Министерство науки и высшего образования Российской Федерации
Федеральное государственное бюджетное образовательное учреждение высшего образования «Ростовский государственный экономический университет (РИНХ)»

Утверждаю
Директор Таганрогского института
Имени А.П.Чехова (филиала)
РГЭУ (РИНХ)
_____ Петрушенко С.А.
«___»_____ 20__г.

Рабочая программа дисциплины
Практическая грамматика

направление 44.03.01 Педагогическое образование
направленность (профиль) 44.03.01.15 Иностранный язык (английский)

Для набора 2020 года

Квалификация
Бакалавр

КАФЕДРА **английского языка**

Распределение часов дисциплины по курсам

Курс	1		Итого	
Вид занятий	УП	РП		
Практические	14	14	14	14
Итого ауд.	14	14	14	14
Контактная работа	14	14	14	14
Сам. работа	153	153	153	153
Часы на контроль	13	13	13	13
Итого	180	180	180	180

ОСНОВАНИЕ

Учебный план утвержден учёным советом вуза от 29.08.2024 протокол № 1.
Программу составил(и): канд. пед. наук, Доц., Пальмова Е.А.

Зав. кафедрой: Демонова Ю.М.

1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ	
1.1	формирование у студентов системы знаний о грамматическом строе английского языка и развитие у них устойчивых, автоматизированных гибких экспрессивных и рецептивных грамматических навыков правильного оформления английской речи в устной и письменной форме для осуществления профессиональной деятельности с использованием возможностей цифровой образовательной среды, реализации основных общеобразовательных программ различных уровней и направленности и решения других типовых задач профессиональной деятельности учителя иностранного языка

2. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ
ПКО-3.1:Осуществляет обучение учебному предмету на основе использования предметных методик и современных образовательных технологий
ПКО-3.2:Осуществляет педагогическую поддержку и сопровождение обучающихся в процессе достижения метапредметных, предметных и личностных результатов
ПКО-3.3:Применяет предметные знания при реализации образовательного процесса
ПКО-3.4:Организует деятельность обучающихся, направленную на развитие интереса к учебному предмету в рамках урочной и внеурочной деятельности
ПКО-3.5:Участвует в проектировании предметной среды образовательной программы
ПКО-1.1:Владеет средствами ИКТ для использования цифровых сервисов и разработки электронных образовательных ресурсов
ПКО-1.2:Осуществляет планирование, организацию, контроль и корректировку образовательного процесса с использованием цифровой образовательной среды образовательной организации и открытого информационно-образовательного пространства
ПКО-1.3:Использует ресурсы международных и национальных платформ открытого образования в профессиональной деятельности учителя основного об-щего и среднего общего образования

В результате освоения дисциплины обучающийся должен:
Знать:
закономерности и принципы проектирования предметной среды образовательной программы, в том числе грамматические правила по всем разделам морфологии и синтаксиса современного английского языка; грамматические особенности английского языка по сравнению с русским языком; терминологию, принятую в английском языке для описания грамматических явлений, алгоритм использования ИКТ для использования цифровых сервисов и разработки электронных образовательных ресурсов
Уметь:
образовывать грамматические формы и конструкции; выбирать и употреблять грамматические конструкции в зависимости от ситуации общения; варьировать грамматическое оформление высказывания при изменении коммуникативного намерения; формулировать грамматическое правило с опорой на схему или таблицу; различать грамматическое оформление устных и письменных текстов, реализовывать соответствующие задачи профессиональной коммуникации (запрос и сообщение грамматической информации, выражение мнения), организовывать деятельность обучающихся, направленную на развитие интереса к предмету в рамках урочной и внеурочной деятельности применять предметные знания при реализации образовательного процесса, осуществлять планирование, организацию, контроль и корректировку образовательного процесса с использованием цифровой образовательной среды
Владеть:
методами и приемами педагогической поддержки и сопровождения обучающихся в процессе достижения метапредметных, предметных и личностных результатов, в том числе навыками употребления основных грамматических структур английского языка, наиболее употребительными в письменной и устной речи; типичными моделями оформления устных высказываний разного типа; нормами оформления письменного текста, соответствующими ситуации учебного общения, способностью соотносить грамматические средства с конкретными ситуациями, условиями и задачами межкультурного речевого общения, продуктивными навыками грамматического оформления порождаемого текста при говорении и письме; владеть способами интерпретации значений и перевода основных грамматических категорий на родной язык; рецептивными грамматическими навыками (узнавать / вычленять из речевого потока грамматические конструкции и соотносить с определенным смысловым значением; соотносить значения грамматических форм / конструкций со смыслом контекста; устанавливать группы членов предложения (подлежащего, сказуемого, обстоятельства); определять структуру простого предложения (по строевым элементам, порядку слов и др.); определять структуру сложного предложения, границу придаточных предложений; устанавливать связи между предложениями внутри абзаца или сложного синтаксического целого в опоре на связующее средство языка), навыками речевого взаимодействия в устной и письменной формах в соответствии с нормами, принятыми в странах английского языка, с учетом специфики речевой ситуации, способами реализации основных общеобразовательных программ различных уровней и направленности с использованием современных образовательных средств, владеть средствами ИКТ для использования цифровых сервисов и разработки электронных образовательных ресурсов

3. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ					
Код занятия	**Наименование разделов и тем /вид занятия/**	**Семестр / Курс**	**Часов**	**Компетен-ции**	**Литература**
	Раздел 1. English Nouns. Their Determiners and Quantifiers.				
1.1	The basic features of English nouns 1. Proper and common nouns. 2. Countable and uncountable nouns. 3. The formation of the plural form. /Пр/	1	2	ПКО-1.3 ПКО-3.3 ПКО-3.4	Л1.1 Л1.2 Л1.7Л2.4 Л2.7
1.2	The subject-predicate agreement Singualria tantum. Pluralia tantum. The possessive case of nouns /Ср/	1	4	ПКО-1.1 ПКО-3.1 ПКО-3.2	Л1.1 Л1.2Л2.4 Л2.7
1.3	The article. 1. The notion of the article. The definite and indefinite articles. 2. Special use of the indefinite article. 3. The use of articles with geographical names. 4. Special use of the definite article /Пр/	1	2	ПКО-1.2 ПКО-3.3 ПКО-3.5	Л1.1 Л1.2Л2.4 Л2.5 Л2.7
1.4	The use of articles with the words "school", "college", "prison", "church", "hospital", "bed", "sea". The use of articles with some semantic groups (personal names, names of meals, names of diseases, names of seasons) Articles with nouns in some syntactic positions /Ср/	1	6	ПКО-1.2 ПКО-3.1 ПКО-3.2	Л1.1 Л1.2Л2.4 Л2.5 Л2.7
1.5	Noun Quantifiers 1. The use of "all", "none", "both", "both... and...". 2. The construction "neither... nor..." 3. The construction "either... or..." /Пр/	1	2	ПКО-1.1 ПКО-1.3 ПКО-3.3	Л1.1 Л1.2Л2.4 Л2.7
1.6	The use of "much", "many", "a lot of". The use of "little - a little", "few - a few". /Ср/	1	2	ПКО-1.2 ПКО-3.1 ПКО-3.3	Л1.1 Л1.2Л2.4 Л2.7
	Раздел 2. English Pronouns				
2.1	The use of the indefinite pronouns "some", "any", "no" and their compounds. The pronouns "every" and "each". The compounds of "every". /Ср/	1	4	ПКО-1.2 ПКО-3.4 ПКО-3.5	Л1.1 Л1.2Л2.4 Л2.7
2.2	Personal and object pronouns. Possessive pronouns. The absolute form of possessive pronouns. /Ср/	1	2	ПКО-3.1 ПКО-3.2	Л1.1 Л1.2Л2.4 Л2.7
2.3	Reflexive pronouns and their use /Ср/	1	2	ПКО-1.1 ПКО-3.1 ПКО-3.3	Л1.1 Л1.2Л2.4 Л2.7 Л2.8
2.4	Demonstrative pronouns and their use /Ср/	1	2	ПКО-1.3 ПКО-3.3 ПКО-3.5	Л1.1 Л1.2Л2.4 Л2.7 Л2.8
	Раздел 3. Adjectives and Adverbs				
3.1	The Notion of an adjective. The comparison of adjectives. Comparative structures. /Ср/	1	4	ПКО-1.2 ПКО-3.2 ПКО-3.4	Л1.1 Л1.2Л2.4 Л2.7
3.2	Semantic groups of adjectives. The order of adjectives in a sentence. Preparing reports using Microsoft Office 2007 software /Ср/	1	4	ПКО-1.1 ПКО-1.3	Л1.1 Л1.2Л2.4 Л2.7 Л2.9
3.3	The notion of an adverb. The position of adverbs in a sentence. The comparison of adverbs /Ср/	1	2	ПКО-3.3 ПКО-3.4	Л1.1 Л1.2Л2.4 Л2.7
3.4	Adjectives and Adverbs: summary and revision /Ср/	1	2	ПКО-1.3 ПКО-3.3 ПКО-3.5	Л1.1 Л1.2Л2.4 Л2.7
	Раздел 4. The Verb. The Finite Forms. The Present Tenses				
4.1	The Present Simple tense versus the Present Continuous tense. Their forms and use. /Пр/	1	2	ПКО-1.3 ПКО-3.3 ПКО-3.4	Л1.1 Л1.2Л2.2 Л2.4 Л2.7

4.2	The verbs not used in the continuous form. The verbs that can be used in the continuous form with a different meaning. /Ср/	1	2	ПКО-1.2 ПКО-1.3 ПКО-3.5	Л1.1 Л1.2Л2.2 Л2.4 Л2.7
4.3	The Present Perfect Simple tense. The Present Perfect Progressive tense. Their forms and use. /Пр/	1	2	ПКО-3.3 ПКО-3.4	Л1.1 Л1.2 Л1.7Л2.2 Л2.4 Л2.7
4.4	The Present Tenses: revision /Ср/	1	4	ПКО-1.1 ПКО-1.3 ПКО-3.1	Л1.1Л2.2 Л2.7
	Раздел 5. The Verb. The Finite Forms. The Past and the Future Tenses				
5.1	The Past Simple tense versus the Past Continuous tense. Their forms and use. Exercises on the comparative analysis of the past simple and the past continuous /Ср/	1	4	ПКО-3.1 ПКО-3.2 ПКО-3.3	Л1.1 Л1.2Л2.2 Л2.4 Л2.7
5.2	The Past Simple tense versus the Present Perfect Simple tense. The difference in use. /Ср/	1	2	ПКО-1.2 ПКО-3.4	Л1.1 Л1.2Л2.2 Л2.4 Л2.7
5.3	The Past Perfect Simple versus the Past Perfect Continuous, the forms and usage /Ср/	1	4	ПКО-1.2 ПКО-1.3 ПКО-3.3	Л1.1 Л1.2Л2.2
5.4	Used to / Would for the habitual actions in the past. /Ср/	1	2	ПКО-3.2 ПКО-3.4	Л1.1 Л1.2Л2.2 Л2.7
5.5	The Future Simple tense versus the Future Continuous tense. Their forms and use. /Ср/	1	2	ПКО-3.1 ПКО-3.4	Л1.1 Л1.2Л2.7 Л2.8
5.6	The Future Simple tense versus the construction "to be going to" /Ср/	1	2	ПКО-1.1 ПКО-1.3	Л1.1 Л1.2Л2.2 Л2.4
5.7	The Future Perfect tense. The Future Perfect Continuous tense. Their forms and use. /Ср/	1	4	ПКО-1.2 ПКО-3.2 ПКО-3.3	Л1.1 Л1.2Л2.2 Л2.7
5.8	The Past Tenses and tte Future Tenses: revision /Ср/	1	4	ПКО-1.1 ПКО-1.3 ПКО-3.3 ПКО-3.5	Л1.2 Л1.7Л2.2 Л2.4 Л2.7
5.9	Other means to express future actions - the Present Simple tense, the Present Continuous tense, "to be going to". /Ср/	1	4	ПКО-1.2 ПКО-3.2 ПКО-3.3 ПКО-3.4	Л1.1 Л1.2Л2.2 Л2.4 Л2.8
	Раздел 6. The Reported Speech				
6.1	Reported statements /Ср/	1	4	ПКО-1.1 ПКО-1.3 ПКО-3.1 ПКО-3.4	Л1.1 Л1.2Л2.4 Л2.7
6.2	Reported questions /Ср/	1	6	ПКО-1.1 ПКО-1.3 ПКО-3.1 ПКО-3.3 ПКО-3.4	Л1.1 Л1.2Л2.4 Л2.7
6.3	Reported commands, requests, suggestions /Ср/	1	2	ПКО-3.1 ПКО-3.3	Л1.1 Л1.2Л2.4 Л2.7
6.4	Introductory verbs. Reporting a dialogue. Preparing reports using Microsoft Office 2007 software /Ср/	1	6	ПКО-1.1 ПКО-1.3 ПКО-3.2 ПКО-3.4 ПКО-3.5	Л1.1 Л1.2Л2.4 Л2.7 Л2.9
	Раздел 7. The Passive Voice				
7.1	The Passive Forms for the present, past and future tenses. The rules of changing from active into passive forms. The prepositions "by", "with". /Ср/	1	4	ПКО-1.2 ПКО-3.1 ПКО-3.4	Л1.1 Л1.2Л2.4 Л2.7

