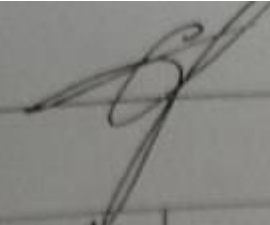


Ministry of Education and Science of Ukraine
Sumy National Agrarian University
Faculty of Biology and Technology
Department of Foreign Languages

Course Syllabus: Foreign Language

Specialty	G13 Food Technologies
Educational Program	Food Technologies
Level of Higher Education	First (Bachelor's) Level

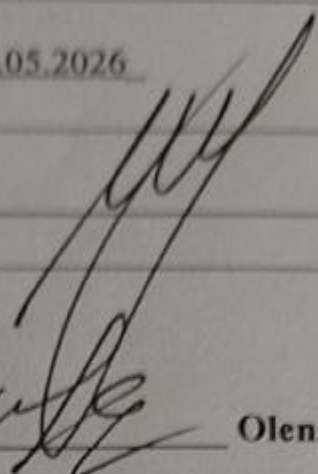
Developer:
Languages

 Olha BERESTOK, Senior Lecturer, Department

Reviewed, approved,
and adopted at the
meeting of the
Department of Foreign
Languages.

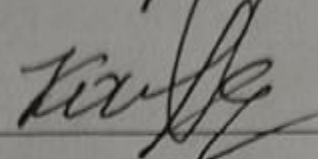
Minutes №15, dated 19.05.2026

Head of the Department

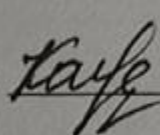
 Tetiana

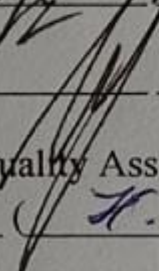
Approved by:

Guarantor of the Educational Program

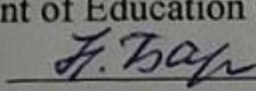
 Olena KOSHELOVA

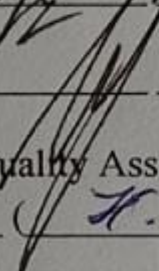
Dean of the Faculty Implementing the Educational Program
BOLHOVA

Review of the Course Syllabus provided by:  Tatyana KOSHELOVA (attach

Review of the Course Syllabus provided by:  T. Klochikova (attach

Methodologist of the Department of Education Quality Assurance,
Licensing and Accreditation

 H. Dap

 H. Baranik

Registered in the electronic database: date: 16.06, 2026

Information on the Revision of the Course Syllabus

Academic year of changes	Appendix number describing changes	The changes have been reviewed and approved		
		Date and Minutes number of department meeting	Head of the Department	Program guarantor

1. GENERAL DESCRIPTION OF THE EDUCATIONAL COMPONENT							
1.	EC Name	Foreign Language					
2.	Faculty / Department	Biotechnological Faculty / Department of Foreign Languages					
3.	EC Status	Compulsory					
4.	Program / Specialty	Food Technologies (G13)					
5.	EC can be offered for	-					
6.	Semester duration:	Semester 1 (weeks 1–15) Semester 2 (weeks 1–15)					
7.	ECTS credits	5					
8.	Total workload	Contact hours and independent work					
		Full-time study			Part-time study		
		Practical classes		Independent work		Practical classes	Independent work
		1s	2s	1s	2s	1s	1s
		44	30	46	30	8	142
9.	Language of instruction	English and Ukrainian					
10.	Instructor / Coordinator:	Olha Berestok, Senior Lecturer Consultations: Tuesday 13:00–14:15 (Main Building, Room 312)					
11.1	Contact	berestok.o@gmail.com					
11.	General Description of the Course	The course “Foreign Language” is a compulsory component of the Food Technologies program (G13). It is based on a communicative teaching approach and forms an integral part of training specialists who are able to communicate and discuss in English, obtain new textual, audio, and video information from foreign sources (printed and electronic).					
12.	Course Aim	To develop general and professionally oriented communicative competencies (linguistic, communicative, sociocultural) enabling effective communication at a professional level, access to international experience in food technologies, and use of foreign sources in professional practice.					
13.	Prerequisites	Based on school-level English knowledge (B1 level).					
14.	Academic Integrity Policy	Compliance with academic integrity for higher education applicants involves: independent completion of educational tasks, tasks of current and final control of learning outcomes; reference to sources of information when using ideas, statements, and information; compliance with the norms of copyright legislation; provision of reliable information about the results of one's own educational (scientific, creative) activities. Violations of academic integrity when studying the Foreign Language course are considered to be: academic plagiarism, academic fraud (copying, cheating, passing off someone else's work as your own), and the use of electronic devices during the final knowledge test. For violation of academic integrity, students may be held accountable for the following academic violations: academic plagiarism – grade 0, re-doing the assignment; academic fraud – cancellation of points received; re-taking the assessment, re-performing the work not completed independently;					

		use of electronic devices during the final knowledge control – suspension from performing the work, score 0, re-performing the final control.
15.	Keywords	English, everyday activities, cooking, travel, sports, nutrition, studies, food technologies

