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МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное учреждение
высшего профессионального образования
«Приморская государственная сельскохозяйственная академия»
(ПГСХА)

ИНСТИТУТ ЛЕСНОГО И ЛЕСОПАРКОВОГО ХОЗЯЙСТВА

УТВЕРЖДЕНО на заседании кафедры
«15» января 2016 г.е протокол № 4
Заведующий кафедрой

Ивус О.И.

ФОНД
ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ПРОМЕЖУТОЧНОЙ
АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ
ПО ДИСЦИПЛИНЕ (МОДУЛЮ);

Иностранный язык

20.03.02 Природообустройство и водопользование

профиль; Инженерные системы сельскохозяйственного водоснабжения, обводнения и водоотведения

Уссурийск 2016 г.

1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

Паспорт фонда оценочных средств по дисциплине «Иностранный язык» (английский язык) Модели контролируемых компетенций

Процесс изучения дисциплины направлен на формирование следующих компетенций:

способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия (ОК 5).

В результате изучения дисциплины «Иностранный язык» обучающийся должен:

Знать:

- иностранный язык в объеме, необходимом для возможности получения информации из зарубежных источников;
- основы реферирования и аннотирования текстов в устной и письменной формах;
- основы грамматики в полном объеме.

Уметь:

- в чтении полно и точно понимать содержащуюся в тексте информацию при скорости чтения не ниже 50 слов в минуту;
- полно и кратко передавать идею и основное содержание воспринятой информации;
- читать и понимать общую линию содержания, аргументации, доказательства (не ниже 70%) при скорости чтения 200 2 50 слов в минуту;
 - просматривать тексты разных видов и жанров (кроме литературно-художественных);
 - извлекать информацию исходного текста в соответствии с требованиями, предъявляемыми к составлению реферата;
- в аудировании: слушать и понимать информацию устного сообщения, предъявляемого в нормальном темпе, из сферы повседневного общения;

- в говорении: воспроизводить прочитанный или прослушанный текст (описание, повествование, объяснение, рассуждение), объясняя замысел и программу высказывания, соблюдая логическую последовательность;

- вести диалоги разных типов - расспрос, беседу, дискуссию; в диалоге беседе уметь пользоваться репликами-стимулами, развернутыми ответными репликами, выражающими эмоции; в диалоге дискуссии уметь аргументировать и контраргументировать, защищать свою точку зрения и опровергать точку зрения собеседника; вести неподготовленную беседу на различные темы;

- в письме; воспроизводить прочитанный или прослушанный текст, относящийся к учебно - профессиональной, социально - политической сфере, в форме тезисов, резюме, реферата;

- составлять сочинение с постепенным увеличением объема (до 20-22 фраз) в указанных сферах.

Владеть:

- терминологией по специальности в объеме 2000 единиц.

2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

Таблица 1 - Оценка контролируемой компетенции

п/п	Контролируемые модули» разделы (темы) дисциплины	Код контролируемой компетенции (или ее части)	Наименование оценочного средства
1.	О себе. Мои семья	ОК-5	Контрольная работа (письменно) Собеседование (устно)
2.	Мое родное село. Мои родной город	ОК 5	Тест (письменно) Собеседование (устно)
3.	Климат и погода	ОК-5	Контрольная работа (письменно) Собеседование (устно)
4.	Образование/Наша академия	ОК-5	Контрольная работа (письменно) Собеседование (устно)

5.	Моя будущая профессия	ОК-5	Контрольная работа (письменно) Доклад (устно)
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6.	Источники воды	ОК-5	Тест (письменно) Собеседование (устно)
	ИТОГОВЫЙ КОНТРОЛЬ	ОК-5	Зачет
1.	Источники воды	ОК-5	Контрольная работа (письменно) Собеседование (устно)
2.	Круговорот воды в природе	ОК 5	Контрольная работа (письменно) Доклад (устно) Проект
3.	Защита окружающей среды Природные ресурсы	ОК 5	Контрольная работа (письменно) Собеседование (устно)
4.	Накопление и распределение водных ресурсов	ОК-5	Контрольная работа (письменно) Собеседование (устно)
5.	Системы орошения	ОК-5	Контрольная работа (письменно) Доклад (устно) Проект
6.	Методы орошения	ОК-5	Тест (письменно) Доклад (устно)
7.	Гидротехнические сооружения	ОК-5	Собеседование (устно)
	Итоговый контроль	ОК-5	Экзамен

Таблица 2 Перечень оценочных средств

п/п	Наименование оценочного средства	Краткая характеристика оценочного средства	Представление оценочного средства в фонде
1	2	3	4
	Контрольная работа	Средство проверки умений применять полученные знания для решения задач определенного типа по теме или разделу	О себе. Мой родной город. Климат и погода. Моя будущая профессия. Источники воды в природе. Круговорот воды в природе. Защита окружающей среды. Системы орошения. Гидротехнические сооружения
	Доклад, сообщение	Продукт самостоятельной работы студента, представляющий собой публичное выступление по представлению полученных результатов решения определенной учебно-практической, учебно-	Климат и погода Моя будущая профессия Защита окружающей среды Природные ресурсы Системы орошения Методы орошения

		исследовательской или научной темы	
	Собеседование	Средство контроля, организованное как специальная беседа педагогического работника с обучающимся на темы, связанные с изучаемой дисциплиной, и рассчитанное на выяснение объема знаний обучающегося по определенному разделу, теме, проблеме и т.п.	О себе. Моя семья. Мое родное село. Мой родной город. Образование/Наша академия. Источники воды. Круговорот воды в природе. Накопление и распределение водных ресурсов. Гидротехнические сооружения
	Тест	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерений уровня знаний и умений обучающегося.	Моя семья. Образование/Наша академия. Природные ресурсы. Методы орошения
	Проект	Конечный продукт; получаемый в результате планирования и выполнения комплекса учебных и исследовательских заданий. Позволяет оценить умения обучающихся самостоятельно конструировать свои знания в процессе решения практических задач и проблем, ориентироваться в информационном пространстве и уровень сформированности аналитических, исследовательских навыков, навыков практического и творческого мышления. Может выполняться в индивидуальном порядке или группой обучающихся.	

3. Методические материалы, определяющие процедуру оценивания знаний, умений, навыков и опыта деятельности, характеризующие этапы формирования компетенций

Методика оценивания знаний, умений и навыков

Итоговая оценка считается по формуле:

$$\frac{п+п+...}{q}$$

где п количество баллов набранных студентом по компетенции (максимальное количество баллов 5);

q- количество компетенций.

