

Частное образовательное учреждение высшего образования
«Академический институт прикладной энергетики»



**Рабочая программа дисциплины
Б1.Б.3 Иностранный язык**

Вид образования:	Профессиональное образование
Уровень образования:	Высшее образование - бакалавриат
Квалификация выпускника:	Бакалавр
Направление подготовки:	13.03.02 «Электроэнергетика и электротехника»
Направленность (профиль) образовательной программы:	Электрооборудование и электрохозяйство предприятий, организаций и учреждений
Тип образовательной программы:	Программа академического бакалавриата
Форма обучения:	заочная
Срок освоения образовательной программы:	5 лет

1. Цели освоения дисциплины

Целью освоения учебной дисциплины «Иностранный язык» в рамках данной рабочей программы является формирование практического владения иностранным языком как вторичным средством общения в виде полного понимания содержания текстов при чтении и извлечении из них необходимой информации, а также участия в варьирующихся ситуациях устного и письменного общения с определенным коммуникативным намерением, относящихся к социальной, общественной, учебно-производственной, страноведческой, бытовой и профессионально-ориентированной сферам деятельности. В процессе достижения этой цели реализуются образовательная и воспитательная задачи, входящие составной частью в вузовскую программу гуманитаризации высшего образования и направленные на становление всесторонне развитой личности, обладающей способностью логически и креативно мыслить, умением собирать, анализировать и ранжировать информацию в зависимости от поставленной задачи, достаточной эрудицией в области историко-культурного наследия страны изучаемого языка, культурой речи.

Задачи дисциплины «Иностранный язык»: унифицировать полученные в школе умения и навыки чтения на расширенном языковом материале; совершенствовать эти навыки с целью подготовки к различным видам чтения; сформировать навыки понимания речи собеседника в ситуациях общения: реплики, клише, фразы, монологические высказывания (объем высказывания 200-240 слов при темпе речи до 200 слогов в минуту); развить навык диалогической речи: обмен репликами (объем не менее 4-5 высказываний); сформировать навык подготовки собственного сообщения (объем не менее 8-10 фраз. Темп речи – до 200 слогов в минуту).

2. Место дисциплины в структуре ОП бакалавриата

Дисциплина «Иностранный язык» относится к базовой части (Б1. Б.3) в структуре ОП. Для освоения данной дисциплины (модуля) студент должен:

Знать: лексический минимум в объеме, установленном программой средней школы; основные грамматические явления, правила речевого этикета.

Уметь: вести монологическую и диалогическую речь в рамках изученных тем, установленных программой средней школы;

переводить аутентичные адаптированные тексты общей тематики с английского языка на русский со словарем;

извлекать необходимую информацию из устных и письменных источников без словаря;

правильно использовать грамматические структуры, лексику и термины.

Владеть: навыками разговорной речи на английском языке и перевода текстов общей тематики.

3. Перечень планируемых результатов обучения по дисциплине

3.1. Компетенции обучающегося, формируемые в результате освоения дисциплины согласно матрице соответствия компетенций и составляющих ОП:

В результате изучения дисциплины студент должен обладать:

общекультурными компетенциями:

ОК-5: способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия.

Знает: принципиальное отличие между двумя формами существования языка, т.е. устной и письменной формами коммуникации; грамматический строй и терминологию данного подъязыка.

Умеет: работать с иноязычной литературой по данной тематике с целью создания различных произведений с определенной коммуникативной направленностью.

Владеет: навыками профессионально-ориентированного речепорождения с определенной коммуникативной направленностью, используя основные механизмы построения сложных и производственных слов, словосочетаний, предложений и навыки работы с различными видами текстов в устной и письменной коммуникации.

ОК-7: способностью к самоорганизации и самообразованию.

Знает: профессиональную терминологию на иностранном языке, современные иностранные исследования в изучаемых научных отраслях.

Умеет: читать и анализировать литературу научную на иностранном языке, составлять конспекты, аннотации, реферировать прочитанную литературу, создавать научное высказывание в письменной и устной форме, посвященное тенденциям в современных технологиях.

Владеет: профессиональной лексикой, основными навыками коммуникационными и социальными, необходимыми для анализа современной научной ситуации.

3.2. Планируемые результаты обучения по дисциплине, соотнесенные с формируемыми компетенциями.

По окончании курса обучения иностранному языку обучающиеся должны:

Знать:

- основные фонетические, лексические и грамматические явления английского языка, позволяющие использовать его как средство коммуникации (ОК-5);
- лексический минимум в объеме 4000 учебных лексических единиц общего и терминологического характера; основные способы словообразования (ОК-5);
- специфику артикуляции звуков, интонации, акцентуации и ритма нейтральной речи в изучаемом языке; чтение транскрипции (ОК-5);
- грамматические навыки, обеспечивающие коммуникацию без искажения смысла при письменном и устном общении общего характера; грамматические явления (ОК-5);
- культуру и традиции стран изучаемого языка, правила речевого этикета (ОК- 5);

Уметь:

- использовать знание английского языка в профессиональной деятельности и межличностном общении (ОК-5);
- понимать и использовать языковой материал в устных и письменных видах речевой деятельности на английском языке (ОК-5);
- использовать на практике приобретенные учебные умения, в том числе определенные приемы умственного труда (ОК-5).

Владеть:

- способностью к деловым коммуникациям в профессиональной сфере, способностью работать в коллективе (ОК-5);
- навыками продолжения коммуникативного акта в условиях недостатка языковых знаний или непредвиденного развития речевой ситуации с использованием компенсационных механизмов (ОК-5);
- навыками критического восприятия информации на английском языке (ОК-5).

4. Структура и содержание дисциплины

Общая трудоемкость дисциплины составляет **8** зачетных единиц **288** часов. Форма итоговой аттестации – Дифференцированный зачет.

