

Приложение к рабочей программе дисциплины Иностранный язык

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ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

1. Назначение фонда оценочных средств (ФОС) по дисциплине

ФОС по учебной дисциплине – совокупность контрольных материалов, предназначенных для измерения уровня достижения обучающимся установленных результатов обучения, а также уровня сформированности всех компетенций (или их частей), закрепленных за дисциплиной. ФОС используется при проведении текущего контроля успеваемости и промежуточной аттестации обучающихся.

Задачи ФОС:

- управление процессом приобретения обучающимися необходимых знаний, умений, навыков и формированием компетенций, определенных в ФГОС ВО;
- оценка достижений обучающихся в процессе изучения дисциплины с выделением положительных/отрицательных результатов и планирование предупреждающих/корректирующих мероприятий;
- обеспечение соответствия результатов обучения задачам будущей профессиональной деятельности через совершенствование традиционных и внедрение в образовательный процесс университета инновационных методов обучения.

2. Структура ФОС и применяемые методы оценки полученных знаний

2.1 Общие сведения о ФОС

ФОС позволяет оценить освоение всех указанных в рабочей программе дескрипторов компетенции, установленных ОПОП. В качестве методов оценивания применяются: наблюдение за работой, наблюдение за действиями в смоделированных условиях, применение активных методов обучения, экспресс-тестирование, программированные тесты.

Структурными элементами ФОС по дисциплине являются: ФОС для проведения текущего контроля, состоящие из устных, письменных заданий, тестов, шкалы оценивания, ФОС для проведения промежуточной аттестации (экзамен и зачет с оценкой), состоящий из вопросов, требующих письменного ответа, и других контрольно-измерительных материалов, описывающих показатели, критерии и шкалу оценивания.

Применяемые методы оценки полученных знаний по разделам дисциплины

Раздел	Текущая аттестация (количество заданий, работ)					
	Входной тест	Задания для самоподготовки обучающихся	Устный опрос	Тестирование (ЛЕ)	Творческие методы контроля, презентации	Промежуточная аттестация
Вводно-коррективный курс. Let me introduce myself Let me introduce myself	+	+	+	+	+	зачет
Мой рабочий день. My working day		+	+	+	+	зачет

Наш университет. Our university		+	+	+	+	зачет
Керчь-мой родной город. Kerch is my native city		+	+	+	+	зачет
Российская Федерация. The Russian Federation		+	+	+	+	зачет
Соединенное королевство. The United Kingdom		+	+	+	+	зачет
Соединенные штаты. The USA		+	+	+	+	зачет
Из истории пищевой промышленности From the History of the Food Industry		+	+	+	+	зачет
Состав пищи Composition of food		+	+	+	+	зачет
Белки, жиры и углеводы Proteins, fats and carbohydrates		+	+	+	+	зачет
Витамины, минералы и вода Vitamins, minerals and water		+	+	+	+	зачет
Хранение пищи Food preservation		+	+	+	+	зачет
Хранение мяса Preservation of meat		+	+	+	+	экзамен
Хранение рыбы Fish preservation		+	+	+	+	экзамен
Хранение овощей и фруктов Preservation of vegetables and fruits		+	+	+	+	экзамен
Хлебопечение и хранение хлебобулочных изделий Breadmaking and preservation of bakery products		+	+	+	+	экзамен

2.2 Оценочные материалы для проведения текущего контроля

Входной контроль (тестирование)

Входной контроль проводится с целью определения уровня знаний обучающихся, необходимых для успешного освоения материала дисциплины.

Тестирование.

Variant 1

1. *Употребите нужную форму глаголов to be и to have:*

1. My favourite subjects Physics, IT and Mathematics.
2. We a nice library in the college.
3. The novel written many years ago.

Варианты:

- | | |
|--------|---------|
| 1. am | 5. were |
| 2. is | 6. have |
| 3. are | 7. has |
| 4. was | 8. had |

2. *Определите, к какой части речи относится выделенное слово:*

1. My friend **likes** to make computer programs.
2. This is the oldest **building** in our town.
3. Lomonosov was an **outstanding** scientist.
4. The sun is shining **brightly** in the sky.

Варианты:

1. существительное
2. глагол
3. прилагательное
4. наречие
5. числительное

3. *Вставьте нужный предлог:*

1. Now I'm a student Technical College.
2. Usually I go the timetable which is the hall.

Варианты:

- | | |
|--------|----------|
| 1. at | 5. to |
| 2. of | 6. by |
| 3. for | 7. after |
| 4. in | 8. from |

4. *Choose the correct answer*

1. There is too ... salt in the soup. (В супе слишком много соли.)
 - a) much
 - b) many
 - c) a few
2. There are ... sky-scrapers in our city. (В нашем городе есть несколько небоскребов.)
 - a) much
 - b) a little
 - c) a few
3. I've got ... albums of this singer. (У меня есть несколько альбомов этого исполнителя.)
 - a) much
 - b) a few

c) a little

5. Match the pairs of words

1. builder

2. cheap

3. appearance

4. scientific

5. cozy

6. clever

a) умный

b) уютный

c) научный

d) строитель

e) внешность

f) дешевый

6. Put the correct pronoun in the sentence.

1. am the first-year student.

a) I

b) He, she, it

c) We, you, they

2. Is in the room?

a) Somebody

b) Anybody

c) Everyone

3. are builders

a) I

b) He, she, it

c) We, you, they

7. Употребите нужный модальный глагол:

1. You take your umbrella, it's raining.

2. How I get to the museum?

3. After classes students go to the library or different hobby clubs.

Варианты:

1. can

4. could

2. may

5. must

3. ought (to)

6. need

Variant 2

1. *Употребите нужную форму глаголов to be и to have:*

1. The students in the library last week.
2. After a few classes I go to the canteen and breakfast.
3. My father a lot of work to do last week.

