattle) feeding or going about together
6) barn	f) things needed for a particular purpose
7) herd	g) draw milk from the cow
8) equipment	h) transport vehicle pulled by a tractor

**Semester control (V)**  
**Module IV. Agriculture.**

**Variant 5.**

***1. Read and translate the text***

**Agriculture in Denmark**

Denmark is small country consisting of a main peninsula and nearby 500 islands, of which 60 are populated. The Danish countryside is either quite flat or gentry rolling. More mat 70 percent of die country is highly productive farm land, only occasionally interrupted by forests, lakes, and towns.

Farmland is considered an important national asset in Denmark. Before young farmers can purchase land, they must earn a farming license. Also, Danish farms have long specialized in exports.

The typical farm is in the 110-to 500-acre range, specializing in four to six different crops and one type of livestock, normally dual-purpose dairy cattle or pigs. In spite of its size, Denmark is the world' s largest exporter of bacon and die fourth largest exporter of dairy products.

Danish crop production is dominated by winter and spring varieties of barley, which is grown on about 60 percent of the farm land. On the remaining 40 percent, a great variety of crops are grown including wheat, rye, oats, fodder beets, sugar beets, canola seed, potatoes, cultivated grasses and legumes, silage corn, and a wide range of seed crops.

Due to intensive fertilizer use and die relatively high rainfall, crop productivity is high: however, during dry periods irrigation machines are extensively used, especially on the lighter soils.

Farm mechanization is mainly based on imported 50-to 125-horsepower tractors, Danish and imported combine harvesters, and Danish-made implements.

The climate is practically the same all over the country-fairly mild winters with some frost and snow, and relatively cool summers with many rainy days.

**2. Find in the text the correct answers for given questions:**

1. What part of Denmark is covered by forests, lakes and towns?
2. What is the most important national asset in Denmark?
3. What the crop productivity like? Why?

**3. Translate the sentences paying attention to the translation of the pronoun:**

1. All plants need some water.
2. We waited for the train some twenty minutes.
3. You can get this book in airy library.
4. I do not find any English book on the shelf.
5. Is there anybody in die room?

**4. Rewrite the sentences. Put the adjectives in brackets into the necessary degree of comparison.**

- 1) The (important) thing for the farmer is to get the land into good conditions and to keep it that way.
- 2) Such land is (much) easily cultivated and provides (good) conditions for plant growth.
- 3) Cotton regimes (high) temperature for its growth than wheat.
- 4) The (great) conductivity a substance has, the (little) its resistance.
- 5) The problem of water supply is expected to be one of the (urgent) problems.

**Semester control (V)  
Module IV. Agriculture.**

## Variant 6.

### ***1. Read and translate the text:***

#### ***Agriculture in Canada***

Canada is the second largest country in the world and covers more than 50 percent of the North American continent. Most of the population lives less than 450 miles from the United States border, and most farm land is found there as well.

Only 17 percent of Canada's land is utilized for farming and of that only about one third can be classified as good farm land. Most of the other two thirds are used for permanent grazing.

The climate is mainly continental with long, cold winters and relatively short but fairly warm summers. Winter grain crop varieties are not common, and the spring crops are often of 90-day varieties suitable for the short frost-free growing season.

Crop yields in the prairie regions are low by world standards due to limited rainfall that also limits fertilizer application.

Field mechanization in these regions is based on U.S.- or Canadian - made tractors, many of which are in the 200-to 350-horsepower range with four-wheel drive and capable of pulling large implements. Most farms have self-propelled combine harvesters and trucks for grain transport. Many farms have well-equipped workshops capable of handling common farm repairs.

### ***2. Find the correct answer in the text:***

- 1) Where is most farm land of Canada found?
- 2) What part of Canada's land is utilized?
- 3) Why are crop yields in the prairie regions low?

### ***3. Define the part of speech of the verb with the ending –s and what is its function in the sentence:***

- a) the possessive case
- b) the plural of noun
- c) the singular of the verb in the 3<sup>rd</sup> form.

1) Rivers, lakes and underground waters are successfully used for irrigation purposes.

2) Today some hydropower developments are operating on the Dnieper making the river to serve the man's needs.

3) Only specific forms of plants can grow in deserts.

4) The new unit cultivates the soil and applies fertilizer simultaneously.

5) All these are machines of the very near future.

**4. Put the adjectives in brackets into the necessary level of comparison. Translate the sentences.**

*Речення перекладіть.*

1) All biological problems the problem of nature protection is the (important).

2) The (large) ecosystem of all is our planet.

3) Robots do not ask for (high) payments and (good) working conditions.

4) The (good) the summer, the (good) the yields.

5) The (soon), the (good).

## Semester control (V)

### Variant 1

#### 1. Read and translate the text.

##### **Telephone Conversation with the British Firm**

- Continental Equipment Can I help you?

- I'd like to speak to Mr. Cartwright.

- Mr. Cartwright? Who's calling, please?

- This is Victor Klimenko, from TST Systems.

- Hold on, please, I'll find out if he is in.

- What is it, Miss Elliot?

- Mr. Klimehko wants to talk to you, sir.

- I'm very busy at the moment. Ask him to phone later.

- Yes, sir.
- Oh ... wait a minute, Miss Elliot. Who is Mr. Klimenko?
- He said he was from TST Systems.
- From TST Systems? ... Oh, ask him what his telephone number is. I'll ring him back.
- Hello? This is Mr. Cartwright's secretary speaking.
- Yes ... Klimenko, here.
- I'm sorry, Mr. Cartwright's very busy at the moment. Can you tell me your telephone number, Mr. Klimenko? Mr. Cartwright will call you later.
- Of course.. Double five-nine-three-six-four-two.
- ... and where are you calling from?
- From Kiev, Ukraine.
- Could you tell me the code for Kiev?
- Three-eight-zero-double-four.
- Thank you, Mr. Klimenko.
- Hello ? Is that TST Systems?

## **2. Fill in the blanks with the necessary words:**

1. It was a great pleasure for us to ... your letter of May, 21. (receive, get, send)
2. We would welcome the ... to cooperate with you. (opportunity, desire, reason)
3. We would like to ... your catalogues periodically, (recommend, get, receive)
4. May I have the ... of inviting you to visit our firm, (pleasure, decision, permission)
5. We ask you to wire us ... other day. (some, any, every)
6. We would like to continue this ... with an educational programme, (trend, tradition, communication)

## **3. Translate into English:**

1. Я хочу надіслати рекомендованого листа.
2. Напишіть мені листа-пропозицію.
3. Ми повідомляємо вас, про отримання офіційного листа.
4. Напишіть у листі чи згодні ви співпрацювати з нашою фірмою.
5. Це ваше резюме ?