4.1. Объем дисциплины и виды учебной работы:

Вид учебной деятель-	Всего часов	Семестры		
		1	2	3
Аудиторные занятия	24	8	8	8
В том числе:				

Лекции				
Практические занятия (ПЗ)	24	8	8	8
Самостоятельная работа	264	100	100	64
Вид аттестации		Зачет	Зачет	Диф. зачет
Общая трудоемкость (часы)	288	108	108	72
Зачетные единицы	8	3	3	2

4.2. Разделы дисциплины и виды учебной работы

Распределение часов дисциплины по темам

Раздел дисциплины	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость			Форма текущего контроля успеваемости Форма промежуточной аттестации (по семестрам)
	Тема	практические	контроль	
I семестр				
Определение уровня входных знаний	2			Входная диагностика: тест с последующим обсуждением результатов
а) фонетика - понятие артикуляционной базы языка и ощутимые моменты артикуляции; - ритмика (ударность и безударность); - паузация и виды синтаксической связи; - интонация незавершенности и завершенности (с опорой на внешнюю наглядность); - логическое ударение (с опорой на внешнюю наглядность);	6		100	Лексико-грамматический анализ текста; Эссе “About myself” Грамматический тест; Монологическое высказывание “My Family”
Итого 1 семестр:	8		100	Зачет/контрольная работа
2 семестр				
б) грамматика - минимизация и строгая последовательность в подаче грамматического материала в моделированных текстах – образцах; - порядок слов (общее предоставление, минимизация); - множественное число существительных; - артикль (наиболее употребительные	8		100	Лексико-грамматический анализ текста; Грамматический тест. Эссе « Protection against Environmental Pollution» «Kinds of Transport, Its Negative & Positive Impact on Nature & Human Beings»

случаи без исключений); - формальное подлежащее; - степени сравнения прилагательных и наречий; - глагол: группа времен Indefinite, Continuous, Perfect.				
Итого 2 семестр:	8		100	Зачет/контрольная работа
3 семестр				
в) лексика и фразеология - минимизация в отборе лексики, представляющей стиль научного общения; - тенденция к беспереводной подаче лексики с опорой на наглядность; - накопление словаря за счет терминологии и словосочетаний.	8		64	Лексико-грамматический анализ текста;
Итого 3 семестр:	8		64	Диф.зачет/контрольная работа
Итого	24		264	

4.3. Содержание учебного материала по разделам (темам)

а) фонетика

- понятие артикуляционной базы языка и ощутимые моменты артикуляции;
- ритмика (ударность и безударность);
- паузация и виды синтаксической связи; - интонация незавершенности и завершенности (с опорой на внешнюю наглядность);
- логическое ударение (с опорой на внешнюю наглядность);

б) грамматика

- минимизация и строгая последовательность в подаче грамматического материала в моделированных текстах – образцах;
- порядок слов (общее предоставление, минимизация);
- множественное число существительных;
- артикль (наиболее употребительные случаи без исключений);
- формальное подлежащее;
- степени сравнения прилагательных и наречий;
- глагол: группа времен Indefinite, Continuous, Perfect.

Основные отличительные особенности. Действительный залог, страдательный залог (оба с минимизацией и отбором наиболее употребительных случаев);

- причастие действительное и страдательное, причастный оборот;
- модальные глаголы (минимизация);
- неличные формы глагола (минимизация);
- все виды вопросительных предложений (кроме риторических);

в) лексика и фразеология

- минимизация в отборе лексики, представляющей стиль научного общения;
- тенденция к беспереводной подаче лексики с опорой на наглядность;
- накопление словаря за счет терминологии и словосочетаний.

5. Образовательные технологии

Образовательные технологии в рамках учебной дисциплины «Иностранный язык» рассматриваются как совокупность методов, приемов и средств, применяемых для обучения речевой деятельности на любом иностранном языке.

В настоящее время методической основой обучения учебной дисциплине «Иностранный язык» является комплексное сочетание традиционных методов и инновационных технологий.

При проведении практических занятий используются различные образовательные технологии, такие как, технологии проблемного, проектного, дифференцированного обучения, технология деловой игры с применением групповых и индивидуальных активных методов обучения, а также нестандартные формы занятий: конкурсы, дискуссии, проекты, видеозанятия, консультации, деловые ролевые игры и другие.

Итоговые занятия по изученным темам проводятся с использованием методик деловых и ролевых игр.

6. Учебно-методическое обеспечение самостоятельной работы студентов.

Самостоятельная работа (индивидуальная, групповая, коллективная) является важной частью освоения дисциплины «Иностранный язык». Студентам предлагаются следующие формы самостоятельной работы:

- a) самостоятельная домашняя работа – на весь семестр;
- b) выполнение заданий по пройденным грамматическим темам с использованием грамматических справочников – еженедельно;
- c) самостоятельная работа с использованием Интернет-ресурсов – при подготовке презентаций, проектов и т.д.;
- d) творческая работа (подготовка проекта, презентации) – по завершении тематического блока;
- e) письменный перевод статей/информационных блоков с английского языка на русский язык;

7. Учебно-методическое и информационное обеспечение дисциплины (модуля)

Учебно-методическая литература имеется в библиотечном фонде Института в количестве не менее 0.25 экземпляра на студента. По ряду общепрофессиональных и специальных дисциплин обеспеченность литературой превышает 1 экз. на человека. Практически по всем учебным дисциплинам профиля разработаны или разрабатываются собственные учебно-методические материалы, учебные пособия. Студенты могут пользоваться не только печатными, но и электронными версиями учебных пособий и других учебно-методических материалов, которые выставлены на сайтах университета и выпускающей кафедры. Разработаны и имеются в свободном доступе методические материалы по практике, выполнению курсовых проектов, квалификационных работ бакалавров.

Всем обучающимся обеспечен доступ к современным профессиональным базам данных, информационным справочным и поисковым системам через Интернет в компьютерных классах библиотеки и кафедр.

8. Материально-техническое обеспечение дисциплины

Номер ауди-тории	Наименование оборудо-ванных учебных кабин-етов, объектов для прове-дения практических за-нятий, объектов физиче-ской культуры и спорта с перечнем основного оборудования	Адрес (местополо-жение) учебных ка-бинетов, объектов для проведения практических заня-тий, объектов физиче-ской культуры и спорта (с указанием номера помещения в соответствии с до-кументами бюро технической инвен-таризации)	Собственность или иное вещное право (оперативное управ-ление, хозяйственное ведение), аренда, субаренда, безвоз-мездное пользование	Документ - осно-вание возникно-вения права (ука-зываются рекви-зиты и сроки дей-ствия)
208	каб. 208 Доска аудит , 1 ед. Парты ученические, 15 шт. Стулья ученические, 17 ед. Стол письменный (пре-подавателя), 1 ед. ЖК Телевизор «SONY», 1 ед. Вебкамера «SONY» (на телевизор), 1 ед. Портреты в рамках, 8 шт. Жалюзи, 2 ед. Лампа на доской аудит, 1 шт.	628600, Тюменская область, Ханты-Мансийский авто-номный округ - Юг-ра, город Нижневар-товск, Западный промышленный узел, панель 14, ул. Инду-стриальная, дом 46.	Оперативное управ-ление	Свидетельство о государственной регистрации права оперативного управления №86-АБ 715697 от 30.01.2014г. Срок действия – бессрочно

Частное образовательное учреждение высшего образования
«Академический институт прикладной энергетики»

**Фонд оценочных средств дисциплины
Б.1.Б.3 «Иностранный язык (английский)»
1,2 курс, 1,2,3 семестры**

Вид образования:	Профессиональное образование
Уровень образования:	Высшее образование - бакалавриат
Квалификация выпускника:	Бакалавр
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Срок освоения образовательной программы:	5 лет
Вид образования:	Профессиональное образование

