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РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ (МОДУЛЯ)

«Б1.В.ДВ.2 Профильный английский язык»

Образовательная программа	<u>36.03.02 «Зоотехния»</u>
Направленность	<u>Технология производства продуктов животноводства</u>
Программа бакалавриата	<u>Академический</u>
Квалификация выпускника	<u>Бакалавр</u>
Форма обучения	<u>очная / заочная</u>

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Рабочая программа дисциплины «Б1.В.ДВ.2 Профильный английский язык»

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## 1. Цели и задачи дисциплины

Целью изучения дисциплины «Профильный английский язык» является фундаментальная подготовка студентов к творческой работе по специальности, возможность использования полученных знаний в решении конкретных задач, возникающих в практической деятельности.

**1.1** Основной целью курса «Профильный иностранный язык» является обучение практическому владению языком специальности для активного применения в профессиональном общении и развитие языковой коммуникативной компетенции студентов, состоящие из следующих компонентов:

- *лингвистического* - это владение знанием о системе языка, о правилах функционирования единиц языка в речи и способность с помощью этой системы понимать чужие мысли и выражать собственные суждения в устной и письменной форме;
- *социолингвистического*, что означает знание способов формирования и формулирования мыслей с помощью языка, а также способность пользоваться языком в речи;
- *социокультурного*, который подразумевает знание учащимися национально-культурных особенностей социального и речевого поведения носителей языка: их обычаев, этикета, социальных стереотипов, истории и культур, а также способов пользоваться этими знаниями в процессе общения;
- *стратегического* - это компетенция, с помощью которой учащийся может восполнить пробелы в знании языка, а также речевом и социальном опыте общения в иноязычной среде;
- *социального*, который проявляется в желании и умении вступать в коммуникацию с другими людьми, в способности ориентироваться в ситуации общения и строить высказывание в соответствии с коммуникативным намерением говорящего и ситуацией;
- *дискурсивного*, который предполагает навыки и умения организовывать речь, логически, последовательно и убедительно ее

выстраивать, ставить задачи и добиваться поставленной цели, а также владение различными приемами получения и передачи информации, как в устном, так и в письменном общении;

- *межкультурного*, подразумевающего действия в рамках культурных норм, принятых в культуре изучаемого иностранного языка и умений, позволяющих представлять культуру родного языка средствами иностранного.

**Основными задачами** учебной дисциплины «Профильный английский язык» являются:

- повышение уровня способности к самообразованию;
- развитие когнитивных и исследовательских умений

## **2. Место дисциплины в структуре ООП**

Дисциплина «Профильный английский язык» относится к блоку 1-дисциплины, вариативной части, дисциплинам по выбору студентов основной образовательной программы подготовки бакалавров по направлению подготовки 36.03.02 «Зоотехния» и учебного плана, индекс Б1.В.ДВ.2.1

**3. Компетенции обучающегося, формируемые в результате освоения дисциплины (модуля) «Профильный английский язык».**

Процесс изучения дисциплины направлен на **формирование элементов следующих компетенций** в соответствии с ФГОС ВО и ООП по данному направлению подготовки:

**Общекультурных компетенций (ОК):**

- способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия (ОК – 5);

**Профессиональные компетенции (ПК) в научно-исследовательской деятельности:**

готовностью к изучению научно-технической информации, отечественного и зарубежного опыта в животноводстве (ПК-21).

**В результате освоения дисциплины «Профильный английский язык» обучающийся должен:**

**знать:**

- лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) английских текстов профессиональной направленности;
- научно-техническую информацию на английском языке в области производства продукции животноводства

**уметь:**

- применять методы и средства познания для интеллектуального развития, повышения культурного уровня, профессиональной компетентности;
- использовать английский язык в межличностном общении и профессиональной деятельности

*в диалогической речи:*

- обмениваться информацией на английском языке, уточняя её, обращаясь за разъяснениями;
- участвовать в полилоге, в том числе в форме дискуссии с соблюдением изучаемого языка, запрашивая и обмениваясь информацией, высказывая и аргументируя свою точку зрения
- анализировать научно-техническую информацию на английском языке в области производства продукции животноводства

*в монологической речи:*

- высказывать и аргументировать свою точку зрения, делать выводы, оценивать факты /события в профессиональной деятельности на английском языке

*в аудировании:*

- обобщать описываемые факты/ явления на английском языке;
- оценивать важность/ новизну/ достоверность информации на английском языке;
- понимать смысл текста и его проблематик, используя элементы анализа текста на английском языке;

*в письменной речи:*

- писать деловое письмо: сообщать сведения о себе на английском языке (оформление делового письма, письма-заявления, письма-уведомления, письма-запроса, оформление электронного сообщения, факса, служебной записки, повестки дня);
- описывать события, факты, явления в профессиональной деятельности на английском языке.

*в переводе:*

- демонстрировать умение использовать толковые и двуязычные словари и другую справочную литературу для решения задач в профессиональной деятельности на английском языке;

**владеть:**

- навыками выражения своих мыслей и мнения в межличностном общении на английском языке для решения задач в профессиональной деятельности;
- навыками публичной речи, аргументации, ведения дискуссии на английском языке в профессиональной деятельности;
- владеть методами анализа научно-технической информации на английском языке в области производства продукции животноводства

**3.1. Матрица соотнесения тем/разделов учебной дисциплины (модуля) и формируемых в них профессиональных и общекультурных компетенций.**

Тема, раздел дисциплины	Кол-во, ч	Компетенция		Σ общее количество компетенций
		ОК	ПК	
1. Я в моей будущей профессии. Обязанности зоотехника.	12	ОК-5		1
2. Млекопитающие животные. Корова. Лошадь. Свинья. Овца.	12	ОК-5		1
3. Кормление сельскохозяйственных животных	20	ОК-5	ПК-21	2
4. Селекция и разведение животных	16	ОК-5	ПК-21	2
5. Технологии производства продукции животноводства.	12	ОК-5	ПК-21	2
ВСЕГО	72			2

**4. Язык (и) преподавания**

Образовательная деятельность по образовательной программе направления подготовки бакалавров 36.03.02 «Зоотехния» дисциплины «Профильный английский язык» осуществляется на государственном языке Российской Федерации – русском.

## 5. Структура и содержание дисциплины (модуля) «Профильный английский язык»

### Трудовоемкость дисциплины Общая трудовоемкость дисциплины 2 ЗЕ (72 часа)

Форма обучения	Очная	Заочная
Курс/семестр	2/3	2
Всего	72	72
Лабораторные занятия, ч	36	-
Практические занятия, ч	-	10
Самостоятельная работа, ч	36	58
Курсовой проект, семестр	-	-
Контроль	-	4
Форма промежуточной аттестации	зачет	зачет

5.1. Лекционные занятия не предусмотрены планом

#### 5.2. Лабораторные занятия

№ п/п	Тема занятия	Объем в часах	
		Очная форма	Заочная форма
1- 3	<p><u>Тема 1.</u>  <u>Грамматика:</u> Present Simple, Continuous, Perfect, Past Simple, Continuous (Active Voice), Past and Present Simple, Past and Pr. Perfect (Passive Voice), Modal Verbs (упр. на стр. 8-9, 14-15, 19-20, 25-26 С.К.Войнатовская  <u>Чтение:</u> тексты «Veterinary Service», «A veterinary school in the USA», «Veterinary technologists and technicians in the USA», «Animal laws» (С.К.Войнатовская).  <u>Лексика по темам:</u> Я в моей будущей профессии.            Обязанности зоотехника  <u>Контрольное задание:</u></p>	6	

	Расскажите, как вы представляете рабочий день зоотехника.		
4-6	<p>Тема 2.</p> <p><u>Грамматика:</u> Participle 1, 2. Sequences of Tenses. Complex Subject. Reported Speech. The Gerund. The Infinitive. (упр. на стр. 36-37, 46, 53-54, 58, 66, 71, 76 С.К.Войнатовская).</p> <p><u>Чтение:</u> тексты «Livestock», «Cow», «Horse», «Pig», «Sheep», «Dog» and «Cat» (С.К.Войнатовская).</p> <p><u>Говорение:</u> беседа на тему «Домашние животные».</p> <p><u>Лексика по темам:</u> Млекопитающие животные. Корова. Лошадь. Свинья. Овца.</p> <p><u>Контрольное задание:</u> Расскажите о домашних животных: корова, лошадь, свинья, овца, кошка, собака.</p>	6	
7-11	<p>Тема 3.</p> <p><u>Грамматика:</u> Review of Tenses.</p> <p><u>Говорение:</u> беседа на тему «Инфекционные болезни животных».</p> <p><u>Чтение:</u> «Classification of animal diseases», «Infectious diseases» (С.К.Войнатовская).</p> <p><u>Лексика по темам:</u> Кормление сельскохозяйственных животных</p> <p><u>Контрольное задание:</u> Особенности кормления животных</p>	10	
12-15	<p>Тема 4.</p> <p><u>Грамматика:</u> Review of Tenses.</p> <p><u>Чтение:</u> «Noninfectious diseases 1», «Noninfectious Diseases 2» (С.К.Войнатовская).</p> <p><u>Лексика по темам:</u> Селекция и разведение животных</p> <p><u>Контрольное задание:</u> Поговорите с другом о специфике селекции крупного рогатого скота</p>	8	
16-18	<p>Тема 5.</p> <p><u>Грамматика:</u> Review of Tenses.</p> <p><u>Чтение:</u> «Zoonotic diseases», «Rabies» (С.К.Войнатовская)</p>	6	

	<u>Лексика по темам:</u> Технологии производства продукции животноводства <u>Контрольные задания:</u> Обсудите с другом технологию производства молока		
ИТОГО		36	

### 5.3. Практические занятия

№ п/п	Тема занятия	Объем в часах	
		Очная форма	Заочная форма
1- 3	<p><u>Тема 1.</u> <u>Грамматика:</u> Present Simple, Continuous, Perfect, Past Simple, Continuous (Active Voice), Past and Present Simple, Past and Pr. Perfect (Passive Voice), Modal Verbs (упр. на стр. 8-9, 14-15, 19-20, 25-26 С.К.Войнатовская) <u>Чтение:</u> тексты «Veterinary Service», «A veterinary school in the USA», «Veterinary technologists and technicians in the USA», «Animal laws» (С.К.Войнатовская). <u>Лексика по темам:</u> Я в моей будущей профессии. Обязанности зоотехника <u>Контрольное задание:</u> Расскажите, как вы представляете рабочий день зоотехника.</p>		2
4-6	<p><u>Тема 2.</u> <u>Грамматика:</u> Participle 1, 2. Sequences of Tenses. Complex Subject. Reported Speech. The Gerund. The Infinitive. (упр. на стр. 36-37, 46, 53-54, 58, 66, 71, 76 С.К.Войнатовская). <u>Чтение:</u> тексты «Livestock», «Cow», «Horse», «Pig», «Sheep», «Dog» and «Cat» (С.К.Войнатовская). <u>Говорение:</u> беседа на тему «Домашние животные». <u>Лексика по темам:</u> Млекопитающие животные.</p>		2