7.2	Passive with modals and other verbs /Ср/	1	4	ПКО-1.1 ПКО-1.3 ПКО-3.2	Л1.1 Л1.2Л2.4 Л2.7
7.3	Passive reporting verbs. Personal / impersonal construction. The construction "have something done" /Ср/	1	4	ПКО-1.1 ПКО-3.3 ПКО-3.4 ПКО-3.5	Л1.1 Л1.2Л2.4 Л2.7
7.4	/Экзамен/	1	9	ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5	Л1.1 Л1.2 Л1.7Л2.2 Л2.4 Л2.5 Л2.7 Л2.8 Л2.9
	Раздел 8. Forms Expressing Unreality				
8.1	Conditional clauses. 1. Conditional clauses of real condition. 2. Conditional clauses of unreal condition for the present and for the future. 3. Conditional clauses of unreal condition for the past. /Пр/	1	4	ПКО-1.2 ПКО-3.1 ПКО-3.2 ПКО-3.3	Л1.2 Л1.3 Л1.4Л2.3 Л2.7
8.2	Conditional Sentences of Mixed Condition Conditional clauses: making a report using Microsoft Office 2007 software /Ср/	1	6	ПКО-1.1 ПКО-1.3 ПКО-3.1 ПКО-3.3 ПКО-3.4	Л1.1 Л1.4Л2.3 Л2.7 Л2.8
8.3	The use of the conditional forms in some structures. 1. The use of forms in the sentences with the structures "I wish" / "if only". 2. The use of forms in the sentences with the structures "would rather" / "had better". /Ср/	1	4	ПКО-1.1 ПКО-3.1 ПКО-3.2 ПКО-3.4	Л1.2 Л1.3 Л1.4Л2.3 Л2.7
8.4	The use of conditional forms in some structures 1. Adverbial clauses of comparison. 2. Adverbial clauses of concession. 3. Adverbial clauses of purpose. /Ср/	1	5	ПКО-3.1 ПКО-3.4 ПКО-3.5	Л1.1 Л1.4Л2.3 Л2.7
8.5	Free and traditional use of forms expressing unreality. The conditional forms in object clauses. Preparing reports using Microsoft Office 2007 software /Ср/	1	6	ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.5	Л1.1 Л1.4 Л1.7Л2.3 Л2.7 Л2.9
	Раздел 9. The Non-Finite Forms of the Verb				
9.1	The infinitive: its forms and use. Syntactic functions of the infinitive /Ср/	1	4	ПКО-1.2 ПКО-3.3 ПКО-3.4	Л1.1 Л1.3 Л1.6Л2.1 Л2.6 Л2.7
9.2	The gerund: its forms and use. Syntactic functions of the gerund /Ср/	1	4	ПКО-1.1 ПКО-1.3 ПКО-3.2 ПКО-3.3	Л1.2 Л1.3 Л1.6Л2.1 Л2.6
9.3	The infinitive and the gerund compared. The verbs after which we can use infinitives and gerunds a) with no difference in meaning; b) with difference in meaning. Tasks based on the contrast and comparison of infinitives and gerunds /Ср/	1	6	ПКО-1.1 ПКО-3.1 ПКО-3.3 ПКО-3.4 ПКО-3.5	Л1.1 Л1.2 Л1.3 Л1.6Л2.1 Л2.6 Л2.7
9.4	Infinitive complexes. Gerundial complexes. Participial complexes. /Ср/	1	4	ПКО-3.1 ПКО-3.2 ПКО-3.3	Л1.1 Л1.3 Л1.6Л2.1
9.5	Participle 1 and Participle 2: their forms and use. Preparing presentations using Microsoft Office 2007 software /Ср/	1	4	ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.3	Л1.2 Л1.3 Л1.6Л2.1 Л2.7
	Раздел 10. Modal Verbs. Means of Expressing Modality in English				

10.1	Modal verbs "can", 'could", "may", "might", "to be able to". Their forms, meanings and use. /Ср/	1	4	ПКО-3.1 ПКО-3.3 ПКО-3.4	Л1.2 Л1.3 Л1.5Л2.1 Л2.7
10.2	Modal verbs "must", "have to", "to be to", "need". Their forms, meanings and use. /Ср/	1	4	ПКО-1.2 ПКО-3.1 ПКО-3.2	Л1.2 Л1.3 Л1.5Л2.1 Л2.6
10.3	Modal verbs "should", "ought to", "will", "shall", "would". Their forms, meanings and use. The modals: revision Preparing reports using Microsoft Office 2007 software /Ср/	1	4	ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.3 ПКО-3.4 ПКО-3.5	Л1.1 Л1.2 Л1.5 Л1.7Л2.1 Л2.6 Л2.7 Л2.9
10.4	/ЗачётСОц/	1	4	ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5 Л1.6 Л1.7Л2.1 Л2.2 Л2.3 Л2.4 Л2.5 Л2.6 Л2.7 Л2.8 Л2.9

4. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

Структура и содержание фонда оценочных средств для проведения текущей и промежуточной аттестации представлены в Приложении 1 к рабочей программе дисциплины.

5. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

5.1. Основная литература

	Авторы, составители	Заглавие	Издательство, год	Колич-во
Л1.1	Крылова, Инна Павловна	Сборник упражнений по грамматике современного английского языка: Учеб. пособие для студентов ин-тов и фак. иностр. яз.	М.: Кн. дом "Университет": Высш. шк., 2003	49
Л1.2	Гуревич В. В.	Практическая грамматика английского языка: упражнения и комментарии: учебное пособие	Москва: ФЛИНТА, 2017	http://biblioclub.ru/index.php?page=book&id=103487 неограниченный доступ для зарегистрированных пользователей
Л1.3	Кудисова Е. А.	Learn, Test and Practise Your Grammar: учебное пособие по практической грамматике для студентов I–II курсов языковых факультетов: учебное пособие	Москва|Берлин: Директ-Медиа, 2015	http://biblioclub.ru/index.php?page=book&id=427888 неограниченный доступ для зарегистрированных пользователей
Л1.4	Тарасова Ю. В.	The Subjunctive Mood: учебное пособие	Ростов-на-Дону: Издательско-полиграфический комплекс РГЭУ (РИНХ), 2017	http://biblioclub.ru/index.php?page=book&id=568917 неограниченный доступ для зарегистрированных пользователей
Л1.5	Несветайлова И. В.	Модальные глаголы и способы их перевода: учебно-методическое пособие	Москва|Берлин: Директ-Медиа, 2020	http://biblioclub.ru/index.php?page=book&id=572449 неограниченный доступ для зарегистрированных пользователей

	Авторы, составители	Заглавие	Издательство, год	Колич-во
Л1.6	Шилова Л. В., Матросова О. П., Кропчева Т. В.	Communicative Grammar in Practice. INFINITIVE. GERUND.PARTICIPLES. Иностранный язык (Английский): учебно-методическое пособие для студентов гуманитарных направлений: учебно-методическое пособие	Тюмень: Тюменский государственный университет, 2018	http://biblioclub.ru/index.php?page=book&id=573909 неограниченный доступ для зарегистрированных пользователей
Л1.7	Куликова И. С., Салмина Д. В.	Лингвистическая терминология в профессиональном аспекте: учебное пособие для вузов	Санкт-Петербург: Лань, 2020	https://e.lanbook.com/book/147342 неограниченный доступ для зарегистрированных пользователей
5.2. Дополнительная литература				
	Авторы, составители	Заглавие	Издательство, год	Колич-во
Л2.1	Рушинская И. С.	The English Verbals and Modals: практикум	Москва: ФЛИНТА, 2018	http://biblioclub.ru/index.php?page=book&id=83564 неограниченный доступ для зарегистрированных пользователей
Л2.2	Андриенко А. А., Медведева А. А.	English Tenses: учебное пособие	Ростов-на-Дону: Южный федеральный университет, 2016	http://biblioclub.ru/index.php?page=book&id=461555 неограниченный доступ для зарегистрированных пользователей
Л2.3	Воловикова М. Л., Науменко М. Г.	English grammar for university students. Part 3: учебное пособие	Ростов-на-Дону: Южный федеральный университет, 2016	http://biblioclub.ru/index.php?page=book&id=462056 неограниченный доступ для зарегистрированных пользователей
Л2.4	Воловикова М. Л., Манжелеевская Е. В., Милькевич Е. С., Мкртчян Т. Ю., Науменко М. Г.	English grammar for university students. Part 1: учебное пособие	Ростов-на-Дону: Южный федеральный университет, 2016	http://biblioclub.ru/index.php?page=book&id=462068 неограниченный доступ для зарегистрированных пользователей
Л2.5	Сергеева Ю. М.	English Articles in Use: учебное пособие	Москва: ФЛИНТА, 2017	http://biblioclub.ru/index.php?page=book&id=482347 неограниченный доступ для зарегистрированных пользователей
Л2.6	Воловикова М. Л., Науменко М. Г.	English grammar for university students: учебное пособие по практической грамматике английского языка для студентов 2 курса бакалавриата направления подготовки «ЛИНГВИСТИКА»: учебное пособие	Ростов-на-Дону|Таганрог: Южный федеральный университет, 2017	http://biblioclub.ru/index.php?page=book&id=500159 неограниченный доступ для зарегистрированных пользователей
Л2.7	Качалова К. Н., Израилевич Е. Е.	Практическая грамматика английского языка с упражнениями и ключами: учебник	Санкт-Петербург: КАРО, 2018	http://biblioclub.ru/index.php?page=book&id=574452 неограниченный доступ для зарегистрированных пользователей

	Авторы, составители	Заглавие	Издательство, год	Колич-во
Л2.8		EnglishMag: журнал	Воронеж: EnglishMag, 2018	http://biblioclub.ru/index.php?page=book&id=575376 неограниченный доступ для зарегистрированных пользователей
Л2.9	Чехович Ю. В., Беленькая О. С., Ивахненко А. А.	Методические рекомендации по эффективному внедрению и использованию системы «Антиплагиат.ВУЗ»	Санкт-Петербург: Лань, 2020	https://e.lanbook.com/book/154156 неограниченный доступ для зарегистрированных пользователей

5.3 Профессиональные базы данных и информационные справочные системы BBC - Learning English https://www.bbc.co.uk/learningenglish/

Сайт Британского совета для изучающих английский язык https://learnenglish.britishcouncil.org

EngVid's free grammar lessons https://www.engvid.com/topic/grammar/ Quora

https://www.quora.com/topic/English-Grammar

5.4. Перечень программного обеспечения

Microsoft Office

5.5. Учебно-методические материалы для студентов с ограниченными возможностями здоровья

При необходимости по заявлению обучающегося с ограниченными возможностями здоровья учебно-методические материалы предоставляются в формах, адаптированных к ограничениям здоровья и восприятия информации. Для лиц с нарушениями зрения: в форме аудиофайла; в печатной форме увеличенным шрифтом. Для лиц с нарушениями слуха: в форме электронного документа; в печатной форме. Для лиц с нарушениями опорно-двигательного аппарата: в форме электронного документа; в печатной форме.

6. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

Помещения для проведения всех видов работ, предусмотренных учебным планом, укомплектованы необходимой специализированной учебной мебелью и техническими средствами обучения. Для проведения практических занятий используется демонстрационное оборудование

7. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ (МОДУЛЯ)

Методические указания по освоению дисциплины представлены в Приложении 2 к рабочей программе дисциплины.

