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Федеральное государственное бюджетное образовательное учреждение высшего образования
«Ростовский государственный экономический университет (РИНХ)»

УТВЕРЖДАЮ
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Рабочая программа дисциплины
Практическая грамматика

Направление подготовки
44.03.01 Педагогическое образование

Направленность (профиль) программы бакалавриата
44.03.01.15 Иностранный язык (английский)

Для набора 2025 года

Квалификация
Бакалавр

КАФЕДРА английского языка**Распределение часов дисциплины по семестрам / курсам**

Курс Вид занятий	1		Итого	
	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 28.02.2025 протокол № 9.

Программу составил(и): канд. пед. наук, Доц., Пальмова Е.А.

Зав. кафедрой: Тимошенко 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
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2. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ

ПКО-1:	Способен осуществлять профессиональную деятельность с использованием возможностей цифровой образовательной среды образовательной организации и открытого информационно-образовательного пространства
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 общего и среднего общего образования
ПКО-3:	Способен реализовывать основные общеобразовательные программы различных уровней и направленности с использованием современных образовательных технологий в соответствии с актуальной нормативной базой
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:	Участствует в проектировании предметной среды образовательной программы

В результате освоения дисциплины обучающийся должен:

Знать:

Знать цифровые сервисы и технологии, используемые в образовательной деятельности, а методы создания и публикации электронных образовательных ресурсов (ЭОР) на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 1-1)

Знать структуру и функционал цифровой образовательной среды, открытых информационно-образовательных ресурсов, современных технологиях планирования, организации и контроля образовательного процесса на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 1-2)

Знать международные и национальные платформы открытого образования, их ресурсы, форматы предоставления контента, возможности использования в образовательной деятельности на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 1-3)

Знать предметные методики преподавания, современные образовательные технологии, особенности учебного процесса, возрастные и индивидуальные особенности учащихся на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 3-1)

Знать методы и формы педагогической поддержки, современные подходы к сопровождению обучающихся, способы диагностики и коррекции трудностей в обучении на основе знаний материалов дисциплины Практическая грамматика английского языка (соотнесено с индикатором ПКО 3-2)

Знать содержание учебных программ, методике преподавания, научные концепции и теории, современные тенденции в изучении предмета на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 3-3)

Знать методы и формы организации учебной деятельности, способы развития интереса к предмету, возрастные и индивидуальные особенности учащихся, особенности организации урочной и внеурочной деятельности на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 3-4)

Знать принципы проектирования предметной среды, особенности создания развивающей образовательной среды, требования к организации учебного пространства, возможности использования мультимедиа и интерактивных технологий на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 3-5)

Уметь:

Уметь использовать цифровые сервисы для создания интерактивных заданий, мультимедийных презентаций, тестов, викторин, виртуальных экскурсий, видеозаписей уроков, дистанционных курсов, онлайн-зачётов и экзаменов на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 1-1)

Уметь осуществлять грамотное планирование, организацию, контроль и корректировку образовательного процесса, используя возможности цифровой среды, обеспечивающей единый доступ к ресурсам, интерактивное взаимодействие и получение обратной связи на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 1-2)

Уметь интегрировать ресурсы платформ в учебный процесс, используя высококачественный контент для обогащения и обновления материала, проведения лекций, семинаров, консультаций, дистанционных занятий, дополнительной подготовки учащихся на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 1-3)

Уметь осуществлять обучение, используя предметные методики и современные образовательные технологии, создавать условия для качественного усвоения материала, формировать прочные знания и навыки у обучающихся на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 3-1)

Уметь оказывать педагогическую поддержку, организуя процесс обучения и воспитания, направленный на достижение метапредметных, предметных и личностных результатов, выявлять и устранять трудности, обеспечивать успешное прохождение образовательного маршрута на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 3-2)

Уметь применять предметные знания, эффективно преподавая материал, организуя учебный процесс, способствующий лучшему усвоению знаний и развитию предметных компетенций у обучающихся на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 3-3)

Уметь организовывать деятельность, направленную на развитие интереса к учебному предмету, создавая условия для активной и творческой работы, проведения нестандартных уроков, экскурсий, конкурсов, олимпиад, кружков, факультативов, проектной деятельности на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 3-4)

Уметь проектировать предметную среду, подбирая необходимое оборудование, дидактические материалы, мебель, декорации, руководствуясь требованиями безопасности, эргономики и эстетики на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 3-5)

Владеть:

Владеть навыками создания качественных ЭОР, размещения их на специализированных платформах, обеспечения доступа учащихся к материалам, проведения мониторинга и оценки качества созданных ресурсов, привлечения учеников к созданию собственных образовательных продуктов на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 1-1)

Владеть методами и технологиями использования цифровой образовательной среды, эффективно применяет ее для повышения качества преподавания, формирования навыков самостоятельной работы у обучающихся, постоянного мониторинга результатов обучения и оперативного внесения корректировок в образовательный процесс на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 1-2)

Владеть способностью использовать ресурсы платформ для повышения квалификации, прохождения курсов повышения квалификации, изучения инновационных методик, применения лучшего международного опыта в своей профессиональной деятельности, обеспечивая преемственность и современный уровень преподавания на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 1-3)

Владеть навыками эффективного использования предметных методики и технологий, обеспечивающих активное включение учащихся в учебный процесс, формирование глубоких знаний и навыков, развитие креативности и инициативности на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 3-1)

Владеть навыками оказания поддержки и сопровождения, используя различные формы и методы работы, обеспечивающие полноценное развитие личности, приобретение прочных знаний и навыков, формирование универсальных учебных действий на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 3-2)

Владеть навыками использования предметных знаний для объяснения сложных тем, разработки оригинальных учебных материалов, организации исследовательской и проектной деятельности, стимулирующей интерес и глубину изучения предмета на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 3-3)