6. Документи містять листи ділового характеру.

#### **4. Write about agriculture in Ukraine.**

### **Semester control (V) Variant 2**

#### **1. Read and translate the text.**

- Good morning, gentlemen! How are you?
- Fine, thanks. And how are you getting on?
- Very well, thank you.

- Let me tell you about our Company. As you know, Mr. Klimenko, we produce processing equipment. Our firm consists of 6 departments: Production, Sales, Export, Financial, Personnel and Research & Development. The last one is the newest at the company. It was created five years ago... We are managed, by the Meeting of the Shareholders and the Board of Director?. Earlier the Chairman of the Company was one of the senior partners, but now it is Mr. Rogers, as you know. Currently we employ about 1,600 people. Our turnover is more than £300 million.

- You will work with our Export Department. We export our equipment to 5 countries. We also have two subsidiary companies in Holland and Germany with headquarters in those countries.

- Are they your subsidiaries or branches?

- They are our subsidiaries. Each company trades under its own name. We are looking for new partners in Eastern Europe as well, as we would like to expand our activities. That's why Mr. Cartwright went to Kiev to establish personal contacts with your company. Have you read all our correspondence with your Director?

- Yes, I think so. We investigated your business proposal thoroughly.

- Have you got our price-lists and catalogues with you now or shall I ask Miss Elliot to bring a copy?

## 2. Compose 5 questions to the text.

### 3. Translate into English:

**Факс** (*fax, fax machine*) служить для передачі ділової документації (*business correspondence*) по телефонній мережі. В сучасній діловій практиці це здійснюється таким чином:

- комерційні пропозиції (*offers*);
- прайс-листи (*price lists*);
- реклама (*advertising materials*);
- пресс- релізи (*press releases*);
- письмові запити (*written inquiries*) и т.п.,

а також здійснюють письмову переписку. Розмірр факса зазвичай не перевищує однієї сторінки, а його структура відповідає структурі ділового листа

Факси підшиваються до справи. Їх можна використовувати в якості доказу певних протиріч між діловими партнерами.

Факсом зазвичай передаються:

- оригінали контрактів (*original contracts*);
- аккредитиви (*letters of credit*);
- рахунки-фактури (*invoices*) і інші важливі документи

,що пересилаються листом-замовленням або передаються кур'єром.

## 4. Write about agriculture in Great Britain.

### Semester control (V)

#### Variant 3

### 1. Read and translate the text.

#### 1. SUBJECT OF THE CONTRACT

The Sellers have sold and the Buyers have bought the equipment shown in the specification enclosed with the contract (Appendix 1), and indicating the name and description of each item, quantities,

weights and prices. The equipment is to conform to - the Technical Conditions enclosed with the contract (Appendix 2).

## **2. PRICES AND TOTAL AMOUNT OF THE CONTRACT**

Total amount of the contract.....

The prices are firm, and not subject to any alterations. The prices are understood f.o.b. including packing for overseas shipment, marking, dock and port dues on the goods, attendance to customs formalities, carnage and stevedoring.

## **3. DELIVERY TIME**

The equipment against the present contract is to be delivered as follows.

By the time stipulated above the equipment is to be manufactured in accordance with the conditions of the contract, tested, packed and delivered to....

All the questions connected with the shipment of the goods are to be settled in accordance with the instructions given to the Sellers by the Buyers or their Forwarding Agents, Messrs...

... Days before the date of delivery the Sellers are to notify the Buyers by cable about the readiness of the goods for shipment from ... and to advise the Buyers of the weights and the volumes of the goods. The same notification is to be sent to the Buyers<sup>1</sup> Forwarding Agents.

### *Complete the following sentences:*

1. I receive many letters from ...
2. When I want to send a letter I usually go to ...
3. We send telegrams at ...
4. May I have the opportunity to wish you ... ?
5. It was a great pleasure to receive ...
6. Would it be possible for you to tell me ...?
7. We beg to inform you that ...
8. Please, let me know how ...

### **3. Translate into English.**

- Починайте ваш супроводжуючий лист спершу вказавши вашу адресу, після цього вказується адреса того, кому призначено лист.

- Не використовуйте скорочень.

- Завжди підписуйте свого листа.

Ваш лист повинен бути коротким і зрозумілим. Не використовуйте скорочених форм, пишiть **I am interested** замість I'm interested. Після того як ви написали і відправили листа – збережіть копію листа для себе.

В правому верхньому кутку ви вказуєте адресу , того кому відправлено листа. В лівому верхньому кутку ви вказуєте свою адресу. Зверніть увагу , що коли ви пишете свою адресу на іноземній мові , необхідно дотриматись певних вимог:

\* номер будинку;

\* назву вулиці;

\* номер квартири;

\* місто (село);

\* країну;

\* поштовий індекс.

#### ***4. Write about agronomy of Ukraine or Great Britain.***

### **Semester control (V)**

#### **Variant 4**

#### ***1. Read and translate the text.***

### **PAYMENT**

Payment for the equipment delivered is to effected in (form of payment) in the following way:

A—.. .per-cent, of the value of the goods delivered is to be paid by acceptances of Sellers<sup>1</sup> drafts payable in, (city) at... month from the date of Bill of lading against documents, viz.: Original and ... copies of a detailed invoice.

... Original «clean of board» Bills of Lading issued - in the name of the Buyers<sup>1</sup> firm to (name) port.

Packing List in (number of copies).

Copy of the Buyers<sup>1</sup> Inspectors' Release Note for Shipment issued in accordance with the Test Report or any other document as to the quality of the goods.

Sellers' letter about the dispatch of the technical documentation in accordance with clause 6 of the present contract.

Copy of the Export license, if required.

B. The remaining ... per cent, of the value of the equipment delivered is to be paid after putting the equipment into operation on condition that it reaches the capacity and quality of operation guaranteed by the Sellers. Payment of the ... per cent is to be effected within ... days upon receipt of the Sellers invoice and the Report of putting the equipment into operation at the factory of the Buyers.

