

ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
ПРИДНЕСТРОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
ИМ. Т.Г. ШЕВЧЕНКО

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Кафедра «Общеобразовательные и социально-экономические дисциплины»

УТВЕРЖДЕН

на заседании кафедры

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Заведующий кафедрой

Д.А. Поросеч

(подпись)

# ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

Иностранный (английский) язык

(наименование дисциплины)

07.03.01 «Архитектура»

(код и наименование направления подготовки)

«Архитектурное проектирование»

(наименование профиля подготовки)

бакалавр

Квалификация (степень) выпускника

Согласовано

Зав. секцией ООД, доцент

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Разработал:

Старший преподаватель

И.А. Лунгу

Бендеры, 2017.

Паспорт фонда оценочных средств по учебной дисциплине  
«Иностранный (Английский) язык»

**1. В результате изучения дисциплины «Иностранный (Английский) язык»**

обучающийся должен:

**Знать:** базовые правила грамматики (на уровне морфологии и синтаксиса); базовые нормы употребления лексики и фонетики; требования к речевому и языковому оформлению устных и письменных высказываний с учетом специфики иноязычной культуры. Основные способы работы над языковым и речевым материалом; основные ресурсы, с помощью которых можно эффективно восполнить имеющиеся пробелы в языковом образовании (типы словарей, справочников, компьютерных программ, информационных сайтов сети интернет, текстовых редакторов и т.д.);

**Уметь:** в области аудирования: воспринимать на слух и понимать основное содержание несложных аутентичных общественно-политических, публицистических (медийных) и прагматических текстов, относящихся к различным типам речи (сообщение, рассказ), а также выделять в них значимую /запрашиваемую информацию; в области чтения: понимать основное содержание несложных аутентичных общественно-политических, публицистических и прагматических текстов (информационных буклетов, брошюр/проспектов), научно-популярных и научных текстов, блогов/веб-сайтов; детально понимать общественно-политические, публицистические (медийные) тексты, а также письма личного характера; выделять значимую/запрашиваемую информацию из прагматических текстов справочно-информационного и рекламного характера; в области говорения: начинать, вести/поддерживать и заканчивать диалог-расспрос об увиденном, прочитанном, диалог-обмен мнениями и диалог-интервью/собеседование при приеме на работу, соблюдая нормы речевого этикета; расспрашивать собеседника, задавать вопросы и отвечать на них, высказывать свое мнение, просьбу, отвечать на предложение собеседника (принятие предложения или отказ); делать сообщения и выстраивать монолог-описание, монолог-повествование и монолог-рассуждение; в области письма: заполнять формуляры и бланки прагматического характера; вести запись основных мыслей и фактов (из аудиотекстов и текстов для чтения), а также запись тезисов устного выступления/письменного доклада по изучаемой проблематике).

**Владеть:** стратегиями восприятия, анализа, создания устных и письменных текстов разных типов и жанров; компенсаторными умениями, помогающими преодолеть «сбои» в коммуникации, вызванные объективными и субъективными, социокультурными причинами. Стратегиями проведения сопоставительного анализа факторов культуры различных стран; приемами самостоятельной работы с языковым материалом (лексикой, грамматикой, фонетикой) с использованием справочной и учебной литературы;

**2. Программа оценивания контролируемой компетенции:**

Текущая аттестация	Контролируемые модули, разделы (темы) дисциплины и их наименование	Код контролируемой компетенции (или ее части)	Наименование оценочного средства
1	Тема №1 « About myself and my family».оборот there is / there are.Местоимения. Притяжательный падеж существительных. Множественное число существительных. Степени сравнения прилагательных. Числительное (количественное, порядковое, дробное)	OK-5 OK-10	Подготовка устных сообщений на темы: • « About myself and my family», «My home is my castle». контрольная работа (тесты) №1
	Тема №2 «My home is my castle.». Числительное (дробное) Much, many, (a) little,		