2. LEARNING OUTCOMES BY EDUCATIONAL COMPONENT AND THEIR RELATIONSHIP WITH PROGRAM LEARNING OUTCOMES

Learning outcomes for EC: After studying the educational component, the student is expected to be able to	Program learning outcomes that the EC aims to achieve			Як оцінюється ECLO
	PLO ₁₂	PLO ₁₉	PLO ₂₂	
ECLO 1: Speaking to carry out oral communication in typical situations of educational, everyday, cultural and professional spheres of communication, to formulate one's own opinion, to express feelings regarding life phenomena, social and other problems, to operate with a minimum number of professional terms	+	+	+	Oral questioning
ECLO 2: Listening listen to and understand audio texts within the OK topics, recognize relevant information in the process of discussion, debate, report, conversation, etc.		+	+	Semester test
ECLO 3: Grammar use the basic grammatical structures necessary to express relevant functions and concepts, as well as to understand and produce basic types of texts in academic and professional fields;		+	+	Written test at the end of a thematic unit, written exam.
ECLO 4: Reading to understand authentic texts from textbooks, newspapers, popular and specialized magazines, and online sources in order to obtain the main information.	+	+		Semester test, written exam.
ECLO 5: Learning skills to navigate the flow of diverse information in a foreign language; to find, perceive, analyze, evaluate, and apply in practice information obtained in verbal or other forms.		+	+	Oral questioning; written test at the end of a thematic unit; semester test.
ECLO 6: Writing to record and convey necessary information in written form	+	+		Semester test

3. CONTENT OF THE EDUCATIONAL COMPONENT (COURSE SYLLABUS / PROGRAM OF THE ACADEMIC DISCIPLINE)

Topic. List of issues to be covered within the topic.	Distribution within the total time budget		Recommended literature
	Classroom work	Independent work	
	Pc i/w	i/w	
1 semester			
UNIT 1 MY LIFE			
Topic 1. Something in common <i>Use of language:</i> everyday activities. <i>Reading:</i> read a blog post about everyday things we all do. <i>Grammar:</i> questions. <i>Speaking:</i> ask questions to learn about other students. <i>Professional reading:</i> Food and its sources.	2/2	2/10	1,2,3,6
Topic 2. Nice job <i>Use of language:</i> job phrases, jobs. <i>Grammar:</i> present simple and continuous. <i>Speaking:</i> talk about your work or studies. <i>Listening:</i> listen to a news programme about an unusual job. <i>Writing:</i> write an informal email	2	2/12	1,2,3,6
Topic 3. You can do it! <i>Use of language:</i> feelings. <i>Grammar:</i> How to encourage people. <i>Speaking:</i> Saying things to make people feel better. <i>Professional reading:</i> Food and its constituents	2	2/12	1,2,3,6
Topic 4. I love cooking! <i>Speaking:</i> interviewing people about their likes and dislikes. <i>Grammar:</i> verb + -ing form. <i>Video:</i> BBC. Street interviews about people's likes and dislikes. Unit 1 review. Tecm	8	8/12	1,2,3
UNIT 2 HELP			
Topic 5. To the rescue! <i>Use of language:</i> animals. <i>Grammar:</i> past simple and continuous. <i>Speaking:</i> talk about rescues. <i>Listening:</i> listen to stories about animal rescues. <i>Writing:</i> write an animal story; use past time expressions. <i>Professional reading:</i> Meals and mealtimes	2/2	2/12	1,2,3,6
Topic 6. Oops! <i>Use of language:</i> air travel; at the airport. <i>Reading:</i> read an article about travel mistakes. <i>Grammar:</i> definite article <i>the</i> . <i>Speaking:</i> talk about a problem with transport.	2	2/12	1,2,3,6
Topic 7. How can I help? <i>Use of language:</i> actions. <i>Grammar:</i> How to make and accept offers. <i>Speaking:</i> role play making and accepting offers. <i>Professional reading:</i> Fast food	2	2/12	1,2,3
Topic 8. Difficult situations	8	8/12	1,2,3

