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ФИО: Дмитриев Николай Николаевич
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МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ
ИРКУТСКИЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ
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УТВЕРЖДАЮ:
Директор



Н.Н. Бельков

«17» апреля 2023 г.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
ДЛЯ ПРОВЕДЕНИЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК
В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Специальность: 36.02.01 Ветеринария

Форма обучения: очная

2, 3, 4 курс - 3, 4, 5, 6, 7, 8 семестр

Молодежный 2023

1. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Фонд оценочных средств для промежуточной аттестации по дисциплине **Иностранный язык в профессиональной деятельности** включает:

- перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы;
- описание шкал оценивания;
- типовые контрольные задания или иные материалы, необходимые для оценки результатов обучения (промежуточной аттестации) по дисциплине, характеризующих этапы формирования компетенций и (или) для итогового контроля сформированности компетенций.

2. ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ С УКАЗАНИЕМ ЭТАПОВ ИХ ФОРМИРОВАНИЯ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Рабочая программа дисциплины Иностранный язык определяет перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения образовательной программы.

Код	Наименование компетенции (планируемые результаты освоения ОП)	Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенции
	Общие компетенции	
ОК 01.	Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам.	В области знания и понимания (А) Знать: лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.
ОК 02.	Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности.	
ОК 04.	Эффективно взаимодействовать и работать в коллективе и команде.	
ОК 05.	Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста	
ОК 09	Пользоваться профессиональной документацией на государственном и иностранном языках.	

В рабочей программе дисциплины Иностранный язык **ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ** определены тематическим планом.

3. ОПИСАНИЕ ШКАЛ ОЦЕНИВАНИЯ

При проведении промежуточной аттестации в колледже используются традиционные формы аттестации:

Форма промежуточной аттестации	Шкала оценивания
ЗАЧЕТ	"зачтено", "незачтено"
ЗАЧЕТ С ОЦЕНКОЙ (дифференцированный зачет)	"отлично", "хорошо", "удовлетворительно", "неудовлетворительно"

4. ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ ИЛИ ИНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ (ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ) ПО ДИСЦИПЛИНЕ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ И (ИЛИ) ДЛЯ ИТОГОВОГО КОНТРОЛЯ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИИ

4.1. Примерный перечень вопросов к зачету для оценивания результатов обучения в виде ЗНАНИЙ (ОК 01, ОК 02, ОК 05, ОК 09).

III СЕМЕСТР

Безличные и неопределенно-личные предложения.
Побудительные предложения (Imperative Sentences).
Страдательный залог (Passive Voice).
Фразовые глаголы (Phrasal Verbs).
Причастие первое (Participle I).
Причастие второе (Participle II).
Условные придаточные предложения реального и нереального действия (Conditional Clauses).

IV СЕМЕСТР

Герундий (The Gerund).
Сложное подлежащее (Complex Subject).
Сложное дополнение (Complex Object).
Прямая и косвенная речь (Direct and Indirect Speech).
Коллокации (Collocations) - устойчивые словосочетания.

V СЕМЕСТР

What does Veterinary Science or Veterinary Medicine mean?"
What disciplines does veterinary depend on?
The anatomy of domestic animals and sciences connected with it.
Essential nutrients.
Food and Livestock Health.
How to Choose Food for Your Pet Correctly?

VI СЕМЕСТР

Classification of Animal Diseases".
Симптомы и лечение заболеваний животных.

VII СЕМЕСТР

Compulsory veterinary regulations.

Groups of veterinary activities.

Индивидуальные, массовые, ветеринарно-санитарные, организационные ветеринарные мероприятия.

Clinical Examination of Farm Animals

Veterinary Documents

VIII СЕМЕСТР

Animal Laws

Activities of Veterinary Services.

British, American and Russian Veterinary Schools.

Outstanding British, American and Russian Veterinarians.

4.2. Примерный перечень простых практических контрольных заданий к зачету для оценивания результатов обучения в виде УМЕНИЙ (ОК 01, ОК 02, ОК 04, ОК 05, ОК-09).

