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

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Рабочая программа дисциплины
Практическая грамматика английского языка

Направление подготовки
45.03.02 Лингвистика

Направленность (профиль) программы бакалавриата
45.03.02.02 Теория перевода и межъязыковая коммуникация (английский,
французский языки)

Для набора 2024 года

Квалификация
Бакалавр

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

Семестр (<Курс>.<Семестр на курсе>)	3 (2.1)		Итого	
	Неделя		16 4/6	
Вид занятий	УП	РП	УП	РП
Практические	34	34	34	34
Итого ауд.	34	34	34	34
Контактная работа	34	34	34	34
Сам. работа	38	38	38	38
Итого	72	72	72	72

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 прочных знаний грамматического строя английского языка и выработка у них практических навыков грамматически правильного оформления английской речи в устной и письменной форме в различных сферах общения как базы для развития универсальных компетенций и основы для развития профессиональных компетенций
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2. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ

ОПК-1:	Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях
ОПК-1.1:	Анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка в синхронии и диахронии
ОПК-1.2:	Интерпретирует основные проявления взаимосвязи языковых уровней и взаимоотношения подсистем языка
ОПК-1.3:	Применяет понятийный аппарат изучаемой дисциплины; соблюдает основные особенности научного стиля в устной и письменной речи
ОПК-3:	Способен порождать и понимать устные и письменные тексты на изучаемом иностранном языке применительно к основным функциональным стилям в официальной и неофициальной сферах общения
ОПК-3.1:	Интерпретирует коммуникативные цели высказывания, полно выявляет релевантную информацию, адекватно идентифицирует принадлежность высказывания к официальному, нейтральному и неофициальному регистрам общения
ОПК-3.2:	Передает семантическую информацию, а также стилистическую и культурную коннотацию языковых единиц, используемых в устной и письменной коммуникации
ОПК-3.3:	Использует лексико-грамматические и фонетические средства организации целого текста с соблюдением семантической, коммуникативной и структурной преемственности между частями устного и /или письменного высказывания

В результате освоения дисциплины обучающийся должен:

Знать:
Знать основные свойства и характеристики изучаемого иностранного языка, стадии его исторического развития, изменения, происходящие в структуре языка и системе языка, эволюцию языковых норм и культурных кодов, процессы заимствования и интернационализации на основе материала дисциплины Практическая грамматика английского языка (соотнесено с индикатором ОПК-1.1)
Знать уровневую структуру языка и их взаимосвязи на основе материала дисциплины Практическая грамматика английского языка (соотнесено с индикатором ОПК-1.2)
Знать научную терминологию изучаемой дисциплины, нормы и правила научного стиля речи, принципы академического письма и устного выступления, способы представления результатов исследования на основе материала дисциплины Практическая грамматика английского языка (соотнесено с индикатором ОПК-1.3)
Знать основные коммуникативные цели и интенции говорящего, характеристики различных регистров общения (официального, нейтрального, неофициального), маркеры и сигналы, помогающие определить регистр общения, принципы категоризации и классификации высказываний на основе материала дисциплины Практическая грамматика английского языка (соотнесено с индикатором ОПК-3.1)
Знать семантические, стилистические и культурные аспекты языковых единиц, используемые в устной и письменной коммуникации, способы передачи коннотативного значения слов и выражений, особенности функционирования языка в разных ситуациях общения на основе материала дисциплины Практическая грамматика английского языка (соотнесено с индикатором ОПК-3.2)
Знать средства организации и связи частей текста (лексические, грамматические, фонетические), способы обеспечения семантической, коммуникативной и структурной целостности текста, типы и назначение вводных слов, союзов, предлогов и частиц на основе материала дисциплины Практическая грамматика английского языка (соотнесено с индикатором ОПК-3.3)

Уметь:					
Уметь анализировать тексты и ситуации общения на иностранном языке, выявлять и объяснять особенности звучания, грамматики и лексики, наблюдать за изменениями в употреблении языка и оценивать их значимость, обобщать и интерпретировать языковые данные, устанавливая закономерности и тенденции на основе материала дисциплины Практическая грамматика английского языка (соотнесено с индикатором ОПК-1.1)					
Уметь анализировать языковые явления с точки зрения взаимодействия языковых уровней на основе материала дисциплины Практическая грамматика английского языка (соотнесено с индикатором ОПК-1.2)					
Уметь корректно употреблять научные термины и аббревиатуры, писать тексты научного характера (рефераты, аннотации, тезисы, статьи), грамотно оформлять цитаты и сноски, говорить лаконично и точно, придерживаясь норм научного стиля на основе материала дисциплины Практическая грамматика английского языка (соотнесено с индикатором ОПК-1.3)					
Уметь анализировать коммуникативные цели и намерения отправителя сообщения, интерпретировать информацию, содержащуюся в сообщении, дифференцировать языковые признаки, свидетельствующие о принадлежности высказывания к одному из регистров общения на основе материала дисциплины Практическая грамматика английского языка (соотнесено с индикатором ОПК-3.1)					
Уметь передавать смыслы и оттенки значений языковых единиц в различных видах коммуникации, учитывать стилистические и культурные особенности языка при подготовке устных и письменных текстов, применять уместные и точные языковые средства для достижения желаемого эффекта на основе материала дисциплины Практическая грамматика английского языка (соотнесено с индикатором ОПК-3.2)					
Уметь использовать лексико-грамматические и фонетические средства для объединения предложений и фрагментов текста, создавать логично выстроенный и связанный текст, отвечать нормам стилистики и пунктуации на основе материала дисциплины Практическая грамматика английского языка (соотнесено с индикатором ОПК-3.3)					
Владеть:					
Владеть навыками синхронного и диахронического анализа языка, методами лингвистического описания и толкования текстов, навыками систематического и критического анализа языковых явлений, способностью представлять и аргументировать свои выводы и заключения на основе материала дисциплины Практическая грамматика английского языка (соотнесено с индикатором ОПК-1.1)					
Владеть методами интерпретации взаимосвязи языковых подсистем на основе материала дисциплины Практическая грамматика английского языка (соотнесено с индикатором ОПК-1.2)					
Владеть методами анализа и синтеза научной литературы, навыками критического чтения и записи научных статей, умениями оформлять тексты и презентации в строгом стиле, способностями к аргументированному изложению своих позиций и вывода на основе материала дисциплины Практическая грамматика английского языка (соотнесено с индикатором ОПК-1.3)					
Владеть навыками анализа и интерпретации высказываний с точки зрения коммуникативных целей и регистрации, способностью использовать маркированные языковые средства для создания нужного эффекта в общении, умением правильно выбирать регистр общения в зависимости от ситуации и участников общения на основе материала дисциплины Практическая грамматика английского языка (соотнесено с индикатором ОПК-3.1)					
Владеть навыками точного и полного выражения семантической информации, стилем и интонацией, соответствующей ситуации общения, умением выбирать адекватные языковые средства в зависимости от коммуникативной задачи и адресата на основе материала дисциплины Практическая грамматика английского языка (соотнесено с индикатором ОПК-3.2)					
Владеть навыками организации последовательного и связного повествования, построением правильных и логичных переходов между частями текста, навыками правильной артикуляции и интонирования в устной речи, соблюдая ритмичность и плавность изложения на основе материала дисциплины Практическая грамматика английского языка (соотнесено с индикатором ОПК-3.3)					

3. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

Раздел 1. English Nouns. Their Determiners and Quantifiers.

