

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ
ФГБОУ ВО «ИНГУШСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»
ИНСТИТУТ ИНОСТРАННЫХ ЯЗЫКОВ И РЕГИОНОВЕДЕНИЯ**

СОГЛАСОВАНО

Руководитель образовательной
программы

_____/Х.Р.Мерешкова

«29» апреля 2026 г.

УТВЕРЖДАЮ

И.о. директора Института
иностранных языков и
регионоведения

_____/З.И.Евлоева

«29» апреля 2026 г.

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
Б1.В.02.04 «ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО
ЯЗЫКА»**

Направление подготовки:

45.03.01 филология

Профиль:

«Зарубежная филология. Английский язык и литература»

Квалификация выпускника:

бакалавр

Форма обучения:

очная

Магас, 2026 г.

Рабочая программа дисциплины «Практическая грамматика английского языка» составлена в соответствии с требованиями ФГОС ВО по направлению подготовки 45.03.01 Филология, утвержденного приказом Министерства науки и высшего образования Российской Федерации от 12.08.2020 г. №986, с учетом ОПОП по направлению 45.03.01 Филология, профилю «Зарубежная филология. Английский язык и литература».

Программу составили:

Мерешкова З.И.- к. пед. н., доцент Института иностранных языков и регионоведения

Программа одобрена на заседании Ученого совета Института иностранных языков и регионоведения

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1. ЦЕЛИ И ЗАДАЧИ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ

Целью освоения дисциплины «Практическая грамматика английского языка» в соответствии с ФГОС ВО 3++ по направлению подготовки 45.03.01 Филология, а также профессиональным стандартом 01.001 «Педагог (педагогическая деятельность в сфере дошкольного, начального общего, основного общего, среднего общего образования) (воспитатель, учитель)» (утвержден приказом Минтруда России от 18.10.2013 г. №544н.) является развитие личности как субъекта профессиональной деятельности, результатом которого является профессионально-педагогическая компетенция подготовленного специалиста.

Обобщенная трудовая функция (А): педагогическая деятельность по проектированию и реализации образовательного процесса образовательных организациях дошкольного, начального общего, основного общего, среднего общего образования

Общепедагогическая функция. Обучение (А/01.6):

- развить у обучаемых общеязыковую и профессионально-ориентированную лингвистическую и коммуникативную компетенции, а также умения и навыки письменного и устного изложения текста на русском и английском языках в виде полноценного письменного перевода или устного/письменного резюме заданного объема на английском языке

- развитие и совершенствование умений в различных видах речевой деятельности на английском языке

- дальнейшее развитие и формирование коммуникативной, информативной и социокультурной компетенций студентов; развитие у студентов логического мышления, различных видов памяти, воображения, умения самостоятельно работать с языком.

Воспитательный аспект (А/02.6):

- воспитать отношение к профессии как социально востребованной отрасли знания, способной решать теоретические и прикладные задачи в изучаемой области.

- расширение общекультурного и филологического кругозора учащихся

Развивающий аспект (А/03.6):

- использование проектной работы в команде для формирования профессиональной коммуникативной компетенции;

- формирование у студентов стойкого интереса к приобретению дальнейших знаний и навыков в области филологии вообще и английской филологии в частности.

Формируемые дисциплиной знания и умения, могут быть применены в преподавании ряда теоретических и практических дисциплин, в сфере устного (последовательного и синхронного) и письменного перевода, при разработке учебных

пособий, учебно-методических и справочных изданий, при межкультурной коммуникации (в профессиональной среде и в ситуациях бытового общения).

2. МЕСТО УЧЕБНОЙ ДИСЦИПЛИНЫ В СТРУКТУРЕ ОПОП ВО

Учебная дисциплина Б1.В.02.04 «Практическая грамматика английского языка» входит в обязательную часть Блока 1 «Дисциплины (модули)» ОПОП по направлению подготовки 45.03.01 Филология, профилю «Зарубежная филология. Английский язык и литература». Для изучения дисциплины необходимы компетенции, сформированные у студентов в результате освоения дисциплин «Введение в языкознание», «Практический курс английского языка», «Коммуникативный курс английского языка».

3. Результаты освоения дисциплины «Практическая грамматика английского языка».

