

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

УТВЕРЖДАЮ
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« ____ » _____ 20__ г.

**Рабочая программа дисциплины
Практическая грамматика английского
языка**

направление 44.03.05 Педагогическое образование (с двумя профилями подготовки)
направленность (профиль) 44.03.05.18 Иностранный язык (английский) и Иностранный
язык (немецкий)

Для набора 2024 года

Квалификация
Бакалавр

КАФЕДРА английского языка

Распределение часов дисциплины по семестрам

Семестр (<Курс>.<Семестр на курсе>)	1 (1.1)		2 (1.2)		3 (2.1)		Итого	
	Неделя		17 5/6		16 2/6			
Вид занятий	УП	РП	УП	РП	УП	РП	УП	РП
Практические	36	36	34	34	32	32	102	102
Итого ауд.	36	36	34	34	32	32	102	102
Контактная работа	36	36	34	34	32	32	102	102
Сам. работа	36	36	38	38	40	40	114	114
Часы на контроль			36	36			36	36
Итого	72	72	108	108	72	72	252	252

ОСНОВАНИЕ

Учебный план утвержден учёным советом вуза от 29.08.2024 протокол № 1.

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

Зав. кафедрой: Демонова Ю.М.

1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

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

2. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ

ПКО-3.1: Осуществляет обучение учебному предмету на основе использования предметных методик и современных образовательных технологий

ПКО-3.2: Осуществляет педагогическую поддержку и сопровождение обучающихся в процессе достижения метапредметных, предметных и личностных результатов

ПКО-3.3: Применяет предметные знания при реализации образовательного процесса

ПКО-3.4: Организует деятельность обучающихся, направленную на развитие интереса к учебному предмету в рамках урочной и внеурочной деятельности

ПКО-3.5: Участвует в проектировании предметной среды образовательной программы

ПКО-1.1: Владеет средствами ИКТ для использования цифровых сервисов и разработки электронных образовательных ресурсов

ПКО-1.2: Осуществляет планирование, организацию, контроль и корректировку образовательного процесса с использованием цифровой образовательной среды образовательной организации и открытого информационно-образовательного пространства

ПКО-1.3: Использует ресурсы международных и национальных платформ открытого образования в профессиональной деятельности учителя основного общего и среднего общего образования

В результате освоения дисциплины обучающийся должен:

Знать:

закономерности и принципы проектирования предметной среды образовательной программы, в том числе грамматические правила по всем разделам морфологии и синтаксиса современного английского языка; грамматические особенности английского языка по сравнению с русским языком; терминологию, принятую в английском языке для описания грамматических явлений, алгоритм использования ИКТ для использования цифровых сервисов и разработки электронных образовательных ресурсов

Уметь:

образовывать грамматические формы и конструкции; выбирать и употреблять грамматические конструкции в зависимости от ситуации общения; варьировать грамматическое оформление высказывания при изменении коммуникативного намерения; формулировать грамматическое правило с опорой на схему или таблицу; различать грамматическое оформление устных и письменных текстов, реализовывать соответствующие задачи профессиональной коммуникации (запрос и сообщение грамматической информации, выражение мнения), организовывать деятельность обучающихся, направленную на развитие интереса к предмету в рамках урочной и внеурочной деятельности применять предметные знания при реализации образовательного процесса, осуществлять планирование, организацию, контроль и корректировку образовательного процесса с использованием цифровой образовательной среды

Владеть:

методами и приемами педагогической поддержки и сопровождения обучающихся в процессе достижения метапредметных, предметных и личностных результатов, в том числе навыками употребления основных грамматических структур английского языка, наиболее употребительными в письменной и устной речи; типичными моделями оформления устных высказываний разного типа; нормами оформления письменного текста, соответствующими ситуации учебного общения, способностью соотносить грамматические средства с конкретными ситуациями, условиями и задачами межкультурного речевого общения, продуктивными навыками грамматического оформления порождаемого текста при говорении и письме; владеть способами интерпретации значений и перевода основных грамматических категорий на родной язык; рецептивными грамматическими навыками (узнавать / вычленять из речевого потока грамматические конструкции и соотносить с определенным смысловым значением; соотносить значения грамматических форм / конструкций со смыслом контекста; устанавливать группы членов предложения (подлежащего, сказуемого, обстоятельства); определять структуру простого предложения (по строевым элементам, порядку слов и др.); определять структуру сложного предложения, границу придаточных предложений; устанавливать связи между предложениями внутри абзаца или сложного синтаксического целого в опоре на связующее средство языка), навыками речевого взаимодействия в устной и письменной формах в соответствии с нормами, принятыми в странах английского языка, с учетом специфики речевой ситуации, способами реализации основных общеобразовательных программ различных уровней и направленности с использованием современных образовательных средств, владеть средствами ИКТ для использования цифровых сервисов и разработки электронных образовательных ресурсов

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

4.1	The Present Simple tense versus the Present Continuous tense. Their forms and use. /Пп/	1	4	ПКО-1.3 ПКО-3.3 ПКО-3.4	Л1.1 Л1.2Л2.2 Л2.4 Л2.7
4.2	The verbs not used in the continuous form. The verbs that can be used in the continuous form with a different meaning. /Ср/	1	2	ПКО-1.2 ПКО-1.3 ПКО-3.5	Л1.1 Л1.2Л2.2 Л2.4 Л2.7
4.3	The Present Perfect Simple tense. The Present Perfect Progressive tense. Their forms and use. /Пп/	1	4	ПКО-3.3 ПКО-3.4	Л1.1 Л1.2 Л1.7Л2.2 Л2.4 Л2.7
4.4	The Present Tenses: revision /Ср/	1	4	ПКО-1.1 ПКО-1.3 ПКО-3.1	Л1.1Л2.2 Л2.7
4.5	/Зачёт/	1	0	ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5	Л1.1 Л1.2 Л1.7Л2.2 Л2.4 Л2.5 Л2.7 Л2.8 Л2.9
	Раздел 5. The Verb. The Finite Forms. The Past and the Future Tenses				
5.1	The Past Simple tense versus the Past Continuous tense. Their forms and use. /Пп/	2	4	ПКО-3.1 ПКО-3.2 ПКО-3.3	Л1.1 Л1.2Л2.2 Л2.4 Л2.7
5.2	Exercises on the comparative analysis of the past simple and the past continuous /Ср/	2	2	ПКО-1.3 ПКО-3.3	Л1.1 Л1.2Л2.2 Л2.4 Л2.7
5.3	The Past Simple tense versus the Present Perfect Simple tense. The difference in use. /Пп/	2	2	ПКО-1.2 ПКО-3.4	Л1.1 Л1.2Л2.2 Л2.4 Л2.7
5.4	The Past Perfect Simple versus the Past Perfect Continuous, the forms and usage /Ср/	2	4	ПКО-1.2 ПКО-1.3 ПКО-3.3	Л1.1 Л1.2Л2.2
5.5	Used to / Would for the habitual actions in the past. /Пп/	2	2	ПКО-3.2 ПКО-3.4	Л1.1 Л1.2Л2.2 Л2.7
5.6	The Past tenses: revision /Ср/	2	4	ПКО-1.1 ПКО-1.3 ПКО-3.3	Л1.2 Л1.7Л2.2 Л2.7
5.7	The Future Simple tense versus the Future Continuous tense. Their forms and use. /Пп/	2	2	ПКО-3.1 ПКО-3.4	Л1.1 Л1.2Л2.7 Л2.8
5.8	The Future Simple tense versus the construction "to be going to" /Ср/	2	2	ПКО-1.1 ПКО-1.3	Л1.1 Л1.2Л2.2 Л2.4
5.9	The Future Perfect tense. The Future Perfect Continuous tense. Their forms and use. /Пп/	2	4	ПКО-1.2 ПКО-3.2 ПКО-3.3	Л1.1 Л1.2Л2.2 Л2.7
5.10	The Future Tenses: revision /Ср/	2	4	ПКО-1.1 ПКО-1.3 ПКО-3.5	Л1.2Л2.2 Л2.4 Л2.7
5.11	Other means to express future actions - the Present Simple tense, the Present Continuous tense, "to be going to". /Пп/	2	4	ПКО-1.2 ПКО-3.2 ПКО-3.3 ПКО-3.4	Л1.1 Л1.2Л2.2 Л2.4 Л2.8
	Раздел 6. The Reported Speech				
6.1	Reported statements /Пп/	2	2	ПКО-1.3 ПКО-3.1	Л1.1 Л1.2Л2.4 Л2.7
6.2	Reported Statements: Consolidation /Ср/	2	4	ПКО-1.1 ПКО-1.2 ПКО-3.4	Л1.1 Л1.2Л2.4 Л2.7