Варианты:

- | | |
|--------|---------|
| 1. am | 5. were |
| 2. is | 6. have |
| 3. are | 7. has |
| 4. was | 8. had |

2. *Определите, к какой части речи относится выделенное слово:*

1. Where do you **study**?
2. Do you like your **study**?
3. After classes students go to **their** favorite hobby groups.
4. On the first floor of the college there is a hall, a gym and **some** classes.

Варианты:

1. существительное
2. глагол
3. прилагательное
4. наречие
5. местоимение

3. *Вставьте нужный предлог:*

1. leaving the college I want to continue my study the University.
2. Our college trains specialists work different spheres.

Варианты:

- | | |
|--------|----------|
| 1. at | 5. to |
| 2. of | 6. by |
| 3. for | 7. after |
| 4. in | 8. from |

4. *Употребите нужный модальный глагол:*

1. The students come in time to all their lectures.
2. I speak English and don't know German.
3. You take my dictionary.

Варианты:

- | | |
|---------------|----------|
| 1. can | 4. could |
| 2. may | 5. must |
| 3. ought (to) | 6. need |

5. *Choose the correct answer*

1. We've got ... free time. (У нас мало свободного времени.)
 - a) little
 - b) many
 - c) few
2. I have never seen so ... stars in the sky. (Я никогда не видел так много звезд в небе.)
 - a) much

- b) little
- c) many

3. Anna spent ... days in Rome. (Анна провела несколько дней в Риме.)

- a) much
- b) a few
- c) a little

6. Match the pairs of words

- 1. handsome
- 2. relatives
- 3. technician
- 4. kitchen
- 5. the United Kingdom
- 6. to build

- a) родственники
- b) строить
- c) Соединенное Королевство
- d) красивый (о мужчине)
- e) кухня
- f) техник

7. Put the correct pronoun in the sentence.

1.... am the first-year student.

- a) I
- b) He, she, it
- c) We, you, they

1. Is ... in the room?

- a) Somebody
- b) Anybody
- c) Everyone

3.... are builders

- a) I
- b) He, she, it
- c) We, you, the

Keys:

Variant1.

- 1. 1-are, 2-have, 3-was
- 2. 1- глагол, 2-существит, 3-прилагат, 4-наречие
- 3. 1-of, 2- to, in
- 4. 1-much, 2-a few, 3-a few
- 5. 1-d, 2-f, 3-e, 4-c, 5-b, 6-a
- 6. 1-a, 2-b, 3-c
- 7. 1-3, 2-1, 3-4

Variant 2.

- 1. 1-were, 2-have, 3-had
- 2. 1-глагол, 2-существит, 3-местоим, 4-наречие
- 3. 1-after, at 2- for, in
- 4. 1-must, 2-can, 3-may
- 5. 1-a, 2-c, 3-b
- 6. 1-d, 2-a, 3-f, 4-e, 5-c, 6-b
- 7. 1-a, 2-b, 3-c

Критерии оценивания входного контроля

Оценивание входного тестирования осуществляется по номинальной шкале – за правильный ответ к каждому заданию выставляется один балл, за не правильный – ноль. Общая оценка каждого теста осуществляется в отношении количества правильных ответов к общему числу вопросов в тесте (выражается в процентах).

Уровень знаний обучающихся, необходимых для успешного освоения материала дисциплины, определяется по набранным баллам. При оценке 75 % и более правильных ответов уровень знаний обучающихся считается *достаточным* (оценка – зачтено). При оценке, меньшей 75 % правильных ответов уровень знаний обучающихся считается *недостаточным* (оценка – незачтено).

Время прохождения теста – 10 минут.

3.Задания для самоподготовки обучающихся.

Наименование темы	Содержание работы
Семестр 1	
Тема 1. Let me introduce myself	Грамматический материал: порядок слов в английском предложении, единственное и множественное число имен существительных, местоимения, глаголы to be, to have, артикли Лексико-грамматические упражнения.
Тема 2. My working day	Грамматический материал: степени сравнения имен прилагательных и наречий, типы вопросов Лексико-грамматические упражнения.
Тема 3. Our university	Грамматический материал: безличные/неопределенно-личные предложения, неопределенные местоимения some/any/no и их производные. Лексико-грамматические упражнения.
Тема 4. Kerch is my native city	Грамматический материал: употребление местоимений much, many, few, little (a few, a little); оборот there is/ there are. Лексико-грамматические упражнения.
Семестр 2	
Тема 5. The Russian Federation	Грамматический материал: Времена группы Simple, Continuous, Perfect; согласование времен. Лексико-грамматические упражнения
Тема 6. The United Kingdom	Грамматический материал: модальные глаголы и их эквиваленты, числительные Лексико-грамматические упражнения
Тема 7. The USA	Грамматический материал: модальные глаголы и их эквиваленты, числительные Лексико-грамматические упражнения
Тема 8. My plans for the future	Грамматический материал: страдательный залог; причастие I, II; герундий Лексико-грамматические упражнения
Семестр 3	
Тема 1. From the History of the Food Industry	Грамматический материал: части речи, словообразование, модальные глаголы Лексико-грамматические упражнения
Тема 2. Composition of food	Грамматический материал: части речи, словообразование, формы и функции инфинитива Лексико-грамматические упражнения

Тема 3. Proteins, fats and carbohydrates	Грамматический материал: части речи, словообразование, формы и функции причастия и герундия Лексико-грамматические упражнения
Тема 4. Vitamins, minerals and water	Грамматический материал: части речи, словообразование, инфинитивные конструкции, страдательный залог Лексико-грамматические упражнения
Тема 5. Food preservation	Грамматический материал: части речи, словообразование, инфинитивные конструкции, страдательный залог Лексико-грамматические упражнения
Семестр 4	
Тема 6. Preservation of meat	Грамматический материал: части речи, словообразование, бессоюзные придаточные предложения Лексико-грамматические упражнения
Тема 7. Fish preservation	Грамматический материал: части речи, словообразование Лексико-грамматические упражнения
Тема 8. Preservation of vegetables and fruits	Грамматический материал: части речи, словообразование, простое прошедшее время (Past Simple), причастие прошедшего времени (Participle II) Лексико-грамматические упражнения
Тема 9. Breadmaking and preservation of bakery products	Грамматический материал: части речи, словообразование, способы перевода should, would, could, might Лексико-грамматические упражнения

Критерии оценивания при текущем контроле (самостоятельное выполнение упражнений)

Оценивание текущего контроля по самостоятельной работе на практических занятиях осуществляется по номинальной шкале – зачтено/незачтено. Общая оценка каждого ответа осуществляется в отношении полноты объяснения выполнения упражнения к общему содержанию упражнения (выражается в процентах).

