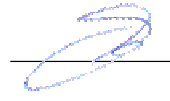


УТВЕРЖДЕНО



решением Ученого совета инженерно-физического факультета

высоких технологий от «\_17 » мая\_2022 г., протокол №11

Председатель /В.В. Рыбин/

*(подпись)*

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ (ФОС)

|  |  |
| --- | --- |
| Дисциплина | **Иностранный язык в профессиональной деятельности и**  **межкультурной коммуникации** |
| Факультет | **лингвистики, межкультурных связей и профессиональной**  **коммуникации** |
| Кафедра | **английского языка для профессиональной деятельности** |
| Курс | **1** |

Направление подготовки: **20.04.01 «Техносферная безопасность»**

*(код специальности, полное наименование)*

Профиль: Безопасность технологических процессов в нефтегазовой отрасли

Форма обучения: **очно-заочная**

Дата введения в учебный процесс УлГУ: **« 1 » сентября 2022 г.**

ФОС актуализирован на заседании кафедры: протокол №9 от 26.04.2023 г.

Сведения о разработчиках:

|  |  |  |
| --- | --- | --- |
| ФИО | Кафедра | Должность, ученая степень, звание |
| Егорова Элеонора Валериевна | АЯПД | Доцент каф АЯПД, к.фил.н., доцент |

|  |  |
| --- | --- |
| СОГЛАСОВАНО | СОГЛАСОВАНО |
| Заведующий кафедрой английского языка для профессиональной деятельности | Заведующий кафедрой техносферной безопасности |
| / Крашенинникова Н.А /  *Подпись ФИО*  «25» мая 2022 г. | *(* /Варнаков В.В./  *Подпись ФИО*  «25» мая 2022 г. |

1. Перечень компетенций по дисциплине (модулю) для обучающихся по направлению подготовки (специальности) с указанием этапов их формирования в процессе освоения ОПОП

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № | Наименование | Индекс компетенции | |  |
| семестр  а | дисциплины  (модуля) или | **УК-4** | **УК-5** |
|  | практики |
| **1-2** | *Иностранный язык* | **+** | **+** |
| *в профессиональной* |
| *деятельности и* |
| *межкультурной* |
| *коммуникации* |
| **3** | *Проектная* | **+** |  |
| *деятельность* |
| **4** | *Технологическая* | **+** | **+** |
| *практика* |
| **5** | *Преддипломная* | **+** | **+** |
| *практика* |
|  | *Подготовка к* | + | + |
| *процедуре защиты* |
| *и защита* |
| *выпускной* |
| *квалификационной* |
| *работы* |

1. **Требования к результатам освоения дисциплины (модуля)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| № п/п | Индекс компете нции | Содержание компетенции (или ее части) | **Перечень планируемых результатов обучения**  **по дисциплине (модулю), соотнесенных с индикаторами достижения компетенций** | | |
| знать | уметь | владеть |
| 1 | УК-4 | способен применять | ИД-1ук4 | ИД-2ук4 | ИД-3ук4 |
| современные | Знать правила и | Уметь | Владеть |
| коммуникативные | закономерности | применять на | методикой |
| технологии, в том | личной и | практике | межличнос |
| числе на иностранном | деловой устной | коммуникативн | тного |
| языке, для | и письменной | ые технологии, | делового |
| академического и | коммуникации | методы и | общения на |
| профессионального | ИД-1.1ук4 | способы | русском и |
| взаимодействия. | Знать | делового | иностранно |
|  | современные | общения для | м языках с |
|  | коммуникативн | академического | применени |
|  | ые технологии | и | ем |
|  | на русском и | профессиональн | языковых |
|  | иностранном | ого | форм, |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | языках ИД-1.2ук4  Знать существующие профессиональн ые сообщества для профессиональн  ого взаимодействия | взаимодействия | средств и современн ых коммуника тивных технологий |
| 2 | УК-5 | способен анализировать и учитывать разнообразие культур в процессе  межкультурного взаимодействия. | ИД-1ук5  Знать закономерности и особенности социально- исторического развития различных культур  ИД-1.1ук5  Знать особенности межкультурного разнообразия общества  ИД-1.2ук5  Знать правила и технологии  эффективного межкультурного взаимодействия | ИД-2ук5  Уметь понимать и толерантно воспринимать разнообразие общества  ИД-2.1ук5  Уметь анализировать и учитывать разнообразие культур в процессе  межкультурного взаимодействия | ИД-3ук5  Владеть методами и навыками эффективн ого  межкульту рного взаимодейс твия |

1. Паспорт фонда оценочных средств по дисциплине (модулю)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| № п/п | Контролируемые модули/разделы/т емы дисциплины | Индекс контролируемо  й компетенции (или ее части) | Оценочные средства | | Технологи я оценки  (способ контроля) |
| наименование | №№ заданий |
| 1 | Тема 1 (Modern Science:  What is it) | УК-4 | Лексико- грамматические упражнения | Unit 1  ex. 3, 8, 14. | Проверка домашнего задания, |
| 2 | Тема 2 (Modern Science:  How Does it Work) | УК-4 | Лексико- грамматические упражнения | Unit 2  ex. 2, 4, 6,  7, 8, 14, 15. | Проверка домашнего задания, |
| 3 | Тема 3 | УК-5 | Лексико- | Unit 3 | Проверка |
|  | (History of Science) |  | грамматические упражнения | ex. 1, 3, 5,  7. | домашнего задания, |
| 4 | Тема 4 (Science and  Higher Education) | УК-5 | Лексико- грамматические упражнения | Unit 4  ex. 4, 10,  12, 14. | Проверка домашнего задания, |
| 5 | Тема 5 (Science  Development and Research  University) | УК-5 | Лексико- грамматические упражнения | Unit 5  ex. 2, 6, 7,  10. | Проверка домашнего задания, |
| 6 | Тема 6 (Academic Career) | УК-4 | Лексико- грамматические упражнения | Unit 6  ex. 1, 4, 10,  12. | Проверка домашнего задания, |

1. **Оценочные средства для текущего контроля и промежуточной аттестации, контроля самостоятельной работы обучающихся**