	Корова. Лошадь. Свинья. Овца. <u>Контрольное задание:</u> Расскажите о домашних животных: корова, лошадь, свинья, овца, кошка, собака.		
7-11	<u>Тема 3.</u> <u>Грамматика:</u> Review of Tenses. <u>Говорение:</u> беседа на тему «Инфекционные болезни животных». <u>Чтение:</u> «Classification of animal diseases», «Infectious diseases» (С.К.Войнатовская). <u>Лексика по темам:</u> Кормление сельскохозяйственных животных <u>Контрольное задание:</u> Особенности кормления животных		2
12-15	<u>Тема 4.</u> <u>Грамматика:</u> Review of Tenses. <u>Чтение:</u> «Noninfectious diseases 1» , «Noninfectious Diseases 2» (С.К.Войнатовская). <u>Лексика по темам:</u> Селекция и разведение животных <u>Контрольное задание:</u> Поговорите с другом о специфике селекции крупного рогатого скота		2
16-18	<u>Тема 5.</u> <u>Грамматика:</u> Review of Tenses. <u>Чтение:</u> «Zoonotic diseases», «Rabies» (С.К.Войнатовская) <u>Лексика по темам:</u> Технологии производства продукции животноводства <u>Контрольные задания:</u> Обсудите с другом технологию производства молока		2
ИТОГО			10

#### 5.4. Курсовое проектирование не предусмотрено планом.

#### 5.5 Самостоятельная работа студентов

Тема, раздел дисциплины. Перечень рассматриваемых вопросов для самостоятельного	Очная форма	Заочная форма	Форма контроля
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изучения			
<p>1. <u>Грамматика</u>: Participle 1, 2. Sequences of tenses. Complex subject. Reported Speech. The Gerund. The Infinitive.</p> <p><u>Чтение</u>: тексты «Livestock», «Cow», «Horse», «Pig», «Sheep», «Dog and cat».</p> <p><u>Лексика по темам</u>: Млекопитающие животные. Корова. Лошадь. Свинья. Овца. Кошки и собаки. Млекопитающие. Корова. Лошадь. Свинья. Овца. Кошки и собаки</p>	6	10	Индивидуальное задание, тестирование, опрос
<p>2. <u>Грамматика</u>: Review of Tenses.</p> <p><u>Чтение</u>: «Classification of animal diseases», «Infectious diseases».</p> <p><u>Лексика по темам</u>: Классификация животных. Инфекционные заболевания.</p>	6	10	Индивидуальное задание, тестирование, опрос
<p>3. <u>Грамматика</u>: Review of Tenses.</p> <p><u>Чтение</u>: «Noninfectious diseases 1», «Noninfectious diseases 2».</p> <p><u>Лексика по темам</u>: Неинфекционные заболевания. Неинфекционные заболевания</p>	10	16	Индивидуальное задание, тестирование, опрос
<p>4. <u>Грамматика</u>: Review of Tenses.</p> <p><u>Чтение</u>: «Zoonotic diseases», «Rabies».</p> <p><u>Лексика по темам</u>: Зоонозные заболевания.</p>	8	12	Индивидуальное задание, тестирование, опрос
<p>5. <u>Грамматика</u>: Review of Tenses.</p> <p><u>Чтение</u>: «Nutritional and metabolic diseases», «Laminitis».</p> <p><u>Лексика по темам</u>: Заболевания, связанные с питанием.</p>	6	10	Индивидуальное задание, тестирование, опрос
ВСЕГО в III семестре	36	58	

## **6. Образовательные технологии**

Специфика дисциплины «Профильный английский язык» не предусматривает активного использования лекционных и семинарских форм обучения. В основе учебного процесса - практические занятия.

В процессе обучения иностранному языку используются разнообразные формы проведения занятий: индивидуальная, парная, групповая и командная работа, ролевые игры, творческие задания, компьютерные симуляции, эссе, устные и письменные презентации по различной тематике, соревнования, конкурсы. При этом широко используются разнообразные мультимедийные средства обучения.

### **6.1 Активные и интерактивные формы обучения**

№ п/п	№ раздела (темы)	Форма и ее описание	Трудоемкость (часов)
1.	Классификация сельскохозяйственных животных	Презентация	2
2.	Я в моей будущей профессии.	Презентация	2

## **7. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины**

### **7.1 Материалы для текущего контроля**

#### **Контрольная работа**

Контрольная работа, выполняемая студентом во время самостоятельного изучения материала курса, дает представление о степени подготовленности студента, о его умении работать со специальной литературой и излагать материал в письменном виде и позволяет судить о его общей эрудированности и грамотности. Поэтому содержание и качество оформления контрольных работ учитываются при определении оценки знаний студента в процессе экзамена по изучаемому курсу. Студент выполняет одну контрольную работу определенного варианта. Выбор варианта осуществляется в соответствии с последней цифрой номера зачетной книжки студента:

- 0 - 1 вариант 5 - 6 вариант
- 1 - 2 вариант 6 - 7 вариант
- 2 - 3 вариант 7 - 8 вариант
- 3 - 4 вариант 8 - 9 вариант

4 – 5 вариант 9 – 10 вариант

Контрольная работа состоит из трех теоретических вопросов.

При выполнении работы следует использовать прилагаемый список литературы. Ответы на вопросы должны быть конкретными и освещать имеющийся по данному разделу материал. Отвечать на вопросы необходимо своими словами. Недопустимо переписывание текста из учебника. При цитировании цитаты ставятся кавычки, в конце цитаты в наклонных скобках указывается ссылка на использованный источник. Во время подготовки контрольной работы следует использовать знания, полученные при изучении других предметов и учитывать опыт собственной работы.

Страницы тетради следует пронумеровать, привести список использованной литературы, оформленной в соответствии с ГОСТом, работу подписать, поставить дату её выполнения.

Для замечаний рецензента необходимо оставить поля и в конце тетради - лист для заключительной рецензии.

На титульном листе контрольной работы следует указать название курса, номер контрольной работы, фамилию, имя, отчество студента (полностью), обязательно указать номер варианта выполняемого задания, полный адрес студента.

Работа должна быть выполнена в строгом соответствии с последовательностью вопросов, изложенных в варианте задания.

Контрольные работы на кафедру должны быть представлены не позднее первого дня сессии.

## Тексты

### How to Avoid Food Poisoning

#### TEXT 1

##### 1. Preparing Food Properly

**Shop with care.** Food safety begins at the grocery store, so make sure to shop wisely:

- Check the use-by dates on all products and use your judgment to decide if foods have been stored at the correct temperatures.
- Pack meat and poultry products into separate bags and do not let the raw flesh touch any other food products as you shop or bring them home.

**Maintain the cold chain.** Keep cold and frozen foods as cold as possible, especially when transferring from the store to your home:

- **Wrap the goods in newspaper or buy a small cooler bag to transport your cold and frozen foods home.**
- When possible, leave grabbing cold products to the end of your shopping.

- Store all foods properly and quickly when you get back home.  
**Always wash your hands before and after preparing foods.** Wash your hands thoroughly with hot water and antibacterial soap before and after preparing food, especially after handling raw meat.
- Keep dish cloths and hand towels regularly cleaned to prevent bacteria from accumulating on the fabric.
- *Always* wash your hands after handling pets (especially reptiles, turtles and birds) and after using the bathroom or handling pet litter.  
**Keep your kitchen clean.** It's very important to keep your kitchen counters and other food preparation areas clean, especially when preparing high-risk food items like meat, poultry and eggs.
- It's not necessary to use a disinfectant, a mild solution of hot water and soap will sufficiently clean your counters, cutting boards and utensils.
- Also make sure to rinse down sinks after washing raw meat products -- you don't want bacteria being transferred to any clean dishes.  
**Use separate chopping boards for preparing raw meat/poultry and vegetables.** Keep these boards separate to avoid any possibility of cross-contamination of bacteria from meat to other food products.
- If you cannot keep separate chopping boards, make sure to disinfect a multi-purpose chopping board thoroughly after each use (see bleach recipe in "Tips").
- Plastic chopping boards are recommended over wooden chopping boards, as the wooden ones are harder to clean.  
**Defrost carefully.** You should never defrost food (especially meat and poultry) at room temperature just to speed up the process.
- Food should always be thawed in the refrigerator, as thawing at room temperature allows the surface of the food to warm up too quickly, promoting bacteria growth.
- Alternatively, you can defrost foods using the "defrost" or "50 percent power" setting on your microwave. You can also safely defrost food by holding them under cold running water. Once foods have been completely thawed, they should be used promptly -- they should never be refrozen without being cooked first.  
**Cook foods thoroughly.** This is especially important for red meat, poultry and eggs, which are considered high-risk foods.
- **Cooking these foods all the way through will destroy harmful germs.** Consult a cook-book for the correct cooking times (taking the weight of the food and the temperature of your oven into account).
- Use a meat thermometer if you have any doubts about how long to cook something -- this can take a lot of the uncertainty out of cooking meats. Chicken

and turkey are cooked when they reach a temperature of 165°F, steaks are cooked at 145°F and hamburgers are cooked at 160°F.

**Keep hot foods hot and cold foods cold.** Bacteria multiply fastest between 40°F and 140°F, so it's important to keep foods either above or below these temperatures.

- You should make sure your fridge is set at a temperature of 4°C/ 40°F or less and that cooked food reaches a temperature of at least 165°F
- Reheat leftovers thoroughly before serving.*** Leftovers that have been reheated poorly can still contain active food pathogens. Moreover, if leftovers have gone bad, no amount of reheating will make them safe.
- Do not keep leftovers for too long. Any signs of discoloration, sliminess, growth of mold etc. are signals to discard or compost the leftovers.
  - Never reheat leftovers more than once and never refreeze food without changing its state! (i.e. you can safely freeze raw food, defrost the raw food, cook the food, refreeze the cooked food and defrost/reheat the cooked food. However, if any of the reheated cooked food is left over, throw it away or there is a very high chance of getting sick!