## ***2. Answer the questions:***

1. What is purpose of a business letter today?
2. Is any difference between the layout of an application letter and business letter?
3. What does the letterhead of a business letter consist of?
4. Why is the month in the date not recommended to write in figures?
5. What salutation is the most frequent in business letters at present?
6. What is the purpose of using “ Re” in business letters?
7. What information is enclosed in the body of a business letter?

## ***3. Translate into English:***

Скажіть свої репліки і відповіді на них по-англійськи:

- Добрий день. Ваше ім'я ?
- Де ви раніше працювали ?
- На якій посаді ?
- Чи маєте рекомендації з попереднього місця роботи ?

- Якими мовами ви володієте ? Вільно говорите, пишете ?
- Заповніть, будь-ласка, анкету.
- 

#### 4. Write about your future specialty.

### Semester control (VI) Module V. Internal combustion engine. Variant 1

#### 1. Read and translate the text

#### THE SYSTEMS OF THE INTERNAL COMBUSTION ENGINE

Four systems are necessary for proper operation of the Internal combustion engine. Those are fuel, lubricating, cooling and ignition systems.

**The Fuel System.** The gasoline engine fuel system must supply the engine with a mixture of air and fuel burns within the cylinders. Gasoline engines use a carburetor mixing the fuel and air and delivering the mixture to the engine through the intake manifold. Air-fire! Ratios vary for idling, light-load and heavy-load operations. Diesel engines have a high-pressure pump forcing the fuel through injectors into the combustion chamber.

**The Lubricating System.** A film of oil is produced between the working surfaces of the metal parts. In this i w a y 2 friction and wear are being reduced because the flied of oil keeps the surfaces apart.

#### 2. What parts of speech are words?

organize, localize, modernize, mechanize, electrify, intensify, classify, cultivate, demonstrate, communicate, indicate, locate.

3. With words compose the sentences: progressive, active, productive, constructive, intensity, connective, restrictive.

#### *4. Name Ukrainian equivalents:*

active — activity

stable — stability

special — Specialty

dense — density

### Semester control (VI) Module V. Internal combustion engine. Variant 2

#### *1. Read and translate the text*

#### THE SYSTEMS OF THE INTERNAL COMBUSTION ENGINE

Pump inlets are located in a float that takes oil from the cleanest place in the oil pan. Oil filters are located between the oil pump and engine parts to reduce engine wear. Oil is delivered through passages to the camshaft bearings, the crankshaft main bearings and the connecting rod bearings. Oil is delivered to the valve mechanism and other parts requiring lubrication.

**The Cooling System.** There are two types of the cooling system: the thermo siphon system and the pump system. In the thermo siphon system the water expands as it is being heated and rises to the top of the radiator. Gravity causes the downward movement of the water in the radiator where cooling takes place. Then the water is delivered back to the engine water jackets: the engine parts are being cooled.

**The Ignition System.** In gasoline engines the fuel charge is ignited by an electric spark. These are spark ignition engines. In diesel engines the compressed air ignites the fuel charge. Diesels are compression ignition engines.

Spark ignition engines use an electric ignition system providing the ignition of the fuel charge.

Two types of electric ignition systems are commonly used: the battery system and the magneto system. These systems function on

the same basic principles. Battery systems are used on practically all newer tractors.

**2. Translate without vocabulary:**

to cultivate — cultivator — cultivation  
to produce — producer — production — productive –  
productivity - productively  
to vary — variation—various— variously  
industry - industrial — industrially – industrialize

**3. Choose the word where oil is attributing.**

float, inlet, bearing, pan, manifold, pump, filter, film.

**4. Translate the sentences with that:**

1. We know that the lubricating system delivers oil to the moving parts of the engine. 2. Pump inlets are located in at that takes oil from the oil pan. 3. That engine has the air-cooling system. 4. The function of the battery system is the same as that of the system. 5. The crawlers that are able to pull of put heavy boards are used for dam building and road making. 6. Though the speed of the crawler is lower than that of the wheeled tractor it is widely used in agriculture. 7. The cooling system of that engine is more effective.

**Semester control (VI)**

**Module VI. Tractors.**

**1. Read and translate the text**

**Tractors**

Power is supplied. Power can be supplied. Power can be supplied in various forms.

The tractor can pull machines. The tractor can push machines. It can drive machines by means of a belt. It can drive machines by means of a belt from a belt pulley. The tractor supplies power to machines from the power-take-off shaft.

The power is measured. It is measured by kilowatts or horse powers.



Tractors are classified according to the power. Tractors are classified according to the power produced.

Crawlers are used for heavy operations. Crawlers or track laying tractors must be used for heavy operations. Large crawlers must be used for heavy operations.

Crawlers have tracks. Tracks have a grip. Tracks have the grip on the ground. Tracks increase the grip of the tractor on the ground. The crawlers are able to push or pull heavy loads and machines.

The tractors may have tires. The tires can be placed farther apart. The tires can be placed closer or farther apart according to the distance between the rows. We are able to place tires closer or farther apart according to the distance between the rows that must be cultivated.

Wheeled tractors may have implements and machines on them. Implements are mounted on the tractor. This is done by the three-point linkage.

There are tractors with diesel or gasoline engines. The diesel engine will use less fuel than the gasoline engine for the same work done.

The fuel should be clean. The oil must be changed regularly. It is necessary to change the oil regularly. It is necessary to change the oil regularly because it provides tractor's useful work.

### ***2. Compare the words with Ukrainian ones.***

machine, kilowatt, gasoline, cultivation, system, battery, filter, motor, radiator.

### ***3. Fill in the gaps with proper words and word-combinations:***

1. The tractor can supply power to the machines from the ... (power-take-off shaft, belt pulley, three-point linkage).

2. The tyres can be placed closer or farther apart... (according to, by means of) distance between the rows.

3. The crawlers are usually ... (small, large, various).

4. The tractor can ... (increase, pull, do) machines.

5. The crawlers are able to ... (produce, push, drive) heavy loads.

6. Implements are mounted on the tractor by means of ... (a belt pulley, tyres, a three-point linkage).

7. The fuel should be ... (heavy, clean) and have no water.

***4. Use the proper grammar mode:***

1. The tractors may have tyres or tracks. 2. We shall be able to place tyres closer or farther apart.. 3. An electric spark can ignite the fuel mixture. 4. We had to change the oil. 5. The oil {s to be clean. 6. The camshaft must open the engine valves. 7. The crawlers are able, to push or pull heavy loads. 8. The burning of fuel should provide power.