Владеть навыками увлечения учащихся предметом, повышения мотивации к обучению, обеспечения развития познавательного интереса, стремления к приобретению знаний и навыков, сформировав устойчивый интерес к дальнейшему изучению предмета на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 3-4)

Владеть навыками создания такой предметной среды, которая способствует развитию познавательной активности, творческих способностей, формирует положительную мотивацию к обучению, повышает качество образовательного процесса на основе знаний материалов дисциплины Практическая грамматика (соотнесено с индикатором ПКО 3-5)

3. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ**Раздел 1. English Nouns. Their Determiners and Quantifiers.**

№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
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.	Практические занятия	1	2	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
1.2	The subject-predicate agreement Singualria tantum. Pluralia tantum. The possessive case of nouns	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
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	Практические занятия	1	2	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
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	Самостоятельная работа	1	6	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
1.5	Noun Quantifiers 1. The use of "all", "none", "both", "both... and...". 2. The construction "neither... nor...". 3. The construction "either... or...".	Практические занятия	1	2	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
1.6	The use of "much", "many", "a lot of". The use of "little - a little", "few - a few".	Самостоятельная работа	1	2	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
Раздел 2. English Pronouns					
№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
2.1	The use of the indefinite pronouns "some", "any", "no" and their compounds. The pronouns "every" and "each". The compounds of "every".	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1

					ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
2.2	Personal and object pronouns. Possessive pronouns. The absolute form of possessive pronouns.	Самостоятельная работа	1	2	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
2.3	Reflexive pronouns and their use	Самостоятельная работа	1	2	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
2.4	Demonstrative pronouns and their use	Самостоятельная работа	1	2	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5

Раздел 3. Adjectives and Adverbs

№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
3.1	The Notion of an adjective. The comparison of adjectives. Comparative structures.	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
3.2	Semantic groups of adjectives. The order of adjectives in a sentence. Preparing reports using Microsoft Office 2007 software	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
3.3	The notion of an adverb. The position of adverbs in a sentence. The comparison of adverbs	Самостоятельная работа	1	2	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
3.4	Adjectives and Adverbs: summary and revision	Самостоятельная работа	1	2	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1

					ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
Раздел 4. The Verb. The Finite Forms. The Present Tenses					
№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
4.1	The Present Simple tense versus the Present Continuous tense. Their forms and use.	Практические занятия	1	2	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
4.2	The verbs not used in the continuous form. The verbs that can be used in the continuous form with a different meaning.	Самостоятельная работа	1	2	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
4.3	The Present Perfect Simple tense. The Present Perfect Progressive tense. Their forms and use.	Практические занятия	1	2	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
4.4	The Present Tenses: revision	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
Раздел 5. The Verb. The Finite Forms. The Past and the Future Tenses					
№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
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	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
5.2	The Past Simple tense versus the Present Perfect Simple tense. The difference in use.	Самостоятельная работа	1	2	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5

5.3	The Past Perfect Simple versus the Past Perfect Continuous, the forms and usage	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
5.4	Used to / Would for the habitual actions in the past.	Самостоятельная работа	1	2	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
5.5	The Future Simple tense versus the Future Continuous tense. Their forms and use.	Самостоятельная работа	1	2	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
5.6	The Future Simple tense versus the construction "to be going to"	Самостоятельная работа	1	2	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
5.7	The Future Perfect tense. The Future Perfect Continuous tense. Their forms and use.	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
5.8	The Past Tenses and the Future Tenses: revision	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
5.9	Other means to express future actions - the Present Simple tense, the Present Continuous tense, "to be going to".	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5

Раздел 6. The Reported Speech

№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
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6.1	Reported statements	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
6.2	Reported questions	Самостоятельная работа	1	6	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
6.3	Reported commands, requests, suggestions	Самостоятельная работа	1	2	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
6.4	Introductory verbs. Reporting a dialogue. Preparing reports using Microsoft Office 2007 software	Самостоятельная работа	1	6	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5

Раздел 7. The Passive Voice

№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
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".	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
7.2	Passive with modals and other verbs	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
7.3	Passive reporting verbs. Personal / impersonal construction. The construction "have something done"	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5

7.4	Подготовка к промежуточной аттестации	Экзамен	1	9	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
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Раздел 8. Forms Expressing Unreality

№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
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.	Практические занятия	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
8.2	Conditional Sentences of Mixed Condition Conditional clauses: making a report using Microsoft Office 2007 software	Самостоятельная работа	1	6	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
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".	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
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.	Самостоятельная работа	1	5	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
8.5	Free and traditional use of forms expressing unreality. The conditional forms in object clauses. Preparing reports using Microsoft Office 2007 software	Самостоятельная работа	1	6	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5

Раздел 9. The Non-Finite Forms of the Verb

№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
9.1	The infinitive: its forms and use. Syntactic functions of the infinitive	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2

					ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
9.2	The gerund: its forms and use. Syntactic functions of the gerund	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
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	Самостоятельная работа	1	6	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
9.4	Infinitive complexes. Gerundial complexes. Participial complexes.	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
9.5	Participle 1 and Participle 2: their forms and use. Preparing presentations using Microsoft Office 2007 software	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5

Раздел 10. Modal Verbs. Means of Expressing Modality in English

№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
10.1	Modal verbs "can", "could", "may", "might", "to be able to". Their forms, meanings and use.	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
10.2	Modal verbs "must", "have to", "to be to", "need". Their forms, meanings and use.	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
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	Самостоятельная работа	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2

					ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5
10.4	Подготовка к промежуточной аттестации	Зачет с оценкой	1	4	ПКО-1 ПКО-3 ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5

4. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

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

5. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

5.1. Учебные, научные и методические издания

	Авторы, составители	Заглавие	Издательство, год	Библиотека / Количество
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	45 экз.
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
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
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
5	Несветаилова 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
6	Шилова Л. В., Матросова О. П., Кропчева Т. В.	Communicative Grammar in Practice. INFINITIVE. GERUND.PARTICIPLES. Иностраный 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
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
8	Красикова, Е. Н., Калашова, А. С.	Практическая грамматика английского языка: сборник упражнений	Ставрополь: Северо-Кавказский федеральный университет, 2015	http://www.iprbookshop.ru/62993.html
9	Давидсон, Е. А.	Практическая грамматика английского языка. Формы глагола: учебное пособие	Новосибирск: Новосибирский государственный технический университет, 2019	http://www.iprbookshop.ru/99207.html

5.1. Учебные, научные и методические издания

	Авторы, составители	Заглавие	Издательство, год	Библиотека / Количество
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	Авторы, составители	Заглавие	Издательство, год	Библиотека / Количество
1	Рушинская И. С.	The English Verbals and Modals: практикум	Москва: ФЛИНТА, 2018	http://biblioclub.ru/index.php?page=book&id=83564
2	Андрienко 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
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
4	Воловикова М. Л., Манжелевская 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
5	Сергеева Ю. М.	English Articles in Use: учебное пособие	Москва: ФЛИНТА, 2017	http://biblioclub.ru/index.php?page=book&id=482347
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
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
8		EnglishMag: журнал	Воронеж: EnglishMag, 2018	http://biblioclub.ru/index.php?page=book&id=575376
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
10	Сырeсина, И. О., Гурова, И. П., Бондаренко, С. В., Горбачева, Е. Н.	Практическая грамматика английского языка: неличные формы глагола = Practical English Grammar: non-Finite Verbs: учебное пособие	Москва: Московский педагогический государственный университет, 2019	http://www.iprbookshop.ru/94668.html

5.2. 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>

5.3. Перечень программного обеспечения

OpenOffice

5.4. Учебно-методические материалы для обучающихся 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

Помещения для всех видов работ, предусмотренных учебным планом, укомплектованы необходимой специализированной учебной мебелью и техническими средствами обучения:

- столы, стулья;
- персональный компьютер / ноутбук (переносной);
- проектор;
- экран / интерактивная доска.

7. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ

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

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
<p>ПКО-1: Способен осуществлять профессиональную деятельность с использованием возможностей цифровой образовательной среды образовательной организации и открытого информационно-образовательного пространства</p>			
<p>Знать: функциональные возможности цифровых образовательных сред, преимущества и ограничения использования открытых образовательных ресурсов, принципы навигации и поиска необходимой информации в сети Интернет, основы кибербезопасности и информационной гигиены</p>	<p>Изучает принципы работы и особенности организации открытого информационно-образовательного пространства при обучении грамматической стороне речи</p>	<p>полное, развернутое, грамотное и логическое изложение вопроса</p>	<p>Э – вопросы 1-16 З – вопросы 1-10 УО – вопросы 20-23,31 Т – тесты 5-8 Пр – темы 1-5 ПОЗ – 10,13,20</p>
<p>Уметь: эффективно использовать доступные цифровые ресурсы и инструменты для организации учебного процесса, быстро осваивать новые платформы и сервисы, инициировать внедрение инновационных подходов в образовательную практику, интегрируя цифровое пространство в повседневную работу преподавателя</p>	<p>Создает интерактивные материалы с помощью специализированных онлайн-сервисов; самостоятельно изучает базовый функционал новых платформ; самостоятельно находит решения практико-ориентированных заданий, используя документацию или цифровое пространство</p>	<p>полнота и содержательность ответа; правильность выполнения заданий</p>	<p>Э – вопросы 32-40 З – вопросы 20-25 УО – вопросы 1-19 Пр – темы 6-10 ПОЗ – 6,9,17-20</p>

<p>Владеть: навыками создания и публикации цифровых учебных материалов, методами организации проектной деятельности в электронной среде, приемом внедрения геймификации и элементов смешанного обучения, участием в форумах и вебинарах, активно формируя цифровую компетентность себя и своих учеников</p>	<p>Применяет ИКТ и открытое информационно-образовательное пространство при обучении грамматической речи</p>	<p>полнота и содержательность ответа; правильность выполнения заданий</p>	<p>Э – вопросы 32-39 З – вопросы 20-27 УО – вопросы 20-31 Пр – темы 11-15 ПОЗ – 1-5, 7,8,10,13,20</p>
<p>ПКО-3: Способен реализовывать основные общеобразовательные программы различных уровней и направленности с использованием современных образовательных технологий в соответствии с актуальной нормативной базой</p>			
<p>Знать: содержание и структуру основных образовательных программ начального, основного и среднего общего образования, Федеральные государственные образовательные стандарты (ФГОС), современную нормативную базу в сфере образования, методики и приёмы применения информационных и коммуникационных технологий в образовательном процессе</p>	<p>Изучает понятийный аппарат практической грамматики английского языка и место применения предметных знаний в образовательных программах</p>	<p>правильность выполнения тестового задания; полнота и содержательность ответа на вопрос к опросу; соответствие представленной в ответах информации материалам учебной литературы</p>	<p>Э – вопросы 17-31 З – вопросы 11-19 УО – вопросы 1-19 Т – тесты 1-4 Пр – темы 1-5 ПОЗ – 1-5,7,8</p>
<p>Уметь: планировать и организовывать учебный процесс в соответствии с ФГОС, эффективно использовать разнообразные образовательные технологии, формировать предметные и метапредметные компетенции учащихся, оценивать результаты обучения, корректируя образовательный процесс при необходимости</p>	<p>Синтезирует новую информацию; логично, грамматически корректно строит высказывания в устной и письменной форме, реализуя при этом различные коммуникативные задачи; формулирует цели и задачи включения специальных знаний в обучающие программы различных уровней</p>	<p>полнота и правильность решения практико-ориентированных заданий; наличие логических выводов</p>	<p>Э – вопросы 40-47 З – вопросы 28-35 УО – вопросы 24-30 Пр – темы 6-10 ПОЗ – 6, 9-15</p>
<p>Владеть: методами диагностики исходного</p>	<p>Применяет особенности грамматического</p>	<p>умение отстаивать свою позицию;</p>	<p>Э – вопросы 40-47 З – вопросы 28-35</p>