Вопросы к зачету (1 семестр)

|  |  |  |
| --- | --- | --- |
| Индекс компетенции | №  задания | Формулировка вопроса |
| УК-4 | 1 | What is Science? What it is |
| УК-4 | 1 | Essentials of Science |
| УК-4 | 1 | Modern Science: How does it Work |
| УК-4 | 1 | The Scientific Method |
| УК-5 | 1 | History of Science |
| УК-5 | 1 | Ancient Science |
| УК-5 | 1 | Science in the Middle Ages |
| УК-4 | 1 | A Famous Russian Scientist |
| УК-4 | 1 | A Famous Foreign Scientist |

Оценка результатов обучения по дисциплине проводится по 2-х бальной шкале оценивания

Критерии и шкала оценки:

* критерии оценивания – правильные ответы на поставленные вопросы;
* показатель оценивания – наличие/отсутствие лексико-грамматических ошибок;
* шкала оценивания (оценка) – выделено 2 уровня оценивания компетенций:

**достаточный** – речь воспринимается легко, допускаемые ошибки не препятствуют пониманию;

**критический** – речь воспринимается с рудом, допускаемые ошибки препятствуют пониманию.

Шкала оценивания

|  |  |
| --- | --- |
| **Результат зачета** | Критерии оценивания (дополнить в соответствии с компетенциями) |
| «зачтено» | Речь воспринимается легко: необоснованные паузы отсутствуют; фразовое ударение и интонационные контуры, произношение слов – без нарушений нормы: допускается не более пяти фонетических ошибок, в том числе одна-две ошибки, искажающие смысл. Высказывание логично и имеет завершённый характер; имеются вступительная и заключительная фразы, соответствующие теме. Средства логической связи используются правильно. |
| «не зачтено» | Речь воспринимается с трудом из-за большого количества неестественных пауз, запинок, неверной расстановки ударений и ошибок в произношении слов, ИЛИ сделано более пяти  фонетических ошибок, ИЛИ сделано три и более фонетические ошибки, искажающие смысл. Коммуникативная задача  выполнена менее чем на 50%: три и более аспекта содержания не раскрыты (пять и менее фраз) |

**Вопросы к экзамену**

|  |  |  |
| --- | --- | --- |
| Индекс компетенции | № задания | Формулировка вопроса |
| УК-5 | 2 | Science and Higher Education |
| УК-5 | 2 | Higher Education in Russia |
| УК-5 | 2 | Higher Education Abroad |
| УК-5 | 2 | Science Development and Research University |
| УК-5 | 2 | Technology and Innovation |
| УК-5 | 2 | Science and Society |
| УК-4 | 2 | Academic Career |
| УК-4 | 2 | Steps of Academic Career |

Критерии и шкала оценки:

* критерии оценивания – правильные ответы на поставленные вопросы;
* показатель оценивания – процент верных ответов на вопросы;
* шкала оценивания (оценка) – выделено 4 уровня оценивания компетенций: **высокий (отлично) –** Словарный запас и используемые грамматические средства соответствуют высокому уровню знаний;

**достаточный (хорошо)** – Словарный запас и используемые грамматические средства соответствуют высокому уровню знаний; присутствуют лексико-грамматические ошибки, не затрудняющие понимание

**пороговый (удовлетворительно)** – Словарный запас и используемые грамматические средства не вполне соответствуют высокому уровню знаний; присутствуют лексико- грамматические ошибки, не затрудняющие понимание

**критический (неудовлетворительно)** – Словарный запас и используемые грамматические средства не соответствуют высокому уровню знаний; присутствуют лексико-грамматические ошибки, затрудняющие понимание.

Шкала оценивания

|  |  |  |
| --- | --- | --- |
| **Оценка** | **Уровень освоения компетенции** | **Критерии оценивания** |
| Отлично | Высокий уровень | Используемый словарный запас соответствует высокому уровню сложности задания, практически нет нарушений в использовании лексики. Используемые грамматические средства соответствуют высокому уровню сложности задания, нарушений практически нет (допускается 1–2 не повторяющиеся грамматические ошибки) |
| Хорошо | Достаточный уровень | Используемый словарный запас соответствует высокому уровню сложности задания, однако имеется 2–3 лексические ошибки, ИЛИ словарный запас ограничен, но лексика использована правильно.  Используемые грамматические средства соответствуют высокому уровню сложности задания, однако в тексте имеется 3–4 грамматические ошибки. |
| Удовлетворительно | Пороговый уровень | Используемый словарный запас не вполне соответствует высокому уровню сложности задания, в тексте имеется 4 лексические ошибки. Используемые грамматические средства не вполне соответствуют высокому уровню сложности задания, в тексте имеется  5–7 грамматических ошибок. |
| Неудовлетворительно | Критический уровень | Используемый словарный запас не соответствует высокому уровню сложности задания, в тексте имеется 5 и более лексических ошибок. Используемые грамматические средства не соответствуют  высокому уровню сложности задания, имеется 8 и более грамматических ошибок. |

**Задачи (задания) к экзамену**

|  |  |  |
| --- | --- | --- |
| Индекс  компетенции | №  задания | Условие задачи (формулировка задания) |
| УК-4/УК 5 | 1 | Чтение, перевод текста на заданную тему. Пересказ текста. |

Критерии и шкала оценки:

**Критерии и шкала оценки:**

* критерии оценивания – правильные ответы на поставленные вопросы;
* показатель оценивания – наличие/отсутствие лексико-грамматических ошибок;
* шкала оценивания (оценка) – выделено 4 уровня оценивания компетенций: **высокий (отлично) –** Словарный запас и используемые грамматические средства соответствуют высокому уровню знаний;

**достаточный (хорошо)** – Словарный запас и используемые грамматические средства соответствуют высокому уровню знаний; присутствуют лексико-грамматические ошибки, не затрудняющие понимание

**пороговый (удовлетворительно)** – Словарный запас и используемые грамматические средства не вполне соответствуют высокому уровню знаний; присутствуют лексико- грамматические ошибки, не затрудняющие понимание

**критический (неудовлетворительно)** – Словарный запас и используемые грамматические средства не соответствуют высокому уровню знаний; присутствуют лексико-грамматические ошибки, затрудняющие понимание.

