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| МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  федеральное государственное АВТОНОМНОЕ образовательное учреждение высшего образования  «Национальный исследовательский ядерный университет «МИФИ» |
| **Озерский технологический институт –**  филиал федерального государственного автономного образовательного учреждения высшего образования «Национальный исследовательский ядерный университет «МИФИ»  **(ОТИ НИЯУ МИФИ)** |
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**Утверждаю**

Руководитель колледжа

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«\_\_\_» \_\_\_\_\_\_\_\_\_2021 г.

**ФОНД**

**ОЦЕНОЧНЫХ СРЕДСТВ**

**ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

**ОГСЭ.03 Иностранный язык в профессиональной деятельности**

**(английский)**

**по специальности СПО**

**08.02.01** **«Строительство и эксплуатация зданий и сооружений»**

**2021**

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| Одобрен  предметной (цикловой) комиссией  общих гуманитарных дисциплин  Протокол № \_\_\_\_\_  от «\_\_\_» \_\_\_\_\_\_\_\_\_\_\_ 2021 г.  Председатель ПЦК  \_\_\_\_\_\_\_\_\_\_\_ Н.Ю. Дениева |  |

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**I. Общие положения**

В результате освоения дисциплины обучающийся должен уметь:

* общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;
* переводить (со словарем) иностранные тексты профессиональной направленности;
* самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

В результате освоения дисциплины обучающийся должен знать:

* лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

Результатом освоения программы является также освоение студентами общих компетенций и /или профессиональных компетенций.

Таблица 1

|  |  |
| --- | --- |
| **Код и название компетенций** | **Тема** |
| ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам; | Тема 1-11 |
| ОК 02. Осуществлять поиск, анализ и интерпретацию информации, необходимой для выполнения задач профессиональной деятельности; | Тема 1-11 |
| ОК 03. Планировать и реализовывать собственное профессиональное и личностное развитие; | Тема 1-11 |
| ОК 04. Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами; | Тема 1-11 |
| ОК 05. Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста; | Тема 1-11 |
| ОК 06. Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей; | Тема 10 |
| ОК 07. Содействовать сохранению окружающей среды, ресурсосбережению, эффективно действовать в чрезвычайных ситуациях; | Тема 8.  Тема 10. |
| ОК 08. Использовать средства физической культуры для сохранения и укрепления здоровья в процессе профессиональной деятельности и поддержания необходимого уровня физической подготовленности; | Тема 3.  Тема 4.  Тема 7. |
| ОК 09. Использовать информационные технологии в профессиональной деятельности; | Тема 1-11 |
| ОК 10. Пользоваться профессиональной документацией на государственном и иностранном языках. | Тема 11. |
| ОК 11. Использовать знания по финансовой грамотности, планировать предпринимательскую деятельность в профессиональной сфере. | Тема 11. |

### II. Комплекты измерительных материалов

***2.1. Комплект измерительных материалов текущего контроля (3 семестр)***

***(Контрольная точка 1)***

**1. Паспорт оценочных средств контрольной точки № 1**

В результате оценки осуществляется проверка следующих объектов:

Таблица 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты оценивания** | **Показатели** | **Критерии** | **Тип задания** | **Форма аттестации** |
| Знать образование видовременных форм глагола групп Simple и Continuous.  Уметь использовать данные видовременные формы глагола в письменной речи в соответствие с их определением и типом предложения. | Видовременные формы глагола (Present Simple, Past Simple, Future Simple, Present Continuous, Past Continuous, Future Continuous). | В соответствие с эталоном ответов. | Практические задания | Контрольная работа |

**2. Форма текущего контроля и процедура проведения**

Контрольная точка № 1 проводится по грамматическим темам 3 семестра. Работа включает в себя 3 варианта по 3 практических задания. Выполнение контрольной работы предполагает использование англо-русского словаря. На выполнение отводится 50 минут во время занятия.

### 3. Система и критерии оценок результатов текущей аттестации

Каждый тест содержит 5 заданий. За каждый правильный ответ ставится 1 балл (за каждую верно образованную видовременную форму и за каждый корректный перевод глагола на русский язык). Для успешного выполнения работы необходимо набрать от 30 до 44 баллов.

Таблица 3

|  |  |
| --- | --- |
| **Диапазон**  **оценки в баллах** | **Описание оценок** |
| 42-44 | **Отлично - «5» -** теоретическое содержание материала освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному. |
| 37-41 | **Хорошо - «4»** - теоретическое содержание материала освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками. |
| 30-34 | **Удовлетворительно - «3»** - теоретическое содержание материала освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки. |
| Менее 30 | **неудовлетворительно - «2»** - теоретическое содержание материала освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий. |

**4. Пакет заданий**

**Вариант 1.**

**Задание 1. Раскройте скобки, употребляя глаголы в форме *Present Simple* или в *Present Continuous.* Переведите предложения на русский язык.**

1. She (to read) at the moment.
2. You (to go) to work by car?
3. He (to drink) coffee in the morning.
4. They (to have) breakfast now.

5. I (not to watch) television every night.

6. Look! She (to dance).

7. He (to have) breakfast every morning.

**Задание 2. Раскройте скобки, употребляя глаголы в форме *Future Simple* или *Future Continuous.* Переведите предложения на русский язык.**

1. She (to give) me this book? — No, she (to be) busy at that time.

2. Don't forget to take your umbrella. It (to rain) the whole day.

3. What you (to do) at six o'clock tomorrow? — I (to play) the piano.

4. He (to leave) the hospital, as feels better.

5. We (to be busy) this evening. We (to pack) our things.

**Задание 3. Раскройте скобки, употребляя глаголы в форме *Past Simple* или в *Past Continuous.* Переведите предложения на русский язык.**

1. Susan (to pass) her exam at this time yesterday.

2. The students (to pass) their exam from eight to twelve.

3. What he (to do) when I came?

4. What he (to do) the whole day yesterday?

5. Pete (to work) in the garden yesterday.

6. Pete (to work) in the garden at five o'clock yesterday.

7. Where Pete (to work) when I came to see him?

**Вариант 2.**

**Задание 1. Раскройте скобки, употребляя глаголы в форме *Present Simple* или в *Present Continuous.* Переведите предложения на русский язык.**

1. You (to listen) to the radio now?

2. We (to look) for our things now. We (to do) it every day

3. He (not to watch) television at the moment.

4. I (not to get up) at seven o'clock every morning.

5. Don't make so much noise: mother (to sleep).

6. She (not to drink) coffee in the morning.

7. Peter (to talk) to Susan at the moment.

**Задание 2. Раскройте скобки, употребляя глаголы в форме *Future Simple* или *Future Continuous.* Переведите предложения на русский язык.**

1. You (to work) all tomorrow morning?
2. He (to see) them tomorrow. He (to tell) them everything.
3. I (to visit) her office tomorrow. I (to ask) her then.
4. My son (to stay) with my parents for the holidays.
5. You (to stay) here all weekend?

**Задание 3. Раскройте скобки, употребляя глаголы в форме *Past Simple* или в *Past Continuous.* Переведите предложения на русский язык.**

1. My sister (to wash) the dishes after dinner yesterday.

2. My sister (to wash) the dishes at eight o’clock yesterday.

3. What your sister (to wash) when I entered the kitchen?

4. Why your child (not to sleep) at ten o’clock yesterday?

5. They (to play) tennis two days ago.

6. They (to play) tennis from two to three yesterday.

7. They (not to discuss) this question last evening.

**Вариант 3.**

**Задание 1. Раскройте скобки, употребляя глаголы в форме *Present Simple* или в *Present Continuous.* Переведите предложения на русский язык.**

1. Where (to be) your mother? - She (to cook) dinner now.

2. Listen! They (to discuss) an interesting problem.

3. She (to listen) to the radio in her room now?

4. He (not to ride) a bicycle every evening.

5. Jane (to work) in Paris?

6. They (to be) in the garden now?

7. You often (to laugh) loudly?

**Задание 2. Раскройте скобки, употребляя глаголы в форме *Future Simple* или *Future Continuous.* Переведите предложения на русский язык.**

1. He (to have) break­fast at 7.30 am tomorrow.

2. I (to see) the manager at the meeting next week. And he (to give) me all the information he knows.

3. Next year he (to come) to Paris.

4. You (to come) to our party? - No, I (to work) on my report.

5. Don't leave your child alone! He (to cry).

**Задание 3. Раскройте скобки, употребляя глаголы в форме *Past Simple* или в *Past Continuous.* Переведите предложения на русский язык.**

1. She (to cook) yesterday.
2. She (to cook) at three o'clock yesterday.
3. She (to cook) from two to four yesterday.
4. I (to read) a lot last month.
5. I (not to read) at five o'clock.
6. I (not to read) when you came in.
7. Susan (to pass) her exam two days ago.