III СЕМЕСТР

1. Put the verbs in the Past Perfect Continuous.

1. Sally _____ (type) this text for 3 hours before Mark came.
2. Anthony _____ (wait) for his airplane for 3 hours when its delay was announced.
3. I saw many huge puddles. _____ it _____ (rain) hard?
4. Sam did not even realize what a hard time Molly _____ (have).
5. Rita _____ (train) for a year and she was very fit when her ex-boyfriend met her.
6. Rachel's husband _____ (fix) the car since early morning.
7. Paul and Molly _____ (talk) on the phone for an hour when the line broke.
8. How long _____ you _____ (watch) TV before you decided to go to bed?
9. Steven felt tired as he _____ (sail) for several hours.
10. Zina _____ (try) to find her mother for years but she failed.

2. Use the words to make sentences.

1. went / Kate / it / for five years / had / for that company / working / when / been / out of business.
2. all day / Mark / to sit down / wanted / he / because / had / standing / been / at work.
3. teaching / a year / Jack / had / than / he / for / been / more / before / at the university / left for Asia.
4. long / studying / How / moved / you / been / Japanese / before / had / you / to Tokyo?

3. Make up sentences.

1. The old lecturer began to speak up. After a few minutes the dean came in. The old lecturer _____ for a few minutes when _____.
2. After half an hour of waiting Larry realized that he had been mistaken about the address. Larry _____ when _____.
3. My father-in-law went to America in 1943. Two years later, the war ended. My father-in-law _____ when _____.

4.

4.1. Write the following numbers in words.

137	1,975
34	112

67	600
2,458	843

4.2. Write the following years in words.

1809	1977
1269	1572
2010	1773

4.3. Write the following fractions in words.

2/3	4.52
9.06	3/5
87.231	0.98

IV CEMECTP

1. Fill in the gaps with Conditional Clauses:

- | | |
|---|---|
| <p>1 'Where is my bank book?'
If you.....in the drawer, you'll find it.'</p> <p>A had looked
B look
C looked</p> <p>3 'Dad shouted at me today.' 'Well, if you.....
the window, he wouldn't have shouted at you.'</p> <p>A didn't break
B hadn't broken
C don't break</p> <p>5 'I'm going to a party tonight.'
If I weren't ill, I.....with you.</p> <p>A come
B will come
C would come</p> <p>7 'Have you seen Daniel recently?'
'No. If I have time, I.....him tomorrow.'</p> <p>A would visit
B might visit
C visit</p> <p>9 'If you hadn't watched that film,
you.....nightmares.' 'You're right.'</p> <p>A wouldn't have had
B won't have
C don't have</p> | <p>2 'Can I go and play football, please, Mum?'
'If you.....your homework, you can go and
play.'</p> <p>A finished
B had finished
C have finished</p> <p>4 'When ice melts, it.....water.'
'Everyone knows that!'</p> <p>A becomes
B will become
C would become</p> <p>6 'If I were rich, I.....around the world.'
'Perhaps you will one day.'</p> <p>A will sail
B can sail
C could sail</p> <p>8 'Paul lost his watch.'
'Well, if he had looked after it, he.....it.'</p> <p>A wouldn't lose
B won't lose
C wouldn't have lost</p> <p>10 'I can't find my wallet.'
'If I were you, I in my jacket pocket.'</p> <p>A would look
B will look
C am looking</p> |
|---|---|

2. Change the Active Voice into the Passive Voice:

EXAMPLE: Do they sell clothes in this shop? - Are clothes sold in this shop?

1. People spend a lot of money on food.
2. People make cars from iron.
3. I don't like people laughing at me.

4. We are reading a book now.
5. Is Sue washing the car?
6. She tapped him on the hand with her pen.
7. Liz showed me some holiday pictures.
8. He hasn't cut the grass yet.
9. They will open the new sports center soon.
10. They may not repair the car this week.

3. Add the sentences using the Complex Object:

1. The teacher said to the pupils: "Learn the rule." — The teacher wanted ...
2. "Be careful, or else you will spill the milk," said my mother to me. — My mother did not want...
3. "My daughter will go to a ballet school," said the woman. — The woman wanted ...
4. The man said: "My son will study mathematics." —The man wanted ...
5. "Oh, father, buy me this toy, please," said the little boy. — The little boy wanted ...
6. "Wait for me after school," said Ann to me. — Ann wanted ...
7. "Fix the shelf in the kitchen," my father said to me. — My father wanted ...
8. "It will be very good if you study English," said my mother to me. —My mother wanted ...
9. "Bring me some water from the river, children," said our grandmother. -Our grandmother wanted ...
10. "Come to my birthday party," said Kate to her classmates — Kate wanted ...
11. The biology teacher said to us: "Collect some insects in summer." —The biology teacher wanted ...
12. "Don't eat ice cream before dinner," said our mother to us. Our mother did not want...