Шкала оценивания

|  |  |  |
| --- | --- | --- |
| **Оценка** | **Уровень**  **освоения компетенции** | **Критерии оценивания** |
| Отлично | Высокий уровень | Используемый словарный запас соответствует высокому уровню сложности задания, практически нет нарушений в использовании лексики. Используемые грамматические средства соответствуют высокому уровню сложности задания, нарушений практически нет (допускается 1–2 не повторяющиеся грамматические ошибки). Высказывание логично, средства логической  связи использованы правильно, орфографические ошибки отсутствуют. |
| Хорошо | Достаточный уровень | Используемый словарный запас соответствует высокому уровню сложности задания, однако имеется 2–3 лексические ошибки, ИЛИ словарный запас ограничен, но лексика использована правильно.  Используемые грамматические средства соответствуют высокому уровню сложности задания, однако в тексте имеется 3–4 грамматические ошибки. Высказывание в основном логично (имеется 1–2 логические ошибки), И/ИЛИ имеется 1–2 недостатка при использовании средств логической связи.  Орфографические ошибки практически отсутствуют. Текст разделён на предложения с правильным пунктуационным оформлением (допускается 1  орфографическая И/ИЛИ 1 пунктуационная ошибка) |

|  |  |  |
| --- | --- | --- |
| Удовлетворительно | Пороговый уровень | Используемый словарный запас не вполне соответствует высокому уровню сложности задания, в тексте имеется 4 лексические ошибки. Используемые грамматические средства не вполне соответствуют высокому уровню сложности задания, в тексте имеется 5–7 грамматических ошибок. В  высказывании имеется 3–4 логические ошибки, И/ИЛИ имеется 3–4 ошибки в использовании средств логической связи. В  тексте имеется 2–4 орфографические И/ИЛИ пунктуационные ошибки. |
| Неудовлетворительно | Критический уровень | Используемый словарный запас не соответствует высокому уровню сложности задания, в тексте имеется 5 и более лексических ошибок. Используемые грамматические средства не соответствуют имеется 8 и более грамматических  ошибок.высокому уровню сложности  задания. В высказывании имеется 5 и более логических ошибок И/ИЛИ имеется 5 и более ошибок в использовании средств логической связи. В тексте имеется 5 и более орфографических И/ИЛИ пунктуационных ошибок. |

**Тесты (тестовые задания) для текущего аудиторного контроля Module Test 1**

|  |  |  |
| --- | --- | --- |
| Индекс  компетенц ии | № задания | Тест (тестовое задание) |
| УК-4 | 1 | **Complete the text with necessary forms of the words.**  Before the **(INVENT)** of the hot air balloon, no human had ever successfully flown above the ground. Two **(FRANCE)** brothers, Josef and Etienne Montgolfier, were **(RESPONSE)** for designing the world’s first hot air balloon. The first successful **(FLY)** was in 1783, and the Montgolfier brothers immediately became **(FAME)** throughout the world. The design of hot air balloons is based on the **(SCIENCE)** law that hot air rises. A burner at the bottom of the balloon provides the **(HOT)**.  As the air inside the balloon gets hotter, the balloon takes off. Its  **(HIGH)** above the ground is determined by how hot the air inside is and its **(DIRECT)** of travel depends on the wind. |
| УК-5 | 2 | **Complete the text with necessary forms of the words.** |

|  |  |  |
| --- | --- | --- |
|  |  | Finding a good job is never easy at the best of times. In times of high  **(EMPLOY)**, with more and more people chasing fewer and fewer jobs, it becomes even more difficult. **(QUALIFY)** and skills can make all the difference. The better yours are, the less **(DIFFICULT)** you will have in finding a job. If you need to improve the skills, find out about the **(TRAIN)** courses in your area. If there aren’t many jobs in your area, it’s worth considering the **(POSSIBLE)** of moving. You may not want to leave your friends and family, but choosing to live a  **(LOCATE)** where there is work may be the best solution.  And remember: the more **(APPLY)** forms you fill in, the more your chances of being called for an interview increase. |
| УК-4 | 3 | **Choose the correct variant**  It seems entirely (1) to us that there are teams of scientists in universities and other institutions around the world, attempting to (2) the way the world works. However, it hasn’t always been that (3) . Although the scientific method is now four or five hundred years old, the ancient Greeks, for example, believed that they could work out the (4) of natural events just by the power of thought.  During the 17th century, more and more people began to realize that they could (5) their scientific ideas by designing a relevant(6)  and seeing what happened. A lot of (7) was made in this way by individual scientists. These men and women often worked alone, carrying out (8) into many different areas of science, and they often received very little (9) for their hard work. At the start of the 20th century, though, it became (10) that science was becoming more complicated and more expensive. The individual scientist disappeared, to be replaced by highly qualified teams of experts. Modern science was born.   1. A physical B natural C typical D real 2. A create B invent C construct D discover 3. A route B method C way D technique 4. A aims B reasons C causes D impulses 5. A calculate B estimate C measure D test 6. A experiment B research C attempt D analysis 7. A development B movement C progress D evolution 8. A research B experiment C discovery D education 9. A award B prize C gift D reward 10. A clear B true C accurate D actual |

Module Test 2

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| Индекс  компетенц ии | № задания | Тест (тестовое задание) |
| УК-4 | 1 | **Complete the text with necessary forms of the words.** |