Процесс изучения дисциплины направлен на формирование элементов следующих компетенций в соответствии с ФГОС ВО по данному направлению:

Код компетенции	Наименование компетенции	Индикатор достижения компетенции (закрепленный за дисциплиной)	В результате освоения дисциплины обучающийся должен:
УК-4	УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном языке	УК-4.3. Ведет деловую переписку на иностранном языке с учетом особенностей стилистики официальных писем и социокультурных различий;	Знать: основные особенности делового общения; основные грамматические явления, типичные для языка делового человека; Уметь: использовать необходимый грамматический и лексический материал письменной речи для ведения деловой корреспонденции; Владеть: навыками речевого поведения в ситуациях общения делового человека; пользоваться основными формами этикета деловых людей.
		УК-4.6. Устно представляет результаты своей деятельности на иностранном языке, может поддерживать разговор в ходе их обсуждения.	Знать: особенности грамматического строя современного английского языка; Уметь: строить грамматически правильные устные и письменные высказывания на английском языке; - воспринимать на слух и визуально грамматические

			формы и конструкции английского языка. Владеть: навыками грамматически правильного построения устной и письменной речи для решения задач межличностного и межкультурного общения на английском языке
ПК-8	ПК-8 Владеет базовыми навыками создания на основе стандартных методик и действующих нормативов различных типов текстов в соответствии с нормативными, отраслевыми, жанровыми и стилевыми требованиями	ПК-8.1 Знает основы стилистики и функциональные стили речи.	Знать: характерные особенности различных функциональных стилей английского языка (научного, публицистического, газетного, официально-делового, разговорного и др). Уметь: дифференцировать тексты различных функциональных стилей. Владеть: навыками составления текстов изученных функциональных стилей на английском языке (стиля официальных документов, стиля научной прозы, публицистического стиля, газетного стиля, разговорного стиля).
		ПК-8.2 Создает на основе существующих методик тексты различных типов и жанров, в том числе для размещения на вебсайтах и в соцсетях	Знать: различия в употреблении грамматических конструкций в зависимости от контекста (например, в деловой переписке, блоге, социальной сети). Уметь: сочетать знание грамматики, понимание стилистических особенностей и умение адаптировать текст под конкретную платформу и аудиторию. Владеть: технологиями поиска и обработки информации из различных источников.

ПК-10	ПК-10. Способен переводить различные типы текстов (в основном научных и публицистических, а также документов) с иностранных языков и на иностранные языки; аннотировать и реферировать документы, научные труды и художественные произведения на иностранных языках	ПК-10.1 Знает основы теории и практики перевода с родного языка на иностранный и с иностранного на родной.	Знать: грамматические явления и закономерности изучаемого иностранного языка как системы; особенности морфологии и синтаксиса английского языка. Уметь: использовать изученные грамматико-синтаксические конструкции для достижения коммуникативных целей в различных ситуациях общения на иностранном языке; осуществлять поиск информации, сравнивать полученные знания и подводить итоги деятельности. Владеть: грамматическим строем английского языка; навыками исследовательской и презентационной технологиями
		ПК-10.2 Осуществляет перевод, аннотирование и реферирование текстов на иностранном языке	Знать: основы стилистики, редактирования и коррективирования, иметь представление о словарях и справочниках в избранной сфере профессиональной деятельности. Уметь: вести редактуру и корректуру текста, осуществлять первичный реальный комментарий к тексту, комментировать, редактировать, реферировать тексты различной направленности -Владеть: навыками сбора и интерпретации информации из различных источников.

4. Структура и содержание дисциплины: Практическая грамматика английского языка

Общая трудоемкость дисциплины составляет 3 зачетных единиц, 108 часов

№ п/п	Наименование разделов и тем дисциплины (модуля)	семестр	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)								Формы текущего контроля успеваемости (по неделям семестра) Форма промежуточной аттестации (по семестрам)							
			Контактная работа				Самостоятельная работа											
			Всего	Лекции	практические занятия	Лабораторные занятия	Др. виды контакт. работы	Всего	Курсовая работа(проект)	Подготовка к экзамену	Другие виды самостоятельной работы	Собеседование	Коллоквиум	Проверка тестов	Проверка контролльн. работ	Проверка реферата	Проверка эссе и иных творческих работ	курсовая работа (проект) др.
1.	Theme 1. The Article. Modal verbs. The Noun.	2			3						5							
2.	Theme 2. The Adjective. The adverb. The Pronoun.	2			3						5							
3	Theme 3. The Verb. To be, to have. "There is (are)" construction.				2						5							
4	Theme 4. Simple sentence. Impersonal sentences. Imperative sentences.				4						5							
5	Theme 5. English Tenses Active. Present/Past/Future Indefinite Present/Past/Future Continuous Present/Past/Future Perfect	2			6						5							
6	Theme 6. The Perfect Continuous forms.	2			4						5							
7	Theme 7. The sequence of tenses Direct and indirect speech.	2			6						4							
8	Theme 8. The Passive Voice	2			4						4							
9	Theme 9. The Participle	2			2						4							
10	Theme 10. The Gerund	2			2						4							
11	Theme 11. The Infinitive. The Complex Object. The Complex Subject	2			4						4							
12	Theme 12. The use of the subjunctive mood. Conditional Sentences	2			6						4							
13	Theme 13. Some Confusing elements of English grammar	2			4						4							

	Общая трудоемкость, в часах				50					58			Промежуточная аттестация
													Форма
													Зачет
													Зачет с оценкой 2
													Экзамен

4.2 Содержание дисциплины: «Практическая грамматика английского языка» (2 семестр)

Theme 1. The Article. Modal verbs. The Noun.