	(a)few.Неопределенные местоимения some, any, no и их производные.		
2	Тема №3 «Higher education in Russia». Группы времен Indefinite Tenses Active voice.	OK-5 OK-10	<ul style="list-style-type: none"> <li>Подготовка устного сообщения на тему: «Higher Education in our country»</li> </ul>
	Тема №4 «Higher education in the UK» The Present Continuous Tense Active voice.		
	Тема №5 «Higher Education in our country». Continuous Tenses Active voice.		
3	Тема №6 «Famous Universities». Indefinite, Continuous Tenses Active voice. Perfect Tenses Active voice.		<ul style="list-style-type: none"> <li>Подготовка устного сообщения на тему: «My university»</li> <li>СРС (подготовить доклад) «Universities about the world»</li> <li>контрольная работа №2</li> </ul>
4	Тема №7«Nonverbal Communication»	OK-5 OK-10	<ul style="list-style-type: none"> <li>Подготовка устных сообщений на темы: «Learning Foreign Languages», «Nonverbal Communication» «Travelling».</li> <li>контрольная работа №3</li> </ul>
5	Тема №8. «Learning Foreign Languages». Modal verbs and their equivalents. Indefinite Tenses Passive voice. Тема №9 «Travelling. Getting about the town». Indefinite, Continuous, Perfect Tenses Act/Pass voice.		
6	Тема №10 «Environment and Ecology». Sequence of Tenses. Direct and Indirect speech.	OK-5 OK-10	Подготовка устного сообщения на тему: «Environment and Ecology»
7	Тема №11 «Architecture».	OK-5 OK-10	Подготовка устного сообщения на тему: «Architecture»
	Тема №12 «The Profession of an Architect». Infinitive. Forms and functions of Infinitive	OK-5 OK-10	<ul style="list-style-type: none"> <li>Подготовка устного сообщения на тему: «The Profession of an Architect»</li> <li>Устный опрос по тексту «Practice of town planning»</li> <li>СРС работа с текстом «Architectural Planning».</li> <li>контрольная работа №4</li> </ul>
	Тема №13 «Practice of town planning». Infinitive with to- without two.Complex Object. Complex Subject.		
<b>Промежуточная аттестация</b>			вопросы к зачету
8	Тема №14 «Elements of building». The Participle.	OK-5 OK-10	<ul style="list-style-type: none"> <li>Подготовка устных сообщений на темы:</li> </ul>
	Тема №15 «Types of buildings».		

	The Gerund.		«Elements of building», «Types of buildings» . • СРС (подготовить доклад) «Unusual houses » • контрольная работа №5
9	Тема №16 «Egyptian Architecture». Infinitive, Participle, Gerund. Тема №17 «Ancient Greek Architecture». Тема №18 «Roman Architecture».	OK-5 OK-10	• Подготовка устных сообщений на темы: «Egyptian Architecture», «Ancient Greek Architecture », «Roman Architecture ». • контрольная работа №6
<b>Промежуточная аттестация</b>		OK-5, OK-10	• вопросы к зачету с оценкой

## I. Задания на контрольные работы.

### 1. Контрольная работа №1 по грамматическим темам:

Тема №1 Местоимения. Притяжательный падеж существительных. Множественное число существительных. Степени сравнения прилагательных.

Тема №2 Числительное (количественное, порядковое, дробное). Местоимения Much, many, (a) little, (a)few. Неопределенные местоимения some, any, no и их производные.

#### I variant

#### Выберите правильный вариант ответа:

1. Adam Smith is often called the Father of Modern Economics.  
a) it      b) they      c) he
2. Economists like to make theories.  
a) they      b) she      c) he
3. The government puts higher taxes on petrol.  
a) you      b) it      c) they
4. The north-east of England was famous for ..... shipbuilding industry.  
a) his      b) its      c) her
5. A man can leave ..... job and look for another one that suits him.  
a) his      b) your      c) her
6. A nation's wealth depended on ..... owning precious metals.  
a) its      b) my      c) their
7. There ..... \$ 30 in my wallet, but now it's gone.  
a) was      b) were
8. Have ..... arrived yet?  
a) businessmen      b) a businessman
9. Many students get ..... at colleges and universities.  
a) knowledge      b) knowledges
10. Cash ..... money in the form of banknotes and coins.  
a) are      b) is
11. Consumers can buy a ..... goods or services.  
a) company's      b) company
12. The cost of the good, the ..... income can affect the utility of a good.  
a) consumer      b) consumer's

13. A house is one of the ..... things that people buy.  
a) more expensive    b) most expensive
14. China and India are now making ..... contributions to global growth.  
a) the largest    b) larger
15. From 2004 to the present world growth has been ..... than at any time since the early 1970s.  
a) more rapid    b) rapider
16. Unfortunately, ..... volatility does not rule out occasional recessions.  
a) more low    b) lower
17. Output stabilization in developing countries was .....  
a) more gradual    b) gradualer
18. **one and a half**  
a) 2 1/2 (две целых одна вторая)  
b) 1 7/8 (одна целая семь восьмых)  
c) 1 1/2 (одна целая одна вторая)
19. **two point five**  
a) 2,05 (две целых пять сотых)  
b) 5,2 (пять целых две десятые)  
c) 2,5 (две целых пять десятых)
20. **twenty four + fifty-three**  
a) eleven  
b) eighty-one  
c) seventy-seven  
d) fifty-five

## II variant

### Выберите правильный вариант ответа:

1. Aristotle did not use the word economics.  
a) it    b) you    c) he
2. In the traditional economy men are hunters & farmers.  
a) I    b) they    c) he
3. Microeconomics looks at how the details of the economy work.  
a) it    b) you    c) they
4. Merchants were people who made ..... money through the buying and selling goods.  
a) his    b) your    c) their
5. Each goods has ..... own utility value for the consumer.  
a) their    b) its    c) my
6. Consumers want satisfaction from ..... resources ( time and money).  
a) her    b) its    c) their
7. The tourist office has ..... about hotel accommodation.  
a) information    b) informations
8. Economics ..... my favourite subject at the Institute.  
a) is    b) are
9. What ..... the government going to do about the problem of homelessness.  
a) is    b) are
10. The demand is the ..... need for labour.  
a) employers'    b) employers
11. He had a ..... holiday last summer.  
a) month's    b) month
12. My elder brother ..... son is a top manager.  
a) Peter    b) Peter's
13. The US has a ..... domestic market than Portugal.  
a) bigger    b) more big
14. If one company has a much ..... share than any other, it can affect price.  
a) the largest    b) larger
15. An increase in demand can make a company push its prices even .....than necessary.