№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
1.1	The basic features of English nouns 1. Proper and common nouns. 2. Countable and uncountable nouns. 3. Singualria tantum. Pluralia tantum. 4. The formation of the plural form. 5. The possessive case of nouns	Практические занятия	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
1.2	The subject-predicate agreement	Самостоятельная работа	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-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	3	4	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-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	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-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	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
1.6	The use of "much", "many", "a lot of". The use of "little - a little", "few - a few".	Самостоятельная работа	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3

Раздел 2. English Pronouns

№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
2.1	Personal and object pronouns. Possessive pronouns. The absolute form of possessive pronouns.	Практические занятия	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
2.2	Reflexive pronouns and their use	Самостоятельная работа	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
2.3	The use of the indefinite pronouns "some", "any", "no" and their compounds. The pronouns "every" and "each". The compounds of "every".	Практические занятия	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
2.4	Demonstrative pronouns and their use	Самостоятельная работа	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-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. Semantic groups of adjectives. The order of adjectives in a sentence.	Практические занятия	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
3.2	Preparing reports on the topic "An Adjective" using Microsoft Office 2007 software	Самостоятельная работа	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
3.3	The comparison of adjectives. Comparative structures.	Практические занятия	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
3.4	The notion of an adverb. The position of adverbs in a sentence. The comparison of adjectives.	Самостоятельная работа	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3

Раздел 4. The Verb. The Finite Forms. The Indicative Mood

№	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	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-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	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
4.3	The Present Perfect Simple tense. The Present Perfect Progressive tense. Their forms and use.	Практические занятия	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
4.4	The Past Simple tense versus the Present Perfect Simple tense. The difference in use.	Самостоятельная работа	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
4.5	The Past Simple tense versus the Past Continuous tense. Their forms and use.	Практические занятия	3	2	ОПК-1 ОПК-3

					ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
4.6	Used to / Would for the habitual actions in the past.	Самостоятельная работа	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
4.7	The Future Simple tense versus the Future Continuous tense. Their forms and use.	Практические занятия	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
4.8	The Future Simple tense versus the construction "to be going to"	Самостоятельная работа	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
4.9	The Future Perfect tense. The Future Perfect Continuous tense. Their forms and use.	Практические занятия	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
4.10	Other means to express future actions - the Present Simple tense, the Present Continuous tense, "to be going to".	Самостоятельная работа	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3

Раздел 5. The Passive Voice

№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
5.1	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	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
5.2	Passive with modals and other verbs	Самостоятельная работа	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
5.3	Passive reporting verbs. Personal / impersonal construction.	Практические занятия	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3

5.4	The construction "have something done"	Самостоятельная работа	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
Раздел 6. The Reported Speech					
№	Наименование темы, краткое содержание	Вид занятия / работы / форма ПА	Семестр / Курс	Количество часов	Компетенции
6.1	Reported statements	Практические занятия	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
6.2	Reported commands, requests, suggestions	Самостоятельная работа	3	4	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
6.3	Reported questions	Практические занятия	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
6.4	Introductory verbs. Reporting a dialogue. Preparing reports using Microsoft Office 2007 software	Самостоятельная работа	3	2	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-1.3
6.5	Подготовка к промежуточной аттестации	Зачет	3	4	ОПК-1 ОПК-3 ОПК-3.1 ОПК-3.2 ОПК-3.3 ОПК-1.1 ОПК-1.2 ОПК-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	Качалова К.Н., Израилевич Е.Е.	Практическая грамматика английского языка с упражнениями и ключами	СПб.: Базис: КАРО, 2003	34 экз.
2	Гуревич В. В.	Практическая грамматика английского языка: упражнения и комментарии: учебное пособие	Москва: ФЛИНТА, 2017	http://biblioclub.ru/index.php?page=book&id=103487

	Авторы, составители	Заглавие	Издательство, год	Библиотека / Количество
3	Дроздова Т. Ю., Маилова В. Г., Берестова А. И.	English Grammar: Reference and Practice. Version 2.0: учебное пособие	Санкт-Петербург: Антология, 2012	http://biblioclub.ru/index.php?page=book&id=213307
4	Куликова И. С., Салмина Д. В.	Лингвистическая терминология в профессиональном аспекте: учебное пособие для вузов	Санкт-Петербург: Лань, 2020	https://e.lanbook.com/book/147342

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	Андрienко А. А., Медведева А. А.	English Tenses: учебное пособие	Ростов-на-Дону: Южный федеральный университет, 2016	http://biblioclub.ru/index.php?page=book&id=461555
3	Воловикова М. Л., Манжелевская Е. В., Милькевич Е. С., Мкртчян Т. Ю., Науменко М. Г.	English grammar for university students. Part 1: учебное пособие	Ростов-на-Дону: Южный федеральный университет, 2016	http://biblioclub.ru/index.php?page=book&id=462068
4	Сергеева Ю. М.	English Articles in Use: учебное пособие	Москва: ФЛИНТА, 2017	http://biblioclub.ru/index.php?page=book&id=482347
5		EnglishMag: журнал	Воронеж: EnglishMag, 2018	http://biblioclub.ru/index.php?page=book&id=575376
6	Чехович Ю. В., Беленькая О. С., Ивахненко А. А.	Методические рекомендации по эффективному внедрению и использованию системы «Антиплагиат.ВУЗ»	Санкт-Петербург: Лань, 2020	https://e.lanbook.com/book/154156

5.1. Учебные, научные и методические издания

	Авторы, составители	Заглавие	Издательство, год	Библиотека / Количество
1	Хабибуллина С. Б.	Практический курс английского языка (грамматика): учебно-методическое пособие для слушателей программы профессиональной переподготовки «Переводчик в сфере профессиональной коммуникации»: учебно-методическое пособие	Тюмень: Тюменский государственный университет, 2017	http://biblioclub.ru/index.php?page=book&id=572472

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>
 Научная электронная библиотека eLibrary.ru