6.3	Reported questions /Пп/	2	4	ПКО-3.1 ПКО-3.3 ПКО-3.4	Л1.1 Л1.2Л2.4 Л2.7
6.4	Reported Questions: consolidation /Ср/	2	4	ПКО-1.1 ПКО-1.3 ПКО-3.5	Л1.1 Л1.2Л2.4 Л2.7
6.5	Reported commands, requests, suggestions /Пп/	2	2	ПКО-3.1 ПКО-3.3	Л1.1 Л1.2Л2.4 Л2.7
6.6	Introductory verbs. Reporting a dialogue. Preparing reports using Microsoft Office 2007 software /Ср/	2	6	ПКО-1.1 ПКО-1.3 ПКО-3.2 ПКО-3.4 ПКО-3.5	Л1.1 Л1.2Л2.4 Л2.7 Л2.9
Раздел 7. The Passive Voice					
7.1	The Passive Forms for the present, past and future tenses. The rules of changing from active into passive forms. The prepositions "by", "with". /Пп/	2	4	ПКО-1.2 ПКО-3.1 ПКО-3.4	Л1.1 Л1.2Л2.4 Л2.7
7.2	Passive with modals and other verbs /Ср/	2	4	ПКО-1.1 ПКО-1.3 ПКО-3.2	Л1.1 Л1.2Л2.4 Л2.7
7.3	Passive reporting verbs. Personal / impersonal construction. /Пп/	2	4	ПКО-1.1 ПКО-3.3 ПКО-3.4 ПКО-3.5	Л1.1 Л1.2Л2.4 Л2.7
7.4	The construction "have something done" The passive Voice - revision /Ср/	2	4	ПКО-1.1 ПКО-1.3 ПКО-3.5	Л1.1 Л1.2Л2.4 Л2.7
7.5	/Экзамен/	2	36	ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5	Л1.1 Л1.2 Л1.7Л2.2 Л2.4 Л2.5 Л2.7 Л2.8 Л2.9
Раздел 8. Forms Expressing Unreality					
8.1	Conditional clauses. 1. Conditional clauses of real condition. 2. Conditional clauses of unreal condition for the present and for the future. 3. Conditional clauses of unreal condition for the past. /Пп/	3	6	ПКО-1.2 ПКО-3.1 ПКО-3.2 ПКО-3.3	Л1.2 Л1.3 Л1.4Л2.3 Л2.7
8.2	Conditional clauses: making a report using Microsoft Office 2007 software /Ср/	3	4	ПКО-1.1 ПКО-1.3	Л1.1 Л1.4Л2.3 Л2.7
8.3	Conditional Sentences of Mixed Condition /Пп/	3	2	ПКО-3.1 ПКО-3.3	Л1.1 Л1.4Л2.3 Л2.7
8.4	Conditional clauses: revision /Ср/	3	2	ПКО-1.3 ПКО-3.4 ПКО-3.5	Л1.2 Л1.4Л2.3 Л2.8
8.5	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". /Пп/	3	4	ПКО-3.1 ПКО-3.2 ПКО-3.4	Л1.2 Л1.3 Л1.4Л2.3 Л2.7
8.6	The conditional forms in the structures "I wish", "If only", "would rather", "had better" /Ср/	3	4	ПКО-1.1 ПКО-1.3 ПКО-3.3	Л1.1 Л1.2 Л1.4Л2.3 Л2.7

8.7	The use of conditional forms in some structures 1. Adverbial clauses of comparison. 2. Adverbial clauses of concession. 3. Adverbial clauses of purpose. /Пр/	3	2	ПКО-3.1 ПКО-3.4 ПКО-3.5	Л1.1 Л1.4Л2.3 Л2.7
8.8	Free and traditional use of forms expressing unreality. The conditional forms in object clauses. Preparing reports using Microsoft Office 2007 software /Cp/	3	6	ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.5	Л1.1 Л1.4 Л1.7Л2.3 Л2.7 Л2.9
Раздел 9. The Non-Finite Forms of the Verb					
9.1	The infinitive: its forms and use. /Пр/	3	2	ПКО-1.2 ПКО-3.3 ПКО-3.4	Л1.1 Л1.3 Л1.6Л2.1 Л2.6 Л2.7
9.2	Syntactic functions of the infinitive /Cp/	3	4	ПКО-1.3 ПКО-3.1	Л1.1 Л1.3 Л1.6Л2.1 Л2.6
9.3	The gerund: its forms and use. /Пр/	3	2	ПКО-1.1 ПКО-3.2 ПКО-3.3	Л1.2 Л1.3 Л1.6Л2.1 Л2.6
9.4	Syntactic functions of the gerund /Cp/	3	4	ПКО-1.1 ПКО-1.3 ПКО-3.3	Л1.2 Л1.6Л2.1 Л2.7
9.5	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. /Пр/	3	4	ПКО-3.1 ПКО-3.3 ПКО-3.4 ПКО-3.5	Л1.1 Л1.2 Л1.3 Л1.6Л2.1 Л2.6
9.6	Tasks based on the contrast and comparison of infinitives and gerunds /Cp/	3	4	ПКО-1.1 ПКО-1.3	Л1.2 Л1.3 Л1.6Л2.1 Л2.7
9.7	Infinitive complexes. Gerundial complexes. Participial complexes. /Пр/	3	2	ПКО-3.1 ПКО-3.2 ПКО-3.3	Л1.1 Л1.3 Л1.6Л2.1
9.8	Participle 1 and Participle 2: their forms and use. Preparing presentations using Microsoft Office 2007 software /Cp/	3	4	ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.3	Л1.2 Л1.3 Л1.6Л2.1 Л2.7
Раздел 10. Modal Verbs. Means of Expressing Modality in English					
10.1	Modal verbs "can", "could", "may", "might", "to be able to". Their forms, meanings and use. /Пр/	3	2	ПКО-3.1 ПКО-3.3 ПКО-3.4	Л1.2 Л1.3 Л1.5Л2.1 Л2.7
10.2	Expressing ability, logical assumption, probability and possibility. /Cp/	3	2	ПКО-1.1 ПКО-1.3	Л1.1 Л1.2 Л1.5Л2.1 Л2.7
10.3	Modal verbs "must", "have to", "to be to", "need". Their forms, meanings and use. /Пр/	3	2	ПКО-1.2 ПКО-3.1 ПКО-3.2	Л1.2 Л1.3 Л1.5Л2.1 Л2.6
10.4	Means of expressing obligation, duty and necessity, absence of necessity and prohibition /Cp/	3	2	ПКО-1.1 ПКО-1.3	Л1.1 Л1.3 Л1.5Л2.1 Л2.6
10.5	Modal verbs "should", "ought to", "will", "shall", "would". Their forms, meanings and use. The modals: revision /Пр/	3	4	ПКО-1.2 ПКО-3.3 ПКО-3.4 ПКО-3.5	Л1.1 Л1.2 Л1.5Л2.1 Л2.6 Л2.7
10.6	Expressing permission, requests, suggestions, offers, advice and criticism: summary. Preparing reports using Microsoft Office 2007 software /Cp/	3	4	ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.3	Л1.1 Л1.2 Л1.5 Л1.7Л2.1 Л2.6 Л2.7 Л2.9

10.7	/ЗачётСОц/	3	0	ПКО-1.1 ПКО-1.2 ПКО-1.3 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5	Л1.1 Л1.2 Л1.3 Л1.4 Л1.5 Л1.6 Л1.7Л2.1 Л2.2 Л2.3 Л2.4 Л2.5 Л2.6 Л2.7 Л2.8 Л2.9
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4. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