За ответ ставится оценка «зачтено» при общей оценке 75%.

Количество попыток и время на объяснения хода решения задач – неограниченно.

Критерии оценивания при текущем контроле (самостоятельное выполнение упражнений)

- правильность выполнения упражнений;
- знает и понимает грамматические правила, способен правильно их использовать и объяснять свой выбор;
- языковое оформление ответа.

Показатели и шкала оценивания:

Шкала оценивания	Показатели
Зачтено	<ul style="list-style-type: none"> - Упражнение выполнено правильно, присутствует некоторое наличие ошибок; - обнаруживает владение понятийно-терминологическим аппаратом дисциплины, отсутствуют ошибки в употреблении терминов; - демонстрирует умение аргументировано излагать собственную точку зрения; - работа выполнена аккуратно, без помарок и исправлений
Не зачтено	<ul style="list-style-type: none"> - упражнения не выполнены или выполнены с ошибками; - допускает ошибки в использовании терминологии; - пояснение излагается беспорядочно и неуверенно; - отсутствует аргументация изложенной точки зрения, нет собственной позиции; - работа выполнена неаккуратно, с обилием помарок и исправлений

4. Устный опрос монологического и диалогического высказывания по темам.

4.1. Темы:

1 семестр:

1. About myself [1], с. 6
2. My working day [1], с.26
3. Our university [1], с.42
4. Kerch is my native city [1], с.47

2 семестр:

- 1.The Russian Federation [1], с. 52
- 2.The United Kingdom [1], с.66
- 3.The USA [1], с.83
4. My plans for the future [1], с.98

3 семестр:

- 1.From the History of the Food Industry [1], с. 8
2. Composition of food [1], с.12
3. Proteins, fats and carbohydrates [1], с.17
4. Vitamins, minerals and water [1], с.20
5. Food preservation [1], с. 25

4.семестр:

1. Preservation of meat [1], с.29
2. Fish preservation [1], с.32
3. Preservation of vegetables and fruits [1], с.35
4. Breadmaking and preservation of bakery products [1], с.38

Устный ответ оцениваются по четырех балльной системе.

Оценка «**отлично**» ставится:

- если студент глубоко и прочно усвоил заданную тему, исчерпывающе ее излагает, не допуская ошибок;

Ответ оценивается на «**хорошо**»:

- если студент твердо знает заданную тему, грамотно ее излагает, не допускает существенных неточностей при ответах.

Ответ оценивается на «**удовлетворительно**»:

- если студент освоил только часть заданной темы;

Ответ оценивается на «**неудовлетворительно**»:

-если студент не усвоил материала заданной темы;

-допускает существенные ошибки, не знает определений ключевых понятий по теме;

Критерии оценивания при текущем контроле (лексический минимум по темам)

Оценивание текущего контроля на практических занятиях осуществляется по номинальной шкале – зачтено/незачтено. Общая оценка каждого ответа осуществляется в отношении полноты объяснения выполнения упражнения к общему содержанию упражнения (выражается в процентах).

За ответ ставится оценка «зачтено» при общей оценке 75%.

Количество попыток и время – неограниченно.

Критерии оценивания при текущем контроле (лексический минимум по темам)

– правильность перевода слов как с русского на английский, так и с английского языка на русский.

Показатели и шкала оценивания:

Шкала оценивания	Показатели
Зачтено	- знает лексически единицы по теме; - способен переводить лексические единицы с русского языка на английский, а также с английского языка на русский.
Не зачтено	- не знает лексически единицы по теме; - не способен переводить лексические единицы с русского языка на английский, а также с английского языка на русский.

5.1 Письменное задание.

Письменное тестирование по грамматическим темам.

1. Выберите соответствующую форму местоимения **some, any, no**.

1. We haven't got ___ milk. We can't make breakfast.
2. There are ___ new words in this lesson.
3. Did you buy ___ stamps?
4. There are ___ people in the park because it's cold.
5. Bob always like ___ sugar in his coffee.

a) some b) any c) no

2. Выберите соответствующую форму местоимений **much, many, (a) little, (a) few**.

1. The winter examination session will begin in ___ days.
a) a little b) a few c) much
2. She ate so ___ dessert that she is in bed today with a stomachache.
a) many b) much c) few
3. There are ___ new pictures in this room.
a) many b) much c) little
4. I drink ___ coffee. I don't like it.
a) many b) few c) little
5. There are very ___ scholarships for students.
a) few b) much c) little

3. Выберите соответствующую форму степени сравнения прилагательных и наречий.

1. The Trans-Siberian railway is ___ in the world.
a) long b) longer c) the longest
2. The rivers in America are much ___ than those in England.
a) bigger b) bigger c) the biggest
3. My brother is ___ than I.
a) elder b) the eldest c) eldest
4. English is as ___ as German.
a) difficult b) more difficult c) the most difficult
5. What is the name of ___ port in USA?
a) big b) the most big c) the biggest

4. Откройте скобки и поставьте глаголы во времена Indefinite или Continuous.

1. My mother always (to take) a bus to get to work.
2. But yesterday she (not to take) a bus, she (to walk) to her office.

3. While she (to shop) this morning, she (to lose) her money.
4. Who (to speak) there? - I (not to know).
5. Who (to take) care of the children in the future?

