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1 Цели освоения дисциплины «Практическая грамматика»

# **Целями освоения дисциплины «Практическая грамматика» являются:**

- познакомить студентов с грамматической системой английского языка;

- сформировать у студентов необходимыеречевыеграмматические навыки, в основе которых лежат знания морфологии и синтаксиса английского языка;

- научить студентов использовать грамматические явления в речевых образцах.

# 2 Место дисциплины (модуля) в структуре образовательной программы подготовки магистра

Данная дисциплина является обязательной дисциплиной вариативной части В.05 в профессиональном блоке дисциплин Б1 в подготовке бакалавров по профилю «Английский язык и немецкий язык» по направлению подготовки «Педагогическое образование». Дисциплина «Практическая грамматика» изучается на 1, 2 и 3 курсах (2, 3, 4, 5, 6 семестры).

Для изучения дисциплины необходимы знания (умения, владения), сформированные в результате изучения такой дисциплины, как «Иностранный язык», а именно:

- знание языковых средств общения в предусмотренных программой рамках;

- знание грамматических явлений и элементарные навыки их употребления в речи;

-владение рациональными приемами умственного труда, обеспечивающими культуру усвоения языка в учебных условиях и культуру общения с его носителями.

Знания (умения, владения), полученные при изучении данной дисциплины будут необходимы для изучения такихдисциплин, как «Практикум по культуре речевого общения (первый иностранный язык)», «Теоретическая грамматика».

# 3 Компетенции обучающегося, формируемые в результате освоения дисциплины (модуля) и планируемые результаты обучения

В результате освоения дисциплины (модуля) «Практическая грамматика» обучающийся должен обладать следующими компетенциями:

| Структурный  элемент  компетенции | Планируемые результаты обучения |
| --- | --- |
| **ПК-4** способностью использовать возможности образовательной среды для достижения личностных, метапредметных и предметных результатов обучения и обеспечения качества учебно-воспитательного процесса средствами преподаваемых учебных предметов | |
| Знать | * основные правила грамматики английского языка для обеспечения качества учебно-воспитательного процесса; * основные определения и понятия преподаваемого предмета, необходимые для достижения метапредметных результатов обучения; * основные определения и понятия преподаваемого предмета, необходимые для достижения личностных результатов обучения. |
| Уметь | * применять знания в профессиональной деятельности; использовать их на междисциплинарном уровне; * корректно выражать и аргументированно обосновывать положения предметной области знания; * объяснять (выявлять и строить) типичные грамматические модели для обеспечения качества учебно-воспитательного процесса; |
| Владеть | * грамматическими навыками для обеспечения качества учебно-воспитательного процесса; * практическими навыками использования грамматических на других дисциплинах, на занятиях в аудитории и на практике; * профессиональным языком предметной области знания; |
| **ДПК-2** владеет системой лингвистических знаний, включающей в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей | |
| Знать | * определения основных грамматических понятий, принятых в грамматике английского языка; * основные грамматические категории знаменательных частей речи; * основные структурные особенности синтаксиса английского языка. |
| Уметь | * применять грамматические правила английского языка; * выбирать нужную синтаксическую структуру в соответствии с прагматической направленностью высказывания и функциональным стилем; * распознавать нарушения в правилах использования грамматических и синтаксических правилах английского языка. |
| Владеть | * практическими навыками использования грамматических правил английского языка. * практическими навыками использования синтаксических правил английского языка. * профессиональным языком предметной области знания. |

# **4 Структура и содержание дисциплины (модуля)**

Общая трудоемкость дисциплины составляет 13зачётных единиц468 часов:

- контактная работа – 204,9 часа;

– аудиторная работа – 200 часа;

– самостоятельная работа –191,7часа;

– контроль –71,4 часа.

| Раздел/ тема  дисциплины | Семестр | Виды учебной работы,  включая самостоятельную работу студентов и трудоемкость (в часах) | | | | Формы текущего и  промежуточного  контроля успеваемости | Код и структурный  элемент компетенции |
| --- | --- | --- | --- | --- | --- | --- | --- |
| лекции | лаборат.  занятия | практич. занятия | самост.  раб. |
| **1. Раздел Morphology** |  |  |  |  |  |  |  |
| **1.1.ТемаThe Noun:**  classification of nouns;countable and uncountable nouns; morphological analysis of the noun;the category of number, the category of case. | 2 |  |  | 20 | 0,5 | Грамматическиетесты. Контрольныеработы. | ПК-4 (зув)  ДПК-2(зув) |
| **1.2. ТемаThe Article:** indefinite article;  the definite article;  theabsence of article. | 2 |  |  | 20 | 0,5 | Грамматическиетесты. Контрольные работы. | ПК-4 (зув)  ДПК-2(зув) |
| **1.3. ТемаThe Verb:**  morphological analysis of the verb;the category of tense, aspect, voice, mood. | 2 |  |  | 10 | 0,5 | Грамматическиетесты. Контрольныеработы. | ПК-4 (зув)  ДПК-2(зув) |
| **1.4. ТемаThe Pronoun:**  morphological analysis of the pronoun;types of pronouns;  personal pronouns;the category of case, number, gender, person. | 2 |  |  | 18 | 0,5 | Грамматическиетесты. Контрольные работы. | ПК-4 (зув)  ДПК-2(зув) |
| **Итого по разделу** | 2 |  |  | 68 | 2 | Контрольная работа |  |
| **Итого по дисциплине** | 2 |  |  | **68** | **2** | **Экзамен** |  |
| **2. Раздел Morphology** |  |  |  |  |  |  |  |
| **2.1. Тема The Verb:**  reported speech;tense forms: revision;  uses of the subjunctive mood; modal verbs. | 3 |  |  | 9 | 9 | Грамматическиетесты. Контрольные работы. | ПК-4 (зув)  ДПК-2(зув) |
| **2.2. Тема The Adjective:**  relative and qualitative adjectives;comparison of adjectives; irregular comparison of adjectives; predicate adjectives; nouns used as adjectives. | 3 |  |  | 9 | 9 | Грамматическиетесты. Контрольные работы. | ПК-4 (зув)  ДПК-2(зув) |
| **2.3. ТемаThe Adverb:**  Form of adverbs; interrogative adverbs; adverbs of degree; comparison of adverbs; irregular comparison of adverbs.  qualifying and circumstantial adverbs;degrees of comparison. | 3 |  |  | 9 | 9 | Грамматическиетесты. Контрольные работы. | ПК-4 (зув)  ДПК-2(зув) |
| **2.4. ТемаThe Pronoun:**  Agreement of pronoun and antecedent in gender; agreement of pronoun with a compound antecedent; determiners and quantifiers. | 3 |  |  | 9 | 7,9 |  | ПК-4 (зув)  ДПК-2(зув) |
| **Итого по разделу** | 3 |  |  | 36 | 35,9 | Контрольная работа |  |
| **Итого по дисциплине** | 3 |  |  | **36** | **35,9** | **Зачёт с оценкой** |  |
| **3.Раздел Morphology** |  |  |  |  |  |  |  |
| **3.1.ТемаThe Infinitive:**  nature of the infinitives;  morphological analysis of the infinitive;the category of aspect, relative tense, voice;for-to infinitive constructions;the accusative with the infinitive;the nominative with the infinitive; the infinitive phrase;  functions of the infinitive in the sentence. | 4 |  |  | 20 | 4 | Грамматическиетесты. Контрольные работы. | ПК-4 (зув)  ДПК-2(зув) |
| **3.2.ТемаThe Participle:**  forms of the Participle;the accusative with the participle; dangling participles;the nominative with the participle;  nominative absolute participle constructions;functions of the participle in the sentence. | 4 |  |  | 20 | 4 | Грамматическиетесты. Контрольные работы. | ПК-4 (зув)  ДПК-2(зув) |
| **3.3. ТемаThe Gerund:**  nature of the gerund; morphological analysis of the gerund;the category of relative tense and voice;gerundial complexes; the dangling gerund; functions of the gerund in the sentence. | 4 |  |  | 20 | 3,.9 | Грамматическиетесты. Контрольные работы. | ПК-4 (зув)  ДПК-2(зув) |
| **Итого по разделу** | 4 |  |  | **60** | **11,9** | Контрольная работа |  |
| **Итого по дисциплине** | 4 |  |  | **60** | **11,9** | **Зачёт с оценко**й |  |
| **4. Раздел Syntax** | 5 |  |  |  |  |  |  |
| **4.1. Тема The Subject:**  notional and formal subject;  introductory “it” and “there” subjects; the simple subject; the compound subject | 5 |  |  | 5 | 13 | Грамматическиетесты. Контрольные работы. | ПК-4 (зув)  ДПК-2(зув) |
| **4.2. ТемаThe Predicate:**  simple and compound predicates;simple verbal and nominal predicates;compound verbal modal predicate;compound verbal phrasal predicate; compound verbal predicate of double orientation;  compound nominal predicate proper;compound nominal double predicate;mixed types of predicates. | 5 |  |  | 5 | 13 | Грамматическиетесты. Контрольные работы. | ПК-4 (зув)  ДПК-2(зув) |
| **4.3. ТемаAgreement of the subject and the predicate:**  Agreement in person and number; agreement of the predicate with the compound subject; agreement of the predicate with collective nouns; agreement of the predicate with indefinite pronouns; special cases of agreement. | 5 |  |  | 5 | 13 | Грамматическиетесты. Контрольные работы. | ПК-4 (зув)  ДПК-2(зув) |
| **4.4. Тема Sentence patterns:**  Kinds of sentences; inverted order; interrogative sentence patterns; exclamatory and imperative sentence patterns. | 5 |  |  | 3 | 13 | Грамматическиетесты. Контрольные работы. | ПК-4 (зув)  ДПК-2(зув) |
| **Итого по разделу** | 5 |  |  | 18 | 52 | Контрольные работа |  |
| **Итого по дисциплине** | 5 |  |  | **18** | **52** | Экзамен |  |
| **5. Раздел Syntax** | 6 |  |  |  |  |  |  |
| **5.1. ТемаSimple sentences:**  Kinds of clauses; the simple sentence; unexpanded and expanded sentences;elliptical and one-member sentences. | 6 |  |  | 5 | 22 | Грамматическиетесты. Контрольные работы. | ПК-4 (зув)  ДПК-2(зув) |
| **5.2.ТемаCompound sentences:**  The compound sentence; coordinate conjunctions. | 6 |  |  | 2/3 | 22 | Грамматическиетесты. Контрольныеработы. | ПК-4 (зув)  ДПК-2(зув) |
| **5.3.ТемаComplex sentences:**  The complex sentence; kinds of subordinate clauses; adverbial clauses; subordinate conjunctions; kinds of adverbial clauses; object clauses. | 6 |  |  | 2/3 | 22 | Грамматическиетесты. Контрольные работы. | ПК-4 (зув)  ДПК-2(зув) |
| **5.4.ТемаComplex sentences:**  The complex sentence; attributive clauses; attributive clauses introduced by relative adverbs and pronouns; restrictive and non-restrictive clauses. |  |  |  | 1/4 | 23,9 | Грамматическиетесты. Контрольные работы. | ПК-4 (зув)  ДПК-2(зув) |
| **Итого по разделу** | 6 |  |  | 18/10 | 89,9 | Контрольная работа |  |
| **Итого по дисциплине** | 6 |  |  | **18/10** | **89,9** | **Зачёт с оценкой** |  |
| **Итого по дисциплине** | 2-6 |  |  | **200/10** | **191,7** |  |  |

**5 Образовательные и информационные технологии**

При изучении дисциплины «Практическая грамматика» используются следующие образовательные, интерактивные и информационные технологии: традиционные образовательные технологии (практическое занятие), технологии проблемного обучения (кейс метод), интерактивные технологии (практическое занятие – дискуссия), информационно-коммуникативные образовательные технологии (практическое занятие в форме презентации).