Приложение 1

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

1 Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

1.1 Показатели и критерии оценивания компетенций:

ЗУН, составляющие компетенцию	Показатели оценивания	Критерии оценивания	Средства оценивания Т – тесты Пр – презентация УО – устный опрос ПОЗ – практико-ориентированные задания З – вопросы к зачету

			Э – вопросы к экзамену
ПКО-3: Способен реализовывать основные общеобразовательные программы различных уровней и направленности с использованием современных образовательных технологий в соответствии с актуальной нормативной базой			
З: закономерности и принципы проектирования предметной среды образовательной программы, в том числе грамматические правила по всем разделам морфологии и синтаксиса современного английского языка; грамматические особенности английского языка по сравнению с русским языком; терминологию, принятую в английском языке для описания грамматических явлений	Анализирует и обобщает информацию, касающуюся закономерностей и принципов проектирования предметной среды образовательной программы; анализирует готовые речевые продукты с позиций реализации функций грамматических явлений	правильность выполнения тестового задания; полнота и содержательность ответа на вопрос к опросу; соответствие представленной в ответах информации материалам учебной литературы	Э – вопросы 1-31 УО – вопросы 1-19 Т – тесты 1-4 Пр – темы 1-5 ПОЗ – 1-5,7,8
У: образовывать грамматические формы и конструкции; выбирать и употреблять грамматические конструкции в зависимости от ситуации общения; варьировать грамматическое оформление высказывания при изменении коммуникативного намерения; формулировать грамматическое правило с опорой на схему или таблицу; различать грамматическое оформление устных и письменных текстов, реализовывать соответствующие задачи профессиональной коммуникации (запрос и сообщение грамматической информации, выражение	Синтезирует новую информацию; логично, грамматически корректно строит высказывания в устной и письменной форме, реализуя при этом различные коммуникативные задачи;	полнота и правильность решения практико-ориентированных заданий; наличие логических выводов	Э – вопросы 32-44 УО – вопросы 24-30 Пр – темы 6-10 ПОЗ – 6, 9-15

мнения),			
В: методами и приемами педагогической поддержки и сопровождения обучающихся в процессе достижения метапредметных, предметных и личностных результатов, в том числе навыками употребления основных грамматических структур английского языка, наиболее употребительными в письменной и устной речи; типичными моделями оформления устных высказываний разного типа; нормами оформления письменного текста, соответствующими ситуации учебного общения, способностью соотносить грамматические средства с конкретными ситуациями, условиями и задачами межкультурного речевого общения, продуктивными навыками грамматического оформления порождаемого текста при говорении и письме; владеть способами интерпретации значений и перевода основных грамматических категорий на родной язык; рецептивными грамматическими навыками (узнавать / вычленять из речевого потока грамматические конструкции и соотносить с определенным смысловым значением; соотносить значения грамматических форм / конструкций со смыслом контекста; устанавливать	Осуществляет педагогическую поддержку и сопровождение обучающихся в процессе достижения метапредметных, предметных и личностных результатов; решает вопросы функциональной (синонимической) взаимозаменяемости грамматических форм, отдельных элементов предложения или самих предложений в зависимости от коммуникативной направленности ситуаций	умение отстаивать свою позицию; обоснованность обращения к базам данных, к современным методам и технологиям обучения и диагностикам	Э – вопросы 32-44 УО – вопросы 1-15 Пр – темы 11-15 ПОЗ – 16-20

группы членов предложения (подлежащего, сказуемого, обстоятельства); определять структуру простого предложения (по строевым элементам, порядку слов и др.); определять структуру сложного предложения, границу придаточных предложений; устанавливать связи между предложениями внутри абзаца или сложного синтаксического целого в опоре на связующее средство языка)			
ПКО-1: Способен осуществлять профессиональную деятельность с использованием возможностей цифровой образовательной среды образовательной организации и открытого информационно-образовательного пространства			
З: алгоритм использования ИКТ для использования цифровых сервисов и разработки электронных образовательных ресурсов	Изучает и анализирует информацию о возможностях цифровой образовательной среды образовательной организации и открытого информационно-образовательного пространства	полнота и правильность ответов на вопросы к опросу; правильность выполнения тестового задания	Э – вопросы 32-47 УО – вопросы 20-23,31 Т – тесты 5-8 Пр – темы 1-5 ПОЗ – 10,13,20
У: организовывать деятельность обучающихся, направленную на развитие интереса к предмету в рамках урочной и внеурочной деятельности применять предметные знания при реализации образовательного процесса, осуществлять планирование, организацию, контроль и корректировку образовательного процесса с использованием цифровой образовательной среды	Демонстрирует умение анализировать языковые явления; понимать и использовать методы критического анализа информации; работать с информацией в глобальных компьютерных сетях (поиск, анализ и отбор необходимой информации)	наличие проведенного анализа и грамотная интерпретация полученных результатов; правильность решения практико-ориентированных заданий	Э – вопросы 45-47 УО – вопросы 1-19 Пр – темы 6-10 ПОЗ – 6,9,17-20
В: навыками речевого взаимодействия в устной и письменной формах в	Осуществляет грамматический анализ текстов различной	аргументированное и логичное изложение материала, умение	Э – вопросы 1-47 УО – вопросы 20-31 Пр – темы 11-15

соответствии с нормами, принятыми в странах английского языка, с учетом специфики речевой ситуации; способами реализации основных общеобразовательных программ различных уровней и направленности с использованием современных образовательных средств; средствами ИКТ для использования цифровых сервисов и разработки электронных образовательных ресурсов	функционально-стилевой отнесенности; участвует в групповых дискуссиях на изучаемом иностранном языке по проблематике курса; использует возможности цифровой образовательной среды образовательной среды для достижения личностных, метапредметных и предметных результатов обучения.	отстаивать свою позицию	ПОЗ – 1-5, 7,8,10,13,20

1.2 Шкалы оценивания:

Текущий контроль успеваемости и промежуточная аттестация осуществляется в рамках накопительной балльно-рейтинговой системы в 100-балльной шкале.

Зимняя сессия, экзамен:

- 84-100 баллов (оценка «отлично»)
- 67-83 баллов (оценка «хорошо»)
- 50-66 баллов (оценка «удовлетворительно»)
- 0-49 баллов (оценка «неудовлетворительно»)

Летняя сессия, зачет с оценкой:

- 84-100 баллов (зачет, оценка «отлично»)
- 67-83 баллов (зачет, оценка «хорошо»)
- 50-66 баллов (зачет, оценка «удовлетворительно»)
- 0-49 баллов (незачет, оценка «неудовлетворительно»)

2 Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

Контрольные вопросы для проведения текущего контроля

Вопросы к устному опросу

1. Give the definition and examples of common and proper nouns.
2. The notion and examples of countable and uncountable nouns. Their typical features.
3. Singularia tantum and pluralia tantum. The subject-predicate agreement.
4. The plural forms of nouns. Rules and exceptions.
5. The possessive case of nouns. The construction with the preposition “of”.
6. General use of the definite and indefinite articles.
7. Special use of the indefinite articles.
8. The use of articles with geographical names.
9. Special use of the definite article.

10. The use of "all", "none", "both", "both... and...".
11. The constructions "neither... nor...", "either... or...".
12. The use of the indefinite pronouns "some", "any", "no" and their compounds.
13. The pronouns "every" and "each", the difference in their meaning. The compounds of "every".
14. The use of articles with personal names, names of meals.
15. The use of articles with names of diseases, names of seasons.
16. The use of the quantifiers “much / many / a lot of”, “little / a little”, “few / a few”.
17. The Present Indefinite and the Present Continuous tenses compared.
18. The Present Perfect and the Present Perfect Continuous compared.
19. Non-stative verbs.
20. Internet resources that can be used in teaching nouns, pronouns and adjectives to young learners.
21. Internet resources that can be used in teaching adverbs and quantifiers to middle school pupils.
22. Internet resources that can be used in teaching the present tenses to middle school pupils.
23. Internet resources that can be used in teaching the present tenses to high school pupils.
24. What actions do conditional clauses of real condition describe?
25. How are conditional clauses of real condition formed?
26. What actions do conditional clauses of unreal condition for the present and the future describe?
27. How are conditional clauses of unreal condition for the present and the future formed?
28. What actions do conditional clauses of unreal condition for the past describe?
29. How are conditional clauses of unreal condition for the past formed?
30. Present the conjunctions that can be used to join the parts of a conditional sentence together.
31. Internet resources that can be uses for teaching conditional clauses to middle and high school learners.

Критерии оценивания:
При текущем контроле (собеседовании на практических занятиях) за ответ на вопрос студент может получить максимально 2 балла (14 баллов в совокупности)
2 балла выставляется студенту, если изложенный материал фактически верен, демонстрируется наличие глубоких исчерпывающих знаний в области изучаемого вопроса, грамотное, свободное и логически стройное изложение материала
1 балл выставляется студенту, если знания носят поверхностный характер; допускается много логических и стилистических ошибок.

Тесты
Test 1

1. Despite the material donations from the local shops, the school still needs ____ more equipment such as video players, cassette players and computers.
A) a few D) no
B) many E) plenty
C) some

2. The police found ____ counterfeit money as well as guns at the gang's headquarters.
A) several more D) a number of
B) a large amount of E) large numbers of
C) only a few

3. A colleague of ____ has lent us ____ holiday cottage for a week.
A) him / her D) your / them
B) mine / his E) our / their
C) theirs / its

4. There is ____information available on recycling, but unfortunately, little of ____ is known by ordinary people.

A) a lot of / it
B) plenty of / them
C) several / its
D) much / theirs
E) too many / itself

5. I've seen ____ of his work to know that he's ready for a promotion.
A) a number
B) both
C) a few
D) several
E) enough

6. Personally, of the two halls, I prefer the one closer to the airport, but ____ seems suitable to hold our conference in.
A) both
B) all
C) either
D) none
E) every

7. Blood flows to ____ parts of the body through the circulatory system, which is composed of arteries, veins and capillaries.
A) only a little
B) much
C) whole
D) all
E) every

8. They had ____ money to spend on their house, but even with that limited amount, they managed to create a warm and friendly atmosphere.
A) a few
B) little
C) the whole
D) plenty of
E) small number of

9. ____ of the area managers is going to report his total sales to head office ____ two weeks.
A) All / each
B) Both / another
C) Any / all
D) Every / several
E) Each / every

10. We had had so much rain that the fields on ____ sides of the river were ____ flooded.
A) every / both
B) neither / each
C) each / most
D) all / much
E) both / all

11. When the river was flooded, the farmhouse was surrounded by water on ____ sides.
A) every
B) either
C) each
D) all
E) neither

12. ____ sheep escaped from Farmer Gile's field last week, and so far, only ____ of them has been found.
A) Several / one
B) Many / a few
C) More / each
D) Some / enough
E) A few / some

13. Each of ____ has a blue dash of paint on ____ coat, so it will be easy to recognize Farmer Gile's sheep.
A) it / their
B) him / theirs
C) them / its
D) their / them
E) his / it

14. We must admit that the fault was not entirely ____ . Some of it must have been ____.

A) hers / ours D) her / theirs
B) his / us E) mine / you
C) their / my

15. Thank you for letting me know about this birthday wish of ____ .
A) him D) his
B) me E) us
C) your

16. I made a lot of friends in Mexico, but I have only kept in touch with ____ them.
A) plenty of D) many
B) a few of E) several
C) little

17. If we've got ____ time, we'll try to do ____ shopping as well.
A) much / a few D) plenty of / many
B) several / lots of E) enough / some
C) every / plenty

18. Blood plays a critical part in the fight against disease because blood contains ____ kinds of disease-combating agents.
A) each D) a lot
B) neither E) much
C) several

19. If parts of the body do not get ____ blood, they will become infected and their tissues will die.
A) enough D) all
B) many E) plenty
C) whole

20. Upon graduation, ____ student is sent an information pack giving useful tips and information about finding suitable employment.
A) all D) many
B) each E) a few
C) none

21. We had ____ other choice apart from deciding to cease trading, or we would have gone bankrupt.
A) some D) each
B) no E) any
C) many

22. ____ who enjoys jazz music will enjoy this festival, tickets for which can be bought at ____ good music shop.
A) Nobody / some D) Somebody / both
B) Anyone / several E) Anybody / every
C) Everybody / all

23. Slimming bars claim to provide ____ the vitamins and minerals the body needs, but eating them cannot be as healthy as a meal containing plenty of fruit and vegetables, which can also supply ____nutrients required by the body.
A) whole / all D) every / any
B) all / other E) both / each
C) plenty of / another

24. ____ child will be given a role, however small, in the play.
A) Several D) Each
B) The whole E) Many
C) Both

25. Because there have been ____ accidents at that road junction, the council are going to install traffic lights there.
A) too much D) much more
B) plenty E) a great deal of
C) so many

Test 2

1- I've had a full day's rest now and I feel much ----; at least ---- enough to be able to get out of bed.
A) the worst / worse D) good / so well
B) better / well E) worse / as good
C) best / better

2- There is nothing ---- a slight breeze on a hot, sunny day.
A) refreshing enough D) so refreshing that
B) as refreshed as E) the most refreshed
C) more refreshing than

3- The survey confirmed that house prices are ---- higher in the South than in the North.
A) so D) as
B) more E) much
C) most

4- There is ---- a shortage of qualified teachers in England ---- the government is paying students to train in teaching.
A) such / that D) too / than
B) so / as E) as / that
C) more / than

5- My father treasures the gold watch that he was given ---- a retirement present.
A) like D) so
B) as E) too
C) such as

6- Some of the delegates were ---- with the Chairman's speech ---- they walked out.
A) too disappointed / that D) so disappointing / than
B) more disappointing / than E) as disappointed / as
C) so disappointed / that

7- Without the heavy make-up she wears, she looks ---- in real life ---- she does on television.
A) young / so D) the youngest / as
B) as young / that E) so young / that
C) younger / than

8- He wasn't ---- studious student in the class, but he worked ---- to pass the final examinations.
A) the most / hard enough D) as much as / hardly

B) such / harder than E) too much / too hard
C) more / so hard that

9- After we had been shopping, Alice and May went bowling, but I was ---- to join them.
A) so tiring that D) too tired
B) the most tired E) as tiring as
C) so tired as