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
<p>ОПК-1: Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях</p>			
<p>Знать: Фонетические, лексические, грамматические и орфографические характеристики изучаемых иностранных языков, их структуру и функционирование, сходства и отличия с русским языком, правила употребления и сочетания языковых единиц в тексте.</p>	<p>анализирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка в синхронии и диахронии; анализирует готовые речевые продукты с позиций реализации функций грамматических явлений</p>	<p>правильность выполнения тестового задания; полнота и содержательность ответа на вопрос к опросу; соответствие представленной в ответах информации материалам учебной литературы</p>	<p>З – вопросы 1-15 УО – вопросы 1-25 Т – тесты 2,3,6,7 Пр – темы 1,6,7,10 ПОЗ – 1-5,7,8,11-13</p>
<p>Уметь: анализировать словообразовательные, морфологические, синтаксические изменения в языке; использовать знания о языковых явлениях с целью корректного языкового оформления мысли на иностранном языке; выстраивать стратегию устного и письменного общения в соответствии с нормами изучаемого языка</p>	<p>Синтезирует новую информацию; логично, грамматически корректно строит высказывания в устной и письменной форме, реализуя при этом различные коммуникативные задачи; интерпретирует основные проявления взаимосвязи языковых уровней и взаимоотношения подсистем языка</p>	<p>полнота и правильность решения практико-ориентированных заданий; наличие логических выводов</p>	<p>З – вопросы 32-41 УО – вопросы 25-40 Пр – темы 3,4,5,8,9 ПОЗ – 6,9,10</p>
<p>Владеть: Методами идентификации языковых характеристик, способами исправления ошибочных высказываний, техникой</p>	<p>применяет понятийный аппарат изучаемой дисциплины; соблюдает основные особенности научного стиля в устной</p>	<p>умение отстаивать свою позицию; обоснованность обращения к базам</p>	<p>З – вопросы 32-41 УО – вопросы 41-51 Пр – темы 1-5,11 ПОЗ – 14-19</p>

<p>комментирования языковых примеров, глубоким знанием и практическим владением правилами правописания и пунктуационного оформления текстов на изучаемом языке; навыками анализа информации об изучаемых грамматических явлениях в тексте на родном и изучаемом иностранном языках, разными способами выражения грамматических значений на иностранном языке; понятийным аппаратом современной лингвистики при анализе языкового материала</p>	<p>и письменной речи; решает вопросы функциональной (синонимической) взаимозаменяемости грамматических форм, отдельных элементов предложения или самих предложений в зависимости от коммуникативной направленности ситуаций</p>	<p>данных, к современным методам и технологиям обучения и диагностикам</p>	
<p>ОПК-3: Способен порождать и понимать устные и письменные тексты на изучаемом иностранном языке применительно к основным функциональным стилям в официальной и неофициальной сферах общения</p>			
<p>Знать: Стилиевые особенности устной и письменной речи на изучаемом иностранном языке, грамматические конструкции и лексические единицы, используемые в различных функциональных стилях (разговорный, научный, деловой, художественный и др.).</p>	<p>интерпретирует коммуникативные цели высказывания, выявляет релевантную информацию, адекватно идентифицирует принадлежность высказывания к официальному, нейтральному неофициальному регистрам общения</p>	<p>полнота и правильность ответов на вопросы к опросу; правильность выполнения тестового задания</p>	<p>З – вопросы 16-31 УО – вопросы 23-26, 48-51 Т – тесты 1,4,5,7 Пр – темы 6-10 ПОЗ – 10,16,18,19</p>
<p>Уметь: грамматически правильно оформлять высказывание в соответствии с нормами языка и поставленной коммуникативной задачей; определять стилеобразующие средства текста и использовать их во время общения; идентифицировать словообразовательные и грамматические формы и явления при анализе текстов/произведений, созданных на английском языке; передавать</p>	<p>демонстрирует умение анализировать языковые явления; корректно передает семантическую информацию, а также стилистическую и культурную коннотацию языковых единиц, используемых в устной и письменной коммуникации</p>	<p>наличие проведенного анализа и грамотная интерпретация полученных результатов; правильность решения практико-ориентированных заданий</p>	<p>З – вопросы 42-52 УО – вопросы 1-51 Пр – темы 1-7 ПОЗ – 1-19</p>

семантическую информацию и стилистическую и культурную коннотацию языковых единиц, используемых в устной и письменной коммуникации			
Владеть: навыками порождения и понимания устных и письменных тексты на изучаемом иностранном языке применительно к основным функциональным стилям; навыками интерпретации основных проявлений взаимосвязи языковых уровней и взаимоотношения подсистем языка; системой лексико-грамматических средств организации целого текста с соблюдением семантической, коммуникативной и структурной преемственности между частями устного и письменного высказывания	осуществляет грамматический анализ текстов различной функционально-стилевой отнесенности; участвует в групповых дискуссиях на изучаемом иностранном языке по проблематике курса; достигает ясности, логичности, содержательности, связности, смысловой и структурной завершенности устных и/или письменных текстов в соответствии с языковой нормой, прагматическими и социокультурными параметрами коммуникации.	аргументированное и логичное изложение материала, умение отстаивать свою позицию	З – вопросы 42-52 УО – вопросы 30-51 Пр – темы 8-11 ПОЗ – 1,2,3,6,9,16,18,19

1.2 Шкалы оценивания:

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

- 50-100 баллов (зачет).
- 0-49 баллов (незачет).

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

Контрольные вопросы для проведения промежуточного контроля

Вопросы к зачету

1. The Article as a Means of Communication: Analyze the functional opposition between the Indefinite and Definite Articles. How does the choice of article affect the classification (naming) versus identification (individualization) of a noun?

2. The Definite Article and the Context: Explain the functioning of the Definite Article as a tool of anaphoric reference (backward pointing) and cataphoric reference (forward pointing) in a text. Provide examples illustrating its role in creating textual cohesion.
3. Systemic Variations in Article Use: Describe the semantic and grammatical shift that occurs when nouns that are typically uncountable (e.g., materials) are used with an indefinite article. What change in meaning or classification does this signal?
4. Explain the patterns of article usage with geographic names as a subsystem of English grammar. How do exceptions to these rules (e.g., The Argentine vs. Argentina) reflect historical or structural linguistic changes?
5. Proper Nouns as Common Nouns: Analyze the stylistic and grammatical mechanism by which a proper noun (e.g., a person's name) can be modified by an article. What communicative function does this serve (e.g., "He is a real Picasso")?
6. The Functional Semantics of Indefinite Pronouns: Compare and contrast the use of "some" and "any" in assertive, non-assertive, and negative contexts. How do their compounds (somebody/anybody) function within the system of English reference?
7. The Pronoun System and Deixis: How do Personal, Possessive, and Demonstrative Pronouns function as deictic elements (pointing to people, objects, and context) in discourse? Explain the difference between possessive pronouns in their determiner function (my book) and nominal function (mine).
8. Quantifiers and the Category of Number: Analyze the systemic relationship between quantifiers and the countability of nouns. How does the choice between "much" and "many," or "a little" and "a few," reflect the grammatical classification of the noun it modifies?
9. Lexico-Grammatical Classification of Nouns: Present a systemic analysis of the noun class in English. How do the categories of proper/common, concrete/abstract, and countable/uncountable interrelate and influence grammatical agreement and article use?
10. Analyze the patterns of forming the plural of nouns. What do historical borrowings (e.g., phenomenon-phenomena, cactus-cacti/cactuses) reveal about the interaction of different linguistic systems within English grammar?
11. The Possessive Case as a Synthetic Relic: Explain the function of the Possessive Case ('s) as a synthetic (inflectional) means of expressing belonging in an otherwise analytical language. How does it differ functionally from the periphrastic "of-phrase"?
12. Degrees of Comparison and Expressive Syntax: Analyze the grammatical forms of adjective comparison. How do the synthetic (-er/-est) and analytical (more/most) forms function not only to denote degree but also to create stylistic effect (e.g., the superlative of "absolute" adjectives)?
13. Adverb Placement and Information Structure: Explain how the position of an adverb (initial, mid, end) affects the meaning and communicative dynamism (theme/rheme) of an English sentence. Provide examples focusing on adverbs of frequency and certainty.
14. Aspectual Opposition in the Present: Analyze the functional contrast between the Present Simple (habitual/gnomic) and the Present Continuous (actual/periphrastic). How does this opposition allow the speaker to view an action as a timeless fact versus a process in progress?
15. Result vs. Process in the Perfect Sphere: Compare and contrast the functional semantics of the Present Perfect (resultative/experiential) and the Present Perfect Continuous (durative/inclusive). How do these tense-aspect forms allow the speaker to frame a past action in relation to the present moment?
16. Non-Continuous Verbs. List and classify verbs that cannot take continuous forms. Provide examples of stative verbs and clarify their impact on sentence structure. Exemplify from spoken conversations or emails.
17. The Past Simple and the Past Continuous Tenses. Their Forms and Use. Describe the formation and functions of the Past Simple and Past Continuous tenses. Differentiate between narrating sequential events and ongoing processes. Supply extracts from novels or interviews.
18. The Use of "Used to" and "Would". Explain the usage of "used to" and "would" for expressing past habits and routines. Note their differences in formality and tone. Illustrate with examples from memoirs or casual chats.