- a) higher                      b) the highest  
 16. Adam Smith is one of ..... economists.  
 a) great                      b) the greatest  
 17. **seven four point zero two**  
 a) 74,02 (семьдесят четыре целых две сотых)  
 b) 54,02 (пятьдесят четыре целых две сотых)  
 c) 74,2 (семьдесят четыре целых две десятых)  
 18. **seventy one + fifteen**  
 a) eighty-six  
 b) ninety  
 c) sixteen  
 d) ninety-two  
 19. **seventy - three+ three**  
 a) seventeen  
 b) sixty-four  
 c) seventy-six  
 d) sixty-seven  
 20. **two and a half**  
 a) 2 1/2 (две целых одна вторая)  
 b) 3 1/2 (три целых одна вторая)  
 c) 2 1/7 (две целых одна седьмая)

## 2. Контрольная работа №2 по грамматическим темам:

Тема №3,5,6« Indefinite, Continuous, Perfect Tenses Active voice».

### I variant

Раскройте скобки, употребив глагол в соответствующей видовойременной форме.

Укажите в скобках выбранное время.

1. We (**not to rest**) yesterday. 2. When I (to see) my friends, they (to play) **football** 3. Kate (to cook) **dinner tomorrow**. 4. **They** (to play) in the **yard** in the **evening**. 5. Every morning on the **way** to school he (to meet) my friends. 6. When we (**to go**) **to the** cinema, we (to meet) grandmother. 7. She (to buy) very interesting book last week. 8. He (**to work**) every day. 9. When Nick (to come) home, his brother (to play) with his toys. 10. You (to go) to the south next summer? 11. **They** (to play) in the yard the whole evening yesterday. 12. Kate (not to write) letters every **day**. 13. **I** (not **to write**) **a** report now. 14. She (**not to help**) mother **yesterday**. 15. **When** Kate (to open) the door, the children (to dance) round the fire - tree. 16. We (to see) a very good film last Sunday. 17. I (to **do**) my **homework** the **whole** evening yesterday. 18. My sister (to **wash**) the dishes every morning. 19. He (to watch) **TV** yesterday. 20. I (**to finish**) my homework at 9 o'clock **yesterday**. 21. She (not to drink) coffee after lunch. 22. When I (to wash) the **floor** I (to find) **my** old toy under the sofa. 23. My friends (not to do) their homework now. 24. I (to have) dinner with my family yesterday. 25. What your brother (to do) every day? 26. Kate (to give) me the book which she (to buy) the day before. 27. The wind (to blow) off the man's hat, and he cannot catch it. 28. I just (to meet) our teacher. 29. The children already (to decide) what to do with the books. 30. I (to finish) my homework by seven o'clock.

### II variant

Раскройте скобки, употребив глагол в соответствующей видовойременной форме.

Укажите в скобках выбранное время.

1. When Tom (to cross) the street he (to fall). 2. You (to see) **your** friend yesterday? 3. I (to invite) my friends to come to **my** place tomorrow. 4. I (not to sleep) at 10 o'clock **yesterday**. 5. I (not to eat) ice - cream yesterday. 6. We (to make) a fire last **summer**. 7. When I (to get) up my mother and father (to drink) tea. 8. He (to play) chess every day. 9. Where **you** (to go) now? 10. You (to like) apples? 11. My brother (not to **drink**) coffee **yesterday**. 12. I (to do) my homework from 5 till 8 yesterday. 13. **We** (**to go**) on a tramp last Sunday. 14. I (**to send**) a letter to my friend tomorrow. 15. My friend (to go) **to** the library on Wednesday. 16. When father (to come) home Peter (to sleep). 17. I (to play) the piano yesterday. 18. How she

usually (**to** help) mother? 19. You (to go) to school now? 20. **When** I (to open) the door, the cat (**to** sit) on the table. 21. I (to read) a book at six o'clock yesterday. 22. She (to cook) the **whole** day yesterday. 23. I (to play) **computer** games yesterday. 24. When I (to look) out of the window, the children (to play) hide-and-seek. 25. You (to **go**) abroad last summer? 26. The weather (to change), and we can go for a walk. 27. Tom (to return) from the cinema by five o'clock. 28. I (to see) Pete today. 29. Nick (to show) the teacher the picture which he (to draw). 30. My father knows so much because he (to travel) a lot.