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

5. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

5.1. Основная литература

	Авторы, составители	Заглавие	Издательство, год	Колич-во
Л1.1	Крылова, Инна Павловна	Сборник упражнений по грамматике современного английского языка: Учеб. пособие для студентов ин-тов и фак. иностр. яз.	М.: Кн. дом "Университет": Высш. шк., 2003	49
Л1.2	Гуревич В. В.	Практическая грамматика английского языка: упражнения и комментарии: учебное пособие	Москва: ФЛИНТА, 2017	http://biblioclub.ru/index.php?page=book&id=103487 неограниченный доступ для зарегистрированных пользователей
Л1.3	Кудисова Е. А.	Learn, Test and Practise Your Grammar: учебное пособие по практической грамматике для студентов I–II курсов языковых факультетов: учебное пособие	Москва Берлин: Директ-Медиа, 2015	http://biblioclub.ru/index.php?page=book&id=427888 неограниченный доступ для зарегистрированных пользователей
Л1.4	Тарасова Ю. В.	The Subjunctive Mood: учебное пособие	Ростов-на-Дону: Издательско-полиграфический комплекс РГЭУ (РИНХ), 2017	http://biblioclub.ru/index.php?page=book&id=568917 неограниченный доступ для зарегистрированных пользователей
Л1.5	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 неограниченный доступ для зарегистрированных пользователей
Л1.6	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 неограниченный доступ для зарегистрированных пользователей
Л1.7	Куликова И. С., Салмина Д. В.	Лингвистическая терминология в профессиональном аспекте: учебное пособие для вузов	Санкт-Петербург: Лань, 2020	https://e.lanbook.com/book/147342 неограниченный доступ для зарегистрированных пользователей

5.2. Дополнительная литература

	Авторы, составители	Заглавие	Издательство, год	Колич-во
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	Авторы, составители	Заглавие	Издательство, год	Колич-во
Л2.1	Рушинская И. С.	The English Verbals and Modals: практикум	Москва: ФЛИНТА, 2018	http://biblioclub.ru/index.php?page=book&id=83564 неограниченный доступ для зарегистрированных пользователей
Л2.2	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 неограниченный доступ для зарегистрированных пользователей
Л2.3	Воловикова М. Л., Науменко М. Г.	English grammar for university students. Part 3: учебное пособие	Ростов-на-Дону: Южный федеральный университет, 2016	http://biblioclub.ru/index.php?page=book&id=462056 неограниченный доступ для зарегистрированных пользователей
Л2.4	Воловикова М. Л., Манжелеевская Е. В., Милькевич Е. С., Мкртчян Т. Ю., Науменко М. Г.	English grammar for university students. Part 1: учебное пособие	Ростов-на-Дону: Южный федеральный университет, 2016	http://biblioclub.ru/index.php?page=book&id=462068 неограниченный доступ для зарегистрированных пользователей
Л2.5	Сергеева Ю. М.	English Articles in Use: учебное пособие	Москва: ФЛИНТА, 2017	http://biblioclub.ru/index.php?page=book&id=482347 неограниченный доступ для зарегистрированных пользователей
Л2.6	Воловикова М. Л., Науменко М. Г.	English grammar for university students: учебное пособие по практической грамматике английского языка для студентов 2 курса бакалавриата направления подготовки «ЛИНГВИСТИКА»: учебное пособие	Ростов-на-Дону Таганрог: Южный федеральный университет, 2017	http://biblioclub.ru/index.php?page=book&id=500159 неограниченный доступ для зарегистрированных пользователей
Л2.7	Качалова К. Н., Израилевич Е. Е.	Практическая грамматика английского языка с упражнениями и ключами: учебник	Санкт-Петербург: КАРО, 2018	http://biblioclub.ru/index.php?page=book&id=574452 неограниченный доступ для зарегистрированных пользователей
Л2.8		EnglishMag: журнал	Воронеж: EnglishMag, 2018	http://biblioclub.ru/index.php?page=book&id=575376 неограниченный доступ для зарегистрированных пользователей
Л2.9	Чехович Ю. В., Беленькая О. С., Ивахненко А. А.	Методические рекомендации по эффективному внедрению и использованию системы «Антиплагиат.ВУЗ»	Санкт-Петербург: Лань, 2020	https://e.lanbook.com/book/154156 неограниченный доступ для зарегистрированных пользователей

5.3 Профессиональные базы данных и информационные справочные системы

BBC - Learning English <https://www.bbc.co.uk/learningenglish/>

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

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

Quora <https://www.quora.com/topic/English-Grammar>

5.4. Перечень программного обеспечения

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

6. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)
Помещения для проведения всех видов работ, предусмотренных учебным планом, укомплектованы необходимой специализированной учебной мебелью и техническими средствами обучения. Для проведения практических занятий используется демонстрационное оборудование

7. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ (МОДУЛЯ)
Методические указания по освоению дисциплины представлены в Приложении 2 к рабочей программе дисциплины.

Приложение 1

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

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

1.1 Показатели и критерии оценивания компетенций:

ЗУН, составляющие компетенцию	Показатели оценивания	Критерии оценивания	Средства оценивания Т – тесты Пр – презентация УО – устный опрос ПОЗ – практико-ориентированные задания З – вопросы к зачету Э – вопросы к экзамену
ПКО-3: Способен реализовывать основные общеобразовательные программы различных уровней и направленности с использованием современных образовательных технологий в соответствии с актуальной нормативной базой			
З: закономерности и принципы проектирования предметной среды образовательной программы, в том числе грамматические правила по всем разделам морфологии и синтаксиса современного английского языка; грамматические особенности английского языка по сравнению с русским языком; терминологию, принятую в английском языке для описания грамматических явлений	Анализирует и обобщает информацию, касающуюся закономерностей и принципов проектирования предметной среды образовательной программы; анализирует готовые речевые продукты с позиций реализации функций грамматических явлений	правильность выполнения тестового задания; полнота и содержательность ответа на вопрос к опросу; соответствие представленной в ответах информации материалам учебной литературы	Семестр 1 З – вопросы 1-16 УО – вопросы 1-15 Т – тесты 1,3 Пр – темы 4,5,7 ПОЗ – 1-5, 7,8 Семестр 2 Э – вопросы 1-31 УО – вопросы 1-9 Т – тесты 1,3 Пр – темы 1,6,7 ПОЗ – 1,2,3 Семестр 3 З – вопросы 1-19 УО – вопросы 1-27 Т – тесты 1,3 Пр – темы 4,5,6 ПОЗ – 3,4,7
У: образовывать грамматические формы и конструкции; выбирать и употреблять грамматические конструкции в зависимости от ситуации общения; варьировать грамматическое оформление высказывания при изменении коммуникативного намерения; формулировать грамматическое правило с опорой на схему или	Синтезирует новую информацию; логично, грамматически корректно строит высказывания в устной и письменной форме, реализуя при этом различные коммуникативные задачи;	полнота и правильность решения практико-ориентированных заданий; наличие логических выводов	Семестр 1 З – вопросы 1-16 УО – вопросы 1-22 Пр – темы 1-7 ПОЗ – 6,9,10 Семестр 2 Э – вопросы 32-44 УО – вопросы 10-21 Пр – темы 2,3,4,5

таблицу; различать грамматическое оформление устных и письменных текстов, реализовывать соответствующие задачи профессиональной коммуникации (запрос и сообщение грамматической информации, выражение мнения),			ПОЗ – 4-9 Семестр 3 З – вопросы 1-19 УО – вопросы 28-38 Пр – темы 1-4 ПОЗ – 1,2,5,6,8
В: методами и приемами педагогической поддержки и сопровождения обучающихся в процессе достижения метапредметных, предметных и личностных результатов, в том числе навыками употребления основных грамматических структур английского языка, наиболее употребительными в письменной и устной речи; типичными моделями оформления устных высказываний разного типа; нормами оформления письменного текста, соответствующими ситуации учебного общения, способностью соотносить грамматические средства с конкретными ситуациями, условиями и задачами межкультурного речевого общения, продуктивными навыками грамматического оформления порождаемого текста при говорении и письме; владеть способами интерпретации значений и перевода основных грамматических категорий на родной язык; рецептивными грамматическими навыками (узнавать / вычленять из речевого потока грамматические конструкции и соотносить с определенным смысловым значением; соотносить значения грамматических форм / конструкций со смыслом контекста; устанавливать группы членов предложения (подлежащего, сказуемого, обстоятельства); определять структуру простого предложения (по строевым элементам, порядку слов и др.); определять структуру сложного предложения, границу придаточных предложений; устанавливать связи между предложениями внутри абзаца или сложного синтаксического целого в опоре на связующее средство языка)	Осуществляет педагогическую поддержку и сопровождение обучающихся в процессе достижения метапредметных, предметных и личностных результатов; решает вопросы функциональной (синонимической) взаимозаменяемости грамматических форм, отдельных элементов предложения или самих предложений в зависимости от коммуникативной направленности ситуаций	умение отстаивать свою позицию; обоснованность обращения к базам данных, к современным методам и технологиям обучения и диагностикам	Семестр 1 З – вопросы 17-31 УО – вопросы 15-26 Пр – темы 1,2,3,6 ПОЗ – 1-10 Семестр 2 Э – вопросы 32-44 УО – вопросы 10-25 Пр – темы 1-5 ПОЗ – 4-9 Семестр 3 З – вопросы 20-35 УО – вопросы 1-38 Пр – темы 1-6 ПОЗ – 8-11
ПКО-1: Способен осуществлять профессиональную деятельность с использованием возможностей цифровой образовательной среды образовательной организации и открытого информационно-образовательного пространства			
З: алгоритм использования ИКТ для использования цифровых сервисов и разработки электронных образовательных ресурсов	Изучает и анализирует информацию о возможностях цифровой образовательной среды образовательной организации и открытого информационно-образовательного пространства	полнота и правильность ответов на вопросы к опросу; правильность выполнения тестового задания	Семестр 1 З – вопросы 32-35 УО – вопросы 23-26 Пр – темы 1-7 Т – тесты 2,4 ПОЗ – 2,3,9,10 Семестр 2 Э – вопросы 32-47 УО – вопросы 22-25 Т – тесты 2,4 Пр – темы 6,7 ПОЗ – 6,9