31. _____ waiting long?
 A *Have you been* B *You have been* C *Were you* D *Are you*
32. After _____ to Manchester, the Johnsons felt much better
 A *to move* B *moving* C *move* D *having moved*
33. I want _____ at home tonight
 A *to stay* B *stay* C *stayed* D *staying*
34. We _____ eaten the pie by the time Mother gets home, won't we?
 A *will* B *won't have* C *have* D *will have*
35. If you had really seen the film you _____ said such silly things about it.
 A *hadn't* B *won't have* C *wouldn't have* D *wouldn't*
36. This time tomorrow she _____ her last exam.
 A *will take* B *is taking* C *will be taking* D *takes*
37. Please contact me _____ time you like. I'm always available.
 A *no* B *some* C *any* D *anywhen*
38. She can't learn anything _____. She must have some company.
 A *with herself* B *on herself* C *at her own* D *on her own*
39. _____ life is easy in _____ USA.
 A *___, the* B *___, ___* C *The, the* D *The, ___*
40. I depend so much _____ you
 A *of* B *on* C *at* D *in*

Лексико-грамматический тест № 1

1. Выберите правильный ответ:

1. We ... all from different countries.
 a) are b) am c) is
2. I ... fond of animals.
 a) isn't b) are c) am not
3. John's favourite sport ... football.
 a) am b) is c) are
4. It ... warm today.
 a) are b) am c) isn't
5. Jane's family ... very big. They are only two.
 a) are b) aren't c) isn't
6. Mary and I good friends.
 a) isn't b) am c) are
7. ... your parents English?
 a) is b) are c) am

2. Заполните пропуски нужной формой глагола «to have (got)»

8. Julia wants to go on holiday but she any money.
 a) has got b) haven't got c) hasn't got
9. Mr and Mrs Johnson ... two children, a boy and a girl.
 a) haven't got b) has got c) have got

10. It's a nice town. It a very nice shopping centre.
a) have got b) have got c) has got
11. I ... a car but I ... a bicycle.
a) have got, hasn't got b) has got, hasn't got c) have got, haven't got
12. How much money you ...?
a) has.... got b) have ... got c) haven't got

3. Закончите предложения, выбрав нужную форму оборота «there is/there are» .

13. ... a telephone in your flat?
a) there is b) there isn't c) is there
14. ... no sugar in the sugar-basin.
a) there are b) there is c) there isn't
15. some beautiful flowers in this garden.
a) are there b) there is c) there are
16. How many pieces of furniture ... in your study?
a) are there b) is there c) there are
17. ... too much work for me to do this afternoon.
a) there are b) there is c) there isn't

4. Заполните пропуски местоимениями “some, any” или “no” .

18. My uncle Dan can't take ... photos. He has ... camera.
a) some, any b) any, some c) any, any
19. Have you got ... free time? – Yes, I have
a) some, some b) any, any c) any, some
20. I'm afraid there are.... letters for you today.
a) some b) no c) any
21. Can you buy ... bread when you go to the shops?
a) no b) any c) some
22. Nick is very clever. He can answer question.
a) any b) no c) some

5. Закончите предложения, добавив название страны или национальности.

23. Paola is from China. She is
24. Pablo is from.... . He is Spanish.
25. Hans is from He is Finnish.
26. Fergus is from Scotland. He is
27. Marek is from Poland. He is

6. Укажите существительные во множественном числе

28. a) tooth b) news c) watch d) foot e) children
29. a) mistake b) person c) advice d) mice e) address
30. a) information b) time c) tomato d) data e) church

7. Укажите предложения, в котором окончание «-s» является показателем притяжательного падежа.

31. a) My mother's friend lived not far from her.
b) She reads a lot.
c) He's a teacher by profession.
d) The Browns are my neighbours.
32. a) Ellen lives in a village in the country.
b) Tom's got black hair.
c) My grandfather's over seventy years old already.
d) When is your sister's birthday?

e) We have a big garden with a lot of flowers.

33. a) The weather's nice today.
b) These exercises are very easy.
c) My daughter studies French and German at school.
d) George's wife is a doctor in a large hospital.
e) Jim's got a new car.

Лексико-грамматический тест №2

Выберите правильный вариант ответа

1. to the United States have fallen recently.

- A: Britain of export B: export to Britain C: Britain's exports D: Britains exports

2. I've got ... holiday starting on Monday.

- A: three of weeks B: three's week C: weeks' three D: three weeks'

3. Where did you have ... lunch? We went to ... restaurant.

- A: -; a B: the; - C: a; the D: the; the

4. Where's ...nearest shop? There's one at ... end of this street.

- A: a; - B: an; the C: the; the D: the; a

5. Can you tell me where ... Room 25 is, please? It's on ... second floor.

- A: a; an B: -; the C: the; - D: a; the

6. I haven't been to ... cinema for ages.

- A: a B: the C: - D: an

7. Mary and I arrived at ... same time.

- A: - B: an C: a D: the

8. The red dress is ... than the blue one.

- A: more expensive B: most expensive C: much expensive D: expensiver

9. The Atlantic is ... as the Pacific.

- A: much deep B: not as deep C: more deep D: -

10. It was an awful day. It was ...day of my life.

- A: bad B: badly C: worse D: the worst

11. Our hotel was ... than all the others in the town.

- A: more cheaper B: cheaper C: cheapest D: cheap

12. I ... eat meat. I am a vegetarian.

- A: always B: never C: usually D: sometimes

13. The driver of the car had ... injuries.

- A: seriously B: badly C: serious D: terribly

14. It's 10 o'clock and Tom hasn't got up

- A: still B: already C: no longer D: yet

15. The ... second text is easy.

- A: hundred B: twenty-one C: two D: second

16. He died in

- A: nineteen sixtieth B: nineteen sixty C: one thousand nine hundred sixty D: nineteen hundred sixty

17. This dress costs \$ 34.10

- A: thirty-four dol- B: thirty-four dollars C: thirty-fourth dollars D: ten cent and thirty-
lars, ten cent and ten cent and ten cent fourth dollars

