

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

УТВЕРЖДАЮ  
Директор Таганрогского института  
имени А. П. Чехова (филиала)  
РГЭУ (РИНХ)  
\_\_\_\_\_ С. А. Петрушенко  
«20» мая 2025 г.

**Рабочая программа дисциплины**  
**Практическая грамматика английского языка**

Направление подготовки  
44.03.05 Педагогическое образование (с двумя профилями подготовки)

Направленность (профиль) программы бакалавриата  
44.03.05.18 Иностранный язык (английский) и Иностранный язык (немецкий)

Для набора 2025 года

Квалификация  
Бакалавр

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

Семестр (<Курс>.<Семестр на курсе>)	1 (1.1)		2 (1.2)		3 (2.1)		Итого	
	Неделя		17 4/6		16			
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 28.02.2025 протокол № 9.

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

Зав. кафедрой: Тимошенко Ю.М.

## 1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

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

## 2. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ

ПКО-1:	Способен осуществлять профессиональную деятельность с использованием возможностей цифровой образовательной среды образовательной организации и открытого информационно-образовательного пространства
ПКО-1.1:	Владеет средствами ИКТ для использования цифровых сервисов и разработки электронных образовательных ресурсов
ПКО-1.2:	Осуществляет планирование, организацию, контроль и корректировку образовательного процесса с использованием цифровой образовательной среды образовательной организации и открытого информационно-образовательного пространства
ПКО-1.3:	Использует ресурсы международных и национальных платформ открытого образования в профессиональной деятельности учителя основного общего и среднего общего образования
ПКО-3:	Способен реализовывать основные общеобразовательные программы различных уровней и направленности с использованием современных образовательных технологий в соответствии с актуальной нормативной базой
ПКО-3.1:	Осуществляет обучение учебному предмету на основе использования предметных методик и современных образовательных технологий
ПКО-3.2:	Осуществляет педагогическую поддержку и сопровождение обучающихся в процессе достижения метапредметных, предметных и личностных результатов
ПКО-3.3:	Применяет предметные знания при реализации образовательного процесса
ПКО-3.4:	Организует деятельность обучающихся, направленную на развитие интереса к учебному предмету в рамках урочной и внеурочной деятельности
ПКО-3.5:	Участствует в проектировании предметной среды образовательной программы

### В результате освоения дисциплины обучающийся должен:

<b>Знать:</b>
Знать цифровые сервисы и технологии, используемые в образовательной деятельности, а методы создания и публикации электронных образовательных ресурсов (ЭОР) на основе знаний материалов дисциплины Практическая грамматика английского языка (соотнесено с индикатором ПКО 1-1)
Знать структуру и функционал цифровой образовательной среды, открытых информационно-образовательных ресурсов, современных технологиях планирования, организации и контроля образовательного процесса на основе знаний материалов дисциплины Практическая грамматика английского языка (соотнесено с индикатором ПКО 1-2)
Знать международные и национальные платформы открытого образования, их ресурсы, форматы предоставления контента, возможности использования в образовательной деятельности на основе знаний материалов дисциплины Практическая грамматика английского языка (соотнесено с индикатором ПКО 1-3)
Знать предметные методики преподавания, современные образовательные технологии, особенности учебного процесса, возрастные и индивидуальные особенности учащихся на основе знаний материалов дисциплины Практическая грамматика английского языка (соотнесено с индикатором ПКО 3-1)
Знать методы и формы педагогической поддержки, современные подходы к сопровождению обучающихся, способы диагностики и коррекции трудностей в обучении на основе знаний материалов дисциплины Практическая грамматика английского языка (соотнесено с индикатором ПКО 3-2)
Знать содержание учебных программ, методике преподавания, научные концепции и теории, современные тенденции в изучении предмета на основе знаний материалов дисциплины Практическая грамматика английского языка (соотнесено с индикатором ПКО 3-3)
Знать методы и формы организации учебной деятельности, способы развития интереса к предмету, возрастные и индивидуальные особенности учащихся, особенности организации урочной и внеурочной деятельности на основе знаний материалов дисциплины Практическая грамматика английского языка (соотнесено с индикатором ПКО 3-4)
Знать принципы проектирования предметной среды, особенности создания развивающей образовательной среды, требования к организации учебного пространства, возможности использования мультимедиа и интерактивных технологий на основе знаний материалов дисциплины Практическая грамматика английского языка (соотнесено с индикатором ПКО 3-5)

**Уметь:**

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

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

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

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

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

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

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

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

**Владеть:**

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

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

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

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

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

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

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

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

**3. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ**

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

					ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
2.2	Personal and object pronouns. Possessive pronouns. The absolute form of possessive pronouns.	Самостоятельная работа	1	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
2.3	Reflexive pronouns and their use	Практические занятия	1	2	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
2.4	Demonstrative pronouns and their use	Самостоятельная работа	1	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3

### Раздел 3. Adjectives and Adverbs

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

					ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
<b>Раздел 4. The Verb. The Finite Forms. The Present Tenses</b>					
№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
4.1	The Present Simple tense versus the Present Continuous tense. Their forms and use.	Практические занятия	1	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
4.2	The verbs not used in the continuous form. The verbs that can be used in the continuous form with a different meaning.	Самостоятельная работа	1	2	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
4.3	The Present Perfect Simple tense. The Present Perfect Progressive tense. Their forms and use.	Практические занятия	1	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
4.4	The Present Tenses: revision	Самостоятельная работа	1	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
4.5	Подготовка к промежуточной аттестации	Зачет	1	0	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
<b>Раздел 5. The Verb. The Finite Forms. The Past and the Future Tenses</b>					
№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
5.1	The Past Simple tense versus the Past Continuous tense. Their forms and use.	Практические занятия	2	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1

					ПКО-1.2 ПКО-1.3
5.2	Exercises on the comparative analysis of the past simple and the past continuous	Самостоятельная работа	2	2	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
5.3	The Past Simple tense versus the Present Perfect Simple tense. The difference in use.	Практические занятия	2	2	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
5.4	The Past Perfect Simple versus the Past Perfect Continuous, the forms and usage	Самостоятельная работа	2	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
5.5	Used to / Would for the habitual actions in the past.	Практические занятия	2	2	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
5.6	The Past tenses: revision	Самостоятельная работа	2	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
5.7	The Future Simple tense versus the Future Continuous tense. Their forms and use.	Практические занятия	2	2	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
5.8	The Future Simple tense versus the construction "to be going to"	Самостоятельная работа	2	2	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
5.9	The Future Perfect tense. The Future Perfect Continuous tense. Their forms and use.	Практические занятия	2	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2

					ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
5.10	The Future Tenses: revision	Самостоятельная работа	2	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
5.11	Other means to express future actions - the Present Simple tense, the Present Continuous tense, "to be going to".	Практические занятия	2	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
<b>Раздел 6. The Reported Speech</b>					
№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
6.1	Reported statements	Практические занятия	2	2	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
6.2	Reported Statements: Consolidation	Самостоятельная работа	2	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
6.3	Reported questions	Практические занятия	2	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
6.4	Reported Questions: consolidation	Самостоятельная работа	2	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
6.5	Reported commands, requests, suggestions	Практические занятия	2	2	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2

					ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
6.6	Introductory verbs. Reporting a dialogue. Preparing reports using Microsoft Office 2007 software	Самостоятельная работа	2	6	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
<b>Раздел 7. The Passive Voice</b>					
№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
7.1	The Passive Forms for the present, past and future tenses. The rules of changing from active into passive forms. The prepositions "by", "with".	Практические занятия	2	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
7.2	Passive with modals and other verbs	Самостоятельная работа	2	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
7.3	Passive reporting verbs. Personal / impersonal construction.	Практические занятия	2	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
7.4	The construction "have something done" The passive Voice - revision	Самостоятельная работа	2	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
7.5	Подготовка к промежуточной аттестации	Экзамен	2	36	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
<b>Раздел 8. Forms Expressing Unreality</b>					