5. Определите правильную форму глагола: Present Indefinite/Present Continuous.

1. My son ___ very well.
a) is swimming b) swims c) swim
2. My friend ___ his holiday in the Caucasus now.
a) spends b) spending c) is spending
3. I watch how he ___ the new words in his exercise book.
a) am writing b) writes c) is writing
4. We ___ to our classes at 8.30 every day.
a) comes b) come c) are coming
5. Is English a special subject at your college? – Yes, it is. We ___ to master it.
a) want b) are wanting c) wants

Ключи

- I 1-b, 2-a, 3-b, 4-c, 5a
 II 1-b, 2-b, 3-a, 4-c, 5-a
 III 1-c, 2-b, 3-a, 4-a, 5-c
 IV 1-b, 2-a, 3-c, 4-a, 5-b
 V 1-b, 2-c, 3-c, 4-b, 5-a

5.2 Indefinite tenses

Выберите правильный вариант ответа.

1. His sister _____ English every day.
a) study b) studis c) studies
2. You _____ to the south next summer.
a) will go b) go c) went
3. They ___ this flat five years ago.
a) received b) receives c) did receive
4. Many English words ___ from the French language.
a) came b) camed c) comed
5. Yesterday he ___ very quickly.
a) don't run b) doesn't run c) didn't run
5. They ___ to our city many years ago.
a) came b) camed c) come
6. I'm sure he _____ hard next month.
a) will work b) worked c) works
7. He ___ letters because he is going to return soon.
a) doesn't write b) don't write c) doesn't writes
8. Ms. Roger is a nurse in a hospital. She ___ to look after people.
a) liked b) likes c) like
9. They _____ from the library.
a) didn't returned b) not returned c) didn't return
10. Last year the scientists _____ important work in geochemistry.
a) doed b) did c) do
11. The foreign delegation _____ in Moscow last week.
a) arrive b) arrives c) arrived
12. You _____ about your parents. It's badly.
a) will not think b) don't think c) didn't think

13. I was very busy last summer and _____ to voyage.
a) didn't go b) don't went c) didn't went
14. The friends _____ this novel last evening.
a) know b) knew c) knowed
15. After classes I usually _____ to the canteen for lunch.
a) goes b) went c) go
16. Let's cook. Children _____ usually very hungry after school.
a) are b) be c) will be
17. She _____ to wait for us at the University.
a) don't want b) doesn't wants c) doesn't want
18. We _____ to the park with our children last Sunday.
a) went b) will go c) go
19. He _____ your article the next time.
a) read b) will read c) readed
20. My friend and I often _____ to the theatre to see a new performance.
a) goes b) go c) went
21. The other day I _____ some good music on the radio.
a) listen b) listened c) will listen
22. He usually _____ his free time with his relatives.
a) don't pass b) doesn't pass c) didn't pass
23. My father _____ me the bicycle for my next birthday.
a) will buy b) bought c) buys
24. He _____ to study English two years ago.
a) begin b) begun c) began

Ключи.

1-c, 2-a, 3-a, 4-a, 5-a, 6-a, 7-a, 8-b, 9-c, 10-b, 11-c, 12-b, 13-a, 14-b, 15-c, 16-a, 17-c, 18-a, 19-b, 20-b, 21-c, 22-b, 23-a, 24-c

5.3 Present Tenses.

Выберите ваш вариант ответа вместо пропусков.

1. I am tired. We _____ for more than an hour. Let's stop and rest for a while.
a) are walking b) have been walking c) walk d) have walked
2. I have read this chapter in my chemistry text three times, and still I _____ it.
a) understand b) haven't understood c) don't understand d) have understood
3. How long _____ a course of lectures on Medieval History?
a) has Professor Donaldson delivered b) does Professor Donaldson deliver
c) is Professor Donaldson delivering d) has Professor Donaldson been delivering
4. Anne is a fashion designer; she _____ to the opening of every new fashion show in the city.
a) goes b) is going c) has been going d) has gone
5. Sonia _____ as a computer programmer this year, but she'd like to try something different in the future.
a) works b) has been working c) has worked d) is working
6. A group of scientists are travelling around Africa. How many countries _____ so far, I wonder?
a) have they been visiting b) have they visited c) they have visited d) do they visit

7. Their car is as good as new though they _____ it for a number of years.
 a) have been having b) have had c) have d) are having
8. Jake is a good footballer. Do you know since when _____ football?
 a) has he been playing b) he has been playing c) he plays d) is he playing
9. You may take this magazine. I _____ through it already.
 a) have looked b) am looking c) have been looking d) look
10. Jerry promised to come to work in time. He is not here, and he _____ even .
 a) hasn't been calling b) isn't calling c) hasn't called d) doesn't call
11. David is quite an athlete. He wants to be strong and healthy that's why he _____ every morning.
 a) jogs b) has jogged c) is jogging d) has been jogging
12. - What are you looking for? – I _____ my umbrella somewhere, and now I don't know where it is.
 a) have left b) have been leaving c) leave d) has left
13. Today the world _____ so rapidly; things never stay the same.
 a) changes b) has changed c) has been changing d) is changing
14. My mother is a medical nurse; she takes care of sick and old people. What _____ for a living?
 a) has your mother been doing b) does your mother do
 c) is your mother doing d) has your mother done
15. Who _____ my newspaper? It was on my desk a minute ago.
 a) took b) has taken c) takes d) have taken

Ключи.

1-b, 2-c, 3-d, 4-a, 5-d, 6-b, 7-b, 8-b, 9-a, 10-c, 11-a, 12-a, 13-d, 14-b, 15-b

5.4 Past Tenses.

Выберите ваш вариант ответа вместо пропусков.