18. How much is ... watch?

- A: this B: it C: these D: hers

19. Can I borrow ... scissors, please?

- A: your B: you C: yours D: its

20. Don't worry about Tom and me. We can look after
 A: myself B: ourselves C: yourself D: them
21. You can cash these traveller's cheques at ... bank.
 A: any B: some C: somewhere D: anyone
22. It was a public holiday, so there were ... shops open.
 A: some B: any C: no D: none
23. There is ... at the door. Can you go and see who it is?
 A: anybody B: somebody C: nothing D: somewhere
24. I'm not very busy today. I haven't got ... to do.
 A: many B: more C: some D: much
25. I ... never late for class.
 A: am not B: is C: am D: are
26. ... you happy when John came to visit you?
 A: was B: were C: aren't D: am
27. My aunt ... two dogs and a parrot.
 A: hasn't B: have C: has got D: have
28. Julie ... a party last week.
 A: had B: have C: having D: has
29. ... a bookshop near here? Yes, ... one in Hill Street.
 A: are there; there isn't B: is there; there is C: was there; there is D: are there; there were
30. ... a lot of salt in the soup.
 A: there is B: there were C: there weren't D: there was
31. ... anything on television, so I turned it off.
 A: there is B: there isn't C: there wasn't D: there were
32. She ... a glass of fresh milk every morning.
 A: is drinking B: drinks C: drink D: drank
33. I ... she is between twenty and twenty-five years old.
 A: think B: thinks C: 'm thinking D: don't think
34. Helen ... the flowers yesterday.
 A: watered B: has watered C: was watering D: waters
35. Somebody ... the doorbell while we were having dinner.
 A: rings B: were ringing C: rang D: ringed
36. Be careful with this or you ... drop it.
 A: will B: are going C: are D: is going
37. Can you wait for me? I ... be very long.
 A: will B: shall C: won't D: are
38. We ... dinner when Julie phoned me.
 A: had B: were having C: have D: has
39. Bob was playing the piano while Greg ... when I called on them.
 A: sleeps B: was sleeping C: slept D: has slept
40. ... you ... to the radio? No, you can turn it off.
 A: are ... listening B: is ... listening C: have listen D: was listen

Лексико-грамматический тест № 3

Выберите правильный вариант для заполнения пропуска:

1. 'What time does the train leave?'

'I think it at 2 o'clock.'

a) leaves

b) has been leaving

c) has left

2. 'What is Jill doing these days?'

'She.....for a job for six months.'

- a) *is looking* b) *has been looking* c) *looks*

3. 'Have you been for a walk?'

'Yes. I oftenfor walks in the evenings.'

- a) *have gone* b) *am going* c) *go*

4. 'Who does your hair for you?'

'My mother usually it.'

- a) *is cutting* b) *cuts* c) *has cut*

5. Liz and I are good friends. Weeach other for four years

- a) *know* b) *have known* c) *have been knowing*

6. We ... for two hours when we stopped for a rest.

- a) *were driving* b) *drove* c) *have been driving* d) *had been driving*

7. My husband ... to work by the time I woke up.

- a) *had been going* b) *went* c) *was going* d) *had gone*

8. Mary ... dinner when her husband came home.

- a) *cooked* b) *was cooking* c) *has been cooking* d) *had cooked*

9. Lucy ... a letter to her sister last night.

- a) *had written* b) *was writing* c) *wrote* d) *had been writing*

10. My friend was relieved to hear that he ... the exam.

- a) *had been passing* b) *was passing* c) *had passed* d) *passed*

11. I saw Jim this morning. He ... for the bus.

- a) *ran* b) *was running* c) *had run* d) *had been running*

12. Keri was angry. She ... for Sarah for two hours.

- a) *had been waiting* b) *was waiting* c) *waited* d) *has waited*

13. They ... their grandparents for a long time before they decided to go to see them.

- a) *hadn't visited* b) *weren't visiting* c) *didn't visit* d) *haven't visited*

9. She ... hate washing up, but now she likes it.

- a) *used to* b) *is used to* c) *was used to* d) *use to*

10. They... basketball yesterday.

- a) *were playing* b) *play* c) *had played* d) *played*

11. Nick cut himself when he ...

- a) *had shaved* b) *shaved* c) *was shaving* d) *is shaving*

12. I ... in England ten years ago.

- a) *have stayed* b) *was staying* c) *had been staying* d) *stayed*

13. When I arrived, the film ...

- a) *already had started* b) *had started yet* c) *had already started* d) *started already*

14. This time tomorrow, I ... to the managing director.

- a) *will talk* b) *talk* c) *is talking* d) *will be talking*

15. His parents think she ... an actor today.

- ⌋ will become ⌋ is becoming ⌋ becomes ⌋ has become

16. By next weekend, Tom ... the project

- ⌋ will be finishing ⌋ will have finished ⌋ will be finished ⌋ will finish

17. I hope life ... in the 21st century.

- ⌋ will have changed ⌋ change ⌋ will change ⌋ is changing

18. By the time my mother retires, she ... for the same company for 25 years.

- ⌋ will work ⌋ will be working ⌋ has worked ⌋ will have been working

19. I'm too tired to walk home. I think I ... a taxi.

- ⌋ takes ⌋ will take ⌋ has taken ⌋ will be taken

20. What ... you ... on Saturday evening?

- ⌋ does ... do ⌋ are ... doing ⌋ does ⌋ will have done

21. Independence Day _____ by Americans on July 4.

- a) was celebrated b) had been celebrated c) is celebrated

22. "Was Tom pleased with the newspaper article about him?"

"No. He was angry because his name _____ wrong"

- a) was spelt b) is spelt c) had been spelt

23. Many towns _____ by the earthquake in Japan last year.

- a) have been destroyed b) has destroyed c) were destroyed

24. "Did you hear about the robbery last week?" "Yes. The suspects _____ already."

- a) were arrested b) will have been arrested c) have been arrested

25. When he entered the hall the most dangerous tricks _____.

- a) are being performed b) will be performed c) were being performed

26. Don't leave your bicycle outside. It _____.

- a) is stolen b) will have been stolen c) will be stolen

27. The applicants _____ by 6 p.m. tomorrow

- a) will be interviewed b) will have been interviewed c) are being interviewed

28. Jane didn't go to the meeting yesterday. It _____

- a) is cancelled b) had been cancelled c) was cancelled

29. I am going home now because all the work _____.

- a) was done b) had been done c) has been done

30. The bank _____ by the time I was free.

- a) was closed b) had been closed c) was being close

31. I _____ never _____ how to play chess.

- a) was ... taught b) haven't ... been taught c) have ... been taught

32. Usually lunch _____ from 12.00 to 12.00

- a) is being served b) serves c) is served

33. The Statue of Liberty _____ to America by the French.
 a) was given b) was being given c) had been given
34. The experiment _____ by the scientists at this time yesterday.
 a) is being done b) was doing c) was being done
35. The test papers _____ now.
 a) were handed out b) are being handed out c) are handed out
36. All these beautiful things you can see _____ by Sophie
 a) was made b) are being made c) have been made
37. My teeth _____ by the dentist tomorrow
 a) are checked b) will have been checked c) will be checked
38. I'm afraid I can't lend you my camera. It _____ still.
 a) is repaired b) has been repaired c) is being repaired
39. By the year 2030 human labour in industry _____ by robots.
 a) will be replaced b) will have been replaced c) will have replaced
40. All the information _____ before the detective handed in his report.
 a) had collected b) was collected c) had been collected