			Семестр 3 З – вопросы 32-35 УО – вопросы 39-42 Т – тесты 2,4 Пр – темы 1,4,6 ПОЗ – 8-12
У: организовывать деятельность обучающихся, направленную на развитие интереса к предмету в рамках урочной и внеурочной деятельности; применять предметные знания при реализации образовательного процесса, осуществлять планирование, организацию, контроль и корректировку образовательного процесса с использованием цифровой образовательной среды	Демонстрирует умение анализировать языковые явления; понимать и использовать методы критического анализа информации; работать с информацией в глобальных компьютерных сетях (поиск, анализ и отбор необходимой информации)	наличие проведенного анализа и грамотная интерпретация полученных результатов; правильность решения практических ориентированных заданий	Семестр 1 З – вопросы 1-16 УО – вопросы 1-26 Пр – темы 1,2,3,6 ПОЗ – 1-5,10 Семестр 2 Э – вопросы 45-47 УО – вопросы 10-13, 22-25 Пр – темы 1-7 ПОЗ – 1-9 Семестр 3 З – вопросы 1-19, 32-35 УО – вопросы 28-42 Пр – темы 1-6 ПОЗ – 1-12
В: навыками речевого взаимодействия в устной и письменной формах в соответствии с нормами, принятыми в странах английского языка, с учетом специфики речевой ситуации; способами реализации основных общеобразовательных программ различных уровней и направленности с использованием современных образовательных средств; средствами ИКТ для использования цифровых сервисов и разработки электронных образовательных ресурсов	Осуществляет грамматический анализ текстов различной функционально-стилевой отнесенности; участвует в групповых дискуссиях на изучаемом иностранном языке по проблематике курса; использует возможности цифровой образовательной среды для достижения личностных, метапредметных и предметных результатов обучения.	аргументированное и логичное изложение материала, умение отстаивать свою позицию	Семестр 1 З – вопросы 17-35 УО – вопросы 23-26 Пр – темы 1-7 ПОЗ – 1-8,10 Семестр 2 Э – вопросы 1-47 УО – вопросы 1-17 Пр – темы 2,3,4,7 ПОЗ – 1,2,3,6,9 Семестр 3 З – вопросы 1-35 УО – вопросы 30-42 Пр – темы 1-6 ПОЗ – 1-12

1.2 Шкалы оценивания:

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

Семестр 1, зачет:

- 50-100 баллов (зачет).

- 0-49 баллов (незачет).

Семестр 2, экзамен:

- 84-100 баллов (оценка «отлично»)

- 67-83 баллов (оценка «хорошо»)

- 50-66 баллов (оценка «удовлетворительно»)

- 0-49 баллов (оценка «неудовлетворительно»)

Семестр 3, 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

Семестр 1

Контрольные вопросы для проведения промежуточного контроля

Вопросы к зачету

Theoretical questions

1. The Use of the Indefinite Article with Class Nouns.
2. The Use of the Definite Article with Class Nouns.
3. The Use of Articles with Nouns of Material.
4. The Use of Articles with Geographic Names.
5. The Use of Articles with Proper Nouns.

6. Indefinite Pronouns “some”, “any”, “no”. Their Compounds.
7. Personal, Possessive and Demonstrative Pronouns
8. The Use of “many”, “much”, “a lot”, “(a) little”, “(a) few”.
9. The Noun. The Classification of Nouns.
10. The Plural of Nouns.
11. The Possessive Case of Nouns.
12. The Adjective. Degrees of Comparison.
13. The Position of an Adverb in a Sentence.
14. The Present Simple and the Present Continuous Tenses. Their Forms and Use.
15. The Present Perfect and the Present Perfect Continuous Tenses. Their Forms and Use.
16. Non-Continuous Verbs.

Practically-oriented questions

17. Read the following nouns, give their plural form. Explain the rule.
18. Form the possessive case from the following expressions where possible.
19. Read the following sentences, fill in the missing articles, translate the sentences into Russian.
20. Read the text, open the brackets. Use the required degree of the adjectives. Translate the text into Russian.
21. Paraphrase the sentences using the constructions “both ... and”, “neither ... nor” or “either ... or”. Translate the sentences into Russian.
22. Read the sentences. Put the adverbs into the correct place.
23. Read the sentences put the verbs into the Present Simple or the Present Continuous tense.
24. Read the text, put the verbs into the correct present tense. Translate the text into Russian.
25. Read the sentences put the verbs into the Present Perfect Simple or the Present Perfect Continuous tense.
26. Read the sentences put the adverbs into the correct place.
27. Read the sentences, put the given adjectives into the correct order.
28. Read the text. Correct the mistakes in the use of nouns and pronouns.
29. Read the text. Correct the mistakes in the use of adjectives and adverbs.
30. Read the text. Correct the mistakes in the use of the simple and continuous forms.
31. Read the text. Correct the mistakes in the use of articles and quantifiers.
32. Render the idea of the given text in English. Mind the use of proper grammar forms.
33. Present an outline of Internet resources you can use to teach nouns and pronouns.
34. Present an outline of Internet resources you can use to teach adjectives and adverbs.
35. Present an outline of Internet resources you can use to teach the present tenses.

Критерии оценивания:

- 50-100 баллов (зачет). Студент усвоил программный материал; грамотно и логично излагает его, опираясь на знания основной и дополнительной литературы; допускаются несущественные ошибки и неточности; студент тесно увязывает теоретический материал с практической деятельностью; обосновывает и аргументирует научные положения; владеет системой основных понятий.

- 0-49 баллов (незачет). Студент не усвоил значительной части программного материала; допускает существенные ошибки и неточности при рассмотрении проблем; испытывает трудности в практическом применении знаний; не может аргументировать научные положения; не формулирует выводов и обобщений.

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 order of adjectives in a sentence.
18. The place of adverbs in a sentence.
19. The degrees of comparisons of adjectives and adverbs.
20. The Present Indefinite and the Present Continuous tenses compared.
21. The Present Perfect and the Present Perfect Continuous compared.
22. Non-stative verbs.
23. Internet resources that can be used in teaching nouns, pronouns and adjectives to young learners.
24. Internet resources that can be used in teaching adverbs and quantifiers to middle school pupils.
25. Internet resources that can be used in teaching the present tenses to middle school pupils.
26. Internet resources that can be used in teaching the present tenses to high school pupils.

Критерии оценивания:

При текущем контроле (собеседовании на практических занятиях) за ответ на вопрос студент может получить максимально 2 балла (22 балла в совокупности)

2 балла выставляется студенту, если изложенный материал фактически верен, демонстрируется наличие глубоких исчерпывающих знаний в области изучаемого вопроса, грамотное, свободное и логически стройное изложение материала

1 балл выставляется студенту, если знания носят поверхностный характер; допускается много логических и стилистических ошибок.

Тесты
Test 1

1. Despite the material donations from the local shops, the school still needs ____ more equipment such as video players, cassette players and computers.
A) a few D) no
B) many E) plenty
C) some
2. The police found ____ counterfeit money as well as guns at the gang's headquarters.
A) several more D) a number of
B) a large amount of E) large numbers of
C) only a few
3. A colleague of ____ has lent us ____ holiday cottage for a week.
A) him / her D) your / them
B) mine / his E) our / their
C) theirs / its
4. There is ____ information available on recycling, but unfortunately, little of ____ is known by ordinary people.
A) a lot of / it 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
C) your
- E) us

16. I made a lot of friends in Mexico, but I have only kept in touch with ____ them.

- A) plenty of
B) a few of
C) little
- D) many
E) several

17. If we've got ____ time, we'll try to do ____ shopping as well.

- A) much / a few
B) several / lots of
C) every / plenty
- D) plenty of / many
E) enough / some

18. Blood plays a critical part in the fight against disease because blood contains ____ kinds of disease-combating agents.