Критерии оценивания качества освоения дисциплин

Проверка и оценка знаний, умений и навыков студентов является важным компонентом процесса обучения и осуществляется в течение всего учебного года. Этим обуславливаются различные виды проверки и оценки знаний. Основными из них являются:

- проверка сформированности устной коммуникативной компетенции посредством проведения индивидуальной и групповой беседы
- проверка сформированности лексической и грамматической компетенции, а также компетенции письменной речи посредством проведения тестов и контрольных работ.
- проверка профессиональной иноязычной компетенции посредством перевода текста по специальности, а также передача его содержания на английском языке.

Зачет. Для получения зачета необходимо систематически работать на занятиях, выполнять все контрольные работы и тестовые задания, сделать сообщения и проекты, указанные в рабочей программе.

Экзамен. На экзамене по английскому языку студентам предлагается экзаменационный билет с тремя вопросами. Первый вопрос направлен на проверку подготовки студентов в области письменного перевода по специальности незнакомого аутентичного текста (объем до 1500 знаков). При ответе на второй вопрос проверяется умение студентов выделить главное из текста и сделать краткий пересказ. В ходе

ответа на третий вопрос студенты должны продемонстрировать коммуникативные умения и навыки беседы на заданную тему по специальности. На подготовку ответа отводится 60 минут.

Критерии оценки

Структура зачета

1. Чтение текста со словарем, ответы па вопросы по содержанию.
2. Собеседование по одной из пройденных разговорных тем.

Уровни сформированности компетенций (ОК – 5)	Критерии оценки	Отличительные признаки
Усвоенный уровень	зачтено	<ul style="list-style-type: none"> - прочно усвоен предусмотренный материал, правильно, аргументировано раскрыты все вопросы, с приведением примеров; - продемонстрировано усвоение ранее изученных вопросов, сформированность компетенций, устойчивость используемых умений и навыков. <p>Обязательным условием выставленной оценки является правильная речь в быстром или умеренном темпе. Дополнительным условием получения оценки «зачтено» могут стать хорошие успехи при выполнении самостоятельной и контрольной работы, систематическая активная работа па практических занятиях.</p>
Не усвоенный уровень	Не зачтено	<ul style="list-style-type: none"> - не раскрыто основное содержание учебного материала; - обнаружено незнание или непонимание большей или наиболее важной части учебного материала, - допущены ошибки в определении понятий, которые не исправлены после нескольких наводящих вопросов; <p>не сформированы компетенции, умения и навыки.</p>

Структура экзамена

1. Работа с текстом общеспециальной направленности (перевод, фонетическое

чтение);

2. Работа с текстом общеспециальной направленности (краткий пересказ основного содержания текста, устная речь)

3. Устное высказывание по заданной теме (диалогическая и монологическая речь).

Критерии оценки	Отличительные признаки
отлично	Заслуживает студент, обнаруживающий всестороннее, систематическое и глубокое знание учебно-программного материала, умение свободно выполнять задания, предусмотренные программой, усвоивший основную и знакомый с дополнительной литературой, рекомендованной программой. Как правило, оценка «отлично» выставляется студентам, усвоившим взаимосвязь основных понятий дисциплины в их значении для приобретаемой профессии, проявившим творческие способности в понимании, изложении и использовании учебно – программного материала.
хорошо	Заслуживает студент, обнаруживший полное знание учебно программногo материала, успешно выполняющий предусмотренные в программе задания, усвоивший основную литературу, рекомендованную в программе. Как правило, оценка "хорошо" выставляется студентам, показавшим систематический характер знаний по дисциплине и способным к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности.
удовлетворительно	Заслуживает студент, обнаруживший знания основного учебно программногo материала в объеме необходимом для дальнейшей учебы и предстоящей работы по специальности, справляющийся с выполненном заданий, предусмотренных программой, знакомый с основной литературой, рекомендованной программой. Как правило, оценка "удовлетворительно" выставляется студентам, допустившим погрешности в ответе на экзамене и при выполнении экзаменационных заданий, но обладающим необходимыми знаниями для их устранения под руководством преподавателя.
неудовлетворительно	Выставляется обучающемуся, обнаружившему пробелы в знании основного материала, предусмотренного программой.
не явился	Выставляется обучающемуся, не явившемуся на экзамен

4. Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и опыт деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

Формы контроля уровня обученности студентов

В процессе изучения дисциплины предусмотрены следующие формы контроля; текущий, промежуточный контроль (зачет и экзамен), контроль самостоятельной работы студентов, аттестация остаточных знаний студентов по дисциплине «Иностранный язык».

Текущий контроль осуществляется в течение семестра в виде устного опроса студентов на практических занятиях, в виде письменных контрольных работ по текущему материалу. Устные ответы и письменные работы студентов оцениваются. Оценки доводятся до сведения студентов и отражаются в рабочем журнале преподавателя.

Промежуточный контроль осуществляется в форме зачета или экзамена (в зависимости от того, какая форма контроля предусмотрена учебным планом соответствующей специальности или направления подготовки) в конце семестра.

Контроль самостоятельной работы студентов осуществляется в течение всего семестра. Преподаватель самостоятельно определяет формы контроля самостоятельной работы студентов в зависимости от содержания разделов и тем, выносимых на самостоятельное изучение. Такими формами могут являться: презентации, тестирование, контрольные работы, собеседование, доклады и т.д. Результаты контроля самостоятельной работы студентов учитываются при осуществлении промежуточного контроля по дисциплине.

Аттестация остаточных знаний студентов осуществляется в виде тестирования, проводимого спустя время после окончания изучения дисциплины (не ранее 6 месяцев). Проводится в целях проверки уровня усвоения студентами

пройденного материала по дисциплине и повышения качества ее преподавания.

Tests in grammar

“There/be**

Variant I

I. Выберите правильную форму оборота:

a) there is, b) there are

1. ... three windows in our classroom.
2. ... a book and a pen in the bag.
3. ... ten students in our group.
4. ... a shelf and two pictures on the wall.

II. Выберите правильную форму оборота, обращая внимание на грамматическое время:

a) there is b) there are c) there was d) there were e) there will be

1. ... a meeting at the Institute yesterday.
2. ... somebody in the laboratory.
3. ... much snow in the park last week.
4. ... a hockey match at the stadium next Sunday.

III. Переведите с английского языка на русский:

1. There are many beautiful buildings in Saint Petersburg.
2. There is nothing interesting in this article.
3. There is nobody in the street.
4. There are very many different sorts of insects.
5. There are twelve months in a year.

III. Переведите на английский язык, используя оборот *there+be*

1. В нашем институте есть большой читальный зал.
2. В этом журнале несколько статей.
3. В этом городе есть большой завод.
4. В Сибири много красивых рек и озер.
5. Два дня назад здесь состоялся футбольный матч.