4. Transform the Direct Speech into the Reported (Indirect) Speech:

Fred said: "I have invented a new computer program".

Mary said: "I will help my sister."

They told me: "We were really happy."

She said: "I live in a big apartment."

He told her: "I am going to the fish market."

Betty said: "I found my passport."

Mr. Ford said: "I don't like pork."

Little Tim told his mother: "I am sleepy."

5. Transform the Reported Speech into the Direct Speech:

I asked him why he was tired.

We wanted to know if Kate had broken the car.

He asked if they could meet on Tuesday.

I wondered how often she used the washing-machine.

Mother wanted to know if we would invite him to the party.

V CEMECTP

1. Translate the infinitive constructions.

Different machinery to plow, many kinds of plows to improve the physical conditions of the soil, harrows to stir the soil, cultivation machinery to consoled ate the soil, spreaders to apply manure, sprayers to apply fertilizers in liquid form, mowers to make hay, beet harvesters to harvest beets, tractors to pull many kinds of implements, wheeled tractors to do general farm work

2. Give the Russian equivalents to the following expressions.

Убирать урожай без потерь; преобразовывать силу в движение; проникать очень глубоко; проход техники; специальные условия; кормовые культуры; приспособления для посадки; иметь преимущество; почвы, страдающие от недостатка питательных веществ.

3. Insert the appropriate prepositions from the list below and translate the sentences into your native language.

into for in on down for

1. Wheeled tractors are used __ general farm work.
2. Crawlers have the great advantage that they can be available__ heavy loads ___any class of land.
3. Agricultural implements and machines may be divided __4 main groups.
4. Applying fertilizers is necessary where soils are deficient__ plant food elements.
5. Cultivation machinery is used to break __ the soil before or after a crop is sown.

4. Complete the sentences with the words given in the box.

power-operated, designed, range, implements, harrow, crops

1. Today a wide _____of machinery can be used on a farm.
2. Agricultural _____ and machines can be divided into four main groups.
3. A _____ is an implement used to level the ground and crush the clods.
4. There are several types of cultivators _____ for special crops and conditions.
5. Planting equipment is any _____device introduced to place seeds or plant parts.
6. _____ are harvested by different kinds of harvesting equipment.

5. Translate into Russian paying attention to the underlined words.

- 1) The secondary tillage equipment used by the farmer includes harrows, rollers etc.
- 2) We used cultivation machinery to break down the soil before a crop is sown.
- 3) The device is to place seeds in the soil.
- 4) Agricultural implements and machines occupy an important place on the modern farm.
- 5) My friend works at the Minsk tractor works.
- 6) The layers of soil have become compacted.
- 7) Heavy machinery compacted the soil greatly.

VI CEMECTP

1. Read and translate the text.

The anatomy of the dog

External anatomy is concerned with the study of such organs as muzzle, dewlap (throat, neck skin), shoulder, elbow, forefeet, croup, leg (thigh and hip), hock, hind feet, withers, stifle, paws, tail.

Physical characteristics. Like most predatory mammals, the dog has powerful muscles, a cardiovascular system that supports both sprinting and endurance, and teeth for catching, holding, and tearing.

The dog's ancestral skeleton provides the ability to run and leap. Their legs are designed to propel them forward rapidly, leaping as necessary, to chase and overcome prey. Consequently, they have small, tight feet, walking on their toes; their rear legs are fairly rigid and sturdy; the front legs are loose and flexible, with only muscle attaching them to the torso.

Dogs have disconnected shoulder bones that allow a greater stride length for running and leaping. They walk on four toes, front and back, and have vestigial dewclaws (dog thumbs) on their front legs and sometimes on their rear legs.

Sight. Like most mammals, dogs are dichromats and have color vision equivalent to red-green color blindness in humans. Different breeds of dogs have different eye shapes and dimensions, and

they also have different retina configurations. Dogs with long noses have a “visual streak” which runs across the width of the retina and gives them a very wide field of excellent vision, while those with short noses have an “area centralis” – a central patch with up to three times the density of nerve endings as the visual streak – giving them detailed sight much more like a human's. Some breeds have a field of vision up to 270°, although broad-headed breeds with short noses have a much narrower field of vision, as low as 180°.