10- The spot where Vicki's new house is located is ---- that all her friends and relatives want to visit her.
A) the most picturesque D) such a picturesque
B) more picturesque than E) so picturesque
C) as picturesque

11- The amazing thing about oltu stone is that ---- you keep it, ---- it gets.
A) so long / so shiny D) the longer / the shinier
B) the long / the shiny E) as long / as shiny
C) the longest / the shiniest

12- For me, ---- aspect of the conference was the decision to concentrate on environmental issues.
A) as encouraging D) the most encouraging
B) so encouraged as E) such an encouraged
C) more encouraged

13- My father plays golf just for fun, although sometimes he plays ---- some professionals.
A) so skillful that D) the most skillful
B) as skillfully as E) skillfully enough
C) more skillfully

14- She couldn't believe that her son had behaved ---- to be disciplined by the teacher.
A) as bad as D) so badly that
B) worse than E) badly enough
C) the worst

15- The courts dealt with the farmer who had shot the thief ---- tolerantly ---- most people considered appropriate.
A) more / as D) less / than
B) so / as E) too / that
C) the most / than

16- Because it all happened ----, he couldn't give the officer an accurate description of his attackers.
A) so suddenly D) as suddenly
B) as sudden E) the most sudden
C) too sudden

17- The people have ---- distrust of the government in this African nation that few residents expect the elections to be fair.
A) so D) like
B) such E) much
C) as

18- He is feeling ----it can be expected after ---- a major operation.
A) well enough / like D) better than / that
B) so well that / so E) the best / as
C) as well as / such

19- I felt ---- ill yesterday to get out of bed, but I'm feeling ---- better today.
A) as / much
B) so / that
C) more / so
D) enough / more
E) too / a lot

20- This material is ---- to be stitched together on a sewing machine.
A) too delicate
B) as delicately as
C) so delicate that
D) delicately enough
E) such a delicate

21. According to Steinhardt, ____ explicit the image, _____ the technology is for actually detecting weapons.
A) the best / the best
B) more / better
C) the more / the better
D) so / that
E) such / that

22. The oak tree in our garden is almost ____ the house itself.
A) so tall that
B) the tallest
C) much taller
D) tall enough
E) as tall as

23. Canadian wolves are ____ wolves in the world and twice ____ a large dog.
A) larger than / so big
B) the largest / as big as
C) large enough / bigger than
D) too large / too big
E) so large / the biggest

24. ____ we climbed, ____ the air became, which made it difficult for us to proceed.
A) The higher / the colder
B) The highest / the coldest
C) To high / too cold
D) As high / so cold
E) So high / very cold

25. Simon and John are twins, but they are not identical ones, In fact, they are quite ____ from each other.
A) similar
B) the same
C) different
D) complete
E) suitable

Test 3

1. Look, the conservation volunteers ____cheerfully in the sunshine all morning, unlike yesterday, when they ____ to work in the rain.
A) worked / are refusing
B) are working / were refusing
C) will be working / have refused
D) have been working / refused
E) will have worked / had refused

2. A: Is that your pure wool pullover in the washing machine? It ____ you know!
B: No, I ____it several times in the machine already. I use the wool cycle and it's fine.
A) was shrinking / wash
B) has shrunk / had washed
C) will shrink / washed
D) is going to shrink / have washed
E) is shrinking / have been washing

3. The weather conditions ____throughout the day and now the ground officials are confident that the championship game ____ ahead.
A) have been improving / will go
B) will be improving / will go
D) are improving / has gone
E) improved / went

C) have improved / was going

4. Some of us will be needed tomorrow to finish the fence because, at this rate, two sections ____ unfinished when we ____work tonight.
A) have remained / stopped
B) will have remained / were stopping
C) are going to remain / will stop
D) are remaining / are stopping
E) will remain / stop

5. Decoupage, an art form that ____ in France during the 17th century, ____ cutting out designs and patterned materials and fastening them permanently to surface.
A) has originated / will involve
B) originated / involves
C) was originating / is involving
D) will have originated / involved
E) is originating / was involving

6. They ____ so many hotels in the region in recent years that gradually they ____ the natural beauty of the area.
A) were building / destroy
B) will built / have been destroying
C) have built / are destroying
D) are building / have destroyed
E) have been building / destroyed

7. After she ____ to me for the fifth time, I ____ another word she said, and put an end to our friendship.
A) has lied / don't believe
B) has been lying / won't believe
C) was lying / haven't believed
D) is lying / hadn't believed
E) had lied / didn't believe

8. Since they ____ part in their first conversation volunteer week, they ____ on several projects with great pleasure.
A) are taking / worked
B) take / will have worked
C) are going to take / are working
D) took / have worked
E) have been taking / work

9. Asia ____ the world's largest land mass and ____ just over half of the world's people.
A) has had / held
B) is having / is holding
C) has / holds
D) was having / was holding
E) has been having / will hold

10. I ____ to the bank during my lunch-break today, but an old colleague ____ to visit us, so, naturally, I wanted to hear all the news.
A) was going / came
B) went / is coming
C) have gone / was coming
D) had gone / has come
E) am going / comes

11. Suddenly it ____ very foggy, so we ____ compass bearings to find the right route down the mountain.
A) will become / use
B) had become / used
C) became / are using
D) becomes / will use
E) has become / had used

12. We're looking after our neighbour's dog as well as our own and it ____ two kilos of meat a day, so I ____ dog meat in bulk these days.
A) is eating / bought
B) ate / have bought
C) was eating / have been buying
D) eats / am buying
E) will have eaten / had bought

13. By the end of this court session the jury ____ all the witnesses and they ____ the courtroom to decide on a verdict.
A) have been hearing / have left
B) have heard / are leaving
C) are hearing / leave
D) hear / left
E) will have heard / will leave

14. I feel certain that her new travel agency ____ because she ____ a thorough market survey.
A) is succeeding / will do
B) has succeeded / will have done
C) will succeed / has done
D) was succeeding / is doing
E) succeeded / has been doing

15. When Chilean separatist forces ____ an independent Chile in 1818, the vice-royalty of Peru ____ over Chile for almost three centuries.
A) declared / had been ruling
B) has declared / was ruling
C) was declaring / has been ruling
D) is declaring / ruled
E) had declared / will have ruled

16. I ____ some chicken curry earlier and ____ Richard and Kate to stay for dinner, but just then I remembered that they were both vegetarian.
A) was going to cook / have asked
B) had been cooking / will ask
C) cooked / will have asked
D) had cooked / was going to ask
E) have cooked / had asked

17. I expect you ____ from school by this time next year and ____ for a job.
A) have graduated / will have looked
B) are graduating / have been looking
C) will have graduated / will be looking
D) graduate / will have been looking
E) were graduating / are going to look

18. Our Spanish teacher ____ very slowly and clearly to us at the moment because we ____ very far in the language yet.
A) talks / aren't progressing
B) is talking / haven't progressed
C) was talking / didn't progress
D) has been talking / weren't progressing
E) will be talking / don't progress

19. Before the potato blight ____ Ireland in the 1840s, most Irish people ____ on a subsistence diet of potatoes.
A) was striking / relied
B) has struck / relies
C) had struck / has relied
D) strikes / will rely
E) struck / had relied

20. Between the years 1846 and 1851, one million Irish men and women ____ to death and 1.6 million ____ to the USA.
A) had been starving / have emigrated
B) have been starving / emigrate
C) were starving / were emigrated
D) starved / emigrated
E) had starved / will have emigrated

21. I ____ an extra part-time job last week as we ____ the money.
A) am starting / are needing
B) was starting / have needed
C) start / needed
D) have started / were needing
E) started / need

22. We ____ in Cornwall for two weeks last summer. Since then, we ____ a holiday by the sea.
A) stayed / haven’t had
B) are staying / don’t have
D) stay / aren’t having
E) have stayed / weren’t having

C) were staying / didn't have

23. While my parents ____ in the shopping centre, a thief ____ into their car for the radio.
A) shopped / has broken
B) were shopping / broke
C) have shopped / breaks
D) are shopping / was breaking
E) shop / is breaking

24. My father ____ English at all although he ____ it for three years when he was in high school.
A) isn't speaking / has studied
B) hasn't been speaking / studies
C) doesn't speak / studied
D) didn't speak / has been studying
E) wasn't speaking / is studying

25. I ____ my boss privately tomorrow and I ____ quite nervous about it.
A) have seen / am feeling
B) see / was feeling
C) am seeing / feel
D) saw / felt
E) was seeing / have felt

Test 4

1. Oh, gosh! You ---- with a shark coming straight towards you.
A) must have been terrified
B) could have terrified
C) must have been terrifying
D) should have terrified
E) used to be terrifying

2. The forest fire ---- an area of the Amazonian rain forest, which has decreased the size of France.
A) was destroyed
B) destroys
C) will be destroyed
D) has destroyed
E) had been destroyed

3. Spiders ---- by many people, but most of them ---- to be harmless.
A) had feared / were known
B) have been feared / knew
C) are feared / are known
D) have feared / have known
E) will be feared / know

4. Although specifically directed against slavery, the 13th Amendment to the US Constitution ---- since ---- by the federal courts as applicable to all forms of enforced labour.
A) is / being viewed
B) has / been viewed
C) will / have been viewed
D) has / been viewing
E) is / viewing

5. My mother is quite old now and sometimes she ---- up and down steps.
A) was to be helped
B) has helped
C) used to help
D) must have helped
E) has to be helped

6. As none of us have been there before, we ---- how much time we ---- for the journey.
A) won't decide / allowed
B) can't decide / should allow
C) might not decide / had allowed
D) aren't decided / allow
E) haven't been decided / will allow

7. As we ---- towards the Brandenburg Gate in Berlin, thousands of people ---- in the opposite direction to protest about the increase in telephone rates.
A) were being walked / have marched
B) were walked / are marching
D) walked / were marching
E) are walking / had marched

C) were walking / have been marching

8. After my father ---- me his old bicycle, I ---- to university, which was better for my health.
A) was given / had cycled
B) had been given / have been cycling
C) was giving / will be cycling
D) has given / will cycle
E) had given / cycled

9. When the meadow behind the farm ----, my brother's hay fever ---- .
A) was mowed / deteriorated
B) mows / has deteriorated
C) had been mowed / deteriorates
D) mowed / had been deteriorating
E) will have mowed / is deteriorating

10. The Irish people ---- to Christianity by Saint Patrick in the 5th century and Ireland had been a great centre of peace, culture and learning it until it ---- by Vikings in the 9th century.
A) have converted / invades
B) were converted / was invaded
C) were converting / has invaded
D) have been converting / was invading
E) had converted / was being invaded

11. I ---- to see that the thing which ---- out of the bushes in front of me in the dark alley was only a cat.
A) had relieved / was jumped
B) would relive / was jumping
C) have been relieved / is jumping
D) was relieved / jumped
E) am relieved / is jumped

12. I wonder whether the hotel ---- us with towels or not.
A) is provided
B) was provided
C) had provided
D) will provide
E) is being provided

13. Fog over a city is usually more intense than over the surrounding countryside because the city ---- a greater amount of moisture into the atmosphere.
A) is discharged
B) has discharged
C) discharges
D) was discharged
E) will be discharged

14. While she ---- the documents, she ---- several new French words.
A) was translating / learnt
B) translated / is learning
C) is translated / has learned
D) has been translating / will learn
E) translates / was learning

15. It has been a wonderful party! I ---- myself so much in a long time.
A) don't enjoy
B) won't enjoy
C) wasn't enjoying
D) haven't enjoyed
E) am not enjoying

16. Usually I ---- cash for things because I ---- using credit cards.
A) pay / don't like
B) have paid / didn't like
C) am paid / am not like
D) am paying / haven't like
E) have been paid / won't like

17. I know that you ---- here in the bathroom, son, because I ---- the smoke at this very moment.
A) smoke / am smelling
B) smoked / could smell
C) have been smoking / can smell
D) were smoked / used to smell
E) are smoking / might smell

18. This is the fifth time they ---- this record this morning. I wonder when they ---- tired of it?
A) play / are getting
B) were played / got
C) had played / were getting
D) are played / have got
E) have played / will get

19. Sugar-free chewing gums ---- in the 1950s, and by the 1980s several brands ---- on the market.
A) were introducing / were appearing
B) were introduced / had appeared
C) had been introduced / will appear
D) would have introduced / appeared
E) have been introduced / would be appearing

20. I really hate ---- waiting at the dentist.
A) being kept
B) to be keeping
C) to have kept
D) having kept
E) to keep

21. I hope the new timetable ---- by Friday as I want to start a driving course next week, but I need to know which afternoon I will be off before I can enroll on it.
A) has been announced
B) is going to announce
C) will have been announced
D) has been announcing
E) is being announced

22. Medicines and chemical cleaning liquids ---- out of children's reach.
A) should be kept
B) must have kept
C) need to keep
D) have kept
E) used to keep