Test. The verb "to be" /1 course

Во многих предложениях имеются ошибки на согласование между подлежащим и сказуемым. Напишите рядом с предложением правильный вариант сказуемого.

- | | |
|---|-----|
| 1. I was at the cinema yesterday. | 1. |
| 2. We <u>were</u> in the classroom now. | 2. |
| 3. She is ill yesterday. | 3. |
| 4. Will she be busy tomorrow? | 4. |
| 5. Where <u>were</u> he now? | 5. |
| 6. My friend shall be here in a moment. | 6. |
| 7. I is <u>on</u> duty today. | 7. |
| 8. He <u>will go</u> to the country soon. | 8. |
| 9. We <u>shall be</u> busy tomorrow. | 9. |
| 10. I were in Moscow 2 years ago. | 10. |
| 11. They ate good friends. | 11. |
| 12. She shall be a teacher in 4 years. | 12. |
| 13. He were at home yesterday. | 13. |
| 14. He were at home yesterday. | 14. |
| 15. They will be students soon. | 15. |
| 16. She is my favourite actress. | 16. |
| 17. I are a first year student. | 17. |
| 18. We shall be good specialists soon. | 18. |
| 19. You are fond of playing chess. | 19. |
| 20. The girls is <u>beautiful</u> . | 20. |

Test: Притяжательные, указательные и вопросительные местоимения.

1. **Выберите английские эквиваленты для притяжательных местоимений, стоящих в скобках.**

1. What is (ero) father?
a)her; b)his; c)my; d)their
2. Where are (eë) parents?
a)her; b)his; c)their; d)its
3. I have a dog. (Ero) name is Jack.
a)hek; b)his; c)their; d)its
4. (Их) flat is on the ground floor.

a)their; b)your; c)our; d)my

II. Выберите английские эквиваленты для указательных местоимений, стоящих в скобках.

1. (Этот) boy is my brother.
a)this; b)those; c)that; d)these
2. (Эти) books are interesting.
a)this; b)that; c)these; d)those
3. Take (re) apples!
a)that; b)those; c)this; d)these
4. (Тот) pencil is red.
a)those; b)these; c)that; d)this

III. Выберите английские эквиваленты для вопросительных местоимений, стоящих в скобках.

1. (Кто) is on duty today?
a)whose; b)who; c)what; c) which
2. (Чья) book is this?
a)what; b)which; c)whose; d)who
3. (Что) do you see in the picture?
a)what; b)whose; c) which; d)who
4. (Который) of these boys is your brother?
a)who; b)what; c)whose; d) which

Present Simple Tense (Test Work)

Valiant 1

I. Откройте скобки, употребляя глаголы в Present Indefinite. Переведите предложения на русский язык.

- 1) December, January and February (to be) winter months.
- 2) I (not to sleep) in the day time.
- 3) He (to play) in the afternoon?
- 4) He (to have) much work to do.
- 5) My sister and I (to like) U a veil tug.

II. Сделайте предложения отрицательными. Задайте общий вопрос и дайте на него краткий ответ.

- 1) My little brother likes chemistry.
- 2) I often drink coffee in the evening.
- 3) My friend does his morning exercises every day.

III. Задайте специальные вопросы к предложениям.

- 1) My cousin works at a hospital.
- 2) My grandmother usually sleeps after dinner.
- 3) Kale sings well.

Past Simple Tense (Test Work)

Variant 1

1/ Раскройте скобки, употребляя глаголы в *Present* или *Past Simple*. Предложения переведите.

1. My friend (to know) Spanish very well.
2. Who (to ring) you up an hour ago?
3. He (to live) on the third floor.
4. It (to take) you long to find his house yesterday?
5. Queen Elizabeth II (to be) born in 1926. She (to become) Queen of England in 1952.

2/ Поставьте специальные вопросы к предложениям, начиная их со слов в скобках.

1. My brother drinks coffee every day. (What) (When)
2. He spent last summer in the country. (Who) (Where)
3. I wrote a letter to my cousin yesterday. (Whom) (What)

3/ Переведите предложения на английский язык.

1. Обычно я обедаю в институтской столовой.
2. Вчера я с друзьями ходил в кино.
3. Все наши студенты готовят свои домашние задания в читальном зале.
4. На прошлой неделе все лекции начинались в 9 часов.
5. В прошлом году наша аспирантура подготовила много научных работников.

Modal Verbs Test

Variant I

- 1) In most countries you _____ a special license to hunt wild animals.
- a) need to have
 - b) can have
 - c) may have
- 2) You _____ travel quickly from Alexandria to Cairo by coach.
- a) must
 - b) can
 - c) should
- 3) We are always hopeful we _____ win something in the national lottery.
- a) should
 - b) might

 - c) must
- 4) Well, you _____ tell me anything if you don't want to,
- a) couldn't
 - b) mustn't
 - c) are not to
- 5) Sometimes I am not as brave as I ___ be
- a) may
 - b) need
 - c) should
- 6) Don't sit on the windowsill. You _____ fall down.
- u) should
 - b) might
 - c) have got to
- 7) It's not raining outside. You _____ fall down.
- a) needn't
 - b) may not
 - c) cannot
- 8) Tom _____ play tennis well but he _____ play a game yesterday because he was ill
- a) must, mustn't
 - b) can, was able.
 - c) can, couldn't
- 9) If you go Lo Loudon you _____ see its beautiful places of interest with your own eyes.

- a) will have to
b) won't be able to
c) will be able to
- 10) _____ you go to the cinema with me on Saturday? I'm afraid, not I _____ go to the dentist.
- a) must, have to
b) could, can't
c) can, have to
- 11) You _____ stop when the traffic light is red.
a) can b) should c) must
- 12) You _____ swim in the river.
a) can't b) mustn't c) shouldn't
- 13) I _____ wear a uniform at work.
a) need b) have to c) must
- 14) _____ you pass me the sugar, please?
a) need b) will c) shall

Infinitive (Test Work)

I variant

I. Образуйте все формы инфинитива от глагола **plant**.

II. . Переведите предложения.

- 1) To improve soil fertility fertilizers must be rationally used.
- 2) The combine harvesters to be used next season were produced two years ago.
- 3) Their aim was to discuss the influence of climate on the natural plant formal ions.
- 4) He prefers to read books in the original
- 5) To absorb plant nutrients from the soil the plant must have roots
- 6) To add organic matter to the soil means to improve the soil productivity
- 7) The new method to be used in plant growing was discussed.
- 8) Government was spending money to stop environmental degradation.
- 9) We have seen the new machines to work on the fields.
- 10) To finish the construction of the new irrigation canal by the end of July the builders have to work hard.