№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
8.1	Conditional clauses. 1. Conditional clauses of real condition. 2. Conditional clauses of unreal condition for the present and for the future. 3. Conditional clauses of unreal condition for the past.	Практические занятия	3	6	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
8.2	Conditional clauses: making a report using Microsoft Office 2007 software	Самостоятельная работа	3	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
8.3	Conditional Sentences of Mixed Condition	Практические занятия	3	2	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
8.4	Conditional clauses: revision	Самостоятельная работа	3	2	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
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".	Практические занятия	3	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
8.6	The conditional forms in the structures "I wish", "If only", "would rather", "had better"	Самостоятельная работа	3	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
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.	Практические занятия	3	2	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
8.8	Free and traditional use of forms expressing unreality. The conditional forms in object clauses. Preparing reports using Microsoft Office 2007 software	Самостоятельная работа	3	6	ПКО-3 ПКО-1 ПКО-3.1

					ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
<b>Раздел 9. The Non-Finite Forms of the Verb</b>					
№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
9.1	The infinitive: its forms and use.	Практические занятия	3	2	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
9.2	Syntactic functions of the infinitive	Самостоятельная работа	3	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
9.3	The gerund: its forms and use.	Практические занятия	3	2	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
9.4	Syntactic functions of the gerund	Самостоятельная работа	3	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
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.	Практические занятия	3	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
9.6	Tasks based on the contrast and comparison of infinitives and gerunds	Самостоятельная работа	3	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
9.7	Infinitive complexes. Gerundial complexes. Participial complexes.	Практические занятия	3	2	ПКО-3 ПКО-1 ПКО-3.1

					ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
9.8	Participle 1 and Participle 2: their forms and use. Preparing presentations using Microsoft Office 2007 software	Самостоятельная работа	3	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
<b>Раздел 10. Modal Verbs. Means of Expressing Modality in English</b>					
№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
10.1	Modal verbs "can", "could", "may", "might", "to be able to". Their forms, meanings and use.	Практические занятия	3	2	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
10.2	Expressing ability, logical assumption, probability and possibility.	Самостоятельная работа	3	2	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
10.3	Modal verbs "must", "have to", "to be to", "need". Their forms, meanings and use.	Практические занятия	3	2	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
10.4	Means of expressing obligation, duty and necessity, absence of necessity and prohibition	Самостоятельная работа	3	2	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
10.5	Modal verbs "should", "ought to", "will", "shall", "would". Their forms, meanings and use. The modals: revision	Практические занятия	3	4	ПКО-3 ПКО-1 ПКО-3.1 ПКО-3.2 ПКО-3.3 ПКО-3.4 ПКО-3.5 ПКО-1.1 ПКО-1.2 ПКО-1.3
10.6	Expressing permission, requests, suggestions, offers, advice and criticism: summary. Preparing reports using Microsoft Office 2007 software	Самостоятельная работа	3	4	ПКО-3 ПКО-1 ПКО-3.1

					ПК0-3.2 ПК0-3.3 ПК0-3.4 ПК0-3.5 ПК0-1.1 ПК0-1.2 ПК0-1.3
10.7	Подготовка к промежуточной аттестации	Зачет с оценкой	3	0	ПК0-3 ПК0-1 ПК0-3.1 ПК0-3.2 ПК0-3.3 ПК0-3.4 ПК0-3.5 ПК0-1.1 ПК0-1.2 ПК0-1.3

#### 4. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

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

#### 5. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

##### 5.1. Учебные, научные и методические издания

	Авторы, составители	Заглавие	Издательство, год	Библиотека / Количество
1	Крылова, Инна Павловна	Сборник упражнений по грамматике современного английского языка: Учеб. пособие для студентов ин-тов и фак. иностр. яз.	М.: Кн. дом "Университет": Высш. шк., 2003	45 экз.
2	Гуревич В. В.	Практическая грамматика английского языка: упражнения и комментарии: учебное пособие	Москва: ФЛИНТА, 2017	<a href="http://biblioclub.ru/index.php?page=book&amp;id=103487">http://biblioclub.ru/index.php?page=book&amp;id=103487</a>
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	<a href="http://biblioclub.ru/index.php?page=book&amp;id=427888">http://biblioclub.ru/index.php?page=book&amp;id=427888</a>
4	Тарасова Ю. В.	The Subjunctive Mood: учебное пособие	Ростов-на-Дону: Издательско-полиграфический комплекс РГЭУ (РИНХ), 2017	<a href="http://biblioclub.ru/index.php?page=book&amp;id=568917">http://biblioclub.ru/index.php?page=book&amp;id=568917</a>
5	Несветайлова И. В.	Модальные глаголы и способы их перевода: учебно-методическое пособие	Москва Берлин: Директ-Медиа, 2020	<a href="http://biblioclub.ru/index.php?page=book&amp;id=572449">http://biblioclub.ru/index.php?page=book&amp;id=572449</a>
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	<a href="http://biblioclub.ru/index.php?page=book&amp;id=573909">http://biblioclub.ru/index.php?page=book&amp;id=573909</a>
7	Куликова И. С., Салмина Д. В.	Лингвистическая терминология в профессиональном аспекте: учебное пособие для вузов	Санкт-Петербург: Лань, 2020	<a href="https://e.lanbook.com/book/147342">https://e.lanbook.com/book/147342</a>

##### 5.1. Учебные, научные и методические издания

	Авторы, составители	Заглавие	Издательство, год	Библиотека / Количество
1	Рушинская И. С.	The English Verbals and Modals: практикум	Москва: ФЛИНТА, 2018	<a href="http://biblioclub.ru/index.php?page=book&amp;id=83564">http://biblioclub.ru/index.php?page=book&amp;id=83564</a>
2	Андрienко А. А., Медведева А. А.	English Tenses: учебное пособие	Ростов-на-Дону: Южный федеральный университет, 2016	<a href="http://biblioclub.ru/index.php?page=book&amp;id=461555">http://biblioclub.ru/index.php?page=book&amp;id=461555</a>
3	Воловикова М. Л., Науменко М. Г.	English grammar for university students. Part 3: учебное пособие	Ростов-на-Дону: Южный федеральный университет, 2016	<a href="http://biblioclub.ru/index.php?page=book&amp;id=462056">http://biblioclub.ru/index.php?page=book&amp;id=462056</a>

	Авторы, составители	Заглавие	Издательство, год	Библиотека / Количество
4	Воловикова М. Л., Манжелевская Е. В., Милькевич Е. С., Мкртчян Т. Ю., Науменко М. Г.	English grammar for university students. Part 1: учебное пособие	Ростов-на-Дону: Южный федеральный университет, 2016	<a href="http://biblioclub.ru/index.php?page=book&amp;id=462068">http://biblioclub.ru/index.php?page=book&amp;id=462068</a>
5	Сергеева Ю. М.	English Articles in Use: учебное пособие	Москва: ФЛИНТА, 2017	<a href="http://biblioclub.ru/index.php?page=book&amp;id=482347">http://biblioclub.ru/index.php?page=book&amp;id=482347</a>
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	<a href="http://biblioclub.ru/index.php?page=book&amp;id=500159">http://biblioclub.ru/index.php?page=book&amp;id=500159</a>
7	Качалова К. Н., Израилевич Е. Е.	Практическая грамматика английского языка с упражнениями и ключами: учебник	Санкт-Петербург: КАРО, 2018	<a href="http://biblioclub.ru/index.php?page=book&amp;id=574452">http://biblioclub.ru/index.php?page=book&amp;id=574452</a>
8		EnglishMag: журнал	Воронеж: EnglishMag, 2018	<a href="http://biblioclub.ru/index.php?page=book&amp;id=575376">http://biblioclub.ru/index.php?page=book&amp;id=575376</a>
9	Чехович Ю. В., Беленькая О. С., Ивахненко А. А.	Методические рекомендации по эффективному внедрению и использованию системы «Антиплагиат.ВУЗ»	Санкт-Петербург: Лань, 2020	<a href="https://e.lanbook.com/book/154156">https://e.lanbook.com/book/154156</a>

### 5.2. Профессиональные базы данных и информационные справочные системы

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

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

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

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

### 5.3. Перечень программного обеспечения

OpenOffice

### 5.4. Учебно-методические материалы для обучающихся с ограниченными возможностями здоровья

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

## 6. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

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

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

## 7. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ

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

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**

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

1.1 Показатели и критерии оценивания компетенций:

ЗУН, составляющие компетенцию	Показатели оценивания	Критерии оценивания	Средства оценивания Т – тесты Пр – презентация УО – устный опрос ПОЗ – практико-ориентированные задания З – вопросы к зачету Э – вопросы к экзамену
<p>ПКО-1: Способен осуществлять профессиональную деятельность с использованием возможностей цифровой образовательной среды образовательной организации и открытого информационно-образовательного пространства</p>			
<p>Знать: функциональные возможности цифровых образовательных сред, преимущества и ограничения использования открытых образовательных ресурсов, принципы навигации и поиска необходимой информации в сети Интернет, основы кибербезопасности и информационной гигиены</p>	<p>Изучает принципы работы и особенности организации открытого информационно-образовательного пространства при обучении грамматической стороне речи</p>	<p>полное, развернутое, грамотное и логическое изложение вопроса</p>	<p>Семестр 1 З – вопросы 1-8 УО – вопросы 23-26 Пр – темы 1-7 Т – тесты 2,4 ПОЗ – 2,3,9,10</p> <p>Семестр 2 Э – вопросы 1-16 УО – вопросы 22-25 Т – тесты 2,4 Пр – темы 6,7 ПОЗ – 6,9</p> <p>Семестр 3 З – вопросы 1-10 УО – вопросы 39-42 Т – тесты 2,4 Пр – темы 1,4,6 ПОЗ – 8-12</p>
<p>Уметь: эффективно использовать доступные цифровые ресурсы и инструменты для организации учебного процесса, быстро осваивать новые платформы и сервисы,</p>	<p>Создает интерактивные материалы с помощью специализированных онлайн-сервисов; самостоятельно изучает базовый функционал новых платформ; самостоятельно находит</p>	<p>полнота и содержательность ответа; правильность выполнения заданий</p>	<p>Семестр 1 З – вопросы 17-20 УО – вопросы 1-26 Пр – темы 1,2,3,6 ПОЗ – 1-5,10</p> <p>Семестр 2 Э – вопросы 32-40</p>

<p>инициировать внедрение инновационных подходов в образовательную практику, интегрируя цифровое пространство в повседневную работу преподавателя</p>	<p>решения практико-ориентированных заданий, используя документацию или цифровое пространство</p>		<p>УО – вопросы 10-13, 22-25 Пр – темы 1-7 ПОЗ – 1-9</p> <p>Семестр 3 З – вопросы 20-25 УО – вопросы 28-42 Пр – темы 1-6 ПОЗ – 1-12</p>
<p>Владеть: навыками создания и публикации цифровых учебных материалов, методами организации проектной деятельности в электронной среде, приемом внедрения геймификации и элементов смешанного обучения, участием в форумах и вебинарах, активно формируя цифровую компетентность себя и своих учеников</p>	<p>Применяет ИКТ и открытое информационно-образовательное пространство при обучении грамматической речи</p>	<p>полнота и содержательность ответа; правильность выполнения заданий</p>	<p>Семестр 1 З – вопросы 21-24 УО – вопросы 23-26 Пр – темы 1-7 ПОЗ – 1-8,10</p> <p>Семестр 2 Э – вопросы 32-39 УО – вопросы 1-17 Пр – темы 2,3,4,7 ПОЗ – 1,2,3,6,9</p> <p>Семестр 3 З – вопросы 20-27 УО – вопросы 30-42 Пр – темы 1-6 ПОЗ – 1-12</p>
<p>ПКО-3: Способен реализовывать основные общеобразовательные программы различных уровней и направленности с использованием современных образовательных технологий в соответствии с актуальной нормативной базой</p>			
<p>Знать: содержание и структуру основных образовательных программ начального, основного и среднего общего образования, Федеральные государственные образовательные стандарты (ФГОС), современную нормативную базу в сфере образования, методики и приёмы применения информационных и коммуникационных технологий в образовательном процессе</p>	<p>Изучает понятийный аппарат практической грамматики английского языка и место применения предметных знаний в образовательных программах</p>	<p>правильность выполнения тестового задания; полнота и содержательность ответа на вопрос к опросу; соответствие представленной в ответах информации материалам учебной литературы</p>	<p>Семестр 1 З – вопросы 9-16 УО – вопросы 1-15 Т – тесты 1,3 Пр – темы 4,5,7 ПОЗ – 1-5, 7,8</p> <p>Семестр 2 Э – вопросы 17-31 УО – вопросы 1-9 Т – тесты 1,3 Пр – темы 1,6,7 ПОЗ – 1,2,3</p> <p>Семестр 3 З – вопросы 11-19 УО – вопросы 1-27 Т – тесты 1,3 Пр – темы 4,5,6 ПОЗ – 3,4,7</p>
<p>Уметь: планировать и организовывать учебный процесс в соответствии с ФГОС, эффективно</p>	<p>Синтезирует новую информацию; логично, грамматически корректно строит</p>	<p>полнота и правильность решения практико-</p>	<p>Семестр 1 З – вопросы 25-30 УО – вопросы 1-22 Пр – темы 1-7</p>

использовать разнообразные образовательные технологии, формировать предметные и метапредметные компетенции учащихся, оценивать результаты обучения, корректируя образовательный процесс при необходимости	высказывания в устной и письменной форме, реализуя при этом различные коммуникативные задачи; формулирует цели и задачи включения специальных знаний в обучающие программы различных уровней	ориентированных заданий; наличие логических выводов	ПОЗ – 6,9,10  Семестр 2 Э – вопросы 40-47 УО – вопросы 10-21 Пр – темы 2,3,4,5 ПОЗ – 4-9  Семестр 3 З – вопросы 28-35 УО – вопросы 28-38 Пр – темы 1-4 ПОЗ – 1,2,5,6,8
Владеть: методами диагностики исходного уровня знаний и умений учащихся, приёмами организации совместной и индивидуальной учебной деятельности, технологиями мониторинга и оценки результатов освоения образовательных программ, приёмами включения современных образовательных технологий в урочную и внеурочную деятельность	Применяет особенности грамматического построения английской речи без вмешательства родного языка, решает практико-ориентированные задания по изучаемым темам, грамотно включает специальные знания о грамматическом оформлении устной и письменной речи в учебный процесс	умение отстаивать свою позицию; правильность использования учебных стратегий обучения грамматической стороне речи в практико-ориентированных заданиях; обоснованность обращения к базам данных, к современным методам и технологиям обучения и диагностики	Семестр 1 З – вопросы 31-35 УО – вопросы 15-26 Пр – темы 1,2,3,6 ПОЗ – 1-10  Семестр 2 Э – вопросы 40-47 УО – вопросы 10-25 Пр – темы 1-5 ПОЗ – 4-9  Семестр 3 З – вопросы 28-35 УО – вопросы 1-38 Пр – темы 1-6 ПОЗ – 8-11

## 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 (зачтено, оценка «отлично»)
- 67-83 баллов (зачтено, оценка «хорошо»)
- 50-66 баллов (зачтено, оценка «удовлетворительно»)
- 0-49 баллов (не зачтено, 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**

#### **Вопросы к зачету**

##### **Теоретические вопросы**

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

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

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

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

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

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

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

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

9. The Noun. The Classification of Nouns. Critically evaluate the classification system of nouns in English grammar and propose innovative strategies for its implementation in curricula, adhering to ФГОС.

10. The Plural of Nouns. Design an exemplar lesson plan focusing on plural forms of irregular nouns suitable for middle schoolers, demonstrating compliance with ФГОС.

11. The Possessive Case of Nouns. Create a formative assessment tool using modern educational technologies to measure students’ mastery of possessive case usage aligned with ФГОС standards.

12. The Adjective. Degrees of Comparison. Develop a rubric for evaluating students’ ability to apply adjectives correctly across comparative and superlative degrees, ensuring alignment with ФГОС.

13. The Position of an Adverb in a Sentence. Prepare a differentiated instructional module that teaches appropriate placement of adverbs in sentences, catering to varied learning styles while complying with ФГОС.

14. The Present Simple and the Present Continuous Tenses. Their Forms and Use. Construct an inquiry-based task where students explore real-world contexts requiring both present simple and continuous tenses.

15. The Present Perfect and the Present Perfect Continuous Tenses. Their Forms and Use. Plan a scaffolded sequence of lessons introducing the nuances of present perfect and present perfect continuous, making sure it conforms to ФГОС.

16. Non-Continuous Verbs. Devise a project-based assignment exploring non-continuous verbs and their implications in daily communication.

##### **Практико-ориентированные задания к зачету**

17. Using a digital grammar reference tool, identify the plural forms of the given nouns. Write down both singular and plural forms. Then explain why each noun follows its specific pluralization rule.