***I. Answer the question : What should you do in order to prepare food properly?***

***II. Translate the abstract in italics.***

***III. Speak about defrosting.***

•

## **TEXT 2**

### **2. Storing Food Correctly**

**Store foods according to their needs.** The type of storage is dependent on the type of food.

- Dry foods such as pasta, rice, lentils, beans, canned foods and cereals can all be kept in a cool, dry place such as a pantry or cupboards.
- Other foods can be trickier and care should be taken to store them in the appropriate manner:  
Freeze or refrigerate as necessary. Place frozen items in the freezer within 2 hours of removing them from the freezer (though ideally this should be done sooner—put them away as soon as you get home).
- Meat, poultry, eggs, fish, pre-prepared meals, dairy products and leftovers should always be refrigerated.

- Many foods should be kept refrigerated or in a cool, dark place, such as a cellar or pantry, once opened. Read labels for storage details and instructions. If in any doubt, always err on the side of providing a cooler environment.

**Never store food in an open container.** Food -- particularly raw meats and leftovers should never be stored in open container.

- Tightly cover all foods with cling wrap or tin foil, place in a container with an airtight lid, or store in a sealable plastic bag.
- Never store food in opened tin cans, as this forms a breeding ground for bacteria. Transfer things like tomato paste and sweetcorn to a plastic container instead.

***Pay attention to use-by dates.*** All foods, regardless of their storage status, should be eaten quickly and within their use-by dates.

- *Even spices and dried herbs lose their beneficial properties and flavors if kept too long and many items can become harmful if stored beyond their use-by date.*
- *Never eat foods from dented or bulging tins or from packaging with a broken seal, even if the food is within its use-by date.<sup>[4]</sup>*

***Keep foods separated.*** At all times, keep raw meat, raw eggs and poultry away from cooked food, fresh fruits, and vegetables.

- *Store raw meat covered, on the bottom shelf of your refrigerator. This will prevent it from touching or dripping onto other foods.*

**Protect your food from insects and animals.** Food can easily become contaminated if it easily accessible to pets and pests.

- Proper food storage -- keeping food in sealed containers in a closed fridge, freezer or cupboard -- will help to keep insects and animals away.
- However, food is more susceptible to contamination by four-legged beasts during preparation and serving. Don't leave food unattended during the preparation process and keep completed dishes covered with lids or cling wrap until they are ready to be served.

**Be extra careful during warmer weather.** Food contamination from bacteria occurs much faster in warmer weather.

- If you are eating outdoors, ensure that everyone eats the food quickly and that leftovers are brought back inside within an hour to be stored in the cool again.

***I. Answer the question: What should you do in order to store food correctly?***

***II. Translate the abstract in italics.***

***III. Speak about use-by dates.***

- 
- 

### TEXT 3

#### • **3. Eating Safely**

- **Always wash your hands before eating.** Wash with hot water and antibacterial soap and dry thoroughly using a clean hand towel.

**Avoid milk and fruit juices that are unpasteurized.** Pasteurized foods have been through a process that kills germs.

- If milk and fruit juices are pasteurized, it will usually say so on the label. You should also avoid food products made with unpasteurized milk, such as certain cheeses.
- However, commercial juices and juice concentrates that are sold at room temperature and have an extended shelf life are pasteurized, even if the label doesn't say so.

**Eat foods soon after they have been cooked.** This will help to ensure that harmful germs haven't had the time to grow.

- Follow the "2-2-4" rule when it comes to leftovers -- don't leave food out for more than two hours after cooking, refrigerate food in containers no deeper than two inches and throw away leftovers that are more than four days old.

**Rinse and scrub raw foods.** Foods that are not cooked before they are eaten, such as fresh fruits and vegetables, should be rinsed in water and even scrubbed or peeled where necessary.

- You should even wash raw produce if you plan on peeling it afterwards, as contaminants from the skin can be transferred to the flesh during peeling.
- However, you shouldn't wash pre-washed bags of lettuce and other greens, as the extra washing risks introducing new contaminants to the already-clean produce.

***Be very careful with raw fish and meat.*** *Sushi, steak tartare etc. are delicacies that can delight if properly prepared. However, the highest level of hygiene must be ensured for these items. Only eat these items at reputable places!*

- *Avoid sushi, raw clams and similar foods that are sitting in a buffet table if you don't know how long they have been without proper refrigeration. If you make them at home, use the best and freshest ingredients, follow all hygienic practices outlined here and eat immediately upon creation.*
- *Note that fresh doesn't necessarily mean "straight from the animal," as deep frozen sushi fish is substantially safer than fresh-killed fish, since the deep freezing kills parasite spores.*

- *Raw flesh foods are extremely difficult to prepare properly and safely, so if in doubt, don't make them yourself. **Never** keep raw flesh foods as leftovers.*

**Avoid raw eggs.** Raw eggs are one of the most common culprits behind food poisoning outbreaks.

- *This is due to the relatively high frequency of salmonella bacteria developing in raw eggs.*
- *Avoid using raw eggs in healthy smoothies or shakes to increase their protein content -- use an egg substitute or protein powder instead.*
- *Beware of eating foods that contain raw eggs, such as uncooked cookie dough or cake batter -- even a small nibble could make you sick.<sup>l</sup>*

**Don't eat raw shellfish.** Eating raw shellfish is an extraordinary risk, although raw clams and oysters are considered a delicacy. There are several risk factors particular to shellfish that make it much more dangerous than raw fish:

- Red tide and other naturally occurring microbial outbreaks can contaminate shellfish, which build up toxins in their flesh. Risk of hepatitis is high and alcoholics and persons with liver damage are particularly at risk.
- If you do eat raw shellfish, make sure they are alive when you purchase them. This means that mussels, clams and oysters will have closed shells, or the shells close when tapped. If the shell is open, throw it away.

***I. Answer the question: How do you eat safely?***

***II. Translate the abstract in italics.***

***III. Speak about treating with raw meat and fish.***

## **TEXT 4**

### **4. Understanding Food Poisoning**

. Food poisoning is caused by ingesting food or drink that has been contaminated with either:

- Chemicals such as insecticides or food toxins including fungi (e.g. poisonous mushrooms).
- Or gastrointestinal infections of bacteria, viruses or parasites.
- Most people refer to food poisoning as covering any of those possible sources.

Environmental factors and the food growing process can both play a role in the transfer of potential food-contaminating bacteria.

- The use of chemicals, fertilizers, manures etc. all have the potential to contaminate food as it is being grown. Never hold an expectation that an item is washed before it leaves the farm.
- Bacteria, parasites etc. travel happily in the wind, float in the water, hitch lifts with dust and reside snugly in the soil. They are a part of nature's web of life and will always be a possible source of contamination if not dealt with appropriately as part of a consistent and dedicated approach to food hygiene. Understand the risk of food processing. Whether in a large factory or in your own kitchen, food processing can be a major source of contamination.
- Areas used for processing need to be kept scrupulously clean or cross-contamination can easily occur, especially with meat products.
- Natural bacteria residing in the intestines of animals are a major source of cross-contamination when mishandled).

**Understand the risk of food storage.** Incorrectly stored food can be the culprit behind transferring contaminants from one food to another.

- This is a very tricky area because often people don't think that certain foods could be a source of contamination and are unaware that cross-contamination has occurred.
- For instance, if an uncooked chicken thigh was left resting next to a bunch of grapes, this could be a possible cause of contamination and food poisoning.

**Understand the risk of food preparation.** A great deal of food contamination occurs during the preparation stage.

- A sick person can pass on germs, from 'flu to gastroenteritis.
- A chopping board used for meat that is not washed and then used for vegetables is another source of possible contamination.
- Unwashed hands, dirty kitchen spaces, insects and rodents in the kitchen etc. are all possible sources of food contamination.

**Recognize the symptoms of food poisoning.** If you've ever experienced food poisoning, you'll know how unpleasant it is.

- The symptoms may vary slightly depending on the severity of the poisoning, but most people will experience some combination of the following: nausea and vomiting, Watery diarrhea (potentially with bleeding), abdominal pain and cramps, fever.

- The symptoms may start as soon as several hours after eating the contaminated food, or as late as several weeks afterwards.  
Food poisoning generally lasts between one and ten days.
  - See your doctor if you can't keep liquids down or become dehydrated, see blood in your vomit, experience diarrhea for more than three days, experience extreme abdominal pain, or have an oral temperature higher than 101.5 F.  
**Be extra careful if you are in a high-risk group.** People in certain high-risk groups, such as pregnant women, very young children, people with weakened immune systems and the elderly should be extra careful to avoid food poisoning.
  - The results of food poisoning can be a lot more severe for people in these groups and it can even cause fetal abnormalities in pregnant women.
  - People in these groups should take extra precautions, such as avoiding soft cheeses (like feta, brie and Camembert), avoiding or thoroughly reheating deli meats, and being extra vigilant about reheating foods until they are steaming hot.
- Know the possible symptoms that indicate food poisoning:
    - Stomach cramps or pain
    - Nausea
    - Vomiting
    - Diarrhea
    - Increased temperature, fever
    - Headaches, throataches
    - General flu-like symptoms
    - Sudden tiredness, loss of energy and/or a desire to sleep
  - **Bleach recipe for chopping boards:** Mix 1 teaspoon (5 ml) bleach per 34 fl oz (1 liter) of water. Wash the board in hot, soapy water first and then disinfect the board in the bleach solution.
  - It can help to mark your chopping boards "Meat Only", "Veggies Only", "Bread Only" etc. It is not just for the benefit of the regular cook(s) but for anyone else who happens to want to help out in the kitchen.
  - If you do consume unpasteurized products, ensure that they come from a reputable source, are properly stored and are consumed very quickly. For instance, if you milk your own cow, maintain very high hygiene standards during the entire milking process, from the method used for feeding and lodging the cow to the method used for milking, as well as sterilization of milking equipment and milk containers.
  - Many restaurants have a minimal temperature for cooking meat and poultry. For example, in the US, beef, pork, veal or lamb must have a minimum

temperature of 145°F; turkey and chicken at 165°F; fish at 145°F and eggs at 165°F. In the UK, hot food is cooked to 72°C and above.