- A) each
B) neither
C) several
- D) a lot
E) much

19. If parts of the body do not get ____ blood, they will become infected and their tissues will die.

- A) enough
B) many
C) whole
- D) all
E) plenty

20. Upon graduation, ____ student is sent an information pack giving useful tips and information about finding suitable employment.

- A) all
B) each
C) none
- D) many
E) a few

21. What's ____ name of ____ player who scored ____ last goal?

- A) the / - / a
B) the / the / the
C) - / the / an
- D) an / - / the
E) - / - / -

22. A: Should I study art or philosophy?

B: ____! In my opinion, they are ____ a waste of time.

- A) Both / either
B) Neither / both
C) All / whole
- D) Each / none
E) None / all

23. When the winners arrived at the award ceremony, the mayor ____ was there to greet ____.

- A) ourselves / him
B) themselves / ours
C) myself / their
- D) itself / ourselves
E) himself / them

24. ____ has got a packed lunch, a torch and a waterproof coat, haven't ____?

- A) Everybody / they
B) Everywhere / it
C) No one / you
- D) Someone / we
E) Anybody / them

25. I love the company of ____ friends, but sometimes I just want to be by ____.

- A) my / me
B) mine / me
C) me / mine
- D) my / myself
E) mine / my own

Test 2

1. We had ____ other choice apart from deciding to cease trading, or we would have gone bankrupt.

- A) some
B) no
C) many
- D) each
E) any

2. ____ who enjoys jazz music will enjoy this festival, tickets for which can be bought at ____ good music shop.

- A) Nobody / some
B) Anyone / several
C) Everybody / all
- D) Somebody / both
E) Anybody / every

3. 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
B) all / other
C) plenty of / another
- D) every / any
E) both / each

4. ____ child will be given a role, however small, in the play.

- A) Several
B) The whole
C) Both
- D) Each
E) Many

5. Because there have been ____ accidents at that road junction, the council are going to install traffic lights there.

- A) too much
- B) plenty
- C) so many
- D) much more
- E) a great deal of

6. I didn't believe him when he said that it was hailing in June, so I went out on the balcony to see it for ____.

- A) myself
- B) himself
- C) mine
- D) him
- E) itself

7. ____ bus we were travelling on stopped suddenly because ____ tree had fallen across the road.

- A) A / the
- B) The / -
- C) The / the
- D) The / a
- E) A / a

8. ____ that we accomplished was to find a suitable date for the next meeting.

- A) Each
- B) Every
- C) The whole
- D) Others
- E) All

9. Although ____ in the group knew that ____ had ever tried to climb the mountain by this path before, they all seemed very confident.

- A) someone / nowhere
- B) no one / anywhere
- C) everyone / no one
- D) anyone / somebody
- E) everything / anyone

10. As the number of students attending the universities ____, most employers ____ for higher and higher qualifications from new employees.

- A) is increasing / are asking
- B) are increasing / will ask
- C) increase / is asking
- D) have increased / have asked
- E) increased / has asked

11. ____ of the soldiers was given two complete uniforms, ____ of which they were expected to keep spotlessly clean.

- A) All / some
- B) Every / either
- C) Each / both
- D) Some / all
- E) The whole / many

12. There is an amount of wisdom in ____ old sayings, such as "Don't cry over spilt milk".

- A) a number of
- B) a little
- C) a great deal of
- D) every
- E) the whole

13. When the winners arrived at the award ceremony, the mayor ____ was there to greet ____.

- A) ourselves / him
- B) themselves / ours
- C) myself / their
- D) itself / ourselves
- E) himself / them

14. When I woke up this morning, there was ____ heavy dew covering ____ long green summer grass in our garden.

- A) the / a
- B) - / the
- C) some / a
- D) the / -
- E) a / a

15. It's getting late. I'll feel better when we have found ____ to stay for the night, and, at this hour, I'm not looking for a luxury place. ____ clean and tidy will do.

- A) somewhere / Anywhere
- B) everywhere / Somebody
- C) something / Nowhere
- D) nowhere / Somewhere
- E) anything / Something

16. I wish he would give ____ more consideration to those around him.

- A) enough
- B) a lot of
- C) a little
- D) several
- E) a few

17. This ship has ____ experienced crew, all of whom have been at ____ sea on and off for more than six years.

- A) the / the
- B) an / a
- C) an / -
- D) - / -
- E) some / the

18. Politicians from the Opposition are constantly criticizing the government, but they don't say what they would do ____ to improve things if they were in ____ position.

- A) us / our
- B) themselves / our
- C) them / themselves
- D) theirs / us
- E) ours / theirs

19. As ____ of the proposals seems to provide a complete solution on ____ I suggest we continue working on this.

- A) both / themselves
- B) either / our own
- E) neither / its own
- D) none / his own

9- After we had been shopping, Alice and May went bowling, but I was ---- to join them.

- A) so tiring that
- B) the most tired
- C) so tired as
- D) too tired
- E) as tiring 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
- B) more picturesque than
- C) as picturesque
- D) such a picturesque
- E) so picturesque

11- The amazing thing about oltu stone is that ---- you keep it, ---- it gets.

- A) so long / so shiny
- B) the long / the shiny
- C) the longest / the shiniest
- D) the longer / the shinier
- E) as long / as shiny

12- For me, ---- aspect of the conference was the decision to concentrate on environmental issues.

- A) as encouraging
- B) so encouraged as
- C) more encouraged
- D) the most encouraging
- E) such an 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
- B) the tallest
- C) much taller
- D) tall enough
- E) as tall as

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

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

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

- A) The higher / the colder 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 4

1. They ---- a lot of noise!

- A) always making b) are always making
B) always make d) are going to make

2. Mary has loved skiing ---- she was ten.

- A) for C) since
B) from D) while

3. I ---- about the problem for about an hour, but I still ---- the answer.

- A) have thought / am not knowing C) have been thinking / don't know
B) have been thinking / am not knowing D) have thought / don't know

4. I ---- it's time to go home. – Oh, let's stay a bit longer, I ---- a good time.

- A) think / am having C) am thinking / have
B) think / have D) am thinking / am having

5. What ----? – He ---- to fix his printer again.

- A) is Tom doing / tries C) does Tom do / is trying
B) Tom is doing / is trying D) is Tom doing / is trying

6. ----Greek? – Of course, he ---- in Greece for a year.

- A) does he understand / was C) he understands / has been
B) does he understand / has been D) do he understand / was

7. That shirt ---- good, let's buy it!

- A) is looking C) look
B) looks D) is look

8. Mike ---- a lot of homework. He ---- it right now.

- A) is having / is doing C) is having / does
B) has / does D) has / is doing

9. I ---- Mary's voice, she ---- on the phone.

- A) hear / is talking C) am hearing / is talking
B) hear / talks D) am hearing / talks

10. We ---- the tickets.

- A) are just buying C) just bought
B) have just bought D) are already bought

11. I ---- home this weekend. My train ---- London at 5.15.

- A) am coming / is leaving C) am coming / is going to leave
B) come / leaves D) am coming / leaves

12. You ---- a word all morning. What ---- about?

- A) didn't say / do you think C) haven't said / do you think
B) haven't said / are you thinking D) didn't say / are you thinking

13. I ---- where she ---- the keys.

- A) am not knowing / is keeping C) don't know / keeps
B) am not knowing / keeps D) don't know / is keeping

14. Why ---- the milk? – It ----, I'm afraid.

- A) do you smell / has gone off C) are you smelling / went off
B) are you smelling / has gone off D) do you smell / went off

15. Your baby brother ---- adorable! – Yes, but today he ---- really naughty.

- A) is / is C) is / is being
B) is being / is D) is being / is being

16. Do you know where Mike ---- from? – He's from Glasgow. Actually, he's there at the moment but he ---- back tomorrow.

- A) comes / comes C) is coming / is coming
B) comes / is coming D) is coming / comes