19. The Past Perfect and the Past Perfect Continuous Tenses. Their Forms and Use. Outline the rules for forming the Past Perfect and Past Perfect Continuous tenses. Illustrate their application in storytelling or recounting prior experiences. Source examples from autobiographies or anecdotes.
20. The Future Simple and the Future Continuous Tenses. Their Forms and Use. Provide an overview of the Future Simple and Future Continuous tenses. Highlight their distinct uses in predicting outcomes or describing upcoming actions. Quote examples from forecasts or schedules.
21. The Future Perfect and the Future Perfect Continuous Tenses. Their Forms and Use. Introduce the Future Perfect and Future Perfect Continuous tenses. Focus on their role in depicting completed actions or ongoing processes by a future point. Use predictions or deadlines as examples.
22. Other Means to Express Future Actions. Survey alternative means of expressing future actions aside from explicit future tenses. Cover phrasal verbs, auxiliary verbs, and fixed expressions. Borrow examples from letters or announcements.
23. The Rules of Changing from Active into Passive Forms. The Prepositions “By” / “With”. Present the methodology for converting active sentences into passive forms. Address prepositional choices like "by" or "with". Exemplify with technical instructions or recipes.
24. The Passive Voice with the Modal Verbs. Discuss the formation and usage of passive constructions with modal verbs. Elucidate their frequency in formal and informal contexts. Provide quotes from job advertisements or service agreements.
25. Passive Reporting Verbs. Personal / Impersonal Constructions. Examine the role of passive reporting verbs like "report", "believe", "say". Distinguish between personal and impersonal constructions. Sample quotations may come from news reports or gossip columns.
26. Reported Statements and Commands. Guide students through transforming direct statements and commands into reported speech. Consider changes in pronouns, tenses, and modality. Use interview transcripts or press releases as examples.
27. Reported Questions. Instruct students on converting direct questions into reported questions. Teach the handling of question words, inversion, and indirect question forms. Quotations may originate from surveys or Q&A sessions.
28. Reporting a Dialogue. Introductory Verbs. Teach the art of reporting dialogues, focusing on introductory verbs like "asked", "replied", "remarked". Model the technique with extracts from plays or TV scripts.
29. The Constructions “Either ... Or”, “Neither ... Nor”, “Both ... And” and Their Use. Clarify the syntax and semantics of correlative conjunctions "either-or", "neither-nor", "both-and". Exemplify their use in balanced clauses from speeches or debates.
30. The Comparison of Adverbs. Expound on comparative and superlative forms of adverbs. Distinguish their usage in formal and informal registers. Supply examples from academic articles or reviews.
31. The Use of “Other”, “Another”, “The Others”. Elaborate on the precise use of “other”, “another”, and “the others” in English. Illustrate with authentic examples from emails or social media posts.

Practically-oriented questions

32. Analyze the provided text. Identify the context that necessitates the use of either the active or passive voice. Open the brackets and use the verbs in the appropriate voice and tense, justifying your choice based on the communicative focus of each sentence. Provide a written translation of the text into Russian, paying attention to how the voice is rendered.
33. Read the text carefully. Identify the time markers and the sequence of actions. Open the brackets and put the verbs into the most suitable tense (Present/Past/Future), explaining how the chosen tense reflects the temporal relationship between events in the narrative. Translate the text into Russian.
34. Examine the following sentences. Determine which sentences contain a transitive verb with a direct object, making them candidates for passive transformation. Transform only those sentences where the passive voice is

grammatically possible and stylistically appropriate. For sentences that cannot be transformed, provide a brief grammatical explanation (e.g., "intransitive verb," "stative verb").

35. Analyze the sentences in the passive voice. For each sentence, identify the agent (the doer of the action) if it is implied or stated, and transform the sentence into the active voice. If the agent is unknown or unimportant, explain why the passive construction is the more functional choice for conveying the message.

36. Analyze the dialogue, paying attention to the speakers' moods (statements, questions, commands/requests). Convert the direct speech into reported (indirect) speech, making all necessary changes to pronouns, time expressions, and verb tenses according to the rules of backshift. Then, translate the original dialogue into Russian, noting the differences in conveying reported speech between English and Russian.

37. Read the text presented in indirect speech. Reconstruct and write out the original direct dialogue from which this text could have been derived. Pay attention to the transformation of tenses back to their original form, the use of question words or 'if/whether', and the appropriate reporting verbs.

38. The given text is written in the active voice. Re-write the entire text, transforming it into the passive voice wherever possible without distorting the original meaning. After rewriting, compare the two versions and explain how the shift from active to passive voice changes the focus and emphasis of the narrative.

39. Read the provided text, focusing on the use of nouns. Fill in the missing articles ('a/an', 'the', or '-' for zero article). For each insertion (or omission), provide a brief grammatical justification based on the noun's classification (countable/uncountable), its specificity in the context (first mention vs. subsequent), or its unique reference.

40. Proofread the text, which contains deliberate errors in the use of past tenses (Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous). Correct the errors and provide a written explanation for each correction, referring to the specific function of the past tense you applied (e.g., "interrupted action," "action before another action in the past," "completed action at a definite time").

41. Review the sentences below, which contain mistakes in the ways future actions are expressed (will, be going to, Present Continuous, Present Simple). Correct the errors and justify each correction by explaining the communicative intention of the speaker (e.g., "a spontaneous decision," "a prior plan," "a fixed schedule," "a prediction based on evidence).

