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ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

по учебной дисциплине

БД.03 Иностранный язык

Специальность: 29.02.04 Конструирование, моделирование и технология швейных изделий

Разработан на основе Федерального
государственного образовательного
стандарта по специальности среднего
профессионального образования
29.02.04 Конструирование, моделирование и
технология швейных изделий

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1. ПАСПОРТ

ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ по учебной дисциплине БД.03 Иностранный язык

29.02.04 Конструирование, моделирование и технология швейных изделий

Результаты обучения (освоенные умения, усвоенные знания) ¹	ПК, ОК	Наименование темы, раздела ²	Уровень освоения темы	Наименование контрольно-оценочных средств ³	
				Текущий контроль	Промежуточная аттестация
1	2	3	4	5	6
УМЕНИЯ: говорение: – вести диалог (диалог–расспрос, диалог–обмен мнениями/суждениями, диалог–побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию, эмоционально-оценочные средства; – рассказывать, рассуждать в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов; описывать события, излагать факты, делать сообщения; – создавать словесный социокультурный портрет своей страны и страны/стран изучаемого языка на основе разнообразной страноведческой и культуроведческой информации;	ОК 1 ОК2 ОК3 ОК4 ОК5 ОК6 ОК7 ОК8 ОК9	Раздел I Вводно-коррективный фонетический курс. Фразы-клише, разговорная лексика.	1 2	практические занятия, беседа, составление диалогов, самопрезентация в устной форме.	<i>Контрольная работа</i>
		Раздел II Основы практической грамматики. Существительное, прилагательное, глагол.	3	выполнение лексико-грамматических упражнений и тестов.	
		Раздел III Основы практической грамматики. Местоимение, наречие, предлог.	2	выполнение лексико-грамматических упражнений и тестов.	
аудирование:					<i>дифференцирова</i>

				нный зачет
<p>– понимать относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения;</p> <p>– понимать основное содержание аутентичных аудио- или видеотекстов познавательного характера на темы, предлагаемые в рамках курса, выборочно извлекать из них необходимую информацию;</p>		Раздел IV Основы практической грамматики. Основные типы предложений. Вопросы и отрицания в английском языке.	2	практические занятия, выполнение тестов, просмотровое и поисковое чтение, ситуативная беседа.
<p>– оценивать важность/новизну информации, определять свое отношение к ней;</p> <p>– читать аутентичные тексты разных стилей (публицистические, художественные, научно-популярные и технические), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи;</p> <p>письменная речь</p> <p>– описывать явления, события, излагать факты в письме личного и делового характера;</p> <p>– заполнять различные виды анкет, сообщать сведения о себе в форме, принятой в стране/странах изучаемого языка;</p> <p>ЗНАНИЯ:</p> <p>– значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;</p> <p>– языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета и обслуживающие ситуации общения в рамках изучаемых тем;</p> <p>– новые значения изученных глагольных форм (видо-временных, неличных), средства и способы выражения</p>		Раздел V. Основы практической грамматики. Числительное. Причастие. Герундий.	2	практические занятия, просмотр учебных фильмов, выполнение теста ситуативная беседа чтение просмотровое и поисковое чтение газетных, журнальных статей (со словарём, без словаря), сочинение-рассуждение, доклад, реферат резюме, письмо тестирование, контрольная работа

<p>модальности; условия, предположения, причины, следствия, побуждения к действию;</p> <p>– лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения;</p> <p>– тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по профессиям и специальностям СПО</p>							
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Уровни освоения темы:

1. Ознакомительный
2. Репродуктивный
3. Продуктивный

В результате освоения учебной дисциплины «Иностранный язык» обучающийся должен обладать предусмотренными ФГОС по специальности СПО **29.02.04 «Конструирование, моделирование и технология швейных изделий»** умениями и знаниями, которые формируют общие компетенции, включающими в себя способность:

Общие компетенции:

ОК 1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.

ОК 2. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.

ОК 3. Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность.

ОК 4. Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития.

ОК 5. Использовать информационно-коммуникационные технологии в профессиональной деятельности.

ОК 6. Работать в коллективе, эффективно общаться с коллегами, руководством, потребителями.

ОК 7. Брать на себя ответственность за работу членов команды (подчиненных), результат выполнения заданий.

ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.

ОК 9. Ориентироваться в условиях частой смены технологий в профессиональной деятельности.