уровня знаний и умений учащихся, приёмами организации совместной и индивидуальной учебной деятельности, технологиями мониторинга и оценки результатов освоения образовательных программ, приёмами включения современных образовательных технологий в урочную и внеурочную деятельность	построения английской речи без вмешательства родного языка, решает практико-ориентированные задания по изучаемым темам, грамотно включает специальные знания о грамматическом оформлении устной и письменной речи в учебный процесс	правильность использования учебных стратегий обучения грамматической стороне речи в практико-ориентированных заданиях; обоснованность обращения к базам данных, к современным методам и технологиям обучения и диагностикам	УО – вопросы 1-15 Пр – темы 11-15 ПОЗ – 16-20
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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

КУРС 1

Вопросы к экзамену

Теоретические вопросы

1. The Use of the Indefinite Article with Nouns. Examine how the rules governing the use of the indefinite article with common nouns can be reinforced through interactive digital exercises.

2. The Use of the Definite Article with Nouns. Discuss strategies for teaching the correct usage of the definite article with countable and uncountable nouns by creating a series of web-based quizzes.

3. The Use of Articles with Nouns of Material. Analyze the role of articles when used with material nouns, illustrating examples through a presentation.

4. The Use of Articles with Geographic Names. Evaluate effective methods for teaching articles with geographical terms using geographically oriented online games.

5. The Use of Articles with Proper Nouns. Design a set of exercises for practicing articles with proper nouns that integrates digital resources like blogs and social media posts.

6. Indefinite Pronouns “some”, “any”, “no”. Their Compounds. Create an interactive infographic explaining the difference between indefinite pronouns and their compounds

7. Personal, Possessive and Demonstrative Pronouns. Develop a strategy for consolidating knowledge about personal, possessive, and demonstrative pronouns using collaborative group work supported by cloud-based tools.

8. The Use of “many”, “much”, “a lot”, “(a) little”, “(a) few”. Compare the efficiency of using quiz-building tools versus short videos in helping students distinguish between quantitative expressions like many/much/a lot/little/few.

9. What categories exist for classifying nouns? Support your answer by referencing examples found in widely used online linguistic databases or interactive grammar platforms.

10. How do irregular plurals differ from regular ones? Demonstrate understanding by comparing findings from multiple authoritative digital resources.

11. Define the concept of possessive case for nouns. Discuss common pitfalls observed among learners, citing insights gained from prominent online grammar guides.

12. Outline the formation and usage of comparative and superlative degrees of adjectives. Draw parallels with exemplary cases retrieved from reputable digital repositories.

13. Analyze typical positions of adverbs in English sentences. Critically evaluate their role in enhancing clarity and meaning, referring to data obtained via popular online learning platforms.

14. Contrast the forms and usages of the Present Simple and Present Continuous tenses. Corroborate arguments by consulting instructional videos or blogs recommended by leading educational institutions.

15. Distinguish between the Present Perfect and Present Perfect Continuous tenses. Substantiate claims by analyzing diverse examples sourced from interactive online modules or mobile applications designed for grammar study.

16. Identify non-continuous verbs and justify why certain actions cannot logically occur in progressive forms. Validate reasoning through cross-referencing established online references or discussion boards frequented by linguists.

17. Construct a presentation plan illustrating the differences between Past Simple and Past Continuous tenses. Include interactive components for better engagement, such as digital worksheets or self-assessment quizzes, along with clear examples and practical exercises.

18. Design a lesson module introducing the nuances of expressing past habits with “used to” versus hypothetical scenarios with “would.” Integrate digital aids such as infographics or animated timelines for visual reinforcement.

19. Create a comparative table highlighting the distinctions between Past Perfect and Past Perfect Continuous tenses. Supplement it with online simulations or gamified tests to enhance student comprehension.

20. Plan a lesson sequence covering the formation and usage of Future Simple and Future Continuous tenses. Incorporate elements of blended learning, including video tutorials and collaborative group work facilitated by digital platforms.

21. Prepare a detailed guide explaining the mechanics of Future Perfect and Future Perfect Continuous tenses. Enhance it with live streaming sessions or flipped classroom approaches enabled by digital technologies.

22. Organize a series of short lectures on alternative ways to express future actions beyond traditional future tenses. Enrich presentations with hyperlinks to external resources or embedded videos illustrating key concepts.

23. Map out a step-by-step tutorial detailing transformations from active voice to passive voice, emphasizing prepositional variations (“by”/“with”). Ensure compatibility with current digital infrastructure for easy access and navigation.

24. Compose a set of practical exercises guiding students through constructing passive voice sentences with modal verbs. Embed dynamic links to supplementary online resources for further exploration.

25. Draft a lesson framework exploring passive reporting verbs and personal/impersonal constructions. Align content delivery with innovative teaching methodologies supported by modern educational software

26. Establish criteria for evaluating reported statements and commands. Implement mixed-media formats, such as audio recordings and interactive response systems, to ensure alignment with contemporary educational norms.

27. Devise a structured approach to teaching reported questions. Incorporate multi-platform tools, like cloud-based document sharing services, for seamless collaboration and feedback collection.

28. Outline strategies for presenting dialogues in reported speech. Emphasize introductory verbs and their contextual significance. Augment instruction with digitally enriched activities promoting critical thinking.