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|  |  | Many encyclopedias state with **(CONFIDENT)** that the River Nile in Africa is the longest in the world. Its **(LONG)** is often given as being 6, 695 kilometers. However, there are  **(SCIENCE)** who would question that. Indeed, some would argue that the River Amazon in South America is in fact longer than the Nile. At first **(SEE)** it seems unbelievable that we don’t know exactly how long the rivers are.  The situation becomes more **(UNDERSTAND)**, though, when we consider that there is not always **(AGREE)** about where a river actually starts. Also, how long a river is can change over  time. So perhaps the correct **(RESPOND)** to the question “Which is the longest river in the world?” should be: “It depends”. |
| УК-4 | 2 | **Complete each sentence with the correct form of the word given. Mind negative forms.**  1. Research has shown that when they were children, many  **(SUCCESS)** sportspeople were more **(ADVENTURE)** than their friends. Why? It seems that some children have very little  **(UNDERSTAND)** of the potential risks of doing  **(ACTIVE)** like climbing trees or jumping from  **(HIGH)** They have faith in their own that even **(ABLE)** when they make some kind of which **(CALCULATE)** result in a fall or an injury, they don’t change their  **(BEHAVE)**. Such children continue to ignore or  **(OBEY)** adults who tell them not to do **(DANGER)** things and their parents’ **(APPROVE)** doesn’t seem to make any difference to them. While some **(SECURE)** children may panic facing the **(POSSIBLE)** of danger, others seem to ignore it and appear to be **(FEAR)**  These may be the ones who go on to be the sportspeople of tomorrow. |
| УК-4 | 3 | **Complete each sentence with the correct form of the word given. Mind negative forms.**  **JOB FAIRS**  Although a certain percentage of graduates will still be **(EMPLOY)** six months after leaving the university, the **(MAJOR)** will have found **(EMPLOY)** by then. Many of these will even have been offered a job while at university, as a result of visiting a job fair. Job fairs are held at many universities each year.  Companies come along to advertise jobs which are usually in  **(MANAGE)**, and the career structures and benefit packages that go with them. Job fairs are an **(EFFECT)** way for undergraduates to find out what kind of job they might be interested in. If you go to a job fair, dress **(PROFESSION)**. Don’t wear jeans and a T-shirt. Wear a suit! You don’t want to look **(RESPONSIBLE)** when you have your  first meeting with your potential **(EMPLOY)**. If you are interested in a job on offer, you may have to fill out an |

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|  |  | **(APPLY)** form, so it’s **(HELP)** to take along relevant information with you. You’ll also need proof of all your  **(QUALIFY)**, so don’t forget to take photocopies of all your certificates with you. |
| УК-5 | 4 | **Choose the correct variant**  Research universities are universities where the main focus is on the research of professors and graduate students. These universities may be less oriented towards undergraduate teaching, but they can still provide excellent (1) for students who are willing and able to seek out the resources they offer. The main mission of a (2) university is to produce new and exciting research, and to do that it needs to provide the best (3) to its students and professors. Large research universities usually have access to the latest technology. Research universities, due to their size and diversity, offer a wide range of majors to students. For most research universities, large class sizes, particularly at the introductory level, are common. You may find yourself in lecture halls with more than 100 students, which means less (4) and personalized feedback. However, most of these large classes are split off into (5) sections taught by graduate students, so you'll get a chance to interact with other students. Also, as you take more advanced classes, class sizes will shrink. Many of these universities also offer honors programs to  (6) students where the environment is more like that of a small college.  Research universities attract well-known (7) because of the resources and opportunities they offer. You may even be able to work side by side with high profile researchers on lab projects and become a coauthor on published research. Research universities have better reputations on a global scale than smaller teaching colleges.   1. A. experiments B. examples C. experiencesD. events 2. A. research B. repeat C. study D. teaching 3. A. equipment B. engines C. computers D. exercises 4. A. money B. report C. testing D. attention 5. A. timing B. discussion C. management D. field 6. A. clever B. stupid C. wealthy D. qualified 7. A. faculty B. department C. institute D. college |

**Критерии и шкала оценки:**

* критерии оценивания – правильные ответы на поставленные вопросы;
* показатель оценивания – процент верных ответов на вопросы;
* шкала оценивания(оценка) – выделено 4 уровня оценивания компетенций:

**высокий (отлично) -** более 80% правильных ответов;

**достаточный (хорошо)–** от 60 до 80 % правильных ответов;

**пороговый (удовлетворительно)**– от 50 до 60% правильных ответов;

**критический (неудовлетворительно)** – менее 50% правильных ответов.

Ключ к тестовым заданиям

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| **Раздел, тема** | **№ практического (практических), семинарского (семинарских)**  **занятия (занятий)** | **№ правильного ответа** |
| **Module Test 1** | **Практическое занятие**  **№ 4** | 1. Complete the text with necessary forms of the words. Before the *invention* **(INVENT)** of the hot air balloon, no human had ever successfully flown above the ground. Two *French* **(FRANCE)** brothers, Josef and Etienne Montgolfier, were *responsible* **(RESPONSE)** for designing the world’s first hot air balloon. The first successful *flight* **(FLY)** was in 1783, and the Montgolfier brothers immediately became *famous* **(FAME)** throughout the world. The design of hot air balloons is based on the *scientific* **(SCIENCE)** law that hot air rises. A burner at the bottom of the balloon provides the *heat* **(HOT)**.  As the air inside the balloon gets hotter, the balloon takes off. Its *height* **(HIGH)** above the ground is determined by how hot the air inside is and its *direction* **(DIRECT)** of  travel depends on the wind. |
|  |  | 2. Complete the text with necessary forms of the words. Finding a good job is never easy at the best of times. In times of high *unemployment* **(EMPLOY)**, with more and more people chasing fewer and fewer jobs, it becomes even more difficult *qualification* **(QUALIFY)** and skills can make all the difference. The better yours are, the less *difficulties* **(DIFFICULT)** you will have in finding a job. If you need to improve the skills, find out about the *training* **(TRAIN)** courses in your area. If there aren’t  many jobs in your area, it’s worth considering the *possibility* **(POSSIBLE)** of moving. You may not want to leave your friends and family, but choosing to live a *location* **(LOCATE)** where there is work may be the best solution. And remember: the more *application* **(APPLY)**  forms you fill in, the more your chances of being called for an interview increase. |
|  |  | 1. B 2. D 3. C 4. C 5. D 6. A |