Лексико-грамматический тест № 4

I. Выберите один вариант ответа, который, по вашему мнению, является правильным.

1. I ... the contract if I had read it properly.
 A will have signed B wouldn't have signed C didn't sign
2. The files aren't here – I ... them back at the office.
 A have left B must be leaving C should have left
3. I haven't seen Simone for ages – she ... in a different department.
 A should work B needn't have worked C must be working
4. It's a pity we sold the shares when we did – we ... them for another couple of months.
 A should keep B should be keeping C should have kept
5. Sorry, but ... you give me a hand with these boxes?
 A might B would C may
6. We had to get an interpreter in Japan because none of us ... speak Japanese.
 A knew B could C were able
7. The CEO is confident that we will ... increase sales by 100% next year.
 A be able to B can C manage
8. We ... them the reminder last Monday morning because the cheque arrived in the post that afternoon.
 A needed to send B needn't send C needn't have sent
9. Alex ... here for six months.
 A has been working B works C had been working

- 10. She went to the travel agent and ... two tickets for Rome.**
A takes B took C were taking
- 11. He ... that skill from his grandfather who was a magician.**
A was learning B had learnt C has been learning
- 12. Could you look after Mrs. Cervenkova tomorrow? – I can't do it because I ... back from the conference when she gets here.**
A was going to travel B will have travelled C will be travelling
- 13. Dear Karen, I am in England. I ... with some English friends.**
A am staying B stay C have stayed
- 14. Hello, Mike. What are you doing here? I ... to find nearby to rent.**
A am wanting B want C have wanted
- 15. At the weekend I ... to the cinema.**
A am probably going B have probably gone C will probably go
- 16. All salaries ... recently.**
A were cut B have been cut C cut
- 17. His raincoat ... at the moment.**
A is being cleaned B has been cleaned C was cleaned
- 18. The Capitol ... in 1765.**
A were completed B has been being completed C was completed
- 19. The fire was put out ... the firemen.**
A by B with C on
- 20. The fire was put out ... water.**
A by B from C with
- 21. The class ... mathematics at that time yesterday.**
A was teach B had been taught C was being taught
- 22. The water level ... every day.**
A is check B is checked C must checked
- 23. ... Janet recently?**
A have you met B did you meet C do you meet
- 24. Peggy broke the glass when she ... lunch.**
A was having B had C had had
- 25. My mother ... at this station for 20 years by next week.**
A will work B will be working C will have been working
- 26. How long ... English when he took up German?**
A did he study B has he been studied C had he been studying
- 27. I came too late: all my papers**
A was removed B had been removed C has been removed

28. We ... drive on the left in Britain.

A should B ought to C have to

29. He ... come more often.

A ought to B would C will

30. The French Immigration office is in England. So passengers ... get straight on to the train in England.

A must B can C should

31. My mother says that I ... go to the party till twelve o'clock.

A can B must C may

32. ... I open the window? It's too stuffy here.

A shall B should C would

33. As he behaves badly he

A was punished B will be punished C are punished

34. She said that the letter ... at once.

A should be answered B must be answered C had to be answered

35. She ... with her housework.

A was help B is being helped C will being helped

36. She said that he ... before you came.

A would have been sent for B will be sent for C is sent for

37. The article ... by 6 o'clock.

A will be translated B will be translate C will have been translated

38. It ... that the delegation has left Moscow.

A is report B is reported C reports

39. He tells us that the road ... against the red light.

A can not be crossed B must not be crossed C should not be crossed

40. The goods ... tomorrow.

A will be examined B will being examined C will have been examined

Процедура и критерии оценивания:

- оценка «отлично» выставляется студенту, если процент правильных ответов составляет 86 – 100%;
- оценка «хорошо» выставляется студенту, если процент правильных ответов составляет 70 – 85%;
- оценка «удовлетворительно» выставляется студенту, если процент правильных ответов составляет 50 – 69%;
- оценка «неудовлетворительно» выставляется студенту, если процент правильных ответов составляет 49% и меньше.

Частное образовательное учреждение высшего образования
«Академический институт прикладной энергетики»

Тематика контрольных работ
по дисциплине **Б.1.Б.3 «Иностранный язык (английский)»**

для студентов 1,2 курсов
по направлению "Электроэнергетика и электротехника"
профиль "Электрооборудование и электрохозяйство предприятий, организаций и учреждений"

Контрольная работа № 1

ВАРИАНТ 1

I. Напишите во множественном числе данные группы слов.

a) a thin pencil, a nice place, a simple shape, a beautiful lady, a likable child, a red potato, a simple radio, a black bench, a big map, an expensive set, an important information, this woman, that hand, this phenomenon, that class, the best size, the same red planet, the little green lamp, bad news, good knowledge.

b) Преобразуйте подчеркнутые существительные во множественное число и произведите все необходимые изменения.

1. The sheep is eating grass.
2. Her brother in law is an engineer.
3. The roof of this house is flat.
4. This is the plan of this report.
5. There is a yellow leaf on the ground.
6. This is a black tie.

c) Преобразуйте подчеркнутые существительные в единственное число и произведите все необходимые изменения.

1. The wolves are stronger than the foxes.
2. The leaves are on the trees.
3. The oxen are in the yards.
4. The beautiful flowers are in the gardens.
5. There are some people in the classrooms.
6. The cases are in the lost-property offices.

II. Объедините два существительных, используя форманты притяжательного падежа ('s) (") или (...of...). Переведите полученные словосочетания на русский язык.

- 1) the child / name

- 2) the test / the effect
- 3) these men / ideas
- 4) the result / the football match
- 5) the children / Don and Mary
- 6) next door neighbour / daughter

III. Переведите на английский язык словосочетания, обращая внимание на употребление притяжательного падежа.

1. Сегодняшняя газета.
2. Друзья моих родителей — пенсионеры.
3. Стакан апельсинового сока.
4. Научные работы студентов.
5. Размер руки.
6. Это кабинет декана.

IV. Употребите There is/There are. Переведите предложения на русский язык.

1. twenty four students in our academic group.
2. few children here.
3. much time for this work.
4. a lot of furniture in their flat.
5. much information.
6. many people outside.

V. Задайте: а) общий вопрос, альтернативный вопрос, разделительный вопрос и специальный вопрос (what, where, etc.).

1. There is a large building in that square.
2. There are various methods of research in their lab.
3. There are four dining-rooms in the main building of the University.
4. Some parents are always angry with their children.
5. His friend is a smart software engineer.