42. Read the given text, which belongs to the official style. Identify and correct the errors in the use of the passive voice. Explain how the correct use of the passive affects the text's register and formality.

43. You are presented with an informal personal letter containing errors in prepositions. Correct the mistakes and justify your choices based on the norms of informal written communication. Produce the corrected version of the letter.

44. Analyze the publicistic text (e.g., a news article). Identify the inconsistencies in the use of tenses. Explain how the correct tense sequence ensures the accuracy and coherence of the written narrative in English.

45. Render the given English publicistic article into Russian. While translating, provide a brief commentary on your choices for rendering the English verb tenses, paying special attention to cases where a direct equivalent does not exist in Russian.

46. Read the English scientific/technical text. Render it into Russian in written form, focusing on the accurate translation of passive constructions. Explain your translation strategies for converting English passives into natural-sounding Russian structures, considering the formal style.

47. Read the literary text excerpt. Render it into Russian, paying special attention to the translation of adjectives and adverbs. In a short commentary, explain how your choices preserve the stylistic and expressive features of the original text.

48. For the given list of noun phrases, form the possessive case where semantically and grammatically possible. Use these phrases in short sentences that could be found in both formal and informal contexts.

49. Read the following sentences (a mix of formal and informal styles). Fill in the missing articles and translate the sentences into Russian. For each sentence, briefly explain the function of the article (e.g., generic, specific, first mention) and how it contributes to the overall meaning and style.

50. Read the descriptive literary or journalistic text. Open the brackets, using the correct degree of comparison for the adjectives. Translate the text into Russian. In your translation, pay attention to how the degrees of comparison help to convey the author's attitude and create imagery.

51. Paraphrase the given sentences using the correlative constructions “both ... and”, “neither ... nor”, or “either ... or”. Then, translate your paraphrased sentences into Russian. How does the use of these constructions change the emphasis or clarity of the original statement in written discourse?

52. You are given a list of nouns commonly used in academic and professional contexts. Provide their plural forms, explain the rule, and create an oral or written sentence for each plural form, using it correctly in context.

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

Критерии оценивания:

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

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	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>

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	41-50
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. Speak on the ways of rendering English articles into Russian.
24. Speak on the ways of rendering indefinite pronouns and their compounds into Russian.
25. Speak on the ways of rendering adverbs and adjectives into Russian.
26. Speak on the ways of rendering continuous forms into Russian.
27. Speak on the forms of the Past Simple and the Past Continuous Tenses. Compare their use.
28. Compare the use of the Past Simple and the present Perfect Tenses.
29. Speak on the forms of the Past Perfect Simple and the Past Perfect Continuous Tenses. Compare their use.
30. Speak on the forms used to express habitual actions in the past.
31. Speak on the forms of the Future Simple and the Future Continuous Tenses. Compare their use.
32. Compare the use of the Future Simple Tense and the construction "to be going to".
33. Speak on the forms of the Future Perfect and the Future Perfect Continuous Tenses. Compare their use.
32. Speak on the means that can be used to express planned actions. What's their difference?
35. Speak on the use of the verbs "to say" and "to tell" to presented direct and indirect speech.
36. What tense changes are we to make when we transform direct speech into indirect speech?
37. How are modal verbs transformed when we turn direct speech into indirect?
38. In what cases can we leave the tenses in the indirect speech the way they are in the direct speech?
39. What adverbs and pronouns are changed when we transform direct speech into indirect speech?
40. Speak on the way we transform questions into indirect speech.
41. Speak on the way we transform commands, requests and suggestions into indirect speech.
42. Speak on other introductory verbs we can use to transform direct statement into indirect speech.
43. When is the passive voice usually used in English?
44. How is the Passive Voice formed in English?
43. When do we use the prepositions "by" and "with" in passive constructions?
46. Speak on the use of impersonal passive constructions.
47. Speak on the use of the construction "to have something done".
48. Speak on the ways of rendering perfect forms into Russian.
49. Speak on the ways of rendering means to express future actions into Russian.
50. Speak on the ways of rendering passive forms into Russian.
51. What is the construction "to have something done" used for? How is it translated into Russian?

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
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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

- 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

8. They had ____ money to spend on their house, but even with that limited amount, they managed to create a warm and friendly atmosphere.
- A) a few D) plenty of
B) little E) small number of
C) the whole
9. ____ of the area managers is going to report his total sales to head office ____ two weeks.
- A) All / each D) Every / several
B) Both / another E) Each / every
C) Any / all
10. We had had so much rain that the fields on ____ sides of the river were ____ flooded.
- A) every / both D) all / much
B) neither / each E) both / all
C) each / most
11. When the river was flooded, the farmhouse was surrounded by water on ____ sides.
- A) every D) all
B) either E) neither
C) each
12. ____ sheep escaped from Farmer Gile's field last week, and so far, only ____ of them has been found.
- A) Several / one D) Some / enough
B) Many / a few E) A few / some
C) More / each
13. Each of ____ has a blue dash of paint on ____ coat, so it will be easy to recognize Farmer Gile's sheep.
- A) it / their D) their / them
B) him / theirs E) his / it
C) them / its
14. We must admit that the fault was not entirely ____ . Some of it must have been ____ .
- A) hers / ours D) her / theirs
B) his / us E) mine / you
C) their / my
15. Thank you for letting me know about this birthday wish of ____ .
- A) him D) his
B) me E) us
C) your
16. I made a lot of friends in Mexico, but I have only kept in touch with ____ them.
- A) plenty of D) many
B) a few of E) several
C) little
17. If we've got ____ time, we'll try to do ____ shopping as well.
- A) much / a few D) plenty of / many
B) several / lots of E) enough / some

C) every / plenty

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

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

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

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

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

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

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

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

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

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

23. Slimming bars claim to provide ____ the vitamins and minerals the body needs, but eating them cannot be as healthy as a meal containing plenty of fruit and vegetables, which can also supply ____ nutrients required by the body.

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

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

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

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

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

Test 2

1- I've had a full day's rest now and I feel much ----; at least ---- enough to be able to get out of bed.

- A) the worst / worse D) good / so well
B) better / well E) worse / as good
C) best / better

2- There is nothing ---- a slight breeze on a hot, sunny day.

- A) refreshing enough D) so refreshing that
B) as refreshed as E) the most refreshed
C) more refreshing than

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- A) as encouraging D) the most encouraging
B) so encouraged as E) such an encouraged
C) more encouraged

13- My father plays golf just for fun, although sometimes he plays ---- some professionals.

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

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

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

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

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

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

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

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

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

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

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

19- I felt ---- ill yesterday to get out of bed, but I'm feeling ---- better today.

- A) as / much D) enough / more
B) so / that E) too / a lot
C) more / so

20- This material is ---- to be stitched together on a sewing machine.