29. Explore the practical application of coordinating conjunctions (“either ... or”, “neither ... nor”, “both ... and”). Build integrated units combining lecture notes, real-time polling, and assessment via cloud-hosted quiz engines.

30. Deliver a coherent explanation of comparative adverbs. Curate an accompanying set of graded tasks, ensuring scalability across different proficiency levels and compatible with modern learning management systems.

31. Illustrate the correct usage of determiners "other," "another," and "the others." Construct interconnected lessons featuring microlearning techniques optimized for diverse educational settings and accessible through standardized digital platforms.

Практико-ориентированные задания (Practice-oriented questions)

32. Use an online grammar checker or digital learning platform to analyze the text. Change the verbs inside brackets into either passive or active voice depending on the context. Translate the text into Russian after completing the task.

33. Open the text using a digital interface (such as Google Docs). Alter the verbs placed in brackets into their respective correct tenses. Translate the modified text into Russian once complete.

34. With assistance from an online grammar resource or app, review the sentences and convert them into passive voice whenever possible. Show your steps clearly.

35. Work collaboratively with peers through an online platform (like Moodle or Canvas) to transform sentences originally in passive voice into active voice equivalents. Be sure to note down the reasons behind each change.

36. Record yourself reading aloud a dialogue. Using online tools, transcribe it into reported speech. Finally, translate the resulting text into Russian.

37. Employ an online conversion tool or educational website to convert a paragraph written in indirect speech into a direct dialogue. Document your process thoroughly.

38. Take advantage of interactive grammar exercises online to convert the entire text into passive voice. Pay close attention to accuracy.

39. Open the text in a word processor and insert the missing articles. Justify your decisions by providing screenshots or annotations.

40. Read the text. Correct the mistakes in the use of the past tenses. Based on the corrected version of the text, design a 10-minute digital remedial activity (using a tool like Wordwall) that would help students understand and fix their most common mistakes. Explain how this activity aligns with ФГОС.

41. Read the text. Correct the mistakes in the use of means to express future actions. After correcting the errors in the text, create a short scaffolded learning module that should have a link to an interactive online exercise you have selected or created.

42. Read the text. Correct the mistakes in the use of the passive voice and passive constructions. Using the corrected text as a basis, develop a plan introducing the use of the passive voice. Your lesson plan must align with ФГОС.

43. Read the text. Correct the mistakes in the use of prepositions. Based on the common preposition errors found in the text, design a gamified learning activity suitable for a 5th-grade classroom using a digital platform.

44. Read the text. Correct the mistakes in the use of tenses. Create a short feedback screencast. In the screencast, visually correct the tense errors on the screen and verbally explain the rules (2-3 minutes). Describe how this method of personalized digital feedback is more effective than traditional written correction and how it aligns with ФГОС.

45. Present an outline of Internet resources you can use to teach the present and future tenses for a 7th-grade class with mixed abilities. Justify your choice of each resource in relation to the students' varied learning needs.

46. Present an outline of Internet resources you can use to teach the passive voice. Ask students to find examples of the passive voice in online news articles, scientific blogs, or product descriptions. Outline the web resources they will explore, the task they must complete and how this activity fosters autonomous learning in a digital environment.

47. Present an outline of Internet resources you can use to teach indirect speech. Imagine you are flipping your classroom to teach reported speech. Create a pre-class online assignment for your 9th-grade students. Explain how this "flipped" approach aligns with the goals of using modern educational technology to enhance learning outcomes.

Экзаменационное задание (билет) включает 2 теоретических вопроса (формируются из представленных вопросов к экзамену) и 1 практико-ориентированное задание (формируется из перечня заданий, представленных в разделе Вопросы к экзамену. Практико-ориентированные задания (Practice-oriented questions)).

Критерии оценивания:

Максимальное количество баллов за экзаменационное задание – 100 (60 баллов максимально за теоретические вопросы, 40 баллов максимально за практико-ориентированное задание).

Критерии оценивания одного теоретического вопроса.

Критерии оценивания теоретического вопроса	Баллы
Изложенный материал фактически верен, наличие глубоких исчерпывающих знаний; правильные, уверенные действия по применению полученных знаний на практике, грамотное и логически стройное изложение материала при ответе	30-21
Наличие твердых и достаточно полных знаний, правильные действия по применению знаний на практике, четкое изложение материала, допускаются отдельные логические и стилистические погрешности, неуверенность и неточность ответов на дополнительные и наводящие вопросы	20-11
Неполный ответ на вопросы; затрудняется ответить на дополнительные вопросы	1-10
Ответ не связан с вопросами, наличие грубых ошибок в ответе, непонимание сущности излагаемого вопроса, неумение применять знания на практике, неуверенность и неточность ответов на дополнительные и наводящие вопросы	0
<i>Максимальный балл за ответ на теоретический вопрос</i>	<i>30</i>

Критерии оценивания одного практико-ориентированного задания.

Критерии оценивания практико-ориентированного задания	Баллы
Практико-ориентированное задание выполнено в полном объеме, в представленном решении обоснованно получены правильные ответы, проведен анализ, дана грамотная интерпретация полученных результатов, сделаны выводы	40-31
Практико-ориентированное задание выполнено в полном объеме, но при анализе и интерпретации полученных результатов допущены незначительные ошибки, выводы – достаточно обоснованы, но неполны	30-21
Практико-ориентированное задание выполнено не в полном объеме, при анализе и интерпретации полученных результатов допущены ошибки, выводы – но неполные или отсутствуют	1-20
Практико-ориентированное задание выполнено полностью неверно или отсутствует решение	0
<i>Максимальный балл за решение практико-ориентированного задания</i>	<i>40</i>

Итоговая оценка формируется из суммы набранных баллов за выполнение экзаменационного задания (2 теоретических вопроса и 1 практико-ориентированное задание) и соответствует шкале:

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

Вопросы к зачету с оценкой

Theoretical questions

1. Conditional Clauses of Real Condition. Analyze the structure and usage of first type conditional clauses. Provide examples from digital educational platforms or interactive grammar exercises, showing how real conditions are expressed in English.
2. Examine second-type conditional clauses expressing unreal situations in the present or future. Create a short interactive quiz using a digital tool to test learners' understanding of conditional clauses of unreal condition for

the present and future. Provide a link to your quiz and explain your pedagogical choices in selecting the questions.