**5. Эталон ответов**

**Вариант 1.**

**Задание 1. Раскройте скобки, употребляя глаголы в форме *Present Simple* или в *Present Continuous.* Переведите предложения на русский язык.**

1. She **is reading** at the moment. – Она читает в данный момент.
2. **Do** you **go** to work by car? – Ты ездишь на работу на машине?
3. He **drinks** coffee in the morning. – Он пьет кофе утром.
4. **Are** they **having** breakfast now. – Они сейчас завтракают?
5. I **do not watch** television every night. – Я не смотрю телевизор каждую ночь.
6. Look! She **is dancing**. - Посмотрите! Она танцует.
7. He **has** breakfast every morning. – Он завтракает каждое утро.

**Задание 2. Раскройте скобки, употребляя глаголы в форме *Future Simple* или *Future Continuous.* Переведите предложения на русский язык.**

1. **Will** she **give** me this book? — No, she **will be** busy at that time. – Она даст мне эту книгу? – нет. Она будет занята в это время.

2. Don't forget to take your umbrella. It **will be raining** the whole day. – Не забудьте вдять зонт. Дождь будет идти целый день.

3. What **will** you **be doing** at six o'clock tomorrow? — I **will be playing** the piano. – Что ты будешьделать завтра в 6 часов? – Я буду играть на пианино.

4. He **will leave** the hospital, as feels better. – Он покинет больницу, т.к. чувствует себя лучше.

5. We **will be busy** this evening. We **will be packing** our things. – Мы будем заняты этим вечереом. Мы будем упаковывать вещи.

**Задание 3. Раскройте скобки, употребляя глаголы в форме *Past Simple* или в *Past Continuous.* Переведите предложения на русский язык.**

1. Susan **was passing** her exam at this time yesterday. – В это время вчера Сьюзан сдавала экзамен.

2. The students **were passing** their exam from eight to twelve. – Студенты сдавали экзамен с 8 до 12.

3. What **was** he **doing** when I came? – Что он делал, когда я пришел?

4. What **was** he **doing** the whole day yesterday? – Что он делал весь день вчера?

5. Pete **worked** in the garden yesterday. – Вчера Пит работал в саду.

6. Pete **was working** in the garden at five o'clock yesterday. – Пит работал в саду в 5 часов вчера.

7. Where **was** Pete **working** when I came to see him? – Где работал Пит, когда я пришел навестить его?

**Вариант 2.**

**Задание 1. Раскройте скобки, употребляя глаголы в форме *Present Simple* или в *Present Continuous.* Переведите предложения на русский язык.**

1. **Are** you **listening** to the radio now? – Вы сейчвс слушаете радио?

2. We **are looking** for our things now. We **do** it every day. – Сейчас мы ищем свои вещи. Мы делаем это каждый день.

3. He **is not watching** television at the moment. – В данный момент он смотрит телевизор.

4. I **do not get up** at seven o'clock every morning. – Я не встаю в 7 часов каждое утро.

5. Don't make so much noise: mother **is sleeping**. – Не шумите так сильно: мама спит.

6. She **does not drink** coffee in the morning. – Она не пьет кофе утром.

7. Peter **is talking** to Susan at the moment. – В данный момент Питер разговаривает с Сьюзан.

**Задание 2. Раскройте скобки, употребляя глаголы в форме *Future Simple* или *Future Continuous.* Переведите предложения на русский язык.**

1. **Will** you **be working** all tomorrow morning? – Ты будешь работать завтра все утро?
2. He **will see** them tomorrow. He **will tell** them everything. – Он увидит их завтра. Он все им расскажет.
3. I **will visit** her office tomorrow. I **will ask** her then. – Я приду к ней в офис завтра. Тогда я ее спрошу.
4. My son **will be staying** with my parents for the holidays. – Мой сын проведет все каникулы с моими родителями.
5. **Will** you **be staying** here all weekend? – Вы останетесь здесь на все выходные?

**Задание 3. Раскройте скобки, употребляя глаголы в форме *Past Simple* или в *Past Continuous.* Переведите предложения на русский язык.**

1. My sister **washed** the dishes after dinner yesterday. – Вчера после обеда моя сестра вымыла посуду.

2. My sister **was washing** the dishes at eight o’clock yesterday. – В 8 часов вчерат моя сестра мыла посуду.

3. What **was** your sister **washing** when I entered the kitchen? – Что мыла твоя сестра, когда я вошел в кухню?

4. Why **was not** your child **sleeping** at ten o’clock yesterday? – Почему твой ребенок не спал в 10 часов вчера?

5. They **played** tennis two days ago. – Два дня назад они играли в теннис.

6. They **were playing** tennis from two to three yesterday. – Вчера с 2 до 3 часов они играли в теннис.

7. They **did discuss** this question last evening. – Прошлым вечером они не обсудили этот вопрос.

**Вариант 3.**

**Задание 1. Раскройте скобки, употребляя глаголы в форме *Present Simple* или в *Present Continuous.* Переведите предложения на русский язык.**

1. Where **is** your mother? - She **is cooking** dinner now. – Где твоя мама? – Сейчас она готовит обед.

2. Listen! They **are discussing** an interesting problem. – Послушайте! Они обсуждают интересную проблему.

3. **Is** she **listening** to the radio in her room now?– Сейчас она слушает радио в своей комнате?

4. He **does not ride** a bicycle every evening. – Он не катается на велосипеде каждое утро.

5. **Does** Jane **work** in Paris? – Джейн работает в Париже?

6. **Are** they in the garden now? – Они сейчас в саду?

7. **Do** you often **laugh** loudly? – Ты часто громко смеешься?

**Задание 2. Раскройте скобки, употребляя глаголы в форме *Future Simple* или *Future Continuous.* Переведите предложения на русский язык.**

1. He **will be having** break­fast at 7.30 am tomorrow. – Завтра в 7.30 утра он будет завтракать.

2. I **will see** the manager at the meeting next week. And he **will give** me all the information he knows. **–** Я увижу управляющего на встрече на следующей неделе. И он даст мне всю информацию, которую он знает.

3. Next year he **will come** to Paris. – В следующем году он поедет в Париж.

4. **Will** you **come** to our party? - No, I **will be working** on my report. – Ты придешь на вечеринку? – Я буду работать над отчетом.

5. Don't leave your child alone! He **will be crying**. – Не оставляйте ребенка одного! Он будет плакать.

**Задание 3. Раскройте скобки, употребляя глаголы в форме *Past Simple* или в *Past Continuous.* Переведите предложения на русский язык.**

1. She **cooked** yesterday. – Вчера она готовила.
2. She **was cooking** at three o'clock yesterday. – Вчера в 3 часа она готовила.
3. She **was cooking** from two to four yesterday. – Вчера она готовила с 2 до 4 часов.
4. I **read** a lot last month. – Я много читал в прошлом месяце.
5. I **was not reading** at five o'clock. – Я не читал в 5 часов.
6. I **was not reading** when you came in. – Я не читал, когда ты вошел.
7. Susan **passed** her exam two days ago. – Сьюзан сдала экзамен 2 дня назад.

***2.2. Комплект измерительных материалов текущего контроля (4 семестр)***

***(Контрольная точка 2)***

**1. Паспорт оценочных средств контрольной точки № 2**

В результате оценки осуществляется проверка следующих объектов:

Таблица 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты оценивания** | **Показатели** | **Критерии** | **Тип**  **задания** | **Форма**  **аттестации** |
| Знать: образование временных форм глагола в действительном и страдательном залогах.  Уметь: ориентироваться во временных формах глагола действительного и страдательного залогов. | Видовременные формы глагола в действительном и страдательном залогах | В соответствие с эталоном ответов. | Практические задания | Контрольная работа |

### 2. Форма текущего контроля и процедура проведения

Формой текущегоконтроля по дисциплине является контрольная работа.

Контрольная работа проводится по грамматическим темам 4 семестра, состоит из 2-х вариантов по 5 заданий. На выполнение отводится 60 минут. При выполнении заданий студентам разрешается пользоваться словарём.

### 3. Система и критерии оценок результатов текущего контроля

За каждый правильный ответ, соответствующий эталону, обучающийся получает баллы в соответствии со следующим:

- задание 1 и 2 – 1 балл;

- задание 3 и 4 – 2 балла;

- задание 5 – 3 балла.

Для успешного написания контрольной работы необходимо набрать 40 баллов.