Формой аттестации по дисциплине является дифференцированный зачет.

2.1. Задания для проведения дифференцированного зачета

1. Перевести предложения на английский язык:

Мой друг живет в Москве.

Мой брат хорошо играет в теннис.

Я учусь на первом курсе.

Вы преподаватель?

Я не преподаватель, я ученик.

Ваш друг врач или рабочий?

Пожалуйста, возьми мою книгу со стола и прочитай урок третий.

Ответ: My friend lives in Moscow.

My brother plays tennis well.

I am a freshman.

You are a teacher?

I'm not a teacher, I am a pupil.
Is your friend a doctor or a worker?
Please, take my book from the table and read the third lesson.

2. Написать транскрипцию следующих слов:

/ pen, let, test, nine, five, fine, ten/

3. Вставить нужное слово.

1. We can use ... for cooking.

- a) a vacuum cleaner b) a microwave c) a dishwasher

2. ... helps to build one's strength.

- a) A body building machine b) A talking alarm clock c) A solar powered calculator

3. I think ... is a necessity than luxury.

- a) a TV set b) a mobile phone c) a car

4. I need ... to get in touch with my friend or to call the police or an ambulance.

- a) an alarm clock b) a mobile phone c) a car

5. Do not operate the toaster lying on its side – this could cause ...

- a) a fire b) a driver c) a burn

6. ... is like a typewriter and address book for me. I can play and learn on it. It's a brilliant source of information.

- a) a mobile phone b) a computer c) a fax machine

Ответ: 1-b, 2-a, 3-c, 4-b, 5-a, 6-b

4. Задание по чтению

Прочитайте текст. Установите соответствие между заголовками **A-H** и текстами **1-7**. Занесите свои ответы в таблицу (вставив буквы **A-H**). Используйте каждую букву **только один раз**. В задании **один заголовок лишний**.

A. TOURING THE COUNTRY

B. NEW MANAGEMENT

C. SATISFYING DIFFERENT TASTES

D. PLEASURE OF THE HOLIDAY

E. BEGINNING OF THE CAREER

F. GREAT CHANGES

G. LOSS OF INTEREST

H. FINANCIAL POLICY

1. Tourists from all over the world will enjoy their time in London if they plan a visit to one of the capital's famous musicals or plays as an inbuilt part of their holiday in England. The London stage scene has been a big success story for over a hundred years and visitors will appreciate the programme in London theatres, which has not changed for years.

2. Robert Sims is the brilliant new author of the comedy play about student life in Scotland at the Round House Theatre in Glasgow. Robert, who is only twenty four, started to write the play immediately after leaving university. He told our reporter that he couldn't write the play while he was at university, because many of the characters in it were his fellow students or university lecturers. The play is also partly a musical with some very funny songs.

3. The new programme of plays at the Eastbourne Winter Garden Theatre contains a very varied and interesting variety of productions. The summer holiday programme starts with a French comedy, continues with the play "The Three Sisters" by Chekhov and ends with the "Rocky Horror Movie Show". I wonder how the conservative Eastbourne audiences will cope with this surprising mix.

4. The new winter season at the Hippodrome Theatre is a big break with tradition. There are no musicals, no comedies and no Agatha Christie thrillers. The new management is staging three Shakespeare plays and two plays by the German playwright Bertolt Brecht, in addition to a very modern pantomime, which doesn't have either a Prince Charming or two ugly sisters. We wish the Hippodrome every success in its efforts to bring culture to the masses.

5. Our winter programme of plays and musicals starts on the first of December. We offer special rates to all students and senior citizens and there are also very good reductions for all theatregoers, who join our theatre club and buy tickets for three or more performances in advance. Theatre programmes with details of each performance and the actors are also free for all members of the theatre club, which is another big saving. Support your local theatre again this season.

6. The long running soap opera "Green Wellies", set in the rural south east of England is scheduled to end in August. The directors of Channel 4 point to decreased enthusiasm for the programme over the last year as the major cause for this decision. Many viewers have complained about the weak story lines and the poor acting of some of the main characters. Also a lot of young people are not interested anymore in hearing about agricultural topics.

7. The new boys' pop group "No Chance" is scheduled to perform at the Liberty Theatre in Clacton. This is part of their journey of England from Bognor in the south to Grimsby in the north. The boys are in big demand after the successful launch of their new

CD "Mind over Matter" and it is anticipated that the Clacton venue will be a complete sell out. Buy your tickets now to be sure of a seat.