18. Utilize online resources such as dictionaries or specialized websites to transform the listed expressions into their possessive cases wherever applicable. Justify your choices with relevant grammatical rules.

19. Open the virtual dictionary application on your device to look up appropriate articles for these sentences. Fill in the blanks with the necessary articles. Provide translations of the completed sentences into Russian.

20. Access the online version of the course textbook and read the assigned text. Complete the gaps within the brackets by choosing the right comparative or superlative degrees of the given adjectives. Afterwards, provide a translation of the finished text into Russian.

21. Employ internet-based tools like grammar checkers or phrase transformation apps to rewrite the given sentences using either the construction “both...and,” “neither...nor,” or “either...or.” Offer Russian translations for all paraphrased sentences.

22. Make use of interactive platforms that allow you to manipulate sentence structures. Place the given adverbs correctly within each sentence.

23. Engage with multimedia learning materials to determine whether the verbs should be conjugated in the Present Simple or Present Continuous tenses. Input your answers accordingly.

24. Browse an e-learning platform for the course content, locate the designated reading passage, then conjugate the verbs according to the contextually suitable present tense. Produce accurate Russian translations of the modified text.

25. Select two credible online grammar tutorials and compare how they explain the difference between Present Perfect Simple and Present Perfect Continuous. Apply this knowledge to convert the verbs in the given sentences into one of these tenses based on contextual clues

26. Consult reputable online sources to understand placement patterns for adverbs in various types of sentences. Insert the provided adverbs into their most logical positions within each sentence.

27. Review academic websites specializing in grammar instruction to learn about the hierarchy of adjective placement. Arrange the specified adjectives in the proper sequence within each sentence.

28. Find examples of common errors related to noun usage and pronoun agreement on recognized language-learning portals. Identify similar issues in the given text and make corrections.

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. Summarize the main points of the given text, paying attention to correct grammar forms. Compare your summary against similar exercises found in reliable online repositories.

33. Develop a curated list of high-quality web resources that educators could utilize when designing lessons focused on nouns and pronouns. Highlight features making these resources particularly effective.

34. Create an annotated bibliography showcasing dependable online tools useful for teaching adjectives and adverbs. Specify which pedagogical methods align best with each resource.

35. Compile a selection of interactive websites offering comprehensive explanations and engaging exercises regarding present tenses. Describe what makes these sites valuable additions to lesson planning.

Зачетное задание (билет) включает 1 теоретический вопрос («Вопросы к зачету» (1 семестр)) и 1 практико-ориентированное задание (формируется из перечня заданий, представленных в разделе «Практико-ориентированные задания к зачету (1 семестр)»).

### **Критерии оценивания:**

Максимальное количество баллов за зачетное задание – 100 (50 баллов максимально за теоретический вопрос, 50 баллов максимально за практико-ориентированное задание).

<b>Критерии оценивания теоретического вопроса</b>	<b>Баллы</b>
Изложенный материал фактически верен, наличие глубоких исчерпывающих знаний; правильные, уверенные действия по применению полученных знаний на практике, грамотное и логически стройное изложение материала при ответе	41-50
Наличие твердых и достаточно полных знаний, правильные действия по применению знаний на практике, четкое изложение материала, допускаются отдельные логические и стилистические погрешности, неуверенность и неточность ответов на дополнительные и наводящие вопросы	26-40
Неполный ответ на вопросы; затрудняется ответить на дополнительные вопросы	1-25
Ответ не связан с вопросами, наличие грубых ошибок в ответе, непонимание сущности излагаемого вопроса, неумение применять знания на практике, неуверенность и неточность ответов на дополнительные и наводящие вопросы	0
<i>Максимальный балл за ответ на теоретический вопрос</i>	<i>50</i>

<b>Критерии оценивания практико-ориентированного задания</b>	<b>Баллы</b>
Практико-ориентированное задание выполнено в полном объеме, в представленном решении обоснованно получены правильные ответы, проведен анализ, дана грамотная интерпретация	41-50

полученных результатов, сделаны выводы	
Практико-ориентированное задание выполнено в полном объеме, но при анализе и интерпретации полученных результатов допущены незначительные ошибки, выводы – достаточно обоснованы, но неполны	26-40
Практико-ориентированное задание выполнено не в полном объеме, при анализе и интерпретации полученных результатов допущены ошибки, выводы – но неполные или отсутствуют	1-25
Практико-ориентированное задание выполнено полностью неверно или отсутствует решение	0
<i>Максимальный балл за решение практико-ориентированного задания</i>	<i>50</i>

Итоговый результат формируется из суммы набранных баллов за выполнение зачетного задания (1 теоретический вопрос и 1 практико-ориентированное задание) и соответствует шкале:

- 50-100 баллов (зачтено);
- 0-49 баллов (не зачтено).

### **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 (20 баллов в совокупности)

<b>Критерии оценивания ответа на вопрос к устному опросу на занятии</b>	<b>Баллы</b>
изложенный материал фактически верен, демонстрируется наличие глубоких исчерпывающих знаний в области изучаемого вопроса, грамотное, свободное и логически стройное изложение	2

материала	
знания носят поверхностный характер; допускается много логических и стилистических ошибок	1
Ответ на вопрос не предоставлен	0
<i>Максимальный балл за ответ на вопрос к устному опросу на занятии</i>	2

## Тесты

### Test 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
- 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
- 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
- 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
- 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
- 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
- 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
- They had \_\_\_\_\_ money to spend on their house, but even with that limited amount, they managed to create a warm and friendly atmosphere.

- A) a few
- B) little
- C) the whole
- D) plenty of
- E) small number of

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

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

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

- A) every / both
- B) neither / each
- C) each / most
- D) all / much
- E) both / all

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

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

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

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

13. Each of \_\_\_\_\_ has a blue dash of paint on \_\_\_\_\_ coat, so it will be easy to recognize Farmer Gile's sheep.

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

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

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

15. Thank you for letting me know about this birthday wish of \_\_\_\_\_.

- A) him
- B) me
- C) your
- D) his
- 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                      D) a lot  
B) neither                  E) much  
C) several
19. If parts of the body do not get \_\_\_\_ blood, they will become infected and their tissues will die.
- A) enough                  D) all  
B) many                      E) plenty  
C) whole
20. Upon graduation, \_\_\_\_ student is sent an information pack giving useful tips and information about finding suitable employment.
- A) all                      D) many  
B) each                      E) a few  
C) none
21. What's \_\_\_\_ name of \_\_\_\_ player who scored \_\_\_\_ last goal?
- A) the / - / a                  D) an / - / the  
B) the / the / the              E) - / - / -  
C) - / the / an
22. A: Should I study art or philosophy?  
B: \_\_\_\_! In my opinion, they are \_\_\_\_ a waste of time.
- A) Both / either                  D) Each / none  
B) Neither / both                  E) None / all  
C) All / whole
23. When the winners arrived at the award ceremony, the mayor \_\_\_\_ was there to greet \_\_\_\_ .
- A) ourselves / him                  D) itself / ourselves  
B) themselves / ours              E) himself / them  
C) myself / their
24. \_\_\_\_ has got a packed lunch, a torch and a waterproof coat, haven't \_\_\_\_?
- A) Everybody / they                  D) Someone / we  
B) Everywhere / it                  E) Anybody / them  
C) No one / you
25. I love the company of \_\_\_\_ friends, but sometimes I just want to be by \_\_\_\_ .
- A) my / me                      D) my / myself  
B) mine / me                      E) mine / my own  
C) me / mine

## Test 2

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

2. \_\_\_\_ who enjoys jazz music will enjoy this festival, tickets for which can be bought at \_\_\_\_ good music shop.
- A) Nobody / some                      D) Somebody / both  
B) Anyone / several                    E) Anybody / every  
C) Everybody / all
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                      D) every / any  
B) all / other                      E) both / each  
C) plenty of / another
4. \_\_\_\_ child will be given a role, however small, in the play.
- A) Several                      D) Each  
B) The whole                    E) Many  
C) Both
5. Because there have been \_\_\_\_ accidents at that road junction, the council are going to install traffic lights there.
- A) too much                      D) much more  
B) plenty                      E) a great deal of  
C) so many
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                      D) him  
B) himself                      E) itself  
C) mine
7. \_\_\_\_ bus we were travelling on stopped suddenly because \_\_\_\_ tree had fallen across the road.
- A) A / the                      D) The / a  
B) The / -                      E) A / a  
C) The / the
8. \_\_\_\_ that we accomplished was to find a suitable date for the next meeting.
- A) Each                      D) Others  
B) Every                      E) All  
C) The whole
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                      D) anyone / somebody  
B) no one / anywhere                      E) everything / anyone  
C) everyone / no one
10. As the number of students attending the universities \_\_\_\_, most employers \_\_\_\_ for higher and higher qualifications from new employees.
- A) is increasing / are asking                      D) have increased / have asked