Таблица 5

|  |  |
| --- | --- |
| **Диапазон**  **оценки в баллах** | **Описание оценок** |
| 61-67 | **Отлично - «5» -** необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному. |
| 50-60 | **Хорошо - «4»** - некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками. |
| 40-49 | **Удовлетворительно - «3»** - необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки. |
| Менее 40 | **Условно неудовлетворительно - «2»** - необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий. |

**4. Пакет заданий**

**Вариант 1**

**Задание 1. Раскройте скобки, употребляя глаголы в Present, Past или Future Simple Passive.**

1. My question (to answer) yesterday.

2. Hockey (to play) in winter.

3. Mushrooms (to gather) in au­tumn.

4. Many houses (to burn) during the Great Fire of London.

5. His new book (to finish) next year.

6. Flowers (to sell) in shops and in the streets.

7. St. Petersburg (to found) in 1703.

8. Bread (to eat) every day.

9. The letter (to receive) yesterday.

10. Nick (to send) to Moscow next week.

**Задание 2. Раскройте скобки, употребляя глаголы в Active Voice или Passive Voice.**

1. Nobody (to see) him yesterday.

2. We (to call) Zhukovski the father of Russian aviation.

3. The telegram (to receive) tomorrow.

4. Moscow University (to found) by Lomonosov.

5. The answer to this question can (to find) in the encyclopedia.

6. We (to show) the histori­cal monuments of the capital to the delegation to­morrow.

**Задание 3. Передайте следующие предложения в Passive Voice.**

1. They are building a new concert hall in our street.

2. I bought potatoes yesterday.

3. We shall bring the books to­morrow.

4. They are repairing the clock now.

5. They sell milk in this shop.

6. I have translat­ed the whole text.

7. They broke the window last week.

**Задание 4. Передайте следующие предложения в Active Voice. Введите любые подходящие подлежащие.**

1. This museum will be visited next year.

2. Have your compositions been handed in?

3. This film can be seen at our cinema.

4. This man has been much spoken of.

5. Which article was translat­ed by your brother?

6. They were being taught drawing at that lesson.

7. This name was seldom mentioned in his novels.

8. I am often told about it.

**Задание 5. Переведите на английский язык, употребляя гла­голы в Passive Voice.**

1. За доктором по­шлют завтра.

2. В Санкт-Петербурге строят мно­го домов.

3. К то­му времени, как он приехал, письмо было уже получено.

4. Наш дом сейчас ремонтируют.

5. Книги уже принесли из библиотеки?

6. Этот кинотеатр был по­строен в прошлом году.

7. Стихи Роберта Бернса знают во многих странах мира.

8. Эта опера была написана сто лет назад.

**Вариант 2**

**Задание 1. Раскройте скобки, употребляя глаголы в Present, Past или Future Simple Passive.**

1. I (to ask) at the lesson yesterday.

2. Rome (not to build) in a day.

3. Many houses (to build) in our town every year.

4. This work (to do) tomorrow.

5. This text (to translate) at the last lesson.

6. These trees (to plant) last autumn.

7. Many interesting games always (to play) at our PT lessons.

8. This bone (to give) to my dog tomorrow.

9. We (to invite) to a concert last Saturday.

10. Lost time never (to find) again.

**Задание 2. Раскройте скобки, употребляя глаголы в Active Voice или Passive Voice.**

1. You can (to find) interesting information about the life in the USA in this book.

2. Budapest (to divide) by the Danube into two parts: Buda and Pest.

3. Yuri Dolgoruki (to found) Moscow in 1147.

4. He (to give) me this book next week.

5. He (to speak) very highly of the doctor.

6. The telegram (to receive) tomorrow.

**Задание 3. Передайте следующие предложения в Passive Voice.**

1. Не stole a lot of money from the shop.

2. By six o’clock they had finished the work.

3. At twelve o’clock the workers were loading the trucks.

4. By three o’clock the workers had loaded the trucks.

5. We send our daughter to rest in the south every year.

6. They will show this film on TV.

7. They haven't brought back my skates.

**Задание 4. Передайте следующие предложения в Active Voice. Введите любые подходящие подлежащие.**

1. This mountain has never been climbed be­fore.

2. Nick was told to go home at once.

3. The child is taken care of.

4. This book must be read by every student.

5. Why have these cups been put here in this cupboard?

6. The Greeks were attacked by the Persians from the sea.

7. The work will be finished in time.

8. When was it done?

**Задание 5. Переведите на английский язык, употребляя гла­голы в Passive Voice.**

1. Эти цветы только что сорвали.

2. Тебя вчера просили прийти пораньше?

3. В бу­дущем году его пьеса будет поставлена в этом те­атре.

4. За этим профессором только что послали.

5. Собор Святого Павла построил архитектор Рен.

6. Когда написали письмо?

7. Произведения английских и амери­канских писателей издают во всем мире.

8. Этот роман уже переведен на пять языков.

**5. Эталон ответов**

**Вариант 1**

**Задание 1.**

1. was answered

2. is played

3. are gathered

4. were burnt

5. will be finished

6. are sold

7. was founded

8. is eaten

9. was received

10. will be sent

**Задание 2.**

1. saw

2. call

3. will be received

4. was founded

5. be found.

6. will show

**Задание 3.**

1. A new concert hall is being built in our street.

2. Potatoes were bought yesterday.

3. The books will be brought to­morrow.

4. The clock is being repaired now.

5. Milk is sold in this shop.

6. The whole text has been translat­ed.

7. The window was broken last week.

**Задание 4.**

1. … will visit this museum next year.

2. Have you handed your compositions in?

3. … can see this film at our cinema.

4. … have / has spoken much of this man.

5. Which article did your brother translat­e?

6. … was / were teaching them drawing at that lesson.

7. He seldom mentioned this name in his novels.

8. … often tell(s) me about it.

**Задание 5. Переведите на английский язык, употребляя гла­голы в Passive Voice.**

1. The doctor will be sent for tomorrow.

2. Many houses are built in St. Petersburg.

3. By the time he arrived the letter had been already received.

4. Our house is being rebuilt / reconstructed now.

5. Have the books been already brought from the library?

6. That cinema was built last year.

7. Robert Burns’ poems are known in many countries of the world.

8. That opera was written a centure ago.

**Вариант 2**

**Задание 1.**

1. was asked

2. was not built

3. are built

4. will be done

5. was translated

6. were planted

7. are played

8. will be given

9. were invited

10. is found

**Задание 2.**

1. find

2. is divided

3. founded

4. will give

5. speaks

6. will be received

**Задание 3.**

1. A lot of money was stolen from the shop.

2. The work had been finished by six o’clock.

3. The trucks were being loaded by the workers at twelve o’clock.

4. The trucks had been loaded by the workers by three o’clock.

5. Our daughter is sent to rest in the south every year.

6. This film will be shown on TV.

7. My skates haven't been brought back.

**Задание 4.**

1. Nobody has climbed this mountain be­fore.

2. … told Nick to go home at once.

3. … take / takes care of the child.

4. Every student must read this book.

5. Why have / has … put these cups here in this cupboard?

6. The Persians attacked the Greeks from the sea.

7. … will finish the work in time.

8. When did … do it?

**Задание 5.**

1. These flowers have been just gathered.

2. Were you asked to come earlier yesterday?

3. Next year his play will be staged at this theatre.

4. This professor has been just sent for.

5. St. Paul’s Cathedral was built by architect Wren.

6. When was this letter written?

7. The works of English and American writers are published al over the world.

8. This novel has been already translated into five languages.

***2.3 Комплект измерительных материалов текущего контроля (6 семестр)***

**1. Паспорт оценочных средств текущего контроля**

В результате оценки осуществляется проверка следующих объектов:

Таблица 6

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты оценивания** | **Показатели** | **Критерии** | **Тип задания** | **Форма аттестации** |
| Уметь переводить (со словарем) иностранные тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас  Знать лексический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности | Осуществить литературный перевод текста профессиональной направленности с учетом профессиональной лексики | Текст  переведён правильно.  . | практическое задание | Практическая работа с текстом по специальности |

### 2. Форма текущего контроля и процедура проведения

Формой текущего контроля по дисциплине является практическая работа с текстом по специальности. Каждому студенту необходимо перевести текст профессиональной направленности, ответить на вопросы по тексту. При переводе текста студентам разрешается пользоваться словарём. На подготовку ответа отводится 35 минут: 25 минут на практическое задание и 10 минут на теоретическое задание. Итоги зачёта оформляются в протокол результатов итогового контроля (*Приложение 2*)

### 3. Система и критерии оценок результатов текущего контроля

Оценивание производится по традиционной шкале: отлично (5), хорошо (4), удовлетворительно (3), неудовлетворительно (2).

**Отлично –** перевод текста и задания к нему выполнены в полном объеме; качество выполнения оценено числом баллов, близким к максимальному;

**Хорошо -** перевод текста и задания к нему выполнены, хотя некоторые ответы могут содержать лишь незначительные ошибки;

**Удовлетворительно** - необходимые практические навыки работы с текстом не достаточно хорошо сформированы, более половины заданий выполнено, качество их выполнения среднее;

**Условно неудовлетворительно** - большинство заданий не выполнено, при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий.

### 4. Пакет заданий

### 4.1. Практические задания

**Прочитать один из текстов профессиональной направленности и перевести его на русский язык.**

**Условия выполнения задания:**

1. Место выполнения задания: в учебной аудитории во время зачётного занятия.