Hearing. The frequency range of dog hearing is approximately 40 Hz to 60,000 Hz. Dogs detect sounds as low as the 16 to 20 Hz frequency range and above 45 kHz, and in addition have a degree of ear mobility that helps them to rapidly pinpoint the exact location of a sound. Eighteen or more muscles can tilt, rotate and raise or lower a dog's ear. Additionally, a dog can identify a sound's location much faster than a human can, as well as hear sounds up to four times the distance that humans are able to.

Smell. Dogs have nearly 220 million smell-sensitive cells over an area about the size of a pocket handkerchief. Dogs can sense odours at concentrations nearly 100 million times lower than humans can. The percentage of the dog's brain that is devoted to analyzing smells is actually 40 times larger than that of a human. Some dog breeds have been selectively bred for excellence in detecting scents, even compared to their canine brethren. Modern dog breeds exhibit a diverse array of fur coats, including dogs without fur. Dog coats vary in texture, color, and markings, and a specialized vocabulary has evolved to describe each characteristic.

Tail. There are many different shapes for dog tails: straight, straight up, sickle, curled, cork-screw. In some breeds, the tail is traditionally docked to avoid injuries. It can happen that some puppies are born with a short tail or no tail in some breeds.

VII CEMECTP

1. Read and answer: is it true, false or there isn't any information in the text.

DISEASE PREVENTION

1. Prevention is the first line of defence against disease. At least four preventive techniques are available for use in the prevention of disease in an animal population. One is the exclusion of causative agents of disease from specific geographic areas, or quarantine. A second preventive tool utilizes control methods such as immunization, environmental control, and chemical agents to protect specific animal populations from endemic diseases, diseases normally present in an area. The third preventive measure concerns the mass education of people about disease prevention. Finally, early diagnosis of illness among members of an animal population is important so that disease manifestations do not become too severe and so that affected animals can be more easily managed and treated.

2. Quarantine - the restriction of movement of animals suffering from or exposed to infections such as bluetongue and scrapie (in sheep), foot-and-mouth disease (in cattle), and rabies (in dogs) - is one of the oldest tools of preventive medicine. It was applied to domesticated animals as early as Roman times. The establishment of international livestock quarantine in the United States in 1890 provided for the holding of all imported cattle, sheep, and swine at the port of entry for 90, 15, and 15 days, respectively.

3. Mass immunization as a preventive technique has the advantage of allowing the resistant animal freedom of movement, unlike environmental control, in which the animal is confined to the controlled area; immunization may, however, provide only short-lived and partial protection.

4. Mass-inoculation techniques against diseases such as Newcastle disease in chickens and distemper in mink and dogs have been successful. Animal diseases have been prevented by methods involving environmental control, including the maintenance of safe water supplies, the hygienic disposal of animal excrement, air sanitation, pest control, and the improvement of animal housing.

(Encyclopedia Britannica) **Определите, является ли утверждение:**

The identification of a micro-organism causing a disease enables the veterinarian to choose the best drug for therapy.

Variants:

1. true

2. false

3. no information

VIII СЕМЕСТР

1. Make up three General, three Special and three Disjunctive (Tag Question) Questions.

HOW CAN LIVESTOCK BE IMPROVED?

The most important task of livestock breeders is to improve their herds and flocks according to the purposes for which the animals are to be kept. Thus, dairy farmers want to have high milk yields per cow. Beef cattle raisers would like to produce calves that gain in weight rapidly and economically. A high average egg production per hen is one of the tasks of the poultry farmers. Hog and sheep producers have other aims such as to obtain more pigs per litter per sow and to have a higher lamb production per ewe.

To reach these aims farmers should first of all select animals capable of high production. Best animals should be selected regardless of the breed.

It is highly important for the livestock breeders to use proper methods for improving their herds and flocks. One method used by the breeders is to have purebred sires and purebred dams. They will transmit best characteristics to their offspring. This system is known as purebreeding. Some breeders use inbreeding, some – crossbreeding, the latter system being widely practiced now with different kinds of farm animals, including hogs, beef and dairy cattle and meat types of chickens.