### **3. Контрольная работа №3 по грамматическим темам:**

Тема №8 «Indefinite, Continuous, Perfect Passive voice».

#### ***I variant***

#### **1. Передайте следующие предложения в Passive Voice.**

E.g. Mother *waters* the flowers in the evening. — The flowers *are watered* in the evening (by Mother)

1. In summer the boys often drive the horses to the fields. 1. Ivan Susanin led the Poles into the thickest part of the forest. 3. The waves carried the boat away. 4. We shall do the translation in the evening. 5. They water the flowers regularly. 6. You promised me these books long ago, 7. Bessie's father gave her a complete set of Walter Scott's works. 8. Irene's husband brought her some beautiful shells from the south. 9. The explorers gave the newspaper reporters a long interview. 10. Mr. Wilson will teach you English.

#### ***II variant***

#### **1. Передайте следующие предложения в Passive Voice.**

E.g. Mother *waters* the flowers in the evening. — The flowers *are watered* in the evening (by Mother)

1. A marble pavillion protects the house. 2. The boys will paint the roof of the house. 3. Tom Sawyer whitewashed the fence. 4. Her daughters gave her three beautiful dishes as a birthday present. 5. Tom gave Nick a book for his birthday. 6. Our mother tells us stories every evening. 7. Lydia will show you a new book of pictures. 8. A boy showed her the way. 9. They will send us a box of fruit. 10. Five or six small children followed them.

### **4. Контрольная работа № 4 по грамматическим темам:**

Тема № 12 Infinitive.

Тема №13 «Complex Object. Complex Subject».

Тема №14 The Participle.

#### ***I variant***

#### **1. Вставьте частицу to перед инфинитивом, где необходимо.**

1. I'd like ... dance. 2. She made me ... repeat my words several times. 3. I saw him ... enter the room. 4. She did not let her mother ... go away. 5. Would you like ... listen to good music? 6. I like ... play the guitar. 7. We had ... put on our overcoats because it was cold. 8. They wanted ... cross the river. 9. It is high time for you ... go to bed. 10. I would rather ... stay at home today. 11. I wanted ... speak to Nick, but could not ... find his telephone number. 12. I was planning ... do a lot of things yesterday.

#### **2. Переведите следующие предложения, найдите инфинитивные обороты и определите их.**

1. I supposed him to be about fifty. 2. He is known to be a great book-lover. 3. I believed her to be in St.Petersburg. 4. We knew them to be right. 5. They thought us to be experienced enough to

carry out this work. 6. She seems to know the subject well. 7. He considers her to be a good singer. 8. The ship can be expected to arrive at the end of the week.

## ***II variant***

### ***1. Вставьте частицу to перед инфинитивом, где необходимо.***

1. Do you like ... listen to good music? 2. That funny scene made me ... laugh. 3. May I ... use your telephone? 4. They heard the girl ... cry out with joy. 5. He did not want ... play in the yard any more. 6. Would you like ... go to England? 7. I think I shall be able ... solve this problem. 8. It is time ... get up. 9. Let me ... help you with your homework. 10. I'd like ... speak to you. 11. You look tired. You had better ... go home. 12. My brother can ... speak French.

### **2. Переведите следующие предложения, найдите инфинитивные обороты и определите их.**

1. We expected him to arrive soon. 2. Many buildings were reported to have been damaged by the fire. 3. He doesn't seem to know this subject. 4. Do you expect the documents to be signed tomorrow? 5. He happened to be at home at that time. 6. He expects them to finish the work as soon as possible. 7. She seems not to know him. 8. I suppose him to know about it.

### **3. Подчеркните причастия в предложениях и определите их форму.**

1. The first rays of the rising sun lit up the top of the hill. 2. The tree struck by lightning was all black and leafless. 3. Being busy, he postponed his trip. 4. The door bolted on the inside could not be opened. 5. Having been shown the wrong direction, the travellers soon lost their way. 6. The room facing the garden is much more comfortable than this one. 7. Having descended the mountain they heard a man calling for help. 8. Flushed and excited, the boy came running to his mother. 9. He stood watching the people who were coming down the street shouting and waving their hands.

### **4. Контрольная работа № 5 по грамматическим темам:**

Тема №14 The Participle.

#### ***I variant***

##### **1. Подчеркните причастия в предложениях и определите их форму.**

1. The boy lay sleeping when the doctor came. 2. The broken arm was examined by the doctor. 3. While being examined, the boy could not help crying. 4. Having prescribed the medicine, the doctor went away. 5. The medicine prescribed by the doctor was bitter. 6. The dress bought at the department store was very beautiful. 7. While using a needle you should be careful not to prick your finger. 8. While crossing the street one should first look to the left and then to the right. 9. People watching a performance are called an audience. 10. Being very ill, she could not go to school.

##### **2. Переведите на английский язык, употребляя герундий.**

1. Продолжайте петь. 2. Мы получили удовольствие от плавания. 3. Простите, что я потерял Вашу ручку. 4. Я не возражаю против того, чтобы остаться дома. 5. Когда она закончит писать сочинение? 6. Благодарю Вас, что Вы прислали мне такие красивые цветы. 7. Он настаивал на том, что невиновен.