2. Максимальное время выполнения задания: 20 минут.

3. Вы можете воспользоваться словарём при переводе текста.

**ПРАКТИЧЕСКОЕ ЗАДАНИЕ № 1**

**BOLSHOI THEATRE**

Widely considered as one of the most beautiful performance houses in the world, the Bolshoi Theatre stands as a testament to the enduring nature of the Russian character. For more than two hundred years through monarchies, revolution, totalitarianism, socialism, and war the Bolshoi has been a symbol of the grand character of the Russian spirit expressed in architecture, dance, and opera.

More than an instrument to stir the love of the arts, the Bolshoi Theatre is very nearly a musical instrument itself. The auditorium is trimmed in wood and its acoustics is arranged to magnify and amplify sounds from the stage. It is among the most acoustically perfect houses in the world.

Outside, the façade has been restored after a bomb hit it in 1941 during the Second World War. It features the figure of Apollo and his quadriga (chariot) over a structure resembling the Parthenon. Although it looks impressive from the front, the Theatre is in need of renovation after putting on 300 performances a year for 150 years.

The ten-year project is being overseen by UNESCO in cooperation with the government of the Russian Federation. It is financed through donations from governments, corporations, and individual benefactors.

The first phase involves the construction of a building next door on Teatralnaya Square.

That building will be a sister theater to the Bolshoi with a stage that the Bolshoi will perform on during phase two – when the original theater will be renovated.

Once complete, the complex will include both theaters, an administration building, rehearsal halls, a greenhouse, a building to house the Bolshoi Theatre Club, a museum, conference hall, and workshop buildings.

**ПРАКТИЧЕСКОЕ ЗАДАНИЕ № 2**

**SAINT BASIL’S CATHEDRAL**

Saint Basil's Cathedral is the most recognizable symbol of Russia. Its colorful onion domes are instantly recognizable around the world as emblems of Moscow and the Russian Orthodox Church. The church is actually the Cathedral of the Protection of the Mother of God, known as "Theotokos" or "Bogoroditsa" in the Orthodox Church.

But it is mostly known as Saint Basil's Cathedral, named after the man who roamed the streets of Moscow trying to win converts during the reign of Ivan the Terrible (Tsar Ivan IV or Ivan Grozny). In spite of the brutal Russian winters and unforgiving summers, he many times conducted his crusade naked.

It is the domes that make this and other Russian Orthodox architecture unique. Saint Basil's has a total of ten towers with domes. The largest is at the center of the cathedral known as the Church of the Feast of the Pokhrov.

There are four more, each topping a church, located on a cardinal point, north, south, east, and west. Then an additional four at the northeast, southeast, northwest, and southwest points.

Each of these eight churches represents an important historical event in Russian history. Then there is one that does not stand on a rose point. It was built in 1555 and is located over the grave of Saint Basil. It became part of the Cathedral in 1588.

The cathedral may have been designed by Russian architects Posnik and Barma. But the early records are confusing, and they may be a single person. There is also a legend that the cathedral was designed by an Italian architect who was blinded so he could never create a more beautiful building. The root of this legend may lie in the fact that between 1475 and 1510 Italian architects were employed to restore the Kremlin and two of its churches.

In some ways, it is amazing that the cathedral has survived as long as it has. Two of the world's most ruthless leaders – Napoleon and Stalin – tried to destroy it. Napoleon tried to burn it down with little success. Stalin wanted to have it razed so his military parades would have more room. Another Moscow legend has it that the demolition was stopped by an architect who threatened to slit his own throat on the cathedral steps in protest.

**ПРАКТИЧЕСКОЕ ЗАДАНИЕ № 3**

**CATHEDRAL OF SAINT MICHAEL THE ARCHANGEL**

If there's one thing the Russians excel at it's religious architecture. Across the country thousands of churches abandoned under Soviet rule are now being restored. There are a few, however, that escaped decay because they were thought to be of special value to the people. One of them is the Cathedral of Saint Michel the Archangel – one of three cathedrals in or near the Kremlin, and one of two actually on Kremlin grounds.

Like most other Russian Orthodox churches it features the special onion domes topped by gilded crosses that are commonplace. But this wasn't built by a Russian. Italian architect Alevisio Novi was charged with rebuilding the great cathedral in Cathedral Square, also known as the "City of God."

Moscow was to become the Third Rome, after Constantinople and, of course, the original Rome. Though at a casual glance it appears authentic Russian, his design is Italian Renaissance at its fundamentals even though he was required to make it palatable to Byzantine tastes. Inside, the tomb of Ivan the Terrible and dozens of other members of the Russian Royal family line the walls.

**THE HOUSES OF PARLIAMENT**

Built by Charles Barry and August Pugin in flamboyant neo-Gothic style between 1837 and 1860, the Houses of Parliament provide chambers, lobbies and offices for politicians, linked by some two miles (3.2 km) of passages. In the House of Commons, the Speaker presides over debates, the Government and Opposition facing each other over the dispatch boxes, with Ministers on the front benches. Bills are passed from here to the House of Lords, where some are amended. The Houses of Parliament are often referred to as the Palace of Westminster, having been constructed on the site of the home of monarchs from Edward I to Henry VIII. The old palace was destroyed in a calamitous fire in 1834, leaving only the medieval Westminster Hall, the cloister and undercroft of St Stephen's Chapel, and the Jewel Tower built by Edward III in 1366 for his treasures. Westminster Hall, scene of many extravagant royal celebrations including coronation banquets, is dominated by a massive hammer – beam angel roof.

The much-photographed Big Ben in St Stephen's Tower is actually the name of the huge 13 1/2-ton bell that strikes the hours. Old pennies are used to adjust the clock's mechanism, helping it to keep in perfect time. The minute hands on each of the four dials are as high as a double-decker bus.

**ПРАКТИЧЕСКОЕ ЗАДАНИЕ № 4**

**BIG BEN**

For tourists, photographers, residents, and even terrorists, this is the symbol of London. Big Ben is one of London's best-known landmarks, and looks most spectacular at night when the clock faces are illuminated. You even know when parliament is in session, because a light shines above the clock face.

The four dials of the clock are 23 feet square, the minute hand is 14 feet long and the figures are 2 feet high. Minutely regulated with a stack of coins placed on the huge pendulum, Big Ben is an excellent timekeeper, which has rarely stopped.

Officially called the Clock Tower, millions of people around the world know it as "Big Ben." In truth, Big Ben is the name of the bell inside the clock, not the tower. But trying to convince people of that is akin to trying to stop a train with your car: it's possible, but not worth the effort.

Not a building on its own, the 320-foot Clock Tower is one of two towers flanking England's Houses of Parliament. It was built after a fire in 1834 destroyed most of the existing structure. That inferno was caused by the burning of an abacus that was used for bookkeeping.

The fire got out of control and took most of the building with it. Charles Barry was the winner of a competition to design the new center of government. He went with a Renaissance style, and married it with Neo-Gothic details by Augustus Pugin, including the towers.

Inside the tower is Big Ben – a 13-ton bell that sounds the hours as time passes. There is no firm documentation on how the bell got its name. Some think it was named after boxer Ben Caunt. Others believe it was named after Sir Benjamin Hall, a rather hefty gentleman who was a commissioner in Westminster.

This bell came originally from the old Palace of Westminster, it was given to the Dean of St. Paul’s by William III. Before returning to Westminster to hang in it's present home, it was refashioned in White chapel in 1858. The BBC first broadcast the chimes on the 31st December 1923 – there is a microphone in the turret connected to Broadcasting House.

During the second world war in 1941, an incendiary bomb destroyed the Commons chamber of the Houses of Parliament, but the clock tower remained intact and Big Ben continued to keep time and strike away the hours, its unique sound was broadcast to the nation and around the world, a welcome reassurance of hope to all who heard it.

There are even cells within the clock tower where Members of Parliament can be imprisoned for a breach of parliamentary privilege, though this is rare; the last recorded case was in 1880.

The tower is not open to the general public, but those with a "special interest" may arrange a visit to the top of the Clock Tower through their local (UK) MP.

Either way, it is the quintessential London experience to emerge from the Underground, walk along the Thames on a foggy Sunday morning and hear Big Ben toll. If you're not in London, it can still be heard frequently on the radio via the BBC World Service on AM in Europe, and satellite and short-wave elsewhere.

**ПРАКТИЧЕСКОЕ ЗАДАНИЕ № 5**

**10 DOWNING STREET**

The modest façade of this building does not reveal the power behind its legendary black door. This is the home of the Prime Minister of the United Kingdom. It is from this place that, for hundreds of years, power has radiated throughout the kingdom.

Though the portal appears modest, it conceals a much more complicated building inside.

Number 10 is connected to another building, which used to be a standalone mansion. The Downing Street location gets its name from Sir George Downing, a civil servant who built the street on the site of the demolished Axe Brewery. It has been abandoned since the early 16th century. When that building was leveled, it became a residential zone.