17. I ---- for the last few months and of course, I ---- some weight.
 A) have been exercising / have lost C) have been exercising / have been losing
 B) have exercised / have lost D) have been exercising / lost
18. Rebecca and I ---- really hard for the last two weeks because we ---- a Maths exam tomorrow.
 A) are studying / have C) have been studying / have
 B) have been studying / are having D) are studying / are having
19. I ---- you ---- better now.
 A) am hoping / are feeling C) am hoping / feel
 B) hope / feel D) hope / are feeling
20. Sarah and I ---- home this weekend I ---- our train tickets online already.
 A) are coming / have booked C) come / have booked
 B) am coming / have booked D) are coming / have been booking
21. Kate ---- a vegetarian for eleven years now, and she ---- meat at all during this time.
 A) is / isn't eating C) is / doesn't eat
 B) has been / wasn't eating D) has been / hasn't eaten
22. Helen ---- her driving test five times so far without success, but she ----, yet.
 A) takes / isn't giving up C) was taking / didn't give up
 B) has taken / hasn't given up D) is taking / doesn't give up
23. I ____ my French lately; consequently, I ____ more and more of it.
 A) am not practising / forget C) don't practice / have forgotten
 B) haven't been practising / am forgetting D) wasn't practising / forgot
24. My mother ____ her optician tomorrow because her eyesight ____ worse since she got this computing job.
 A) has visited / is becoming C) visits / becomes
 B) visited / was becoming D) is visiting / has become
25. 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 C) was talking / didn't progress
 B) is talking / haven't progressed D) has been talking / weren't progressing

2. Инструкция по выполнению:

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

3. Критерии оценки:

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

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

Темы мультимедийных презентаций

1. Diachronic characterization of ways to form the plural form of English nouns.
2. Diachronic characterization of ways to form the degrees of comparison of English adjectives and adverbs.
3. The historical development of the English articles.
4. The functions of prepositions in modern English.
5. Comparative structures and the ways to render them into Russian.
6. The development of personal pronouns in the history of English.
7. English quantifiers.

Критерии оценивания:

В течение семестра студент подготавливает одну презентацию на любую из предложенных тем. Студент может получить за презентацию максимально 10 баллов:

10-9 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;

8-7 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;

6-5 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;

0-4 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. Open the brackets, put the adjectives into the correct degree of comparison:

Jill's a far _____ (intelligent) person than my brother.

Kate was the _____ (practical) of the family.

Greg felt _____ (bad) yesterday than the day before.

This wine is the _____ (good) I've ever tasted.

Jack was the _____ (tall) of the two.

Jack is the _____ (clever) of the three brothers.

If you need any _____ (far) information, please contact our head office.

The sinking of Titanic is one of _____ (famous) shipwreck stories of all time.

Please, send the books back without _____ (far) delay.

The deposits of oil in Russia are by far the _____ (rich) in the world.

Could you come a bit _____ (early) tomorrow?

I like this song _____ (well) than the previous one.

Which of these two performances did you enjoy _____ (much)?

The fire was put out _____ (quickly) than we expected.

3. 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.

4. 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.

5. 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

6. You want to go to Moscow on holidays, while your friend would like to visit St. Petersburg. Discuss your plans, comparing the two cities. Use the degrees of comparison of adjectives, the constructions "both ... and...", "neither ... nor...", "either ... or...". Present the comparison of the two cities. Translate it into Russian.

7. 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.

8. Fill in the gaps with the correct prepositions. Translate the text into Russian:

Dear Roger,

How are you? I'm having an amazing time here 1) sports camp. I got here 2) Tuesday and I have already made many new friends. The camp is 3) the seaside in Cornwall. It's so beautiful here 4) the countryside. There are many activities to try such as tennis, football and volleyball. You can even go swimming 5) the sea, too! 6) the weekend, I'll be taking a horse-riding lesson for the first time. I'm

excited but I hope I don't fall 7) the horse. We are going to ride 8) the camp 9) the beach and back again. Maybe after a few lessons we will go 10) the woods and try other places, too. I can't wait to meet my horse. I will send you some pictures if I can.

Write back soon and tell me about your summer camp.

Greg

9. 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.

10. Do an Internet search: choose a photo you find strange / unusual / interesting / remarkable and present its description in the classroom.

Критерии оценивания:

При текущем контроле (на практических занятиях) за выполнение практико-ориентированных заданий студент может получить максимально 2 балла – итого 18 баллов в совокупности.

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

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

Семестр 2

Контрольные вопросы для проведения промежуточного контроля

Вопросы к экзамену

1. The Use of the Indefinite Article with Nouns.

2. The Use of the Definite Article with Nouns.

3. The Use of Articles with Nouns of Material.

4. The Use of Articles with Geographic Names.

5. The Use of Articles with Proper Nouns.

6. Indefinite Pronouns "some", "any", "no". Their Compounds.

7. Personal, Possessive and Demonstrative Pronouns

8. The Use of "many", "much", "a lot", "(a) little", "(a) few".

9. The Noun. The Classification of Nouns.

10. The Plural of Nouns.

11. The Possessive Case of Nouns.

12. The Adjective. Degrees of Comparison.

13. The Position of an Adverb in a Sentence.

14. The Present Simple and the Present Continuous Tenses. Their Forms and Use.

15. The Present Perfect and the Present Perfect Continuous Tenses. Their Forms and Use.

16. Non-Continuous Verbs.

17. The Past Simple and the Past Continuous Tenses. Their Forms and Use.

18. The Use of "Used to" and "Would".

19. The Past Perfect and the Past Perfect Continuous Tenses. Their Forms and Use.

20. The Future Simple and the Future Continuous Tenses. Their Forms and Use.

21. The Future Perfect and the Future Perfect Continuous Tenses. Their Forms and Use.

22. Other Means to Express Future Actions.

23. The Rules of Changing from Active into Passive Forms. The Prepositions "By" / "With".

24. The Passive Voice with the Modal Verbs.

25. Passive Reporting Verbs. Personal / Impersonal Constructions.

26. Reported Statements and Commands.

27. Reported Questions.

28. Reporting a Dialogue. Introductory Verbs.

29. The constructions "either ... or", "neither ... nor", "both ... and" and their use.

30. The comparison of adverbs

31. The use of "other", "another", "the others".

Practically-oriented questions

32. Read the text, open the brackets. Put the verbs into the passive or the active voice. Translate the text into Russian.

33. Read the text, open the brackets. Put the verbs into the correct tenses.

34. Read the sentences. Transform them into the Passive voice where possible.

35. Read the sentences in the passive voice. Transform them into the active voice.

36. Read the dialogue. Transform it into the reported speech. Translate the text into Russian.

37. Transform the text from the indirect speech into the direct dialogue.

38. Transform the text into the passive voice.

39. Read the text. Fill in the missing articles.

40. Read the text. Correct the mistakes in the use of the past tenses.

41. Read the text. Correct the mistakes in the use of means to express future actions.

42. Read the text. Correct the mistakes in the use of the passive voice and passive constructions.
43. Read the text. Correct the mistakes in the use of prepositions.
44. Read the text. Correct the mistakes in the use of tenses.
45. Present an outline of Internet resources you can use to teach the present and future tenses.
46. Present an outline of Internet resources you can use to teach the passive voice.
47. Present an outline of Internet resources you can use to teach indirect speech.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Составитель _____ Пальмова Е.А.

Заведующий кафедрой _____ Демонина Ю.М.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Критерии оценивания:

84-100 баллов (оценка «отлично») выставляется студенту, если изложенный материал фактически верен, демонстрируется наличие глубоких исчерпывающих знаний в области изучаемого вопроса, грамотное, свободное и логически стройное изложение материала, широкое использование дополнительной литературы;

67-83 балла (оценка «хорошо») выставляется студенту, если отмечается наличие твердых и достаточно полных знаний в рамках темы; четкое изложение материала; допускаются отдельные логические и стилистические погрешности;

50-66 баллов (оценка «удовлетворительно») выставляется студенту, если отмечается изложение материала с отдельными ошибками;

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

Контрольные вопросы для проведения текущего контроля

Вопросы к устному опросу

1. Speak on the forms of the Past Simple and the Past Continuous Tenses. Compare their use.
2. Compare the use of the Past Simple and the present Perfect Tenses.
3. Speak on the forms of the Past Perfect Simple and the Past Perfect Continuous Tenses. Compare their use.
4. Speak on the forms used to express habitual actions in the past.
5. Speak on the forms of the Future Simple and the Future Continuous Tenses. Compare their use.
6. Compare the use of the Future Simple Tense and the construction "to be going to".
7. Speak on the forms of the Future Perfect and the Future Perfect Continuous Tenses. Compare their use.
8. Speak on the means that can be used to express planned actions. What's their difference?
9. Speak on the use of the verbs "to say" and "to tell" to presented direct and indirect speech.
10. What tense changes are we to make when we transform direct speech into indirect speech?
11. How are modal verbs transformed when we turn direct speech into indirect?
12. In what cases can we leave the tenses in the indirect speech the way they are in the direct speech?
13. What adverbs and pronouns are changed when we transform direct speech into indirect speech?
14. Speak on the way we transform questions into indirect speech.
15. Speak on the way we transform commands, requests and suggestions into indirect speech.
16. Speak on other introductory verbs we can use to transform direct statement into indirect speech.
17. When is the passive voice usually used in English?
18. How is the Passive Voice formed in English?
19. When do we use the prepositions "by" and "with" in passive constructions?
20. Speak on the use of impersonal passive constructions.
21. Speak on the use of the construction "to have something done".
22. Internet resources that can be used for teaching the English tenses to young learners.
23. Internet resources that can be used for teaching the English tenses to high school learners.
24. Internet resources that can be used for teaching the passive voice to middle school learners.
25. Internet resources that can be used for teaching the indirect speech to high school learners.