## ***II variant***

### **1. Подчеркните причастия в предложениях и определите их форму.**

1. The first rays of the rising sun lit up the top of the hill. 2. The tree struck by lightning was all black and leafless. 3. Being busy, he postponed his trip. 4. The door bolted on the inside could not



be opened. 5. Having been shown the wrong direction, the travellers soon lost their way. 6. The room facing the garden is much more comfortable than this one. 7. Having descended the mountain they heard a man calling for help. 8. Flushed and excited, the boy came running to his mother. 9. He stood watching the people who were coming down the street shouting and waving their hands.

## 2. Переведите на английский язык, употребляя герундий.

1. Перестаньте разговаривать. 2. Он рассмеялся. 3. Она бросила курить. 4. Она отрицала, что украла деньги. 5. Я с нетерпением ждал встречи с братом. 6. Я настаиваю на том, чтобы поговорить с ним. 7. Я думаю о том, чтобы поехать на юг летом.

## Критерии оценки письменных тестов и контрольных работ.

Отличный результат	Выполнение более 90% заданий
Хороший результат	Выполнение от 65% до 90% заданий
Удовлетворительный результат	Выполнение более 50% заданий
Неудовлетворительный результат	Выполнение менее 50% заданий

## II. Темы устных сообщений:

На основе ответов на следующие вопросы составьте устное сообщение.

### 1. «About myself and my family»

1. What is your name? 2. Where and when were you born? 3. How old are you? 4. Have you got a family? 5. How many people are there in your family? 6. Do you have brothers, sisters, grandparents in your family? 7. Where do you live? 8. Did you study well at school? 9. What school did you finish? 10. Did your teacher of English help you to choose your future profession? 11. What was your favourite subject? 12. What do you like to read? 13. What sport do you go in for? 14. What are you going to be? 15. Do you still live with your parents? 16. Do you have a girlfriend / boyfriend?

### 2. «My home is my castle»

1. What is the difference between a house and a home? 2. Why do many people feel homesick when they leave their home? 3. Why do houses differ from one culture to another? 4. How can a house indicate a person's status? 5. What types of houses do you know? 6. Would you like to live in a houseboat? Why? 7. What are the main advantages and disadvantages of a travel trailer? 8. What kind of house is ideal to your mind? 9. Which is more important: the exterior of a house or the atmosphere that reigns in it? Explain your point of view. 10. Is your home important to you? Could you change your lodgings easily?

### 3. «Higher Education in our country»

1. What levels are there in the structure of educational system in our country? 2. When does the academic year begin in the country? 3. How many exams did you pass to enter the University? 4. Do you pay for your education? 5. Do students get grants? 6. What subjects do students study in the first year? 7. Which subject is the most interesting for you? 8. Is there a sport center in your University? 9. What degree do students get after four years of study? 10. What degree can a student get after two years of further study and research? 11. What new education system is introduced in our country? 12. What specialties do people get after graduating from a university? 13. Why is higher education important in the life of every country?

### 4. «Learning Foreign Languages»

1. Why are languages so important nowadays? Name the possible reasons (cultural, economic, social, political relations between countries, tourism, education abroad, etc.) 2. What does it mean in your opinion to know a foreign language? 3. What language has the largest vocabulary? 4. Which subcontinent has the largest number of languages? 5. Which other languages of international communication do you know? 6. In what countries are they spoken? 7. Is your English good enough to travel as a tourist/ to study abroad/ to invite English-speaking guests? 8. Will you need English

(or any other foreign languages) in your career? Will you study your next foreign? 9. What methods did you use to learn the English language? Can you name the best one? 10. What advantages do people who know foreign languages have?

#### 5. «Nonverbal Communication»

1. What ways do we use to transmit information besides language? 2. Why do many researchers believe that nonverbal communication is more powerful than verbal communication? 3. What is the connection between nonverbal communication and a person's culture? 4. How do people greet each other in different countries? How do they greet each other in your country? 5. What can the 'OK' gesture mean in different countries? 6. Why does physical appearance play a very important role in communication? 7. Why is it useful to develop good communicative techniques? 8. What should you do to avoid breaks in communication and personal relationships? 9. How can you facilitate communication?

#### 6. «Travelling»

1. Why is the whole world open now? 2. Do people travel only for pleasure? 3. Why do people travel? 4. How can we get to the place of our destination? 5. What is the quickest means of communication? 6. What are the advantages and disadvantages of various means of travel? 7. What way of travel do you prefer?

#### 7. «Environment and Ecology»

1. Why are people so interested in environmental protection? 2. How does your health and your life depend on the environment? Give your reasons. 3. Who needs protection nowadays (people, animals, plants, oceans, etc.)? 4. Can you name any society fighting for environmental protection? What do they do? Would you like to join the society? 5. How do you protect the environment? Do your school and your family, your town and your country do its best to solve this problem?