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|  |  | 1. C 2. A 3. D 4. A |
| **Module Test 2** | **Практическое занятие**  **№ 9** | 1. Complete the text with necessary forms of the words. Many encyclopedias state with *confidence* **(CONFIDENT)** that the River Nile in Africa is the longest in the world. Its *length* **(LONG)** is often given as being 6,695 kilometers. However, there are *scientists* **(SCIENCE)** who would question that. Indeed, some would argue that the River Amazon in South America is in fact longer than the Nile. At first *sight* **(SEE)** it seems unbelievable that we don’t know exactly how long the rivers are.  The situation becomes more *misunderstanding* **(UNDERSTAND)**, though, when we consider that there is not always *agreement* **(AGREE)** about where a river actually starts. Also, how long a river is can change over time. So perhaps the correct *response* **(RESPOND)** to the question “Which is the longest river in the world?” should be: “It depends”. |
|  |  | 2. **Complete each sentence with the correct form of the word given. Mind negative forms.**  1. Research has shown that when they were children, many *successful* **(SUCCESS)** sportspeople were more *adventurous* **(ADVENTURE)** than their friends. Why? It seems that some children have very little *understanding* **(UNDERSTAND)** of the potential risks of doing *activities* **(ACTIVE)** like climbing trees or jumping from *height* **(HIGH)** They have faith in their own *ability* **(ABLE)** that even when they make some kind of *calculation* **(CALCULATE)** which result in a fall or an injury, they don’t change their *behavior* **(BEHAVE)**. Such children continue to ignore or *disobey* **(OBEY)** adults who tell them not to do *dangerous* **(DANGER)** things and their parents’ *disapproval* **(APPROVE)** doesn’t seem to make any difference to them. While some *secured* **(SECURE)** children may panic facing the *possibility* **(POSSIBLE)** of danger, others seem to ignore it and appear to be *fearless*  **(FEAR).** These may be the ones who go on to be the sportspeople of tomorrow. |
|  |  | 3. **Complete each sentence with the correct form of the**  **word given. Mind negative forms. JOB FAIRS**  Although a certain percentage of graduates will still be  *unemployed* **(EMPLOY)** six months after leaving the |

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|  |  | university, the *majority* **(MAJOR)** will have found *employment* **(EMPLOY)** by then. Many of these will even have been offered a job while at university, as a result of visiting a job fair. Job fairs are held at many universities each year. Companies come along to advertise jobs which are usually in *management* **(MANAGE)**, and the career structures and benefit packages that go with them. Job fairs are an *effective* **(EFFECT)** way for undergraduates to find out what kind of job they might be interested in. If you go to a job fair, dress *professionally* **(PROFESSION)**. Don’t wear jeans and a T-shirt. Wear a suit! You don’t want to look *irresponsible* **(RESPONSIBLE)** when you have your first meeting with your potential *employer* **(EMPLOY)**. If you are interested in a job on offer, you may have to fill out an *application* **(APPLY)** form, so it’s *helpful* **(HELP)** to take along relevant information with you. You’ll also need proof of  all your *qualification* **(QUALIFY)**, so don’t forget to take photocopies of all your certificates with you. |
|  |  | 1. D 2. A 3. A 4. D 5. B 6. D 7. A |

**Тесты (тестовые задания) для контроля самостоятельной работы обучающихся с текстами по специальности**

Тест №1

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| Индекс  компетенц ии | № задания | Тест (тестовое задание) контроля самостоятельной работы обучающихся с текстами по специальности |
| УК-4 | 1 | **Choose the correct name of knowledge, skill or ability:**   1. Design techniques, tools, and principles***.*** 2. Apply principles, techniques, procedures, and equipment to the design and production of various goods and services. 3. Prediction of physical principles, laws, their   interrelationships.   1. Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to   problems.   1. Uses of chemicals and their interactions. |

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|  |  | 1. Considering the relative costs and benefits of potential actions to choose the most appropriate one. 2. Understanding written sentences and paragraphs in work related documents. 3. Identifying complex problems and reviewing related information to develop and evaluate options and implement   solutions.   1. Communicating effectively in writing as appropriate for the needs of the audience. \_ 2. The ability to apply general rules to specific problems to produce answers that make sense. 3. The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem. 4. The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events). |
| УК-4 | 2 | **Read the text; use the words from the box to complete the text.** communication plan identify perform knowledge facts education protection  **Scope of a Safety Engineer**  The scope of a safety engineer is to (1) their professional functions. Safety engineering professionals must have (2) , training and experience in a common body of knowledge. They need to have a fundamental (3) of physics, chemistry, biology, physiology, statistics, mathematics, computer science, engineering mechanics, industrial processes, business, (4) and psychology.  The major areas relating to the (5) of people and the environment are:   1. Anticipate, (6) and evaluate hazardous conditions and practices. 2. Develop hazard control designs, methods, procedures and programs. 3. Implement, administer and advise others on hazard control programs. 4. Draft a future safety (7) \_ and statement based on real time experiences and (8) . |
| УК-5 | 3 | **Reading Comprehension - True False**  Safety Culture  The prevailing health and safety culture within an organization i.e. the way it approaches health and safety issues, is a major influence on the health and safety related behavior of people at work. The development of a positive safety culture is important if high standards of health and |

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|  |  | safety are to be achieved and maintained.  The Safety Culture Assessment (SCA) tool is an easy to use tool for assessing the shared values within an organization which influence the attitudes and behaviors of employees, supervisors and managers in relation to health and safety. It provides an evaluation of whether or not the existing culture emphasizes safety as the overriding priority.  Question 1. The health and safety culture has a major influence on the behavior of people at home.   1. True 2. False   Question 2. The development of a safety culture is optional.   1. True 2. False   Question 3. The Safety Culture Assessment (SCA) tool provides an evaluation of whether or not the existing culture emphasizes safety as the overriding priority.   1. True 2. False |

**Ключ к тестовому заданию №1**

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| № задания | Ключ | |
| 1 | 1. ***design*** | 7. ***written comprehension*** |
| 2. ***engineering and technology*** | 8. ***complex problem solving*** |
| 3. ***physics*** | 9. ***writing*** |
| 4. ***judgment and decision making*** | 10. ***inductive reasoning*** |
| 5. ***chemistry*** | 11. ***problem sensitivity*** |
| 6. ***systems evaluation*** | 12. ***deductive reasoning*** |
| 2 | 4. communication 7. plan 6. identify 1. perform  3. knowledge 8. facts 2. education 5. protection | |
| 3 | Question 1. **B**. Question 2. **B**. Question 3. **A**. | |