VI. Замените русские слова, данные в скобках, английскими и переведите предложения на русский язык.

1. They know (ничего) about our translating machine.
2. Is there (что-нибудь) interesting in the article?
3. Opening the book he found (что-то) and showed it to his teacher.
4. My sister wanted to ask (кого-нибудь) to help her with the work.
5. Did you find the same result (где-нибудь)?
6. You must do (все) in time.
7. Coming into the lab he saw that (ничего) was ready for the experiment.
8. (Все) can take part in the discussion.
9. I am glad I will obtain (некоторую) information on the subject.
10. Did (кто-нибудь) see the running child?
11. Are there (какие-нибудь) interesting exhibi-

tions in Moscow now? 12. You can get this journal (повсюду). 13. (Никто) of them could say (что-нибудь) about the new method of research. 14. They have (какие-то) journals at their disposal. 15. There are (несколько) bookstalls in the park.

VII. Дополните предложения, используя степени сравнения прилагательных. Переведите предложения на русский язык

1. Today is day of the year. (hot)
2. Travelling is becoming (expensive)
3. What's way of getting from here to the station? (quick)
4. It was an awful day. It was day of my life. (bad)
5. The Mississippi is river in the world. (long)
6. The text is than that one. (easy)

VIII. Прочитайте и письменно переведите текст на русский язык.

British University

Britain's universities, except for the University of Buckingham, are financed by the State. One particularity of universities in UK is that most students choose to attend institutions far away from their hometowns. There are four main types of British Universities: Ancient Universities, Red Brick Universities, New Universities, Open University. Ancient Universities in the United Kingdom: University of Oxford founded before 1167, University of Cambridge — founded 1209. Red Brick Universities: University of Birmingham, University of Bristol, University of Leeds, University of Liverpool, University of Manchester — named after the buildings they were housed in which were usually built with red brick — were founded in the industrial parts of the cities during the Victorian era (1837—1901) and before the Second World War. Red Brick Universities concentrated on teaching predominantly «practical subjects» often linked to engineering. Two types of universities are subsumed under the term «New Universities». First of all the academic institutions founded in the 1960s after the Robins Report. Besides recommending immediate expansion of universities, the Report also suggested elevating Colleges of Advanced Technology to university status. Some New Universities: Aston University, University of Bath, University of Bradford. The Open University is Britain's single distance-learning institution. In 2010 a total of 180,000 students, most of them based in the UK, were enrolled, which made it the largest institution of higher education in the UK by student numbers. The Open University was rated top university in England and Wales for student satisfaction in 2010 and the Quality Assurance Agency for Higher Education rated teaching at the Open University as excellent that same year.

Контрольная работа № 1
ВАРИАНТ 2

I. Напишите во множественном числе данные группы слов.

a) a nice face, a simple fact, a fine place, an easy text, a big child, a black mouse, a friendly family, a wooden bench, that man, this goose, that college, this radius, the worst day, this simple test, the best type, the same length, an angry black wolf, a little thin hand, personal happiness, folk music, good news.

b) Преобразуйте подчеркнутые существительные во множественное число и произведите все необходимые изменения.

1. The deer is in the forest.
2. Her sister in law is an artist.
3. The knife is on the shelf.
4. That young lady is a second year student.
5. This hero is an old man.
6. There is a new film on TV.

c) Преобразуйте подчеркнутые существительные в единственное число и произведите все необходимые изменения.

1. Those geese are in the lakes.
2. These families are in the shops.
3. There are a lot of women in the governments.
4. These mice are in the cages.
5. The deer are in the forests.
6. These new methods are scientific.

II. Объедините два существительных, используя форманты притяжательного падежа (s) (') или (...of...). Переведите полученные словосочетания на русский язык.

- 1) the children / help
- 2) the ellipse / the change
- 3) the printer / his computer
- 4) the length / the pencil
- 5) the workers / families
- 6) trade / Britain

III. Переведите на английский язык словосочетания, обращая внимание на употребление притяжательного падежа.

1. Книги моих студентов.
2. Результат этих исследований.
3. Бутылка свежего молока.
4. Это новая программа правительства.

5. План научного руководителя.

6. Учителя моего сына.

IV. Употребите There is/There are. Переведите предложения на русский язык.

1. seventeen students in his group.
2. no time to visit the museum.
3. traffic lights at every corner of the street.
4. a few English books in his library.
5. some chalk in the box.
6. a lot of snow in the garden.

V. Задайте: а) общий вопрос, альтернативный вопрос, разделительный вопрос и специальный (what, where, etc.).

1. There is much furniture in the hall.
2. There are eight labs in the main building of the University.
3. There are many scientists at this conference.
4. Her parents are teachers at the University.
5. This student is always late for the lessons.

VI. Замените русские слова, данные в скобках, английскими и переведите предложения на русский язык.

1. She knows (ничего) about this article.
2. My parents wanted to asked (кого-нибудь) to help them with their car.
3. Did you find (что-нибудь) interesting in this magazine?
4. The students must do (все) in time.
5. The scientist realized that (ничего) was ready for the experiment.
6. (Каждый) will be able to take part in the conference.
7. Is there (что-нибудь) important in this discussion?
8. She is happy to obtain (некоторую) information on it.
9. Did (кто-нибудь) see the running boy?
10. Are there (какие-нибудь) significant errors in this research?
11. These ladies can buy these glamorous magazines (повсюду).
12. (Никто) of them could say (что-нибудь) about these students.
13. They have (какие-то) newspapers at their disposal.
14. There are (несколько) cars in the parking lot.
15. He found (что-то) interesting and showed it to his scientific supervisor.

VII. Дополните предложения, используя степени сравнения прилагательных. Переведите предложения на русский язык.

1. February is than June. (cold)
2. We had a great holiday. It was one of the holidays we've ever had. (enjoyable)
3. She is not so as her sister. (tall)
4. Everest is mountain in the world. It is than any other mountain. (high)
5. His test is than yours. (good)
6. What is sport in your country? (popular)

VIII. Прочитайте и письменно переведите текст на русский язык.

The American University

The American university is more like a city than a school. The largest buildings on campus are used not for classrooms but for athletic events. There may be more buildings reserved for administrative functions than for teaching. Other buildings serve a complete range of cultural needs: a library, a museum, a theater, possibly a publisher's press. At the large state universities, there is usually an agricultural operation – a cornfield and pens for farm animals. Thousands of students may live on the campus in large dormitories or near the campus in houses marked by Greek letters. The American university is sometimes so big that, like a city, it has its own bus system. «University» and «College» Today, three conditions are usually present when an institution calls itself a university. First, it offers «graduate» (i.e., post-baccalaureate) degrees — at least a Master of Arts or Master of Science, but probably the Doctor of Philosophy degree. Second, its faculty (that is, the teaching members of the staff) is expected to do research and to publish. Finally, it has more than one undergraduate program. Most universities today will have colleges of business administration and engineering as well as the traditional arts and sciences college. The meaning of «college» has also changed, however. The word may be used in one of three ways: Generally among Americans, «college» refers to any post-secondary education; young people who say they are «going to college» may be speaking of a small liberal arts college, a university, an institute of technology, a nursing school, or even a secretarial school. An institution refers to itself as a college when it offers post-secondary, undergraduate education in only one branch of learning (usually, liberal arts); it may provide 2 years of work, leading to an associate's degree, or 4 years, resulting in a bachelor's degree.