#### Warnings

- *At the company picnic, always avoid the mayo-based salads that have not been refrigerated (i.e. potato salad, egg salad, pasta salad).*
- *Just because an item is marked "organic" or "naturally grown" doesn't mean you should place it into your mouth without a home-wash first. These labels don't mean "clean"! They are just a method of growing or a marketing message and you must still wash and scrub the items as per normal.*
- *While clean salads are an excellent source of vitamins and fiber, salad bars are one of the most common sources of food poisoning. Packing your own carefully-washed salad is a safer alternative.*
- *You can get severely sick from food poisoning. Seek medical assistance immediately if you suspect that you have food poisoning.*
- *Contrary to popular belief, wooden cutting boards are not more harmful than plastic boards. While the wood may hold bacteria in the little cracks, research has shown that bacteria does not multiply in wood, and are, in fact, more prone to dying out than in plastic. Whatever type of board that you use, remember to keep it clean.*
  - *I. Answer the question: How can you recognize food poisoning?*
  - *II. Translate the abstract in italics.*
  - *III. Speak about warnings.*

## ТЕСТЫ

### TEST 1.

A2

### GRAMMAR

1. 1. I \_\_\_\_ come if I had had time.

- ☐ have
- ☐ had

- ☐ would have
- ☐ did

2. What shop did you \_\_\_\_ if you want to buy a cake?

- ☐ went
- ☐ gone
- ☐ go
- ☐ going

3. How can you \_\_\_\_ your hands after preparing the meat ?

- ☒ wash
- ☐ washes
- ☐ have been washed
- ☐ had washed

4. She's \_\_\_\_ working there since she left school.

- ☐ had
- ☐ done
- ☐ have
- ☐ been

5. He asked me what I \_\_\_\_ doing there.

- ☐ am
- ☐ did
- ☐ will be
- ☐ was

6. If I get there early enough, I \_\_\_\_ you a seat.

- ☐ did save
- ☐ do save
- ☐ am saving
- ☐ shall save

7. She said she'd help him if she \_\_\_\_.

- ☐ could
- ☐ can
- ☐ can't
- ☐ have been able

8. He refused to go until he \_\_\_\_ seen all the paintings.

- ☐ had
- ☐ was
- ☐ is
- ☐ has

9. It doesn't make sense. I can't understand why he \_\_\_\_ at you last night.

- ☐ had shouted
- ☐ is shouting
- ☐ has should
- ☐ shouted

10. Come on tell me honestly what you \_\_\_\_ to do now.

- ☐ wanted
- ☐ want
- ☐ are wanting
- ☐ will want

## TECT 2

### 1. Complete the sentences.

Example: Are you an engineer?

- 1 We \_\_\_\_\_ at the factory.
- 2 'What's that?' 'It's \_\_\_\_\_ a meat chopper.'
- 3 \_\_\_\_\_ you recognize food poisoning?
- 4 I usually \_\_\_\_\_ to work 5 days a week.
- 5 I \_\_\_\_\_ sing, but I can play the guitar.
- 6 This bag's \_\_\_\_\_. Look! It's got my name on it.
- 7 Is \_\_\_\_\_ any milk in the fridge?
- 8 I'm taller \_\_\_\_\_ my brother.
- 9 'Would you like to fly a plane?' 'No, I \_\_\_\_\_.'
- 10 I hardly \_\_\_\_\_ watch TV at the weekend.
- 11 \_\_\_\_\_ were a lot of people at the cinema last night.
- 12 It's the \_\_\_\_\_ interesting book I've ever read.
- 13 'How much coffee do you drink?' 'Quite a \_\_\_\_\_.'
- 14 'What's the time?' 'It's half \_\_\_\_\_ three.'
- 15 They \_\_\_\_\_ like the film – they left after 10 minutes.
- 16 I spoke to him on the phone ten minutes \_\_\_\_\_.

### 2. Underline the correct form.

Example: My father **work** / **works** in a bank.

- 1 She's my **childrens** / **children's** teacher.

2 **I have always / I always have** breakfast at home.

3 They're **beautiful flowers / flowers beautiful**.

4 I don't like **get up / getting up** early.

5 We don't have **some / any** money.

6 Please drive **careful / carefully**. The weather's bad.

7 Can we meet **on / in** Monday evening?

8 My father's **doctor / a doctor**.

9 I have **a lot of / a lot** brothers and sisters.

10 'Is that his umbrella?' 'No, it's **ours / our**.'

**3. Complete the sentences with the correct form of the verb in brackets.**

Example: John and Mary have (have) two children.

1 Simon \_\_\_\_\_ (not be) at work yesterday.

2 I \_\_\_\_\_ (buy) a new car last week.

3 My sister \_\_\_\_\_ (listen) to music at the moment.

4 We \_\_\_\_\_ (not have) a holiday next year.

5 Where \_\_\_\_\_ (be) he yesterday morning?

6 \_\_\_\_\_ you ever \_\_\_\_\_ (break) your leg?

7 I \_\_\_\_\_ (not be) to France. Is it nice?

8 They \_\_\_\_\_ (not drive) to London – they got the train.

9 \_\_\_\_\_ she \_\_\_\_\_ (have) a party next week?

10 Who \_\_\_\_\_ (be) the three greatest politicians of the twentieth century?

11 He has an exam tomorrow, so he \_\_\_\_\_ (study) now.

12 She \_\_\_\_\_ (not like) writing postcards.

13 How often \_\_\_\_\_ you \_\_\_\_\_ (use) your mobile?

14 Emma \_\_\_\_\_ (write) him a letter two days ago.

### TEXT 3

### VOCABULARY

#### 4. Complete the words in the sentences.

Example: We go to the supermarket every Saturday morning.

1 I sometimes have an **e**\_\_\_\_\_ for breakfast.

2 I must buy a new **w**\_\_\_\_\_. I'm always late for work!

3 I gave my brother a **w**\_\_\_\_\_ for his birthday last year. He often loses his money.

4 I usually have **s**\_\_\_\_\_ for lunch. I love bread.

5 I want to write something – can I borrow your **p**\_\_\_\_\_, please?

6 I have a **c**\_\_\_\_\_ at home but I don't use it very often. I check my emails at work.

7 I was late for work because the **b**\_\_\_\_\_ was late.

8 I read the **n**\_\_\_\_\_ every day.

9 She's listening to the news on the **r**\_\_\_\_\_.

10 I read two **b**\_\_\_\_\_ when I was on holiday last summer.

#### 5. Tick ( ) A, B, or C to complete the sentences.

Example: Can I use my credit \_\_\_\_\_, please?

A wallet    B card    C money

1 My sister works in an office. She's a \_\_\_\_\_.

A builder    B musician    C receptionist

2 I work for a newspaper. I'm a \_\_\_\_\_.

A journalist    B politician    C lawyer

3 My mother's brother is my \_\_\_\_\_.

A grandfather    B nephew    C uncle

4 The opposite of *expensive* is \_\_\_\_\_.

A safe    B cheap    C empty

5 We eat in the \_\_\_\_\_.

A bathroom    B bedroom    C dining room

6 You can buy food at a \_\_\_\_\_.

A pharmacy    B market    C post office

7 I need some \_\_\_\_\_ for this letter, please.

A keys    B stamps    C coins

8 My brother's daughter is my \_\_\_\_\_.

A granddaughter    B sister    C niece

9 My father's a \_\_\_\_\_. He flies all over the world.

A pilot    B builder    C nurse

10 The opposite of *safe* is \_\_\_\_\_.

A dangerous    B difficult    C different

**6. What is the next word?**

Example: one, two, three

1 ten, twenty, \_\_\_\_\_

2 Monday, Tuesday, \_\_\_\_\_

3 July, August, \_\_\_\_\_

4 third, fourth, \_\_\_\_\_

5 eight hundred, nine hundred, \_\_\_\_\_

6 spring, summer, \_\_\_\_\_

**7. Complete the words in the sentences.**

Example: She walks to work every day.

1 Do you have a lighter or some **m**\_\_\_\_\_?

2 What's your **m**\_\_\_\_\_ phone number?

3 This is my **i**\_\_\_\_\_ card.

4 Do you want to **c**\_\_\_\_\_ a taxi?

5 After work she **g**\_\_\_\_\_ to the gym.

6 A **c**\_\_\_\_\_ is a place where you can buy medicine.

7 He **s**\_\_\_\_\_ for eight hours a night.

8 The opposite of *tall* is **s**\_\_\_\_\_.

9 If you break your leg you have to go to **h**\_\_\_\_\_.

10 I **d**\_\_\_\_\_ a Volkswagen.

11 I always **w**\_\_\_\_\_ up early.

12 Your son's daughter is your **g**\_\_\_\_\_.

13 She often **t**\_\_\_\_\_ by plane.

14 I usually c\_\_\_\_\_ dinner at 8.00.

### TECT 3

### PRONUNCIATION

#### 8. Match the words with the same sounds.

beautiful	leave	<del>friend</del>	see	juice
breakfast	<del>said</del>	slow	phone	thought
			water	wet

Example: red friend said

wall 1 \_\_\_\_\_ 2 \_\_\_\_\_

shoe 3 \_\_\_\_\_ 4 \_\_\_\_\_

home 5 \_\_\_\_\_ 6 \_\_\_\_\_

tree 7 \_\_\_\_\_ 8 \_\_\_\_\_

red 9 \_\_\_\_\_ 10 \_\_\_\_\_

#### 9. Underline the stressed syllable.

Example: coffee

1 healthy

2 tomatoes

3 beautiful

4 aggressive

5 summer

6 completely

7 vegetables

8 engineer

9 behind

10 politician

## **WRITING**

**Answer the questions. Write 25–35 words for each question.**

1 What's your favourite day of the week? Why?

2 Describe a good friend of yours.

3 Describe your best holiday

## **B1**

## **GRAMMAR**

**1. Complete the sentences. Use the correct form of the verb in brackets.**

Example: I usually get up (get up) at seven o'clock.

1 He \_\_\_\_\_ (look for) a job when he leaves university.

2 I \_\_\_\_\_ (be) to Italy three times.

3 Mike \_\_\_\_\_ (live) in France, but now he lives in London.

4 Our office \_\_\_\_\_ (not clean) every day.

5 She \_\_\_\_\_ (not go) to the party, she went home.

6 She left the cinema because she \_\_\_\_\_ (see) the film before.

7 Happy anniversary! How long \_\_\_\_\_ you \_\_\_\_\_ (marry)?

8 Sarah \_\_\_\_\_ (cook) lunch at the moment.

9 They \_\_\_\_\_ (watch) TV when we arrived.

- 10 \_\_\_\_\_ you ever \_\_\_\_\_ (see) a crocodile?
- 11 I \_\_\_\_\_ (see) David last week.
- 12 I don't think it \_\_\_\_\_ (rain) tomorrow. There aren't any clouds.
- 13 Paella \_\_\_\_\_ (make) with rice.
- 14 They \_\_\_\_\_ (not listen) to the teacher right now.
- 15 What \_\_\_\_\_ you \_\_\_\_\_ (see) when you opened the door?
- 16 When I arrived, Jack \_\_\_\_\_ already \_\_\_\_\_ (leave) – the house was empty.