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

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

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

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

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

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

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

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

- A) the / a                          D) the / -  
B) - / the                          E) a / a  
C) some / 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                D) nowhere / Somewhere  
B) everywhere / Somebody              E) anything / Something  
C) something / Nowhere

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

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

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

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

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

19. As \_\_\_\_ of the proposals seems to provide a complete solution on \_\_\_\_ I suggest we continue working on this.
- A) both / themselves            D) none / his own  
 B) either / our own                E) neither / its own  
 C) each / ourselves
20. When \_\_\_\_ manager disagrees with \_\_\_\_, our board meetings can go on for hours.
- A) a / other                         D) one / another  
 B) - / the other                    E) none / the other  
 C) the / each other
21. 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            D) anyone / somebody  
 B) no one / anywhere            E) everything / anyone  
 C) everyone / no one
22. When I woke up this morning, there was \_\_\_\_ heavy dew covering \_\_\_\_ long green summer grass in our garden.
- A) the / a                            D) the / -  
 B) - / the                            E) a / a  
 C) some / a
23. Our friends slept in a railway-station because they didn't have \_\_\_\_ to stay.
- A) somewhere                    D) everywhere  
 B) anywhere                      E) anything  
 C) nowhere
24. If Richard had \_\_\_\_ patience, he would have \_\_\_\_ arguments with the manager.
- A) little / much                    D) more / fewer  
 B) enough / little                E) a few / less  
 C) less / plenty
25. We rang \_\_\_\_ hotels before we found \_\_\_\_ with vacant rooms.
- A) several / one                    D) every / any  
 B) much / a little                 E) the whole / much  
 C) each / some

### Test 3

- 1- I've had a full day's rest now and I feel much ----; at least ---- enough to be able to get out of bed.
- A) the worst / worse            D) good / so well  
 B) better / well                 E) worse / as good  
 C) best / better
- 2- There is nothing ---- a slight breeze on a hot, sunny day.
- A) refreshing enough            D) so refreshing that  
 B) as refreshed as                E) the most refreshed

C) more refreshing than

3- The survey confirmed that house prices are ---- higher in the South than in the North.

- A) so                      D) as
- B) more                  E) much
- C) most

4- There is ---- a shortage of qualified teachers in England ---- the government is paying students to train in teaching.

- A) such / that            D) too / than
- B) so / as                E) as / that
- C) more / than

5- My father treasures the gold watch that he was given ---- a retirement present.

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

6- Some of the delegates were ---- with the Chairman's speech ---- they walked out.

- A) too disappointed / that            D) so disappointing / than
- B) more disappointing / than        E) as disappointed / as
- C) so disappointed / that

7- Without the heavy make-up she wears, she looks ---- in real life ---- she does on television.

- A) young / so              D) the youngest / as
- B) as young / that        E) so young / that
- C) younger / than

8- He wasn't ---- studious student in the class, but he worked ---- to pass the final examinations.

- A) the most / hard enough            D) as much as / hardly
- B) such / harder than                E) too much / too hard
- C) more / so hard that

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

- A) so tiring that            D) too tired
- B) the most tired            E) as tiring as
- C) so tired as

10- The spot where Vicki's new house is located is ---- that all her friends and relatives want to visit her.

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

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

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

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

- A) as encouraging
- 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
- D) so / that

- B) more / better                      E) such / that  
C) the more / the better

22. The oak tree in our garden is almost \_\_\_\_\_ the house itself.

- A) so tall that                      D) tall enough  
B) the tallest                      E) as tall as  
C) much taller

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

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

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

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

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

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

#### Test 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

**Инструкция по выполнению:**

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

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

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

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

**Темы мультимедийных презентаций**

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

### Примеры практико-ориентированных заданий

#### 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 20 баллов в совокупности.

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

## **СЕМЕСТР 2**

### **Вопросы к экзамену**

#### **Теоретические вопросы**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Практико-ориентированные задания (Practice-oriented questions)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Критерии оценивания:

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

#### Критерии оценивания одного теоретического вопроса.

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

#### Критерии оценивания одного практико-ориентированного задания.

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

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

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

### 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.



- 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

4. Some of us will be needed tomorrow to finish the fence because, at this rate, two sections \_\_\_\_ unfinished when we \_\_\_\_ work tonight.

- A) have remained / stopped  
B) will have remained / were stopping  
C) are going to remain / will stop  
D) are remaining / are stopping  
E) will remain / stop

5. Decoupage, an art form that \_\_\_\_ in France during the 17th century, \_\_\_\_ cutting out designs and patterned materials and fastening them permanently to surface.

- A) has originated / will involve  
B) originated / involves  
C) was originating / is involving  
D) will have originated / involved  
E) is originating / was involving

6. They \_\_\_\_ so many hotels in the region in recent years that gradually they \_\_\_\_ the natural beauty of the area.

- A) were building / destroy  
B) will built / have been destroying  
C) have built / are destroying  
D) are building / have destroyed  
E) have been building / destroyed

7. After she \_\_\_\_ to me for the fifth time, I \_\_\_\_ another word she said, and put an end to our friendship.

- A) has lied / don't believe  
B) has been lying / won't believe  
C) was lying / haven't believed  
D) is lying / hadn't believed  
E) had lied / didn't believe

8. Since they \_\_\_\_ part in their first conversation volunteer week, they \_\_\_\_ on several projects with great pleasure.

- A) are taking / worked  
B) take / will have worked  
C) are going to take / are working  
D) took / have worked  
E) have been taking / work

9. Asia \_\_\_\_ the world's largest land mass and \_\_\_\_ just over half of the world's people.

- A) has had / held  
B) is having / is holding  
C) has / holds  
D) was having / was holding  
E) has been having / will hold

10. I \_\_\_\_ to the bank during my lunch-break today, but an old colleague \_\_\_\_ to visit us, so, naturally, I wanted to hear all the news.

- A) was going / came  
B) went / is coming  
C) have gone / was coming  
D) had gone / has come  
E) am going / comes

11. Suddenly it \_\_\_\_ very foggy, so we \_\_\_\_ compass bearings to find the right route down the mountain.

- A) will become / use  
B) had become / used  
C) became / are using  
D) becomes / will use  
E) has become / had used

12. We're looking after our neighbour's dog as well as our own and it \_\_\_\_\_ two kilos of meat a day, so I \_\_\_\_\_ dog meat in bulk these days.

- A) is eating / bought  
B) ate / have bought  
C) was eating / have been buying  
D) eats / am buying  
E) will have eaten / had bought

13. By the end of this court session the jury \_\_\_\_\_ all the witnesses and they \_\_\_\_\_ the courtroom to decide on a verdict.

- A) have been hearing / have left  
B) have heard / are leaving  
C) are hearing / leave  
D) hear / left  
E) will have heard / will leave

14. I feel certain that her new travel agency \_\_\_\_\_ because she \_\_\_\_\_ a thorough market survey.

- A) is succeeding / will do  
B) has succeeded / will have done  
C) will succeed / has done  
D) was succeeding / is doing  
E) succeeded / has been doing

15. When Chilean separatist forces \_\_\_\_\_ an independent Chile in 1818, the vice-royalty of Peru \_\_\_\_\_ over Chile for almost three centuries.

- A) declared / had been ruling  
B) has declared / was ruling  
C) was declaring / has been ruling  
D) is declaring / ruled  
E) had declared / will have ruled

16. I \_\_\_\_\_ some chicken curry earlier and \_\_\_\_\_ Richard and Kate to stay for dinner, but just then I remembered that they were both vegetarian.