Lexical tests

Test "About myself"

Variant 1

I. Переведите следующие словосочетания:

1. To tell about
2. to be fond of
3. to meet again
4. To introduce someone
5. to take part in
6. быть расположенным
7. для краткости
8. снимать квартиру
9. несколько месяцев назад
10. наслаждаться

II. Переведите предложения с английского языка на русский:

1. My mother lived in a small village in her childhood.
2. I am fond of popular music and blues.
3. Every day I have much work to do.
4. I finished secondary school two years ago.
5. He is a student of technical college.

III. Переведите предложения с русского языка на английский:

1. Я делю комнату с двумя девушками, они тоже учатся в этом институте.
2. Я родилась 25 сентября 1995 года в Уссурийске.
3. Адрес нашего института улица Раздольная, 8а.
4. Мне требуется десять минут, чтобы дойти до магазина.
5. Наше общежитие находится далеко от института.

Test “My native village”

L Переведите слова и словосочетания:

1. to be surrounded
2. modern conveniences
3. youth
4. different attractions
5. the most crowded place
6. почта
7. танцевальный зал
8. родное село
9. выращивать овощи
10. жить в частных домах

II» Составьте предложения:

1. is bottle there in the milk
2. people rest in the some have park
3. any you computer have games
4. Is a loom light in the there little
5. how money there on the table much is

III Переведите предложения:

1. Our central square is the most crowded place in the (own).
2. Grown-ups often have their lest together with their children.
3. There are many big villages in Primorsky region.
4. After graduating from the Academy I will work al the hugest agricultural enterprise.
5. Он провел детство в родной деревне и окончил сельскую школу.
6. В моем родном городе есть два кинотеатра и много хороших кафе,
7. Сельчане держат домашний скот и выращивают картошку.
8. Мои родители любят собирать грибы и ягоды в лесу.

Test “Our academy”

Variant 1

L Translate the words:

1. to comprise
2. successfully
3. at the disposal
4. curriculum
5. Experimental and Training Farm
б», дневное отделение
7. база для получения практических знаний
8. библиотека
9. сдать экзамен
10. учебный год

II. Translate the sentences:

1. Foreign Language department trains interpreters of French and English.
2. Why is this company headed by the man without professional training?
3. Each term lasts five months.
4. Post-graduates are usually good research workers.
5. Do I have an opportunity to pass this exam one more time?
6. Буфет - любимое место для студентов нашей Академии.

7. Сельское хозяйство имеет множество различных отраслей.
8. В нашей Академии есть как очное, так и заочное отделение.
9. У студентов каникулы зимой и летом.
10. В этом семестре у нас много новых предметов и сложных экзаменов.

Test

«Properties of water»

I. Translate the following words and word-combinations.

1. to dissolve in water
2. to satisfy sth's requirements
3. to exist as a solid
- d. rich variety of aquatic life
5. to suit to smth
6. nutrients
7. позволять
8. содержать
9. уникальные качества
10. удерживать ген но
11. зависеть от воды
12. иметь способность

II Translate the following sentences.

1. Many scientists are interested in physical properties of water.
2. Photosynthesis is very important for planet's life.
3. Why water is often called the "universal solvent"?
4. It's difficult to survive in cold temperatures.
5. This condition of water is most suited to life of those organisms.
6. Вся жизнь зависит от воды и ее уникальных качеств.
7. Эта жидкость обладает способностью удерживать тепло.
8. В этой лаборатории мы изучаем жизнь водных организмов.
9. Многие растения и животные живут в воде, потому что там температура изменяется медленно.
10. Вода содержит кислород и другие питательные вещества.

Тексты на зачет

Text 1

Family traditions

So what is it like, the family tradition? Whose descendants are we? What are the stories your granny used to tell? What can family albums and diaries reveal? What is your grandfather's name? What is the name of your great grandmother?

Many of the Russians are not able to answer these- simple questions. The family tradition is lost for them. And it is one of the reasons why most people have no sense of family honor and pride.

A group of people who have the same name and sit together in front of a TV set is not yet a family. Here are some family statistics in Russia. Over 80 per cent of women and about 70 per cent of men marry by the age of 25.

At present, more than 40 out of every 100 marriages end in divorce. Every year about one million families break up. About 50 per cent of divorced do not want to remarry. Men remarry more often than women. Over 50 per cent of divorced men remarry within a period of ten years, while only 25 per cent of such women do so. Many young families have material difficulties. As a result, young couples often have to rely on the assistance of their parents.

The housing shortage is another problem of many young families. Most young people don't wish to live together with their parents after they get married but about half of them have to do this.

As the result these young people have no necessary experience in family life. They don't know: 1) how to run household; 2) how to manage the family budget; 3) how to bring up children.

Text3

NEW YORK

New York is one of the largest cities in the world. Its population is over 11 million people. New York is an industrial and cultural centre of the country. Most business is centered in Manhattan Island, The whole area is very small, that's why the skyscrapers were invented in New York and, especially, in Wall Street. Wall Street is a narrow street with big houses, but it is well known all over the world as the busiest street in the USA. People do business there.

There are two more world famous streets Broadway and Fifth Avenue. Broadway is the centre of the theatres and night life. It is known as "The Great White Way" because of the electric signs which turn night into day. It is the city that never goes to sleep. Buses and subways run all night. There are many drugstores and restaurants which never close their doors. There are cinemas with films that start at midnight.

Fifth Avenue is the great shopping, hotel, and club avenue. If you go along this avenue, you will come to Harlem, where African-American of New York live.

New York is the largest port in America. More than half the trade of the United States goes through this city.

There are many places of interest in New York. They are the Statue of Liberty, the United Nations Building, Empire State Building, Columbia University, City Hall, New York Public Library and others.

Text 5

Seasons in England

England is on the east side of the Atlantic Ocean. December, January and February are the winter months in England. It often snows and the weather gets very cold. The leaves on the trees fall off. The weather is too cold for birds and they must fly south, to warm places. Some of them fly to North Africa or to South Africa.

March, April and May are the months of spring in England. The weather is warm in these months and trees become green and flowers begin to grow. The birds come back to England from Africa. Sometimes it rains, but the rain is good for the trees and flowers, for vegetables and other crops.

June, July and August are the months of summer in England. In summer the weather

is usually warm. There are many kinds of flowers there and some of them are very beautiful. Summer in England is too cool for many crops. But the farmers plough the soil and grow vegetables and some other crops.

September, October, November are autumn months in England. The weather is cool. Red and Yellow leaves fall off the trees. It often rains in autumn in England. Autumn is the harvest time and the farmers must gather crops, vegetables and fruit.

Text 10 **CAMBRIDGE**

Cambridge is considered to be the first university in the world. It is one of the most privileged educational and research centers - being the second oldest university in England, and seventh in the world. There are eighty eight Nobel Prize winners, which is more than in any other institution in the world.