**6 Учебно-методическое обеспечение самостоятельной работы обучающихся**

По дисциплине «Практическая грамматика» предусмотрена аудиторная и внеаудиторная самостоятельная работа обучающихся.

Аудиторная и самостоятельная работа студентов предполагает устный опрос и выполнение практических заданий (упражнений) на практических занятиях.

1Раздел: Morphology (1)

Теоретическиевопросы:

1) What is the grammatical meaning of the noun?

2) What grammatical categories does the noun in English have?

3) What are the main classes of pronouns in English?

4) What grammatical categories does the English adjective have?

5) What is the main function of the article?

6) What grammatical categories does the verb in English have?

Практические упражнения:

1. Use the proper article:

1. \_\_ flowers you bought me are lovely.

2. “Have you seen my socks?’ ‘You left them on \_\_\_ bed.

3. She usually stays in \_\_\_ bed till late at \_\_ weekend.

4. Jim’s been in\_\_ hospital for six weeks now.

5. I enjoy \_\_ modern music.

6. I always like getting \_\_ good news.

7. We had \_\_ time on \_\_holiday.

8. My brother is looking for \_\_ job.

9. You have made \_\_ great progress in your studies.

10. Did you have \_\_ good weather on your trip?

11. I prefer \_\_ to \_\_ coffee.

12. In Sweden \_\_children start \_\_school when they are six or seven.

13. There is \_\_hot and cold running water in all the bedrooms.

14. All my kids are still at \_\_ school.

15. I cleaned \_\_ car yesterday.

16. What \_\_lovely scenery!

17. What is \_\_longest river in \_\_the world?

18. We had \_\_dinner in a restaurant.

19. What \_\_lovely dress!

20. I watched \_\_news on\_\_ television.

21. The motorcyclist was in \_\_critical condition in \_\_hospital last night.

22. \_\_ tulips are my favourite flowers.

23. Do you like \_\_ strong black coffee?

24. That was \_\_lovely breakfast.

25. \_\_river Nile has played \_\_important role in \_\_history of \_\_ancient Egypt.

26. \_\_doctors are paid more than \_\_teachers.

27. There isn’t \_\_hospital in \_\_town.

28. \_World War II ended in 1945.

29. \_\_Isle of Wight is \_\_largest island in \_\_England.

30. \_\_Fifth Avenue is among \_\_most expensive streets in the world.

2 Write the indefinite article before the nouns which are being used as countable nouns

1. \_\_Beauty is subjective. She is \_\_real beauty.

2. I’m fortunate to have had \_ very good education. \_\_education does not just take place at school.

3. My eyes are very sensitive to \_\_light.. Is there \_\_ light in there?

4. You have been \_\_great help to me. I’m sorry to ask but I desperately need \_\_help.

5. I don’t usually drink \_ coffee. I’ll have two teas and \_\_ coffee.

6. He has \_\_great love of music. Sometimes \_\_love can be very painful.

7.You’ll get better at the job as you gain \_\_ experience.

8. The house is built of \_\_stone. This is \_\_ beautiful stone.

9. \_\_death comes to us all one day. There has been \_\_ death in the family.

10. \_\_fear is a perfectly natural human feeling. He has \_\_terrible fear of heights.

11. I think that’s \_\_ really ugly painting. \_\_painting can be a very relaxing activity.

12. I usually eat \_\_fruit for breakfast. That’s \_\_very unusual fruit.

13. You should not drink \_\_ wine on an empty stomach. This is \_\_ very nice wine.

14. Would you like \_\_baked potato? Has this soup got \_ potato in it?

3 Open the brackets using the correct tense form.

1. Each July we (to go) to Turkey for a holiday.

2. The growing number of visitors (to damage) footpaths.

3. Jane (to leave) just a few minutes ago.

4. Timson (to make) 13 films and I think her latest is the best.

5. (To see) Robert lately?

6. When I was a child I (to play) the violin.

7. I (to read) until midnight last night.

8. He (to play) for the national team in 65 matches so far.

9. Sorry, we are late. We (to take) the wrong turning.

10. She (to suffer) from flu when she was interviewed.

11. Wait here until I (to call) you.

12. I won’t be able to meet you next week, I (to stay) in Moscow for a few days.

13. Next month I (to know) Derek for twenty years.

14. I (to write ) 3 letters this morning (The morning is over).

15.We (to have) the car for five years. (We no longer have it).

16. They have grown such a lot since we last (to see) them.

17. She dropped her bag while she (to get) into her car.

18. Your eyes are red – you (to cry)?

19. I always (to admire) Chester’s work.

20. I (to want) to visit the gallery before I left Florence, but it is closed on Sundays.

2Раздел: Morphology (2)

Теоретическиевопросы:

1) What does the Active voice denote?

2) What does the Passive voice denote?

3) What syntactical /analytical forms of the Subjunctive mood are used in Modern English?

4) What are modal verbs in English?

Практическиеупражнения:

1) Open brackets using Conditionals 2 and 3:

1. If someone (to tell) me ten years ago that this was the future I (to laugh). 2. It (not to surprise) him if she (to be) angry or (to make) a scene, or if she (to cry); he (can, to cope) with that; but her calmness frightened him. 3. I wish I could go to Italy now. The peasants (to call) me “Don” and (to take off) their hats if I (to meet) them. I (to go) hunting through the chestnut woods. The peasants (to be) honoured if I (to eat) at their houses. 4. He (to be) dead in a week if he (to see) everyone who wants to see him. 5. It (to be) a bad world if you (not to get) a good laugh now and then. 6. It’s a chance in a thousand, and I think it (to be) madness if you (not to take) it. 7. She realized that it (to be) a bitter blow to his pride if he ever (to have) an inkling how little he meant to her. 8. If I (to be) in your place, I probably (to do) the same thing.

2) Translate into English using *wish* and *as if/as though*:

1. Жаль, что Боб не может обеспечивать семью. Иначе бы он немедленно женился. 2. Как бы мне хотелось побывать в Париже, но, боюсь, это неосуществимая мечта. 3. Я бы хотела ответить на ваши вопросы, но ноше время истекло. 4. Жаль, что наш план провалился. 5. Он бежал так быстро, как будто за ним кто-то гонится (tochase). 6. Ваш сын так хорошо говорит по-английски, как будто всю жизнь провел в Англии. 7. По вашим словам, получается (Yousound), что вы замечательно провели время на вечеринке. А мне сказали, что вы не провели там и часа. 8. Она выглядела свежей и отдохнувшей, словно не провела бессонную ночь в аэропорту.

3) Complete the following sentences with the correct form of *can, could or be able*. If it is possible to use *can| could or be able*, use *can|could..*

1 He is very fit for his age. He \_\_\_\_(run) really fast.

2 I’d like \_\_ (work) with you one day.

3 He \_\_\_\_\_\_(not climb) up to the top: he was too scared.

4 If they hadn’t phoned for an ambulance, he \_\_\_\_\_(die).

5 I love \_\_\_\_(spend) all morning in bed at the weekends.

6 We \_\_\_\_\_\_(go) to that concert tomorrow if the tickets haven’t sold out.

7 I think you should go in the spring: it \_\_\_\_(be) very crowded there in the summer.

8 I \_\_\_(not understand) what he says: he speaks too quickly.

9 Do you know where Nick’s glasses are? He \_\_\_\_ (not see) very much without them.

10 \_\_\_\_\_\_\_speak another language fluently is a great advantage when you’re looking for a job.

11 Jonathan \_\_\_\_(not say) anything until he was about three years old.

12 We \_\_\_(not phone her up) because her phone had broken, but fortunately we \_\_\_(get) a message to her.

13 Amy’s exam results weren’t very good. She \_\_\_ (do) better.

14 I \_\_\_ (not sleep) very well for the last four nights. It’s been too hot.

15 She tried to think of other things but she \_\_\_\_ (not put) that awful memory out of her mind.

16 You should \_\_\_\_\_\_ (go out) when you want to.

17 \_\_\_\_\_(you come) to the party on Saturday?

3 Раздел: Morphology (3)

Теоретическиевопросы:

1) What are non-finite forms of the English Verb?

2) What nominal and verbal features does the English Infinitive have?

3) What nominal and verbal features does the English Gerund have?

4) What features do Participle I and II possess?

5) What are complexes with verbal in English?

Практическиеупражнения:

1) Open the brackets

1. He bitterly resents (treat) like a child.

2. I remember (go) to the British Museum one day to read up the treatment for some slight ailment.

3. We’re considering (buy) a new car.

4. I don’t envisage (work) with him again.

5. I used (think) she’d love to marry me.

6. My job involves (travel) a lot.

7. We regret (inform) you that your application has not been successful.

8. Now I regret (not get) education.

9. I can still vividly remember my grandfather (teach)me (play) chess.

10. I’d advise you (keep) to a diet of fruit and vegetables.

11. Remember (call) me when you arrive.

12. I’d advise you (read) the instructions first.

13. I recommend (drink) plenty of liquids.

14. We are really looking forward (see) you again.

15. She must be made (follow) the rules.

16. They knew they risked (arrest).

17. They have been advised not to risk (travel) in these conditions.

18. He keeps (put off) (go) to the dentist.

19. Remember (put) the clock forward tonight (because the time has officially changed).

20. How did you manage (persuade) him?

21. She hesitated before (reply).

22. The new schedule will mean (work) overtime.

2) Comment on the form of the Verbal. State the syntactic function of the Verbal. Point out the syntactic complexes with the Infinitive.