1. He had been away for many years and when he visited his native town, he saw that it _____ greatly.
 a) was changing b) changed c) had been changing d) had changed
- 2) It wasn't raining when I looked out of the window; the sun was shining. But it _____ earlier. That's why the ground was wet.
 a) had been raining b) had rained c) rained d) was raining
- 3) Margaret didn't wear her shoes; she was barefoot. She _____ on a piece of broken glass and cut her foot.
 a) was stepping b) stepped c) had stepped d) had been stepping
- 4) Sam says he didn't enjoy the program because the TV set _____ properly.
 a) hadn't been working b) wasn't working c) didn't work d) hadn't worked
- 5) In 1912 the Titanic _____ an iceberg on its first trip across the Atlantic, and it sank four hours later.

- a) had hit b) hit c) was hitting d) had been hitting
- 6) While I _____ a burglar climbed into the room through the window.
a) had slept b) had been sleeping c) was sleeping d) slept
- 7) He _____ ill for three days, so his mother wanted to bring him to a doctor, but he didn't want to go.
a) had been feeling b) had felt c) was feeling d) felt
- 8) Scarcely _____ out of the window when I saw a flash of light.
a) was I looking b) had I been looking c) I was looking d) had I looked
- 9) Rescue workers _____ a man, a woman, and two children from cold rushing water.
a) pulled b) had pulled c) were pulling d) had been pulling
- 10) Our neighbours called the police when they found out that somebody _____ into their house.
a) broke b) was breaking c) had been breaking d) had broken
- 11) Her face was stained with tears and her eyes were red. She _____ .
a) had cried b) was crying c) cried d) had been crying
- 12) He didn't see me as he was reading when I _____ into the room.
a) was coming b) came c) had come d) had been coming
- 13) He was taken to the police station because he _____ into a car in front of him.
a) had crashed b) wasn't crashing c) didn't crash d) crashed
- 14) I found the way to her house quite easily because Nora _____ it to me very well.
a) had been describing b) was describing c) described d) had described
- 15) Who _____ in this house before they pulled it down?
a) lived b) was living c) had lived d) had been living

Ключи

1-d, 2-a, 3-b, 4-b, 5-b, 6-c, 7-a, 8-d, 9-a, 10-d, 11-d, 12-b, 13-a, 14-d, 15-d

5.5 Passive Voice.

Выберите ваш вариант ответа вместо пропусков.

- 1) A new book _____ by that company next year.
a) will be published b) is publishing c) will publish
- 2) Our plan _____ by the members of the committee.
a) considers b) is considered c) is being considered
- 3) A prize _____ to whoever solves this equation.
a) gives b) will be giving c) will be given
- 4) When the manager arrived, the problem _____ .
a) had already solved b) had already been solved c) had solved
- 5) Battle Creek is a hard-working city, where businesses _____ dedicated employees who want to build a good life for their families.

a) have not found b) have found c) found

6) Four people _____ in a train crash.

a) killed b) have killed c) have been killed

7) The house _____ by a pop star.

a) have bought b) was bought c) bought

8) The room _____ later.

a) has been cleaned b) will be cleaned c) will clean

9) Many accidents _____ by dangerous driving.

a) are caused b) have been caused c) caused

10) People _____ this road very often.

a) haven't used b) don't use c) aren't used

11) This situation is serious. Something must _____ before it's too late.

a) have done b) do c) be done

12) Have you heard the news? The President _____ !

a) shot b) has shot c) has been shot

13) Two men tried to sell a painting that _____ .

a) had stolen b) was stolen c) had been stolen

14) This is a large hall. Many parties _____ here.

a) are held b) has been held c) are being held

15) In more than 200 years the USA Constitution _____ 26 times.

a) is amended b) is being amended c) has been amended

Ключи

1-a, 2-c, 3-c, 4-b, 5-c, 6-c, 7-b, 8-b, 9-a, 10-b, 11-c, 12-c, 13-c, 14-a, 15-c

5.6 Modals

Выберите ваш вариант ответа вместо пропусков.

1) Lisa _____ get bored in her job. Her job is so boring.

a) must b) can't c) should d) would

2) Jack _____ go to hospital yesterday.

a) should b) must c) has to d) had to

3) You look tired. You _____ go to bed.

a) would b) must c) should d) could

4) It's a secret. You _____ tell anyone.

a) needn't b) wouldn't c) shouldn't d) mustn't

5) I was surprised that she say _____ such rude words.

a) should b) must c) would d) will

- 6) My grandfather _____ speak six languages many years ago.
a) need b) shall c) should d) could
- 7) What shall we do this evening? We _____ go out.
a) could b) ought to c) should d) would
- 8) I _____ to sleep recently.
a) haven't been able b) mustn't c) couldn't d) can't
- 9) You have just had lunch. You _____ be hungry.
a) mustn't b) shouldn't c) wouldn't d) can't
- 10) _____ you please be quiet? I'm trying to read.
a) Would b) Should c) Can d) Shall
- 11) He _____ be at home. He _____ be out.
a) can, shouldn't b) must, can't c) must, needn't d) should, mustn't
- 12) I _____ leave the party early last night. I wasn't very well.
a) had to b) must c) have to d) was to
- 13) Are you going to read the report? No, I _____. I already know what it says.
a) shouldn't b) needn't c) can't d) mustn't
- 14) She _____ help you tomorrow.
a) will be able to b) is able to c) could d) will can
- 15) Jim gave me a letter to post. I _____ remember to post it.
a) needn't b) must c) can d) may

Ключи

1-a, 2-d, 3-c, 4-d, 5-a, 6-d, 7-a, 8-a, 9-d, 10-a, 11-b, 12-a, 13-b, 14-a, 15-b.

Оценивание письменного тестирования по грамматическим темам осуществляется по номинальной шкале – за правильный ответ к каждому заданию выставляется один балл, за не правильный – ноль. Общая оценка каждого теста осуществляется в отношении количества правильных ответов к общему числу вопросов в тесте (выражается в процентах).

Уровень знаний обучающихся, необходимых для успешного освоения материала дисциплины, определяется по набранным баллам. При оценке 75 % и более правильных ответов уровень знаний обучающихся считается *достаточным* (оценка – зачтено). При оценке, меньшей 75 % правильных ответов уровень знаний обучающихся считается *недостаточным* (оценка – незачтено).