University has thirty-one colleges; three of them are for women only. Here is an interesting fact of the admission process: in 2006 there were 5228 students who were rejected by University, but all still had received three As. This means that they could easily go to any other university in the country. So, the main question is to understand how to distinguish between more or less able students. There are some unexamined factors, which cannot be assessed in terms of grades or marks. Here I am talking about creativity, the ability to think independently and originally. And still, rejection by Cambridge does not mean that you are less able; it is sometimes about luck.

So, all the candidates are exceptional in terms of academic results. They all have brilliant references from teachers, and very often have played a vital part in their schools' social lives. Most of the applicants are invited to interviews, which are held in mid-December.

Вопросы к зачету

1. Where are you from?
2. Where were you born?
3. Is your family large or small?
4. Do you have any sisters or brothers? What are they?
6. Where do your grandparents live? Are they on pension?
7. Who keeps house in your family?
8. What is your father?
9. What is your mother's occupation?
10. Have you any pets? Speak about them.
11. Where do you study?
12. Do you live in a hostel?
13. Where is your native village located?
14. What administrative buildings are there in your village?
15. What is the main cultural centre of the village?
16. What do the people of the village grow?
17. What animals do families of the village keep?
18. Do you live in a flat or in a house?
19. What kind of public transport do you like best?

20. What is the main street in your town?
21. What are the Russian cities with a population of over a million?
22. What is the weather like in winter (spring, summer, autumn)?
23. What is the average temperature in winter (spring, summer, autumn)?
24. Which season is the holiest (coldest, rainiest) in the year?
25. What specialists does agricultural Academy train?
26. When was our Academy founded?
27. What are the Institutes at our Academy?
28. How long does the course of training last?
29. How many terms are there during the academic year?
30. When do you have vacations?
31. Who is the head of the Academy?
32. Where do young people work after graduating from the Academy?
33. What is your future profession?
34. What English and American Universities do you know?
35. What are the oldest English Universities?
36. What is water?
37. What is water supply?
38. What are the ways of water supply?
39. What are the forms of water supply?

Экзаменационные билеты

Экзаменационный билет № 1

но дисциплине «Иностранный язык»
направление подготовки 20.03.02 Природообустройство и водопользование

1. Read and translate the passage from the text «Sources of water » in written form.
2. Retell the given text.
3. Conversation.

Утверждено на заседании кафедры
Протокол № __ от _____ 20 __ г.

Билеты составил

Колеганова Н. Н., ст. преподаватель

Зав. кафедрой

Ивус О.Н., к.ф.п., доцент

Sources of Water

There are four general sources of water available to man: surface water, ground water, atmospheric water and ocean. The most important of these is surface water in the form of rivers, streams and lakes. Of the other three sources, ground water is increasing rapidly in importance, particularly in those areas which lack surface drainage. The use of pure water derived artificially from the atmosphere and the oceans may become significant if and when technological advances make it available on a sufficiently large scale and at economic cost.

Ground water (or underground water) occurs below the surface of the ground in a zone of saturation. The zone of saturation is very important because it supplies all wells and maintains the normal, relatively uniform flow of streams. Ground water has been laid down very unevenly beneath the surface water, only much more slowly. The chief uses of ground water are for irrigation and domestic purposes.

Atmospheric water, or water vapour, has two major advantages over water contained in the oceans: it is to be found everywhere above the land surface and it is free of salt. There are two methods of cause a particular humid cloud. The first method involves the "seeding" of the clouds from airplanes or rockets with small particles of various chemicals, which cause water-droplets to form and precipitation to make place. The second method is to create artificial convection currents by heating a large air mass near the ground.

The oceans remain by far the largest potential source of water and together with the *inland* seas contain 92,7 per cent of the earth's water. We have known for a long time that it is possible to produce fresh water by heating salt water and so promoting distillation, Each of these processes depends upon the use of energy, which may be thermal, mechanical or solar.

Water is put to a great variety of uses: for irrigating crops, for the generation of hydroelectricity: for canals and waterways, for controlling pollution and as a source of food. All these uses are independent.

Экзаменационный билет № 2

по дисциплине «Иностранный язык»
направление подготовки 20.03.02 Природообустройство и водопользование

1. Read and translate the passage from the text «Irrigation» in written form.
2. Retell the given text.
3. Conversation.

Утверждено на заседании кафедры
Протокол № от 20 г.

Билеты составил

Колеганова Н. Н. г ст. преподаватель

Зав. кафедрой

Ивус ОН., к.ф.п., доцент-

Irrigation

Irrigation is the artificial application of water to soil to assist in the production of crops. In general, irrigation is most extensively practiced in arid regions where agriculture without it is not profitable but it is also used to lands of the semiarid regions to increase the yield and to special crops in humid region such as garden, flowers and vegetables.

The surface of the Earth is composed of water and land, the latter, being roughly three fourth of the areas is either too cold or too rocky to cultivation and the major portion of the rest is too arid for production of crops.

The soils of arid regions are usually better supplied with the mineral plant foods which have not been washed out by excessive rains. An irrigated region has certain advantage over a humid region.

Improper irrigation may waste large amounts of water and reduce crops yields. This may be corrected only by the construction of expensive drainage systems. Very often drainage works are constructed together with irrigation development to discharge both excess water and excess salts.

The methods by which irrigation is applied to the land should depend, under ideal conditions, on individual land features such as the slope of the land, the crops to be irrigated, the nature of the water-supply and the ability of the soil to absorb and hold water.

There are four general methods of applying water: 1) by flooding, thus wetting all the land surface; 2) by furrows, thus wetting only part of the ground surface; 3) by sprinkling, in which the soil is wetted with a spray; 4) by sub irrigation, in which the soil is wetted only a little if at all, but in which the subsoil is situated.

The first three methods come under the general heading of surface irrigation. There are, however, a number of disadvantages of any method of irrigation. The water distribution may be easily affected by a number of various factors.

Экзаменационный билет № 3

по дисциплине «Иностранный язык»
направление подготовки 20.03.02 Природообустройство и водопользование

1. Read and translate the passage from the text «Water is life» in written form.
2. Retell the given text.
3. Conversation.

Утверждено на заседании кафедры
Протокол № ___ от _____ 20 г.

Билеты составил

Колеганова Н.Н, ст. преподаватель

Зав.кафедрой

Ивус О.В., к.ф.н., доцент

Water is life

Water is the natural resource we all know very well. We know its many forms: rain, snow, ice, hail, vapour, fog. Water covers nearly three fourth of the earth, most being sea water. But sea water contains various salts, including those that are harmful to inosl land plants and animals. Still, it is from the salty seas and oceans that most of oui flesh waler comes no longer salty and harmful. Water moves from clouds to land and back to the ocean in a never-ending cycle.