1. She lifted the flowers and let them drop again, and they fell into another orderly pattern.

2. My job is not teaching you manners.

3. She can’t stand being contradicted.

4. She washed her face and combed out the tangles in her hair before going downstairs again.

5. Of course I’ll go. I’d go any place if there is the slightest chance of getting this job.

6. He proved to be their devoted friend.

7. He waited impatiently for Eliza to go on.

8. She found no one to admire.

9. There is some information I want you to obtain.

10. Gertrude wanted to surprise her guests with European food.

3) Open the brackets. Use the Verbals in the appropriate form. Add prepositions where necessary:

1. We felt the ground (to rock and tremble) under our feet.

2. There is no (to reason) with her.

3. The poems are believed (to write) by a young woman.

4. How can I do it without somebody (to notice me) and (to begin) to ask questions?

5. She is not likely (to forget) her promise.

6. Can I learn to speak better (to listen) to records?

7. He is far too lazy (to do) it himself.

8. Are you really thinking (to give up) this job?

9. So much depends (he to be) the right man for the job.

10. I see no harm (he to play) football.

4) Replace the parts in bold type by the nominative absolute construction.

1 Angie was coming easily down the steep slope. **Buck was close behind her.**

2 She rolled over on her front and lay motionless. **Her face was hidden in the curve of her arm.**

3 She was a charming healthy child of eight**. Her long arms and legs were already tanned to a lovely golden brown.**

4 A few more steps and she disappeared behind some dusty shrubs. **She was still holding the little dog in her arms.**

**5 Her face was pale, her smile listless.** She looked a different girl.

6 Madame came out of her office, smiling and bowing**. Her black silk dress was buttoned up over corsets three sizes too small for comfort**.

7 Even MrBolham went out at the sound of her office. **The unread newspaper was still in his hand.**

8 Mary sat leaning forward watching the fireworks. **Mary’s arm was round her shoulders.**

9 How can you expect me to do any work w**hen the children are making so much noise?**

10 He spent the rest of the journey in a screwed-up and uncomfortable position**. The massive knees of Mrs Gush were pressing into him at every jolt.**

4Раздел: Syntax (1)

Теоретическиевопросы:

1) What is the introductory subject?

2) What parts of speech can function as the subject in English?

3) What is the predicate?

4) What is the simple predicate?

5) How many kinds of compounds predicates are there in English?

Практическиеупражнения:

1) Point ont the subject in the following sentences and state what it is expressed by. Translate into Rnssian.

1. You couldn’t define it more precisely! 2. It never rains, but it pours! 3. Two plus two makes four. 4. There was a tall lamp-poat beside the packing house. 5. What is the meaning of all this? 6. A few more of these is all that is needed. 7. People don’t easily recognize their faults. 8. Dark blue is not your colour for a costume. 9. Who will be the second in command? 10. Which of them is the President? 11. To be or not to be, that is the question. 12. Smoking is not allowed. 13. One can’t be too sure. 14. How much do they offer? 15. They say it’s about ten miles from here. 16. The third may be not taken into account. 17. Your “i” must be dotted. 18. Will half of the sum be enough? 19. The brave won’t lay down their arms. 20. Never is a long time. 21. Here is a brighter torch for Jim.

2) In each of the following paasageadiatinguiah between the aubject-substitute and ita antecedent. Translate into Russian.

A young man in a cycling suit cleared his way through the ring of bystanders. He knelt down promptly ^ sid e the injured man and called for water. 2. Mr Brett would be back this evening. That would liven things up. She would tell him what they had said about him. That would make him laugh.

Amelia opened the case, and, giving a little cry of delighted affection, seized the boy and embraced him a hundred times. It was a miniature of himself, very prettily done... 4. The fields were too big. It gave Ossie agoraphobia if he looked at them too long from his bedroom window. 5. It struck her as curious that she had repulsed him. Was it because she had moral scruples? Was it at bottom because she did not care for him? 6. Then, as she turned away she added: “But you let Ck>nstance do just as she likesi” This was her sole bitter comment on the episode... 7. There was only one quality in a woman that appealed to him — charm; and the quieter it was, the more he liked it. And this one had charm, shadowy as afternoon sunlight on those Italian hills and valleys he had loved.

3) Point ont the predicate in each of the following sentencen and state its type. Translate into Rnssian.

a) 1. He excused himself and went outside. 2. There came a surprise. 3. He wondered what she was thinking. 4. No questions were asked about his absence. 5. On steam tables the day’s dinner menu dishes were being portioned and served for delivery to dining-rooms. 6. I shouldn’t have allowed that to happen, believe me, my dear Eliot, if I had been there. 7. At dawn fighting broke out with renewed violence.

b) 1. But I must be going now. 2, “Why should we go down to dessert twice a day?’’ said Venice. 3. You will have to do as you were told. 4. Most of our senior officers will have arrived by then. 5. Your mother must have gone through a good deal of suffering. 6. They may have telephone communication. 7. Who could have done such a thing? 8. Jack ought to have stayed for tea with them.

c) 1. The man grinned from ear to ear and began to play a lively tune. 2 .1 kept walking, busy with my thoughts. 3. Aloysius Royce continued to work quietly as the other two talked. 4. He burst out laughing. 5. They ceased to speak eyeing the newcomer suspiciously. 6. He would go there every afternoon just for pleasure. 7. You remind me of someone I used to know from Africa. 8. She stopped to talk to the Cypriot tailor.

d) 1. Let the medical officer know, with my compliments, that I wish to see him. 2 .1 longed to go where there was life and movement. 3. The party director replied patiently, “I’d still prefer to come to your house.” 4. We decided to telephone the office at once. 5. She had utterly refused to do what they had asked her to. 6. Why did they refuse to come?

e) 1. The roof of the cottage was high and pointed. 2. The argument grew hot. 3. You men, you’re all alike! 4. The plan is original but very difficult to be realized. 5. They remained silent for a while. 6. Why have you become so absent-minded, my dear fellow? 7. It is getting dark, will you turn on the light? 8. Her voice sounded very strange. 9. Something has gone wrong with the starter. 10. Mary’s cakes taste always delicious.

f) 1. Mr Dempster waited until the conversation died. 2. For a full three minutes Daisy’s mouth continued to laugh. 3. They were trying to calm her. 4. His parents had naturally desired to see her once at least before he carried her off to a distant settlement. 5. He couldn’t go on living there alone. 6. I beg your pardon, but Mr Gatsby would like to speak to you alone. 7. She kept eyeing Henry with interest. 8. Aunt Juley tried to say something pleasant. 9. “Oh, by the way. I’m leaving for Europe tonight,” he informed her. 10.1 dared not utter a word. 11. She didn’t really want to wake them. 12. The plane is to take off in a matter of minutes.

1) Choose the correct answer:

1. Economics (is, are) what the students are most interested in.

2. The number of jobs lost in California’s Silicon Valley (has, have) increased significantly in the past two years.

3. The college president, along with five vice presidents, (was, were) ready for instruction.

4. Both the secretary and the treasurer (was, were) asked to submit reports.

5. Everyone in the audience (was, were) surprised by the mayor’s remarks.

6. Ten dollars (is, are) too much to pay for that book.

7. Neither the neighbours nor the police officer (was, were) surprised by the violent crime.

8. (Does, do) Coach Jasek and the players know about the special award?

9. Neither my parents’ car nor our own old Jeep (is, are) reliable enough to make the trip.

10. Marble, stone and string (are, is) my son’s favourite playthings.

11. The lab report, in addition to several short papers, (was, were) due immediately after spring break.

12. (Does, do) either of the books have a section on usage rules?

13. Minnie Olson is one of the people who always (volunteers, volunteer) to help the homeless).

14. In the auditorium (was, were) assembled the orchestra members who were ready to practice for the upcoming concert.

15. The researcher, as well as her assistants, (is, are) developing a study to compare the brain tissue of Alzheimer sufferers and healthy subjects.

16. Neither criticism nor frequent failures (was, were) enough to retard his progress.

17. The board of directors (is, are) in session.

18. There (is, are) language, social relations, interests and geographical interests to help define cultural groups.

19. Lucy announced that *The Holy Terrors* (are, is) the title of her next book, which is about raising her three sons.

20. His baseball and his glove (was, were) all Jamil was permitted to take to the game.

21. She is the only one of the six candidates who (refuses, refuse) to speak at the ceremony.

22. There (are, is) one coat and two hats in the hallway.

23. The tweezers (are, is) not useful here; perhaps the pliers (are, is).

24. A good book and some chocolate donuts (was, were) all she needed to relax.

25. Five dollars (does, do) not seem like much to my nine-year-old son.

5Раздел: Syntax (2)

Теоретическиевопросы:

1) What is a simple sentence?

2) What is a one-member sentence?

3) What is the main difference between the compound and the complex sentence?

4) What are the main types of the subordinate clauses?

5) What conjunctions are used in compound and the complex sentences?

Практическиеупражнения:

1) Consider the following compound sentences. Comment on their structure and meaning. Distinguish between syndetic and asyndetic connection of their coordinate clauses. Translate into Russian.

1. His idea was to ease the tension, but Mrs Clemence threw him a glance of reproach. 2. Her step was more dancing than walking and, in spite of her black dress, there was nothing but joy in her whole attitude. 3. There’s something awfully consoling about you, you make things so simple. 4. There was nothing offensive in her words, but he put his own construction on her change of tone. 5. He had no children or near relations to be spared, so he did not fear publicity. 6 .1 quite agree with you, the villain ought to be punished, but the cost has got to be reckoned. 7. He ripped open the envelope, and a thick enclosure fell out on the table. 8 . Either he had recovered from his panic of the night, or he pretended to have. 9. The blue upholstery won’t go with\* the yellow stair-carpet, nor will it go with the brown woodwork. 1 0 .1 offered him my handkerchief and he accepted it with fervent protestations of thanks. 11. A shadow of a grin showed itself on the man’s lips, however he remained silent. 12. His remarks were witty, or so they seemed to us. 13. You don’t seem to remember anybody’s name, it is so irritating sometimes. 14. Either he didn’t read the document carefully, or he didn’t see the implication of it. 15. There were a few moments of suspense, then he turned around, saw me and came straight over. 16. The dancing pairs paid no attentionto Beatrice sitting with her aunts and uncles, nor did it matter to her. 17. The period secretaries wanted repolishing, and so did the bookstand in the comer. 18. He tapped his forehead significantly, so we changed the topic at once. 19.1 didn’t go into all the particulars of the case, neither did they want me to. 20. She might have invited us to sit, but she didn’t.