Тест №2

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| Индекс  компетенц ии | № задания | Тест (тестовое задание) контроля самостоятельной работы обучающихся с текстами по специальности | | |
| УК-4 | 1 | **Match the verbs with the noun**  *Verb*  1) to involve  2) to prepare  3) to protect  4) to describe  5) to indicate  6) to investigate  7) to sign  8) to submit to | | **s:**  *Noun*  a) his/her rights  b) the reason  c) a representative  d) the document  e) the specialist  f) a report  g) the circumstances  h) the results |
|  | 9) to base on | i) the reoccurrence | |
| 10) to prevent | j) an accident | |
| УК-4 | 2 | **Read the text; use the words from the box to complete the text.** planning fabric measuring proactive companies jobs analyses involvement development policy   1. Safety management system is a systematic and continuous management process based on (1) identification of hazards, and (2)   of their risk.   1. A safety management system provides for goal setting,(3) , and (4) performance. 2. A safety management system is woven into the (5) of an organization. 3. It becomes part of the culture, the way people do their (6) . 4. SMS is comprised of four functional components: (7) , Risk Management, Assurance, Promotion and other actions to create a positive safety culture. 5. The (8) of a positive safety culture is important if high standards of health and safety are to be achieved and maintained. 6. The Safety Culture Assessment tool is designed to help (9) determine some important aspects of their safety culture and aid the promotion of employee (10) in health and safety issues. | | |
| УК-5 | 3 | **Study the text and find necessary words or word combinations to finish the following sentences.**  “WHAT-IF” Hazard Analysis  “What-If” Hazard Analysis is a structured brainstorming method of determining what things can go wrong and judging the likelihood and severity of those situations occurring. The answers to these questions form the basis for making judgments regarding the acceptability of those risks and determining a recommended course of action for those risks judged to be unacceptable.  An experienced review team can effectively and productively discern major issues concerning a process or system. Lead by an energetic and focused facilitator, each member of the review team participates in assessing what can go wrong based on their past experiences and knowledge of similar situations.  Assembling an experienced, knowledgeable team is probably the single most important element in conducting a successful “What–If” analysis. Individuals experienced in the design, operation, and servicing of similar equipment or facilities are essential. Their knowledge of design standards, regulatory codes, past and potential operational errors as well as maintenance difficulties brings a practical reality to the review.  The next most important step is gathering the needed information. The operation or process must be understood by the review team. One | | |
|  |  | important way to gather information on an existing process or piece of equipment is for each review team member to visit and walk through the operation site.   1. “What-If” Hazard Analysis is a . 2. The major issues concerning a process or system can be discerned effectively and productively by the\_ . 3. The team is leaded by an energetic and focused . 4. Each member of the review team participates in assessing what can go wrong based on their and . 5. The single most important element in conducting a successful “What- If” analysis is . 6. Their knowledge brings a practical reality to the . 7. The next most important step is gathering the . | | |

**Ключ к тестовому заданию №2**

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| № задания | Ключ |
| 1 | 1. ***c*** 6. ***j*** 2. ***f*** 7. ***d*** 3. ***a*** 8. ***e*** 4. ***g*** 9. ***h***   5. ***b*** 10. ***i*** |
| 2 | (3)planning (5)fabric (4)measuring (1)proactive (9)companies  (6)jobs (2)analyses (10)involvement (8)development (7)policy |
| 3 | 1. brainstorming 3. facilitator 5. knowledgeable team 7. information method 2. review team 4. experiences; knowledge 6. review |

Тест №3

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| Индекс  компетенц ии | № задания | Тест (тестовое задание) контроля самостоятельной работы обучающихся с текстами по специальности |
| УК-4 | 1 | **Read the text and answer the questions.**  An accident or mishap is an unforeseen and unplanned event or circumstance, often with lack of intention or necessity.  Experts in the field of injury prevention avoid use of the term 'accident' to describe events that cause injury in an attempt to highlight the predictable and preventable nature of most injuries.  Accidents of particularly common types (crashing of automobiles, events causing fire, etc.) are investigated to identify how to avoid them in the future. This is sometimes called root cause analysis, but does not generally apply to accidents that cannot be deterministically predicted. A root cause of an uncommon and purely random accident may never be identified, and thus future similar accidents remain. |
|  |  | 1. What another term is used for “accident”? 2. What events do the experts with the term “accident” describe? 3. What types of accident are there? 4. Why are accidents investigated to identify? 5. What does the term “root cause” mean? |
| УК-4 | 2 | **Complete the statements with the following:**  accident right duty injuries  severity workplace death dangers Safety in the (1) is an important issue for any businesses.  But each year, billions of dollars are paid out for employees' (2) . An occupational (3) is the health damage or death of an employee which occurred while performing the work task given by an employer. By the degree of (4) , an occupational accident shall be classified as a mild or severe occupational accident or an occupational accident leading to (5) . By the way workers have the (6) to safe and healthful working conditions. It is the (7) of employers to provide workplaces that are free of known (8) that could harm their employees. |
| УК-5 | 3 | **Are these statements are true or false?**   1. Employee is obligated to investigate an occupational accident. 2. The investigation shall be carried out within 10 working days. 3. The investigation shall end with the preparation of an essay. 4. You shall be required to prepare the report in three copies, one of which shall be kept by you, and submit the other two to the local authority of the Labour Inspectorate and the police. 5. If it appears during the investigation that it is an occupational investigation, terminate the investigation and prepare a free-form document. 6. The document shall be signed only by the employer. 7. All severe occupational accidents have to be registered. 8. The document shall be kept for 55 years. |

**Ключ к тестовому заданию №3**

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| №  задания | Ключ | | | | |
| 1 | 1. mishap |  |  | 4. how to avoid them in the future | |
| 2. unforeseen and unplanned events or circumstances, often with lack of intention or necessity. | | | 5. the fundamental reason for the occurrence of a problem | |
| 3. common types (crashing of automobiles events causing fire, etc.) | | |  | |
| 2 | (3)accident | (6) right |  | (7)duty | (2)injuries |
| (4)severity | (1)workplace | | (5)death | (8)dangers |
| 3 | 1. False | 3. False | 5. False | | 7. False |
| 2. True | 4. True | 6. False | | 8. True |