**2. Complete the sentences with one word.**

Example: Where does Ben live?

- 1 Put \_\_\_\_\_ your coat. It's cold outside.
- 2 I \_\_\_\_\_ do my homework now, I'll do it later.
- 3 I went to France \_\_\_\_\_ learn French.
- 4 **A** Have you read the newspaper?
- B** No, not \_\_\_\_\_.
- 5 How \_\_\_\_\_ do you do exercise? Every day?
- 6 What \_\_\_\_\_ you do if he doesn't ring?
- 7 \_\_\_\_\_ it was a cold day, she didn't have a coat.
- 8 A post office is a place \_\_\_\_\_ you buy stamps.
- 9 She ran \_\_\_\_\_ of the house.
- 10 **A** I don't like fish.
- B** \_\_\_\_\_ do I.

**3. Underline the correct word(s) in each sentence.**

Example: Have you finished your homework **yet** / **just**?

1 I'm bored. I don't have **anything** / **nothing** to do.

2 This is the **best** / **better** pizza I've ever tasted.

3 They asked us what **we wanted** / **we did want**.

4 My brother's **most** / **more** intelligent than me.

5 I **mustn't** / **don't have to** work today. It's a holiday!

6 If she didn't love him, she **wouldn't** / **won't** marry him.

7 A tortoise moves more **quickly** / **quicker** than a snail.

8 You **can** / **should** get a new job. Your boss is horrible.

9 **Swimming** / **Swim** in the sea makes me feel great.

10 You **must** / **mustn't** study hard. You've got an exam.

11 You smoke **too many** / **too much** cigarettes.

12 She **said** / **told** him she didn't want to marry him.

13 They **might** / **must** visit us tomorrow. It depends whether they fix the car.

14 I don't do **enough** / **too** exercise.

## VOCABULARY

### Бонус 1

Keep frozen food as \_\_\_\_ as possible.

**A** hot

**B** cold

**C** correct

**D** separate

**E** clean

### **Вопрос 2**

Our company is a small organization with only a few \_\_\_\_\_.

**A** employments

**B** employers

**C** employees

**D** employs

**E** employerers

### **Вопрос 3**

Check the \_\_\_\_\_ dates on all products.

**A** date itme

**B** use-by

**C** up-to

**D** present

**E** Runacross

### **Вопрос 4**

I'll be with you in \_\_\_\_\_.

**A** a quarter of one hour

**B** one quarter of an hour

**C** a quarter of an hour

**D** a quaterofhour

**E** a quarter and a half

### **Вопрос 5**

\_\_\_\_\_experience of working in an office environment is essential for this job.

**A** Earlier

**B** Initial

**C** First

**D** Previous

**E** Last

### **Bonpoc 6**

The company has had a bad year and will therefore not be \_\_\_\_any new workers.

**A** Takingto

**B** Takingup

**C** Takingafter

**D** Takingoff

**E** Takingon

### **Bonpoc 7**

The estate agent spent a\_\_\_\_\_ deal of time trying to persuade me to buy the house.

**A** large

**B** big

**C** wide

**D** great

**E** numerous

### **Bonpoc 8**

The girl woke up crying because she had \_\_\_\_\_ a nightmare.

**A** dreamt

**B** sent

**C** had

**D** felt

**E** saw

**Вопрос 9**

The shirt I wore that day was torn but I don't think anyone \_\_\_\_\_.

**A** watched

**B** noticed

**C** mentioned

**D** remarked

**E** learned

**Вопрос 10**

tonotice = замечать, обращать внимание.

**A** although

**B** despite

**C** unless

**D** inspite

**E** inorder

**Вопрос 11**

When I learned to ski, I practiced on a slope that was not too \_\_\_\_\_.

**A** tall

**B** rising

**C** steep

**D** high

**E** slow

**Вопрос 12**

The plane crashed into a bridge because it was flying too \_\_\_\_\_.

**A** slow

**B** deep

**C** high

**D** low

**E** fast

**Bonpoc 13**

He kept his job \_\_\_\_\_ the manager had threatened to dismiss him.

**A** although

**B** even

**C** unless

**D** despite

**E** inspite

**Bonpoc 14**

In order to \_\_\_\_\_ with his studies he worked through the summer.

**A** Catchup

**B** Takeup

**C** Catchon

**D** Takeon

**E** Takecareof

**Bonpoc 15**

If you keep trying, you might \_\_\_\_\_ to do it.

**A** understand

**B** manage

**C** discover

**D** succeed

**E** catch

**Бонпос 16**

She has to work hard to keep the house \_\_\_\_\_ and tidy with three small children.

**A** neat

**B** ordered

**C** smooth

**D** plain

**E** well

**Бонпос 17**

He is a little bit \_\_\_\_\_ in his left ear, but if you speak clearly he will hear what you say.

**A** dead

**B** diseased

**C** deaf

**D** disabled

**E** bad

**Бонпос 18**

I'm not sure \_\_\_\_\_ the green coat is.

**A** whom

**B** whose

**C** who

**D** who`s

**E** which

**Бонпос 19**

We expected him at eight, but he finally \_\_\_\_\_ at midnight.

- A Cameoff
- B Turnedup
- C Turnedoff
- D Turnedon
- E Foundout

### **Bonpoc 20**

If you have any \_\_\_\_\_ concerning this report, please phone the Office.

- A wishes
- B requests
- C investigations
- D queries
- E sayings

### **4. Underline the odd word out.**

Example: funny friendly kind crowded

1 fingers legs eyes arms

2 trousers socks shoes trainers

3 sheep chicken camel pig

4 husband wife uncle brother

5 fly mosquito dolphin wasp

### **5. Complete the sentences with the correct word.**

Example: My mum's brother is my uncle.

aunt uncle cousin

1 Can you turn \_\_\_\_\_ the TV? I want to watch the film.

on in off

2 They \_\_\_\_\_ a really good time on holiday.

spent did had

3 Ann's really \_\_\_\_\_. She always gives me presents.

mean lazy generous

4 They drove \_\_\_\_\_ the tunnel.

through under across

5 Mike \_\_\_\_\_ me he had finished his homework.

said told replied

6 My sister is my uncle's \_\_\_\_\_.

niece granddaughter nephew

7 The opposite of *noisy* is \_\_\_\_\_.

safe quiet clean

8 Are you looking \_\_\_\_\_ to your holiday?

for after forward

9 I \_\_\_\_\_ on really well with my parents.

do get make

10 My friend's birthday is \_\_\_\_\_ 5th September.

in at on

11 He came first and \_\_\_\_\_ a great prize.

earned did won

12 I'm not \_\_\_\_\_ good at maths.

very incredibly bit

13 That skirt looks nice. Would you like to \_\_\_\_\_ it on?

take wear try

14 The plane made an emergency landing, but \_\_\_\_\_ no one was hurt.

immediately luckily suddenly

## **6. Write the opposite.**

Example: pass fail

1 find \_\_\_\_\_

2 near \_\_\_\_\_

3 dangerous \_\_\_\_\_

4 patient \_\_\_\_\_

5 borrow \_\_\_\_\_

6 push \_\_\_\_\_

## **7. Complete the sentences with the correct preposition.**

Example: What music do you listen to?

1 How long did you wait \_\_\_\_\_ a bus today?

2 My birthday's \_\_\_\_\_ July.

3 The ball went \_\_\_\_\_ the wall.

4 I'll meet you tomorrow \_\_\_\_\_ work – we'll go for a pizza.

5 The boy jumped \_\_\_\_\_ the river.

6 Shall I tell you \_\_\_\_\_ the film?

7 I often argue \_\_\_\_\_ my brother.

8 I'm going to the cinema \_\_\_\_\_ Friday.

**8. Complete the sentences with one word.**

Example: Write down the words.

1 You'll have to go \_\_\_\_\_ the road, the cinema's on the other side.

2 \_\_\_\_\_ the channel. This programme's boring.

3 Work \_\_\_\_\_ pairs.

4 \_\_\_\_\_ your bed and tidy your room before you go out.

5 Let's \_\_\_\_\_ John to dinner.

6 Shall we \_\_\_\_\_ sightseeing tomorrow?

7 Can you \_\_\_\_\_ the dog for a walk?

B2

**GRAMMAR**

**1. Complete the sentences. Use the correct form of the verb in brackets.**

Example: Are you going (go) on holiday this year?

1 'Where's Lynne?' 'She \_\_\_\_\_ (go) to Cuba. She'll be back next week.'

2 Mike \_\_\_\_\_ (work) in his study. Shall I call him for you?

3 If I had the chance to live abroad, I \_\_\_\_\_ (go).

4 I'm sorry. I think I \_\_\_\_\_ (break) your camera when I dropped it!

5 I would have said 'hello' if I \_\_\_\_\_ (see) you!

6 I \_\_\_\_\_ (have) lunch every day with Clare in the canteen – I really enjoy talking to her.

- 7 'Didn't you hear the phone ring?' 'No, sorry. I \_\_\_\_\_ (listen) to music.'
- 8 She told me she \_\_\_\_\_ (want) to meet me the next day.
- 9 Between 1984 and 1986 Patricia Cornwell \_\_\_\_\_ (write) three novels.
- 10 I \_\_\_\_\_ (eat) less chocolate at the moment because I am on a diet.
- 11 We can't go to that restaurant again! I \_\_\_\_\_ (go) there twice last week.
- 12 You will get your results in a month – a letter \_\_\_\_\_ (send) to your house.
- 13 He \_\_\_\_\_ (work) at the company for years, and he still loves it.
- 14 When I got home, I saw that somebody \_\_\_\_\_ (break) one of my windows.
- 15 I'll wait until she \_\_\_\_\_ (get) here and then we'll come over together.

## **2. Complete the sentences.**

Example: That's the house where my father was born.