The earliest record of a home on the spot is from 1581. But the history goes back much farther than that. In the ninth century, the area was known as the Isle of Thorns. By the 11th century, King Canute had a palace constructed in the area. Subsequent rulers expanded their royal dwellings, and the area became commonly known as the seat of government. The last palace in this neighborhood was Whitehall, which burned down in 1698.

However, it wasn't until 1732 that King George II designated Number 10 the official residence of the First Lord of the Treasury, who is also the Prime Minister. The first Prime Minister to live here was Sir Robert Walpole; the last private citizen to live here was a Mister Chicken who left in 1735.

The mailbox outside reads, "First Lord of the Treasury". Technically speaking, it is his official residence. But since the Prime Minister is also the First Lord of the Treasury, it is the de facto Prime Minister's residence. The building is made of yellow bricks. These were blackened by decades of exposure to sooty London air. They were cleaned in the 1960's, and painted black because the public couldn't cope with the yellow color. It is said that the front door of the building can only be opened from the inside.

**ПРАКТИЧЕСКОЕ ЗАДАНИЕ № 6**

**TRAFALGAR SQUARE**

A large open square surrounded by wonderful buildings including the National Gallery, the National Portrait Gallery, and the building used as the fictional home of "Universal Exports" – James Bond's cover company in all the 007 films.

On a lazy Sunday morning great clouds of pigeons gather to pick up scraps from passersby.

Admiral Nelson surveys London from his perch 145 feet above the city. This monument was erected in 1843 to honor his victories abroad. At the base of the monument are four sculptures depicting his battles in Egypt, Denmark, Cape Saint Vincent, and Trafalgar, where he died in 1805. After the battle he was placed in a barrel of alcohol and shipped back to England for burial.

That's where we get the expression "pickled" referring to a drunken person.

It's also the root of the more obscure phrase "Tapping the Admiral," describing the process of getting drunk. Nevertheless, the four images were cast from cannons brought back to England after his triumphs in far-off lands. Trafalgar Square is also where the national Christmas tree is put up each year. It is an annual gift from Norway to thank England for taking in their royal family during the Second World War.

**WELLINGTON ARCH**

Intended as a monument to the first Duke of Wellington, you'd never know it looking at the monument today. When it was erected in the early 1800s, the arch was topped by a massive statue of Sir Arthur Wellsley riding a horse created by Matthew Cotes. A trio of indignities later, and this could be a monument to anyone.

The first came in 1882 when the monument was moved to Hyde Park Corner. Previously it had been a ceremonial entrance to Buckingham Palace. The second insult came in 1912, when the Wellsley statue was taken down and replaced by a quadriga by Adrian Jones, similar to ones in cities like Berlin, and Saint Paul, Minnesota.

A third insult followed in the 1960-s when traffic was routed around the arch, leaving it stranded on an island. Because of its location on Constitution Hill, and the lack of a Wellsley statue, many people think it's proper name is Constitution Arch. Inside the arch are exhibits, and access to a balcony which provides views of nearby London landmarks.

**ПРАКТИЧЕСКОЕ ЗАДАНИЕ № 7**

**THAMES TIDAL BARRIER**

It looks like a stunning piece of architectural art, but its purpose is deathly serious. For centuries London lived in a delicate balance with the River Thames. The river brought food, transportation, communication, and commerce to the city. But occasionally the river would exact a toll from the city, overflowing its banks and taking lives and property in return. One of those floods came in 1953.

Three hundred people lost their lives downstream from the city, and thousands of acres of productive farmland were rendered useless by the salt water. London's response was seemingly simple – a wall separating London from the ravenous sea. But the simple idea was complicated to implement.

The Tidal Barrier had to open and close quickly. It had to permit significant water flow in both directions to keep the ecological balance. And it had to allow ships to pass without encumbrance.

The result is a line of ten gates that can be raised and lowered at will. Underneath each of the barrier's stainless steel domes is a machine much like a construction crane.

When it moves its arms, a massive horizontal drum rotates. This drum had a large notch in the center of it. When the arms are extended, the drum rotates so the notch faces up, allowing ships and water to pass through it. When the arm retracts, the drum turns on its axis and the unnoticed side of the drum rises out of the water, blocking the river.

Of course, all that water has to go somewhere, so the banks of the Thames have been raised for 50 miles to protect people downstream from being inundated. More importantly, even when a serious threat is predicted, the gates are closed slowly. Closing the barrier at its maximum rate would create a wave in the river that could do more damage. There are four main gates at the center of the river. Each is 200-feet / 61 meters long. Those are flanked by a pair of 102-foot / 31 meter gates. And on each end are two more gates, which allow water, but not ships to pass.

**ПРАКТИЧЕСКОЕ ЗАДАНИЕ № 8**

***ELY CATHEDRAL***

In 673 St Etheldreda, Queen of Northumbria, founded a monastery in the centre of the Fens, on the Isle of Ely where she was Abbess until her death in 679. Some 44 years later, in 1081, work on the present building was begun, under the guidance of Abbott Simeon. It was completed in 1189 and the Cathedral now stands as a remarkable example of Romanesque architecture.

Undoubtedly, the most outstanding feature of the Cathedral is the Octagon, built to replace the Norman tower, which collapsed in 1322. The scale, engineering skill and sheer beauty are breathtaking and we can only marvel at the vision of Alan Walsingham in designing such a piece of architecture.

The 14th Century Lady Chapel with its intricate stone carvings is the largest in England.

And there is the Prior's Door, the painted Nave ceiling, Bishop West's Chantry Chapel and St Ovin's Cross – the only piece of stonework of Saxon origin in the Cathedral.

The Cathedral is set within the walls of the Benedictine Monastery, and a walk round the College will reveal that Ely has the largest collection of medieval domestic architecture in England.

The Porta was the original entrance to the Monastery and Prior Crauden's Chapel is situated nearby. Powchers Hall, the Old Barn, The Almonry and all the other Medieval buildings still stand to remind us of a community who lived and worshipped together, and of the skill and craftsmanship of those who built them over 600 years ago.

**ПРАКТИЧЕСКОЕ ЗАДАНИЕ № 9**

**BUCKINGHAM PALACE**

It was George IV's idea to turn Buckingham House, his parents' home, into an imposing residence fit for the king of England. In the face of much criticism, John Nash undertook the remodelling and extension at vast public expense, and it all took so long that neither George IV nor his brother William IV ever lived there. Queen Victoria, however, loved Buckingham Palace (even though many of the 1,000 windows would not open, doors were ill-fitting, lavatories were unventilated and bells did not ring!). Edward Blore finally finished it satisfactorily in 1847.

Many of the State rooms are sumptuously grand, notably the White Drawing Room, the domed Music Room with its 18 columns of deep blue scagliola, and the State Dining Room decorated in vivid crimson. The Royal Family occupies relatively few of the 600 rooms, many of which provide offices and accommodation for members of the Royal Household.

Nearly every morning London's most popular ceremony, The Changing of the Guard, takes place on the forecourt, much to the delight of the assembled crowd.

The Queen's Gallery, showing art treasures from the Royal Collection, is open to the public.

Further down Buckingham Palace Road is the Royal Mews, where The Queen's Horses and Carriages can be seen mid-week.

**ПРАКТИЧЕСКОЕ ЗАДАНИЕ № 10**

***BRITISH LIBRARY***

The British are rabid collectors of information, artifacts, and antiquities. Many of the world's most important museums are on their island. They've been cataloging civilization longer than many countries have been in existence. So, why then, is something with a title as prestigious as "The British Library" in a building so modern? Because it used to be little more than a reading room in the British Museum.

This building was erected in 1998 after more than 20 years of planning, bickering, and partisan shenanigans. Before this building was erected, the millions of books in the collection were scattered around the city in other libraries. Getting them all together in one place is a boon to readers and researchers, but was long delayed by design changes and cost overruns.

The end result is a reddish-brown building that has not yet earned a soft spot in the public's heart. It looks something like one of the mills that used to line the banks of rivers all over Britain, churning out textiles two centuries ago. But now the product is knowledge, and the warehouse of information this building contains is enough to educate generations of eager learners.

***ALEXANDRA PALACE***

Built as "The People's Palace," Alexandra Palace rests on a hilltop amid 196 acres of land outside London. Though the grounds were originally 300 acres, it is still a showplace, and a getaway. A recreation zone, and an exhibition space. It started in 1873 as a place where people form the city could go to get away from it all.

Thousands of people flooded the facility when it opened. But the fun didn't last long. Just 16 days after it opened, the place burned to the ground. Within two years it was open again, entertaining generations of people.

It has an indoor ice-skating rink, a conservatory with a glass roof, banquet facilities, parks, playgrounds, and more. Its most important footnote in history, however, is the fact that this was the first television home of the British Broadcasting Company.