Тест №4

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| Индекс  компетенц ии | № задания | Тест (тестовое задание) контроля самостоятельной работы обучающихся с текстами по специальности |
| УК-4 | 1 | **Quiz. Can you read this statement?**  Youhavetherighttoasafeworkplaceandstudyplace!  **Find 10 specialty words**  fdreaccidentpolworkplacewerekemployershaphealthyotdriskqwrightjubn treoccupationalmikreportabcpreventionincident |
| УК-4 | 2 | **Answer the questions about occupational safety.**   1. What kind of work place do work safety organizations provide? 2. What regulations must most businesses comply with? 3. Why is it a good idea to have an affiliation with work safety organizations? 4. Who is responsible for providing a safe and healthful workplace? 5. What is OSHA's mission? 6. How is safe and healthful workplaces assured? 7. What documents must employers comply with? 8. What does the term “employer” mean? 9. What does the term “employee” mean? 10. What does the term “standard” mean? |
| УК-5 | 3 | **Correct the sentences:**   1. Nobody has the right to a safe workplace. 2. The Occupational Safety and Health Act was passed to inform workers about harms at work. 3. The law requires employees to provide working conditions that are free of known dangers. 4. It isn‘t the duty of employers to provide safe workplaces. 5. This law gives employers important rights to ensure their protection from job hazards. |

**Ключ к тестовому заданию №4**

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| №  задания | Ключ | | | |
| 1 | *You have the right to a safe work place and study place!*  1.accident 2.workplace 3.employer 4.healthy 5.risk 6.right 7.occupational 8.report 9.prevention 10.incident | | | |
| 2 |  | 1. nearly every kind of workplace | 6. by setting and enforcing standards, and by  providing training, outreach, education and assistance. |  |
| 2. safety regulations | 7. all applicable OSHA standards |  |
| 3. they help prevent small injuries, life-  threatening accidents and even death | 8. a person engaged in a business affecting  commerce who has employees |  |
| 4. employers | 9. an employee of an employer who is employed in a business of his employer |  |
|  |  |  | which affects commerce |  |
| 5. to assure safe and healthful workplaces | 10. a standard which requires conditions, or the adoption or use of one or more practices, means, methods, operations, or processes, reasonably necessary or appropriate to  provide safe or healthful employment and places of employment |  |
| 3 |  | 1. **Everybody** has the right to a safe workplace. |  |  |
|  | 1. The Occupational Safety and Health Act was passed **to prevent workers from being killed or otherwise harmed at work.** 2. The law requires **employers** to provide working conditions that are free of known dangers. 3. It **is** the duty of employers to provide safe workplaces. 4. This law gives **workers** important rights to ensure their protection from job hazards. | |  |

Тест №5

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| Индекс компетенц ии | № задания | Тест (тестовое задание) контроля самостоятельной работы обучающихся с текстами по специальности |
| УК-4 | 1 | **Answer the following questions:**   1. What is safety management system? 2. What are people in the field of safety engineering responsible for? 3. What do professional safety studies include? 4. What are the four parts to the assessment process? 5. What is an occupational accident? |
| УК-4 | 2 | **Answer the questions about occupational safety.**  a) water b) ‘bang’ c) pollution problems  d) skin burns e) miles f) threat  **Fire**: This is the most frequent of the hazards however the consequences are generally less. The effect of fire on people usually takes the form of (1) and is usually dependent on the exposure time and the intensity of the heat.  **Explosion**: Explosions are usually heard from far away as a (2)  . This is the result of a shock wave. This overpressure can kill people but usually the indirect effects of collapsing buildings, flying glass and debris causes far more loss of life and severe injuries.  **Toxic/Chemical release**: Sudden releases of toxic vapors have the potential to cause death and severe injuries several (3) from the release point. They are carried by (4) and air. Their release into public sewage systems, rivers, canals and other water courses, either directly or through contaminated water used in fire fighting can result in serious threat to public.  **Environmental Damage**: As well as having the potential for causing |
|  |  | injury, loss of life and damage to property, the hazards of fire, explosion and toxic releases may pose a severe (5) to the environment.  Release of other substances, not directly toxic to humans can cause major (6) . |
| УК-5 | 3 | **Are these statements true or false?**   1. Employers must provide personal protective equipment to their employees. 2. When engineering, work practice and administrative controls are not feasible, employees are not required to wear personal protective equipment. 3. Personal protective equipment is equipment worn to minimize exposure to a variety of hazards. 4. All PPE clothing and equipment should be in multiple sizes. 5. OSHA requires employers to ensure that employees have appropriate eye or face protection if they are exposed from the noise. 6. Flying particles, molten metal, liquid chemicals are dangerous to hand and arms. 7. If employee is ill he must wear a surgical gown. 8. Foot and leg protection includes Leggings, metatarsal guards, toe guards, vests. 9. Hearing protection includes earplugs and earmuffs. 10. There are many varieties of protective clothing available for specific conditions. |

**Ключ к тестовому заданию №5**

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| № задания | Ключ | | | | |
| 1 | 1. Safety management system (SMS) is a systematic and continuous management process based on proactive identification of hazards, and analyses of their risk. | | | | |
| 2. ensuring that a work environment is safe. | | |  |  |
| 1. design of engineering hazard controls, fire protection, system and process safety. 2. a) Analysis of health and safety related documentation; b) Workplace observation; c) Employee safety culture survey questionnaire; d) Management and Health & Safety Representative interviews 3. Accident that occurs in the course of a person's employment and is caused by the hazards that are inherent in, or are related to, it. | | | | |
| 2 | (4) water | (2) ‘bang’ | (6) pollution problems | |  |
| (1) skin burns | (3) miles | (5) threat |  |  |
| 3 | 1. True | 3. True | 5. False | 7. False | 9. True |
| 2. False | 4. True | 6. False | 8. True | 10. True |