- 1 How much money did you take \_\_\_\_\_ of the cash machine?
- 2 You're Joel's cousin, \_\_\_\_\_ you?
- 3 I wouldn't have missed his party if I \_\_\_\_\_ (not / have) a bad headache.
- 4 We can't have dinner \_\_\_\_\_ all the guests are here.
- 5 The police \_\_\_\_\_ me whether I had witnessed the crime.
- 6 If I \_\_\_\_\_ you, I'd make a complaint to the manager.
- 7 Do you know where the nearest taxi rank \_\_\_\_\_?
- 8 Will you be \_\_\_\_\_ to look after the children next Thursday evening?
- 9 Are you responsible \_\_\_\_\_ the sales figures?
- 10 Can you tell me \_\_\_\_\_ the main entrance is, please?
- 11 My brother and I want to set \_\_\_\_\_ our own online business.

### 3. Underline the correct word(s).

Example: There's **no** / **not** enough time to get the project finished today.

- 1 You **wouldn't** / **won't** get the job if you don't apply for it!
- 2 You **mustn't** / **shouldn't** ride without your helmet. It is illegal.
- 3 Please talk more **quieter** / **quietly**. You might wake up the baby.
- 4 She's the woman **who's** / **whose** brother won the national lottery.
- 5 I think **banning** / **ban** cars from the city centre is a good idea.
- 6 The boss **said** / **told** me not to tell anyone about the promotion.
- 7 Very **few** / **little** people turned up at the meeting last week.
- 8 I'll see you **the next** / **next** Friday.
- 9 There aren't **any** / **no** big parks in this town.
- 10 I'm so tired. I won't be able to drive **unless** / **if** I have a break and some coffee.
- 11 I **usually** / **used to** watch TV in the evenings, but now I go to the sports centre.
- 12 **Will** / **Shall** you tell me if you hear any news?
- 13 If you went to visit her, **she'll** / **she'd** be so happy.
- 14 I **must** / **might** work harder if I want to get a better job.

### VOCABULARY

#### 4. Underline the odd one out.

Example: composer teacher employee violinist

- 1 retire get sacked apply for a job resign
- 2 extras thriller horror film comedy
- 3 fork menu knife spoon

4 straight curly beard wavy

5 take off travel check in trip

**5. Write the noun.**

Example: organize organization

1 mad \_\_\_\_\_

2 possible \_\_\_\_\_

3 similar \_\_\_\_\_

4 survive \_\_\_\_\_

5 react \_\_\_\_\_

6 move \_\_\_\_\_

**6. Complete the sentences with the correct preposition.**

Example: What are you going to do next weekend?

1 I could understand the film because it was dubbed \_\_\_\_\_ German.

2 I spent €1,600 \_\_\_\_\_ a holiday to Japan.

3 I'm thinking \_\_\_\_\_ applying for a job with Microsoft.

4 She's been \_\_\_\_\_ charge of the accounts department for two years.

5 I'm so tired. I am really looking forward \_\_\_\_\_ my holiday next week.

6 Excuse me, may I try these trousers \_\_\_\_\_?

7 Let me pay \_\_\_\_\_ the cake – you bought the coffees!

**7. Complete the sentences with the correct word.**

Example: I inherited a lot of money a few years ago from my grandfather.

inherited earned invested

1 I think \_\_\_\_\_ should be banned from children's TV because they make them want material things.

channels adverts presenters

2 The teachers give us extra homework when some students \_\_\_\_\_ badly.

cheat behave revise

3 I'm \_\_\_\_\_ my third year of university, studying chemistry.

in at through

4 My sister's a \_\_\_\_\_. She's having an exhibition in London next month.

guitarist conductor sculptor

5 Antonia's so \_\_\_\_\_. She's always trying to get people to do what she wants.

extrovert mean manipulative

6 We often have dinner outside on our \_\_\_\_\_.

terrace roof path

7 Go away and don't come \_\_\_\_\_!

back here away

8 It's easy to buy things on \_\_\_\_\_. You just pay a little every month.

credit online tax

9 When I was in Greece, I couldn't understand anything anyone was saying. It was so \_\_\_\_\_.

exciting terrifying frustrating

10 I've finally thrown \_\_\_\_\_ my old leather jacket.

inaway up

11 You're not allowed to drive in a \_\_\_\_\_ area.

residential pedestrian suburb

12 Could you give me a 20% \_\_\_\_\_ on this bag? It has a dirty mark on it.

refund bargain discount

13 I haven't eaten anything for hours. I'm \_\_\_\_\_!

starving furious freezing

14 She's so \_\_\_\_\_. Her feelings are easily hurt.

reliable honest sensitive

### 8. Complete the sentences with one word.

Example: My sister and I get on well with each other.

1 When I got \_\_\_\_\_ playing football, the doctor said I couldn't play again for four weeks.

2 The film *The Beach* is \_\_\_\_\_ on the novel by Alex Garland.

3 Jeff \_\_\_\_\_ yoga for an hour every day– it helps him to relax.

4 I tried to phone Mike, but the line's engaged. I'll call him \_\_\_\_\_ later.

5 It was lovely seeing you again after so long. Let's \_\_\_\_\_ in touch.

6 Shall we meet \_\_\_\_\_ lunch on Tuesday? There's a new Italian restaurant in the High Street.

7 Tickets for U2 concerts always sell \_\_\_\_\_ really quickly.

8 It was great to see you. I hope we bump \_\_\_\_\_ each other again!

### 7.2 Вопросы (текстовые задания) к зачету:

#### № 1 Прочтите и письменно переведите текст со словарем:

A vitamin is an organic compound required by an organism as a vital nutrient in limited amounts. An organic chemical compound is called a vitamin when it cannot

be synthesized in sufficient quantities by an organism, and must be obtained from the diet.

Much was reported and written concerning the vitamins. One of the main functions of the vitamin is the promotion of optimal calcium and phosphorus use, particularly to form the skeletal and dental structures. The requirement of the vitamin D is most important during the early years of life when the deficiency of this vitamin results in the development of such diseases as rickets and tetany<sup>1</sup> sometimes in spite of an intake of one quart ( 1.14 litres) of milk daily. The amount of vitamin D necessary for optimal health decreases somewhat as the age of the animal increases. It is well known that young animals require the vitamin D equivalent to three drachms<sup>2</sup> of common cod liver oil<sup>3</sup> daily, while a smaller amount is sufficient to cover the requirements in mature animals.

During the periods of pregnancy and lactation special attention is paid to the calcium and phosphorus metabolism of the maternal organism. So, at these periods the food must be adequate. Recent experimental work has shown that dental caries can be produced experimentally in animals by the food inadequate in phosphorus and vitamin D. There are at least thirty seven elements in the diet necessary for normal metabolism. If any one of these elements is lack in the food, health suffers.

1. Tetany –тетания, столбняк.

2. One drachm – драхма.

3. Cod liver oil – рыбий жир.

1. What is a vitamin?

2. What is one of the functions of vitamins?

3. How is dental caries produced by?

**Прочтите текст и передайте его краткое содержание:**

Proteins are important for growth, reproduction, lactation and optimum health. Protein is the main component of the soft tissues of the body; it's a structural constituent of the soft tissues of the body and vitally important in many biochemical substances, such as hormones, enzymes, immune bodies and blood. Proteins are also of considerable importance in the resistance to the recovery from various diseases. Hormones are proteins that regulate body organs and their functions, enzymes digest food for further use in the body; hemoglobin carries the oxygen to the cells so that they have energy; leukocytes and lymphocytes kill and digest bacteria and other foreign substances in the blood.

**№ 2 Прочтите и письменно переведите текст со словарем:**

## PROTEINS AND MINERALS

There are seven main classes of nutrients that the body needs. These are carbohydrates, proteins, fats, vitamins, minerals, fiber and water. It is important to consume these seven nutrients on a daily basis to build and maintain health. Deficiencies, excesses and imbalances in diet can

produce negative impacts on health, which may lead to diseases such as cardiovascular disease, diabetes, scurvy, or osteoporosis as well as psychological and behavioral problems.

Proteins are important for growth, reproduction, lactation and optimum health. Protein is the main component of the soft tissues of the body; it's a structural constituent of the soft tissues of the body and vitally important in many biochemical substances, such as hormones, enzymes, immune bodies and blood. Proteins are also of considerable importance in the resistance to the recovery from various diseases. Hormones are proteins that regulate body organs and their functions, enzymes digest food for further use in the body; hemoglobin carries the oxygen to the cells so that they have energy; leukocytes and lymphocytes kill and digest bacteria and other foreign substances in the blood.

Minerals are inorganic elements. Minerals become a part of skeletal structure, but also play essential role in digestion and metabolism inside body cells. Calcium, phosphorus, magnesium, fluorine, and certain other mineral elements are integral parts of the bone structure and of the teeth. Approximately 99 per cent of the calcium and 80 per cent of the phosphorus present in the animal body are contained in the skeleton. When the need arises, calcium and other minerals can be mobilized from the skeleton and used for other body functions.

1. What nutrients are necessary for the maintaining the health?
2. What is the result of diet deficiencies?
3. What are the proteins important for? i
4. What are hormones?
5. What are the essential roles of minerals?

### **Прочтите текст и передайте его краткое содержание:**

It is quite certain that the largest gland in the body must have some other function than secreting a fluid of comparatively unimportant digestive power and really: the liver manufactures and stores up in its cells a peculiar substance known as a glycogen or animal starch. Glycogen is known as a starch, though it differs from vegetable starch in many important characteristics; thus, it is soluble instead of insoluble in cold water, and it is stained reddish-brown instead of blue by iodine. Though glycogen can be detected in the liver substance by the iodine test, it is now believed that glycogen is not actually deposited in the cells, but is present there in weak chemical combination; for it cannot readily be extracted from the liver by means of cold water, whereas, outside the body it is readily soluble in water.

### **№ 3 Прочтите и письменно переведите текст со словарем:**

## ON THE CASE OF A KANGAROO'S TUBERCULOSIS IN THE KAZAN ZOO

Tuberculosis is a common, and in many cases lethal, infectious disease caused by various strains of mycobacteria, usually *Mycobacterium tuberculosis*.<sup>1</sup> Tuberculosis typically attacks the lungs, but can also affect other parts of the body. It is spread through the air when people who have an active TB infection cough, sneeze, or otherwise transmit respiratory fluids through the air. Tuberculosis is a serious infectious disease causing a great damage to the livestock. The animals are infected by means of direct contact with sick animals, contaminated feeds and equipment. The kangaroo, a male, 3 years old, was brought from the Moscow Zoo. After arriving the animal was in quarantine. He was healthy within 6 months and had a good appetite. In summer the kangaroo was in a separate cage but in winter he was placed in a poultry-yard, where pheasants had lived before his admitting. Some pheasants were affected by tuberculosis. The cage was carefully disinfected and since there was no other cage, the kangaroo was placed into the particular room. Half a year later the kangaroo's activity markedly changed and the fatness reduced. So the affected animal suffered for three months and died with the real phenomena of cachexia<sup>1</sup> and anemia. Post-mortem examination revealed numerous signs of the disease. Many grey-yellow hearths with the coagulated centers were observed in the lungs, in the liver and lymph nodes. In microscopic investigations the organ lesions proved to be tubercular nature. The examination of the capsule zone has shown the presence of multinuclear gigantic cells, characteristic of tuberculosis. 1 .cachexia-истощение.