- A) was going to cook / have asked  
B) had been cooking / will ask  
C) cooked / will have asked  
D) had cooked / was going to ask  
E) have cooked / had asked

17. I expect you \_\_\_\_\_ from school by this time next year and \_\_\_\_\_ for a job.

- A) have graduated / will have looked  
B) are graduating / have been looking  
C) will have graduated / will be looking  
D) graduate / will have been looking  
E) were graduating / are going to look

18. Our Spanish teacher \_\_\_\_\_ very slowly and clearly to us at the moment because we \_\_\_\_\_ very far in the language yet.

- A) talks / aren't progressing  
B) is talking / haven't progressed  
C) was talking / didn't progress  
D) has been talking / weren't progressing  
E) will be talking / don't progress

19. Before the potato blight \_\_\_\_\_ Ireland in the 1840s, most Irish people \_\_\_\_\_ on a subsistence diet of potatoes.

- A) was striking / relied  
B) has struck / relies  
C) had struck / has relied  
D) strikes / will rely  
E) struck / had relied

20. Between the years 1846 and 1851, one million Irish men and women \_\_\_\_\_ to death and 1.6 million \_\_\_\_\_ to the USA.

- A) had been starving / have emigrated  
B) have been starving / emigrate  
C) starved / emigrated  
D) starved / emigrated  
E) had starved / will have emigrated

C) were starving / were 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                      D) must have helped
- B) has helped                              E) has to be helped
- C) used to help

6. As none of us have been there before, we ---- how much time we ---- for the journey.

- A) won't decide / allowed                      D) aren't decided / allow
- B) can't decide / should allow                      E) haven't been decided / will allow
- C) might not decide / had allowed

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                      D) walked / were marching
- B) were walked / are marching                      E) are walking / had marched
- C) were walking / have been marching

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

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

9. When the meadow behind the farm ----, my brother's hay fever ---- .

- A) was mowed / deteriorated                      D) mowed / had been deteriorating
- B) mows / has deteriorated                      E) will have mowed / is deteriorating
- C) had been mowed / deteriorates

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 until it ---- by Vikings in the 9th century.

- A) have converted / invades                      D) have been converting / was invading
- B) were converted / was invaded                      E) had converted / was being invaded
- C) were converting / has 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                      D) was relieved / jumped
- B) would relive / was jumping                      E) am relieved / is jumped
- C) have been relieved / is jumping

12. I wonder whether the hotel ---- us with towels or not.

- A) is provided                              D) will provide
- B) was provided                              E) is being provided
- C) had 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                              D) was discharged
- B) has discharged                              E) will be discharged
- C) discharges

14. While she ---- the documents, she ---- several new French words.

- A) was translating / learnt
- B) translated / is learning
- C) is translated / has learned
- D) has been translating / will learn
- E) translates / was learning

15. It has been a wonderful party! I ---- myself so much in a long time.

- A) don't enjoy
- B) won't enjoy
- C) wasn't enjoying
- D) haven't enjoyed
- E) am not enjoying

16. Usually I ---- cash for things because I ---- using credit cards.

- A) pay / don't like
- B) have paid / didn't like
- C) am paid / am not like
- D) am paying / haven't like
- E) have been paid / won't like

17. I know that you ---- here in the bathroom, son, because I ---- the smoke at this very moment.

- A) smoke / am smelling
- B) smoked / could smell
- C) have been smoking / can smell
- D) were smoked / used to smell
- E) are smoking / might smell

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

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

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

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

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

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

21. I hope the new timetable ---- by Friday as I want to start a driving course next week, but I need to know which afternoon I will be off before I can enroll on it.

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

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

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

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

- A) doesn't clean
- 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.

- A) Help me!                      C) You should help me!  
B) Would you help me, please?                      D) I need your help.

16. Mary wondered whether I liked horror films. – "---- horror films?" Mary asked.

- A) Do you like                      C) Did you like  
B) Have you liked                      D) You liked

17. "You mustn't take my things without asking," he said. – He said that I ---- things without asking.

- A) didn't have to take my                      C) mustn't take my  
B) didn't have to take his                      D) mustn't take his

18. "I could have come yesterday," he said. – He said he could ----.

- A) have come yesterday                      C) have come the day before  
B) come yesterday                      D) come the day before

19. "I am working late tonight," she said. – She said that she ----.

- A) was working late tonight                      C) worked late that night  
B) is working late tonight                      D) was working late that night

20. She wanted to know where he was. – "Where ----?," she demanded.

- A) was he                      C) he was  
B) would he be                      D) is he

21. 'I know I can do it,' he said. – He assured that he ---- it.

- A) could do                      C) can do  
B) would do                      D) did

22. A foreigner asked: "How do English people spend their Sundays?" A foreigner asked how ---- their Sundays.
- A) do English people spend                      C) English people spent  
B) did English people spend                      D) English people spend
23. The film director was asked ----.
- A) if he likes to play on grass  
B) which airline he works for  
C) if he had ever won an Oscar  
D) that he took part in the concert
24. He said to her, "Don't enter the room". He ordered her ---- the room.
- A) not to enter                                      C) didn't enter  
B) to enter    D) don't enter
25. "Were you at the Zoo last night?" asks Jane. Jane asks ---- at the Zoo last night.
- A) that I was                                        C) if I had been  
B) if I was    D) whether was I

#### Test 4

1. She hardly studies lesson, ----?
- A) doesn't she                                      C) neither does my sister  
B) does she    D) neither did I
2. Why don't you ask Auntie Doris? I'm sure she'll know ---- to make an apple pie.
- A) what    C) why  
B) how     D) which
3. I don't know ---- money to take on holiday with me because this is my first holiday abroad.
- A) how many                                        C) however  
B) whatever                                         D) how much
4. He hasn't explained to us yet ---- he sacked the secretary.
- A) how long                                         C) what  
B) why     D) how often
5. It has been a wonderful party! I ---- myself so much in a long time.
- A) don't enjoy                                        C) wasn't enjoying  
B) won't enjoy                                        D) haven't enjoyed
6. This is the fifth time they ---- this record this morning. I wonder when they ---- tired of it?
- A) have played / will get                        C) had played / were getting  
B) were played / got                              D) are played / have got
7. Are you going to hold a party when you ----?
- A) were promoting                                C) are promoted  
B) will be promoted                              D) have promoted
8. A: What have you done to your ankle?  
B: I ---- over while I ---- on Sunday.

- A) was tripped / had hiked            C) had tripped / hiked  
B) would be tripping / have hiked    D) tripped / was hiking

9. The teacher was certain that some of the students ---- by the new grammar, but they ---- any questions.

- A) had confused / weren't asked            C) had been confused / aren't asked  
B) were confusing / hadn't asked            D) were confused / didn't ask

10. Hopefully, I ---- refreshed and invigorated by the time I ---- from holiday.

- A) am feeling / have returned            C) will be feeling / return  
B) was feeling / was returned            D) am going to feel / am returned

11. The letters ---- in drawer, in which Emily ---- all her personal keepsakes.

- A) are hidden / was kept            C) are hiding / is kept  
B) were hidden / kept            D) hid / was keeping

12. A lot of people rushed to the area, but most of ---- failed to find ---- gold.

- A) them / any            C) theirs / many  
B) they / much            D) him / some

13. If there is ---- food in the world for everyone, why do so ---- people die of starvation?

- A) little / much            C) much / few  
B) enough / many            D) any / a lot of

14. It takes ----of dedication to become a top class athlete.

- A) enough            C) a great deal  
B) nearly every            D) many more

15. ---- albatross, ---- largest and most majestic skybird, has ---- wing span of over nine feet.

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

16. When they ---- in Sydney Harbour, they ---- non-stop for three months.

- A) anchor / will have been sailing            C) have anchored / were sailing  
B) were anchoring / sailed            D) are anchoring / have been sailing

17. Today we ---- a lot of tangerines at one pound per kilo, unlike yesterday, when we ---- very few customers.

- A) were selling / have had            C) had been selling / had had  
B) are selling / had            D) sold / will have had

18. I ---- the potatoes while you ---- the leeks for the soup.

- A) will peel / chop            C) was peeling / had chopped  
B) will have peeled / have chopped            D) peel / will have chopped

19. You ---- for three months by the time you leave for your holiday, so you ---- quite a lot of weight.

- A) have been dieting / will be losing            C) had dieted / lost  
B) will have been dieting / will have lost            D) were dieting / had lost

20. For most of the time throughout the picnic, the boys ---- football while the girls ---- flowers.

- A) will play / have been picking            C) have played / are picking  
B) are playing / have been picking            D) were playing / were picking

21. "I spoke to Jane last week," she said. She said ----.