Grammar: all, some, both, none of them. Speaking: do a survey. Video: BBC: Program Us. Unit 2 review. Test			
UNIT 3 LEARN			
Topic 9. A helping hand Use of language: knowing, understanding and thinking; university subjects. Grammar: have to, don't have to, can't. Reading: read an article about ideas for helping students. Speaking: talk about ideas for education around the world. Professional reading: Food processing and catering	2/2	2/12	1,2,3
Topic 10. I saw it on TV Use of language: positive adjectives. Grammar: subject and object questions. Speaking: talk about a favourite TV programme or series. Listening: listen to people talking about the things they learnt through TV programmes. Writing: write a quiz; correct mistakes.	2	4/12	1,2,3
Topic 11. Life hacks Use of language: location, position, movement. Grammar: how to give instructions and check understanding. Speaking: talk about lifehacks. Professional reading: Milk and its constituents	4	4/12	1,2
Topic 12. School rules Grammar: had to, didn't have to, couldn't. Speaking: have a discussion about school rules. Video: BBC: street interviews about school. Writing: write an online post. Unit 3 review. Test	8/2	8/12	1,2,3
Total for Semester 1	44/8	46/142	
2 semester			
UNIT 4 TRY THIS			
Topic 13. I've never ... Use of language: irregular past participle. Grammar: present perfect simple (1). Speaking: talk about your experiences. Listening: listen to people talking about experiences. Writing: write a description of a first time experience. Professional reading: Different dairy products	2	2	1,2,3,6
Topic 14. World record Use of language: travel, travel phrases. Reading: read an interview about an amazing journey. Grammar: comparatives and superlatives. Speaking: research and compare journeys.	2	2	1,2,3,6
Topic 15. The perfect gift Use of language: giving gifts. Grammar: how to make suggestions and recommendations. Speaking: choose a gift experience. Professional reading: Dairy products processing	2	2	1,2
Topic 16. The taste of the Bayous Grammar: verbs of sensation + adjective or like. Speaking: give instruction for a dish. Video: BBC:	4	4	1,2,4,5

Program <i>Nadiya's American Adventure</i> <i>Professional reading:</i> History of Veterinary Medicine. Unit 4 review. Test			
UNIT 5 THINGS			
Topic 17. Lucky find <i>Use of language:</i> money and value. <i>Reading:</i> read an article about a man who found something valuable in a shop. <i>Grammar:</i> possessive pronouns; whose, this/that, there/then. <i>Speaking:</i> order picture and tell a story. <i>Writing:</i> write a description of a past event. <i>Professional reading:</i> Meat constituents and nutritional value	2	2	1,2,3
Topic 18. The world of 'slow' <i>Use of language:</i> countable and uncountable nouns. <i>Grammar:</i> quantifiers. <i>Speaking:</i> talk about different 'slow' movements. <i>Listening:</i> listen to a podcast about the 'Slow' movement.	2	2	1,2,3,7
Topic 19. It's the best <i>Use of language:</i> common adjectives. <i>Grammar:</i> How to talk about a product. <i>Speaking:</i> talk about a product. <i>Professional reading:</i> Different kinds of meat	2	2	1,2
Topic 20. Can you lend me your ...? <i>Grammar:</i> Verbs with two objects. <i>Speaking:</i> have a discussion about personal possessions. <i>Video:</i> BBC: Street interviews about borrowing and lending things. <i>Professional reading:</i> What are the responsibilities of a veterinarian? Unit 5 review. Test	4	4	1,2,4
UNIT 6 FIT AND WELL			
Topic 21. Sport for all <i>Use of language:</i> sports collocations (<i>play, do, go</i>). <i>Читання read and do a quiz about sport.</i> <i>Grammar:</i> adverbs of frequency and manner. <i>Speaking:</i> talk about statements relating to sport. <i>Professional reading:</i> Meat cooking	2	2	1,2,3
Topic 22. Stressed! <i>Use of language:</i> actions; physical actions. <i>Grammar:</i> present perfect simple (2). <i>Speaking:</i> have conversations about stressful situations. <i>Listening:</i> listen to extracts relating to a stressful situation. <i>Writing:</i> write an informal email giving news.	2	2	1,2,3,6
Topic 23. How do you feel? <i>Use of language:</i> health and illness; the body and symptoms. <i>Grammar:</i> how to talk about health problems. <i>Speaking:</i> role play the visit to a doctor.	2	2	1,2

Pick out and reproduce key words and phrases from the text. <i>Professional reading:</i> Meat processing			
Topic 24. 6D driven: The Billy Monger Story <i>Grammar:</i> be + adjective + to infinitive <i>Speaking:</i> talk about a challenge. <i>Video:</i> BBC programme: Driven: The Billy Monger Story. <i>Writing:</i> write about a challenge. <i>Professional reading:</i> Nature and Cause of Disease. Unit 6 review. Test	4	4	1,2,4
Total for Semester 2	30	30	
Total	74/8	76/142	