- A) too delicate
- B) as delicately as
- C) so delicate that
- D) delicately enough
- E) such a delicate

21. According to Steinhardt, _____ explicit the image, _____ the technology is for actually detecting weapons.

- A) the best / the best
- B) more / better
- C) the more / the better
- D) so / that
- E) such / that

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

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

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

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

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

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

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

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

Test 3

1. Look, the conservation volunteers _____ cheerfully in the sunshine all morning, unlike yesterday, when they _____ to work in the rain.

- A) worked / are refusing
- B) are working / were refusing
- C) will be working / have refused
- D) have been working / refused
- E) will have worked / had refused

2. A: Is that your pure wool pullover in the washing machine? It _____ you know!

B: No, I _____ it several times in the machine already. I use the wool cycle and it's fine.

- A) was shrinking / wash
- B) has shrunk / had washed
- C) will shrink / washed
- D) is going to shrink / have washed
- E) is shrinking / have been washing

3. The weather conditions _____ throughout the day and now the ground officials are confident that the championship game _____ ahead.

- A) have been improving / will go
- B) will be improving / will go
- 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
D) eats / am buying

- B) ate / have bought
C) was eating / have been buying
- E) will have eaten / had bought

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

21. I _____ an extra part-time job last week as we _____ the money.

- A) am starting / are needing
B) was starting / have needed
C) start / needed
- D) have started / were needing
E) started / need

22. We ____ in Cornwall for two weeks last summer. Since then, we ____ a holiday by the sea.

- A) stayed / haven't had
B) are staying / don't have
C) were staying / didn't have
- D) stay / aren't having
E) have stayed / weren't having

23. While my parents ____ in the shopping centre, a thief ____ into their car for the radio.

- A) shopped / has broken
B) were shopping / broke
C) have shopped / breaks
- D) are shopping / was breaking
E) shop / is breaking

24. My father ____ English at all although he ____ it for three years when he was in high school.

- A) isn't speaking / has studied
B) hasn't been speaking / studies
C) doesn't speak / studied
- D) didn't speak / has been studying
E) wasn't speaking / is studying

25. I ____ my boss privately tomorrow and I ____ quite nervous about it.

- A) have seen / am feeling
B) see / was feeling
C) am seeing / feel
- D) saw / felt
E) was seeing / have felt

Test 4

1. Oh, gosh! You ---- with a shark coming straight towards you.

- A) must have been terrified
B) could have terrified
C) must have been terrifying
- D) should have terrified
E) used to be terrifying

2. The forest fire ---- an area of the Amazonian rain forest, which has decreased the size of France.

- A) was destroyed
B) destroys
C) will be destroyed
- D) has destroyed
E) had been destroyed

3. Spiders ---- by many people, but most of them ---- to be harmless.

- A) had feared / were known
B) have been feared / knew
C) are feared / are known
- D) have feared / have known
E) will be feared / know

4. Although specifically directed against slavery, the 13th Amendment to the US Constitution ---- since ---- by the federal courts as applicable to all forms of enforced labour.

- A) is / being viewed
B) has / been viewed
C) will / have been viewed
- D) has / been viewing
E) is / viewing

5. My mother is quite old now and sometimes she ---- up and down steps.

- A) was to be helped
B) has helped
- D) must have 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
B) can't decide / should allow
C) might not decide / had allowed
D) aren't decided / allow
E) haven't been decided / will allow

7. As we ---- towards the Brandenburg Gate in Berlin, thousands of people ---- in the opposite direction to protest about the increase in telephone rates.

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

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

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

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

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

10. The Irish people ---- to Christianity by Saint Patrick in the 5th century and Ireland had been a great centre of peace, culture and learning it until it ---- by Vikings in the 9th century.

- A) have converted / invades
B) were converted / was invaded
C) were converting / has invaded
D) have been converting / was invading
E) had converted / was being invaded

11. I ---- to see that the thing which ---- out of the bushes in front of me in the dark alley was only a cat.

- A) had relieved / was jumped
B) would relive / was jumping
C) have been relieved / is jumping
D) was relieved / jumped
E) am relieved / is jumped

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

- A) is provided
B) was provided
C) had provided
D) will provide
E) is being provided

13. Fog over a city is usually more intense than over the surrounding countryside because the city ---- a greater amount of moisture into the atmosphere.

- A) is discharged
B) has discharged
C) discharges
D) was discharged
E) will be discharged

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

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

15. It has been a wonderful party! I ---- myself so much in a long time.
A) don't enjoy D) haven't enjoyed
B) won't enjoy E) am not enjoying
C) wasn't enjoying
16. Usually I ---- cash for things because I ---- using credit cards.
A) pay / don't like D) am paying / haven't like
B) have paid / didn't like E) have been paid / won't like
C) am paid / am not like
17. I know that you ---- here in the bathroom, son, because I ---- the smoke at this very moment.
A) smoke / am smelling D) were smoked / used to smell
B) smoked / could smell E) are smoking / might smell
C) have been smoking / can smell
18. This is the fifth time they ---- this record this morning. I wonder when they ---- tired of it?
A) play / are getting D) are played / have got
B) were played / got E) have played / will get
C) had played / were getting
19. Sugar-free chewing gums ---- in the 1950s, and by the 1980s several brands ---- on the market.
A) were introducing / were appearing D) would have introduced / appeared
B) were introduced / had appeared E) have been introduced / would be appearing
C) had been introduced / will appear
20. I really hate ---- waiting at the dentist.
A) being kept D) having kept
B) to be keeping E) to keep
C) to have kept
21. I hope the new timetable ---- by Friday as I want to start a driving course next week, but I need to know which afternoon I will be off before I can enroll on it.
A) has been announced D) has been announcing
B) is going to announce E) is being announced
C) will have been announced
22. Medicines and chemical cleaning liquids ---- out of children's reach.
A) should be kept D) have kept
B) must have kept E) used to keep
C) need to keep
23. The coach driver couldn't see through the window because it ---- properly.
A) doesn't clean D) hadn't been cleaned
B) didn't use to clean E) hasn't cleaned
C) wasn't supposed to clean
24. Are you sure my table ---- by this cleaning fluid?
A) won't have damaged D) isn't damaging

- B) hadn't damaged E) hasn't been damaging
C) won't be damaged

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

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

Test 5

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

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

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

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

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

- A) had lost C) lost
B) could lose D) has lost

4. "I want it here and now," he said. – He said he ----.

- A) wanted it here and now C) wanted it there and now
B) wants it there and then D) wanted it there and then

5. She admitted having stolen the purse. – "I ---- the purse," she said.

- A) steal C) would steal
B) have stolen D) stole

6. He asked where his mother was. – "Where ---- mother?" he asked.

- A) was my C) is my
B) is D) did she be

7. "Let's go to the beach," she said. – She suggested ---- to the beach.

- A) he would C) going
B) to go D) they'd go

8. "Have you ever been to China?" she asked me. – She asked me ---- to China.

- A) have I ever been C) if I had ever been
B) if I have ever been D) if I ever was

9. She said that she had bought her cat a week before. – "I ----," she said.

- A) bought my cat last week C) have bought my cat last week
B) bought my cat a week before D) had bought my cat a week ago

10. "I have often been to this place," he said. – He said that he ---- place.