#### 8. «Architecture»

1. How did the man learn to build? 2. What was the first shelter? 3. When did man begin to build more solid dwellings? 4. How was architecture born? 5. What did types of the dwellings depend on? 6. What influences the characteristic features of the architecture? 7. What are main functional features of structures in architecture?

#### 9. «Profession of an Architect»

1. What is the most fundamental requirement of existence? 2. What does architecture deal with? 3. What does an architect deal with? 4. What knowledge must an architect have and use in his work? 5. What is the architect's work? 6. What possibilities are open to modern architects and builders? 7. What do buildings reflect? 8. What will architects enjoy? 9. Why is becoming an architect a very satisfying and the most rewarding career?

#### 10. «Egyptian Architecture»

1. When and where did the history of architecture begin? 2. What is a basic understanding of ancient Egyptian architecture based on? 3. What periods did the ancient Egyptian architecture divide into? 4. What did this architecture give the world? 5. What are the most outstanding achievements of period of ancient Egyptian architecture? 6. What is the Old Kingdom characterized by? 7. What was the most significant monument of the Old Kingdom? 8. What are the most grandiose religious buildings of the ancient Egypt? 9. What types of construction were built in the Middle Kingdom? How were they named? 10. What was the most significant monument of this period? 11. What was constructed during the New Kingdom?

#### 11. «Ancient Greek Architecture»

1. What type of buildings was built in ancient Greece? 2. What building materials did ancient Greeks use? 3. What basic elements were used by building? 4. What is one of the greatest monuments of ancient Greek architecture? 5. What degree did ancient Greeks bring the refinement of architectural structures to? 6. What is Acropolis? 7. What is architectural order? 8. What orders did ancient Greeks invent? 9. What are the distinctive features of the Doric column? 10. What are the distinctive features of the Ionic column? 11. What are the distinctive features of the Corinthian column?

#### 12. «Roman Architecture»

1. When did Roman architecture form as the original art? 2. What buildings did the Romans build for the most part? 3. What engineering structures did the Romans begin to construct?

4. What function did the column perform? 5. What was the Tuscan column? 6. What was the Composite column? 7. What types of residential buildings were constructed in ancient Rome? 8. What was domus? What was insula? 9. What is one of the most known remained constructions of ancient Roman architecture? 10. What belongs to one of the most important discoveries of the Romans in the field of engineering technology? 11. Where was this building material used?

### **III. Устный опрос по тексту:**

#### **1. «Practice of town planning»**

1. Give a brief overview of the structure and contents of text. Relate each heading to the corresponding paragraph.

- a) The areas of town planning.
- b) Some specific features of current town planning.
- c) The development of city plans.
- d) The aims of town planning.
- e) The standards for housing.
- f) Organic cities.
- g) The solutions to improve housing.
- h) The towns and cities of the British colonies.

2. Complete the following sentences choosing the best variant according to the text.

1. The influence of town planning has ...

- a) diminished;
- b) decreased;
- c) increased.

2. Towns and cities of the British colonies were planned ...

- a) in London;
- b) in Australia;
- c) in the colonies themselves.

3. Hunts, camps and citadels have become ...

- a) organic cities;
- b) permanent settlements;
- c) the contours of the land.

4. Planned towns have been known since ...

- a) the Baroque era;
- b) ancient times;
- c) the renaissance.

5) Town planning concerns itself with ...

- a) public participation;
- b) the development of open land and the revitalization.

6. Some social aspects were brought to light because of ...

- a) the need to improve public health;
- b) the industrial revolution;
- c) crowded slums.

7. The important aspect of contemporary town planning is ...

- a) zoning;
- b) redevelopment;
- c) housing standards.

### **IV. Темы мини - презентации, докладов для выполнения самостоятельных работ:**

- 1. Доклад «Universities about the world».
- 2. Доклад «Unusual houses»

### **V. Практические задания для самостоятельной работы по дисциплине**

## **Работа с текстом «Architectural Planning»**

Read the text using a dictionary. Give your reason that architect must possess the knowledge in different sciences

### **Architectural Planning**

The architect usually begins to work when the site type and cost of a building have been determined.

Planning the environment. The natural environment is at once hindrance and a help, and the architect seeks both to invite its aid and to repel its attacks. To make building habitable and comfortable, he must control the effects of heat, cold, light, air, moisture, and dryness and foresee destructive potentialities such as fire, earthquake, flood, and disease.

The placement and form of buildings in relation to their sites, the distribution of spaces within buildings, and other planning devices discussed below are fundamental elements in the aesthetics of architecture.

Orientation. The arrangement of the axes of buildings and their parts is a device for controlling the effects of sun, wind, and rainfall.

Within buildings, the axis and placement of each space determine the amount of sun it receives. Orientation may control air for circulation and reduce the disadvantages of wind, rain, and snow.