1. What is tuberculosis?
2. What are the ways of transmission?
3. How was a kangaroo infected by tuberculosis?
4. What was the cause the disease?
5. What were the results of post-mortem examination of the kangaroo?

### **Прочтите текст и передайте его краткое содержание:**

Digestion is the breakdown of food into smaller components that can be more easily absorbed and assimilated by the body. In certain organisms, these smaller substances are absorbed through the small intestine into the blood stream. Digestion is a form of catabolism that is often divided into two processes based on how food is broken down: mechanical and chemical digestion. The term mechanical digestion refers to the physical breakdown of large pieces of food into smaller pieces which can subsequently be accessed by digestive enzymes. In chemical digestion, enzymes break down food into the small molecules the body can use.

### **№ 4 Прочтите и письменно переведите текст со словарем:**

#### THE DIGESTION OF THE FOOD

Digestion is the breakdown of food into smaller components that can be more easily absorbed and assimilated by the body. In certain organisms, these smaller substances are absorbed through the small intestine into the blood stream. Digestion is a form of catabolism that is often divided into two processes based on how food is broken down: mechanical and chemical digestion. The term mechanical digestion refers to the physical breakdown of large pieces of food into smaller pieces which can subsequently be accessed by digestive enzymes. In chemical digestion, enzymes break down food into the small molecules the body can use. The chief processes in nutrition are digestion, absorption and assimilation. The organs through which food travels within the body include the mouth, gullet, stomach and intestines. When the food is taken into the mouth, it is chewed and moistened with saliva. The amount of saliva varies with the food the animals eat. After that the food is swallowed and in non-ruminants passes down the gullet into the simple stomach. Digestion continues in the small intestine by action of digestive fluids from the pancreas, the liver and the intestine. The liver secretes the bile, which plays an important part in the digestion of the fat. Bile also causes an increased muscular contraction of the walls of the intestine, which is essential in passing the food through the intestine. Practically all digestion is completed in the small intestine. The undigested portion of the food passes from the small intestine into the large one where the absorption of digested nutrients is completed. Those parts of the food which are not digested are excreted in the feces.

1. What does a term *digestion* mean?
2. What types of digestion are defined?
3. How is the process of digestion originated?

**Прочтите текст и передайте его краткое содержание:**

There are seven main classes of nutrients that the body needs. These are carbohydrates, proteins, fats, vitamins, minerals, fiber and water. It is important to consume these seven nutrients on a daily basis to build and maintain health. Deficiencies, excesses and imbalances in diet. Minerals are inorganic elements. Minerals become a part of skeletal structure, but also play essential role in digestion and metabolism inside body cells, they can produce negative impacts on health, which may lead to diseases such as cardiovascular disease, diabetes, scurvy, or osteoporosis as well as psychological and behavioral problems.

**№ 5 Прочтите и письменно переведите текст со словарем:**

**GLYCOGEN**

Glycogen was discovered by Claude Bernard. His experiments showed that the liver contained a substance that could give rise to reducing sugar by the action of a "ferment" in the liver. By 1857 he described the isolation of a substance that he

called "sugar-forming substance". Soon after the discovery of glycogen in the liver, A. Sanson found that muscular tissue also contains glycogen. The empirical formula for glycogen was established by Kekule in 1858.

It is quite certain that the largest gland in the body must have some other function than secreting a fluid of comparatively unimportant digestive power and really: the liver manufactures and stores up in its cells a peculiar substance known as a glycogen or animal starch. Glycogen is known as a starch, though it differs from vegetable starch in many important characteristics; thus, it is soluble instead of insoluble in cold water, and it is stained reddish-brown instead of blue by iodine. Though glycogen can be detected in the liver substance by the iodine test, it is now believed that glycogen is not actually deposited in the cells, but is present there in weak chemical combination; for it cannot readily be extracted from the liver by means of cold water, whereas, outside the body it is readily soluble in water. The liver regulates the amount of sugar that should pass into the blood. When the liver fails to regulate the amount of sugar in the blood diabetes is produced, and this occurs when the amount of sugar rises to more than 0.2 per cent.

1. Who discovered the glycogen?
2. What did his experiments show?
3. What is the largest gland in the body?
4. What are the differences in animal and vegetable starch?
5. How can be glycogen detected?
6. What is the function of the liver?

**Прочтите текст и передайте его краткое содержание:**

Chronic blood loss is one of the most frequent causes of anemia in a number of animals. Most of these cases are caused by blood-sucking parasites in dogs and in horses and by those in the stomach and intestine of ruminants. Parasitic worms are spread to animals through contaminated food and water. The occurrence of blood-sucking parasites in sheep is so great that in many parts of the country the incidence is 100 per cent. Not all sheep, however, have symptoms of clinical anemia and parasitism. An untreated worm infestation can even result in the host's death.

**№ 6 Прочтите и письменно переведите текст со словарем:**

**ANEMIA FROM CHRONIC BLOOD LOSS**

Chronic blood loss is one of the most frequent causes of anemia in a number of animals. Most of these cases are caused by blood-sucking parasites in dogs and in horses and by those in the stomach and intestine of ruminants. Parasitic worms are spread to animals through contaminated food and water. The occurrence of blood-sucking parasites in sheep is so great that in many parts of the country the incidence is 100 per cent. Not all sheep, however, have symptoms of clinical anemia and parasitism. An untreated worm infestation can even result in the host's death.

Parasitic anemia in sheep may occur in the adult at any time of the year. Anemia is often found in lambs soon after it is turned out to pasture. The anemia occurring from hookworm (нематода) in puppies is particularly severe and they often die of it. Dogs pick up a hookworm infestation from infectious larvae (личинки) in their environment. Larvae may penetrate the dog's skin and may be swallowed when the animal washes itself. Female dogs nursing puppies may pass hookworm infestations through their milk. Stressed and malnourished dogs are more likely to develop symptoms of anemia, or iron deficiency, than are happy and healthy dogs. Hookworms may live for up to two years in a dog's intestine. The infestation may occur in its severest form in very young puppies is more difficult than the treatment of hookworm anemia in adult dogs because of the acuteness of infestation. An effort should be made to avoid parasitic anemia by prophylactic administration of anthelmintic (глистогонное) medicine.

1. What is anemia in animals caused by in most cases?
2. What is the incidence of parasitic anemia in sheep?
3. Is anemia a seasonal disease?
4. What are the ways of infestation?
5. What is the cause of the disease?
6. What are the ways of treatment?

**Прочтите текст и передайте его краткое содержание:**

Glycogen is known as a starch, though it differs from vegetable starch in many important characteristics; thus, it is soluble instead of insoluble in cold water, and it is stained reddish-brown instead of blue by iodine. Though glycogen can be detected in the liver substance by the iodine test, it is now believed that glycogen is not actually deposited in the cells, but is present there in weak chemical combination; for it cannot readily be extracted from the liver by means of cold water, whereas, outside the body it is readily soluble in water. The liver regulates the amount of sugar that should pass into the blood. When the liver fails to regulate the amount of sugar in the blood diabetes is produced, and this occurs when the amount of sugar rises to more than 0.2 per cent.

## 8. Учебно-методическое и информационное обеспечение дисциплины «Профильный английский язык»

### 8.1 Основная литература

При изучении дисциплины «Профильный английский язык» в качестве основных источников информации рекомендуется использовать следующую литературу:

Основные источники информации	Кол-во экз.
1. Бонк, Н.А., Котий, Г.А. Учебник английского языка. В 2-х ч. Часть 2-М: Деконт+-ГИС, 1999, (6) 511 с.	19 экз. в библиотеке Казанской ГАВМ + 10 экз. на кафедре Казанской ГАВМ
2. Дерябина, Н.В. Английский язык: профессиональное общение специалистов в сфере технологии продовольственных продуктов и потребительских товаров. [Электронный ресурс] / Н.В. Дерябина, Т.М. Лазарева. — Электрон. дан. — Кемерово : КемТИПП, 2009. — 140 с	В неограниченном доступе. — Режим доступа: <a href="http://e.lanbook.com/book/4594">http://e.lanbook.com/book/4594</a>

### 8.2 Дополнительная литература

Дополнительные источники информации	Кол-во экз.
1. Жданова, Г.А. Английский язык: профессиональное общение специалистов в сфере технологии сырья и продуктов животного происхождения (Технология мяса и мясных продуктов). [Электронный ресурс] / Г.А. Жданова, Л.Д. Овчерук, Н.М. Кравченко. — Электрон. дан. — Кемерово : КемТИПП, 2012. — 148 с.	В неограниченном доступе. — Режим доступа: <a href="http://e.lanbook.com/book/4595">http://e.lanbook.com/book/4595</a>
2. Новоселова И.З. Учебник английского языка для сельскохозяйственных и лесотехнических вузов [Электронный ресурс] / Новоселова И.З., Александрова Е.С. — Электрон. текстовые данные. — СПб.: Квадро, 2016. — 344 с. —	Режим доступа: <a href="http://www.bibliocomplectator.ru/book/?id=57300">http://www.bibliocomplectator.ru/book/?id=57300</a> . — «БИБЛИОКОМПЛЕКТАТОР»
3. Войнатовская, С.К. Английский язык для зооветеринарных вузов [Электронный ресурс] : учеб. пособие / С.К. Войнатовская. — Электрон. дан. — Санкт-Петербург : Лань, 2018. — 240 с.	Режим доступа: <a href="https://e.lanbook.com/book/10726">https://e.lanbook.com/book/10726</a> 6. — Загл. с экрана.
4. Белоусова, А.Р. Английский язык для студентов сельскохозяйственных вузов [Электронный ресурс] : учебное пособие / А.Р. Белоусова, О.П. Мельчина. — Электрон. дан. — Санкт-Петербург : Лань, 2016. — 352 с.	Режим доступа: <a href="https://e.lanbook.com/book/71743">https://e.lanbook.com/book/71743</a> . — Загл. с экрана.