3. Discuss third-type conditional clauses describing impossible events in the past. Back up your explanation with examples drawn from reputable online grammar tutors or interactive training modules.

4. Identify instances of mixed conditional sentences blending different time frames. Cite online reference tools or scholarly articles to clarify their proper usage in everyday communication. Compare their explanations, examples, and effectiveness for a B1-level learner.

5. Outline the nuanced use of subjunctive mood triggered by phrases like 'I wish'. Compare translations into Russian, considering cultural and linguistic subtleties, possibly by referencing bilingual dictionaries or translation platforms.

6. Investigate how preferences and advice are conveyed through 'would rather' and 'had better'. Collect samples from online conversational datasets or grammar blogs to highlight typical usage patterns.

7. The use of conditional forms in adverbial clauses of comparison. Find examples of adverbial clauses of comparison (e.g., "as if," "as though") in two different digital genres (e.g., a scientific article and a piece of fan fiction). Analyze how the use of conditional forms (mood) differs between these genres and why.

8. Illustrate concessions introduced by 'even though,' 'although,' etc., alongside conditional forms. Provide illustrative examples gleaned from digital archives or grammar-focused podcasts.

9. Describe the use of conditional structures in clauses specifying purposes (e.g., 'in order that'). Gather supporting evidence from interactive grammar drills or academic papers.

10. Demonstrate how conditional forms appear in subordinate object clauses. Extract representative examples from educational websites or peer-reviewed publications.

11. Develop a lesson plan to teach the difference between free and traditional forms of expressing unreality (conditional moods). Explain how these forms vary in different registers and contexts, providing examples from authentic digital resources such as online newspapers, literature, or films.

12. Modal Verbs to Express Ability, Logical Assumption, Probability, and Possibility. Design a digital activity (quiz, game, etc.) to help students distinguish between modal verbs expressing ability (can, could), logical assumptions (must, might), probabilities (may, might) and possibilities (could, should). Illustrate how these modals are rendered differently in Russian.

13. Modal Verbs to Express Obligation, Duty, Necessity, Absence of Necessity, and Prohibition. Create a digital worksheet that helps learners differentiate between modal verbs used to indicate obligation (must, have to), duty (ought to, shall), necessity (need to, be supposed to), absence of necessity (don't need to, haven't got to), and prohibition (can't, mustn't). Clarify the challenges faced by Russian speakers when translating these modal verbs.

14. Modal Verbs to Express Permission, Requests, Suggestions, Offers, Advice, and Criticism. Propose an interactive online exercise that teaches students how to use modal verbs for giving permissions (may, ca*), making requests (could, will), suggesting ideas (might, should), offering options (would, could), advising actions (should, ought to), and criticizing behaviour (mustn't, shouldn't). Highlight common difficulties encountered by Russian-speaking learners

15. Forms and Different Syntactic Functions of the Infinitive. Construct a multimedia presentation to explain the various forms and syntactic functions of the infinitive (bare infinitive, perfect infinitive, continuous infinitive, etc.). Provide ample examples and exercises for practicing each type, taking into consideration the peculiarities of Russian learners.

16. Forms and Different Syntactic Functions of the Gerund. Prepare a digital lesson that introduces the gerund forms (simple gerund, perfect gerund, etc.) and explains their syntactic functions (subject, object, complement, etc.). Use interactive activities and online quizzes to reinforce understanding, addressing potential confusions for Russian native speakers.

17. Forms and Different Syntactic Functions of the Participle. Design an interactive exercise or mini-course that illustrates the various forms of participles (present participle, past participle, perfect participle) and their

functions (adjectival, adverbial, etc.). Include clear definitions, examples, and practice tasks, ensuring relevance for Russian-speaking students.

18. Infinitive, Gerundial, and Participial Complexes. Compile a comprehensive online resource that demonstrates the composition and use of infinitive, gerundial, and participial complexes. Guide students through recognizing and creating such constructions, while clarifying the challenges typically experienced by Russian learners.

19. The Verbs After Which We Can Use Infinitives and Gerunds. Build a mind map that catalogs verbs allowing both infinitives and gerunds with identical meanings and verbs that produce different meanings when combined with infinitives vs. gerunds. Accompany the activity with extensive examples and translation tips for Russian speakers.

Practice-oriented questions

20. Read the following situations describing common student errors or real-life classroom scenarios. Based on them, create two original **first or second conditional** sentences that an English teacher could use to explain these concepts to students. Then, find and note one authentic example of this type of conditional from an online English-language news article or blog.

21. Read the provided text below. First, open the brackets and use the correct tenses in the conditional sentences. Second, translate the sentences into Russian. Finally, imagine you found this text on a website for English learners. Evaluate its suitability for a A-2-level class. Based on your evaluation, suggest one specific digital tool or online resource you would recommend to your students to help them better understand the grammar point practiced here, and justify your choice.

22. Reflect on the provided situations and construct sentences using the constructions "I wish" or "If only." Verify your work using online grammar tools and digital dictionaries. Translate each sentence into Russian.

23. Below are sentences taken from an online forum where non-native English teachers are discussing teaching methods. The verbs in bold need to be put into the necessary form of the conditional mood. Correct the sentences. After correcting, use an online grammar checker to analyze your corrected versions.