In 1936, the BBC made its first television broadcast from the tower next to the palace. It remained the center of activity until the 1950s, but to this day the tower still carries four television channels, and six radio stations. The tower's height is 220 feet, but the building is over 300 feet above sea level, making this an important transmission point. And as an entertainment and concert venue, the BBC thoughtfully built a concrete ramp.

**ПРАКТИЧЕСКОЕ ЗАДАНИЕ № 11**

**THE BRITISH MUSEUM**

As stated elsewhere, the British are ravenous collectors and catalogers of civilization.

They have gone to the ends of the Earth in search of artifacts to document the extent of the Empire, and the limits of human imagination. It all comes together here.

The British Museum is perhaps the most important institution of its kind. From Rome to the Far East, from the Americas to the Pacific Rim, the objects are all here. While some museums have humble beginnings, this one did not. Its creation was spurred by a massive private donation in the 1730-s of over 71,000 exhibits to the government. These were combined with another collection that the government held, creating a critical mass necessitating a building of its own.

Montagu House was bought for this purpose in 1754. Less than 50 years later, the collection outgrew its home, so an addition was built. This was known as the Townley Gallery, and was built between 1804 and 1808. But if you look for it today, you won't see it. It was leveled in 1842, and the Smirke Building erected in its place. It was a few years later that the British Museum's architecture got out of hand.

Already a collection of Victorian, French, and Greek Revival styles, its one unifying force was the central plaza from which visitors could grasp the scale of the building. This was compromised when the Reading Room was completed in 1857. While it is understandable that the museum needed space for expansion, there comes a point at which architecture goes from layout to labyrinth.

The Reading Room was soon followed by the White Wing, King Edward VII Galleries, and the special gallery designed to hold the Elgin Marbles. Construction on the Elgin Marbles gallery ended in 1939, but World War II took its toll. There wasn't the money or incentive to build any more large expansions. In fact, fixing the bomb damage prevented the Elgin Marbles gallery from opening until 1962. The first new wing in 40 years opened in 1980. Unfortunately, it was called "The New Wing" and completely fails to honor any worthy Britons.

Then, at the turn of the millennium, something interesting happens. The British Museum would recover from the violation caused by Reading Room. The Reading Room had removed a wonderful public space. It was the architect Lord Norman Foster who would restore it. The British Library was given its own museum, and the Reading Room was pared back to its essentials.

Then over the entire area, which was formerly a great courtyard, was erected a delicate glass dome, and the Great Court was created. Strictly speaking, it's more of a roof than a dome, but it arches gracefully over the floor below, and converges on the copper roof of the Reading Room as if it was one dome resting upon another. It is a spectacular sight, but does not interfere with the appreciation of the rest of the building's architecture.

At the time of its completion, the Great Court was the largest covered public square in Europe. The Great Court cost L 100,000,000.00. The roof of the Great Court weighs 793 metric tons.

**ПРАКТИЧЕСКОЕ ЗАДАНИЕ № 12**

***PETERBOROUGH CATHEDRAL***

Peterborough Cathedral was founded in 655 by the Mercian nobleman, Paeda, destroyed by the Danes in 870, reconstructed in 972 and then burnt down by mistake in 1116. The present Cathedral, started in 1118, took more than 120 years to build and was consecrated in 1238 by Bishop Robert Grosseteste of Lincoln. It is a superb example of Romanesque architecture. The West front built in the early 13th century is unique in Christendom.

The Cathedral suffered badly at the hands of Cromwell's soldiers in 1643. As a result the interior of the Cathedral is uncluttered with monuments and light streams in through clear glass, creating an air of space and purity. Much work has been done in recent years including the restoration of the beautiful Nave ceiling, one of the most important examples of this kind of medieval art in Europe. Queen Katharine of Aragon is buried at the Cathedral.

The Cathedral is still the seat of the Bishop of Peterborough, as it has been since the Diocese was created in 1541. Worship, enhanced and supported by a long choral tradition, still takes place every day. The Cathedral is used for many functions including exhibitions, concerts and school outings. There is a permanent exhibition depicting the life of the Cathedral and the daily life of a Benedictine monk.

**TOWER BRIDGE**

Tourists usually think this is the "London Bridge" from the children's song, but it isn't. That is further upriver, and a lot less interesting looking. This is the Tower Bridge, so called because it is adjacent to the Tower of London.

It is actually a drawbridge, but the decks are rarely raised these days, as most heavy shipping happens downstream. It is interesting to keep an eye on the river when you visit. The Thames is given to wild swings in tide. Dinghies that are tied to buoys and floating 20 feet from shore may be resting on the muddy bottom of the river by the time you're done with the tour.

**ПРАКТИЧЕСКОЕ ЗАДАНИЕ № 13**

**HADRIAN’S WALL**

This was the Roman Empire's version of the Great Wall of China.

It worked well, and was used for 288 years. When it was built, Britain was an outer province of Rome and vulnerable to attack because of its distance from the heart of power and might. Much like the Chinese, Rome sought to keep "barbarians" from the north at bay. The wall was designed to run 99-miles along the British coast to Bowness-on-Solway, and east to Wallsend-on-Tyne. The same way towns today spring up along freeways, settlements mushroomed along the route of the wall as entrepreneurs sought to take care of the needs of the Roman soldiers manning the ramparts. Not all of it was built.

Reflecting the Roman leanings toward regimen and uniformity the wall was built in a very methodical pattern. The wall was at least eight-feet wide, at least 12 feet high, and lined with a culvert. There were fortifications every mile, and two guard towers evenly spaced between. All of these measures are in Roman feet, not the feet we know today.

In 1987 the wall became one of UNESCO's World Heritage sites.

**TOWER OF LONDON**

A lot less than most people imagine. While The Tower is one of the most important buildings in the history of England, it is not much taller than a four-storey house. But the real treasures are inside, where the Crown Jewels are kept, including The Star of Africa, which at 530 carats is the largest diamond in the world.

The jewels are the highlight of the visit, and to keep the throngs of people moving along, a people mover has been installed. The Tower has a long and bloody history, illustrated in detail by the Royal Armory, which holds 40,000 artifacts from armor to iron maidens. This is where Henry VI was killed in 1471, where two of Henry VIII's wives were executed (Anne Boleyn and Catherine Howard) and where Lady Jane Grey and Robert Devereux, the Earl of Sussex, met similar fates. The Tower of London has been guarded by a detail of Beefeaters since 1485.

**ПРАКТИЧЕСКОЕ ЗАДАНИЕ № 14**

**BLACKPOOL TOWER**

Blackpool is widely considered the epitome of the classical seaside resort. In this establishment we see glimpses of Coney Island in New York, Navy Pier in Chicago, Atlantic City in New Jersey, and the pre-1900 Galveston Island in Texas.

The most visible part of the Blackpool experience is the tower. It was conceived as an answer to the Eiffel Tower in Paris and in its sheltering arms a number of amusement attractions sprang up so it could continue to make money in bad weather.

The tower was intended to copy Paris' famous landmark, and was even supposed to originally be called "Blackpool Eiffel Tower." Though it's not as tall as the Eiffel Tower, it appears more sturdy. That's because it is subject to the battering of storms that roll in off the sea.

There is a time capsule in the cornerstone of the Blackpool Tower.

It contains a record with the voice of the man who laid the cornerstone along with newspapers and other period items. There used to be a very small zoo, which included a lion. There is still a ballroom in the tower.

The tower was built on the same site as an aquarium. The tanks were built into the tower's design. Like the CN Tower in Toronto, the Blackpool Tower has a "walk of faith." Parts of the floor are made from clear material that you can walk over while looking down.

**TOWER BRIDGE**

Tourists usually think this is the "London Bridge" from the children's song, but it isn't. That is further upriver, and a lot less interesting looking. This is the Tower Bridge, so called because it is adjacent to the Tower of London.

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**ПРАКТИЧЕСКОЕ ЗАДАНИЕ № 15**

**MILLENNIUM DOME**

One of the most admired and hated buildings of the late 20-th century, the Millennium Dome's lofty goals were also its downfall. It is one of 200 projects in the United Kingdom created to mark the turn of the millennium. Altogether it was a £2,000,000,000.00 investment.

The dome featured such exhibits as a walk-through body and a huge model of a beating heart. Critics called it "crass" and overly politically correct. The dome is a showcase of the best Britain has to offer the world. Unfortunately, not enough of the world is interested in what Britain has to offer to make the venture profitable.

As of February, 2001 it was expected to attract 5,000,000 visitors a year; less than half the number needed to make the venture profitable, but still more than any other British tourist attraction. Initial admission was pegged at £20, a price some considered prohibitive for ordinary people, but one that the Millennium Commission decided was necessary to build the structure without taxpayer money.

Even before the Millennium Dome opened the usual politicians chided the project as a boondoggle. But the chorus of naysayers was joined by a list of rather rational people who also smelled doom for the dome. It didn't long to prove them right.