- A) went to that C) had often been to that
B) had often gone to that D) had often been to this

11. "Don't close the window, please," she said. – She ---- the window.
A) said not to close C) told me to not close
B) told not close D) told me not to close
12. He said he would go to Rome the following day. – "I ----," he said.
A) would go to Rome tomorrow C) will go to Rome tomorrow
B) will go to Rome the following day D) am going to Rome tomorrow.
13. "What are you thinking about?" she asked Tom. – She asked Tom ---- about.
A) what is he thinking C) what was he thinking
B) what he was thinking D) if what he was thinking
14. She told us to stop there. – She said, "---- there!"
A) You stop C) You have stopped
B) Stop D) Would you
15. She begged me to help her. – "----" she said.
A) Help me! C) You should help me!
B) Would you help me, please? D) I need your help.
16. Mary wondered whether I liked horror films. – "---- horror films?" Mary asked.
A) Do you like C) Did you like
B) Have you liked D) You liked
17. "You mustn't take my things without asking," he said. – He said that I ---- things without asking.
A) didn't have to take my C) mustn't take my
B) didn't have to take his D) mustn't take his
18. "I could have come yesterday," he said. – He said he could ----.
A) have come yesterday C) have come the day before
B) come yesterday D) come the day before
19. "I am working late tonight," she said. – She said that she ----.
A) was working late tonight C) worked late that night
B) is working late tonight D) was working late that night
20. She wanted to know where he was. – "Where ----?," she demanded.
A) was he C) he was
B) would he be D) is he
21. 'I know I can do it,' he said. – He assured that he ---- it.
A) could do C) can do
B) would do D) did
22. A foreigner asked: "How do English people spend their Sundays?" A foreigner asked how ---- their Sundays.
A) do English people spend C) English people spent
B) did English people spend D) English people spend

23. The film director was asked ----.

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

24. He said to her, "Don't enter the room". He ordered her ---- the room.

- A) not to enter
- B) to enter
- C) didn't 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
- B) if I was
- C) if I had been
- D) whether was I

Test 6

1. That's strange. I saw him ____ his bike along the river this morning and he didn't mention anything about ____ his job.

- A) riding / changing
- B) having ridden / change
- C) to be riding / to change
- D) to ride / having changed

2. I imagine Sally was about ____ when I asked her ____ a letter for me, as she looked rather reluctant.

- A) leaving / to have typed
- B) to be leaving / typing
- C) to leave / to type
- D) to have left / type

3. Don't you think we should consider ____ the chimney ____ before the winter?

- A) to be getting / to sweep
- B) getting / swept
- C) having got / sweeping
- D) to get / being swept

4. In an emergency, even a child can save a life if he or she knows what ____ .

- A) to do
- B) doing
- C) being done
- D) have done

5. Knowledge of nutrition helps you ____ proper eating habits ____ a healthy life.

- A) to develop / having maintained
- B) developing / maintaining
- C) developed / maintained
- D) develop / to maintain

6. Mankind first used indestructible materials to erect large structures ____ in but ____ their gods from.

- A) without living / being worshipped
- B) to be living / having worshipped

- C) having lived / to be worshipped
- D) not to live / to worship

7. I tried ___ careful ___ his feelings.

- A) being / not hurting
- B) to be / not to hurt
- C) to have been / didn't hurt
- D) be / not to have hurt

8. ___ at the details of the famous sculptor Rodin's works, we can see his ability ___ feeling through facial expression and through hands.

- A) To look / being conveyed
- B) By looking / to convey
- C) Having looked / convey
- D) To be looking / conveying

9. Ludlow is considered ___ the most beautiful mediaeval street in England. Do you fancy ___ there for sightseeing tonight?

- A) having / to go
- B) had / go
- C) to have / going
- D) have / to go

10. The singer Nick Hucknall has decided ___ a two-year break, but he won't have any money problems. He has already made enough money ___ a lifetime.

- A) to take / to last
- B) taking / lasting
- C) take / to be lasting
- D) taken / to have lasted

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

- A) switching
- B) to have switched
- C) switch
- D) to switch

12. Both sides seem ___ on to their determination ___ a peaceful solution, don't they?

- A) to be held / finding
- B) to be holding / to find
- C) holding / to be finding
- D) having held / found

13. It is sometimes difficult for parents ___ whether ___ their children for misbehaving.

- A) to decide / to punish
- B) deciding / to be punishing
- C) being decided / punish
- D) decided / having punished

14. A: Did you have difficulty ___ our office?

B: No, it was quite easy ___ here.

- A) to find / to have got
- B) having found / getting

- C) finding / to get
- D) to be finding / get

15. I never seem ____ enough time ____ everything I want.

- A) having / doing
- B) to be having / done
- C) have / to be doing
- D) to have / to do

16. If I were you, I would forget ____ getting promoted there and look for more rewarding job somewhere else.

- A) for
- B) about
- C) of
- D) in

17. If you insist ____ having all this paperwork completed, how do you expect your staff ____ any time with customers?

- A) of / spending
- B) on / to spend
- C) about / spent
- D) for / spend

18. The manager wants us to concentrate ____ gaining new business and says that the head office will take care ____ looking after existing customers.

- A) in / for
- B) to / in
- C) on / of
- D) about / with

19. We've urged him ____ for the promotion, but he won't as he is afraid of ____.

- A) to apply / being rejected
- B) for applying / rejecting
- C) applying / to be rejected
- D) to have applied / rejected

20. The first woman ____ as a foreign correspondent in the United States was Margaret Fuller, who was also a social reformer, critic and teacher whose words enriched the lives of many people.

- A) be served
- B) being served
- C) has served
- D) to serve

21. The company needs someone _____ a programming supervisor.

- A) being
- B) to be
- C) be
- D) to being

22. I know why you can't read that sign; it is because of your eyes. I think they need _____.

- A) to have them tested
- B) testing
- C) to test
- D) be tested

23. After a while, we began _____ the ball back and forth.

- A) enjoying / hit

- B) enjoying / to hit
- C) to enjoy / to hit
- D) to enjoy / hitting

24. I have just quit _____ to the bookstore entirely because he made me _____ so angry and embarrassed.

- A) going / feel
- B) to go / feel
- C) going / to feel
- D) to go / feeling

25. I remember quite clearly _____ the door before I left.

- A) to lock
- B) to locking
- C) the locking of
- D) locking

Test 7

1. You _____ your own canoe in order to join the canoe club. They cost a lot of money. You _____ mine whenever you want to canoeing.