23. The coach driver couldn't see through the window because it ---- properly.
A) doesn't clean
B) didn't use to clean
C) wasn't supposed to clean
D) hadn't been cleaned
E) hasn't cleaned

24. Are you sure my table ---- by this cleaning fluid?
A) won't have damaged
B) hadn't damaged
C) won't be damaged
D) isn't damaging
E) hasn't been damaging

25. It's our principle that the petrol tank ---- before the rental car ---- to the customer
A) is filled / is delivered
B) must be filled / has delivered
C) is filled / will be delivered
D) was filled / had delivered
E) will have filled / delivers

Test 5

1. "I know her," he said. – He said that he ---- her.
A) know
B) knew
C) knows
D) had known

2. "I'll do it tonight," he said. – He said that ----.
A) he'll do it tonight
B) he'd do it tonight
C) he'll do it that night
D) he'd do it that night

3. "I've lost my hat," he said. – He said that he ---- his hat.
A) had lost
C) lost

B) could lose D) has lost

4. “I want it here and now,” he said. – He said he ----.
A) wanted it here and now C) wanted it there and now
B) wants it there and then D) wanted it there and then

5. She admitted having stolen the purse. – “I ---- the purse,” she said.
A) steal C) would steal
B) have stolen D) stole

6. He asked where his mother was. – “Where ---- mother?” he asked.
A) was my C) is my
B) is D) did she be

7. “Let’s go to the beach,” she said. – She suggested ---- to the beach.
A) he would C) going
B) to go D) they’d go

8. “Have you ever been to China?” she asked me. – She asked me ---- to China.
A) have I ever been C) if I had ever been
B) if I have ever been D) if I ever was

9. She said that she had bought her cat a week before. – “I ----,” she said.
A) bought my cat last week C) have bought my cat last week
B) bought my cat a week before D) had bought my cat a week ago

10. “I have often been to this place,” he said. – He said that he ---- place.
A) went to that C) had often been to that
B) had often gone to that D) had often been to this

11. “Don’t close the window, please,” she said. – She ---- the window.
A) said not to close C) told me to not close
B) told not close D) told me not to close

12. He said he would go to Rome the following day. – “I ----,” he said.
A) would go to Rome tomorrow C) will go to Rome tomorrow
B) will go to Rome the following day D) am going to Rome tomorrow.

13. “What are you thinking about?” she asked Tom. – She asked Tom ---- about.
A) what is he thinking C) what was he thinking
B) what he was thinking D) if what he was thinking

14. She told us to stop there. – She said, “---- there!”
A) You stop C) You have stopped
B) Stop D) Would you

15. She begged me to help her. – “----” she said.
A) Help me! C) You should help me!
B) Would you help me, please? D) I need your help.

16. Mary wondered whether I liked horror films. – “---- horror films?” Mary asked.
A) Do you like C) Did you like
B) Have you liked D) You liked

17. “You mustn’t take my things without asking,” he said. – He said that I ---- things without asking.
A) didn’t have to take my C) mustn’t take my
B) didn’t have to take his D) mustn’t take his

18. “I could have come yesterday,” he said. – He said he could ----.
A) have come yesterday C) have come the day before
B) come yesterday D) come the day before

19. “I am working late tonight,” she said. – She said that she ----.
A) was working late tonight C) worked late that night
B) is working late tonight D) was working late that night

20. She wanted to know where he was. – “Where ----?,” she demanded.
A) was he C) he was
B) would he be D) is he

21. 'I know I can do it,' he said. – He assured that he ---- it.
A) could do C) can do
B) would do D) did

22. A foreigner asked: “How do English people spend their Sundays?” A foreigner asked how ---- their Sundays.
A) do English people spend C) English people spent
B) did English people spend D) English people spend

23. The film director was asked ----.
A) if he likes to play on grass
B) which airline he works for
C) if he had ever won an Oscar
D) that he took part in the concert

24. He said to her, “Don’t enter the room”. He ordered her ---- the room.
A) not to enter C) didn’t enter
B) to enter D) don’t enter

25. “Were you at the Zoo last night?” asks Jane. Jane asks ---- at the Zoo last night.
A) that I was C) if I had been
B) if I was D) whether was I

Test 6

1. That’s strange. I saw him ____ his bike along the river this morning and he didn’t mention anything about ____ his job.
A) riding / changing
B) having ridden / change
C) to be riding / to change
D) to ride / having changed

2. I imagine Sally was about ___when I asked her ___ a letter for me, as she looked rather reluctant.
A) leaving / to have typed
B) to be leaving / typing
C) to leave / to type
D) to have left / type

3. Don't you think we should consider ___ the chimney ___ before the winter?
A) to be getting / to sweep
B) getting / swept
C) having got / sweeping
D) to get / being swept

4. In an emergency, even a child can save a life if he or she knows what ___ .
A) to do
B) doing
C) being done
D) have done

5. Knowledge of nutrition helps you ___proper eating habits ___ a healthy life.
A) to develop / having maintained
B) developing / maintaining
C) developed / maintained
D) develop / to maintain

6. Mankind first used indestructible materials to erect large structures ___ in but ___ their gods from.
A) without living / being worshipped
B) to be living / having worshipped
C) having lived / to be worshipped
D) not to live / to worship

7. I tried ___ careful ___ his feelings.
A) being / not hurting
B) to be / not to hurt
C) to have been / didn't hurt
D) be / not to have hurt

8. ___ at the details of the famous sculptor Rodin's works, we can see his ability ___ feeling through facial expression and through hands.
A) To look / being conveyed
B) By looking / to convey
C) Having looked / convey
D) To be looking / conveying

9. Ludlow is considered ___ the most beautiful mediaeval street in England. Do you fancy ___ there for sightseeing tonight?
A) having / to go
B) had / go
C) to have / going
D) have / to go

10. The singer Nick Hucknall has decided ___ a two-year break, but he won't have any money problems. He has already made enough money ___ a lifetime.
A) to take / to last
B) taking / lasting
C) take / to be lasting
D) taken / to have lasted

11. Remember ___ off the washing machine before you leave home, will you?
A) switching

B) to have switched
C) switch
D) to switch

12. Both sides seem ___ on to their determination ___ a peaceful solution, don't they?
A) to be held / finding
B) to be holding / to find
C) holding / to be finding
D) having held / found

13. It is sometimes difficult for parents ___ whether ___ their children for misbehaving.
A) to decide / to punish
B) deciding / to be punishing
C) being decided / punish
D) decided / having punished

14. A: Did you have difficulty ___ our office?
B: No, it was quite easy ___here.
A) to find / to have got
B) having found / getting
C) finding / to get
D) to be finding / get

15. I never seem ___ enough time ___ everything I want.
A) having / doing
B) to be having / done
C) have / to be doing
D) to have / to do

16.If I were you, I would forget ____ getting promoted there and look for more rewarding job somewhere else.
A) for
B) about
C) of
D) in

17. If you insist ____ having all this paperwork completed, how do you expect your staff ____ any time with customers?
A) of / spending
B) on / to spend
C) about / spent
D) for / spend

18. The manager wants us to concentrate ____ gaining new business and says that the head office will take care ____ looking after existing customers.
A) in / for
B) to / in
C) on / of
D) about / with

19. We've urged him ____ for the promotion, but he won't as he is afraid of ____.
A) to apply / being rejected
B) for applying / rejecting
C) applying / to be rejected

D) to have applied / rejected

20. The first woman ____ as a foreign correspondent in the United States was Margaret Fuller, who was also a social reformer, critic and teacher whose words enriched the lives of many people.
A) be served
B) being served
C) has served
D) to serve

21. The company needs someone _____ a programming supervisor.
A) being
B) to be
C) be
D) to being

22. I know why you can't read that sign; it is because of your eyes. I think they need _____.
A) to have them tested
B) testing
C) to test
D) be tested

23. After a while, we began _____ _____ the ball back and forth.
A) enjoying / hit
B) enjoying / to hit
C) to enjoy / to hit
D) to enjoy / hitting

24. I have just quit ____ to the bookstore entirely because he made me _____ so angry and embarrassed.
A) going / feel
B) to go / feel
C) going / to feel
D) to go / feeling

25. I remember quite clearly ____ the door before I left.
A) to lock
B) to locking
C) the locking of
D) locking

Test 7

1. You ____ your own canoe in order to join the canoe club. They cost a lot of money. You ____ mine whenever you want to canoeing.
A) mustn't buy / had borrowed
B) won't haven bought / should borrow
C) needn't buy / can borrow
D) might not buy / would borrow

2. He is so poor now it's hard to believe that when he was young, he ____ down the street in his Rolls Royce or sometimes his Jaguar car.
A) has been driving
B) would drive
C) should have driven
D) has driven

3. Just as my daughter was about to leave the house on her wedding day, my son spilt some tea on her dress. Fortunately, we ____ the stain with some special soap before the wedding took place.
A) were able to remove
B) must have removed
C) could remove
D) used to remove

4. A: Is Julian not visiting aunt May with us today?
B: Well, he has been called out to an emergency, but he ____ us there if he finishes early.
A) has joined
B) would be joining
C) was joining
D) might join

5. A: What were you doing at the bank yesterday?
B: I ____ my bank manager for a loan to repair our house, and luckily, I managed to get it.
A) must have asked
B) used to ask
C) had to ask
D) should have asked

6. A: I can't believe Jane isn't here to collect her award.
B: She ____ the invitation. We definitely should have checked that she had got it.
A) would rather not receive
B) must have failed to receive
C) isn't supposed to receive
D) needn't have received

7. A: Did you speak to Sam about the plans for the cake sale to raise money for charity?
B: Yes I did and she ____ bake some biscuits and cakes if she has time.
A) might be able to
B) was able to
C) used to
D) had better

8. Our plane ____ in Cairo hours ago, but we haven't even taken off from Heathrow yet.
A) was supposed to land
B) must have landed
C) ought to be landing
D) will have landed

9. This steak is a little bit undercooked for my taste. ____ putting it back under the grill for another five minutes?
A) Why don't you
B) Would you mind
C) Would you like
D) Do you prefer

10. A: I wonder why Mary didn't want to come shopping in Oxford street with us.
B: I don't know. She ____ short of money these days because her new kitchen cost her a lot of money.
A) could be
B) has been
C) can be

D) would be

11. I ____ to the office to send e-mail any longer. The company has bought me a lap top computer and a mobile phone which can be used for electronic mail and the Internet.
A) didn't use to return
B) may not return
C) needn't have returned
D) don't have to return

12. You ____ so envious of your brother. He is successful because, unlike you, he works extremely hard.
A) haven't been
B) won't be
C) weren't
D) shouldn't be

13. Oh dear, we seem to have run out of salt. I ____ to the corner shop before dinner.
A) am able to go
B) needn't go
C) must have gone
D) will have to go

14. I can't understand why Dad is now so careful with his money. He ____ such a generous person.
A) would be
B) has been
C) used to be
D) will be

15. Trade is so poor these days! We ____ just two cars since I started working here a month ago.
A) have been able to sell
B) used to sell
C) had to sell
D) are supposed to sell

16. He ____ as carefully as he claimed he was. Why did he bump me to the lamp post then?
A) doesn't have to drive
B) isn't supposed to drive
C) shouldn't have driven
D) can't have been driving

17. Not until the guests came in, I ran out of sugar and I _____ from my neighbour.
A) should have borrowed
B) had to borrow
C) could borrow
D) need to borrow

18. I'm so glad that I ____ to the meeting place on time yesterday despite the heavy traffic, or the boss would have been really annoyed.
A) was able to get
B) have got
C) used to get
D) had to get

19. Sean ____ married three months ago and since then he ____ out drinking with his old friends.

A) had got / ought not to go
B) used to get / couldn't have gone
C) got / hasn't been able to go
D) was getting / didn't have to go

20. These days, he ____ to stop smoking and playing cards as well because his wife is so strict with him, so his life will have changed completely soon.
A) could have tried
B) is trying
C) tried
D) had to try

21. They ought to ____ the train schedule beforehand. They ____ somewhere else now.
A) have checked / could be visiting
B) check / have visited
C) have checked / will have visited
D) have checked / have visited

22. It _____ our dog which barked continuously all night since it was sleeping inside with us.
A) can't have been
B) won't have been
C) shouldn't have been
D) might not be

23. Why are you wasting time? You _____ your work already.
A) need to have finished
B) could be finishing
C) must have finished
D) should have finished

24. Humans _____ smell about 10.000 scents, ranging from freshly cut flowers to the aversive smell of an angry skunk.
A) ought to
B) must
C) should
D) can

25. Jimmy is upstairs. He _____ his homework.
A) must be doing
B) should be doing
C) must have done
D) is able to done

Test 8

1. If I were you, I ____ a new car instead of struggling with this old one.
A) have bought
B) was buying
C) had bought
D) would buy

2. It's not long now before I start my new job in Menissa. I wish we ____ a suitable house for sale there, but it seems that we may have to hire one temporarily.
A) have found