2) 1. Consider the following complex sentences. Distinguish between subject, predicative, and object subordinate clauses. Comment on their structure and meaning. Point out elliptical clauses. Translate into Russian.

1. What she wanted was a love too proud and independent to exhibit its joy or its pain. 2. Perhaps you can tell me what happened in history after the Tudors. 3 .1 wish that the mission hadn’t fallen to you. 4. One advantage of being a medical practitioner is that you can usually tell when people are lying to you. 5. Work may be just what I want now. 6 . That this charming young woman accepted political life with enthusiasm was a real surprise to me. 7. It is not at all clear how they will accept the proposed treatment. 8 .1 asked her if there was an equally polite acknowledgement on the part of the publishers. 9. We saw that the old man had finished his scotch. 10. How he managed to be so persuasive beats me. 11. It was our impression that things were not quite that bad. 12. The fact is there is growing suspicion of foul play on their part. 13. It annoyed the assistant managing editor that Pete hadn’t reported at once. 14. That there were other problems to be weighed sounded like good advice. 15. Has it not occurred to you that there could be a better story for the first news column? 16. It is no business of mine at what time Moira and Jill might come round. 17. How we can get the document is just what we should consider the first thing. 18. It is reported that the overseas checks have already been made. 19. The strange thing is that they aredisappointed with the new model of the cross-country truck. 20. Why do you ask me what happened to the manuscript? 21. What kind of man the new director was nobody knew. 22.But whether to do it or not is just the question.

3) Site your own examples of all of kinds of English simple, complex and compound sentences. Usetextofdifferentgenresforreference.

# 7 Оценочные средства для проведения промежуточной аттестации

а) Планируемые результаты обучения и оценочные средства для проведения промежуточной аттестации:

| Структурный элемент  компетенции | Планируемые результаты обучения | Оценочные средства |
| --- | --- | --- |
| **ПК-4** способностью использовать возможности образовательной среды для достижения личностных, метапредметных и предметных результатов обучения и обеспечения качества учебно-воспитательного процесса средствами преподаваемых учебных предметов | | |
| Знать | * основные правила грамматики английского языка для обеспечения качества учебно-воспитательного процесса; * основные определения и понятия преподаваемого предмета, необходимые для достижения метапредметных результатов обучения; * основные определения и понятия преподаваемого предмета, необходимые для достижения личностных результатов обучения. | 1. Теоретическиевопросы:  1) What does the Active voice denote?  2) What does the Passive voice denote?  3) What syntactical /analytical forms of the Subjunctive mood are used in Modern English?  4) What are modal verbs in English?  5) What syntactical patterns are used in different functional styles? |
| Уметь | * применять знания в профессиональной деятельности; использовать их на междисциплинарном уровне; * корректно выражать и аргументированно обосновывать положения предметной области знания; * объяснять (выявлять и строить) типичные грамматические модели для обеспечения качества учебно-воспитательного процесса; | Практическиезадания:  Translate the sentences into English. Explain your choice of grammatical forms.  1. Это случилось так давно, что я уже забыла об этом. 2. Стояла поздняя осень. Почти все листья уже опали, и последние птицы улетели на юг. 3. Едва только она начала говорить об этом, как неожиданно заплакала. 4. Сколько времени вы занимаетесь музыкой? 5. Прошло уже два месяца, как они приехали, но они никуда не ходят. 6. Она выключила свет и сидела в полной темноте. 7. Он спросил меня, когда я приду в следующий раз. 8. Почему вы так поздно вернулись из города? 9. Он уехал год тому назад и с тех пор не написал нам ни одного письма. 10. К 23 января мы уже сдадим все экзамены. 11. Мы спросили мальчиков, что они делают на улице в такой поздний час. 12. Телеграмма пришла десять минут спустя после того, как ты уехала. 13. Я все хочу поговорить с вами об этом. 14. Я слышала, что она заболела и находится в больнице. 15. Сколько времени его уже здесь нет? 16. Я подожду, пока он окончит свой рассказ, а потом попрошу его ответить на мой вопрос. Он давно волнует меня. 17. Нам сказали, что они приезжают послезавтра. 18. Она взглянула на часы. Было уже около пяти. Она прождала более получаса. 19. Вечно ты ко мне придираешься! 20. Где вы купили этот ковер? — Он здесь так давно, что я просто не помню. 21. Дети будут делать уроки. Пойдем на кухню. 22. Я уверена, вы забудете меня к тому времени. 23. Прошла уже неделя, как мы сюда приехали, а погода все время плохая. 24. Тучи собирались целый день, и наконец полил дождь. 25. Он сказал, что, если я буду следовать его советам, все будет в порядке. 26. О, я предвкушаю, как Джимми будет прыгать от радости, когда увидит тебя. 27. Не отъехали они и трех километров, как погода изменилась. 28. Когда вы были здесь в последний раз? 29. Сегодня мы сможем узнать результаты эксперимента, который проводился все эти недели. 30. Люди, которые не были в Москве много лет, с трудом узнают ее сейчас. 31. Ты видела его сегодня? — Да. Он сообщил мне плохие новости. 32. Джордж, который громко смеялся, вдруг замолчал. |
| Владеть | * грамматическими навыками для обеспечения качества учебно-воспитательного процесса; * практическими навыками использования грамматических на других дисциплинах, на занятиях в аудитории и на практике; * профессиональным языком предметной области знания | Комплексныепроблемныезадания:  1) Shorten the text make it easy for schoolchildren (8 grade). 2) Choose the appropriate grammar patterns:  A long time ago, there lived a skillful scientist who had experienced a spiritual reaction more striking than any chemical one.  He had left his laboratory in the care of his assistant, washed the chemicals from his hands and asked a beautiful woman to become his wife. In those days new scientific discoveries such as electricity seemed to open paths into the area of miracles. It was not unusual for the love of science to compete with the love of a woman.  The scientist’s name was Aylmer. He had so totally given himself to scientific studies that he could not be weakened by a second love. His love for his young wife could only be the stronger of the two if it could link itself with his love of science.  Such a union did take place with truly remarkable results. But one day, very soon after their marriage, Aylmer looked at his wife with a troubled expression.  «Georgiana,» he said, «have you ever considered that the mark upon your cheek might be removed»?  «No,» she said smiling. But seeing the seriousness of his question, she said, «The mark has so often been called a charm that I was simple enough to imagine it might be so.»  «On another face it might,» answered her husband, «but not on yours. No dear, Nature made you so perfectly that this small defect shocks me as being a sign of earthly imperfection.»  «Shocks you!» cried Georgiana, deeply hurt. Her face reddened and she burst into tears. «Then why did you marry me? You cannot love what shocks you!»  We must explain that in the center of Georgiana’s left cheek there was a mark, deep in her skin. The mark was usually a deep red color. When Georgiana blushed, the mark became less visible. But when she turned pale, there was the mark, like a red stain upon snow. The birthmark would come and go with the emotions in her heart.  The mark was shaped like a very small human hand. Georgiana’s past lovers used to say that the hand of a magical fairy had touched her face when she was born. Many a gentleman would have risked his life for the honor of kissing that mysterious hand.  But other people had different opinions. Some women said the red hand quite destroyed the effect of Georgiana’s beauty.  Male observers who did not praise the mark simply wished it away so that they did not see it. After his marriage, Aylmer discovered that this was the case with himself.  Had Georgiana been less beautiful, he might have felt his love increased by the prettiness of that little hand. But because she was otherwise so perfect, he found the mark had become unbearable.   Aylmer saw the mark as a sign of his wife’s eventual sadness, sickness and death. Soon, the birthmark caused him more pain than Georgiana’s beauty had ever given him pleasure.  During a period that should have been their happiest, Aylmer could only think of this disastrous subject. With the morning light, Aylmer opened his eyes upon his wife’s face and recognized the sign of imperfection. When they sat together in the evening near the fire, he would look at the mark.  Georgiana soon began to fear his look. His expression would make her face go pale. And the birthmark would stand out like a red jewel on white stone.  «Do you remember, dear Aylmer, about the dream you had last night about this hateful mark?» she asked with a weak smile.  «None! None whatever!» answered Aylmer, surprised.  The mind is in a sad state when sleep cannot control its ghosts and allows them to break free with their secrets. Aylmer now remembered his dream. He had imagined himself with his assistant Aminadab trying to remove the birthmark with an operation. But the deeper his knife went, the deeper the small hand sank until it had caught hold of Georgiana’s heart.  Aylmer felt guilty remembering the dream.  «Aylmer,» said Georgiana, «I do not know what the cost would be to both of us to remove this birthmark. Removing it could deform my face or damage my health.»  «Dearest Georgiana, I have spent much thought on the subject,» said Aylmer. «I am sure it can be removed.»  «Then let the attempt be made at any risk,» said Georgiana. «Life is not worth living while this hateful mark makes me the object of your horror. You have deep science and have made great discoveries. Remove this little mark for the sake of your peace and my own.»  «Dearest wife,» cried Aylmer. «Do not doubt my power. I am ready to make this cheek as perfect as its pair.»  Her husband gently kissed her right cheek, the one without the red hand.   The next day the couple went to Aylmer’s laboratory where he had made all his famous discoveries. Georgiana would live in a beautiful room he had prepared nearby, while he worked tirelessly in his lab. One by one, Aylmer tried a series of powerful experiments on his wife. But the mark remained.  Georgiana waited in her room. She read through his notebooks of scientific observations. She could not help see that many of his experiments had ended in failure. She decided to see for herself the scientist at work.  The first thing that struck Georgiana when entering the laboratory was the hot furnace. From the amount of soot above it, it seemed to have been burning for ages. She saw machines, tubes, cylinders and other containers for chemical experiments. What most drew her attention was Aylmer himself. He was nervous and pale as death as he worked on preparing a liquid.  Georgiana realized that her husband had been hiding his tension and fear.  «Think not so little of me that you cannot be honest about the risks we are taking,» she said. «I will drink whatever you make for me, even if it is a poison.»  «My dear, nothing shall be hidden,»Aylmer said. «I have already given you chemicals powerful enough to change your entire physical system. Only one thing remains to be tried and if that fails, we are ruined!»  He led her back to her room where she waited once more, alone with her thoughts. She hoped that for just one moment she could satisfy her husband’s highest ideals. But she realized then that his mind would forever be on the march, always requiring something newer, better and more perfect.  Hours later, Aylmer returned carrying a crystal glass with a colorless liquid.  «The chemical process went perfectly,» he said. «Unless all my science has tricked me, it cannot fail.»  To test the liquid, he placed a drop in the soil of a dying flower growing in a pot in the room. In a few moments, the plant became healthy and green once more.  «I do not need proof,» Georgiana said quietly. «Give me the glass. I am happy to put my life in your hands.» She drank the liquid and immediately fell asleep.  Aylmer sat next to his wife, observing her and taking notes. He noted everything — her breathing, the movement of an eyelid. He stared at the birthmark. And slowly, with every breath that came and went, it lost some of its brightness.  «By Heaven! It is nearly gone,»saidAylmer. «Success! Success!»  He opened the window coverings to see her face in daylight. She was so pale. Georgiana opened her eyes and looked into the mirror her husband held. She tried to smile as she saw the barely visible mark.  «My poor Aylmer,» she said gently. «You have aimed so high. With so high and pure a feeling, you have rejected the best the Earth could offer. I am dying, dearest.»  It was true. The hand on her face had been her link to life. As the last trace of color disappeared from her cheek, she gave her last breath.  Blinded by a meaningless imperfection and an impossible goal, Aylmer had thrown away her life and with it his chance for happiness. In trying to improve his lovely wife, he had failed to realize she had been perfect all along. |
| **ДПК-2** владеет системой лингвистических знаний, включающей в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей | | |
| Знать | * определения основных грамматических понятий, принятых в грамматике английского языка; * основные грамматические категории знаменательных частей речи; * основные структурные особенности синтаксиса английского языка. | Теоретическиевопросы:  1) What grammatical categories does the English verb in have?  2) What does morphology study?  3) What is the compound verbal predicate of double orientation? |
| Уметь | * применять грамматические правила английского языка; * выбирать нужную синтаксическую структуру в соответствии с прагматической направленностью высказывания и функциональным стилем; * распознавать нарушения в правилах использования грамматических и синтаксических правилах английского языка. | Практическиезадания:  1) Open the brackets using the necessary form of the verb:  1. Each July we (to go) to Turkey for a holiday.  2. The growing number of visitors (to damage) footpaths.  3. Jane (to leave) just a few minutes ago.  4. Timson (to make) 13 films and I think her latest is the best.  5. (To see) Robert lately?  6. When I was a child I (to play) the violin.  7. I (to read) until midnight last night.  8. He (to play) for the national team in 65 matches so far.  9. Sorry, we are late. We (to take) the wrong turning.  10. She (to suffer) from flu when she was interviewed.  11. Wait here until I (to call) you.  12. I won’t be able to meet you next week, I (to stay) in Moscow for a few days.  13. Next month I (to know) Derek for twenty years.  14. I (to write ) 3 letters this morning (The morning is over).  15.We (to have) the car for five years. (We no longer have it).  16. They have grown such a lot since we last (to see) them.  17. She dropped her bag while she (to get) into her car.  18. Your eyes are red – you (to cry)?  19. I always (to admire) Chester’s work.  20. I (to want) to visit the gallery before I left Florence, but it is closed on Sundays.  2) Use the proper article:  1. Her brother belonged to ... same club we did. 2. That’s ... rarest occurrence I ever saw in my life. 3 ....attempt to persuade them left him exhausted. 4. In ... corner of ... room was ... wach-basin with ... hot and cold water. 5. ... thought of Medhurst went out of his mind swiftly. 6. He laid his hand upon ... chair, which stood in ... middle o f... room. 7. He took ... cigarette that I had carefully rolled up for myself and went. 8. He was... most extraordinary lad I ever came across. 9 news he had conveyed would have horrified ... most women. 10. She looked with ... eager hungry eyes a t... bread, ... meat and ... beer that ... landlady brought. 11. I picked up ... morning paper which had fallen from my hand and resumed my perusal of ... morning news. 12. I had ... privilege of meeting your mother and dad there. 13. “I like you,” he said. It was ... very  strange remark and ... old pi pel was smoking fell on ... floor. 14. At half past nine ... last patient le ft... surgery. 15. It was ... most successful party I had ever attended. 16. ... thrill of that moment was unbelievable. 17. Anyway it was ... Saturday of ... football game with Saxon Hall. 18 .1 asked ... question I feared to ask. 19.1 took ... bottle I wanted and went off with it.  3) Paraphrase the following using complex objects with the infinitive.  Model: She watched how he went. She watched him go. 1. He heard how one of the other girls in the shop addressed Jane. 2. He felt that the eyes of his fellow-students rested on him. 3. She saw that the door of the sitting-room opened and her mother entered. 4. What I want is that your uncle shouldn’t be left alone. 5. She smiled when she heard how he locked the door loudly. 6. What she wanted was that he would come and see her. 7. Jack watched how Eliza leave, then he walked slowly down the hall to his father’s room. 8. I’ve never heard him how he spoke of his life in Canada.  4) Correct the mistakes in the sentences.  1. He was seen cross the street and turn round the corner. - Видели, как  он перешел улицу и завернул за угол.  2. We’rereallylookingforwardtoseeyouagain. – Мы с нетерпением ждем новой встречи с вами.  3. Herstrangebehaviourraisedoursuspicion. – Ее странное поведение вызвало у нас подозрение.  4. HeaskedmedidIlikethenewplay.-Он спросил меня, понравилась ли мне новая пьеса.  5. Lisafeltherselftogrowred. - Лиза почувствовала, что она покраснела.  6. The cost of living continues to raise. – Стоимостьжизнипродолжаетрасти.  7. Whynottomakehimadoctorlikehisfather? - Почему бы не сделать из него как и из его отца доктора?  8. He never let his children to take his car without permission. – Онникогданеразрешалсвомдетямбратьмашинубезразрешения.  9. The repertuars of the theatres usually offer us a wide choice of plays. – Обычно  репертуары театров предлагают нам большой выбор пьес.  10. The sounds of music drew her attention. – Звукимузыкипривлеклиеевнимание.  11. A foreign company has come in tour to our city. - Внашгороднагастролиприехалазарубежнаятруппаактеров.  12. Isawhimnottoknowanything. – Я понимал, что он ничего не знает.  13. Ihadnothingtodobuttowait. - Мне ничего другого не оставалось делать, как ждать.  14. IfMichaelwouldn’tbeensohandsome, hehadn’thavegotanengagement.-Если бы Майкл не был бы так красив, он бы не получил приглашение.  15. I regret to have heart her feeling. – Ясожалел, чтообиделее.  16. The new play aroused a great interest and unanimous praise of the public and critics. – Новаяпьесавызвалаинтересивсеобщеепризнаниепубликиикритиков.  17. Ihaven’tattendedhimsincewequarreled. – Я не был у него с тех пор, как мы поссорились.  18. They say it’s not easy to get tickets to the play. – Говорят, чтодостатьбилетынаэтупьесутрудно.  19. The young actress made her part exceedingly well.-Молодаяактрисасыграласвоюрольпревосходно.  20. Jane constantly speaks about the arts and actors as if there is nothing else to speak about. – Джейпостоянноговоритотеатрахиактерах, какбудтобыбольшенеочемговорить. |
| Владеть | * практическими навыками использования грамматических правил английского языка. * практическими навыками использования синтаксических правил английского языка. * профессиональным языком предметной области знания. | Комплексныепроблемныезадания:  1) Translate the text from Russian into English:  Мысль установить ежегодный праздник – День матери – кажется мне самой замечательной из всех, высказанных за последние годы. Не удивительно, что одиннадцатое мая становится любимым днем американцев. Я уверен даже, чго идея отмечать День матери получит признание и в Европе.  Такой большой семье, как наша, она особенно понравилась, и мы тут же решили отпраздновать мамин день рождения. Какая прекрасная мысль! Ведь только теперь мы вдруг поняли, как много мама делала для нас все эти годы и как она, не щадя сил и здоровья, трудилась ради нашего блага.  Поэтому мы решили устроить в честь мамы настоящий семейный праздник и сделать так, чтобы она почувствовала себя счастливой. Чтобы все было как следует, папа решил не идти на службу, мы с Энн не пошли в колледж, а Мэри и Уилл – в школу.  Нам хотелось, чтобы все было так же торжественно, как на рождество или в другой такой же знаменательный день. Поэтому мы решили украсить дом цветами, повесить над камином различные изречения и вообще сделать все как полагается. Разумеется, заняться этим пришлось маме, потому что она всегда украшает дом под рождество.  Сестры сказали, что по случаю такого события всем нам нужно одеться как можно красивее, и отправились в магазин купить новые шляпки. Мама сменила на них отделку, и шляпки стали просто прелестны. Папа же купил себе и нам, мальчикам, сувениры в память об этом дне – шелковые галстуки. Маме мы тоже хотели купить шляпку, но оказалось, что она очень любит свой старый серый капор, да и девочки нашли, что он маме страшно идет.  После завтрака маму ждал сюрприз – мы заказали такси и решили устроить ей великолепную поездку за город. Ведь она редко когда выбирается из дому: нам не по средствам держать больше одной прислуги, и мама с утра до вечера занята по хозяйству. А за городом сейчас чудесно, и будет просто замечательно, если мама целое утро проведет на свежем воздухе, наслаждаясь быстрой ездой.  Однако утром знаменательного дня мы немножко изменили наши планы: папе вдруг пришло в голову, что будет куда лучше поехать с мамой на рыбалку. Папа сказал, что раз машина заказана и за нее уже заплачено, мы можем с таким же успехом отправиться на ней в горы, где есть богатые рыбой речки. Папа вообще считает, что стоит отправиться в путь без определенной цели, как у вас тотчас появится гнетущее ощущение собственной ненужности; а вот если вы едете ловить рыбу, перед вами стоит определенная задача, и это удваивает удовольствие.  Поэтому мы все согласились, что для мамы будет гораздо лучше, если перед нею встанет определенная задача. Кроме того, оказалось, что как раз накануне папа купил новую удочку. Словом, мысль о рыбалке явилась как нельзя более кстати. К тому же папа сказал, что, если мама захочет, она сможет ловить рыбу новой удочкой: он и купил-то ее главным образом для мамы. Однако мама ответила, что ей приятнее будет смотреть, как удит папа.  Итак, все было готово. Мы попросили маму приготовить в дорогу сандвичей и еще что-нибудь закусить на случай, если мы проголодаемся, хотя дома нас, разумеется, будет ждать великолепный ранний обед – как на рождество или на Новый год. Мама уложила еду в корзину, и все было готово к поездке.  Ну, а потом, когда пришла машина, оказалось, что в ней гораздо меньше места, чем мы предполагали, так как мы не приняли в расчет ни папину корзину с рыболовными принадлежностями, ни удочки, ни еду.  Когда стало ясно, что всем нам в автомобиль не влезть, папа сказал, чтобы мы ехали без него. Он сказал, что преспокойно может остаться дома и потрудиться в саду, где всегда по горло всякой грязной работы: например, уже давно пора вырыть помойку. Кстати, это даст нам прямую экономию – не придется никого нанимать. Словом, он твердо решил остаться дома и попросил нас не считаться с такой мелочью, как то, что за последние три года ему еще ни разу не пришлось по-настоящему отдохнуть. Он пожелал нам веселья и удачного лова и велел немедленно отправляться, не думая о нем: он весь день будет наилучшим образом надрываться в саду. С его стороны вообще было глупо надеяться, что ему когда-нибудь дадут отдохнуть.  Конечно, мы все почувствовали, что ни в коем случае нельзя допустить, чтобы отец остался дома, тем более что от этого потом не оберешься неприятностей. Девочки – Энн и Мэри – охотно бы остались дома и помогли прислуге с обедом, но как назло день был такой чудесный и новые шляпки им удивительно шли. Тем не менее они заявили, что, стоит только маме слово сказать, и они без всяких разговоров останутся. Мы с Уиллом тоже готовы были отказаться от поездки, но, к сожалению, дома от нас все равно не было бы никакого проку. |