12 to 17 million people were expected each year. The reality was far different. The dome fell hundreds of millions of pounds short of its goal in short order. Dome defenders say it brought a measure of prosperity to a bleak swath of land along the Thames. To be sure, the project created 2,000 construction jobs plus thousands more to keep the affair running.

It also cleaned up and put to use 300 acres of contaminated real estate and brought billions of tourist dollars south of the city. But its long-term impact has yet to be felt, and its merits still debatable. In time we shall see if the Millennium Dome finally becomes a proud addition to the London cityscape, or a faded memory of boondoggles past.

**5. Протокол результатов итогового контроля**

Ведомость итоговой аттестации находится в Приложении 2.

***2.4 Комплект измерительных материалов текущего контроля (7 семестр)***

***(Контрольная точка 3)***

**1. Паспорт оценочных средств контрольной точки № 3**

В результате оценки осуществляется проверка следующих объектов:

Таблица 7

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты**  **оценивания** | **Показатели** | **Критерии** | **Тип задания** | **Форма**  **аттестации** |
| Уметь переводить (со словарем) иностранные тексты профессиональной направленности и выполнять задания к ним; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.  Знать лексический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности, понятие «интернационализмы». | Осуществить литературный перевод текста профессиональной направленности с учетом профессиональной лексики и выполнить задания к нему. | Текст переведён правильно.  Задание выполнено правильно. | Практическое задание | Контрольная работа |

### 2. Форма текущего контроля и процедура проведения

Формой текущегоконтроля по дисциплине является контрольная работа.

Контрольная работа состоит из 2-х вариантов по 5 заданий. На выполнение отводится 60 минут. При выполнении заданий студентам разрешается пользоваться словарём.

### 3. Система и критерии оценок результатов текущей контроля

Оценивание производится по традиционной шкале: отлично (5), хорошо (4), удовлетворительно (3), неудовлетворительно (2).

Таблица 8

|  |  |  |
| --- | --- | --- |
| **Оценка** | **Практическое задание** | **Теоретическое задание** |
| **Отлично** | необходимые практические навыки в основном сформированы, однако они могут быть недостаточными; перевод текста выполнен, хотя некоторые ответы могут содержать лишь незначительные ошибки; качество выполнения оценено числом баллов, близким к максимальному | теоретическое содержание учебного материала освоено студентом в полном объеме, без пробелов |
| **Хорошо** | в ходе выполнения практических заданий имеются незначительные грамматические погрешности, но в целом практические навыки сформированы, перевод текста выполнен, хотя некоторые ответы могут содержать лишь незначительные ошибки | теоретическое содержание учебного материала освоено студентом в полном объеме, однако в процессе ответа наблюдаются ошибки |
| **Удовлетворительно** | необходимые практические навыки работы с текстом не сформированы, либо качество их выполнения очень низкое | теоретическое содержание материала освоено частично |
| **Условно**  **неудовлетворительно** | большинство заданий не выполнено, при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий | большая часть теоретического материала не освоена, при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий |

**4. Пакет заданий**

**Вариант 1**

**1. Найдите в правой колонке русские эквиваленты английских слов и словосочетаний:**

|  |  |
| --- | --- |
| 1. to keep off the rain  2. for housing  3. foundation  4. fire-proof  5. poor heat conductivity  6. to construct  7. to protect from the weather  8. to erect  9. for industrial purpose  10. concrete  11. water supply  12. ferro-concrete details | а. железобетонные детали  b. плохая теплопроводимость  с. строить  d. для проживания  е. фундамент  f. водоснабжение  g. защитить от дождя  h. для промышленной цели  i. огнеупорный, огнестойкий  j. защищать от непогоды  k. бетон  1. возводить (здание) |

**2. Переведите на русский язык встречающиеся в тексте интернациональные слова:**

classifi­cation, industrial, material, type, detail, interior, construction, exterior, electricity, ventila­tion, system, drainage

**3. Прочтите текст и переведите на русский язык в письменной форме абзацы 1, 3, 6, 7.**

**CONSTRUCTION WORKS**

1. The first houses were built for the purpose of protecting their owners from the weather and, therefore, were very simple — a roof to keep off the rain or snow, and walls to keep out the wind.

2. The building erected now can be divided into two broad classifi­cations: they are either for housing or for industrial purpose.

3. As far as the material is concerned, the buildings can be divided into stone (or brick), wood and concrete types. The brick is an artificial material made of clay then burnt to harden it. The natural stone (rubble masonry) is used for footing and foundations for external walls carrying the load. The buildings made of stone or brick are durable, fire-proof and have poor heat conductivity.

4. The tiers or levels which divide a building into stages or stories are called floors. These may be of timber but in stone buildings they are made of ferro-concrete details in great and small sizes.

5. The coverings or upper parts of buildings constructed over to keep out rain and wind and to preserve the interior from exposure to the weather, are called roofs. These should tie the walls and give strength and firmness to the construction.

6. Every building must be beautiful in appearance and proportion­al in various parts. The interior should be planned to suit the require­ments of the occupants while the exterior must be simple without any excesses.

7. Any building should be provided with water, electricity, ventila­tion and heating system.

8. Getting water into the house is called plumbing. The plumbers have also to get the water out after it has been used. The first part of this problem is called water supply and the second one is called drainage or sewerage.

**4. Найдите соответствующие ответы на вопросы и напишите их в той последовательности, в которой заданы вопросы:**

**Вопросы**

1. What types of building do you know?
2. What is a brick?
3. What is a floor?
4. What is a roof?
5. What is plumbing?

**Ответы**

a. It is an artificial material made of clay then burnt to harden it.

b. It is a coverings or upper part of building constructed over to keep out rain and wind and to preserve the interior from exposure to the weather.

c. It is getting water into the house.

d. It is a tier or level which divides a building into stages or stories.

e. Stone (or brick), wood and concrete.

**5. Закончите предложения, выбрав соответствующий вариант окончания:**

|  |  |
| --- | --- |
| 1. The building erected now can be divided into two broad classifi­cations: | 1. they are either for housing or for industrial purpose. 2. they are either for people or for animals. 3. they are either for living or for working. |
| 2. Any building  3. The interior  4. The roofs | a) should tie the walls and give strength and firmness to the construction.  b) should be planned to suit the require­ments of the occupants.  c) should be provided with water, electricity, ventila­tion and heating system. |

**Вариант 2**

**1. Найдите в правой колонке русские эквиваленты английских слов и словосочетаний:**

|  |  |
| --- | --- |
| 1. to follow its progress with interest  2. basement  3. foundation  4. coat of paint  5. framework.  6. to construct  7. to prevent from sinking  8. to erect  9. a fire-resisting material  10. concrete  11. artificial materials  12. cracks in the wall | а. строить  b. основание  с. трещины в стене  d. фундамент  е. бетон  f. с интересом следить за его ростом  g. слой краски  h. искусственный материал  i. огнеупорный материал  j. предотвратить погружение  k. воздвигать (здание)  1. каркас |

**2. Переведите на русский язык встречающиеся в тексте интернациональные слова:**

progress, material, architect, designer, function, contact, natural, structure

**3. Прочтите текст и переведите на русский язык в письменной форме абзацы 1, 2, 6.**

**CONSTRUCTION WORKS**

1. Almost everybody saw the construction of a building and followed its progress with interest. First the excavation is dug for the basement, then the foundation walls below ground level are con­structed; after this the framework is erected and clothed with various finishing materials and protected by several coats of paint.

2. The part upon which the stability of the structure depends is the framework. It is intended for safety carrying the loads imposed. The floors, walls, roofs and other parts of the building must be carefully designed and proportioned.

3. The architect or designermust decide what the size of the walls, the floors, the beams, the girders and the parts, which make up the framework, will be and how they will be placed and arranged.

4. Here are the main parts of a building and their functions.

5. Foundations serve to keep the walls and floors from contact with the soil, to guard them against the action of frost, to prevent them from sinking and settling which cause cracks in walls and uneven floors.

6. Floors divide the building into stories. They may be either of tim­ber or may be constructed of a fire-resisting material. Walls are built to enclose areas and carry the weight of floors and roofs. The walls may be solid or hollow. The materials used for the walls construction can be brick, stone, concrete and other natural or artificial materials.

7. Roofs cover the building and protect it from exposure to the weath­er. They tie the walls and give strength and firmness to the structure.

**4. Найдите соответствующие ответы на вопросы и напишите их в той последовательности, в которой заданы вопросы:**

**Вопросы**

1. What must the architect or designerdecide?

2. What are the main parts of a building?

3. What materials can be used for the walls construction?

4. What are the functions of roofs?

5. What is the framework?

**Ответы**

a. It is the part upon which the stability of the structure depends.

b. To cover the building and protect it from exposure to the weath­er, to tie the walls and give strength and firmness to the structure.

c. What the size of the walls, the floors, the beams, the girders and the parts, which make up the framework, will be and how they will be placed and arranged.

d. Brick, stone, concrete and other natural or artificial materials.

e. Foundations, floors and roofs.