4. TEACHING AND LEARNING METHODS

ECLO	Teaching methods	Number of hours (i/w)	Learning methods	Number of hours (i/w)
ECLO 1 ECLO 2	Discussion, brainstorming, role plays, pair work, group work, presentation.	30/2	Completion of training lexical and speaking exercises. Preparation of oral presentations.	30/30
ECLO 3	Practice of grammatical structures in different types of speech activities. Training exercises (multiple choice, error correction, gap filling).	10/2	Completion of grammar practice exercises.	10/38
ECLO 4	Oral and written translation, creating a mind map, text retelling.	20/2	Written translation, compiling a glossary of professional terminology.	20/42
ECLO 5 ECLO 6	Project-based learning method, creative tasks, mind maps, presentation, letter writing.	14/2	Information search, writing emails, posts, short messages.	16/32
	Total:	74/8		76/142

5. ASSESSMENT ACCORDING TO THE EDUCATIONAL COMPONENT

5.1. Diagnostic assessment

5.2. Summative assessment

5.2.1. The following methods of summative assessment are used to assess the expected learning outcomes

№	Summative assessment methods	Points / Weight in the total grade	Date of assessment
1 semester			
1	Written test at the end of a thematic unit	75 (25 x 3) / 75%	5, 10, 14 weeks
2	Oral questioning	10 / 10%	12 week
3	Semester test	15 / 15%	15 week
2 semester			

1	Written test at the end of a thematic unit	60 (20 x 3) / 60%	5, 10, 14 weeks
2	Oral questioning	10 / 10%	12 week
3	Written exam	30 / 30%	15 week

5.2.2. Assessment Criteria

Component	Unsatisfactory	Satisfactory	Good	Excellent
Written test at the end of a thematic unit (Semester 1)	<15 <60% correct answers	15-18 60-74% correct answers	19-22 75-89% correct answers	23-25 90-100% correct answers
Written test at the end of a thematic unit (Semester 2)	<12 <60% correct answers	12-15 60-74% correct answers	16-18 75-89% correct answers	19-20 90-100% correct answers
Oral questioning	<6 Insufficient level of knowledge required for communication. Weak command of language means. Answers contain major errors.	6-7 Basic communicative skills in a foreign language are present. Answers are reproduced according to a model. Simplified language is used. Use of set phrases with numerous errors that hinder understanding.	8-9 Lexically and grammatically varied language. Responses are logical, well-structured and based on known patterns. Some errors in studied material (6–7 errors) are allowed.	10 The content of the response corresponds to the communicative situation, is coherent, complete, and well-argued, expressing personal opinion. Lexical and grammatical range is varied, with 1–3 minor errors allowed.
Semester Test	<9 <60% correct answers	9-11 60-74% correct answers	12-14 75-89% correct answers	15 90-100% correct answers
Written exam	<18 <60% correct answers	18-21 60-74% correct answers	22-26 75-89% correct answers	27-30 90-100% correct answers

5.3. Formative assessment:

To evaluate ongoing learning progress and to understand directions for further improvement, the following is provided

No	Elements of formative assessment	Date
1	Lexical test with teacher feedback	monthly

2	Grammar test with teacher feedback	monthly
3	Oral presentations (discussions, debates)	weekly
4	Self-assessment and peer assessment	at the end of a thematic unit
5	Monitoring student participation in learning activities (oral comments and guidance from the teacher)	weekly

6. LEARNING RESOURCES (LITERATURE)

6.1. Main sources

6.1.1. Textbooks, manuals:

1. Antonia Clare, JJ Wilson Speakout 3rd Edition A2+. Student`s Book and eBook with Online Practice – Pearson Education Ltd, 2022
2. Clare Antonia, Wilson J., Williams D. Speakout 3rd Edition A2+. Workbook with Keys — Pearson Education Ltd, 2022

6.1.2. Methodological support

3. Berestok O.V. Methodological guidelines “Useful English of Professional Communication for Students of Agriculture (Part 2)” for practical classes and independent work of 1st–2nd year students of technological specialties. – Sumy, 2025 – 70 pp.
4. Berestok O.V. Methodological guidelines “Useful English of Professional Communication for Students of Agriculture (Part 1)” for practical classes and independent work of 1st–2nd year students of technological specialties (181 Food Technologies, 241 Hotel and Restaurant Business, 181 Food Technologies (Craft Technologies and Gastronomic Innovations), 204 Technology of Production and Processing of Livestock Products). – Sumy, 2024 – 70 pp.
5. Berestok O.V. Study guide “Professional Food Processing. Methods and Techniques (Self-Study Work)”. – Sumy, 2023 – 122 pp.

6.1.3. Additional sources:

6. Dooley Jenny, Virginia Evans. Grammarway 3. – Newbury: Express Publishing, 2021

6.2. Other sources:

7. <https://learnenglish.britishcouncil.org/>
8. <https://www.bbc.com/>
9. <https://www.britannica.com/>
10. <http://www.en.wikipedia.org>
11. <http://www.cf.ac.uk>
12. <https://learningenglish.voanews.com/>

6.3 Software

13. Link to MOODLE:
<https://cdn.snau.edu.ua/moodle/course/view.php?id=5090>