**б) Порядок проведения промежуточной аттестации, показатели и критерии оценивания:**

Зачет с оценкой по дисциплине «Практическая грамматика» выставляется либо по результатам текущей работы и текущих оценок (по формуле высчитывается средний балл), либо предлагается конкретный перечень теоретических вопросов, а также практические грамматические упражнения .

Экзамен проводится в 1 этап: выполнение письменного лексико-грамматического теста.

**Перечень теоретических вопросов для подготовки к зачету с оценкой.**

1. Kinds of nouns. Capitalization of proper nouns. Special uses of Capital letters.

2. Plural forms of nouns.

3. The use of countable nouns with the indefinite article and *some.*

4. Plural and uncountable nouns with and without the definite article.

5. The use of the definite article with the geographical names.

6. Forming questions, reporting questions.

7. Forming passive sentences.

8. Regular and irregular verbs. Simple, progressive and perfect tense forms.

9. Uses of the subjunctive mood.

10. Kinds of adjectives. Predicate adjectives.

11. Comparison of adjectives.

12. Forms of adverbs. Interrogative adverbs. Adverbs of degree.

13. Kinds of pronouns. Personal pronouns. Demonstrative pronouns. Indefinite pronouns.

14. Case of nouns. Use of the possessive – special forms.

15. The Noun and Verbal Characteristics of the Infinitive.

16. The functions of the Infinitive in the sentence.

17. Give examples of the infinitive in different syntactical functions.

18. The Accusative with the Infinitive construction.

19. The Nominative with the Infinitive construction.

20. The Verbal and Adjectival characteristics of Participle I.

21. Give examples of participles in different syntactical functions.

22. Give examples of the Accusative with the participles.

23. The Noun and Verbal characteristics of the Gerund.

24. The functions of the Gerund in the sentence.

25. Participles used in independent constructions.

26. Find examples of different types of predicates in literature.

27. Find examples of different types of subordinate adverbial clauses in the books you’re reading.

28. Find examples of different types of attributive clauses in the books you’re reading.

29. Find examples of different types of the Nominative Absolute Participle Constructions in literature.

30. Find examples of complex sentences and analyze them.

**Перечень практических заданий для подготовки к зачёту с оценкой.**

**Choosethecorrectanswer**:

1. Economics (is, are) what the students are most interested in.
2. The number of jobs lost in California’s Silicon Valley (has, have) increased significantly in the past two years.
3. The college president, along with five vice presidents, (was, were) ready for instruction.
4. Both the secretary and the treasurer (was, were) asked to submit reports.
5. Everyone in the audience (was, were) surprised by the mayor’s remarks.
6. Ten dollars (is, are) too much to pay for that book.
7. Neither the neighbours nor the police officer (was, were) surprised by the violent crime.
8. (Does, do) Coach Jasek and the players know about the special award?
9. Neither my parents’ car nor our own old Jeep (is, are) reliable enough to make the trip.
10. Marble, stone and string (are, is) my son’s favourite playthings.
11. The lab report, in addition to several short papers, (was, were) due immediately after spring break.
12. (Does, do) either of the books have a section on usage rules?
13. Minnie Olson is one of the people who always (volunteers, volunteer) to help the homeless).
14. In the auditorium (was, were) assembled the orchestra members who were ready to practice for the upcoming concert.
15. The researcher, as well as her assistants, (is, are) developing a study to compare the brain tissue of Alzheimer sufferers and healthy subjects.
16. Neither criticism nor frequent failures (was, were) enough to retard his progress.
17. The board of directors (is, are) in session.
18. There (is, are) language, social relations, interests and geographical interests to help define cultural groups.
19. Lucy announced that *The Holy Terrors* (are, is) the title of her next book, which is about raising her three sons.
20. His baseball and his glove (was, were) all Jamil was permitted to take to the game.
21. She is the only one of the six candidates who (refuses, refuse) to speak at the ceremony.
22. There (are, is) one coat and two hats in the hallway.
23. The tweezers (are, is) not useful here; perhaps the pliers (are, is).
24. A good book and some chocolate donuts (was, were) all she needed to relax.
25. Five dollars (does, do) not seem like much to my nine-year-old son.

**Replace the parts in bold type by the nominative absolute construction.**

1 Angie was coming easily down the steep slope. **Buck was close behind her.**

2 She rolled over on her front and lay motionless. **Her face was hidden in the curve of her arm.**

3 She was a charming healthy child of eight**. Her long arms and legs were already tanned to a lovely golden brown.**

4 A few more steps and she disappeared behind some dusty shrubs. **She was still holding the little dog in her arms.**

**5 Her face was pale, her smile listless.** She looked a different girl.

6 Madame came out of her office, smiling and bowing**. Her black silk dress was buttoned up over corsets three sizes too small for comfort**.

7 Even MrBolham went out at the sound of her office. **The unread newspaper was still in his hand.**

8 Mary sat leaning forward watching the fireworks. **Mary’s arm was round her shoulders.**

9 How can you expect me to do any work w**hen the children are making so much noise?**

10 He spent the rest of the journey in a screwed-up and uncomfortable position**. The massive knees of Mrs Gush were pressing into him at every jolt.**

**Open the brackets**

1. He bitterly resents (treat) like a child.

2. I remember (go) to the British Museum one day to read up the treatment for some slight ailment.

3. We’re considering (buy) a new car.

4. I don’t envisage (work) with him again.

5. I used (think) she’d love to marry me.

6. My job involves (travel) a lot.

7. We regret (inform) you that your application has not been successful.

8. Now I regret (not get) education.

9. I can still vividly remember my grandfather (teach)me (play) chess.

10. I’d advise you (keep) to a diet of fruit and vegetables.

11. Remember (call) me when you arrive.

12. I’d advise you (read) the instructions first.

13. I recommend (drink) plenty of liquids.

14. We are really looking forward (see) you again.

15. She must be made (follow) the rules.

16. They knew they risked (arrest).

17. They have been advised not to risk (travel) in these conditions.

18. He keeps (put off) (go) to the dentist.

19. Remember (put) the clock forward tonight (because the time has officially changed).

20. How did you manage (persuade) him?

21. She hesitated before (reply).

22.The new schedule will mean (work) overtime.

**Переченьзаданийкэкзамену**

*I. Comment on the form of the Verbal. State the syntactic function of the Verbal. Point out the syntactic complexes with the Infinitive.*

1. She lifted the flowers and let them drop again, and they fell into another orderly pattern.

2. My job is not teaching you manners.

3. She can’t stand being contradicted.

4. She washed her face and combed out the tangles in her hair before going downstairs again.

5. Of course I’ll go. I’d go any place if there is the slightest chance of getting this job.

6. He proved to be their devoted friend.

7. He waited impatiently for Eliza to go on.

8. She found no one to admire.

9. There is some information I want you to obtain.

10. Gertrude wanted to surprise her guests with European food.

*II. Open the brackets. Use the Verbals in the appropriate form. Add prepositions where necessary:*

1. We felt the ground (to rock and tremble) under our feet.
2. There is no (to reason) with her.
3. The poems are believed (to write) by a young woman.
4. How can I do it without somebody (to notice me) and (to begin) to ask questions?
5. She is not likely (to forget) her promise.
6. Can I learn to speak better (to listen) to records?
7. He is far too lazy (to do) it himself.
8. Are you really thinking (to give up) this job?
9. So much depends (he to be) the right man for the job.
10. I see no harm (he to play) football.

*III. Correct the mistakes in the sentences.*

1. All of us didn’t want to go to bed.

2. Only when it stopped raining we set off.

3. Nothing doesn’t matter now - everything’s finished.

4. She gave me a good advice.

5. Not a sound she made as she crept upstairs.

6. Entering the harbor, the Statue of Liberty came into view.

7. I watched the shore to come close, then swing away.

8. I wish I studied harder but I didn’t.

9. In May of last year, she studied hard for her final exams.

*10.* We always like when you stay with us.

**Экзаменационный лексико-грамматический тест**

1 Youcan'tstopme whatIwant.

A doing В do С to do D that I do

2 I must go now. I promised late.

A not being В not to be С to not be D I wouldn't be

3 Do you want with you or do you want to go alone?

A me coming В me to come С that I come D that I will come

4 I know I locked the door. I clearly remember it.

A locking В to lock С to have locked

5 She tried to be serious, but she couldn't help

A laughing В to laugh С that she laughed D laugh

6Paul lives in Berlin now. He likes there.

A living В to live

7 It's not my favourite job, but I like the kitchen as

often as possible.

A cleaning В clean С to clean D that I clean

8 I'm tired. I'd rather out this evening, if you don't mind.

A not going В not to go С don't go D not go

9'Shall I stay here?' 'I'd rather with us.'