B) could find
C) can find
D) will find

3. I'm sorry that I sent our driver for you. I wish I ____ you at the airport myself, but I had a meeting with the production team.
A) can meet
B) could have met
C) have met
D) would meet

4. Take a couple of extra traditional Turkish gifts with you in case you ____ any other members of the Scholz family during your Aunt's funeral.
A) meet
B) have met
C) were meeting
D) will meet

5. If you give me your tape recorder and a cassette in plenty of time, then, of course, I ____ the lecture for you on the day of your Aunt's funeral.
A) recorded
B) had recorded
C) would have recorded
D) will record

6. If I ____ you would be on your own all weekend, I ____ you over to our house.
A) know / have invited
B) have known / was going to invite
C) had known / would have invited
D) knew / will have invited

7. I wish you ____ me from the station to inform me that you were on your way – I ____ the dinner ready for your arrival home.
A) phone / can prepare
B) have phoned / will have prepared
C) phoned / will be preparing
D) had phoned / could have prepared

8. I wish a flight to Istanbul ____ less than two hundred pounds, then we would fly there a lot more often.
A) costs
B) could have cost
C) has cost
D) cost

9. I wish I ____ to my friends in Germany every day without getting a huge telephone bill.
A) have been talking
B) would talk
C) will talk
D) could talk

10. I'm sure my daughter ____ university life if she ____ but she is so shy.
A) had enjoyed / was socialising
B) enjoys / will have socialised

C) would enjoy / socialised
D) enjoyed / had been socialising

11. If our caravan ____ with a shower, it ____ more practical for longer holidays.
A) is to equip / can be
B) were equipped / would be
C) had been equipped / will be
D) equipped / could be

12. Had the Millennium Dome not been built, 750 million pounds ____ on health and education.
A) can be spent
B) must have been spent
C) could have been spent
D) will have spent

13. Apparently, a customer wanted to buy something in the window, but she had left by the time I arrived to open the shop. How I wish I ____ the bust.
A) hadn't missed
B) aren't missing
C) wouldn't have missed
D) don't miss

14. You ____ determined if you ____ to give up smoking permanently.
A) have been / wanted
B) have to be / want
C) could be / will have wanted
D) had been / would have wanted

15. My uncle keeps his share certificates and property deeds in a fireproof box in case a fire ____ out at his office.
A) had broken
B) breaks
C) was breaking
D) broke

16. New strict laws to combat illegal immigration into the UK mean that if a lorry driver ____ an illegal immigrant into the country, he personally ____ a £2000 fine.
A) brings / faces
B) would bring / had faced
C) had brought / is facing
D) can bring / could have faced

17. If ways of identifying criminals using DNA samples ____, the person who killed these two young teenagers five years ago would still be a free man.
A) aren't developing
B) wouldn't develop
C) hadn't been developed
D) couldn't develop

18. I don't know why you waste your money on sports centre membership. If you ____ along the coastal path every morning, you ____ fit without spending a penny.
A) had run / will get
B) run / would have got

C) were running / got
D) ran / would get

19. You had better complain to the manager if you think you ____ an unfair proportion of the work.
A) would be given
B) will have been giving
C) had given
D) have been given

20. Tiger Woods is one of the most successful golfers ever, but he ____ into many clubs in the southern US because of his colour had he been playing 50 years ago.
A) weren't going to allow
B) might not have allowed
C) hadn't been allowed
D) wouldn't have been allowed

21. Sue _____ in Istanbul, but her husband has just been appointed there, so she doesn't have much choice.
A) had better not live
B) would rather not live
C) wouldn't live
D) mustn't have lived

22. Would you mind if I ____ early this afternoon? I have a dentist appointment at 4:30.
A) have left
B) had left
C) leaving
D) left

23. I don't regret ____ her what I thought.
A) to tell
B) tell
C) to say to
D) telling

24. They tried ____ up the fence, but they couldn't.
A) putting
B) to put
C) to putting
D) of putting

25. Would you mind ____ your bicycle? It's in the way.
A) my moving
B) mine moving
C) I moving
D) me to move

Инструкция по выполнению:

Тестовые задания выполняются индивидуально. Правильным является только один ответ из предложенных. Внимательно прочитайте задание. Выберите к каждому заданию букву с подходящим, по вашему мнению, вариантом ответа.

3. Критерии оценки:

За каждый правильный ответ на вопросы заданий студент получает 1 балл, итого максимально 25 баллов за каждый тест. В течение первого курса студент выполняет два теста из предложенных. Итого студент может получить за тесты максимально 50 баллов в течение семестра.

• оценка «отлично» выставляется студенту, если он набирает от 25 до 20 баллов;
• оценка хорошо» выставляется студенту, если он набирает от 19 до 16 баллов;
• оценка «удовлетворительно» выставляется студенту, если он набирает 15-13 баллов;
• оценка неудовлетворительно» выставляется студенту, если он набирает 12 и менее баллов.

Темы мультимедийных презентаций

1. Diachronic characterization of ways to form the plural form of English nouns.
2. Diachronic characterization of ways to form the degrees of comparison of English adjectives and adverbs.
3. The historical development of the English articles.
4. The functions of prepositions in modern English.
5. Comparative structures and the ways to render them into Russian.
6. Diachronic characterization of ways to form the past forms of English verbs.
7. The ways to render the continuous and prefect aspects into Russian.
8. The ways to render English passive constructions into Russian.
9. The comparative analysis of passive forms in Russian and English.
10. An outline of Internet resources that can be used in teaching English Grammar.
11. The comparative analysis of the use of infinitives and participles in English and Russian.
12. The comparative analysis of the means of expressing modality in English and Russian.
13. Free and traditional use of forms expressing unreality.
14. Syntactical functions of gerunds and infinitives in English compared.
15. Diachronic analysis of modal verbs in English.

Критерии оценивания:

В течение семестра студент подготавливает одну презентацию на любую из предложенных тем. Студент может получить за презентацию максимально 22 балла:

22-18 баллов (оценка «отлично») выставляется студенту, если изложенный материал фактически верен, демонстрируется наличие глубоких исчерпывающих знаний в области изучаемого вопроса, грамотное, свободное и логически стройное изложение материала, широкое использование дополнительной литературы; заключение содержит выводы, логично вытекающие из содержания основной части;

17-13 баллов (оценка «хорошо») выставляется студенту, если отмечается наличие твердых и достаточно полных знаний в рамках темы презентации; четкое изложение материала; допускаются отдельные логические и стилистические погрешности; заключение содержит выводы, логично вытекающие из содержания основной части;

12-8 баллов (оценка «удовлетворительно») выставляется студенту, если в основном раскрывается тема; дан верный, но односторонний или недостаточно полный ответ на тему; обнаруживается недостаточное умение делать выводы и обобщения; выводы не полностью соответствуют содержанию основной части;

0-7 баллов (оценка «неудовлетворительно») выставляется студенту, если презентация логически не закончена, содержит грубые ошибки, студент не понимает сущности излагаемого материала, не уверен в ответах на дополнительные вопросы; выводы не вытекают из основной части.

Практико-ориентированные задания

1. Read the text, fill in the missing articles. Translate the text into Russian.

Australia

Australia is ... fifth and smallest of ... continents, three-quarters ... size of ... Europe, ... quarter ... size of ... Africa and ... sixth ... size of ... Asia or Americas. On ... other hand, it is by far ... largest island in ... world,

with ... coastline of 12,200 miles and .. over all area of almost three million square miles, which makes it slightly smaller than ... United States and about twenty-four times ... size of ... British Isles.

Geologically, Australia dates back at least 2,000 million years, and ... poet who described it as "... land as old as ... time" was not far wrong. Some people believe that it was once ... part of ... Antarctic continent. There is also ... theory that until ... few million years ago it was ... part of ... great land which reached ... north to ... Asia and ... east as far as ... New Zealand. ... skeletal remains indicate that at one time Australia was inhabited by ... giant land fauna, for example, ... kangaroos and ... emus up to three times their present size, and ... lizards up to twenty feet long. ... country's vegetation in those days was very much as it is now.

2. Fill in: all, every, none, both, either or neither:

Assistant: Can I help you, Madam?

Customer: Yes, I'd like to try 1) _____ these skirts on please.

Assistant: Of course. This way please. (A few minutes later) Is 2) _____ of them what you're looking for?

Customer: No. I'm afraid 3) _____ of them are suitable. They are 4) _____too big.

Assistant: Would you like to try something else?

Customer: Yes, please. I'd really like something trendy. 5) _____ my clothes are plain and 6) _____ of them are very nice. I'm fed up with them. 7) _____ time I go shopping, I say I'll get something more fashionable and I never do.

Assistant: Let's have a look. 8) _____ our clothes are on offer at the moment and we have something for 9) _____ age, size and taste. I'm sure we'll find something for you.

3. Read the letter. Put the verb in brackets into the correct tense. Translate the letter into Russian:

Dear Joanna,

I'm sorry to hear that you 1) ….. (not/be) well recently. I hope you're feeling better now.

As you know, I 2) ….. (not/exercise) for the last few months and of course, I 3) ….. (put on) some weight. Anyway, I 4) ….. (decide) that I really want to lose weight and get fit at the same time, so I 5) …..(join) the new gym in Greenstone Park. It's got excellent facilities! I 6) ….. (be) there several times and I really enjoy it. I 7) ….. (make) some new friends there, too! What else? Well, Rebecca and I 8) ….. (study) really hard for the last two weeks because we have a Maths exam tomorrow.

That's all for now. 9) ….. (you/think) about where you want to go on holiday this summer? Maybe we can go together!

Best wishes,

Paula.

4. Read the letter. Put the verb in brackets into the correct tense. Translate the letter into Russian:

Dear Jane

How are you? I 1) ….. (write) to you 'from Hawaii. The hotel we 2) ….. (stay) in is amazing!

It's very hot here and we 3) ….. (have) a great time, Today, we 4) ….. (be) all at the beach, Right now, my sisters, Carla and Daniela, 5) ….. (build) a sandcastle, Mum and Dad 6) ….. (play) beach volley for over an hour and Giovanni, my brother, 7) ….. (just/go) diving with his friends, They 8) ….. (go) diving every day, So far, I 9) ….. (try) windsurfing, It's really thrilling!

We 10) ….. (not/do) much sightseeing yet but tomorrow we 11) …… (go) on a trip round the island, We're all looking forward to it.

See you soon,

Luisa

5. Read the text and fill in *a, an* or *the* where necessary:

Popular Tourist Destinations and Attractions 1) ….. island of Bali is 2) ..... exciting holiday destination located in 3) ..... Indonesia. Many tourists travel there each year to explore its magnificent coral reefs and white sandy beaches.

4) ..... Delphi, lying on the slopes of 5) ..... Mt Parnassus is 6) ..... famous archaeological site in 7) ..... Greece. Some of the ruins that you can see there today are 8) .. . . .. Temple of Apollo, 9) ..... gymnasium, the stadium and the theatre.

10) ..... Ice Hotel at 11) ..... Balea Lake in 12) ..... Romania is the first ice hotel in 13) ..... Eastern Europe. It was built in 2006 deep in 14) ..... Fagaras Mountains, at 15) ..... altitude of 2,034 metres.

6. Life on earth is changing. Use the information given and discuss the problems outlined. Use the present tenses.

The facts: 1. Trees / provide / oxygen and homes for animals.
2. Many different species of fish / live on coral reefs.
3. Ocean life / produce / 90% of our oxygen.
4. Many people / use / coal and oil as fuel for heating their homes.
The changes: 1. Trees / disappear / because of fires and logging.
2. Fish / die / because fishermen / destroy / coral reefs.
3. Coal and oil supplies / decrease.
4. We / pollute / the oceans with rubbish.
The action taken: 1. Many governments / start / to plant new trees.
2. Some fishermen / stop / fishing near coral reefs.
3. Many people / change / to other sources of fuel for heating.
4. We / begin / to recycle rubbish instead of throwing it all away.

7. Read the letter. Put the verb in brackets into the correct tense. Translate the letter into Russian:

I remember the first time I1) ….. (go) abroad on holiday. I 2) ….. (just/leave) school. I 3) ….. (study) very hard for my final exams and I 4) ….. (feel) that I needed to get away. A friend of mine 5) ….. (want) to go away as well, so we 6) ….. (decide) to look at some brochures at a travel agent's. We 7) …… (search) for about an hour when my friend 8) ….. (find) the perfect holiday - two weeks in Cuba. We 9) ….. (be) very excited about it. Finally, the day of our holiday 10) …. (arrive). We 11) ….. just/leave) the house when the phone 12) ….. (ring). I 13) ….. (run) back into the house but the phone 14) …..(stop) by the time I 15) ….. (reach) it. When we 16) ….. (get) to the airport, we 17) ….. (check) in and 18) ….. (go) to the cafeteria. While we were having our coffee, the airline 19) …. (make) an announcement.

Our flight was delayed for eight hours. It was then that I 20) ….. (realise) what the phone call was about.