***5. Replace the modal verbs using proper equivalents:***

1. We must study all types of tractors. 2. Crawlers can push or pull heavy machines. 3. We may classify tractors according to the power produced. 4. We could place tyres according to the distance between the rows. 5. The oil must be clean. 6. The tractor must be serviced properly.

***6. Translate the sentences paying attention to using the pronoun one with modal verbs:***

1. One should study the basic parts of the engine. 2. One can drive machines by means of a belt from a belt pulley. 3. One must support the crankshaft and camshaft by bearings. 4. One should mount implements en the tractor.

**Semester control (VI)  
Module VII. Ploughs. Cultivators. Harrows.**

**Variant 1.**

***1. Read and translate the text***

There are various forms of the plough. The plough is an implement used for soil cultivation. It has become the implement used for soil preparation. The plough has been used for many centuries. It has been used for preparation of seedbeds.

A plough is an implement with one or more mould-boards. Mould boards cut the soil. Mould boards cut and turn the soil. They cut soil slices. They cut furrow slices.

Both mounted and semi-mounted types of ploughs are being produced. A semi-mounted plough is not lifted off the ground. The number of mould boards is not the same on different ploughs. It depends on the type of soil and the tractor size.

There are three types of ploughs, conventional plough being one of them. Some trailed models of conventional ploughs are in common use. Most reversible ploughs are mounted, but some of the larger models are semi-mounted.

Disc ploughs have large rotating discs. The plough may have a disc coulter. The plough has a body. It also has legs. The plough body is attached to legs. Legs are bolted to the frame. The base of a plough body is called the frog. The share cuts the bottom of the furrow slice.

## ***2. Define the suffixes:***

- a) adjustable, movable, usable, comfortable, replaceable, measurable, attachable;
- b) reversible, possible, flexible, visible, compressible.

## ***3. Combine the words by the suitable principle:***

implement, hydraulic, conventional, rarely, rotate, digger, classify, ignition, commonly, organize, crawler, reversible, generate, gravity, electrify, lubricator, suitable, arrangement, full.

## ***4. Translate the words. Define the role of the suffix -ly:***

full – fully; main – mainly; mechanical – mechanically; proper – properly; common – commonly; rare – rarely; close – closely; chemical – chemically.

**Semester control (VI)**  
**Module VII. Ploughs. Cultivators. Harrows.**

**Variant 2.**

**1. *Read and translate the text***

1. A cultivator has a frame with a number of tines for breaking the soil. It is usually mounted on the tractor and its working depth is controlled hydraulically. As with all cultivation machinery, there is a wide range of working widths, from 2 to 8 m (6 to 25 ft<sup>1</sup>) suitable for all sizes of tractors.

Rigid tines are used for heavier work. They are arranged across the frame allowing free passage of soil:

2. Spring tines are flexible, sometimes with a coil at the top which vibrates in the soil. The vibrating movements of the tines will give fast seedbed preparation in most conditions.

3. Shares are used for seedbed and general work, stubble cleaning. When shares have been worn they must be replaced.

4. Cultivators are used for seedbed preparation, often after ploughing: for stubble cleaning and breaking; general weed control; cultivation between potatoes and other row crops (the tines are grouped to pass between the rows without disturbing the crop<sup>2</sup>).

5. Power-take-off-driven cultivation machines include power harrows and rotary cultivators<sup>3</sup>.

2. All power-driven cultivation machinery is costly and needs regular maintenance in order to ensure long working life<sup>4</sup>.

7. Power harrows have two or more rows of reciprocating tines, others have tines which rotate in the soil. Most reciprocating-tine power harrows have two-tine bars. The drive is from the power take-off through a gearbox and eccentric unit. A typical machine has a tine bar stroke of 15 cm.

**2. *Define the role of the prefixes ir-, in-, im-, it-***

inflexible – негнучкий; impossible – неможливий; immovable – нерухомий; invisible – невидимий; illegal – нелегальний; immeasurable – незмірний; irrational – нерациональний

**3. Compare the words with Ukrainian ones.**

generator, generate, systematic, typical, transformer, hydraulically, classify, organizer, gravity, mechanize, vibration.

**4. Define the form of the predicate and translate the sentences:**

1. The general-purpose type of plough body has become useful for the general ploughing work. 2. After the reversible plough had made a pass across the field it was mechanically turned on its frame. 3. The tractor hydraulic system has provided the power turning the plough. 4. By this time the farmers will have finished the soil cultivation. 5. The implement has not been correctly attached to the tractor. 6. Discs will not turn the soil when they have not been set at the correct angle. 7. My friend had worked on the collective farm before he entered our Institute.

**Semester control (VI)**

**Module VII. Ploughs. Cultivators. Harrows.**

**Variant 3.**

1. Harrows are used for various purposes such as the preparation of seedbeds, the covering of seeds, the destruction of weeds' and the aeration of soil. Many types and sizes are in use today. The most common type is that with a zigzag frame and rigid tines.

2. Seed harrows are light implements with closely fitted tines, about 4 in (100 mm) long. They are used for the final preparation of seedbeds and for covering seeds after the drill<sup>2</sup>. They are mounted on small tractors.

Medium tractor harrows have various functions: the preparation of seedbeds, mixing of fertilizers<sup>3</sup> with soil and spring cultivation of autumn sown corn V The wider the implement, the more important it is to have good arrangements for transport. Mounted implements up to 8 m wide may be used with tractors of 40–50 kw. Heavier and wider harrows for use with tractors of about 75 km may be semi-mounted. One type provides for lifting of the harrow sections to a wheeled frame, the wings of which can be manually rolled<sup>5</sup> behind the centre sections.

Disc harrows cut and consolidate the soil. Two or more sets of discs are fitted on a frame which may be mounted or semi-mounted. Some heavy discs are trailed and have hydraulically operated transport wheels. Disc diameter varies from 30 to 75 cm. Discs are supported by bearings. Disc harrows working widths vary from 1.5 to 6 m.

Adjustments of disc angle. A hand-operated lever on the harrow is used to vary the cutting angle of the discs. Discs being fitted at the widest angle, the soil movement will be the greatest. When discs are set straight<sup>6</sup>, they will not move the soil very much and have a consolidating effect.