Ответ:

1	2	3	4	5	6	7
D	E	C	F	H	G	A

2.2. Материал для текущего контроля знаний

Задание 1.

Установите соответствие между заголовками 1 – 8 и текстами А – G. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

- | | |
|----------------------------|-----------------------------|
| 1. The House of Commons | 5. The System of Government |
| 2. Parliamentary Procedure | 6. Parliamentary Committees |
| 3. The House of Lords | 7. Whitehall |
| 4. Westminster | 8. The Crown |

A. Her Majesty's Government, in spite of its name, derives its authority and power from its party representation in Parliament. Parliament is housed in the Palace of Westminster, once a home of the monarchy. Like the monarchy, Parliament is an ancient institution, dating from the middle of the thirteenth century. Parliament is the seat of British democracy, but it is perhaps valuable to remember that while the House of Lords was created in order to provide a council of the nobility for the king, the Commons were summoned originally in order to provide the king with money.

B. The reigning monarch is not only head of state but symbol of the unity of the nation. The monarchy is Britain's oldest secular institution, its continuity for over a thousand years broken only once by a republic that lasted a mere eleven years (1649-60). The monarchy is hereditary, the succession passing automatically to the oldest male child, or in the absence of males to the oldest female offspring of the monarch. In law the monarch is head of the executive and of the judiciary, head of the Church of England, and commander-in-chief of the armed forces.

C. The dynamic power of Parliament lies in its lower chamber. Of its 650 members, 523 represent constituencies in England, 38 in Wales, 72 in Scotland and 17 in Northern Ireland. There are only seats in the Commons debating chamber for 370 members, but except on matters of great interest, it is unusual for all members to be present at any one time. Many MPs find themselves in other rooms of the Commons, participating in a variety of committees and meetings necessary for an effective parliamentary process.

D. Britain is a democracy, yet its people are not, as one might expect in a democracy, constitutionally in control of the state. The constitutional situation is an apparently contradictory one. As a result of a historical process the people of Britain are subjects of the Crown, accepting the Queen as the head of the state. Yet even the Queen is not sovereign in any substantial sense since she receives her authority from Parliament, and is subject to its direction in almost all matters. This curious situation came about as a result of a long struggle for power between the Crown and Parliament during the sixteenth and the seventeenth centuries.

E. Her Majesty's Government governs in the name of the Queen, and its hub, Downing Street, lies in Whitehall, a short walk from Parliament. Following a general election, the Queen invites the leader of the majority party represented in the Commons, to form a government on her behalf. Government ministers are invariably members of the House of Commons, but infrequently members of the House of Lords are appointed. All government members continue to represent "constituencies" which elected them.

F. Each parliamentary session begins with the "State Opening of Parliament", a ceremonial occasion in which the Queen proceeds from Buckingham Palace to the Palace of Westminster where she delivers the Queen's Speech from her throne in the House of Lords. Her speech is drafted by her government, and describes what the government intends to implement during the forthcoming session. Leading members of the Commons may hear the speech from the far end of the chamber, but are not allowed to enter the House of Lords.

G. The upper chamber of Parliament is not democratic in any sense at all. It consists of four categories of peer. The majority are hereditary peers, a total of almost 800, but of whom only about half take an active interest in the affairs of the state. A smaller number, between 350 and 400, are "life" peers – an idea introduced in 1958 to elevate to the peerage certain people who rendered political or public service to the nation. The purpose was not only to honour but also to enhance the quality of business done in the Lords.

A

B

C

D

E

F

G

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Ответ: **A: 4; B: 8; C: 1; D: 5; E: 7; F: 2; G: 3**

Задание 2

Прочитайте текст и заполните пропуски **A – F** частями предложений, обозначенными буквами **1 – 7**. Одна из частей в списке **1 – 7** лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

A		B		C		D		E		F
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'Second Stonehenge'

Archaeologists have discovered evidence of what they believe was a second Stonehenge located a little more than a mile away from the world-famous prehistoric monument. The new find on the west bank of the river Avon has been called "Bluestonehenge", after the colour of the 25 Welsh stones of **A**.