8. Read the dialogue. Put the verb in brackets into the correct tense. Translate the letter into Russian:

A: What 1) ….. (you / do) tonight, Bob?

B: I 2) ….. (try) to finish my homework because I 3) …..(go) to my cousin's wedding on Saturday and I 4) ….. (not/be able) to do it then.

A: What time 5) …… (the wedding/start) on Saturday?

B: The ceremony 6) ….. (begin) at 2 o'clock. Afterwards we 7) ….. (go) to the reception.

A: 8) …..(any of your friends/be) there?

B: No, but my cousin says I can bring a friend. 9) ….. (you/do) anything on Saturday night?

A: No, but I 10) ….. (feel) shy not knowing anyone else there.

B: Don't worry. It 11) ….. (be) a big party and I'm sure you 12) ….. (have) a great time.

A: OK, then! Thanks for inviting me.

9. Your family and you are planning a holiday abroad. Role-play the discussion, use as many means to express future actions as you can remember.

10. Do an internet search. Find an interview with any famous person you like. Render the interview into the indirect speech. Translate the interview into Russian.

11. Think about the changes in the life of your town / city in the course of the last 20-30 years. Present them in class, use the Passive voice.

12. Imagine that in preparation for a space mission, your group is going to spend a week together in a one-room apartment. Make a list of rules. Use the passive with modals and similar expressions. You may consider the following points: food, clothes, room temperature, noise, neatness, privacy, language, entertainment and others.

13. A hoax is an untrue story or trick that makes people believe something that is untrue. There are many e-mail hoaxes on the Internet. Do a search on Internet hoaxes and find some common hoaxes. Report them to your group.

14. Would you be willing to become extremely ugly physically if it meant you would live for 500 years at any physical age you choose? Discuss the problem with your partner.

15. Imagine that you and your family went sailing last Sunday. Use the verbs/phrases below and your own ideas to say what happened using infinitives or -ing forms:

• decide/go sailing • look forward to/relax • spend time/fish • dad/enjoy/steer • mum/prefer/sunbathe • begin/get dark • notice/storm approach • wind/too strong/control boat • dad/have difficulty steer • not able/prevent/boat/from overturn • coastguard/happen/see us • help/us/get on board • glad/be safe

16. Imagine that a friend of yours has joined a new college and is finding it difficult to make new friends. Use the prompts to give him advice. Use a variety of conditionals.

• look for other new students - looking for new friends too
• introduce yourself first - other students won't be nervous around you
• smile - people approach you
• be yourself - students enjoy talking to you
• join an afterschool club - meet students with the same interests

17. Imagine that you are going to have a week-long trip to the seaside. Act out a dialogue. Decide if you will have a packaged tour or you will go on your own. Talk about things that may happen during your holiday. Try to use as many modals for expressing probability as you can.

18. Imagine you are one of these people (you can choose any part you like): a famous 25-year old footballer; a famous 20-year old model; a 70-year old pensioner; a 14-year old teenager, who is not very popular with his classmates; a 40-year old manager of a prosperous company; a 25-year old mother of twin boys. Answer the questionnaire as if you were one of these people:

I am looking forward …… / I am interested ……. / I am bad ……. / I am good ……. / At the moment I am fed up with ……. / I get excited ……. / I have no intention ……. / I often think ……. / I sometimes dream …… / I approve ……. / I disapprove ……. / I always insist ……. / Last week I decided ……

Use gerunds and infinitives. Translate your answers into Russian.

19. Imagine that you have just won $10000. How would you use the money? Do an internet search for information about things you would do or buy. Share your information with the group. Use present / future unreal conditional sentences.

20. Do an internet search on a person who changed the world. How would life have been different if that person hadn’t been born? Discuss your findings with your groupmates.

Критерии оценивания:

При текущем контроле (на практических занятиях) за выполнение практико-ориентированных заданий студент может получить максимально 2 балла – итого 14 баллов в совокупности.

2 балла выставляется студенту, если задание выполнено без ошибок, демонстрируется наличие практического навыка в области изучаемого вопроса, грамотное и свободное изложение материала

1 балл выставляется студенту, если нет устойчивого навыка в рамках темы; допускается большое количество лексических, грамматических и стилистических ошибок.

Контрольные вопросы для проведения промежуточного контроля

Зимняя сессия
Вопросы к экзамену

1. The Use of the Indefinite Article with Nouns.
2. The Use of the Definite Article with Nouns.
3. The Use of Articles with Nouns of Material.
4. The Use of Articles with Geographic Names.
5. The Use of Articles with Proper Nouns.
6. Indefinite Pronouns “some”, “any”, “no”. Their Compounds.
7. Personal, Possessive and Demonstrative Pronouns
8. The Use of “many”, “much”, “a lot”, “(a) little”, “(a) few”.
9. The Noun. The Classification of Nouns.
10. The Plural of Nouns.
11. The Possessive Case of Nouns.
12. The Adjective. Degrees of Comparison.
13. The Position of an Adverb in a Sentence.
14. The Present Simple and the Present Continuous Tenses. Their Forms and Use.
15. The Present Perfect and the Present Perfect Continuous Tenses. Their Forms and Use.
16. Non-Continuous Verbs.
17. The Past Simple and the Past Continuous Tenses. Their Forms and Use.
18. The Use of “Used to” and “Would”.
19. The Past Perfect and the Past Perfect Continuous Tenses. Their Forms and Use.
20. The Future Simple and the Future Continuous Tenses. Their Forms and Use.
21. The Future Perfect and the Future Perfect Continuous Tenses. Their Forms and Use.
22. Other Means to Express Future Actions.
23. The Rules of Changing from Active into Passive Forms. The Prepositions “By” / “With”.
24. The Passive Voice with the Modal Verbs.
25. Passive Reporting Verbs. Personal / Impersonal Constructions.
26. Reported Statements and Commands.
27. Reported Questions.
28. Reporting a Dialogue. Introductory Verbs.
29. The constructions “either … or”, “neither … nor”, “both … and” and their use.
30. The comparison of adverbs
31. The use of “other”, “another”, “the others”.

Practically-oriented questions

32. Read the text, open the brackets. Put the verbs into the passive or the active voice. Translate the text into Russian.
33. Read the text, open the brackets. Put the verbs into the correct tenses.
34. Read the sentences. Transform them into the Passive voice where possible.
35. Read the sentences in the passive voice. Transform them into the active voice.
36. Read the dialogue. Transform it into the reported speech. Translate the text into Russian.
37. Transform the text from the indirect speech into the direct dialogue.
38. Transform the text into the passive voice.
39. Read the text. Fill in the missing articles.
40. Read the text. Correct the mistakes in the use of the past tenses.
41. Read the text. Correct the mistakes in the use of means to express future actions.
42. Read the text. Correct the mistakes in the use of the passive voice and passive constructions.
43. Read the text. Correct the mistakes in the use of prepositions.
44. Read the text. Correct the mistakes in the use of tenses.
45. Present an outline of Internet resources you can use to teach the present and future tenses.

46. Present an outline of Internet resources you can use to teach the passive voice.
47. Present an outline of Internet resources you can use to teach indirect speech.

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1
по дисциплине «ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА»

1. The Use of the Indefinite Article with Nouns.
2. The Present Perfect and the Present Perfect Continuous Tenses. Their Forms and Use.
3. Read the text, open the brackets. Put the verbs into the passive or the active voice. Translate the text into Russian.

Составитель _____ Пальмова Е.А.
Заведующий кафедрой _____ Демонова Ю.М.

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 2
по дисциплине «ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА»

1. The Use of the Definite Article with Nouns.
2. Non-Continuous Verbs.
3. Read the text, open the brackets. Put the verbs into the correct tenses.

Составитель _____ Пальмова Е.А.
Заведующий кафедрой _____ Демонова Ю.М.

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 3
по дисциплине «ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА»

1. The Use of Articles with Nouns of Material.
2. The Past Simple and the Past Continuous Tenses. Their Forms and Use.
3. Read the sentences. Transform them into the Passive voice where possible.

Составитель _____ Пальмова Е.А.
Заведующий кафедрой _____ Демонова Ю.М.

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 4
по дисциплине «ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА»

1. The Use of Articles with Geographic Names.
2. The Use of “Used to” and “Would”.
3. Read the sentences in the passive voice. Transform them into the active voice.

Составитель _____ Пальмова Е.А.
Заведующий кафедрой _____ Демонова Ю.М.

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 5
по дисциплине «ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА»

1. The Use of Articles with Proper Nouns.
2. The Past Perfect and the Past Perfect Continuous Tenses. Their Forms and Use.
3. Read the dialogue. Transform it into the reported speech. Translate the text into Russian.

Составитель _____ Пальмова Е.А.
Заведующий кафедрой _____ Демонова Ю.М.

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 6
по дисциплине «ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА»

1. Indefinite Pronouns “some”, “any”, “no”. Their Compounds.
2. The Future Simple and the Future Continuous Tenses. Their Forms and Use.
3. Transform the text from the indirect speech into the direct dialogue.

Составитель _____ Пальмова Е.А.

Заведующий кафедрой _____ Демонова Ю.М.

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 7
по дисциплине «ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА»

1. The Use of “many”, “much”, “a lot”, “(a) little”, “(a) few”.
2. Other Means to Express Future Actions.
3. Transform the text into the passive voice.

Составитель _____ Пальмова Е.А.
Заведующий кафедрой _____ Демонова Ю.М.

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 8
по дисциплине «ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА»

1. The Noun. The Classification of Nouns.
2. The Rules of Changing from Active into Passive Forms. The Prepositions “By” / “With”.
3. Read the text. Fill in the missing articles.

Составитель _____ Пальмова Е.А.
Заведующий кафедрой _____ Демонова Ю.М.

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 9
по дисциплине «ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА»

1. The Plural of Nouns.
2. The Passive Voice with the Modal Verbs.
3. Read the text. Correct the mistakes in the use of the past tenses.

Составитель _____ Пальмова Е.А.
Заведующий кафедрой _____ Демонова Ю.М.

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 10
по дисциплине «ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА»

1. The Possessive Case of Nouns.
2. Reported Statements and Commands.
3. Read the text. Correct the mistakes in the use of means to express future actions.

Составитель _____ Пальмова Е.А.
Заведующий кафедрой _____ Демонова Ю.М.

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 11
по дисциплине «ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА»

1. The Adjective. Degrees of Comparison.
2. Reported Questions.
3. Read the text. Correct the mistakes in the use of the passive voice and passive constructions.

Составитель _____ Пальмова Е.А.
Заведующий кафедрой _____ Демонова Ю.М.

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 12
по дисциплине «ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА»

1. The Position of an Adverb in a Sentence.
2. Reporting a Dialogue. Introductory Verbs.
3. Read the text. Correct the mistakes in the use of prepositions.

Составитель _____ Пальмова Е.А.
Заведующий кафедрой _____ Демонова Ю.М.

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 13
по дисциплине «ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА»

1. The Present Simple and the Present Continuous Tenses. Their Forms and Use.
2. The constructions “either … or”, “neither … nor”, “both … and” and their use.
3. Read the text. Correct the mistakes in the use of tenses.

Составитель _____ Пальмова Е.А.
Заведующий кафедрой _____ Демонова Ю.М.

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 14
по дисциплине «ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА»

1. The comparison of adverbs
2. The use of “other”, “another”, “the others”.
3. Present an outline of Internet resources you can use to teach the passive voice.

Составитель _____ Пальмова Е.А.
Заведующий кафедрой _____ Демонова Ю.М.

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 15
по дисциплине «ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА»

1. Personal, Possessive and Demonstrative Pronouns
2. The Future Perfect and the Future Perfect Continuous Tenses. Their Forms and Use.
3. Present an outline of Internet resources you can use to teach the present and future tenses.

Составитель _____ Пальмова Е.А.
Заведующий кафедрой _____ Демонова Ю.М.

Критерии оценивания:
84-100 баллов (оценка «отлично») выставляется студенту, если изложенный материал фактически верен, демонстрируется наличие глубоких исчерпывающих знаний в области изучаемого вопроса, грамотное, свободное и логически стройное изложение материала, широкое использование дополнительной литературы;
67-83 балла (оценка «хорошо») выставляется студенту, если отмечается наличие твердых и достаточно полных знаний в рамках темы; четкое изложение материала; допускаются отдельные логические и стилистические погрешности;
50-66 баллов (оценка «удовлетворительно») выставляется студенту, если отмечается изложение материала с отдельными ошибками;

0-49 баллов (оценка «неудовлетворительно») выставляется студенту, если ответ логически не закончен, содержит грубые ошибки, студент не понимает сущности излагаемого материала, не уверен в ответах на дополнительные вопросы.