***1. Translate the following words and word-combination:***

а) плуг, зворотний плуг, ґрунт, борозна, рама, прикріпцятн, зубець, меліорація, корпус плуга, леміш, глибокий, глибина, широкий, ширина, полиця (у плузі), коренеплоди;

б) the number of mould boards; semi-mounted and trailed models; in place of the mould boards; the soil slice; both right-handed and reversible types; disc coulter; used for deep ploughing; digger bodies.

***2. Compare the words with Ukrainian ones.***

machine, kilowatt, gasoline, cultivation, system, battery, filter, motor, radiator.

***3. Fill in the gaps with proper words and word-combinations:***

1. The tractor can supply power to the machines from the ... (power-take-off shaft, belt pulley, three-point linkage).

2. The tyres can be placed closer or farther apart... (according to, by means of) distance between the rows.

5. The crawlers are usually ... (small, large, various).

6. The tractor can ... (increase, pull, do) machines.

5. The crawlers are able to ... (produce, push, drive) heavy loads.

6. Implements are mounted on the tractor by means of ... (a belt pulley, tyres, a three-point linkage).

***4. Translate the sentences using the different forms of the verb to have:***

1. A modern plough has up to six mould boards. 2. When the piston has reached the bottom of its stroke the inlet valve closes. 3. Both conventional and reversible ploughs have been produced by our plant. 4. The driver has to attach the plough correctly, 5. The pneumatic tyres have become so efficient and so popular that they are the standard part of all wheeled tractors. 6. Modern tractors usually have a four-stroke engine. 7. We have to set all mould boards at the same angle.

## **Semester control (VI)**

### **Module VIII. Combines harvesters.**

#### **1. *Read and translate the text***

Combines are used for various crops. Combines harvest the crops. Combines used to harvest the crops are called combine harvesters.

The combine harvester cuts and threshes the crop. It cuts, threshes and separates the crop. The combine harvester separates the grain. It separates the grain from straw. It separates the grain from the straw and chaff.

The mechanism of a combine harvester is divided into three sections. The cutting mechanism consists of some parts. To cut the crop a cutter bar is used. There are dividers at the cutter bar. The dividers separate the crop to be left. There is a reel at the cutter bar. The reel directs the crop to the cutter bar platform. The crop is directed to the centre of the platform by an auger.

The main elevator lifts the crop to the front beater. The front beater increases the delivery of the crop. To reduce its speed is the function of the rear beater. The drum is one of the main parts of the threshing mechanism. The crop is threshed between the drum and the concave. The concave consists of bars. There are spaces between the bars. The threshed grain falls through the spaces. It falls on the grain pan located under the concave.

The grain is separated from the straw by the straw walkers. The grain is separated from the chaff by the sieves. The sieves and the fan are the parts of the separating unit. To separate the chaff is a task of this unit. The fan provides a flow of air. This flow of air keeps the sieves clean.

The harvested grain is directed to the grain tank. Grain tank capacities vary. After the grain becomes clean it is directed to a grain tank. From the grain tank the grain is delivered to a trailer. Combine harvesters are used to harvest various crops. The combine cuts the crop, threshes it, separates the grain from the straw and chaff.

The mechanism of a combine harvester can be divided into three sections. They are cutting, threshing and finally separating the grain from the straw and chaff.

To cut the crop a reciprocating type cutter bar is used. There is a divider at **each side** of the cutter bar. It separates the crop to be cut from that which will be left **for the** next round <sup>2</sup>. The crop is cut **while held** against<sup>3</sup> the cutter bar by the reel. After the crop is cut, the reel directs it to the cutter bar platform. The reel is one of the main parts of a combine.

It has tines which can be angled <sup>4</sup> to provide better cutting of the crops. A large auger moves the crop to the centre of the platform.



By means of tines the auger directs the crop to the main elevator which lifts the crop to the threshing mechanism.

The threshing mechanism consists of a front beater, a heavy rotating drum, a concave, and a rear beater. The main elevators used to lift the crop to the front beater. It delivers the crop to the drum and concave. The front beater increases the speed of the crop as it moves to the drum. Some combines do not have a front beater. In these combines the work of the front beater can be done by the main elevator.

***2. Translate the sentences with the Infinitive:***

1. To provide a proper maintenance of farm machines is important for the farmer. 2. A mixture of air and fuel to be compressed between the piston and the cylinder head is necessary for combustion. 3. To drive a straw walker two crankshafts are used. 4. Tractors to be used for heavy operations are crawlers or track laying tractors. 5. To force the fuel into the combustion chamber is the main task of a high pressure pump. 6. To ignite the fuel charge an electric spark is necessary. 7. A film of oil to be produced between the working surfaces of the metal parts will reduce friction and wear. 8. The main elevator to lift the crop to the threshing mechanism must be clean.

***3. Group the sentences according the functions of the Infinitive:***

1. To reduce the speed of the crop is the function of rear beater. 2. To cut and turn the soil various types of ploughs are used. 3. The mechanism to cut the crop is called a cutter bar. 4. Oil filters are located between working engine parts to reduce engine wear. 5. The crop to be cut is separated from that to be left for the next round. 6. The air-fuel mixture must burn to move the piston with great force. 7. To mix the fuel and air gasoline engines must have a carburetor. 8. To harvest various crops is the main task of a combine.

***4. Translate the sentences with the modal verbs:***

1. The oil has to be changed regularly. 2. The crawler can pull or push heavy loads or machines. 3. The radiator should be clean. 4. The disc coulter cuts the side of the furrow that is to be turned. 5. The construction of the concave is to be discussed now. 6. The driver had to attach the implement correctly. 7. The tractor driver will be able to operate this mechanism automatically from his cab. 8. The flow of air must be varied according to threshing conditions. 9. The drum and straw walkers should be larger than the cutter bar to provide efficient separation of the grain from the straw.

**5. Define the tense form of the predicate. Translate sentences:**

1. Ploughs have become main implements used for soil preparation. 2. The construction of straw walkers and sieves will be discussed in this lecture. 3. In the thermo-siphon system water expands as it is being heated and rises to the top of a radiator. 4. Modern ploughs are mounted on the tractor hydraulic system. 5. The number of, mould boards depends on the soil and tractor size. 6. The grain was delivered from a grain tank to a trailer. 7. Self-propelled machines with pick-up reel and vertical cutter bar have been widely used in Britain and Canada. 8. On some machines speed of the fan is kept constant. 9. The crop is usually taken to the cutter bar centre by a large-diameter auger.