Контрольная работа № 2

Вариант №1

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

The Internet in a cup

1. Where do you go when you want to know the latest business news, follow commodity prices, or stay abreast of the latest scientific and technological developments? Today, the answer is obvious: you log on to the internet. Three centuries ago, the answer was just as easy: you went to a coffee-house. There, for the price of a cup of coffee, you could attend scientific lectures, or chat with like-minded people about literature or politics. Like today's websites, coffee-houses were lively. Collectively, Europe's interconnected web of coffee-houses formed the internet of the Enlightenment era.

2. The contrast between coffee and alcoholic drinks was reflected in the decor of the coffee-houses that began to appear in European cities, London in particular. They were adorned with bookshelves, mirrors, gilt-framed pictures and good furniture, in contrast to the rowdiness and gloom of

taverns. According to custom, social differences were left at the coffee-house door, the practice of drinking healths was banned, and anyone who started a quarrel had to atone for it by buying an order of coffee for all present.

3. Coffee was the ideal drink. Its popularity owed much to the growing middle class of information workers, who did mental work in offices rather than performing physical labour in the open, and found that coffee sharpened their mental faculties. Such men were not rich enough to entertain lavishly at home, but could afford to spend a few pence a day on coffee. Coffee-houses were nicknamed “penny universities” in a contemporary English verse which observed: “So great a Universitie, I think there ne’er was any; In which you may a Scholar be, for spending of a penny.”

4. Though coffee-houses were also popular in Paris, Venice and Amsterdam, this characteristic was particularly notable in London, where 82 coffee-houses had been set up by 1663, and more than 500 by 1700. Coffee-houses around the Royal Exchange were frequented by businessmen; those around St James’s and Westminster by politicians; those near St Paul’s Cathedral by clergymen and theologians. In the days before street numbering or regular postal services, it became a common practice to use a coffee-house as a mailing address. Regulars could pop in once or twice a day, hear the latest news, and check to see if any post awaited them. The wide-ranging interests of Robert Hooke, a scientist and polymath, were reflected in his visits to around 60 coffee-houses during the 1670s. Coffee-houses were popular in Paris, where 380 had been established by 1720. As in London, they were associated with particular topics or lines of business.

5. Can the coffee-houses’ modern equivalent, the internet, claim to have had such an impact? Perhaps not. But the parallels are certainly striking. Originally the province of scientists, the internet has since grown to become a nexus of commercial, journalistic and political interchange. The kinship between coffee-houses and the internet has recently been underlined by the establishments of wireless “hotspots” which provide internet access, using a technology called WiFi, in modern day coffee-shops.

1. What were the coffee-houses adorned with?
2. Why were the coffee-houses nicknamed “penny universities”?
3. What could regulars pop in the coffee-houses once or twice a day for?

II. Письменно переведите 1, 4, 5 абзацы текста.

III. Выпишите из текста предложения с глаголами в страдательном залоге. Определите видо-временную форму глаголов.

IV. Преобразуйте предложения из страдательного залога в действительный.

1. A dolphin was being dissected by a group of scientists including Isaac Newton in one of London’s coffee-houses.

2. Coffee-houses were used by their patrons to report major events such as the outbreak of war or the death of a head of the state.

3. Many attempts had been made to prohibit coffee and coffee-houses in the Muslim world.

4. Coffee-houses, like other public places in Paris, were stuffed with government spies.

5. Snippets of political news are rounded up and analysed in weblogs, those modern equivalents of pamphlets and broadsides.

V. Переведите предложения, содержащие модальные глаголы и их эквиваленты.

1. In the 17th century everybody was able to go to a coffee-house.

2. If you want to know the latest business news, keep up with political gossip, you can log on to the internet.

3. Depending on the interests of their customers, some coffee-houses had to display commodity prices, share prices and shipping lists.

4. In the coffee-houses you could read the latest pamphlets, catch up on news and gossip, strike business deals.

5. Coffee-houses were to provide a forum for education, debate and self-improvement.

VI. Поставьте сказуемое придаточного предложения в нужную видо-временную форму, учитывая правила согласования времен.

1. Rumours, news and gossip were carried between the coffee-houses by their patrons, and sometimes runners (to flit) from one coffee-house to another.

2. One day he said to his friend that he (to go) to the coffee-house to discuss some problems.

3. The result was a public outcry, for coffee-houses (to become) central to commercial and political life.

4. Scientific lectures and experiments also took place in coffee-houses, such as the Marine, near St Paul's, which (to frequent) by sailors and navigators.

5. He thought that she (to wait) for him in the coffee-house.

VII. Выберите правильный вариант. Переведите предложения на русский язык.

1. If you use the shower, try and avoid.....water on the floor.

a. splash b. splashing c. being splashed

2. Could you stop.....so much noise?

a. to make b. make c. making

3. He can't stand..... to traditional music.

a. dancing b. to dance c. having danced

4. I have difficulty in..... people's names.

a. to remember b. remembering c. being remembered.

5. Imagine.....the lottery!

a. to win b. winning c. having won.

6. We guaranteethe goods by the end of June.

a. to deliver b. delivering c. deliver.

7. May I suggest.....the meeting until the next week?

a. to postpone b. being postponed c. postponing

8. He refused.....the contract until he'd spoken to his boss.

a. sign b. to sign c. signing.

9. If we don't decide soon, we risk.....the whole contract.

a. to lose b. lose c. losing.

10. Are you waiting.....the phone?

a. using b. to use c. use.

Вариант 2

I. Прочтите текст и письменно ответьте на вопросы, следующие за ним.

The Internet Today

1. Where do you go when you want to know the latest business news, keep up with political gossip, find out what others think of a new book, or stay abreast of the latest scientific and technological developments.....? Today, the answer is obvious: you log on to the Internet. The Internet/“the net” is a network connecting millions of computer users worldwide. The Internet is without doubt one of the most important inventions in history. It was started in 1968 by the US government, but at first it was used mainly by the scientists. Since 1990, when the World Wide Web was created, it has changed the world.