Летняя сессия
Вопросы к зачету с оценкой

Theoretical questions

1. Conditional clauses of real condition.
2. Conditional clauses of unreal condition for the present and for the future.
3. Conditional clauses of unreal condition for the past.
4. The types of clauses with mixed condition and when they are used.
5. The use of conditional forms in the sentences with the structures "I wish" / "if only", the ways of rendering them into Russian.
6. The use of conditional forms in the sentences with the structures "would rather" / "had better".
7. The use of conditional forms in adverbial clauses of comparison.
8. The use of conditional forms in adverbial clauses of concession.
9 The use of conditional forms in adverbial clauses of purpose.
10. The use of conditional forms in object clauses.
11. Free and traditional use of forms expressing unreality.
12. Modal verbs to express ability, logical assumption, probability and possibility, the ways of rendering them into Russian.
13. Modal verbs to express obligation, duty and necessity, absence of necessity and prohibition, the ways of rendering them into Russian.
14. Modal verbs to express permission, requests, suggestions, offers, advice and criticism, the ways of rendering them into Russian.
15. The forms and different syntactic functions of the infinitive.
16. The forms and different syntactic functions of the gerund.
17. The forms and different syntactic functions of the participles.
18. Infinitive, gerundial and participial complexes.
19. The verbs after which we can use infinitives and gerunds a) with no difference in meaning; b) with difference in meaning.

Practically-based questions

20. Read the following situations, make up conditional clauses based on them.
21. Read the text. Open the brackets, use the correct tenses in the conditional sentences. Translate the sentences into Russian.
22. Read the following situations, make up sentences with the constructions “I wish” / “If only”.
23. Use the verbs in the following sentences in the necessary form of the conditional mood.
24. Fill in the necessary modal verbs.
25. Read the situation, give all possible explanations using modal verbs of deduction.
26. Translate the following sentences into English, use the modals.
27. Give all possible forms of the infinitives and gerunds of the following verbs.
28. Read the text, open the brackets, use an infinitive or a gerund.
29. Read the sentences. Find the subject and the predicate in them. Define the type of the predicate. Translate the sentences into Russian.
30. Read the sentences, define the type of the subordinate clauses in them.
31. Open the brackets, use the required form of the verb.
32. Present an outline of Internet resources you can use to teach clauses of real and unreal condition for the present and future.
33. Present an outline of Internet resources you can use to teach clauses of unreal condition for the past.
34. Present an outline of Internet resources you can use to teach clauses of modal verbs.
35. Present an outline of Internet resources you can use to teach non-finite forms of an English verb.

Критерии оценивания:
84-100 баллов (зачтено, отлично) - наличие твердых и достаточно полных знаний в объеме пройденной программы дисциплины в соответствии с поставленной программой курса целью; грамотное и логически стройное изложение материала при ответе, усвоение основной и знакомство с дополнительной литературой;
67-83 балла (зачтено, хорошо) - наличие определенных знаний в объеме пройденной программы дисциплины в соответствии с поставленной программой курса целью; грамотное и логически стройное изложение материала при ответе, усвоение основной литературы;
50-66 баллов (зачтено, удовлетворительно) - наличие некоторых знаний в объеме пройденной программы дисциплины в соответствии с поставленной программой курса целью; грамотное и логически стройное изложение материала при ответе, усвоение с частью основной литературы;
0-49 баллов (не зачтено, неудовлетворительно) - ответы не связаны с вопросами, наличие грубых ошибок в ответе, непонимание сущности излагаемого вопроса, неуверенность и неточность ответов на дополнительные и наводящие вопросы.

3 Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

Процедуры оценивания включают в себя текущий контроль и промежуточную аттестацию.

Текущий контроль успеваемости проводится с использованием оценочных средств, представленных в п. 2 данного приложения. Результаты текущего контроля доводятся до сведения студентов до промежуточной аттестации.

Промежуточная аттестация проводится:

Зимняя сессия – в форме экзамена.

Экзамен проводится по расписанию промежуточной аттестации в устной форме. Количество вопросов в экзаменационном задании – 3. Ответ оценивается по следующим критериям:

−полнота раскрытия темы;

−ясность изложения и структурированность;

−правильность использования грамматических и лексических конструкций, наличие терминологии по теме. Объявление результатов производится в день экзамена.

Результаты аттестации заносятся в экзаменационную ведомость и зачетную книжку студента.

Студенты, не прошедшие промежуточную аттестацию по графику сессии, должны ликвидировать задолженность в установленном порядке.

Летняя сессия – в форме зачета с оценкой.

Зачет проводится по окончании теоретического обучения до начала экзаменационной сессии.

Количество вопросов в билете – 3. Ответ оценивается по следующим критериям:

−полнота раскрытия темы;

−ясность изложения и структурированность;

−правильность использования грамматических и лексических конструкций, наличие терминологии по теме.

Объявление результатов производится в день зачета. Результаты аттестации заносятся в зачетную ведомость и зачетную книжку студента.

Студенты, не прошедшие промежуточную аттестацию по графику сессии, должны ликвидировать задолженность в установленном порядке.

Приложение 2

МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ

Учебным планом по направлению подготовки «Педагогическое образование» предусмотрены следующие виды занятий:

- практические занятия.

В ходе практических занятий формируются, углубляются и закрепляются знания студентов по всем рассматриваемым согласно Программе вопросам, систематизируются знания о грамматическом строе английского языка, развиваются навыки узнавания и употребления грамматических форм и конструкций в формальном и неформальном регистрах общения; навыки морфологического и синтаксического анализа языковых единиц.

При подготовке к практическим занятиям каждый студент должен:

– изучить рекомендованную учебную литературу;

– подготовить ответы на все вопросы по изучаемой теме;

–письменно решить домашнее задание, рекомендованные преподавателем при изучении каждой темы.

По согласованию с преподавателем студент может подготовить реферат, доклад или сообщение по теме занятия. В процессе подготовки к практическим занятиям студенты могут воспользоваться консультациями преподавателя.

Вопросы, не рассмотренные на практических занятиях, должны быть изучены студентами в ходе самостоятельной работы. Основная цель самостоятельной работы заключается в систематизации и закреплении полученных теоретических знаний и практических умений студентов. Работа в самостоятельном режиме обучения способствует: 1) формированию умений использовать рекомендованную литературу (основную и дополнительную, нормативную, справочную, научно-практическую, специальную и популярную), расширению лингвистического кругозора; 2) развитию самостоятельности и гибкости мышления, в том числе творческого; 3) определению и развитию профессиональных и научных интересов; 4) формированию исследовательских умений.

Контроль самостоятельной работы студентов над учебной программой курса осуществляется в ходе занятий методом устного опроса или посредством тестирования. В ходе самостоятельной работы каждый студент обязан прочитать основную и по возможности дополнительную литературу по изучаемой теме, выделить непонятные термины, найти их значение в энциклопедических словарях.

Студент должен готовиться к предстоящему практическому занятию по всем обозначенным в рабочей программе дисциплины вопросам.

При реализации различных видов учебной работы используются разнообразные (в т.ч. интерактивные) методы обучения, в частности интерактивная доска для подготовки и проведения практических занятий.

Для подготовки к занятиям, текущему контролю и промежуточной аттестации студенты могут воспользоваться электронной библиотекой ВУЗа http://library.rsue.ru/. Также обучающиеся могут взять на дом необходимую литературу на абонементе вузовской библиотеки или воспользоваться читальными залами вуза.

Методические рекомендации по написанию, требования к оформлению докладов

В целях расширения и закрепления полученных знаний при изучении данной дисциплины, студенту предлагается написание доклада. Тему доклада студент выбирает, исходя из круга научных интересов. Выполнение доклада преследует главную цель – использовать возможности активного, самостоятельного обучения в сочетании с другими формами учебных занятий и заданий по дисциплине.

Выполнение доклада позволяет решать следующие задачи обучения:

- глубже изучить отдельные темы учебной дисциплины;
- активизировать творческие способности учащихся, реализовать преимущества целенаправленной самоподготовки;
- позволяет дополнить текущий контроль знаний студентов;
- выработать навыки выполнения самостоятельной письменной работы, уметь работать с литературой, четко и последовательно выражать свои мысли.

Требования, предъявляемые к докладу:

- полное, глубокое и последовательное освещение темы;
- использование разнообразной литературы и материалов;
- ссылки на используемую литературу по тексту;
- самостоятельность изложения;
- аккуратность оформления работы;

- соблюдение установленных сроков написания и предоставления работы преподавателю.

Оформление доклада.

При написании доклада студенту следует соблюдать следующие требования к его оформлению:

1. Доклад выполняется на бумаге формата А4 машинописным способом: размер шрифта – 14 шрифт Times New Roman через полтора интервала; размер полей: левое – 30 мм, правое – 10 мм, верхнее и нижнее – 20 мм; нумерация страниц – в правом верхнем углу. Объем доклада: 10-15 листов.
2. Библиографические ссылки на использованные источники литературы при их цитировании рекомендуется оформлять подстрочными сносками. Цифровая нумерация подстрочных сносок начинается самостоятельно на каждом листе.
3. Каждая таблица, рисунок в докладе должны иметь сноску на источник литературы, из которого они заимствованы.

Структура доклада:

- титульный лист;
- лист содержания,
- основная часть работы,
- список использованной литературы,
- приложения.

Во введении указывается теоретическое и практическое значение темы и ее вопросов. Здесь также важно сформулировать цели и задачи, связанные с изучением и раскрытием темы, вкратце аргументировать план работы. Объем введения обычно не превышает 1 страницы.

В заключении приводятся основные, ключевые положения и выводы, которые вытекают из содержания работы. Весьма уместна и важна формулировка того, что дало вам изучение данной темы для накопления знаний по изучаемому курсу. Объем заключения может составлять до 2 страниц.

В списке использованной литературы источники приводятся в следующем порядке: сначала нормативно-правовые акты; затем научная, учебная литература, а также статьи из периодических изданий в алфавитном порядке с указанием полных выходных данных: фамилия и инициалы автора, название работы, место и год издания, название издательства; в конце списка приводятся официальные Интернет-ресурсы.

Методические рекомендации по решению практико-ориентированных заданий

Практико-ориентированная задание – это текстовое задание, носящее не только дидактический характер, но и достоверность описываемой ситуации, и доступность ее разрешения средствами изучаемого курса.

В практико-ориентированных заданиях важно понимание ситуации во введении в проблему, то есть уже в фабуле задания. Решение оказывается основанным не только на материале предмета, но и на опыте жизни.

При решении практико-ориентированных заданий рекомендуется придерживаться следующего алгоритма:

1. Тщательный анализ вопросов, предоставляемой информации и условий задания.
2. Установление отношений между данными и вопросом.
3. Составление плана решения задания. На данном этапе формируются умения алгоритмизации, рационализации решения.
4. Осуществление плана решения.
5. Проверка и оценка решения задания.

Методические рекомендации по подготовке презентаций

Для создания качественной презентации необходимо соблюдать ряд требований предъявляемых к организации и оформлению данных блоков.

Презентация предполагает сочетание информации различных типов: текста, графических изображений, музыкальных и звуковых эффектов, анимации и видеофрагментов. Поэтому необходимо учитывать специфику комбинирования фрагментов информации различных типов

Кроме того, оформление и демонстрация каждого из перечисленных типов информации также подчиняется определенным правилам. Так, например, для текстовой информации важен выбор шрифта,

для графической – яркость и насыщенность цвета, для наилучшего их совместного восприятия необходимо оптимальное взаиморасположение на слайде.

Рекомендуется сжатый, информационный способ изложения материала. Не стоит заполнять один слайд слишком большим объемом информации: человек в среднем может единовременно запомнить не более трех фактов, выводов, определений.

Один слайд презентации в среднем рассчитывается на 1,5-2 минуты. Для достижения наибольшей эффективности ключевые пункты отображаются по одному на каждом отдельном слайде.

Желательно присутствие на слайде блоков с разнотипной информацией (текст, графики, диаграммы, таблицы, рисунки), дополняющей друг друга.

Заголовки должны быть краткими и привлекать внимание аудитории.

В текстовых блоках необходимо использовать короткие слова и предложения.

Рекомендуется минимизировать количество предлогов, наречий, прилагательных.

В таблицах рекомендуется использовать минимум строк и столбцов.

Вся вербальная информация должна тщательно проверяться на отсутствие орфографических, грамматических и стилистических ошибок.

При проектировании характера и последовательности предъявления учебного материала должен соблюдаться принцип стадийности: информация может разделяться в пространстве (одновременное отображение в разных зонах одного слайда) или во времени (размещение информации на последовательно демонстрируемых слайдах).

Презентация должна дополнять, иллюстрировать то, о чем идет речь в докладе. С одной стороны, не должна становиться главной частью выступления, а с другой, не должна полностью дублировать материал.

Не рекомендуется перегружать слайд текстовой информацией; использовать блоки сплошного текста; в нумерованных и маркированных списках использовать уровень вложения глубже двух; использовать переносы слов; использовать наклонное и вертикальное расположение подписей и текстовых блоков; текст слайда не должен повторять текст, который произносится вслух (зрители прочитают его быстрее, чем расскажет выступающий, и потеряют интерес к его словам).

Желательно выполнять презентацию с использованием 10 – 15 слайдов (общая продолжительность не более 7-10 минут).