**6. Answer the questions:**

1. What machines are used to harvest various crops? 2. What operations does the combine harvester do? 3. In what sections can the mechanism of a combine harvester be divided? 4. What are these sections doing? 5. What type of a cutter bar is used to cut the crop? 6. What is there at each side of the cutter bar? 7. What does a divider do? 8. Where does the reel direct the crop? 9. Where does a large auger move the crop? 10. What parts of cutting mechanism are shown in Fig. 7? 11. What does the threshing mechanism consist of? 12. What is used to lift the crop to the front beater? 13. Where does threshing take place? 14. What is the task of the rear beater? 15.

What does the separating mechanism consist of? 16. What is the main function of this mechanism? 17. What is used to sort the grain and chaff on the grain pan? 18. What does the separating unit consist of? 19. What does the fan provide? 20. Where is the harvested grain directed? 21. What is used to deliver the threshed grain from the grain tank into a trailer?

## **Semester control (VI)**

### **Module IX. Modern machines.**

#### **1. *Read and translate the text.***

The systems of food and fiber production in agriculture are highly mechanized. These mechanized systems extend from initial tillage of the soil through planting, agricultural practices during the growing season, protection from pests, harvesting, livestock feeding and delivery for processing.

The tendency has been to larger self-propelled special-purpose machines; in tillage the tendency has been to large four-, six- or eight wheels or crawler tractors which trail high-capacity plows or discs and also subsidizers used to loosen compacted soils. Farm machines have undergone changes and improvements to become the modern and effective agricultural power units of today. New developments have made them more efficient, versatile, safe, convenient and powerful. Continuous improvements in design produced highly mechanized machinery with a hydraulic linkage and control system.

While many implements such as plows, cultivators and fertilizer spreaders are usually mounted on tractors, there are many that are too large and are trailed behind and controlled and operated hydraulically. Some multipurpose machines are used where a high degree of precision is needed for precision tillage, planting, bed shaping and fertilizing. They have to till the soil, form seedbeds, form irrigation furrows, either... plant the seed or cultivate the crop

and apply fertilizer in one pass through the field. The use of aircraft has revolutionized many farming operations: fertilizers and herbicides are applied from the air.

Farming operations include plowing, harrowing, planting, tilling, harvesting, drying and processing crops:

Soil preparation for planting usually involves plowing and harrowing. Plowing is often the most important farming operation, not only because of the basic nature of the work but also from the standpoint of power required.

The essential feature of plowing by moldboard is that a layer of soil is separated from the underlying subsoil and is turned, so that any vegetation or manure present on the surface is buried and a layer of soil from below is brought to the surface where it is exposed to the action of weathering agents and of agricultural implements.

The harrowing of the plowed soil is designed to break clods, level the surface and destroy weeds. A wide variety of implements are classified as harrows, the most common kinds being the disc harrow, the spring tooth harrow, the spike-tooth harrow and the knife harrow. Previously, the function of seedbed preparation was performed entirely by the implements classified as harrows. With the introduction of power farming, it is now performed in large part by field cultivators, rotary tillers and various designs of rollers. Power-driven rotary tillers perform the function of both plowing and harrowing.

## ***2. Translate into Ukrainian:***

1. If the fertilizer had been applied in time, the yield would have been higher. 2. If the efficiency of the potassium fertilizers were higher, the tractor would mow more grass for the hay production. 3. If the cereals had been sown in spring, the yield would have been higher. 4. If the range of grasses consisted of legumes and cereals, the yield would be more than 35 kg/ha.

## ***3. Fill in the blanks with necessary words:***

1. The farmers ... perennial and annual grasses. 2. The cereals ... grasses for haymaking. 3. The range of grasses ... the legume and cereal grasses. 4. The farmers ... a lot of nitrogen fertilizers. 5. We ... grasses at the former peat deposits. 6. The fields and pastures ... hay and grass flour.

**to supply, to cultivate, to consist of, to include, to sow, to apply**

**4. Fill in the blanks with necessary words in brackets:**

1. The content of grasses ... the keeping ways and terms (depend upon, depends upon). 2. The range of plants ... the legume and cereal grasses (consists of, consist of). 3. The hay yield of 50 cha... approximately 75 kg of nitrogen and potassium (need, needs). 4. The fields and pastures . hay and grass flour (supplies, supply). 5. The height of the mown grass ... the hay quality (influence, influences).

**5. Read, translate and explain the underlined words:**

The raw material auger must ensure the permanent functioning of the drying units. It's possible to dry hay of the high quality. It is characterized by a quick ripening. It's also necessary to take into account the soil and climatic conditions of the area. For example, such augers must be built at the former peat deposits. It's necessary to keep pastures on the fertile soils near the cattle farms and water springs. The basis of the cattle keeping is the enclosure system. It ensures the increase of the pasture productivity up to 35%. The stand of grasses increases the feed quality.

**6. Translate into Ukrainian.**

In order to save the stand of grasses it's necessary to keep the pastures from the cattle grazing. In spring the farmers start grazing the cattle when the cereal bushes begin to form. The cattle feed about 90% of the stand of grasses before the blossoms appear. It decreases the grass quality. The protein quantity decreases. It influences on the cattle productivity.

### **7. Translate into English:**

1. Кормовиробництво є важливою галуззю тваринництва. 2. Урожайність травостою залежить від ґрунтового-кліматичних умов. 3. Трав'яні суміші на полях і пасовищах складаються із багаторічних трав і конюшини. 4. На заливних землях вноситься велика кількість азотних добрив. 5. Тут сіють трав'яні суміші, які складаються із злакових компонентів. 6. Потрібно сіяти бобово-злакові суміші у червні. 7. Внесення добрив є надзвичайно ефективним засобом на дуже зволжених пасовищах. 8. Фосфорні добрива забезпечують тривалу врожайність. 9. Ефективність калійних добрив є найвищою на торфовищах. 10. На полях і сіножатях вирощують сіно.

## **Semester control (VI)**

### **Control paper**

#### **Variant 1.**

**Name** \_\_\_\_\_ **Group** \_\_\_\_\_

### **1. Read and translate the text:**

Combines are used for various crops Combines harvest the crops. Combines used to harvest the crops are called combine harvesters.

The combine harvester cuts and threshes the crop. It cuts, threshes and separates the crop. The combine harvester separates the grain. It separates the grain from straw. It separates the grain from the straw and chaff.