### 8.3 Методические указания, рекомендации и другие материалы к занятиям

1. Файзиева, Г.И. Горбунова, Т.С. Мулюкова, Г.А. Food processing technology: учеб.-метод. пособие / КГАВМ-Казань: Изд-во ООО «Печатный двор», 2016 г. - 75

## 8.4 Программное обеспечение и интернет-ресурсы

1. Электронные книги Казанской ГАБМ - <http://e-books.ksavm.senet.ru/www> Polpred.com  
Обзор СМИ - Архив важных публикаций, статей по отраслям
2. ЭБС Издательства "Лань" - ресурс, предоставляющий online доступ к научным журналам и полнотекстовым коллекциям книг издательства «Лань».-<https://e.lanbook.com/>
3. Научная электронная библиотека eLIBRARY.RU - это крупнейший российский информационный портал в области науки, технологии, медицины и образования на платформе eLIBRARY.RU.-<https://elibrary.ru/>
4. Электронно-библиотечная система IPRbooks - платформа ЭБС IPRbooks объединяет новейшие информационные технологии и учебную лицензионную литературу.-  
<http://www.iprbookshop.ru/>
5. ЭБС Юрайт- Электронные учебники издательства "Юрайт"- <https://biblio-online.ru/>
6. wikipedia.org/wiki - Википедия – свободная поисковая система

## 9. Критерии оценки знаний, умений, навыков и заявленных компетенций

### Виды текущего контроля:

- устный опрос (групповой или индивидуальный);
- проверку выполнения домашних заданий;
- проведение контрольных работ;
- тестирование (письменное или компьютерное);
- проведение коллоквиумов (в письменной или устной форме);
- контроль самостоятельной работы студентов (в письменной или устной форме).

### Критерии оценки знаний обучающихся по устному опросу и индивидуального практического задания

**Оценка «отлично»** ставится, если обучающийся: полностью освоил учебный материал, умеет изложить его своими словами, самостоятельно подтверждает ответ конкретными примерами и правильно и обстоятельно отвечает на дополнительные вопросы.

**Оценка «хорошо»** ставится, если обучающийся: в основном усвоил учебный материал, допускает незначительные ошибки при его изложении своими словами, подтверждает ответ конкретными примерами, правильно отвечает на дополнительные вопросы.

**Оценка «удовлетворительно»** ставится, если обучающийся: не усвоил существенную часть учебного материала, допускает значительные ошибки

при его изложении своими словами, затрудняется подтвердить ответ конкретными примерами, слабо отвечает на дополнительные вопросы.

**Оценка «неудовлетворительно»** ставится, если обучающийся: почти не усвоил учебный материал, не может изложить его своими словами, не может подтвердить ответ конкретными примерами, не отвечает на большую часть дополнительных вопросов.

#### **Критерии оценки знаний обучающихся при проведении тестирования**

Оценка «отлично» выставляется при условии правильного ответа обучающегося не менее чем 85 % тестовых заданий;

Оценка «хорошо» выставляется при условии правильного ответа обучающегося не менее чем 70 % тестовых заданий;

Оценка «удовлетворительно» выставляется при условии правильного ответа обучающегося в магистратуре не менее 51 %;

Оценка «неудовлетворительно» выставляется при условии правильного ответа обучающегося менее чем на 50 % тестовых заданий

#### **Критерии оценивания рефератов**

Оценка «отлично» выставляется, если работа студента написана грамотным научным языком, имеет чёткую структуру и логику изложения, точка зрения студента обоснованна, в работе присутствуют ссылки на нормативно-правовые акты, примеры из судебной практики, мнения известных учёных в данной области. Студент работе выдвигает новые идеи и трактовки, демонстрирует способность анализировать материал.

Оценка «хорошо» выставляется, если работа студента написана грамотным научным языком, имеет чёткую структуру и логику изложения, точка зрения студента обоснованна, в работе присутствуют ссылки на нормативно-правовые акты, примеры из судебной практики, мнения известных учёных в данной области.

Оценка «удовлетворительно» выставляется, если студент выполнил задание, однако не продемонстрировал способность к научному анализу, не высказывал в работе своего мнения, допустил ошибки в логическом обосновании своего ответа.

Оценка «неудовлетворительно» выставляется, если студент не выполнил задание, или выполнил его формально, ответил на заданный вопрос, при этом не ссылаясь на мнения учёных, не трактовал нормативно-правовые акты, не высказывал своего мнения, не проявил способность к анализу, то есть в целом цель реферата не достигнута.

Процедура оценивания результатов освоения программы дисциплины включает в себя оценку уровня сформированности общекультурных и

профессиональных компетенций студента, уровней обученности: «знать», «уметь», «владеть».

### Промежуточный контроль: зачет

Зачет. Профессиональные способности, знания, навыки и умения оцениваются в соответствии с требованиями ФГОС ВО подготовки бакалавра.

#### Критерии оценивания зачета

Студент демонстрирует хорошие знания изученного учебного материала; самостоятельно, логично и последовательно излагает и интерпретирует материалы учебного курса; понимает и успешно раскрывает смысл поставленного вопроса; владеет основными терминами и понятиями курса «Профильный английский язык», способен применить теоретические знания к изучению конкретных ситуаций и практических вопросов. Требуемые общекультурные и профессиональные компетенции сформированы	Зачтено
Допускаются серьезные упущения в изложении учебного материала; отсутствуют знания основных терминов; допускается большое количество ошибок при интерпретации основных определений; отсутствуют ответы на основные и дополнительные вопросы	Не зачтено

### 10. Материально-техническое обеспечение дисциплины

Наименование дисциплины (модуля), практик в соответствии с учебным планом	Наименование специальных* помещений и помещений для самостоятельной работы	Оснащенность специальных помещений и помещений для самостоятельной работы	Перечень лицензионного программного обеспечения. Реквизиты подтверждающего документа
Профильный английский язык	Учебная аудитория № 229 для проведения занятий семинарского типа, для групповых и индивидуальных консультаций, для текущего контроля и промежуточной аттестации.	Столы ученические, стулья для обучающихся, стол преподавательский, стул преподавательский; интерактивная доска Newline, магнитно-маркерная доска, доска аудиторная, рабочие стенды по предмету. Шкаф, тумба выдвижная, словари и справочники. Мультимедийное оборудование:	1. Microsoft Windows 7 Home Basic, код продукта: 00346-OEM-8992752-50013 2. Microsoft Office Professional Plus 2007, Лицензия № 42558275 от 07.08.2007, бессрочная; 3. СПС КонсультантПлюс. Договор № 00010963 от

	<p><b>Учебная аудитория № 257</b> для проведения занятий семинарского типа, для групповых и индивидуальных консультаций, для текущего контроля и промежуточной аттестации.</p> <p><b>Учебная аудитория № 259</b> для проведения занятий семинарского типа, для групповых и индивидуальных консультаций, для текущего контроля и промежуточной аттестации.</p> <p><b>Учебная аудитория № 259А</b> для проведения занятий семинарского типа, для групповых и индивидуальных консультаций, для текущего контроля и промежуточной аттестации.</p>	<p>компьютер портативный LenovoB5030, проектор UnicUC 68H, лингафонный кабинет Диалог М (16+1).</p> <p>Столы ученические, стулья для обучающихся, стол преподавательский, стул преподавательский. доска аудиторная. Шкаф, тумба выдвижная, словари и справочники.Мультимедийное оборудование: мобильный тренажерный комплекс для изучения иностранного языка “Диалог”, компьютер DELL, комплект (проектор PT-LW25HE.экран настенный Ciassik).</p> <p>Столы ученические, стулья для обучающихся, стол преподавательский, стул преподавательский; интерактивная доска Panasonic, магнитно-маркерная доска, доска аудиторная. Стелаж, стенд по предмету, словари и справочники. Мультимедийное оборудование: ноутбук Samsung, проектор SANYOPLS-WL-2500A, подвесной потолочный кабель VGA., колонки YakimaAN-808.</p> <p>Столы ученические, стулья для обучающихся; стол преподавательский, стул преподавательский. Магнитно-маркерная доска. Интерактивная доска MimioBoard, доска аудиторная. Шкаф, словари и справочники. Мультимедийное оборудование: Компьютер портативный LenovoB5030, проектор HitachiCP-EX251Nв комплекте с потолочным креплением и кабелем.</p>	<p>29.12.2017 г.</p> <p>1. Microsoft Windows 7 Home Basic, код продукта: 00346-OEM-8992752-50013 2. Microsoft Office Professional Plus 2007, Лицензия № 42558275 от 07.08.2007, бессрочная; 3. СПС КонсультантПлюс. Договор № 00010963 от 29.12.2017 г.</p> <p>1. Microsoft Windows 7 Home Basic, код продукта: 00346-OEM-8992752-50013 2. Microsoft Office Professional Plus 2007, Лицензия № 42558275 от 07.08.2007, бессрочная; 3. СПС КонсультантПлюс. Договор № 00010963 от 29.12.2017 г.</p> <p>1. Microsoft Windows 7 Home Basic, код продукта: 00346-OEM-8992752-50013 2. Microsoft Office Professional Plus 2007, Лицензия № 42558275 от 07.08.2007, бессрочная; 3. СПС КонсультантПлюс. Договор № 00010963 от 29.12.2017 г.</p>
	<p>Читальный зал библиотеки помещение для самостоятельной работы</p>	<p>Стулья, столы (на 120 посадочных мест), доска аудиторная, трибуна, видеопроектор, экран, ноутбук, набор учебно-наглядных пособий, фонд научной и учебной литературы, компьютеры с выходом в Интернет.</p>	<p>1. Microsoft Windows XPProfessional, Лицензия № 42558275 от 07.08.2007, бессрочная; - Microsoft Windows 7 Professional, кодпродукта: 00371-868-0000007-85151 2. - Microsoft Office</p>

			Professional Plus 2007, Лицензия № 42558275 от 07.08.2007, бессрочная;  - MicrosoftOffice 2003, Лицензия № 19265901 от 21.06.2005, бессрочная  3. ООО «КонсультантПлюс. Информационные технологии».
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## ПРОТОКОЛ ИЗМЕНЕНИЙ РАБОЧЕЙ ПРОГРАММЫ ДИСЦИПЛИНЫ

Дата	Раздел	Изменения	Комментарии

**Программу разработал:**