Время прохождения теста – 30 минут.

2.2 Оценочные материалы для проведения текущего контроля

Вид промежуточной аттестации: зачет

Условием допуска к промежуточной аттестации и выставление оценки «зачтено» является выполнение и защита (получение отметки «зачтено») всех практических работ (пересказ текстов и знание лексических по темам) и самостоятельных работ, а также прохождение всех тестов текущей аттестации с результатом не менее 75% по каждому.

Зачет проводится в первом, втором и третьем семестрах изучения дисциплины.

Вид промежуточной аттестации: экзамен

Условием допуска к промежуточной аттестации является выполнение и защита (получение отметки «зачтено») по всем практическим работам (пересказ текстов и знание лексических по темам) и самостоятельным работам, прохождение всех тестов текущей аттестации с результатом не менее 75% по каждому.

Экзамен проводится в четвертом семестре изучения дисциплины.

Технология проведения экзамена – устный ответ на заданную тему и письменный перевод текста.

Экзаменационный билет состоит из двух вопросов:

1. Монологическое высказывание на заданную тему;
2. Письменный перевод текста профессиональной направленности со словарем.

Перечень экзаменационных тем

Контрольные темы
Preservation of meat.
Fish preservation.
Preservation of vegetables and fruits.
Breadmaking and preservation of bakery products.

Тексты для письменного перевода

FISH PRESRVATION

Ancient methods of preserving fish included drying, salting, pickling and smoking. All of these techniques are still used today hut the more modem techniques of freezing and canning have taken on a large importance.

Fish curing includes: 1)curing fish by drying, salting, smoking, and pickling, or 2)by combinations of these processes have been employed since ancient times. On sailing vessels fish were usually salted down immediately to prevent spoilage; the swifter boats of today commonly bring in unsalted fish.

Modem freezing and canning methods have largely supplanted older methods of preservation. Fish to be cured are usually first cleaned, scaled, and eviscerated.

Fish are salted by packing them between layers of salt or by immersion in brine. The fish most extensively salted are cod, herring, mackerel, and haddock.

Smoking preserves fish by drying, by deposition of creosote ingredients, and, when the fish are near the source of heat, by heat penetration. Herring and haddock are commonly smoked. Kippers are split herring, and bloaters are whole herring, salted and smoked. Sardines, pilchards, ana anchovies are small fish of the herring family, often salted and smoked and then preserved in oil.

Fish are dried under controlled conditions of temperature, humidity, and air velocity. Since the dried product is relatively unappetizing and rehydrating slow, other preservation methods are common.

CANNING PROCESS

Tuna canning process divides into several distinct steps: dressing, pre-cooking and cooling; preparations of loins; can filling; salting, oiling and closing; sterilizing, can washing and cooling; warehousing and labeling.

Tuna enter the cannery on a moving conveyor, each fish on the same side and headed the same way. As they move past die butchers, the body of the fish is opened with a knife, the viscera and gills are removed, and the interior of the fish is washed with a hose.

At the end of the conveyor the fish are graded according to size and placed in baskets for pre-cooking. Only fish of uniform size are placed in the same basket, and each pre-cooker is filled with fish of this size.

This segregation of the sizes is because of fish of different body thickness require special pre-cooking times. Fillet baskets are put in pre-cookers or retorts, where steam is introduced under slight pressure to give a cooking temperature of 216°F. Purpose of the pre-cook is to expel the natural oil of the tuna to make it possible quickly to remove the skin and dark meat of the tuna, to separate to entire fish into four boneless loins of light meat.

Freed of all skin, bones and dark meat the four long pieces of solid tuna-now known as "loins" - are put on the conveyor either individually or in groups on trays, and carried to the can-filling section on the production line. The filled and seamed cans are placed in baskets for sterilization in horizontal retorts. The product is sterilized at a temperature of either 240° or 250°.

CANNING

The canning process is a sterilization technique that kills microorganisms already present on the fish, prevents further microbial contamination, and inactivates degradative enzymes. In this process fish are hermetically sealed in containers and then heated to high temperatures for a given amount of time.

Canned fish can be stored for several years. However, sterilization does not kill all microorganisms, and bacterial growth and gas production may occur if the products are stored at very high temperatures.

Because the severe thermal conditions of canning cause the disintegration and discoloration of the flesh of many species of fish, only a few types of fish are available as canned products. The most common types are tuna, salmon, herring, sardines, and shrimp.

The thermal processing does not have a detrimental effect on the high-quality protein of the fish. In addition, these species are often canned with their bones left intact. The bones become soft and edible, significantly increasing the level of calcium present in the fish product.) Tuna is an exception; because of special handling considerations, the bones of tuna are removed prior to canning. Tuna is normally caught far offshore and must be frozen and held for some period of time prior to canning. |During this freezing and holding period unsaturated fatty acids are oxidized, causing the tuna to become rancid. The rancidity is removed by precooking, and the bones are removed at this time in order to facilitate the cutting and preparation of the meat for canning.

SPOILED FISH

Even spoiled fish can be used although it cannot be eaten by human beings. Spoiled fish can be cut up and boiled, then dried in the sun or cooked in an oven until it is very flaky. Once this is done, grind the fish into a powder and mix it with powders of plants: this makes a very nutritious food for fish in ponds.

The powder can be used as a powder, or it can be mixed with something to make it stick together so that the powder can be pressed into pellets for fish.

Spoiled fish, and even the guts of fish that have been used in some other way, are called "trash" fish. The powder is called "fish meal." Fish meal is used to feed fingerlings or even brood stock. Fish meal is one of the best fish foods for pond fish.

Fish meal was used mainly as a fertilizer and utilized in animal feeding. The demand in the UK for fish as fish meal is far greater than the demand for fish for direct human consumption; therefore imports of fish meal to the UK are high.