The mechanism of a combine harvester is divided into three sections. The cutting mechanism consists of some parts. To cut the crop a cutter bar is used. There are dividers at the cutter bar. The dividers separate the crop to the left. There is a reel at the cutter bar. The reel directs the crop to the cutter bar platform. The crop is directed to the centre of the platform by an auger.

### **Answer the questions:**

1. What machines are used to harvest various crops?
2. What operations does the combine harvester do?
3. In what sections can the mechanism of a combine harvester be divided?
4. What are these sections doing?
5. What type of a cutter bar is used to cut the crop?

### Mark – 3

#### 2. Fill in the blanks with the necessary words:

1. The content of grasses ... the keeping ways and terms \_\_\_\_\_ .
  - a) depend upon
  - b) depends upon
2. The range of plants \_\_\_\_\_ the legume and cereal grasses.
  - a) consists of
  - b) consist of
3. The hay yield of 50 cha \_\_\_\_\_ approximately 75 kg of nitrogen and potassium.
  - a) need
  - b) needs
4. The fields and pastures \_\_\_\_\_ hay and grass flour.
  - a) supplies
  - b) supply

#### 3. Translate into English:

1. Технік-механік з вищою освітою і кваліфікаційним рівнем бакалавра може працювати в будь-якому сільськогосподарському підприємстві. 2. Він може займатись різними видами роботи відповідно до своєї спеціальності. 3. Механік повинен вирішувати багато важливих проблем. 4. Основна проблема сільського господарства також включає вирощування високих врожаїв екологічно чистої продукції. 5. Землеробство повинно опиратись на комплексну механізацію з використанням науково-технічних досягнень.

**Mark – 4**

**4. Complete the sentences, using a or b or c:**

1. The tractor can supply power to the machines from the \_\_\_\_\_
  - a) power-take-off shaft
  - b) belt pulley
  - c) three-point linkage
2. The tyres can be placed closer or farther apart \_\_\_\_\_
  - a) according to
  - b) by means of
  - c) distance between the rows
3. The crawlers are usually \_\_\_\_\_
  - a) small
  - b) large
  - c) various

**Mark - 5**

**Semester control (VI)  
Control paper  
Variant 2.**

**Name**

**Group**

**1. Read and translate the text:**

The main elevator lifts the crop to the front beater. The front beater increases the delivery of the crop. To reduce its speed is the function of the rear beater. The drum is one of the main parts of the



threshing mechanism. The crop is threshed between the drum and the concave. The concave consists of bars. There are spaces between the bars. The threshed grain falls through the spaces. It falls on the grain pan located under the concave.

The grain is separated from the straw by the straw walkers. The grain is separated from the chaff by the sieves. The sieves and the fan are the parts of the separating unit. To separate the chaff is a task of this unit. The fan provides a flow of air. This flow of air keeps the sieves clean.

The harvested grain is directed to the grain tank. Grain tank capacities vary. After the grain becomes clean it is directed to a grain tank. From the grain tank the grain is delivered to a trailer.

**Answer the questions:**

1. What type of a cutter bar is used to cut the crop?
2. What does a divider do?
3. Where do the reels direct the crop?
4. Where does a large auger move the crop?
5. What is used to deliver the threshed grain from the grain tank into a trailer?

**Mark – 3**

**2. Fill in the gaps with: a) this, b) that, c) these, d) those**

1. In ... way the USA receives through the TNC additional means for its economic development, as well as for new profitable investments.
  2. It is known ... the transnational make the ... investments in ... branches which they consider the most profitable ones.
  3. But their policies don't often agree with the development programmes in ... or country.
  4. In accordance with the policy... the TNC have established they their, selves decide what, how and for whom goods are to be produced.
1. \_\_\_\_\_
  2. \_\_\_\_\_

3. \_\_\_\_\_  
4. \_\_\_\_\_

### 3. Translate into English:

1. Механік повинен знати всі особливості сільськогосподарської техніки. 2. Технік-механік повинен визначати економічну ефективність сільськогосподарського виробництва. 3. Більшість людей в США починають свою кар'єру після того, як вони закінчили коледж. 4. Ви готуетесь з допомогою переконливих слів описати свої знання і професійні здібності. 5. Одноосібне підприємство є найстарішою формою приватного підприємництва.

### Mark – 4

#### 4. Complete the sentences, using **a** or **b** or **c** :

1. People employed in semi-skilled positions \_\_\_\_\_ usually finished a vocational or technical program at junior college or vocational school.
- a) have
  - b) has
  - c) can
2. For higher education and training people \_\_\_\_\_ a University. An average university program takes four years to complete.
- a) to have enter
  - b) enter
  - c) exit
3. Most people with a college degree begin their career after they graduate. College graduates make the distinction of starting a «career» and not having a «\_\_\_\_\_».
- a) work
  - b) profession
  - c) job

**Mark-5**

**Semester control (VI)  
Control paper  
Variant 3.**

**Name** \_\_\_\_\_ **Group** \_\_\_\_\_

**1. Read and translate the text:**

The plough has been used in its different forms for many centuries. It has become the main implement used for the preparation of seedbeds.

A plough is an implement with one or more moldboards which cut and turn the soil. Modern ploughs are commonly fully mounted on the tractor hydraulic system. Some are semi-mounted with the front supported by the tractor hydraulic linkage and the rear by one or more wheels, a semi-mounted plough is not lifted off the ground.

The number of moldboards on a plough will depend on the type of soil and the tractor size. Ploughs with up to six moldboards are in common use.

There are three main types of ploughs:

Conventional ploughs with right-handed moldboards. They are usually fully mounted but some semi-mounted and trailed models are also in use.

Reversible ploughs having left - and right-handed moldboards, we can plough up and down in the same furrow. Most of them are mounted but some of the larger models are semi-mounted. Reversible ploughs produce a very level surface.

**Answer the questions:**

1. How long has the plough been used?
2. What has the plough become?
3. What kind of an implement is the plough?
4. Where are ploughs usually mounted?
5. Are all ploughs fully mounted?

## Mark - 3

**2. Rewrite the sentences. Define parts of speech of the words with ending –s and what function they perform:**

- a) *the Possessive Case*
  - b) *the Plural Noun*
  - c) *the Singular of the verb in the 3<sup>rd</sup> form*
- 5) Cabbage varieties differ in appearance, size, hardness and the time required for their development.
  - 6) The yield of the crop depends very large on the number of beets that can be grown on the acre.
  - 7) Rye is a drought resistant plant which thrives under a great variety of conditions.
  - 8) St. Sophia's Cathedral is one of the ancient places in Kiev.