Ocean walei evaporates into atmosphere leaving salts behind, and moves across the Frath as water vapour. Water in lakes and rivers also evaporates and rises into the air. Having cooled in the air the water vapour condenses and falls to the earth as rain, hail or snow, depending on legion, climate, season and topography.

No natural resource on our planet has so many uses as waler. Water is one of the commonest of all substances, and without it life would be impossible. The seas and oceans cover about seven-tenths of the Barth's surface but water is also contained in the soil, in the atmosphere and in all living things. More than half of the human body consists of water, which also forms a large part of the food we eat, especially vegetables and fruit. Man can live as long as ninety days or more without food, but we cannot live many days without water. Wo need water to support our lives, to grow out crops, to water om stock, to power out industries and for many other purposes.

Our water needs are great and they continue to grow. Agriculture requires great quantities of water to provide food and raw materials for industry. Industry consumes not less waler than agriculture. Per capita use of waler is increasing rapidly in the world.

There is plenty of water on the Earth. But the amount of fresh water available to man is very small. Different measures are taken against waste and pollution of water. We have to use water efficiently in industry, towns and cities, in agriculture and irrigation. All life depends on waler.

Экзаменационный билет № 4

по дисциплине «Иностранный язык»
направление подготовки 20.03.02 Природообустройство и водопользование

1. Read and translate the passage from the text «Fresh Water Resources» in written form.
2. Retell the given text.
3. Conversation.

Утверждено на заседании кафедры
Протокол № от 20

Билеты составил

Колеганова ИТ. П., ст. преподаватель

Завкафедрой

Ивус О.Н., к.ф.н., доцент

Fresh Water Resources

The Earth water cycle or hydrologic cycle is the continuous circulation of moisture and water on our planet. The time required for a water particle to pass through one or more phases of the hydrologic cycle varies from a few hours to months or even centuries.

A water particle may be evaporated from the ocean and in a short period falls back as rain or snow on the same water surface. If a water particle or hail on a mountain height, it may remain there for months until it is melted and joined with other melted particles on the long journey overland or underground.

If a water particle is evaporated from the ocean and carried into the polar regions, falling there as ice or snow, it may remain frozen for centuries before it returns to the ocean as part of iceberg, or as melted outflow from the glacier.

Rain, hail and snow are various forms of precipitation. Precipitation that falls upon land areas is the source of all the fresh water supply. The people depend upon it to compensate the quantity that is taken from lakes, streams and wells for man's numerous uses.

The scientists of hydrology completed a study of the world water balance. They estimated that the natural water cycle is far more intensive than has been supposed. Annual evaporation from the Earth's surface amounts to the colossal figure of over half a million cubic kilometers of water, while the atmospheric moisture is renewed every ten days on the average.

River water has a 12-day replacement cycle. Glaciers proved to be the slowest "accumulation of moisture". Their replacement cycle is 8500 years. These figures will make it possible to achieve a more accurate picture of the world's fresh water resources.

Pure water is rarely found in nature. This is because water is able to dissolve so many substances from the air, the soil and the rocks. The saltiness of sea water is caused by the mineral substances which are dissolved from the Earth's surface by rivers and carried down to the sea.

Экзаменационный билет № 5

по дисциплине «Иностранный язык»
направление подг сновки 20.03,02 Природообустройство и водопользование

1. Read and translate the passage from the text «Canals» in written form,
2. Retell the given text.
3. Conversation.

Утверждено на заседании кафедры
Протокол №___ от _____ 20 _ г.

Билеты составил

Колеганова И.И., ст. преподаватель

Завкафедрой

Ивус О.И., к.ф.л., доцент

Canals

Canals may be defined as artificial channels filled with water, which can be used for navigation, irrigation and drainage. In recent years, some of the irrigation canals also supply water to industries. Canal location may follow ridges, if lands lie to either side, or the toe of slopes on either side of valley areas. The spacing and location depend on topography, type of system and number of turnouts.

Capacities for which irrigation canals must be designed depend on conveyance losses, irrigation areas served, and maximum quantities of water needed during the growing season. Classical theory of free flow irrigation states that the most convenient water in a distributing canal is 25 cm above the ground level. Standardization of canal structures is limited because of the wide range of climate, geology, terrain, and water delivery requirements. Therefore, control structures in current use in distribution systems throughout the world are of many forms. Hydro technical installations on irrigation canals can be divided into three groups: a) interconnecting structures; b) crossing structures; c) regulating structures.

Waste canals are cut to rid irrigation areas of excess water, appearing during irrigation or as a result of heavy rainfall. Downstream distributors are often used as waste ways. Farm irrigation distribution system can be classified into two groups: surface canals and underground pipelines. Facilities for the conveyance and control of irrigation water are different for each type.

Temporary irrigation canals distribute the water within irrigated plots through irrigation furrows and strips. The irrigation network within the watered plot is only temporary, either open or closed.

It has been noted that trees planted along irrigation canals cause a drop of more than 1 m in the groundwater level during the growing season, thus changing the groundwater slope towards the canal. That is why it is recommended, as a useful measure, to plant two or three rows of trees along the perimeter section of irrigation system.

Экзаменационный билет № 6

по дисциплине «Иностранный язык»
направление подготовки 20.03 02 Природообустройство и водопользование

1. Read and translate the passage from the text «Drainage» in written form.
2. Retell the given text.
3. Conversation.

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Протокол № __ от _____ 20 __ г.

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Drainage

Drainage is the removal of excess water from the soil profile. Drainage as a reclamation measure prettily started in the Greek civilization period, when some areas were reclaimed by a system of during the past one hundred years has brought acute problems of water-logging and salinity, particularly in south Asia and Middle East. Drainage is one of the basic requirements for the solution of these problems. One of the main things to be considered in drainage is the water table. When the water table is close to the soil surface, water together with dissolved salts moves upwards to the drier soil surface. When this salty water evaporates, the salt rapidly accumulates on the soil surface. After this no pianLs can grow. There is complete failure of agriculture when salt becomes excessive or the ground waler becomes too high.

hi general, drainage can be divided into two basic lypes; a) surface drainage and b) subsurface drainage. Surface drainage systems are designed primarily to remove waler that is on the surface and has not entered the soil profile. That is done by developing the slope of the land so that the excess water will flow by gravity to a system of shallow field ditches. The removal of water that has already entered Llie soil profile is considered subsurface drainage.

The most common types of drain are ditches (open ditches) and tile lines (subsurface drains), placed more or less parallel to the soil surface. Tile drainage removes excess water from the soil through a continuous line of tile laid al a specified depth and grade. A special type of subsurface drain is the mole diain. Mole drains are mostly installed in the heaviest soil layers. They are used as a drainage system, supplemental to the normal system.