2. The main use of the Internet is to find information. You can study for school or college and even obtain a degree using the Internet. Universities from around the world have sites and some offer online courses. Most schools now have an Internet connection, and many schoolchildren use it for research and for keeping in touch with schools abroad. Children can also visit special online exhibitions created by world-famous museums. It is much faster and easier to surf the net in search of information from all over the world than to travel to libraries in dozens of countries.

3. You can access information on the Internet or send and receive electronic mail/e-mail from a computer. E-mail makes it possible to send electronic messages anywhere in the world in seconds, and you can use the Internet to ‘chat’ with people and make new friends. There are more than 25 000 every possible groups of news in the Internet, participants of which discuss politics, current events, software, ‘converse with’ of autos, domestic animals, tattoos, motion pictures, supermodels and love. E-mail is popular because it is faster than sending a letter and cheaper than a telephone conversation.

4. The Internet offers huge benefits to the consumers, not only as a source of information and entertainment, but as a new way of shopping for goods and services. On-line shopping makes it possible to search through catalogues to find exactly what you want at the best price, saving both time and money. But Internet shopping has its problems too. We take consumer protection for granted when we buy from the shop, over the phone or by the mail order, but it’s often difficult to apply the same protection to shopping on the Internet.

5. Advertisements for the Internet promise you a world of information, entertainment, on-line shopping, e-mail services. But the real world of the Internet may not be as perfect as the advertisements suggest. The Internet obviously has both good and bad points. Fortunately, the system is improving all the time, and any problems which still exist can be solved. Using the Internet is getting cheaper and easier all the time. Whether we like it or not, the Internet is here to stay, so we have to make the best possible use of it.

1. When was the World Wide Web created?
2. What can you use the Internet for?
3. What does the Internet offer to the consumers?

II. Письменно переведите 2, 4, 5 абзацы текста.

III. Выпишите из текста предложения с глаголами в страдательном залоге. Определите видо-временную форму глаголов.

IV. Преобразуйте предложения из страдательного залога в действительный.

1. Your computer is connected to the web site, a document is downloaded, and a page appears on your computer screen.

2. The keyboard was broken.
3. The children are allowed to surf the net on their own.
4. She has never been taught how to use a computer.
5. In future the more jobs will be done by computers, the less will be done by people.

V. Переведите предложения, содержащие модальные глаголы и их эквиваленты.

1. On-line shopping can save you time and money.
2. If you need to look up statistics, you could try surfing the Internet. You never know what you might find.
3. To surf the net, you should enter a web site address.
4. The Internet offers many advantages, but children should be supervised when they are using it, and parents must teach them how to use it.
5. Twenty years ago few people realised that computers were to become part of our daily lives.

VI. Поставьте сказуемое придаточного предложения в нужную видо-временную форму, учитывая правила согласования времен.

1. Many people may now be wondering whether the spread of computers (to bring) us as many problems as it (to solve).
2. Schoolchildren (to become) as familiar with computers as their parents (to be) with pencils and exercise books.
3. She knew that her brother (to work) hard at computerization of public records.
4. He could complete his work after he (to collect) all the necessary data.
5. The programmer said that he (to be going) to test programs for performing various tasks on a computer.

VII. Выберите правильный вариант. Переведите предложение на русский язык

1. The house.....in our street is a new school.
a. being built b. to build c. build.
2. I haven't decided where.....the picture yet.
a. to put b. putting c. having put.
3. David went to work without.....breakfast this morning.
a. have b. to have c. having.
4.to accept the invitation he left the office.
a. to refuse b. refuse c. having refused
5.is a good form of exercise.
a. walk b. to walk c. walking
6. We read the article.....in English.
a. to write b. write c. written
7. My parents let me.....a party for my friends.
a. have b. to have c. having
8. Jim would like.....his own business.
a. start b. starting c. to start
9. The manager advised us.....to the boss.

- a. speaking b. speak c. to speak
10. You had better.....your parents now.
a. to call b. calling c. call

Процедура и критерии оценивания:

- оценка «отлично» выставляется студенту, если процент правильных ответов составляет 86 – 100%;
- оценка «хорошо» выставляется студенту, если процент правильных ответов составляет 70 – 85%;
- оценка «удовлетворительно» выставляется студенту, если процент правильных ответов составляет 50 – 69%;
- оценка «неудовлетворительно» выставляется студенту, если процент правильных ответов составляет 49% и меньше.

Частное образовательное учреждение высшего образования
«Академический институт прикладной энергетики»

Вопросы к зачету
по дисциплине **Б.1.Б.3 «Иностранный язык (английский)»**

для студентов 1,2 курсов
по направлению "Электроэнергетика и электротехника"
профиль "Электрооборудование и электрохозяйство предприятий, организаций и учреждений"

ПРИМЕРНЫЙ ПЕРЕЧЕНЬ ВОПРОСОВ К ЗАЧЕТУ

1. What is your first / middle / last / full / family name / patronymic / surname?
2. When and where were you born?
3. Where does your family live? / What is your native place?
3. Do you live in a small family or in a large family?
4. What kind of family would you prefer to have in future? Why?
5. How many generations are there in your family?
6. How old are they?
7. Do you have junior/younger/senior/elder sisters or brothers?
8. How many years are you their senior/junior?
9. What are their hobbies?
10. What are you interested in/fond of/crazy about? Do your family members share

your hobbies?

11. What household duties do you have in the family?
12. What are the most important traditions of your family?
13. What is the best relationship between parents and children?
14. How can you describe personality traits of your family members/your own character?
15. When did you finish school?
16. What University do you study at?
17. What forms of tuition are there in the University?
18. What is the value of education?
19. What peculiar features distinguish higher education in Russia, Great Britain & the USA?
20. What is a computer? What types of computers do you know?
21. Where are computers used at present?
22. What are pros & contras of having a computer at home?
23. What do you know about computer games addiction?
24. Name the most important scientific inventions, which we use in our homes.
25. Do you think the development of science can solve all problems?
26. What are positive and negative effects of science on our life?

Частное образовательное учреждение высшего образования
«Академический институт прикладной энергетики»

Вопросы к дифференцированному зачету
по дисциплине **Б.1.Б.3 «Иностранный язык (английский)»**

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1. What means of transport are there in the world? Which of them are ecologi-

cally cleaner, to your mind, and why?

2. What automobile companies are known worldwide?
3. Is there any link between science fiction & scientific discoveries?
4. What innovations are introduced in modern cars?
5. What electronic devices do drivers have at their disposal in modern cars?
6. What is your idea of a car for tomorrow?
7. What are the alternatives to automobiles?
8. What factors bring about national & global ecological disasters?
9. What efforts does the world community make to protect the environment?
10. Are you concerned about ecological problems: overcrowded cities, noise, air
pollution, & water pollution, acid rains, global warming, destroying the Earth
ozone layer, damaging forests & wildlife?
12. How are ecological problems solved in your native place?