Критерии оценивания:

При текущем контроле (собеседовании на практических занятиях) за ответ на вопрос студент может получить максимально 2 балла (22 балла в совокупности)

2 балла выставляется студенту, если изложенный материал фактически верен, демонстрируется наличие глубоких исчерпывающих знаний в области изучаемого вопроса, грамотное, свободное и логически стройное изложение материала

1 балл выставляется студенту, если знания носят поверхностный характер; допускается много логических и стилистических ошибок.

Тесты

Test 1

1. Look, the conservation volunteers _____ cheerfully in the sunshine all morning, unlike yesterday, when they _____ to work in the rain.
A) worked / are refusing
B) are working / were refusing
C) will be working / have refused
D) have been working / refused
E) will have worked / had refused
2. A: Is that your pure wool pullover in the washing machine? It _____ you know!
B: No, I _____ it several times in the machine already. I use the wool cycle and it's fine.
A) was shrinking / wash
B) has shrunk / had washed
C) will shrink / washed
D) is going to shrink / have washed
E) is shrinking / have been washing
3. The weather conditions _____ throughout the day and now the ground officials are confident that the championship game _____ ahead.
A) have been improving / will go
B) will be improving / will go
C) have improved / was going
D) are improving / has gone
E) improved / went

C) was talking / didn'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 2

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

8. After my father ---- me his old bicycle, I ---- to university, which was better for my health.

- A) was given / had cycled
B) had been given / have been cycling
C) was giving / will be cycling

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

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

- D) have been converting / was invading
E) had converted / was being invaded

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

- D) was relieved / jumped
E) am relieved / is jumped

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

- D) will provide
E) is being provided

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

- D) was discharged
E) will be discharged

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

- D) has been translating / will learn
E) translates / was learning

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

- D) haven't enjoyed
E) am not enjoying

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

- D) am paying / haven't like
E) have been paid / won't like

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

- D) were smoked / used to smell
E) are smoking / might smell

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

- D) are played / have got
E) have played / will get

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

- D) would have introduced / appeared
E) have been introduced / would be appearing

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

- D) having kept
E) to keep

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

- D) has been announcing
E) is being announced

22. Medicines and chemical cleaning liquids ---- out of children's reach.
A) should be kept
B) must have kept

- D) 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 3

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.

3. Критерии оценки:

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

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

Темы мультимедийных презентаций

1. Diachronic characterization of ways to form the past forms of English verbs.
2. The ways to render the continuous and perfect aspects into Russian.
3. The ways to render English passive constructions into Russian.
4. The ways to render English introductory verbs into Russian.
5. The ways to render English means of expressing future actions into Russian.
6. The comparative analysis of passive forms in Russian and English.
7. An outline of Internet resources that can be used in teaching English Grammar.

Критерии оценивания:

В течение семестра студент подготавливает одну презентацию на любую из предложенных тем. Студент может получить за презентацию максимально 10 баллов:

10-9 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;

8-7 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;

6-5 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;

0-4 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 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.

2. 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.

3. Put the verbs in brackets into the correct passive tense. Translate the text into Russian:

The Golden Globe Awards 1) (first/organize) in 1944 in Los Angeles. Since then, they 2) (hold) every year. The awards show is an important Hollywood event. Every year, millions of viewers around the world tune in to see who 3) (give) a prize for their talents. Famous directors, writers and actors arrive on the red carpet and enjoy 4) (admire) by photographers and fans. Awards that 5) (present) on the night are for best motion picture, best actor, best director and more. Five nominations 6) (can/make) for each award from which one winner 7) (choose). The awards 8) (sometimes/hand out) to the winners by the son or daughter of a famous celebrity. Last year, Lorraine Nicholson, daughter of Jack Nicholson, 9) (ask) to help out in the show.

The Golden Globe Awards 10) (consider) to be one of the highest honours anyone in the television or film industry can receive.

4. Think about people's life 50-60 years ago. Discuss the things they used to do / would do in the past and they don't do nowadays.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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.

Критерии оценивания:

При текущем контроле (на практических занятиях) за выполнение практико-ориентированных заданий студент может получить максимально 2 балла – итого 18 баллов в совокупности.

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

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

Семестр 3

Контрольные вопросы для проведения промежуточного контроля

Вопросы к зачету с оценкой

Theoretical questions

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

Practically-based questions

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

Критерии оценивания:

84-100 баллов (зачтено, отлично) - наличие твердых и достаточно полных знаний в объеме пройденной программы дисциплины в соответствии с поставленной программой курса целью; грамотное и логически стройное изложение материала при ответе, усвоение основной и знакомство с дополнительной литературой;

67-83 балла (зачтено, хорошо) - наличие определенных знаний в объеме пройденной программы дисциплины в соответствии с поставленной программой курса целью; грамотное и логически стройное изложение материала при ответе, усвоение основной литературы;

50-66 баллов (зачтено, удовлетворительно) - наличие некоторых знаний в объеме пройденной программы дисциплины в соответствии с поставленной программой курса целью; грамотное и логически стройное изложение материала при ответе, усвоение с частью основной литературы;

0-49 баллов (не зачтено, неудовлетворительно) - ответы не связаны с вопросами, наличие грубых ошибок в ответе, непонимание сущности излагаемого вопроса, неуверенность и неточность ответов на дополнительные и наводящие вопросы.

Контрольные вопросы для проведения текущего контроля

Вопросы к устному опросу

1. What actions do conditional clauses of real condition describe?
2. How are conditional clauses of real condition formed?
3. What actions do conditional clauses of unreal condition for the present and the future describe?
4. How are conditional clauses of unreal condition for the present and the future formed?
5. What actions do conditional clauses of unreal condition for the past describe?
6. How are conditional clauses of unreal condition for the past formed?
7. Present the conjunctions that can be used to join the parts of a conditional sentence together.
8. What is a mixed conditional sentence? How is it formed?
9. When can we use "should" and "would" in an if-clause?
10. Speak on the use of the forms after the structures "If only", "I wish".
11. What is the difference in meaning of the structures "would rather" and "had better"?
12. What constructions do we use when the subject of "would rather" is also the subject of the following verb? Give your examples. Translate them into Russian.
13. What constructions do we use when the subject of "would rather" is different from the subject of the following verb? Give your examples. Translate them into Russian.
14. What verb-forms are to be used after the conjunctions "as if" / "as though"?
15. What verb-forms are to be used after the conjunctions "so that" / "in order that" / "lest"?
16. What is an infinitive? What forms of an infinitive are there in English? Give your examples.
17. When is the infinitive used in English?
18. What is a gerund? What forms of a gerund are there in English? Give your examples.
19. When is the gerund used in English?
20. After what verbs can we use both the infinitive and the gerund without any difference in meaning?
21. After what verbs can we use both the infinitive and the gerund with difference in meaning? How is the meaning changed?
22. How many forms of participles are there in English?
23. What does participle 1 express? When is it usually used?
24. What does participle 2 express? When is it usually used?
25. When is the construction "Complex Object" used? How is it formed? Is there such a construction in Russian?
26. When is the construction "Complex Subject" used? How is it formed? Is there such a construction in Russian?
27. Comment on the formation and use of an absolute participial construction.
28. What is a modal verb? What does it express? What modal verbs are there in English? What common specific features do they have?
29. What meanings does the modal verb "can" have? Give your examples.
30. What meanings does the modal verb "may" have? Give your examples.
31. What meanings does the modal verb "must" have? Give your examples.
32. Compare the use of must, have to, need and to be to.
33. What meanings do the modal verbs "should" and "ought to" have? Give your examples.
34. What meanings do the modal verbs "will", "would", "shall" have? Give your examples.
35. What modal verbs can we use to express supposition?
36. What modal verbs can we use to express obligation?
37. What modal verbs can we use to express requests?
38. What modal verbs can we use to express advice and criticism?
39. Internet resources that can be used for teaching conditional clauses to middle and high school learners.
40. Internet resources that can be used for teaching modals to middle and high school learners.
41. Internet resources that can be used for teaching modals to young learners.
42. Internet resources that can be used for teaching non-finite forms of verbs 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 (22 балла в совокупности)

2 балла выставляется студенту, если изложенный материал фактически верен, демонстрируется наличие глубоких исчерпывающих знаний в области изучаемого вопроса, грамотное, свободное и логически стройное изложение материала

1 балл выставляется студенту, если знания носят поверхностный характер; допускается много логических и стилистических ошибок.