Other uses of fish meal include the feeding of mink, farmed fish, dogs, cats and cattle. Very small amounts of specially processed meals have been used in prepared foods for humans, and fish meal is also used in the preparation of certain antibiotics for the pharmaceutical industry.

FOOD MICROBIOLOGY

Food microbiology is the study of the microorganisms that inhabit, create, or contaminate food, including the study of microorganisms causing food spoilage. "Good" bacteria, however, such as probiotics, are becoming increasingly important in food science. In addition, microorganisms are essential for the production of foods such as cheese, yogurt, bread, beer, wine and, other fermented foods.

Food safety is a major focus of food microbiology. Pathogenic bacteria, viruses and toxins produced by microorganisms are all possible contaminants of food. However, microorganisms and their products can also be used to combat these pathogenic microbes. Probiotic bacteria, including those that produce bacteriocins, can kill and inhibit pathogens. Alternatively, purified bacteriocins such as nisin can be added directly to food products. Finally, bacteriophages, viruses that only infect bacteria, can be used to kill bacterial pathogens. Thorough preparation of food, including proper cooking, eliminates most bacteria and viruses. However, *toxins produced* by contaminants may not be liable to change to non-toxic forms by heating or cooking the contaminated food.

Fermentation is one of the methods to preserve food and alter its quality-Yeast, especially *Saccharomyces cerevisiae*, is used to leaven bread, brew beer and make wine. Certain bacteria, including lactic acid bacteria, are used to make yogurt, cheese, hot sauce, pickles, fermented sausages and dishes such as kimchi. A common effect of these fermentations is that the food product is less hospitable to other microorganisms, including pathogens and spoilage-causing microorganisms, thus extending the food's shelf life. Some cheese varieties also require molds to ripen and develop their characteristic favors.

THE FOOD VALUE OF FISH

The food value of fish depends first and foremost on whether it contains a large proportion of highgrade proteins with all the (nonconvertible) amino acids essential for health. The other nutrients in fish - fat, vitamins and minerals are likewise important. When proteins are digested, they break up living amino acids which eventually serve to build up the specific protein substances, enzymes, and hormones peculiar to man. At the same time the amino acids taking part in metabolism, go through a series of changes which are accompanied by the evolution on energy as vital heat. Hence proteins play the dual role of building and heat generating material.

The small amount of non-protein (extractive) nitrogenous substances in fish plays an important part in the digestive process, stimulating gastric juices and appetite.

The role of fat is mainly to produce heat. Being transformed into carbon dioxide and water as a result of hydrolysis and oxidation, fat becomes the main source of the body heat essential for physical and mental work

The vitamins in fish are assimilated by man and serve to regular metabolism. Vitamins A and D are particularly valuable. Minerals help to build up the bones, brain, nervous system, muscles and covering tissues of man. If man is deprived of an adequate supply of vitamins and minerals, his metabolism is upset, and serious illness result. «

The whole fish is not usually used for food but only such edible parts as the body muscles (and sometimes meats, roes, liver and head muscle) To make a proper assessment of fish as food it is necessary to know its relative content of edible material as well as proportion and quality of the nitrogenous compounds, fat, vitamins and mineral salts.

CHARACTERISTICS OF FISH AS RAW MATERIAL FOR INDUSTRY

Fish as a food is one of our main sources of protein. But fish not only give a wide range of foodstuffs, they are also used as a source of valuable medicinal, feeding and technical products. That such full use can be made of fish is explained by various structure and chemical composition of their different parts .The size, chemical composition and food value of fish depend on their species, age, sex, physiological stale and on conditions in which they live (the hydrology of water and the nourishment they are able to obtain from it).

To be able to use fish properly and process them efficiently it is necessary to know their properties, i.e. their body structure, the size-to-weight ratio of their different parts and organs; their physical properties and chemical composition and the properties of protein, fat, vitamins and other substances they contain. Since fish is highly perishable products, it is also important to know the nature and causes of the changes that take place in fish after death.

In addition to the scientific, biological classification of fish into families and species, they are also determined for practical purposes according to their size (whether large, medium or small); sex (male or female); season of catch; physiological state (whether hunting for food, laying down fat, in pick condition, filling or spent); according to fat content (fatty, medium, lean); according to matter of feeding (whether predatory on other fish or feeding on plankton or vegetable manner); according to the region where they are found and caught (for example, Caspian bream, Aral bream. Azov bream) and according to the method of capture (trawled, netted or seined). All these classifications help to characterize the food value of fish, in some measure, and to show whether they can be preserved or are suitable for processing into various products.

FISH HEALTHY DIET

Fish has a valuable role in a healthy diet. Eating fish high in omega-3 fatty acids one to two times weekly can protect you from developing heart disease, depression and Alzheimer's disease and reduce inflammation caused by painful conditions like rheumatoid arthritis. Fish high in omega-3 fatty acids include trout, herring, sardines, tuna, halibut, salmon and mackerel.

A Healthy Diet

Fish is low in fat and chock-full of nutrients like calcium, phosphorus, iron, zinc, potassium, vitamin D, riboflavin — vitamin B2 — iodine and magnesium. These nutrients have various roles in your body including preventing osteoporosis and maintaining fluid balance. However, fish is highly promoted for being rich in unsaturated fats called omega-3 fatty acids which help to lower LDL, "bad" cholesterol.

Heart Health Value

Eating fish can help lower blood pressure, decrease triglycerides and reduce blood clotting. Omega-3 fatty acids work to reduce inflammation in the body that can damage your blood vessels and lead to heart disease. A diet high in fish can reduce your risk of a heart attack by a third, according to MayoClinic.com. However, some fish, such as tilapia and catfish, do not provide heart health benefits because they are high in unhealthy fats.