Shallow horizontal drainage (about 1m) has been widely used, but has not always been entirely successful. On the other hand, deep horizontal drainage lowers the water table to such a depth that it is no longer harmful.

Under certain conditions vertical walls ate used as drains. The initial cost of vertical or pump drainage is usually less than that of open or tile drain system.

Экзаменационный билет № 7

по дисциплине «Иностранный язык»
направление подготовки 20.03.02 Природообустройство и водопользование

1. Read and translate the passage from the text «Flood Control» in written form.
2. Retell the given text.
3. Conversation.

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Билеты составил

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Flood Control

Man is supported on earth by a few inches of topsoil. Lose of this topsoil ruins farm lands and changes them into deserts. The food, clothing shelter and the health of the people depend on soil.

Erosion is the wearing away of land, usually by running water or blowing winds. Many nations have been careless in cutting down forests, overgrazing grassland, and depleting soil fertility with bad farming practices. Conserving trees in the forests and maintaining other vegetation will help store water and prevent floods. Farming practices that leave the land bare throughout the rainy seasons assist erosion. Running water and dust storms easily carry away valuable topsoil from such land.

The soil carried away by rivers and winds is priceless, for it cannot be manufactured; it is formed slowly in nature. On the average it takes nature about five hundred years to make each inch of good topsoil. Rich productive farmland is a mixture of minerals, bits of plant and animal tissue, living organisms, air and water. This complex mixture is the result of a great many slow changes. Nature makes soil very slowly, for self-preservation man must learn to conserve it.

Water controlled is a friend; water in flood is an enemy. Floods occur often and are very destructive, largely because man upsets nature's balance. Excessive cutting of timber, clearing of land, and bad farming practices have all led to destructive floods. The drifting of ice that lasts for several weeks can create severe blockage in the area of any settlement. As a result, a neatly two kilometer - wide bed of any river may be blocked by an ice "dam". This made the river overflow its banks.

Forest lands usually control the water movement of a locality. They keep moisture, store water, and provide a steady, regular, and dependable flow of water. Lack of forest land produces an independent flow of water, rising to rapid flood peaks after the rains, followed by quick drying up of rivers in the dry seasons.

Экзаменационный билет № 8

по дисциплине «Иностранный язык»
направление подготовки 20.03.02 Природообустройство и водопользование

1. Read and translate the passage from the text «Reservoirs or Ponds» in written form.
2. Retell the given text.
3. Conversation.

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Билеты составил

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Reservoirs or Ponds

Like the land, all rivers, lakes, seas, man-made lakes and other surface and subterranean waters are the property of the entire people in Russia. They cannot be used to provide income for individuals and are used solely for the benefit of all people.

The construction of reservoirs, ponds, or storage tanks for use as water place affords a practical method of supplying water in many dry locations. In arid country this type of development may provide water only part of the year unless large ponds are built. If the ponds are properly located, however, ordinarily the range adjacent to a pond can be used when there is water in the pond, and in this way supplement permanent water supplies. In many places, ponds can be built where adequate water supplies cannot be obtained from underground sources.

Satisfactory pond sites usually can be found on all ranges except those with very sandy or shallow soils. Factors to be considered in selecting a pond site are, the distance from other sources of water, the type and size of the drainage area, and the probable cost of the dam.

Where the drainage area above a pond is too large, runoff from heavy rains may overtop and destroy the dam. On the other hand, if the drainage area is too small, the pond probably will be dry when it is needed most. Sheet or gully erosion in the drainage area may cause the pond to fill with silt and become useless.

The dam site should be such that the dam can be constructed at a minimum cost and still have enough depth. The site should be carefully explored to determine whether there is danger of excessive seepage. Ponds should not be installed on porous rock or dry gravel beds. An engineer's help in selecting the site and designing the pond may save needless expense,

The global population had access to piped water supply through house connections or to an improved water source. However, about 14% (884 million people) did not have access to an improved water source and had to use unprotected wells or springs, canals, lakes or rivers for their water needs.

Экзаменационный билет № 9

по дисциплине «Иностранный язык»
поправление подготовки 20.03.02 Природообустройство и водопользование

1. Read and translate the passage from the text «More water, less water for Iowa farmer» in written form.
2. Retell the given text.
3. Conversation.

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Протокол № от 20 г.

Билеты составил

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More water, less water for Iowa farmer.

Homer Minnick, a farmer near Creston, Iowa, stopped the long haul last year. Before that, he sometimes made several trips daily to get water for his dog operation since his own two shallow wells couldn't furnish enough. Minnick solved the time-consuming, expensive water-hauling chore by building a tile outlet Leu ace and pond system close to his farm buildings. His systems works like this: three paiallel tile outlet terraces collect runoff water from cropland and funnel it llitough undeigiouiid tile to a 1,5 acie pond. The leu aces tiap most of the sediment, making the water nearly silt free. The clean waLer is then pumped 1,200 feet from the pond to (he buildings and to the thirsty hogs.

Minnick says it was liaid to find a good place for a well in the tight subsoil on his farm. "And it was costing me about 1,000 dollars a year to haul water. When Joe Knecht, SOS technician, talked to me about a terrace and pond system, I was interested. I didn't think we had a place for the pond, but by taking soil from the pond ate-a to help build the terrace, we made one more than 10 feet deep."

The land earlier had been tiled to hillsides seeps. Some of the old tile lines were connected to the new tile lines through terraces. Together there's enough water to run continuously through the pond, insuring a fresh supply for the animals.

Minnick dug a 24-foot-deep well on the waLer line of the pond. Water enters the well through a floating filter and is then pumped through an underground 1- inch- plastic pipe to farm buildings. Hlectrical wiring tor the pump is also underground. Besides getting more water, Minnick gets more soil protection. The land can be farmed in continuous row crop "without the soil loss I used to get after a heavy rain." One terrace is built directly above the pond to protect the pond from sediment. The pond will soon be stocked with fish.

The terrace and ponds system were planed, along with more terraces, wildlife habitat improvement, and other conservation measures as part of Minnick's overall farm conservation plan.

Экзаменационный билет № 10

но дисциплине «Иностранный язык»
направление! подготовки 20.03.02 Природообустройство и водопользование

1. Read and translate the passage from the text « Storage and Distribution of Water for Irrigation » in written form.
2. Retell the given text.
3. Conversation.

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Протокол № __ от _____ 20__г.

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Storage and Distribution of Water for Irrigation

The regime of most great rivers is irregular. To control these rivers and to regularize their regimes by storing water in dry seasons, dams and reservoirs are constructed.