**5. Закончите предложения, выбрав соответствующий вариант окончания:**

|  |  |
| --- | --- |
| 1. The excavation is dug for … | 1. the basement. 2. the foundation walls. 3. the framework. |
| 2. Foundations  3. Floors  4. Roofs | a) tie the walls and give strength and firmness to the structure.  b) serve to keep the walls and floors from contact with the soil, to guard them against the action of frost.  c) may be either of tim­ber or may be constructed of a fire-resisting material. |

**5. Эталон ответов**

**Вариант 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | 1. g  2. d | 3. e  4. i | 5. b  6. c | 7. j  8. l | 9. h  10. k | 11. f  12. a |

**2.** classifi­cation - классификация, industrial - индустриальный, material - материал, type - тип, detail - деталь, interior - интерьер, construction - конструкция, exterior - экстерьер, electricity - электричество, ventila­tion - вентиляция, system - система, drainage - дрейнаж

**3.** Строительные работы

1. Первые дома строили с целью защиты своих владельцев от погодных условий и, следовательно, были очень просты - крыша, чтобы защищать от дождя или снега, и стены, чтобы защищать от ветра.

3. Что каксается материала, здания можно разделить на типы: каменные (или кирпичные), деревянные и бетонные. Кирпич – это искусственный материал, сделанный из глины, затем обожженный, чтобы укрепить его. Натуральный камень используется для основания и фундаментов для наружных стен, несущих нагрузку. Здания из камня или кирпича прочные, огнестойкие и имеют плохую теплопроводимость.

6. Каждое здание должно быть красивым на вид и пропорциональным в различных частях. Интерьер следует планировать так, чтобы соответствовать требованиям жителей, а экстерьер (внешний вид) должен быть простым, без излишеств.

7. Любое здание должно быть обеспечено водой, электричеством, системами вентиляции и отопления.

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| --- | --- | --- | --- | --- | --- |
| **4.** | 1. e | 2. a | 3. d | 4. b | 5. c |
| **5.** | 1. a | 2. c | 3. b | 4. a |

**Вариант 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | 1. f  2. b | 3. d  4. g | 5. l  6. a | 7. j  8. k | 9. i  10. e | 11. h  12. c |

**2.** progress - прогресс, material - материал, architect - архитектор, designer - дизайнер, function - функция, contact - контакт, natural - натуральный, structure - структура

**3.** Строительные работы

1. Почти все видели, строительство здания и следили за его ходом с интересом. Во-первых, выкапывают яму для основания, затем строят фундамент для стен ниже уровня земли; после этого возводят каркас и покрывают различными отделочными материалами и защищают несколькими слоями краски.

2. Часть, от которой зависит устойчивость структуры, это основание. Оно предназначается для безопасного поддержания наложенной нагрузки. Полы, стены, крыши и другие части здания должны быть внимательно спроектированы и распределены.

6. Полы разделяют здание на этажи. Они могут быть либо из древесины, либо могут быть построены из огнезащитных материалов. Стены строят для того чтобы разгородить пространство и нести нагрузку то полов и крыш. Стены могут быть сплошными (монолитными) или полыми. Материалами, используемыми для строительства стен, могут быть кирпич, камень, бетон и другие, природные или искусственные материалы.

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| **4.** | 1. c | 2. e | 3. d | 4. b | 5.a |
| **5.** | 1. a | 2. b | 3. c | 4. a |

***2.4 Комплект измерительных материалов промежуточного контроля (7 семестр)***

**1. Паспорт оценочных средств промежуточного контроля**

В результате оценки осуществляется проверка следующих объектов:

Таблица 9

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Объекты оценивания** | **Показатели** | **Критерии** | **Тип задания** | **Форма аттестации** |
| Знать грамматический минимум, изученный в рамках дисциплины | Развёрнутый ответ по теоретическому вопросу соласно формулировке теоретического задания | Ответ дан верно. | теоретическое задание | Дифференцированный зачёт |

### 2. Форма промежуточного контроля и процедура проведения

Формой промежуточной аттестации по дисциплине согласно учебному плану является дифференцированный зачёт. На зачёт выносятся грамматические темы, изученные в рамках дисциплины. Каждому студенту необходимо дать ответ на теоретические вопросы, касающиеся знания правил по грамматике английского языка. Вопросы распределены в билеты, по 3 вопроса в каждом. На подготовку ответа отводится 10 минут. Итоги зачёта оформляются в протокол результатов промежуточного контроля (Приложение 2)

### 3. Система и критерии оценок результатов промежуточной аттестации

На зачёт выносятся грамматические темы, изученные в рамках дисциплины. Каждому студенту необходимо дать ответ на теоретический вопрос, касающийся знания правил по грамматике английского языка.

Оценивание производится по традиционной шкале: отлично (5), хорошо (4), удовлетворительно (3), неудовлетворительно (2)

**Отлично –** теоретическое содержание учебного материала освоено студентом в полном объеме, без пробелов;

**Хорошо -** теоретическое содержание учебного материала освоено студентом в полном объеме, однако в процессе ответа наблюдаются ошибки;

**Удовлетворительно** - теоретическое содержание материала освоено частично;

**Условно неудовлетворительно** - теоретическое содержание материала не освоено, при дополнительной самостоятельной работе над материалом курса возможно повышение качества освоения материала.

### 4. Пакет заданий

### Вопросы для дифференцированного зачета:

1. Каковы основные правила употребления артиклей?
2. Как образуется множественное число существительных? Перечислите слова-исключения.
3. Для чего служит и как образуется притяжательный падеж существительных?
4. Как образуются временные формы глагола группы *Simple?* Что они означают?
5. Как образуются временные формы глагола группы *Continuous?* Что они означают?
6. Как в английском языке образуются общие вопросы в различных временах?
7. Как образуются отрицательные предложения?
8. В каких случаях не употребляется вспомогательный глагол to do?
9. Перечислите личные, притяжательные и возвратные местоимения.
10. Как образуется количественные и порядковые числительные?
11. Какие знаки употребляются при написании числительных?
12. Как образуются простые и десятичные дроби?
13. Как в номерах (страниц, домов и т.п.) и датах употребляются порядковые и количественные числительные?
14. Какие глаголы называют модальными?
15. Какие модальные глаголы имеются в английском языке?
16. В чем отличие модальных глаголов от обычных в образовании глагольных форм?
17. Какие глаголы могут выступать в модальном значении?
18. Как образуются в этом случае вопросительные и отрицательные формы?
19. Что обозначают модальные конструкции с перфектным инфинитивом?
20. Какие средства используются для выражения значения модальных глаголов саn, mау и must в тех временах, где эти глаголы не имеют собственных форм?
21. Как образуются степени сравнения прилагательных?
22. Какие формы наречий существуют в английском языке?
23. Как образуются степени сравнения наречий?
24. Какое место занимают в предложении наречия?
25. Перечислите неопределенные и отрицательные местоимения.
26. В каких типах предложений употребляются местоимения аnу, anybody, anything, nobody, nothing?
27. Как образуется пассивный залог?
28. Как образуется его вопросительная форма?
29. Как образуется его отрицательная форма?
30. Как в пассиве выражается деятель (или движущая сила) и орудие, с помощью которого производится действие?
31. Что такое инфинитив?
32. В каких случаях инфинитив употребляется без частицы *to*?
33. Что такое причастия?
34. Какие виды и формы причастий существуют в английском языке?
35. Как переводятся английские причастия на русский язык?
36. Что такое герундий?
37. Чему соответствует герундий в русском языке?
38. Какие формы герундия существуют в английском языке?
39. На какие виды подразделяется сложное предложение?
40. Как образуется сложносочиненное предложение?
41. Как образуется сложноподчиненное предложение?
42. Каковы основные типы придаточных предложений? На какие вопросы они отвечают?

**5. Протокол результатов промежуточного контроля**

Ведомость промежуточной аттестации находится в Приложении 2.

### ПРИЛОЖЕНИЕ 1

**Протокол результатов промежуточного контроля**

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

«Национальный исследовательский ядерный университет «МИФИ»

**Озерский технологический институт** –

филиал федерального государственного автономного образовательного учреждения высшего образования «Национальный исследовательский ядерный университет «МИФИ»

(ОТИ НИЯУ МИФИ)

**ВЕДОМОСТЬ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ**

Специальность: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Преподаватель: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Дата «\_\_\_\_» \_\_\_\_\_\_\_\_\_\_\_\_ 20\_\_\_\_г. Подпись преподавателя \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ПРИЛОЖЕНИЕ 2**

**Протокол результатов итогового контроля**

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

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(ОТИ НИЯУ МИФИ)

**ВЕДОМОСТЬ ИТОГОВОЙ АТТЕСТАЦИИ**

Специальность: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Преподаватель: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Дата «\_\_\_\_» \_\_\_\_\_\_\_\_\_\_\_\_ 20\_\_\_\_г. Подпись преподавателя \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_