Тест №6

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| Индекс  компетенц ии | № задания | Тест (тестовое задание) контроля самостоятельной работы обучающихся с текстами по специальности |
| УК-4 | 1 | **Think of a proper word missing:**   1. Employers comply safety regulations. 2. They are responsible providing a safe workplace. 3. The law requires employers to provide their employees personal protective equipment. 4. Employee exposure to excessive noise depends a number of factors. |
| УК-4 | 2 | **Complete the text with necessary words or word combinations.** employment rights workplace for free with hazards personal exposure Act  Work safety organizations provide services to every kind of (1) . Under the (2) , employers are responsible (3) providing a safe and healthful workplace. Employers must comply (4) all standards. "Standard" means a standard which requires conditions, methods, operations, or processes to provide safe (5) . The law also gives workers important (6) to a safe workplace, to information, to know about chemical (7) and be provided protective equipment (8) of  charge. (9) protective equipment is used to minimize (10) to a variety of hazards. |
| УК-5 | 3 | **Read the text. Are these statements true or false?**  Worker Protection in the UK  Act 1974 “Health and safety at work” is the main piece of legislation covering occupational health and safety in the UK. The Act lays down general principles for the management of health and safety at work.  Normative documents are secondary types of legislation implementation of specific laws adopted by Parliament. They cover a wide range of issues, ranging from the control of asbestos at work, diving, evacuation and rescue of mines, ionizing radiation and working at height.  Since the accession of the UK to the European Union in 1972, much health and safety regulation has needed to comply with the law of the European Union.   1. Act 1974 “Health and safety at work” is the main piece of legislation in the USA. 2. The Act lays down the management of health and safety at work. 3. Normative documents aren‘t adopted by Parliament. 4. They cover a narrow range of issues. 5. Nowadays much health and safety regulation has needed to comply with the law of the EU. |

**Ключ к тестовому заданию №6**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| №  задания | Ключ | | | | |
| 1 | 1. with 2. for 3. with 4. on | | | | |
| 2 | (5)employment | (6)rights | (1)workplace | (3)for | (8)free |
| (4)with | (10)hazards | (9)personal | (7)exposure | (2)Act |

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| --- | --- | --- | --- |
| 3 | 1. False | 3. False | 5. True |
| 2. True | 4. False |  |

Критерии и шкала оценки:

* критерии оценивания – правильные ответы на поставленные вопросы;
* показатель оценивания – процент верных ответов на вопросы;
* шкала оценивания(оценка) – выделено 4 уровня оценивания компетенций:

**высокий (отлично) -** более 80% правильных ответов;

**достаточный (хорошо)–** от 60 до 80 % правильных ответов;

**пороговый (удовлетворительно)**– от 50 до 60% правильных ответов;

**критический (неудовлетворительно)** – менее 50% правильных ответов.

Комплект задач (вопросов) для устного текущего контроля и контроля самостоятельной работы обучающихся

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| --- | --- | --- |
| Индекс  компетенции | № задания | Условие задачи (формулировка задания) |
| УК-4 | Тема 1 | What is science?  What is the scientific method?  Is the scientific method a philosophy?  What is the difference between a hypothesis and a theory? Why do scientists often seem tentative about their explanations?  What does science have to say about ghosts, ESP, and astrology? |
| УК-4 | Тема 2 | What are the main goals of science?  What is a typical scientific process? What are the stages of a typical scientific process?  What is scientific testing?  Who are the members of the scientific community?  What are the characteristics of pure scientific knowledge? How does science receive evidence?  What is the difference between pure scientific knowledge and alternative knowledge (life experience, horoscopes, extra sensitive knowledge, etc.)?  Describe the way science works/ What is dogma? Give some examples. |
| УК 5 | Тема 3 | What were the first scientists?  How was science connected with and philosophy? What was Parmenides famous for?  What contribution did Socrates make to science?  What role did Aristotle play in the history of science? |
| УК-5 | Тема 4 | What is the difference between basic research and applied research? |

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| --- | --- | --- |
|  |  | What is the aim of monitoring the studies carried out by research universities?  What functions do the government working groups perform? What is the relationship between higher educational establishments and the international academic labour market?  What system do the research projects have to pass through? Why?  What government programmes and politics can higher schools contribute?  What opportunities can higher educational establishments provide to international academic discussions? |
| УК-5 | Тема 5 | List the main points of an academic presentation assessment form.  How can we express personal opinions impersonally? What are the priorities of the research university?  What are the trends in R&D in the world today? What are the main problems Russian R&D faces? What is the plan of academic presentation?  What types of hedge do you know? |
| УК-4 | Тема 6 | What are the main routes when following an academic career? Is there any correlation between academic career route and the job market?  What activities may be expected to contribute to during an academic career?  When do you need to include a reference to avoid plagiarism?  What are the main points of the structure of the research report or paper? |

**Критерии и шкала оценки:**

* критерии оценивания – правильное решение задач;
* показатель оценивания – процент правильно решенных задач;
* шкала оценивания(оценка) – выделено 4 уровня оценивания компетенций:

**высокий (отлично) -** более 80% правильно решенных задач;

**достаточный (хорошо)** – от 60 до 80 % правильно решенных задач; **пороговый (удовлетворительно)** – от 50 до 60% правильно решенных задач; **критический (неудовлетворительно)** – менее 50% правильно решенных задач.

Шкала оценивания

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| --- | --- | --- |
| **Оценка** | **Уровень освоения компетенции** | **Критерии оценивания** |
| Отлично | Высокий уровень | Обучающийся ясно изложил методику решения задач, обосновал выполненное  решение точной ссылкой на формулы, правила и т.д.; |

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| --- | --- | --- |
| Хорошо | Повышенный уровень | Обучающийся ясно изложил методику решения задач, но в обосновании решения имеются сомнения в точности ссылки на  формулы, правила и т.д.; |
| Удовлетворительно | Пороговый уровень | Обучающийся изложил условие задачи, решение обосновал общей ссылкой на  формулы, правила и т.д.; |
| Неудовлетворительно | Минимальный уровень не  достигнут | Обучающийся не выполнил задания для самостоятельной работы, не уяснил условие задачи, решение не обосновал ссылкой на  формулы, правила и т.д. |

Разработчик

(попись)

доцент каф АЯПД, доцент Э.В. Егорова

**ЛИСТ ИЗМЕНЕНИЙ**

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| --- | --- | --- | --- | --- |
| **№ п/ п** | **Содержание изменения или**  **ссылка на прилагаемый текст изменения** | **ФИО**  **заведующего кафедрой, реализующей дисциплину/ вы-**  **пускающей кафедрой** | **Подпись** | **Дата** |
| 1 | Приложение 1 «Внесение корректировок в п.4 «*Оценочные средства для текущего контроля и промежуточной аттестации,*  *контроля самостоятельной работы обучающихся»* | Варнаков В.В. |  | 26.04.2023 |

**Приложение 1**

*Внесены корректировки в следующие вопросы :*

1. What were the first scientists?
2. How was science connected with and philosophy?