SPOILAGE OF SALTED FISH

Although salt prevents the growth of spoilage bacteria, other micro-organisms are not so affected by the presence of salt. Micro-organisms can be conveniently divided into three groups by their sensitivity to salt:

- (i) Low tolerance - growth is stopped, or the organism is killed, by the presence of low concentrations of salt. Most of the normal spoilage organisms fall within this group and a salt content of a few per cent will prevent growth.
- (ii) High tolerance - organisms which can tolerate high concentrations of salt although the rate of growth is usually reduced, or stopped, at very high salt concentrations.
- (iii) Halophiles - those organisms which cannot grow without salt.

With dry salted fish, the salt-tolerant and halophilic organisms can continue to grow but they cannot do so in pickle-cured products: most of them are aerobic organisms and the fish and brine of pickle-cured fish contains very little, or no, oxygen.

Most enzymic activity is stopped in heavily salted fish but, with lighter cures, the fish may develop characteristic flavours as a result of enzymic activity and the growth of certain salt-tolerant organisms. If the salt levels and fermentations are not carefully controlled, putrefactive spoilage may occur.

FOOD PRESERVATION

Food preservation involves preventing the growth of bacteria, fungi (such as yeasts), or other micro-organisms (although some methods work by introducing benign bacteria or fungi to the food), as well as slowing the oxidation of fats that cause rancidity. Food preservation may also include processes that inhibit visual deterioration, such as the enzymatic browning reaction in apples after they are cut during food preparation.

Many processes designed to preserve food will involve a number of food preservation methods. Preserving fruit by turning it into jam, for example, involves boiling (to reduce the fruit's moisture content and to kill bacteria, etc.), sugaring (to prevent their re-growth) and sealing within an airtight jar (to prevent recontamination). Some traditional methods of preserving food have been shown to have a lower energy input and carbon footprint, when compared to modern methods. However, some methods of food preservation are known to create carcinogens, and in 2015, the International Agency for Research on Cancer of the World Health Organization classified processed meat, i.e. meat that has undergone salting, curing, fermenting, and smoking, as "carcinogenic to humans".

Maintaining or creating nutritional value, texture and flavor is an important aspect of food preservation, although, historically, some methods drastically altered the character of the food being preserved. In many cases, these changes have come to be seen as desirable qualities - cheese, yogurt and pickled onions being common examples.

SOME INDUSTRIAL/MODERN TECHNIQUES OF FOOD PRESERVATION

Techniques of food preservation were developed in research laboratories for commercial applications.

Pasteurization

Pasteurization is a process for preservation of liquid food. It was originally applied to combat the souring of young local wines. Today, the process is mainly applied to dairy products. In this method, milk is heated at about 70 C for 15 to 30 seconds to kill the bacteria present in it and cooling it quickly to 10C to prevent the remaining bacteria from growing. The milk is then stored in sterilized bottles or pouches in cold places. This method was invented by Louis Pasteur, a French chemist, in 1862.

Vacuum packing

Vacuum-packing stores food in a vacuum environment, usually in an air-tight bag or bottle. The vacuum environment strips bacteria of oxygen needed for survival. Vacuum-packing is commonly used for storing nuts to reduce loss of flavor from oxidization. A major drawback to vacuum packaging, at the consumer level, is that vacuum sealing can deform contents and rob certain foods, such as cheese, of its flavor.

Artificial food additives

Preservative food additives can be antimicrobial, which inhibit the growth of bacteria or fungi, including mold, or antioxidant, such as oxygen absorbers, which inhibit the oxidation of food constituents. Common antimicrobial preservatives include calcium propionate, sodium nitrate, sodium nitrite, sulfites (sulfur dioxide, sodium bisulfite, potassium hydrogen sulfite, etc.) and disodium EDTA.

Критерии оценивания промежуточного контроля – экзамен

На экзамене результирующая оценка выставляется по четырех балльной системе (неудовлетворительно, удовлетворительно, хорошо, отлично).

Критерии оценивания:

- полнота и правильность ответа;
- степень осознанности, понимания изученного;
- языковое оформление ответа.

Показатели и шкала оценивания:

Шкала оценивания	Показатели
Отлично	ставится при полном устном ответе и переводе текста при этом: <ul style="list-style-type: none"> – обучающийся полно излагает материал, дает правильное определение основных понятий; – обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры не только из учебника, но и самостоятельно составленные, в том числе из будущей профессиональной деятельности; – излагает материал последовательно и правильно с точки зрения норм литературного языка; – перевод текста выполнен правильно, без существенных ошибок.
Хорошо	выставляется при неполном ответе по заданной теме и верном переводе при этом: <ul style="list-style-type: none"> – обучающийся дает ответ, удовлетворяющий тем же требованиям, что и для отметки «5», но допускает 1-2 ошибки и 1-2 недочета в последовательности и языковом оформлении излагаемого.
Удовлетворительно	получает обучающийся при: 1) неполном ответе по заданной теме и неполном (неточном) переводе; 2) неполном или неверном монологическом ответе и неполном (неверном) переводе при этом: <ul style="list-style-type: none"> – обучающийся обнаруживает знание и понимание основных положений данной темы, но: – излагает материал неполно и допускает неточности в определении понятий или формулировке; – не умеет достаточно глубоко и доказательно обосновать свои суждения и привести свои примеры; – излагает материал непоследовательно и допускает ошибки в языковом оформлении излагаемого; – перевод текста выполнен неточно или содержит большое количество ошибок.
Неудовлетворительно	выставляется при неверном ответе по теме и неверном переводе при этом: <ul style="list-style-type: none"> – обучающийся обнаруживает незнание большей части соответствующего вопроса, допускает ошибки в формулировке определений и понятий; – беспорядочно и неуверенно излагает материал; – Письменный перевод выполнен не в полном объеме и содержит большое количество ошибок.

Оценки, которые выставляются на экзамене, кроме знаний, умений и навыков обучающихся учитывают степень сформированности у последних общекультурной компетенции ОК-5 – способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия, ОК-7 – способность к самоорганизации и самообразованию и профессиональной компетенции ПК-3 – владением техниками установления профессиональных контактов и развития профессионального общения, в том числе на иностранных языках.