Excavations at the site have suggested there was once a stone circle 10 metres in diameter and surrounded by a henge – a ditch with an external bank, according to the project director, Professor Mike Parker Pearson, of the University of Sheffield. The stones at the site were removed thousands of years ago but the sizes of the holes in **B** indicate that this was a circle of bluestones, brought from the Preseli mountains of Wales, 150 miles away. The standing stones marked the end of the avenue **C**, a 1¼-mile long processional route constructed at the end of the Stone Age. The outer henge around the stones was built about 2400BC but arrowheads found in the stone circle indicate the stones were put up as much as 500 years earlier. Parker Pearson said his team was waiting for results of radiocarbon dating **D** whether stones currently in the inner circle of Stonehenge were originally located at the other riverside construction.

Pearson said: "The big, big question is when these stones were erected and when they were removed – and when we get the dating evidence we can answer both those questions." He added: "We speculated in the past **E** at the end of the avenue near the river. But we were completely unprepared to discover that there was an entire stone circle. Another team member, Professor Julian Thomas, said the discovery indicated **F** was central to the religious lives of the people who built Stonehenge. "Old theories about Stonehenge that do not explain the evident significance of the river will have to be rethought," he said. Dr Josh Pollard, project co-director from the University of Bristol, described the discovery as "incredible".

1. which could reveal
2. which they stood
3. which it was once made up
4. that this stretch of the river Avon
5. that there might have been something
6. that it should be considered as integral part
7. that leads from the river Avon to Stonehenge

Ответ: **A: 3; B: 2; C: 7; D: 1; E: 5; F: 4**

Задание 3

Прочитайте и письменно переведите текст.

SHOPPING

There are many kinds of shops helping people to meet their needs. You can go shopping to small food stores: the grocery store, store of dairy products, butcher's, bakery, greengrocer's, confectionery store. But most people do shopping in large stores – supermarkets. Supermarkets sell not only food. Many sell household goods, cards, magazines, cigarettes, and even flowers.

When you come into the supermarket you have to take a food basket or a shopping cart to put all the products you buy. All the necessary foodstuffs can be bought here. In the meat aisle the customers can buy beef, pork, veal, poultry. There is always a rich choice of fish there. In the grocery aisle you can see all kinds of cereals. Here you can buy flour, macaroni, salt, spices and some other products. Everything is sold in ready packets. You go to the dairy counter to buy milk products. There is a wide choice of them: milk, cream, kefir, sour cream, yogurt, margarine and butter, cheese and curds. In the bread aisle you take loaves of rye or wheat bread, rusks, rolls and buns. There is a big choice of items in the confectionery: sugar, sweet, chocolates, tarts, wafers, coffee, cocoa.

The green grocery and fruit aisles look very attracting. Here you can buy fresh vegetables, fruits and greens. Juicy apples, grapes, oranges, bananas, lemons, pears are sold in every season.

After buying all necessary products, you come up to the cashier's desk to pay the money. Sometimes there are a lot of customers in the shop and you have to get in line, but most often it doesn't take much time.

If you are a smart shopper, you compare prices, always look at the date of production of perishable foods and check the change.

Задание 4

Задание: прочитать текст и выбрать правильный вариант продолжения предложения, выписанного под текстом.

Getting What He Deserved?

There were seven or eight of us in the line, waiting to pay the cashier for our lunches. We were all in a hurry because that's the way of the American business-day lunch. At the front of the line there was a pretty woman with a small boy of about eight. He was a cute little fellow wearing black jeans, white sneakers and a blue pullover sweater. A shock of dark hair fell over his eyes. He looked very much like his mother. The boy had a charming face with chiseled features but he was depressed.

As the woman fumbled in her purse, looking for money to pay her check, the kid noticed a display of candy bars beside the cash register and immediately wanted one.

"You can't have any candy", said his mother. "You had a pie with your lunch". She took out her handkerchief, then put it back and went on fumbling in her purse.

"But I want some candy", said the kid. His tone was surprisingly insistent. Almost aggressive.

The mother continued her search for money in her purse, and the kid continued to whine about the candy. Then he began to stamp his feet and shout.

The rest of us in line were beginning to get fidgety. We bunched a little closer together and several folks began mumbling under their breath. "Ought to snatch him bald", said one man quietly.

The kid by now was reaching for the candy display in open opposition to his mother. She grabbed his arm and pulled it away, but not before he clutched a Snickers bar in his hand.