- A) I spoke to Jane last week.            C) she had spoken to Jane a week before.  
B) she had spoken to Jane last week.            D) I had spoken to Jane a week before.

22. The manager asks the secretary \_\_\_\_ .

- A) if Mr. Smith would be busy at little next day  
B) if Mr. Smith will be busy at 11 tomorrow

- C) if Mr. Smith had been busy at 11  
D) has Mr. Smith been busy by 11 today

23. Due to \_\_\_\_\_ rainy weather we've had recently, I didn't have to water \_\_\_\_\_ garden of our house every day.

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

24. American Indians often sold \_\_\_\_\_ land to white people or gave it away without realizing that it would no longer be \_\_\_\_\_.

- A) theirs / them                C) its / its  
B) its / them                     D) their / theirs

25. He spent the \_\_\_\_\_ night drinking, so there was hardly \_\_\_\_\_ wine left.

- A) each / every                 C) whole / any  
B) all / some                     D) every / no

### **Инструкция по выполнению:**

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

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

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

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

### **Темы мультимедийных презентаций**

1. Diachronic characterization of ways to form the 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.

### Примеры практико-ориентированных заданий

#### 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 20 баллов в совокупности.

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

## **СЕМЕСТР 3**

### **Вопросы к зачету с оценкой**

#### **Theoretical questions**

1. Conditional Clauses of Real Condition. Analyze the structure and usage of first type conditional clauses. Provide examples from digital educational platforms or interactive grammar exercises, showing how real conditions are expressed in English.
2. Examine second-type conditional clauses expressing unreal situations in the present or future. Create a short interactive quiz using a digital tool to test learners' understanding of conditional clauses of unreal condition for the present and future. Provide a link to your quiz and explain your pedagogical choices in selecting the questions.
3. Discuss third-type conditional clauses describing impossible events in the past. Back up your explanation with examples drawn from reputable online grammar tutors or interactive training modules.
4. Identify instances of mixed conditional sentences blending different time frames. Cite online reference tools or scholarly articles to clarify their proper usage in everyday communication. Compare their explanations, examples, and effectiveness for a B1-level learner.
5. Outline the nuanced use of subjunctive mood triggered by phrases like 'I wish'. Compare translations into Russian, considering cultural and linguistic subtleties, possibly by referencing bilingual dictionaries or translation platforms.
6. Investigate how preferences and advice are conveyed through 'would rather' and 'had better'. Collect samples from online conversational datasets or grammar blogs to highlight typical usage patterns.

7. The use of conditional forms in adverbial clauses of comparison. Find examples of adverbial clauses of comparison (e.g., "as if," "as though") in two different digital genres (e.g., a scientific article and a piece of fan fiction). Analyze how the use of conditional forms (mood) differs between these genres and why.
8. Illustrate concessions introduced by 'even though,' 'although,' etc., alongside conditional forms. Provide illustrative examples gleaned from digital archives or grammar-focused podcasts.
9. Describe the use of conditional structures in clauses specifying purposes (e.g., 'in order that'). Gather supporting evidence from interactive grammar drills or academic papers.
10. Demonstrate how conditional forms appear in subordinate object clauses. Extract representative examples from educational websites or peer-reviewed publications.
11. Develop a lesson plan to teach the difference between free and traditional forms of expressing unreality (conditional moods). Explain how these forms vary in different registers and contexts, providing examples from authentic digital resources such as online newspapers, literature, or films.
12. Modal Verbs to Express Ability, Logical Assumption, Probability, and Possibility. Design a digital activity (quiz, game, etc.) to help students distinguish between modal verbs expressing ability (can, could), logical assumptions (must, might), probabilities (may, might) and possibilities (could, should). Illustrate how these modals are rendered differently in Russian.
13. Modal Verbs to Express Obligation, Duty, Necessity, Absence of Necessity, and Prohibition. Create a digital worksheet that helps learners differentiate between modal verbs used to indicate obligation (must, have to), duty (ought to, shall), necessity (need to, be supposed to), absence of necessity (don't need to, haven't got to), and prohibition (can't, mustn't). Clarify the challenges faced by Russian speakers when translating these modal verbs.
14. Modal Verbs to Express Permission, Requests, Suggestions, Offers, Advice, and Criticism. Propose an interactive online exercise that teaches students how to use modal verbs for giving permissions (may, ca\*), making requests (could, will), suggesting ideas (might, should), offering options (would, could), advising actions (should, ought to), and criticizing behaviour (mustn't, shouldn't). Highlight common difficulties encountered by Russian-speaking learners
15. Forms and Different Syntactic Functions of the Infinitive. Construct a multimedia presentation to explain the various forms and syntactic functions of the infinitive (bare infinitive, perfect infinitive, continuous infinitive, etc.). Provide ample examples and exercises for practicing each type, taking into consideration the peculiarities of Russian learners.
16. Forms and Different Syntactic Functions of the Gerund. Prepare a digital lesson that introduces the gerund forms (simple gerund, perfect gerund, etc.) and explains their syntactic functions (subject, object, complement, etc.). Use interactive activities and online quizzes to reinforce understanding, addressing potential confusions for Russian native speakers.
17. Forms and Different Syntactic Functions of the Participle. Design an interactive exercise or mini-course that illustrates the various forms of participles (present participle, past participle, perfect participle) and their functions (adjectival, adverbial, etc.). Include clear definitions, examples, and practice tasks, ensuring relevance for Russian-speaking students.
18. Infinitive, Gerundial, and Participial Complexes. Compile a comprehensive online resource that demonstrates the composition and use of infinitive, gerundial, and participial complexes. Guide students through recognizing and creating such constructions, while clarifying the challenges typically experienced by Russian learners.
19. The Verbs After Which We Can Use Infinitives and Gerunds. Build a mind map that catalogs verbs allowing both infinitives and gerunds with identical meanings and verbs that produce different meanings when combined with infinitives vs. gerunds. Accompany the activity with extensive examples and translation tips for Russian speakers.

### **Practice-oriented questions**

20. Read the following situations describing common student errors or real-life classroom scenarios. Based on them, create two original **first or second conditional** sentences that an English teacher could use to explain these concepts to students. Then, find and note one authentic example of this type of conditional from an online English-language news article or blog.
21. Read the provided text below. First, open the brackets and use the correct tenses in the conditional sentences. Second, translate the sentences into Russian. Finally, imagine you found this text on a website for English learners. Evaluate its suitability for a A-2-level class. Based on your evaluation, suggest one specific digital tool or online resource you would recommend to your students to help them better understand the grammar point practiced here, and justify your choice..
22. Reflect on the provided situations and construct sentences using the constructions "I wish" or "If only." Verify your work using online grammar tools and digital dictionaries. Translate each sentence into Russian.
23. Below are sentences taken from an online forum where non-native English teachers are discussing teaching methods. The verbs in bold need to be put into the necessary form of the conditional mood. Correct the sentences. After correcting, use an online grammar checker to analyze your corrected versions..
24. Fill in the necessary modal verbs in the following sentences about classroom technology use. Then, create a short, simple digital poster or a short social media-style post that visually explains the difference in meaning between two of the modals you used.
25. Read the situation below. Imagine you are in an online teachers' forum. Post a message giving all possible explanations for the situation using modal verbs of deduction (must, might, could, may, can't).
26. Translate the provided sentences into English, properly using modal verbs. Double-check your work with digital translation tools and grammar guides. Submit both original and translated sentences through the designated online platform.
27. Give all possible forms of the infinitives and gerunds for the following verbs: to teach, to learn, to assess. Then, using a digital tool of your choice, create a simple visual guide (like a mind map or a small poster) that organizes these forms and provides a brief example for each. The focus is on creating a clear and useful digital learning aid for a student.
28. You are teaching a lesson on the difference between the Infinitive and Gerund. Analyze the following text and prepare three sentences of your own that would best help your students understand this grammatical challenge. Explain your choice.
29. Analyze the sentences below. Identify the subject and the predicate in each. Determine the type of predicate (Simple Nominal, Compound Nominal, Compound Verbal). Create a short exercise (3-4 sentences) that you could use in a 5th grade to practice this topic.
30. Below are complex sentences. Identify the type of subordinate clause in each. Design a 5-minute communicative activity (e.g., a game, a role-play, or a discussion) that would encourage students to use at least two types of these clauses in their own speech.
31. Imagine your students are struggling with verb tense agreement. The sentence below contains a verb in brackets. Write a short contextualizing paragraph (2-3 sentences) that would precede this sentence in a story, making the required verb form logical and clear to your students.
32. Using modern educational technologies, create a step-by-step outline for a 10-minute activity using online resources (e.g., interactive exercises, video clips, or quizzes) to introduce real and unreal conditionals (Present and Future) to a B1-level class. Specify the resource(s) you would use and the aim of each step.
33. Present an outline of Internet resources you can use to teach clauses of unreal condition for the past.
34. Present an outline of Internet resources you can use to teach clauses of modal verbs. Justify your choice of each resource and outline one activity for each.
35. Present an outline of Internet resources you can use to teach non-finite forms of an English verb.