Тесты

Test 1

1. I wish our history teacher ____ us so much homework. I never have enough time to finish it.
A) wouldn't give C) doesn't give
B) couldn't give D) hasn't given
2. After we have been to the cinema, we ____ Bowling, if you ____ it's a good idea.
A) have been / are thinking C) went / thought
B) are going / might think D) could go / think
3. If he ____ in the woods at that particular time, he ____ the suicide.
A) hadn't been / wouldn't have witnessed C) wasn't / ought not to witness
B) weren't / hasn't been witnessing D) hasn't been / weren't witnessing
4. Bed-wetting is common in children up to the age of five, but if the problem ____ beyond this age, a physical examination ____ in case there is a serious medical problem.
A) has persisted / may recommend C) persisted / were recommended
B) persists / is recommended D) will persist / has recommended
5. Just think! If we ____ our degree course to music, we ____ professionally now.
A) weren't changing / couldn't sing C) hadn't changed / wouldn't be singing
B) wouldn't have changed / may not sing D) didn't change / weren't singing
6. Unlike Walt Disney's cartoon chipmunks, which always appear up a tree, real chipmunks _____ to stay near their underground burrows in case

they ____ to escape from a predator.

- A) will prefer / have needed C) preferred / will be needed
B) prefer / need D) have preferred / are needed

7. Oh, I am so embarrassed! I wish the ground ____ open and swallow me.

- A) will open and swallow C) had opened and swallowed
B) opens and swallows D) would open and swallow

8. OK, I ____ your Tuesday evening class provided you _____ the lesson plan because I hate doing it.

- A) covered / would be writing C) will cover / write
B) can cover / wrote D) have covered / would write

9. _____ he finds a job soon, he will have to sell his car.

- A) Unless C) Providing
B) As if D) Only if

10. The garage can't have adjusted the brakes properly; _____, they wouldn't be making such horrible noise.

- A) otherwise C) in case
B) as though D) even if

11. I'm sure Jessie ____ to play this Saturday provided someone ____ her a lift to the stadium.

- A) will agree / can give C) has agreed / gave
B) agrees / were to give D) agreed / will have given

12. We really should have looked at the timetable when we got off the ferry. We ____ the six-thirty train, but now we have to hang around here until twenty past eight.

- A) would be catching C) could have caught
B) might catch D) have been catching

13. If they ____ you at the London School of Economics, which other universities ____ you apply to?

- A) won't be accepting / did C) wouldn't accept / should
B) aren't accepted / could D) don't accept / will

14. My mother is an excellent cook, and I really wish she ____ our wedding cake, but she'll be very busy with other things.

- A) should make C) will make
B) could make D) can make

15. ____ the press ____ Princess Diana's privacy more, she might not have been killed in a traffic accident. She was trying to avoid the newspaper photographers when the accident happened.

- A) Had / respected C) Does / respect
B) Should / respect D) Were / to respect

16. I'll allow you to go to the park ____ you come home before it gets dark.

- A) even if C) as long as
B) in case D) so that

17. ____ they improve the quality of their products will we order any more handbags from them.

- A) Even if C) Unless
B) Only if D) In case

18. You shouldn't wash your car with washing up liquid; _____, you'll damage the paint work.

- A) otherwise C) only if
B) in case D) unless

19. Your advertisement might look more attractive ____ it were printed in colour.

- A) if C) until
B) even if D) whether

20. I wouldn't be able to afford an Armani suit ____ I ate bread and water for a month.

- A) as long as C) only if
B) because D) even if

21. If the primary candidates _____ more on the issues, the results of the election _____ quite different.

- A) had focused / would have been C) focused / can be
B) have focused / would be D) were focused / would have been

22. She and her boyfriend _____ married now if only she _____ a scholarship to have an academic degree in the USA.

- A) will be / wouldn't have got C) could be / wouldn't get
B) are / hasn't got D) would be / hadn't got

23. If Mary's classmates _____ punctual for her party, she _____ so upset now.

- A) had been / wouldn't be C) had been / wouldn't have been
B) have been / hasn't be D) should have been / isn't

24. We had better ____ the spare tyre in case we ____ it.

- A) to take / should need

- B) take / will need
- C) take / should need
- D) to take / need

25. As a child, my little sister always chatted with her teddy bear as if it ____ real.

- A) had been
- B) were
- C) is
- D) has been

Test 2

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 3

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 have 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 4

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

2. Инструкция по выполнению:

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

3. Критерии оценки:

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

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

Темы мультимедийных презентаций

1. Diachronic characterization of conditional forms in the English language.
2. The comparative analysis of the use of infinitives and participles in English and Russian.
3. The comparative analysis of the means of expressing modality in English and Russian.
4. Free and traditional use of forms expressing unreality.
5. Syntactical functions of gerunds and infinitives in English compared.
6. 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 10 баллов:

10-9 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;

8-7 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;

6-5 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;

0-4 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. If you could script the basic plot for the dream you will have tonight, what story would it be? Write down your ideas, use conditional sentences.
2. 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.
3. 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
4. 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

5. 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.

6. If you knew there would be a nuclear war in one week, what would you do? Exchange your ideas with a partner.

7. 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.

8. Choose any authentic English article, analyze its grammar peculiarities, point out all the modals, infinitives, gerunds and participles. Translate the article into Russian.

9. Imagine that you are preparing an information sheet for tourists about your city / town / village. Write a list of tips for visitors. Use present real conditional sentences.

10. 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.

11. Think about a situation in your life that you regret. Describe the situation and talk about what you wish had happened and why.

12. 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 18 баллов в совокупности.

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

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

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:

Семестр 1 – в форме зачета.

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.

Семестр 2 – 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.

Семестр 3 – в форме зачета с оценкой.

Зачет проводится по окончании теоретического обучения до начала экзаменационной сессии.

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

–полнота раскрытия темы;

–ясность изложения и структурированность;

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

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

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

Приложение 2

МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ

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

- практические занятия.

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

При подготовке к практическим занятиям каждый студент должен:

- изучить рекомендованную учебную литературу;
- подготовить ответы на все вопросы по изучаемой теме;
- письменно решить домашнее задание, рекомендованные преподавателем при изучении каждой темы.

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

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

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

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

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

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

Методические рекомендации по написанию, требования к оформлению докладов

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

Выполнение доклада позволяет решать следующие задачи обучения:

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

Требования, предъявляемые к докладу:

- полное, глубокое и последовательное освещение темы;
- использование разнообразной литературы и материалов;
- ссылки на используемую литературу по тексту;
- самостоятельность изложения;
- аккуратность оформления работы;
- соблюдение установленных сроков написания и предоставления работы преподавателю.

Оформление доклада.

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

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

Структура доклада:

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

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

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

В списке использованной литературы источники приводятся в следующем порядке: сначала нормативно-правовые акты; затем научная,

учебная литература, а также статьи из периодических изданий в алфавитном порядке с указанием полных выходных данных: фамилия и инициалы автора, название работы, место и год издания, название издательства; в конце списка приводятся официальные Интернет-ресурсы.

Методические рекомендации по решению практико-ориентированных заданий

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

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

При решении практико-ориентированных заданий рекомендуется придерживаться следующего алгоритма:

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

Методические рекомендации по подготовке презентаций

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

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

Кроме того, оформление и демонстрация каждого из перечисленных типов информации также подчиняется определенным правилам. Так, например, для текстовой информации важен выбор шрифта, для графической – яркость и насыщенность цвета, для наилучшего их совместного восприятия необходимо оптимальное взаиморасположение на слайде.

Рекомендуется сжатый, информационный способ изложения материала. Не стоит заполнять один слайд слишком большим объемом информации: человек в среднем может 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).