"Put it back", she said. "No!" shouted the child. It was an arrogant "No!"

The line bunched even more closely together, and the man who had suggested snatching the kid bald appeared ready to do so himself. So much for the kid's shock of dark hair, I thought.

But the mother moved suddenly and with purpose. She paid the cashier, took back her change and dropped it into her purse. Then with one quick motion, she grabbed hold of the child's pullover sweater and lifted him off the floor. The moment his sneakers came back to earth, she turned his back toward her and began flailing him. A look of disbelief came across the kid's face. His eyes filled with tears. He tried to break away but that made his mother flail him again.

When she had finished administering the punishment, she turned the child around and pointed a finger squarely in his sobbing face. With a voice strong and certain, she said, "The next time I tell you do something, young man, will you do it?"

The child looked at the floor. Meekly and sincerely, he replied, "Yes, ma'am."

The mother turned to go. The child returned the Snickers bar without further hesitation and marched dutifully out behind her. The people in a line broke into spontaneous applause.

"Did the kid deserve the punishment he had? What would I do if I were his mother? She may have been absolutely right for all I know. I have no children. I have no right to argue with the mother?" I thought. "There is nothing I can do but wait. Perhaps the best way to get an idea of normal behavior of children is to get married and raise a few".

The people in the cafe were all in a hurry because

1. they had to buy their lunch far away from the office.
2. they wanted to be the first in line to pay for the food.
3. it was the way they normally behaved at lunch time.
4. they had to buy their lunch before the cashier left for her lunch.

Ответ: 3

Задание 5

Вариант 1

Task 1(C1)

You have 20 minutes to do this task.

You have received a letter from your English-speaking pen-friend Tom who writes:

У Вас 20 минут на выполнение работы.

Вы получили письмо от друга по переписке, Тома, который пишет и просит ответить ему.

... I need some money to go on holiday with my friends at the end of August. Do you think I should find a job? Have you or any of your friends done summer jobs? I'm thinking of working as a waiter for a few weeks. Do you think it's a good idea? What other jobs do you think I could do. And what do you think the problems might be? Let me know what you think.

Write

soon,

Love,

Tom

Ответ

Moscow

Russia

4 June 2011

Dear Tom,

Thank you for your previous letter! It was lovely to hear from you.

If you need some money, the best way to earn them is to find a job. And I think you should do it. I have a lot of friends who did summer jobs. Working as a waiter...Oh, it's a good choice. Also you can work as a sales man or a postman, but I think that you may have some problems with these jobs because of your age.

By the way, what jobs do you want to try? As I remember, you like sports. So how about working at the stadium? What do you think about it? I'm looking forward to your answer. All the best, Aliona.

Вариант 2

Рассказать по заданной теме по плану.

Give a talk on shopping.

Remember to say:

- if it is fun for you to go shopping, why/why not
- if you prefer shopping on your own or with someone else, why
- if you prefer shopping in small shops or big supermarkets and department stores, why
- if you plan what things to buy before going shopping or just buy the things you see and like while shopping, why

You will have to talk for 2-2.5 minutes. The examiner will listen until you have finished. Then she/he will ask you some questions.

**Карточки экзаменатора-собеседника
раздела «Говорение» варианта I**

Карточка экзаменатора-собеседника задания С3

INTERLOCUTOR CARD

Warm up

1. Do you like going to school?
2. What are your favourite classes/subjects?
3. What do you like doing in your free time?

Task 1 (3—3.5 minutes)

Let the student talk for **2—2.5 minutes**.
Ask **only those questions** which the student has not covered while giving the talk.

1. Is it fun for you to go shopping? Why/why not?
2. Do you prefer shopping on your own or with someone else? Why?
3. Do you prefer shopping in small shops or big supermarkets and department stores? Why?
4. Do you plan what things to buy before going shopping or just buy the things you see and like while shopping? Why?

All of these ideas must be covered.
Finally, you must ask each student the following question:
Do you decide on buying things because they have been very widely advertised or for other reasons? Explain why.

SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- **speak at length elaborating on the topic**
- **produce coherent utterances**
- **give reasons**

Задание 6

Используя реплики под чертой, восстановите и запишите диалоги; переведите их.

Диалог 1

A.: Have you ever been to Stratford-upon-Avon?

B.:

A.:

B.: Yes, the Royal Shakespeare Theatre was opened in Stratford in 1932. Only Shakespeare's plays are performed here.