- A) mustn't buy / had borrowed
- B) won't haven bought / should borrow
- C) needn't buy / can borrow
- D) might not buy / would borrow

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

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

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

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

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

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

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

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

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

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

D) should have asked

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

13. Oh dear, we seem to have run out of salt. I _____ to the corner shop before dinner.
- A) am able to go
 - B) needn't go
 - C) must have gone
 - D) will have to go
14. I can't understand why Dad is now so careful with his money. He _____ such a generous person.
- A) would be
 - B) has been
 - C) used to be
 - D) will be
15. Trade is so poor these days! We _____ just two cars since I started working here a month ago.
- A) have been able to sell
 - B) used to sell
 - C) had to sell
 - D) are supposed to sell
16. He _____ as carefully as he claimed he was. Why did he bump me to the lamp post then?
- A) doesn't have to drive
 - B) isn't supposed to drive
 - C) shouldn't have driven
 - D) can't have been driving
17. Not until the guests came in, I ran out of sugar and I _____ from my neighbour.
- A) should have borrowed
 - B) had to borrow
 - C) could borrow
 - D) need to borrow
18. I'm so glad that I _____ to the meeting place on time yesterday despite the heavy traffic, or the boss would have been really annoyed.
- A) was able to get
 - B) have got
 - C) used to get
 - D) had to get
19. Sean _____ married three months ago and since then he _____ out drinking with his old friends.
- A) had got / ought not to go
 - B) used to get / couldn't have gone
 - C) got / hasn't been able to go
 - D) was getting / didn't have to go
20. These days, he _____ to stop smoking and playing cards as well because his wife is so strict with him, so his life will have changed completely soon.
- A) could have tried
 - B) is trying
 - C) tried
 - D) had to try
21. They ought to _____ the train schedule beforehand. They _____ somewhere else now.
- A) have checked / could be visiting
 - B) check / have visited
 - C) have checked / will have visited

D) have checked / have visited

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

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

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

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

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

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

25. Jimmy is upstairs. He _____ his homework.

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

Test 8

1. If I were you, I _____ a new car instead of struggling with this old one.

- A) have bought
- B) was buying
- C) had bought
- D) would buy

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

- A) have found
- B) could find
- C) can find
- D) will find

3. I'm sorry that I sent our driver for you. I wish I _____ you at the airport myself, but I had a meeting with the production team.

- A) can meet
- B) could have met
- C) have met
- D) would meet

4. Take a couple of extra traditional Turkish gifts with you in case you ____ any other members of the Scholz family during your Aunt's funeral.
- A) meet
 - B) have met
 - C) were meeting
 - D) will meet
5. If you give me your tape recorder and a cassette in plenty of time, then, of course, I ____ the lecture for you on the day of your Aunt's funeral.
- A) recorded
 - B) had recorded
 - C) would have recorded
 - D) will record
6. If I ____ you would be on your own all weekend, I ____ you over to our house.
- A) know / have invited
 - B) have known / was going to invite
 - C) had known / would have invited
 - D) knew / will have invited
7. I wish you ____ me from the station to inform me that you were on your way – I ____ the dinner ready for your arrival home.
- A) phone / can prepare
 - B) have phoned / will have prepared
 - C) phoned / will be preparing
 - D) had phoned / could have prepared
8. I wish a flight to Istanbul ____ less than two hundred pounds, then we would fly there a lot more often.
- A) costs
 - B) could have cost
 - C) has cost
 - D) cost
9. I wish I ____ to my friends in Germany every day without getting a huge telephone bill.
- A) have been talking
 - B) would talk
 - C) will talk
 - D) could talk
10. I'm sure my daughter ____ university life if she ____ but she is so shy.
- A) had enjoyed / was socialising
 - B) enjoys / will have socialised
 - C) would enjoy / socialised
 - D) enjoyed / had been socialising
11. If our caravan ____ with a shower, it ____ more practical for longer holidays.
- A) is to equip / can be
 - B) were equipped / would be
 - C) had been equipped / will be

D) equipped / could be

12. Had the Millennium Dome not been built, 750 million pounds _____ on health and education.

- A) can be spent
- B) must have been spent
- C) could have been spent
- D) will have spent

13. Apparently, a customer wanted to buy something in the window, but she had left by the time I arrived to open the shop. How I wish I _____ the bust.

- A) hadn't missed
- B) aren't missing
- C) wouldn't have missed
- D) don't miss

14. You _____ determined if you _____ to give up smoking permanently.

- A) have been / wanted
- B) have to be / want
- C) could be / will have wanted
- D) had been / would have wanted

15. My uncle keeps his share certificates and property deeds in a fireproof box in case a fire _____ out at his office.

- A) had broken
- B) breaks
- C) was breaking
- D) broke

16. New strict laws to combat illegal immigration into the UK mean that if a lorry driver _____ an illegal immigrant into the country, he personally _____ a £2000 fine.

- A) brings / faces
- B) would bring / had faced
- C) had brought / is facing
- D) can bring / could have faced

17. If ways of identifying criminals using DNA samples _____, the person who killed these two young teenagers five years ago would still be a free man.

- A) aren't developing
- B) wouldn't develop
- C) hadn't been developed
- D) couldn't develop

18. I don't know why you waste your money on sports centre membership. If you _____ along the coastal path every morning, you _____ fit without spending a penny.

- A) had run / will get
- B) run / would have got
- C) were running / got
- D) ran / would get

19. You had better complain to the manager if you think you ____ an unfair proportion of the work.
- A) would be given
 - B) will have been giving
 - C) had given
 - D) have been given
20. Tiger Woods is one of the most successful golfers ever, but he ____ into many clubs in the southern US because of his colour had he been playing 50 years ago.
- A) weren't going to allow
 - B) might not have allowed
 - C) hadn't been allowed
 - D) wouldn't have been allowed
21. Sue ____ in Istanbul, but her husband has just been appointed there, so she doesn't have much choice.
- A) had better not live
 - B) would rather not live
 - C) wouldn't live
 - D) mustn't have lived
22. Would you mind if I ____ early this afternoon? I have a dentist appointment at 4:30.
- A) have left
 - B) had left
 - C) leaving
 - D) left
23. I don't regret ____ her what I thought.
- A) to tell
 - B) tell
 - C) to say to
 - D) telling
24. They tried ____ up the fence, but they couldn't.
- A) putting
 - B) to put
 - C) to putting
 - D) of putting
25. Would you mind ____ your bicycle? It's in the way.
- A) my moving
 - B) mine moving
 - C) I moving
 - D) me to move

Инструкция по выполнению:

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

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

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

Темы мультимедийных презентаций

1. Diachronic characterization of ways to form the plural form of English nouns.
2. Diachronic characterization of ways to form the degrees of comparison of English adjectives and adverbs.
3. The historical development of the English articles.
4. The functions of prepositions in modern English.
5. Comparative structures and the ways to render them into Russian.
6. Diachronic characterization of ways to form the past forms of English verbs.
7. The ways to render the continuous and perfect aspects into Russian.
8. The ways to render English passive constructions into Russian.
9. The ways to render English introductory verbs into Russian.
10. The ways to render English means of expressing future actions into Russian.
11. The comparative analysis of passive forms in Russian and 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.

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.

11. 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.

12. 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.

13. 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.

14. 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.

15. 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.

16. 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.

17. 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.

18. 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.

19. 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 30 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

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 в форме зачета.

Зачет проводится по окончании теоретического обучения до начала экзаменационной сессии.

Количество вопросов в билете – 2. 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 «Лингвистика» 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).