A you come В you to come С you came D you would come

10 Are you looking forward on holiday?

A going В to go С to going D that you go

11 When Lisa came to Britain, she had to get used on the left.

A driving В to driving С to drive

12 I'm thinking a house. Do you think that's a good idea?

A to buy В of to buy С of buying

13 I had no a place to live. In fact it was surprisingly easy.

A difficulty to find В difficulty finding С trouble to find

D trouble finding

14 A friend of mine phoned me to a party.

A for invite В to invite С for inviting D for to invite

15 Jim doesn't speak very clearly.

A It is difficult to understand him. ВНе is difficult to understand. СНе is difficult to understand him.

16 The path was icy, so we walked very carefully. We were afraid

A of falling В from falling С to fall D to falling

17 I didn't hear you in. You must have been very quiet.

A come В to come С came

18 a hotel, we looked for somewhere to have dinner.

A Finding ВAfter finding С Having found D We found

19 Do you …………………. to tell the police about the missing money?

A admit B confess C deny D intend

20 Mark expects………………..work round about 6.00.

A finishing B to finish C to have finished

**Показатели и критерии оценивания на зачете с оценкой:**

– на оценку **«отлично»** (5 баллов) – обучающийся демонстрирует высокий уровень сформированности компетенций, всестороннее, систематическое и глубокое знание учебного материала, свободно выполняет практические задания, свободно оперирует знаниями, умениями, применяет их в ситуациях повышенной сложности.

– на оценку **«хорошо»** (4 балла) – обучающийся демонстрирует средний уровень сформированности компетенций: основные знания, умения освоены, но допускаются незначительные ошибки, неточности, затруднения при аналитических операциях, переносе знаний и умений на новые, нестандартные ситуации.

– на оценку **«удовлетворительно»** (3 балла) – обучающийся демонстрирует пороговый уровень сформированности компетенций: в ходе контрольных мероприятий допускаются ошибки, проявляется отсутствие отдельных знаний, умений, навыков, обучающийся испытывает значительные затруднения при оперировании знаниями и умениями при их переносе на новые ситуации.

– на оценку **«неудовлетворительно»** (2 балла) – обучающийся демонстрирует знания не более 20% теоретического материала, допускает существенные ошибки, не может показать интеллектуальные навыки решения простых задач.

– на оценку **«неудовлетворительно»** (1 балл) – обучающийся не может показать знания на уровне воспроизведения и объяснения информации, не может показать интеллектуальные навыки решения простых задач.

**Показатели и критерии оценивания экзамена:**

– на оценку **«отлично»** (5 баллов) – обучающийся демонстрирует высокий уровень сформированности компетенций, всестороннее, систематическое и глубокое знание учебного материала, свободно выполняет практические задания, свободно оперирует знаниями, умениями, применяет их в ситуациях повышенной сложности.

– на оценку **«хорошо»** (4 балла) – обучающийся демонстрирует средний уровень сформированности компетенций: основные знания, умения освоены, но допускаются незначительные ошибки, неточности, затруднения при аналитических операциях, переносе знаний и умений на новые, нестандартные ситуации.

– на оценку **«удовлетворительно»** (3 балла) – обучающийся демонстрирует пороговый уровень сформированности компетенций: в ходе контрольных мероприятий допускаются ошибки, проявляется отсутствие отдельных знаний, умений, навыков, обучающийся испытывает значительные затруднения при оперировании знаниями и умениями при их переносе на новые ситуации.

– на оценку **«неудовлетворительно»** (2 балла) – обучающийся демонстрирует знания не более 20% теоретического материала, допускает существенные ошибки, не может показать интеллектуальные навыки решения простых задач.

– на оценку **«неудовлетворительно»** (1 балл) – обучающийся не может показать знания на уровне воспроизведения и объяснения информации, не может показать интеллектуальные навыки решения простых задач.

**8 Учебно-методическое и информационное обеспечение дисциплины (модуля)**

а) Основная **литература:**

1. Гуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8 (23 экз)
2. Мелехова, Ю. Б. Grammar: Practice and Testing : практикум / Ю. Б. Мелехова, Е. И. Рабина ; МГТУ. - Магнитогорск : МГТУ, 2018. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: https://magtu.informsystema.ru/uploader/fileUpload?name=3694.pdf&show=dcatalogues/1/1527532/3694.pdf&view=true (дата обращения: 25.10.2019). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

**б) Дополнительная литература:**

**1.** Лексико-грамматические, тесты по английскому языку : методическая разработка для студентов 1, 2 курсов всех специальностей всех форм обучения / сост. : Е. П. Желтова ; МГТУ. - Магнитогорск : МГТУ, 2010. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3083.pdf&show=dcatalogues/1/1135315/3083.pdf&view=true> (дата обращения: 04.10.2019). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

2. Шканова, О. С. Multiple-choice English Tests on Basic English Structures : учебноепособие / О. С. Шканова ; МГТУ, [каф. ин. яз. №2]. - Магнитогорск, 2011. - 44 с. : табл. - (English). - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=474.pdf&show=dcatalogues/1/1085793/474.pdf&view=true> (дата обращения: 04.10.2019). - Макрообъект. - Текст : электронный. - Имеется печатный аналог.

**в) Методические указания**

Методические указания представлены в Приложении 1

**Программное обеспечение и Интернет-ресурсы:**

|  |  |  |
| --- | --- | --- |
| Наименование ПО | № договора | Срок действия лицензии |
| MS Windows 7 | Д-1227 от 08.10.2018  Д-757-17 от 27.06.2017 | 11.10.2021  27.07.2018 |
| MS Office 2007 | № 135 от 17.09.2007 | бессрочно |
| FAR Manager | свободно распространяемое | бессрочно |
| 7Zip | свободно распространяемое | бессрочно |

1. Национальная информационно-аналитическая система – Российский индекс научного цитирования (РИНЦ) URL: https://elibrary.ru/project\_risc.asp
2. Электронная база периодических изданий EastViewInformationServices, ООО «ИВИС» https://dlib.eastview.com/
3. Поисковая система Академия Google (GoogleScholar) URL: https://scholar.google.ru/
4. Информационная система - Единое окно доступа к информационным ресурсам URL: http://window.edu.ru/
5. Российская Государственная библиотека. Каталоги https://www.rsl.ru/ru/4readers/catalogues/
6. Электронные ресурсы библиотеки МГТУ им. Г.И. Носова http://magtu.ru:8085/marcweb2/Default.asp
7. Университетская информационная система РОССИЯ https://uisrussia.msu.ru
8. Международная наукометрическая реферативная и полнотекстовая база данных научных изданий «Webofscience» http://webofscience.com
9. Международная реферативная и полнотекстовая справочная база данных научных изданий «Scopus» http://scopus.com
10. Международная база полнотекстовых журналов SpringerJournals http://link.springer.com/

**9. Материально-техническое обеспечение дисциплины включает:**

| Тип и название аудитории | Оснащение аудитории |
| --- | --- |
| Учебные аудитории для проведения практических занятий, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации | Мультимедийные средства хранения, передачи и представления информации.  Комплекс тестовых заданий для проведения промежуточных и рубежных контролей. |
| Помещения для самостоятельной работы обучающихся | Персональные компьютеры с пакетом MS Office, выходом в Интернет и с доступом в электронную информационно-образовательную среду университета |
| Помещение для хранения и профилактического обслуживания учебного оборудования | Шкафы для хранения учебно-методической документации, учебного оборудования и учебно-наглядных пособий. |

ПРИЛОЖЕНИЕ 1

Для успешного усвоения материала по дисциплине «Практическая грамматика» необходимо выполнять все предписанные упражнения.

**1. Раздел: Morphology (1)**

1.1. Тема The Noun: classification of nouns; countable and uncountable nouns; morphological analysis of the noun; the category of number, the category of case.

Практические занятия:

Ознакомьтесь с теоретическим материалом из учебника Гуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8

Выполните упражнения на изучаемую тему, особое внимание обратите на регулярные формы образования множественного числа некоторых существительных.

1.2. Тема The Article: indefinite article; the definite article; the absence of article.

Практические занятия:

Ознакомьтесь с теоретическим материалом из учебникаГуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8

Выполните упражнения на изучаемую тему особое внимание обратите на употребление артикля с некоторыми семантическими группами имен существительных.

1.3. Тема The Pronoun: morphological analysis of the pronoun; types of pronouns; personal pronouns; the category of case, number, gender, person.

Практические занятия:

Ознакомьтесь с теоретическим материалом из учебника Гуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8

Выполните упражнения на изучаемую тему особое внимание обратите на класс личных и притяжательных местоимений.

1.4. Тема The Adjective: relative and qualitative adjectives; comparison of adjectives; irregular comparison of adjectives; predicate adjectives; nouns used as adjectives.

Практические занятия:

Ознакомьтесь с теоретическим материалом из учебникаГуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8

Выполните упражнения на изучаемую тему особое внимание обратите на конструкции с именами прилагательными в сравнительной и превосходной степенях.

1.5. Тема The Adverb: Form of adverbs; interrogative adverbs; adverbs of degree; comparison of adverbs; irregular comparison of adverbs, qualifying and circumstantial adverbs; degrees of comparison.

Практические занятия:

Ознакомьтесь с теоретическим материалом из учебника Гуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8

Выполните упражнения на изучаемую тему особое внимание обратите на место причастия в предложении.

1.6. Тема The Verb: morphological analysis of the verb; the category of tense, aspect.

Практические занятия:

Ознакомьтесь с теоретическим материалом из учебникаГуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8

Выполните упражнения на изучаемую тему, особое внимание обратите на грамматические категории аспекта и перфекта.

**2. Раздел: Morphology (2)**

2. 1. Тема The Verb: revision of tenses and the reported speech.

Практические занятия:

Ознакомьтесь с теоретическим материалом из учебника Гуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8

Выполните упражнения на изучаемую тему, особое внимание обратите на правила согласования времен.

2.2. Тема: The verbal categories of voice and mood.

Практические занятия:

Ознакомьтесь с теоретическим материалом из учебникаГуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8

Выполните упражнения на изучаемую тему, особое внимание обратите на правила согласования времен.

Самостоятельная работа:

Выполните самостоятельно упражнения на изучаемый материал.

2.3. Тема: ModalVerbs

Ознакомьтесь с теоретическим материалом из учебникаГуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8

Выполните упражнения на изучаемую тему, особое внимание обратите на употребление перфектных форм инфинитива после модальных глаголов.