- I know that there is a famous theatre in this town.

- Yes, I have. Stratford-upon-Avon is a small town which is associated with Shakespeare, the greatest English poet and playwright.

Диалог 2

- Here we are in London. I'm glad the trip is over.
.....

- Only 3 days. I'd like to visit the British Museum, the National Gallery and Buckingham Palace.
.....

- Let me accompany you. I know the city well. I'll show you all interesting places in London.

- How long are you planning to stay in London?

Задание 7

Упражнение № 1. Найдите и выпишите из текста "**Development of environmental engineering**" следующие английские эквиваленты:

Улучшать качество окружающей среды

Водоснабжение

канализационная система

канализационные трубы

очистка воды

ухудшение качества окружающей среды

длительное воздействие

широкое применение

сельскохозяйственные вредители

на грани вымирания

наносить вред окружающей среде

Упражнение № 2. Прочитайте и переведите текст.

Development of environmental engineering

Ever since people first realized that their health and well-being were related to the quality of their environment, they have applied thoughtful principles to improve the quality of their environment. The ancient Indus civilization utilized early sewers in some cities. The Romans constructed aqueducts to prevent drought and to create a clean, healthful water supply for the metropolis of Rome. In the 15th century, Bavaria created laws restricting the development and degradation of alpine country that constituted the region's water supply. In the mid-19th century in London Joseph Bazalgette designed the first major sewerage system. The introduction of drinking water treatment and sewage treatment in industrialized countries reduced waterborne diseases.

The field emerged as a separate environmental discipline during the middle third of the 20th century in response to widespread public concern about water and pollution and increasingly extensive environmental quality degradation. However, its roots extend back to early efforts in public health engineering.

In many cases, as societies grew, actions that were intended to achieve benefits for those societies had longer-term impacts which reduced other environmental qualities. One example is the widespread application of DDT (dichlorodiphenyltrichloroethane) to control agricultural pests in the years following World War II. While the agricultural benefits were outstanding and crop yields increased dramatically, thus reducing world hunger substantially, and malaria was controlled better than it ever had been, numerous species were brought to the verge of extinction due to the impact of the DDT on their reproductive cycles. The story of DDT as vividly told in Rachel Carson's «Silent Spring» is considered to be the birth of the modern environmental movement and the development of the modern field of environmental engineering.

Упражнение № 3. Написать мини-сочинение по теме «Защита окружающей среды».

Development of environmental engineering

Эталон ответа для упражнения №1

Улучшать качество окружающей среды- to improve the quality of their environment

Водоснабжение- water supply

канализационная система- sewerage system

канализационные трубы- sewers

очистка воды- water treatment

ухудшение качества окружающей среды- environmental quality degradation

длительное воздействие- longer-term impacts

широкое применение- widespread application

сельскохозяйственные вредители- agricultural pests

на грани вымирания- to the verge of extinction

наносить вред окружающей среде- to harm the environment

Критерии оценивания ответа на дифференцированном зачете

	Критерии оценки
Пороговый (0-40 баллов)	Ответ на вопрос не дан, обсуждение и помощь преподавателя не привели к правильному заключению. В ответе студента проявляется незнание основного материала дисциплины
Стандартный (41-70 баллов)	Ответ на теоретический вопрос дан при активной помощи преподавателя. Имеет ограниченные теоретические знания, допускает существенные ошибки при установлении логических взаимосвязей, определения и понятия даны не

	точно. Обнаруживается недостаточно глубокое понимание изученного материала
Продвинутый (71-85 баллов)	Студент демонстрирует методологические и теоретические знания, свободно владеет профессиональной терминологией. Демонстрирует хорошие аналитические способности, но содержание и форма ответа имеют отдельные неточности..
Высокий (86-100 баллов)	Студент демонстрирует методологические и теоретические знания, свободно владеет профессиональной терминологией, проявляет творческие способности, знание дополнительной литературы. Демонстрирует хорошие аналитические способности, способен при обосновании своего мнения свободно проводить аналогии между темами дисциплины

Окончательная оценка выставляется путем пересчета 100-балльной оценки в

4-х балльную:

от 0 до 41 баллов – неудовлетворительно

от 41 до 70 баллов – удовлетворительно

от 71 до 85 – хорошо

от 86 до 100 баллов – отлично