Dams (or barrages) are barriers, built across rivers or streams to control the flow of water. Today most dams have several functions, which may include the storage and diversion of water for irrigation, the raising of water for generating hydroelectricity and the provision of flood control.

A large scale system of irrigation requires a complex network of dams, pumping stations and canals. In addition to the main dam, whose reservoir is the main storage unit, smaller diversion dams are needed to direct the water into an intricate canal system.

From the main canals, water is diverted into a system which will distribute it throughout the farm. The most common means by which this is done is with open ditches or laterals, and the flow of water into them is controlled by head gates or regulators.

Leading from the permanent open ditches are secondary or field ditches. Water is delivered from these ditches to the areas to be irrigated by means of check structures or turn-outs. Increasingly water is being transferred from the ditch over the ditch bank into individual fields or furrows by means of siphons. These may be plastic, metal or rubber and depending upon the size and volume of the water supply, may have flow capacities from as little as one gallon per minute to over 1,000 gallons per minute.

Land improvement began in earnest about twenty years ago. The total area of irrigated and drained land has increased from 15.3 million hectares to 33 million hectares. A powerful production, technological and scientific base has been created. As a result, land improvement is now a major branch of the agro industrial complex which employs 1.7 million people. To date, the share of agricultural products from improved land is 34 per cent.

Экзаменационный билет № 11

по дисциплине «Иностранный язык»
направление подготовки 20.03.02 Природообустройство и водопользование

1. Read and translate the passage from the text « Water pollution » in written form.
2. Retell the given text,
3. Conversation.

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Билеты составил

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Water pollution

Water supply systems get water from a variety of locations, including groundwater (aquifers), surface water (lakes and rivers), conservation and the sea through desalination.

Water pollution of groundwater, from pollutants released to the ground that can work their way down into groundwater, can create a contaminant plume within an aquifer. Movement of water and dispersion within the aquifer spreads the pollutant over a wider area, its advancing boundary often called a plume edge, which can then intersect with groundwater wells or daylight into surface water such as seeps and springs, making the water supplies unsafe for humans and wildlife. The interaction of groundwater contamination with surface waters is analyzed by use of hydrology transport models.

The stratigraphy of the area plays an important role in the transport of these pollutants. An area can have layers of sandy soil, fractured bedrock, clay, or hardpan. Areas on limestone bedrock are sometimes vulnerable to surface pollution from groundwater. Earthquake faults can also be entry routes for downward contaminant entry. Water table conditions are of great importance for drinking water supplies, agricultural irrigation, waste disposal (including nuclear waste), wildlife habitat, and other ecological issues.

An example of widespread groundwater pollution is in the Ganges Plain of northern India and Bangladesh where severe contamination of groundwater by naturally occurring arsenic affects 25% of water wells in the shallower of two regional aquifers. The pollution occurs because aquifer sediments contain organic matter (dead plant material) that generates anaerobic (an environment without oxygen) conditions in the aquifer. These conditions result in the microbial dissolution of iron oxides in the sediment and thus the release of the arsenic, normally strongly bound to iron oxides, into the water. As a consequence, arsenic-rich groundwater is often iron-rich, although secondary processes often obscure the association of dissolved arsenic and dissolved iron.

Экзаменационный билет № 12

по дисциплине «Иностранный язык»
направление подготовки 20.03.02 Природообустройство и водопользование

1. Read and translate the passage from the text «Water quality» in written form.
2. Retell the given text.
3. Conversation.

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Билеты составил

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Water quality

Many of the 3.5 billion people having access to piped water receive a poor or very poor quality of service, especially in developing countries where about 80% of the world population lives. Water supply service quality has many dimensions: continuity; water quality; pressure; and the degree of responsiveness of service providers to customer complaints.

Continuity of water supply is taken for granted in most developed countries, but is a severe problem in many developing countries, where sometimes water is only provided for a few hours every day or a few days a week. It is estimated that about half of the population of developing countries receives water on an intermittent basis.

Drinking water quality has a micro biological and a physico chemical dimension. There are thousands of parameters of water quality. In public water supply systems water should, at a minimum, be disinfected — most commonly through the use of chlorination or the use of ultra violet light — or it may need to undergo treatment, especially in the case of surface water. For more details please see the separate entries on water quality, water treatment and drinking water.

Drinking water or potable water is water pure enough to be consumed or used with low risk of immediate or long term harm. In most developed countries, the water supplied to households, commerce and industry is all of drinking water standard, even though only a very small proportion is actually consumed or used in food preparation. Typical uses include washing or landscape irrigation.

Over large parts of the world, humans have inadequate access to potable water and use sources contaminated with disease vectors, pathogens or unacceptable levels of toxins or suspended solids. Such water is not wholesome and drinking or using such water in food preparation leads to widespread acute and chronic illnesses and is a major cause of death and misery in many countries. Reduction of waterborne diseases is a major public health goal in developing countries.

Вопросы к экзамену

1. Where are you from?
2. Where were you born?
3. Is your family large or small?
4. Do you have any sisters or brothers? What are they?
5. What is your father?
6. What is your mother's occupation?
7. Have you any pets? Speak about them.
8. Where do you study?
9. Do you live in a hostel?
10. Where is your native village located?
11. What administrative buildings are there in your village?
12. What is the main cultural centre of the village?
13. What do the people of the village grow?
14. What animals do families of the village keep?
15. Do you live in a flat or in a house?
16. What kind of public transport do you like best?
17. What is the main street in your town?
18. What are the Russian cities with a population of over a million?
19. What is the weather like in winter (spring, summer, autumn)?
20. What is the average temperature in winter (spring, summer, autumn)?

21. Which season is the hottest (coldest, rainiest) in the year?
22. What specialists does agricultural Academy train?
23. When was our Academy founded?
24. What are the Institutes at our Academy?
25. How long does the course of training last?
26. How many terms are there during the academic year?
27. When do you have vacations?
28. How often do the students take their exams and tests?
29. Who is the head of the Academy?
30. What subjects do you study?
31. At what time do you come to the Academy?
32. Where can the students read books and journals?
33. Where do young people work after graduating from the Academy?
34. What faculty do you study at?
35. What is your future profession?
36. What special subjects do you study?
37. When does specialization begin?
38. What are the properties of water?
39. What is the purpose of dams?
40. What resources do we call "natural"?
41. What inexhaustible resources do you know?
42. What renewable resources do you know?
43. What methods of irrigation do you know?
44. What are the ways of nature protection?
45. What should we do to protect nature?
46. What sources of water do you know?
47. What are the chief uses of ground water?
48. Give the definition of the term "hydrologic cycle".
49. What is the reason of a flood?
50. What is the main reason of a drought?