The characteristics of the immediate environment also influence orientation: trees, land formation, and other buildings create shade and reduce or intensify wind, while bodies of water produce moisture and reflect the sun.

Architectural forms. Planning may control the environment by the design of architectural forms that may modify the effect of natural forces.

Colour. Colour has a practical planning function as well as expressive quality because of the range of its reflection and its absorption of solar rays. Since light colour reflect heat and dark colours adsorb it, the choice of materials and is an pigments is an effective tool of environmental control.

Materials and techniques. The choice of materials is conditioned by their own ability to withstand the environment as well as by properties that make them useful to human being. One of the architect's jobs is to find a successful solution to both conditions; to balance the physical and economic advantages of wood against the possibility of fire, termites, and mold, the weather resistance of glass and light metals against their high thermal conductivity, and many similar conflicts.

Interior control. The control of the environment through the design of the plan and the outer shell of a building cannot be complete since extremes of heat and cold, light, and sounds penetrate into the interior, where they can be further modified by the planning of spaces and by conditioning devices.

Temperature, light and sound are all subject to control by the size and shape of interior spaces, the way in which the spaces are connected, and the materials employed for floors, walls, ceilings, and furnishings.

Today, heating, insulation, air conditioning, lighting, and acoustical methods have become basic parts of the architectural program.

Planning for use. While environmental planning producer comfort for the senses (sight, feeling, hearing) and reflexes ( respiration), planning for use or function is concerned with convenience of movement and rest.

Differentiation. The number of functions requiring distinct kinds of space within a building depends not only upon the type of building but also upon the requirements of the culture and the habits and activities of the individual patrons. A primitive house has a single room with a hearth area, and a modern one has a separate areas for cooking, eating, sleeping, washing, storage, and recreation. A meeting-houses with a single hall is sufficient for Quaker religious services, while a Roman Catholic cathedral may require a nave, aisles, choir, apse, chapels, crypt, sacristy, and ambulatory.

Economic planning. Major expenses in buildings are for land, materials, and labour. In each case they are high when the commodity is scarce and low when it is abundant, and they influence planning more directly when they become restrictive.

When land coverage is limited, it is usually necessary to design in height the space that otherwise would be planned in breadth and depth, as in the ancient Roman insula (apartment houses) or the modern skyscraper. When the choice of materials is influenced by cost, all phases of architectural design are affected, since the planning procedure, the technique, and the form of buildings are dependent on materials. High labour cost influence the choice of techniques and, consequently, of materials.

Notes to the text:

hindrance помеха

mold плесень

nave неф

aisle боковой неф

apse апсида

chapel часовня

crypt склеп

sacristy ризница

ambulatory крытая галерея

## 1.6 Exercises to the text

### 1.6.1 Choose the right word:

1) The placement and form of buildings in relation to their... is one of the fundamental elements in the aesthetics of architecture.

- a) square
- b) comfort
- c) sites

2) The arrangement of the buildings and their parts controls the effects of sun, wind and rainfall.

- a) rooms
- b) axes
- c) spaces

3) The characteristics of the immediate ... also influence orientation.

- a) environment
- b) territory
- c) building

4) Bodies of water produce ... and reflect the sun.

- a) shade
- b) moisture
- c) wind

5) Colour has a practical planning ... and expressive quality.

- a) choice
- b) feature
- c) function

6) Planning for use is concerned with convenience of ... and rest.

- a) movement
- b) parts
- c) requirements

7) Major expenses in building are for ..., materials, and labour.

- a) habits
- b) land
- c) phase

### 1.6.2 Complete the sentence:

1) The architect usually begins to work when ...

- a) a project of a building has been made
- b) the site type and cost of a building have been determined

- c) the choice of materials has been made
- 2) The effect of sun, wind and rainfall are controlled by ...
  - a) the height of a building
  - b) a esthetical usage of spaces
  - c) the arrangements of the axes of buildings and their parts
- 3) The choice of materials and pigments is ...
  - a) an effective tool of environmental control
  - b) a device for distribution of spaces
  - c) not connected with the function of a building
- 4) Extremes of heat and cold, light and sounds ...
  - a) are regulated by fundamental elements of the aesthetics of architecture
  - b) penetrate into the interior
  - c) are of less importance for interior control
- 5) The number of functions depends not only upon the type of building but also upon...
  - a) the site type
  - b) the amount of sun it receives
  - c) the requirements of the culture and the habits and activities of the individual patrons

1.6.3 Replace the words and word combinations in italics (A) by their contextual synonyms

(B):

- A 1) The natural environment is at once a hindrance and a help, and the architect seeks both to invite its aid and repel its attacks.
- 2) The architect must foresee destructive potentialities such as fire, earthquake, flood, and disease.
- 3) The placement and form of buildings in relation to their sites, the distribution of space within buildings, and other planning devices are fundamental elements in the aesthetics of architecture.
- 4) Orientation may control air for circulation and reduce the disadvantages of wind, rain, and snow.
- 5) Planning may control the environment by the design of architectural forms that may modify the effect of natural forces.
- 6) The choice of materials is conditioned by their own ability to withstand the environment as well as by properties that make them useful to human beings.
- 7) One of the architect's jobs is to find a successful solution to both conditions.