Зачётное задание (билет) включает 2 теоретических вопроса (формируются из представленных вопросов к зачету) и 1 практико-ориентированное задание (формируется из перечня заданий, представленных в разделе «Practice-oriented questions (семестр 3)).

### Критерии оценивания:

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

#### Критерии оценивания одного теоретического вопроса.

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

#### Критерии оценивания одного практико-ориентированного задания.

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

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

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

### Контрольные вопросы для проведения текущего контроля

#### Вопросы к устному опросу

1. 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 uses for teaching conditional clauses to middle and high school learners.
40. Internet resources that can be uses for teaching modals to middle and high school learners.
41. Internet resources that can be uses for teaching modals to young learners.
42. Internet resources that can be uses 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 (20 баллов в совокупности)

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

## Тесты

### Test 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
- 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
- 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
- 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
- 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
- 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
- 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
- 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
- \_\_\_\_\_ he finds a job soon, he will have to sell his car.  
A) Unless                      C) Providing  
B) As if                      D) Only if
- 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
- 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
- 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
- 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                      C) is

B) were

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 haven bought / should borrow
- C) needn't buy / can borrow
- D) might not buy / would borrow

2. He is so poor now it's hard to believe that when he was young, he \_\_\_\_\_ down the street in his Rolls Royce or sometimes his Jaguar car.

- A) has been driving
- B) would drive
- C) should have driven
- D) has driven

3. Just as my daughter was about to leave the house on her wedding day, my son spilt some tea on her dress. Fortunately, we \_\_\_\_\_ the stain with some special soap before the wedding took place.

- A) were able to remove
- B) must have removed
- C) could remove
- D) used to remove

4. A: Is Julian not visiting aunt May with us today?

B: Well, he has been called out to an emergency, but he \_\_\_\_\_ us there if he finishes early.

- A) has joined
- B) would be joining
- C) was joining
- D) might join

5. A: What were you doing at the bank yesterday?

B: I \_\_\_\_\_ my bank manager for a loan to repair our house, and luckily, I managed to get it.

- A) must have asked
- B) used to ask
- C) had to ask
- D) should have asked

6. A: I can't believe Jane isn't here to collect her award.

B: She \_\_\_\_\_ the invitation. We definitely should have checked that she had got it.

- A) would rather not receive
- B) must have failed to receive
- C) isn't supposed to receive
- D) needn't have received

7. A: Did you speak to Sam about the plans for the cake sale to raise money for charity?

B: Yes I did and she \_\_\_\_ bake some biscuits and cakes if she has time.

- A) might be able to
- B) was able to
- C) used to
- D) had better

8. Our plane \_\_\_\_ in Cairo hours ago, but we haven't even taken off from Heathrow yet.

- A) was supposed to land
- B) must have landed
- C) ought to be landing
- D) will have landed

9. This steak is a little bit undercooked for my taste. \_\_\_\_ putting it back under the grill for another five minutes?

- A) Why don't you
- B) Would you mind
- C) Would you like
- D) Do you prefer

10. A: I wonder why Mary didn't want to come shopping in Oxford street with us.

B: I don't know. She \_\_\_\_ short of money these days because her new kitchen cost her a lot of money.

- A) could be
- B) has been
- C) can be
- D) would be

11. I \_\_\_\_ to the office to send e-mail any longer. The company has bought me a lap top computer and a mobile phone which can be used for electronic mail and the Internet.

- A) didn't use to return
- B) may not return
- C) needn't have returned
- D) don't have to return

12. You \_\_\_\_ so envious of your brother. He is successful because, unlike you, he works extremely hard.

- A) haven't been
- B) won't be
- C) weren't
- D) shouldn't be

13. Oh dear, we seem to have run out of salt. I \_\_\_\_ to the corner shop before dinner.

- A) am able to go
- B) needn't go
- C) must have gone
- D) will have to go

14. I can't understand why Dad is now so careful with his money. He \_\_\_\_ such a generous person.

- A) would be
- B) has been
- C) used to be

D) will be

15. Trade is so poor these days! We \_\_\_\_\_ just two cars since I started working here a month ago.

- A) have been able to sell
- B) used to sell
- C) had to sell
- D) are supposed to sell

16. He \_\_\_\_\_ as carefully as he claimed he was. Why did he bump me to the lamp post then?

- A) doesn't have to drive
- B) isn't supposed to drive
- C) shouldn't have driven
- D) can't have been driving

17. Not until the guests came in, I ran out of sugar and I \_\_\_\_\_ from my neighbour.

- A) should have borrowed
- B) had to borrow
- C) could borrow
- D) need to borrow

18. I'm so glad that I \_\_\_\_\_ to the meeting place on time yesterday despite the heavy traffic, or the boss would have been really annoyed.

- A) was able to get
- B) have got
- C) used to get
- D) had to get

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

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

20. These days, he \_\_\_\_\_ to stop smoking and playing cards as well because his wife is so strict with him, so his life will have changed completely soon.

- A) could have tried
- B) is trying
- C) tried
- D) had to try

21. They ought to \_\_\_\_\_ the train schedule beforehand. They \_\_\_\_\_ somewhere else now.

- A) have checked / could be visiting
- B) check / have visited
- C) have checked / will have visited
- D) have checked / have visited

22. It \_\_\_\_\_ our dog which barked continuously all night since it was sleeping inside with us.

- A) can't have been
- B) won't have been
- C) shouldn't have been
- D) might not be

23. Why are you wasting time? You \_\_\_\_\_ your work already.

- A) need to have finished

- B) could be finishing
- C) must have finished
- D) should have finished

24. Humans \_\_\_\_\_ smell about 10.000 scents, ranging from freshly cut flowers to the aversive smell of an angry skunk.

- A) ought to
- B) must
- C) should
- D) can

25. Jimmy is upstairs. He \_\_\_\_\_ his homework.

- A) must be doing
- B) should be doing
- C) must have done
- D) is able to done

#### Test 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

### **Инструкция по выполнению:**

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

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

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

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

### **Темы мультимедийных презентаций**

1. Diachronic characterization of 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 20 баллов в совокупности.

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

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

Процедуры оценивания включают в себя текущий контроль и промежуточную аттестацию.

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

**Промежуточная аттестация** проводится:

Семестр 1 – в форме зачета.

Зачет проводится по окончании теоретического обучения до начала экзаменационной сессии.

Количество вопросов в билете – 2 (один теоретический вопрос и одно практико-ориентированное задание). 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 (два теоретических вопроса и одно практико-ориентированное задание). 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 (два теоретических вопроса и одно практико-ориентированное задание). Ответ оценивается по следующим критериям:

- полнота раскрытия темы;
- ясность изложения и структурированность;
- правильность использования грамматических и лексических конструкций, наличие терминологии по теме.

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

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

## МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ

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

- практические занятия.

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

При подготовке к практическим занятиям каждый студент должен:

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

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

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

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

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

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

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

### Методические рекомендации по решению практико-ориентированных заданий

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

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

При решении практико-ориентированных заданий рекомендуется придерживаться следующего алгоритма:

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

### **Методические рекомендации по подготовке презентаций**

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

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

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

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

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

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

Заголовки должны быть краткими и привлекать внимание аудитории.

В текстовых блоках необходимо использовать короткие слова и предложения.

Рекомендуется минимизировать количество предлогов, наречий, прилагательных.

В таблицах рекомендуется использовать минимум строк и столбцов.

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

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

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

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

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