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**3.Fill in the gaps using proper modal verbs:**

- 6) We (зможемо) to help him. \_\_\_\_\_
- 7) He (вмів) swim. \_\_\_\_\_
- 8) Students (повинні) to study English. \_\_\_\_\_
- 9) We (дозволили) to take books from the library. \_\_\_\_\_
- 10) She (повинна була) to do it. \_\_\_\_\_

## Mark - 4

**4. Complete the sentences, using a or b or c :**

1. For higher education and training people \_\_\_\_\_ a University.  
An average university program takes four years to complete.

- a) to have enter
- b) enter
- c) exit

2. Most people with a college degree begin their career after they graduate. College graduates make the distinction of starting a «career» and not having a «\_\_\_\_\_».

- a) work
- b) profession
- c) job

3. People employed in semi-skilled positions \_\_\_\_\_ usually finished a vocational or technical program at junior college or vocational school.

- a) have
- b) has
- c) can

**Mark - 5**

**Semester control (VI)**  
**Control paper**  
**Variant 4.**

**Name** \_\_\_\_\_ **Group** \_\_\_\_\_

**1. Read and translate the text:**

Conventional ploughs with right-handed moldboards. They are usually fully mounted but some semi-mounted and trailed models are also in use.

Reversible ploughs having left- and right-handed moldboards, we can plough up and down in the same furrow. Most of them are mounted but some of the larger models are semi-mounted. Reversible ploughs produce a very level surface.

Disc ploughs are rarely used in Great Britain. In place of the moldboards they have large rotating discs which cut and turn the soil slice.

Both right-handed and reversible types are being produced.

The soil engaging parts, disc coulter and the body of the plough are attached to legs, which are in turn bolted to the plough frame. The base of a plough body is called the frog, the soil engaging part being bolted to it. The share cuts the bottom of the furrow slice.

The moldboards lift and turn the furrow slice. There are many types of moldboards each producing its special surface. The disc coulter cuts the side of the furrow that is to be turned.

**Answer the questions:**

1. Is a semi-mounted plough lifted off the ground?
2. What will the number of moldboards depend on?
3. What ploughs are in common use?
4. How many main types of ploughs are there?
5. Are all conventional ploughs fully mounted?

**Mark - 3**

**2. Rewrite the sentences. Define parts of speech of the words with ending –s and what function they perform:**

*a) the Possessive Case*

*b) the Plural Noun*

*c) the Singular of the verb in the 3<sup>rd</sup> form*

- 1) One of the problems confronting designers is how to reduce soil compaction.
- 2) Experts estimate that a tractor passes over one same place in a field nearly 40 times in a season.
- 3) There exists relationship between the length of land and the flowering and fruiting of plants.
- 4) Cows and buffaloes that belong to small farmers produce about 90 per cent of India's milk.

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**3. Use the adjectives in the brackets in the proper degree of comparison. Translate the sentences.**

1. We (повинні) do this work today. \_\_\_\_\_

2. They (вміють) speak English. \_\_\_\_\_
3. Yesterday he (дозволили) to work at the laboratory. \_\_\_\_\_
4. (Можна) I come in? \_\_\_\_\_
5. Tomorrow you (повинні) to go to Kiev. \_\_\_\_\_

### Mark – 4

#### 4. Complete the sentences, using **a** or **b** or **c**:

1. The future specialist \_\_\_\_\_ difficult problems.  
a) must sale  
b) must solve  
c) must given
2. The mechanic can work at any \_\_\_\_\_.  
a) agricultural enterprise  
b) agricultural firm  
c) agricultural farm
3. The crop-growing agriculture has \_\_\_\_\_.  
a) to be organized  
b) to have organized  
c) to must organized

### Mark – 5

### Control questions

1. Чому важливо вивчати іноземну мову? (Розповідь англійською мовою).
2. Як утворюється Participle I?
3. Моя майбутня спеціальність (створення мовленнєвої ситуації англійською мовою).
4. Чому важливим є в англійській мові використання зворотів?
5. Покажіть на прикладі кількох речень англійською мовою важливість застосування умовних речень.
6. Утворіть анотацію до теми **“Introducing people”**.
7. Складіть систему запитань, відповідаючи на які можна було б розповісти про мій навчальний заклад (іноземною мовою).
8. Утворіть кілька речень з Participle II.
9. Назвіть англійські неправильні дієслова, що стосуються вашої спеціальності.
10. Розкажіть тему “My country”.
11. Напишіть розповідь про своє місто (село), використовуючи складні синтаксичні конструкції.
12. Розкажіть тему про країну, місто, мова якої вивчається.
13. Складіть діалог, використовуючи вивчені мовні штампи.
14. Як утворюється Gerund ? Наведіть відповідні



приклади.

15. Утворіть діалоги на митниці, використовуючи пасивний стан англійського дієслова.

16. Складіть оголошення до будь-якої вивченої теми.

17. Створіть мовну ситуацію на тему “У готелі”.

18. Створіть рольову ситуацію, використовуючи вивчені фрази по темі “Медицина”.

19. Напишіть виступ ділової конференції.

20. Напишіть реферат на будь-яку вивчену тему.

21. Напишіть діловий лист, використовуючи Perfect.

22. Розкажіть про розвиток сільського господарства та окремо агрономії в Україні (іноземною мовою).

23. Розкажіть про розвиток механізації за кордоном (іноземною мовою, письмово).

24. Роль фермерства в Україні та за кордоном (усна розповідь іноземною мовою).

25. Трактори (тема з використанням складних синтаксичних конструкцій).

26. Типи тракторів. Розкажіть про правильність їх використання іноземною мовою.

27. Плуги. Культиватори. Борони. Визначення іноземною мовою.

28. Назвіть сільськогосподарські машини та обладнання, що використовується в сільському господарстві для обробітку

грунту та догляду за сільськогосподарською продукцією.

29. Складіть план виступу на сільськогосподарській конференції.

30. Складіть план “Стратегія взаємостосунків з іноземними партнерами”.

31. Складіть рекламу для реалізації сільськогосподарської продукції за кордоном (іноземною мовою).

32. Складіть анкету.

33. Складіть резюме.

34. Складіть діалог “Співбесіда з роботодавцем”.

35. Дайте чітку відповідь іноземною мовою “Яким чином іноземна мова допомагає майбутньому фахівцеві?”

## ДЛЯ НОТАТОК