B to look for, to resist, to diminish, people, subversive, to vary, basic, a task

1.6.4 Answer the questions:

- 1) When does the architect begin to work on the project?
- 2) What are the main aspects of architectural planning?
- 3) What are the fundamental elements in the aesthetics of architecture?
- 4) What must the architect control to make buildings habitable and comfortable?
- 5) What is the planning for use concerned with?
- 6) What are the major expenses in building?

1.6.5 Give the English equivalents:

отразить атаку; пригодный для жилья; расположение, положение; результаты воздействия солнца, ветра и дождя; создавать влажность и отражать солнце; важное (эффективное) средство контроля; выбор материалов для строительства; способность противостоять воздействиям окружающей среды; отопление, изоляция, кондиционирование; боковой неф; склеп, ризница, часовня; расходы; влиять на выбор материалов; зависеть от требований заказчика

## **VII. Список лексических тем, вынесенных на зачет по дисциплине:**

- 1. About myself and my family.
- 2. My home is my castle.
- 3. Higher education in our country.
- 4. Famous universities.
- 5. My university.
- 6. Learning foreign languages.
- 7. Nonverbal communication.

8. Travelling.
9. Getting about the town.
10. Environment and ecology.
11. Architecture.
12. The Profession of an Architect.

#### **VIII. Список лексических тем, вынесенных на зачет с оценкой по дисциплине:**

1. Elements of building.
2. Types of buildings.
3. Egyptian Architecture.
4. Ancient Greek Architecture.
5. Roman Architecture.
6. Architectural Planning

#### **Критерии оценивания по дисциплине «Иностранный (английский язык)».**

- правильность ответа по содержанию задания (учитывается количество и характер ошибок при ответе);
- полнота и глубина ответа (учитывается количество усвоенных фактов, понятий и т.п.);
- сознательность ответа (учитывается понимание излагаемого материала);
- логика изложения материала (учитывается умение строить целостный, последовательный рассказ, грамотно пользоваться специальной терминологией);
- рациональность использованных приемов и способов решения поставленной учебной задачи (учитывается умение использовать наиболее прогрессивные и эффективные способы достижения цели);
- своевременность и эффективность использования наглядных пособий и технических средств при ответе (учитывается грамотно и с пользой применять наглядность и демонстрационный опыт при устном ответе);
- использование дополнительного материала (обязательное условие);
- рациональность использования времени, отведенного на задание (не одобряется затянутость выполнения задания, устного ответа во времени, с учетом индивидуальных особенностей студентов).

Для определения уровня знаний по дисциплине «Иностранный (английский язык)» учитываются следующие критерии оценивания:

- полнота и правильность – это правильный, точный ответ;
- правильный, но неполный или неточный ответ;
- неправильный ответ;
- нет ответа.

При выставлении отметок учитывается классификация ошибок и их качество:

- грубые ошибки;
- однотипные ошибки;
- негрубые ошибки
- недочеты.

Успешность освоения учебных программ оценивается:

- дифференцированном зачете по 5-бальной системе: «5»-отлично, «4»-хорошо, «3»-удовлетворительно, «2»- неудовлетворительно;
- на недифференцированном зачете: зачет/незачет

Оценка «5» ставится студенту:

если его устный ответ, письменная работа, практическая деятельность в полном объеме соответствует учебной программе, допускается один недочет, объем ЗУНов составляет 90-100% содержания (правильный полный ответ, представляющий собой связное, логически последовательное сообщение на определенную тему, умения применять определения, правила в конкретных случаях. Студент обосновывает свои суждения, применяет знания на практике, приводит собственные примеры).

Оценка «4» ставится студенту:

если его устный ответ, письменная работа, практическая деятельность или ее результаты в общем соответствуют требованиям учебной программы, но имеются одна или две негрубые ошибки, или три недочета и объем ЗУНов составляет 70-90% содержания (правильный, но не совсем точный ответ).

Оценка «3» ставится студенту:

если его устный ответ, письменная работа, практическая деятельность и ее результаты в основном соответствуют требованиям программы, однако имеется: 1 грубая ошибка и два недочета, или 1 грубая ошибка и 1 негрубая, или 2-3 грубых ошибки, или 1 негрубая ошибка и три недочета, или 4-5 недочетов. Обучающийся владеет ЗУНами в объеме 40-70% содержания (правильный, но не полный ответ, допускаются неточности в определении понятий или формулировке правил, недостаточно глубоко и доказательно ученик обосновывает свои суждения, не умеет приводить примеры, излагает материал непоследовательно).

Оценка «2» ставится студенту:

если его устный ответ, письменная работа, практическая деятельность и ее результаты частично соответствуют требованиям программы, имеются существенные недостатки и грубые ошибки, объем ЗУНов обучающегося составляет менее 40% содержания.