24. Fill in the necessary modal verbs in the following sentences about classroom technology use. Then, create a short, simple digital poster or a short social media-style post that visually explains the difference in meaning between two of the modals you used.

25. Read the situation below. Imagine you are in an online teachers' forum. Post a message giving all possible explanations for the situation using modal verbs of deduction (must, might, could, may, can't).

26. Translate the provided sentences into English, properly using modal verbs. Double-check your work with digital translation tools and grammar guides. Submit both original and translated sentences through the designated online platform.

27. Give all possible forms of the infinitives and gerunds for the following verbs: to teach, to learn, to assess. Then, using a digital tool of your choice, create a simple visual guide (like a mind map or a small poster) that organizes these forms and provides a brief example for each. The focus is on creating a clear and useful digital learning aid for a student.

28. You are teaching a lesson on the difference between the Infinitive and Gerund. Analyze the following text and prepare three sentences of your own that would best help your students understand this grammatical challenge. Explain your choice.

29. Analyze the sentences below. Identify the subject and the predicate in each. Determine the type of predicate (Simple Nominal, Compound Nominal, Compound Verbal). Create a short exercise (3-4 sentences) that you could use in a 5th grade to practice this topic.

30. Below are complex sentences. Identify the type of subordinate clause in each. Design a 5-minute communicative activity (e.g., a game, a role-play, or a discussion) that would encourage students to use at least two types of these clauses in their own speech.

31. Imagine your students are struggling with verb tense agreement. The sentence below contains a verb in brackets. Write a short contextualizing paragraph (2-3 sentences) that would precede this sentence in a story, making the required verb form logical and clear to your students.
32. Using modern educational technologies, create a step-by-step outline for a 10-minute activity using online resources (e.g., interactive exercises, video clips, or quizzes) to introduce real and unreal conditionals (Present and Future) to a B1-level class. Specify the resource(s) you would use and the aim of each step.
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. Justify your choice of each resource and outline one activity for each.
35. Present an outline of Internet resources you can use to teach non-finite forms of an English verb.

Зачётное задание (билет) включает 2 теоретических вопроса (формируются из представленных вопросов к зачету) и 1 практико-ориентированное задание (формируется из перечня заданий, представленных в разделе Вопросы к зачету с оценкой. Practice-oriented questions).

Критерии оценивания:

Максимальное количество баллов за экзаменационное задание – 100 (60 баллов максимально за теоретические вопросы, 40 баллов максимально за практико-ориентированное задание).

Критерии оценивания одного теоретического вопроса.

Критерии оценивания теоретического вопроса	Баллы
Изложенный материал фактически верен, наличие глубоких исчерпывающих знаний; правильные, уверенные действия по применению полученных знаний на практике, грамотное и логически стройное изложение материала при ответе	30-21
Наличие твердых и достаточно полных знаний, правильные действия по применению знаний на практике, четкое изложение материала, допускаются отдельные логические и стилистические погрешности, неуверенность и неточность ответов на дополнительные и наводящие вопросы	20-11
Неполный ответ на вопросы; затрудняется ответить на дополнительные вопросы	1-10
Ответ не связан с вопросами, наличие грубых ошибок в ответе, непонимание сущности излагаемого вопроса, неумение применять знания на практике, неуверенность и неточность ответов на дополнительные и наводящие вопросы	0
<i>Максимальный балл за ответ на теоретический вопрос</i>	<i>30</i>

Критерии оценивания одного практико-ориентированного задания.

Критерии оценивания практико-ориентированного задания	Баллы
Практико-ориентированное задание выполнено в полном объеме, в представленном решении обоснованно получены правильные ответы, проведен анализ, дана грамотная интерпретация полученных результатов, сделаны выводы	40-31
Практико-ориентированное задание выполнено в полном объеме, но при анализе и интерпретации полученных результатов допущены незначительные ошибки, выводы – достаточно обоснованы, но неполны	30-21
Практико-ориентированное задание выполнено не в полном объеме, при анализе и интерпретации полученных результатов допущены ошибки, выводы – но неполные или отсутствуют	1-20
Практико-ориентированное задание выполнено полностью неверно или отсутствует решение	0
<i>Максимальный балл за решение практико-ориентированного задания</i>	<i>40</i>

Итоговая оценка формируется из суммы набранных баллов за выполнение экзаменационного задания (2 теоретических вопроса и 1 практико-ориентированное задание) и соответствует шкале:

- 84-100 баллов (зачтено / оценка «отлично»);
- 67-83 баллов (зачтено / оценка «хорошо»);
- 50-66 баллов (зачтено / оценка «удовлетворительно»);
- 0-49 баллов (не зачтено / оценка «неудовлетворительно»).

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 used 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)

Критерии оценивания ответа на вопрос к устному опросу на занятии	Баллы
изложенный материал фактически верен, демонстрируется наличие глубоких исчерпывающих знаний в области изучаемого вопроса, грамотное, свободное и логически стройное изложение материала	2
знания носят поверхностный характер; допускается много логических и стилистических ошибок	1
Ответ на вопрос не предоставлен	0
<i>Максимальный балл за ответ на вопрос к устному опросу на занятии</i>	<i>2</i>

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

5. I've seen ____ of his work to know that he's ready for a promotion.

- A) a number D) several
B) both E) enough
C) a few

6. Personally, of the two halls, I prefer the one closer to the airport, but ____ seems suitable to hold our conference in.

- A) both D) none
B) all E) every
C) either

7. Blood flows to ____ parts of the body through the circulatory system, which is composed of arteries, veins and capillaries.

- A) only a little D) all
B) much E) every
C) whole

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 D) plenty of
B) little E) small number of
C) the whole

9. ____ of the area managers is going to report his total sales to head office ____ two weeks.