Самостоятельная работа:

Выполните самостоятельно упражнения на изучаемый материал.

**3.Раздел:Morphology (3)**

3.1. Тема: The Non-Finite forms of the Verb (the Infinitive: morphological analysis of the infinitive; the category of aspect, relative tense, voice; for-to infinitive constructions; the accusative with the infinitive; the nominative with the infinitive; the infinitive phrase; functions of the infinitive in the sentence).

Ознакомьтесь с теоретическим материалом из учебникаГуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8

Выполните упражнения на изучаемую тему, особое внимание обратите на употребление инфинитива без частицы to, на предикативные конструкции с инфинитивом.

Самостоятельная работа: выполните самостоятельно упражнения на изучаемый материал.

3.2.Тема: The Non-Finite forms of the Verb (the Gerund: morphological analysis of the gerund; the category of relative tense and voice; gerundial complexes; the dangling gerund; functions of the gerund in the sentence.)

Ознакомьтесь с теоретическим материалом из учебника Гуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8

Выполните упражнения на изучаемую тему, особое внимание обратите на употребления предлогов с герундием и предикативную конструкцию.

Самостоятельная работа: выполните самостоятельно упражнения на изучаемый материал.

3.3.Тема: The Non-Finite forms of the Verb (the Participle: forms of the Participle; the accusative with the participle; dangling participles; the nominative with the participle; nominative absolute participle constructions; functions of the participle in the sentence)

Ознакомьтесь с теоретическим материалом из учебникаГуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8

Выполните упражнения на изучаемую тему, особое внимание обратите на предикативные конструкции с причастием и их отличия от предикативных конструкций с другими неличными формами глагола.

Самостоятельная работа: выполните самостоятельно упражнения на изучаемый материал.

**4.Раздел: Syntax (1)**

4.1 Тема: The Subject:notional and formal subject; introductory “it” and “there” subjects; the simple subject; the compound subject.

Ознакомьтесь с теоретическим материалом из учебникаГуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8 .

Выполните упражнения на изучаемую тему, особое внимание обратите на способы выражения подлежащего в английском языке и на виды формального подлежащего.

Самостоятельная работа: выполните самостоятельно упражнения на изучаемый материал.

4.2. Тема**:** The Predicate: simple and compound predicates; simple verbal and nominal predicates; compound verbal modal predicate; compound verbal phrasal predicate; compound verbal predicate of double orientation; compound nominal predicate proper; compound nominal double predicate; mixed types of predicates.

Ознакомьтесь с теоретическим материалом из учебника Гуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8

Выполните упражнения на изучаемую тему, особое внимание обратите на виды сказуемого в английском языке.

Самостоятельная работа: выполните самостоятельно упражнения на изучаемый материал.

4.3. Тема Agreement of the subject and the predicate: Agreement in person and number; agreement of the predicate with the compound subject; agreement of the predicate with collective nouns; agreement of the predicate with indefinite pronouns; special cases of agreement.

Ознакомьтесь с теоретическим материалом из учебника Гуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8

Выполните упражнения на изучаемую тему, особое внимание обратите на виды согласования в английском языке.

Самостоятельная работа: выполните самостоятельно упражнения на изучаемый материал.

4.4. Тема: Inversion

Ознакомьтесь с теоретическим материалом из учебника Гуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8

Выполните упражнения на изучаемую тему, особое внимание обратите на роль инверсии в высказывании.

Самостоятельная работа: выполните самостоятельно упражнения на изучаемый материал.

1. **Раздел: Syntax (2)**

5.1. Тема Simple sentences, unexpanded and expanded sentences; elliptical and one-member sentences.

Ознакомьтесь с теоретическим материалом из учебника Гуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8

Выполните упражнения на изучаемую тему, особое внимание обратите на эллиптические предложения.

Самостоятельная работа: выполните самостоятельно упражнения на изучаемый материал.

5.2.Тема Compound sentences: The compound sentence; coordinate conjunctions.

Ознакомьтесь с теоретическим материалом из учебникаГуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8

Выполните упражнения на изучаемую тему, особое внимание обратите на виды союзов и функции их в английском языке.

Самостоятельная работа: выполните самостоятельно упражнения на изучаемый материал.

5.3. Тема Complex sentences: The complex sentence; kinds of subordinate clauses; adverbial clauses; subordinate conjunctions; kinds of adverbial clauses; object clauses; attributive clauses; attributive clauses introduced by relative adverbs and pronouns; restrictive and non-restrictive clauses.

Ознакомьтесь с теоретическим материалом из учебникаГуревич, В.В. Практическая грамматика английского языка. Упражнения и комментарии: учеб. Пособие / В.В. Гуревич. – 3-е изд.,испр. – М. : Флинта: 2010. – 296 с.ISBN978-5-89349-464-8

Выполните упражнения на изучаемую тему, особое внимание обратите на виды придаточных предложений в английском языке.

**Выполните самостоятельно практические упражнения на изучаемый материал.**

1. \_\_ flowers you bought me are lovely.

2. “Have you seen my socks?’ ‘You left them on \_\_\_ bed.

3. She usually stays in \_\_\_ bed till late at \_\_ weekend.

4. Jim’s been in\_\_ hospital for six weeks now.

5. I enjoy \_\_ modern music.

6. I always like getting \_\_ good news.

7. We had \_\_ time on \_\_holiday.

8. My brother is looking for \_\_ job.

9. You have made \_\_ great progress in your studies.

10. Did you have \_\_ good weather on your trip?

11. I prefer \_\_ to \_\_ coffee.

12. In Sweden \_\_children start \_\_school when they are six or seven.

13. There is \_\_hot and cold running water in all the bedrooms.

14. All my kids are still at \_\_ school.

15. I cleaned \_\_ car yesterday.

16. What \_\_lovely scenery!

17. What is \_\_longest river in \_\_the world?

18. We had \_\_dinner in a restaurant.

19. What \_\_lovely dress!

20. I watched \_\_news on\_\_ television.

21. The motorcyclist was in \_\_critical condition in \_\_hospital last night.

22. \_\_ tulips are my favourite flowers.

23. Do you like \_\_ strong black coffee?

24. That was \_\_lovely breakfast.

25. \_\_river Nile has played \_\_important role in \_\_history of \_\_ancient Egypt.

26. \_\_doctors are paid more than \_\_teachers.

27. There isn’t \_\_hospital in \_\_town.

28. \_World War II ended in 1945.

29. \_\_Isle of Wight is \_\_largest island in \_\_England.

30. \_\_Fifth Avenue is among \_\_most expensive streets in the world.

**2Write the indefinite article before the nouns which are being used as countable nouns**

1.\_\_Beauty is subjective. She is \_\_real beauty.

2. I’m fortunate to have had \_ very good education. \_\_education does not just take place at school.

3. My eyes are very sensitive to \_\_light.. Is there \_\_ light in there?

4. You have been \_\_great help to me.I’m sorry to ask but I desperately need \_\_help.

5. I don’t usually drink \_ coffee. I’ll have two teas and \_\_ coffee.

6. He has \_\_great love of music. Sometimes \_\_love can be very painful.

7.You’ll get better at the job as you gain \_\_ experience.

8. The house is built of \_\_stone. This is \_\_ beautiful stone.

9. \_\_death comes to us all one day. There has been \_\_ death in the family.

10. \_\_fear is a perfectly natural human feeling.He has \_\_terrible fear of heights.

11. I think that’s \_\_ really ugly painting. \_\_painting can be a very relaxing activity.

12. I usually eat \_\_fruit for breakfast. That’s \_\_very unusual fruit.

13. You should not drink \_\_ wine on an empty stomach. This is \_\_ very nice wine.

14. Would you like \_\_baked potato? Has this soup got \_ potato in it?

**3Complete the following sentences with the correct form** of *can, could or be able*. If it is possible to use *can| could or be able*, use *can|could..*

1 He is very fit for his age. He \_\_\_\_(run) really fast.

2 I’d like \_\_ (work) with you one day.

3 He \_\_\_\_\_\_(not climb) up to the top: he was too scared.

4 If they hadn’t phoned for an ambulance, he \_\_\_\_\_(die).

5 I love \_\_\_\_(spend) all morning in bed at the weekends.

6 We \_\_\_\_\_\_(go) to that concert tomorrow if the tickets haven’t sold out.

7 I think you should go in the spring: it \_\_\_\_(be) very crowded there in the summer.

8 I \_\_\_(not understand) what he says: he speaks too quickly.

9 Do you know where Nick’s glasses are? He \_\_\_\_ (not see) very much without them.

10 \_\_\_\_\_\_\_speak another language fluently is a great advantage when you’re looking for a job.

11 Jonathan \_\_\_\_(not say) anything until he was about three years old.

12 We \_\_\_(not phone her up) because her phone had broken, but fortunately we \_\_\_(get) a message to her.

13 Amy’s exam results weren’t very good. She \_\_\_ (do) better.

14 I \_\_\_ (not sleep) very well for the last four nights. It’s been too hot.

15 She tried to think of other things but she \_\_\_\_ (not put) that awful memory out of her mind.

16 You should \_\_\_\_\_\_ (go out) when you want to.

17 \_\_\_\_\_(you come) to the party on Saturday?

18 I \_\_\_\_(ride) this bike soon: I just need more time to practise.

19 He doesn’t do very much when he’s here. He \_\_\_\_(be) more helpful.

20 I \_\_\_(play) tennis really well a few years ago, but not anymore.

**4 Open the brackets using the correct tense form.**

1. Each July we (to go) to Turkey for a holiday.

2. The growing number of visitors (to damage) footpaths.

3. Jane (to leave) just a few minutes ago.

4. Timson (to make) 13 films and I think her latest is the best.

5. (To see) Robert lately?

6. When I was a child I (to play) the violin.

7. I (to read) until midnight last night.

8. He (to play) for the national team in 65 matches so far.

9. Sorry, we are late. We (to take) the wrong turning.

10. She (to suffer) from flu when she was interviewed.

11. Wait here until I (to call) you.

12. I won’t be able to meet you next week, I (to stay) in Moscow for a few days.

13. Next month I (to know) Derek for twenty years.

14. I (to write ) 3 letters this morning (The morning is over).

15.We (to have) the car for five years. (We no longer have it).

16. They have grown such a lot since we last (to see) them.

17. She dropped her bag while she (to get) into her car.

18. Your eyes are red – you (to cry)?

19. I always (to admire) Chester’s work.

20. I (to want) to visit the gallery before I left Florence, but it is closed on Sundays.