To obtain good results from the methods mentioned above the farmers should use only good parents capable of transmitting high production to their offspring.

Sheep–goat hybrid

A sheep–goat hybrid are the hybrid offspring of a sheep and a goat. Although sheep and goats seem similar and can be mated, they belong to different genera in the subfamily Caprinae of the family Bovidae. Sheep belong to the genus *Ovis* and have 54 chromosomes, while goats belong to the genus *Capra* and have 60 chromosomes. The offspring of a sheep-goat pairing is generally stillborn. Despite widespread shared pasturing of goats and sheep, hybrids are poorly attested, indicating the genetic distance between the two species. They are not to be confused with sheep, which are chimera.

Cases

At the Botswana Ministry of Agriculture in 2000, a male sheep impregnated a female goat resulting in a live off spring. This hybrid had 57 chromosomes, intermediate between sheep (54) and goats (60) and was intermediate between the two parent species in type. It had a coarse outer coat, a woolly inner coat, long goat-like legs and a heavy sheep-like body. Although infertile, the hybrid had a very active libido, mounting both ewes and does even when they were not in heat. He was castrated when he was 10 months old, as were the other kids and lambs in the herd.

A male sheep impregnated a female goat in New Zealand resulting in a mixed litter of kids and a female sheep-goat hybrid with 57 chromosomes. The hybrid was subsequently shown to be fertile when mated with a ram. In France natural mating of a doe with a ram produced a female hybrid carrying 57 chromosomes. This animal backcrossed in the veterinary college of Nantes to ram delivered a stillborn and a living male offspring with 54 chromosomes.

Characteristics

There is a long-standing belief in sheep-goat hybrids, which is presumably due to the animals' resemblance to each other. Some primitive varieties of sheep may be misidentified as goats. In *Darwinism – An Exposition of the Theory of Natural Selection with Some of Its Applications* (1889), Alfred Russell Wallace wrote:

[...] the following statement of Mr. Low: «It has been long known to shepherds, though questioned by naturalists, that the progeny of the cross between the sheep and goat is fertile. Breeds of this mixed race are numerous in the north of Europe.» Nothing appears to be known of such hybrids either in Scandinavia or in Italy; but Professor Giglioli of Florence has kindly given me some useful references to works in which they are described. The following extract from his letter is very interesting:

«I need not tell you that there being such hybrids is now generally accepted as a fact. Buffon (*Supplements*, tom. iii. p. 7, 1756) obtained one such hybrid in 1751 and eight in 1752. Sanson (*La Culture*, vol. vi. p. 372, 1865) mentions a case observed in the Vosges, France. Geoff. St. Hilaire was the first to mention, I believe, that in different parts of South America the ram is more usually crossed with the she-goat than the sheep with the he-goat. The well-known 'pellones' of Chile are produced by the second and third generation of such hybrids (Gay, 'Hist. de Chile,' vol. i. p. 466, *Agriculture*, 1862). Hybrids bred from goat and sheep are called 'chabin' in French, and 'cabruno' in Spanish. In Chile such hybrids are called 'careros lanudos'; their breeding inter se appears to be not always successful, and often the original cross has to be recommenced to obtain the proportion of three-eighths of he-goat and five-eighths of sheep, or of three-eighths of ram and five-eighths of she-goat; such being the reputed best hybrids.» Supposedly, most sheep-goat hybrids die as embryos. Hybrid male mammals are often sterile due to a phenomenon called Haldane's rule. The Haldane phenomenon may apply even when the parent species have the same number of chromosomes, as in most cat-species hybrids. It sometimes does not apply when the species chromosome number is different, as in wild horse (chromosome number = 66) with domestic horse (chromosome number = 64) hybrids. Hybrid female fertility tends to decrease with increasing divergence in chromosome similarity between parent species. Presumably, this is due to mismatch problems during meiosis and the resulting production of eggs with unbalanced genetic complements.

Разработчик:

Преподаватель высшей квалификационной категории



Л. В. Шумилова

(подпись)

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Председатель ПЦК



И.В. Юдина

(подпись)

СОГЛАСОВАНО:

Внешний эксперт: преподаватель высшей квалификационной категории
ГБПОУИО «Иркутский авиационный техникум»



О.В. Жаворонкова

(подпись)