- A) All / each D) Every / several
B) Both / another E) Each / every
C) Any / all

10. We had had so much rain that the fields on ____ sides of the river were ____ flooded.

- A) every / both D) all / much

- B) neither / each E) both / all
C) each / most

11. When the river was flooded, the farmhouse was surrounded by water on _____ sides.

- A) every D) all
B) either E) neither
C) each

12. _____ sheep escaped from Farmer Gile's field last week, and so far, only _____ of them has been found.

- A) Several / one D) Some / enough
B) Many / a few E) A few / some
C) More / each

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 D) their / them
B) him / theirs E) his / it
C) them / its

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
- B) as skillfully as
- C) more skillfully
- D) the most skillful
- E) skillfully enough

14- She couldn't believe that her son had behaved ---- to be disciplined by the teacher.

- A) as bad as
- B) worse than
- C) the worst
- D) so badly that
- E) badly enough

15- The courts dealt with the farmer who had shot the thief ---- tolerantly ---- most people considered appropriate.

- A) more / as
- B) so / as
- C) the most / than
- D) less / than
- E) too / that

16- Because it all happened ----, he couldn't give the officer an accurate description of his attackers.

- A) so suddenly
- B) as sudden
- C) too sudden
- D) as suddenly
- E) the most sudden

17- The people have ---- distrust of the government in this African nation that few residents expect the elections to be fair.

- A) so
- B) such
- C) as
- D) like
- E) much

18- He is feeling ----it can be expected after ---- a major operation.

- A) well enough / like
- B) so well that / so
- C) as well as / such
- D) better than / that
- E) the best / as

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
- D) tall enough

- B) the tallest E) as tall as
C) much taller

23. Canadian wolves are _____ wolves in the world and twice _____ a large dog.

- A) larger than / so big D) too large / too big
B) the largest / as big as E) so large / the biggest
C) large enough / bigger than

24. _____ we climbed, _____ the air became, which made it difficult for us to proceed.

- A) The higher / the colder D) As high / so cold
B) The highest / the coldest E) So high / very cold
C) To high / too cold

25. Simon and John are twins, but they are not identical ones, In fact, they are quite _____ from each other.

- A) similar D) complete
B) the same E) suitable
C) different

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 D) have been working / refused
B) are working / were refusing E) will have worked / had refused
C) will be working / have 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 D) is going to shrink / have washed
B) has shrunk / had washed E) is shrinking / have been washing
C) will shrink / washed

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 D) are improving / has gone
B) will be improving / will go 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 D) are remaining / are stopping
B) will have remained / were stopping E) will remain / stop
C) are going to remain / will 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 D) will have originated / involved
B) originated / involves E) is originating / was involving
C) was originating / is 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
C) were staying / didn't have
D) stay / aren't having
E) have stayed / weren't having
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
C) were walking / have been marching
D) walked / were marching
E) are walking / had marched

- B) smoked / could smell E) are smoking / might smell
C) have been smoking / can smell

18. This is the fifth time they ---- this record this morning. I wonder when they ---- tired of it?

- A) play / are getting D) are played / have got
B) were played / got E) have played / will get
C) had played / were getting

19. Sugar-free chewing gums ---- in the 1950s, and by the 1980s several brands ---- on the market.

- A) were introducing / were appearing D) would have introduced / appeared
B) were introduced / had appeared E) have been introduced / would be appearing
C) had been introduced / will appear

20. I really hate ---- waiting at the dentist.

- A) being kept D) having kept
B) to be keeping E) to keep
C) to have kept

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 D) has been announcing
B) is going to announce E) is being announced
C) will have been announced

22. Medicines and chemical cleaning liquids ---- out of children's reach.

- A) should be kept D) have kept
B) must have kept E) used to keep
C) need to keep

23. The coach driver couldn't see through the window because it ---- properly.

- A) doesn't clean D) hadn't been cleaned
B) didn't use to clean E) hasn't cleaned
C) wasn't supposed to clean

24. Are you sure my table ---- by this cleaning fluid?

- A) won't have damaged D) isn't damaging
B) hadn't damaged E) hasn't been damaging
C) won't be damaged

25. It's our principle that the petrol tank ---- before the rental car ---- to the customer

- A) is filled / is delivered D) was filled / had delivered
B) must be filled / has delivered E) will have filled / delivers
C) is filled / will be delivered

Test 5

1. "I know her," he said. – He said that he ---- her.

- A) know C) knows
B) knew D) had known

2. "I'll do it tonight," he said. – He said that ----.

- A) he'll do it tonight C) he'll do it that night
B) he'd do it tonight 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.

Обучающемуся предлагается дать ответы на 50 тестовых заданий, сгенерированных случайным образом из представленных выше.

Критерии оценивания: Каждый верный ответ оценивается в 1 балл. Максимальное количество баллов – 50:

Критерии оценивания выполнения одного тестового задания	Баллы
Обучающийся ответил правильно на тестовое задание	1
Обучающийся не ответил правильно на одно тестовое задание	0
<i>Максимальный балл за выполнение тестового задания</i>	<i>1</i>

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 perfect 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 I 1) (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.

Критерии оценивания практико-ориентированных заданий при текущем контроле	Баллы
задание выполнено без ошибок, демонстрируется наличие практического навыка в области изучаемого вопроса, грамотное и свободное изложение материала	2
нет устойчивого навыка в рамках темы; допускается большое количество лексических, грамматических и стилистических ошибок	1
Практико-ориентированное задание не выполнено или процент правильных ответов <40%	0
<i>Максимальный балл за выполнение практико-ориентированного задания</i>	<i>2</i>

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.

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 решению практико-ориентированных заданий

Практико-ориентированное 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 одновременно 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).