The Article. The Use of Articles with Common Nouns. The Use of the Indefinite Article (*a/an*) . The Use of the Definite Article (*the*). The Zero Article. The Use of Articles with Nouns of Material and Abstract Nouns. Geographical Names. Names of Persons. The Use of Articles in the Names of Places, Some Buildings, public organizations, etc. Special Difficulties in the Use of Articles. The Use of Articles with Nouns in Some Set Expressions.

Modal verbs. Definition. Can. May. Must. Should and Ought. Need

The Noun. Formation of Nouns. Classification of Nouns. The Category of Number. The Category of Case.

Theme 2. The Adjective. The Adverb. The Pronoun.

The Adjective. Formation of Adjectives. Word Order: adjective + noun. The Comparison of Adjectives.

The Adverb. Definition and Forms. Classification of Adverbs. Adverbs of Manner. Adverbs of Time. Adverbs of Frequency. Adverbs of Place and Direction. Adverbs of Degree, Measure and Quantity. Viewpoint Adverbs

The Pronoun. Classification of Pronouns. Personal and Possessive Pronouns. Reflexive Pronouns. Demonstrative Pronouns. Interrogative Pronouns. Defining Pronouns. Indefinite and Negative Pronouns

"Much/many", "little/few", "a little/a few".

Theme 3. The Verb. To be, to have. “There is (are)” construction. The Verb. To be, to have. “There is (are)” construction.

Theme 4. Simple sentence. Impersonal sentences. Imperative sentences.

Simple sentence. Structure, types and rules. Imperative sentences. Sentence Structure of Imperatives. Imperative sentences in English follow a simple and direct structure. Impersonal sentences

Theme 5. English Tenses Active.

The Indefinite (Simple) Forms. The Present Indefinite (Simple) Tense. The Past Indefinite (Simple) Tense. The Future Indefinite (Simple) Tense.

The Continuous Forms. The Present Continuous Tense. The Present Continuous and Present Indefinite (Simple) The Past Continuous Tense. The Past Continuous and Past Indefinite (Simple). The Future Continuous Tense.

The Perfect Forms. The Present Perfect Tense. The Present Perfect and Past Indefinite (Simple). The Past Perfect Tense. The Future Perfect Tense.

Theme 6. The Perfect Continuous forms. The Present Perfect Continuous. The Present Continuous and Present Perfect Continuous. The Present Perfect and Present Perfect

Continuous. The Past Perfect Continuous. The Past Continuous and Past Perfect Continuous. The Future Perfect Continuous

Theme 7. The sequence of tenses

General Rules. Direct and indirect speech. Indirect Statement. Indirect Command and Request. Indirect Questions. Indirect General Questions. Indirect Special Questions.

Theme 8. The Passive Voice. The Formation of the Passive Voice. Uses of the Passive Voice Peculiar to the English Language.

Theme 9. The Participle. The Participle. Forms and Functions. The Functions of the Participle in a Sentence. Russian Equivalents of Participles Used as Attributes. Russian Equivalents of Participles Used as Adverbial Modifiers. Have Something Done. The Absolute Participial Construction.

Theme 10. The Gerund

The Gerund. Forms. Tense. Voice Distinctions. The Use of the Gerund. Verbs Used with the Gerund and the Infinitive. The Gerundial Construction. The Gerund and the Verbal Noun

Theme 11. The Infinitive.

Forms. Tense. Voice Distinctions. The Use of the Infinitive without the Particle "to". The Functions of the Infinitive in the Sentence. The Infinitive Constructions

The Complex Object. The Complex Subject. The Formation of the Complex Object. The Formation of the Complex Subject. The For-to-Infinitive Construction

Theme 12. The use of the subjunctive mood. Conditional Sentences.

Zero Conditional. First Conditional. Second Conditional. Third Conditional. Mixed Conditionals.

Theme 13. Some Confusing elements of English grammar.

Some Prepositions Confused. The Complex Sentence.

5. Образовательные технологии

Образовательный процесс по дисциплине организован в форме учебных занятий (контактная работа (аудиторная и внеаудиторная) обучающихся с преподавателем и самостоятельная работа обучающихся).

Учебные занятия представлены следующими видами, включая учебные занятия, направленные на проведение текущего контроля успеваемости:

- семинары, практические занятия (занятия семинарского типа);
- групповые консультации;
- индивидуальные консультации и иные учебные занятия, предусматривающие индивидуальную работу преподавателя с обучающимся;
- самостоятельная работа обучающихся;
- занятия иных видов.

На учебных занятиях обучающиеся выполняют запланированные настоящей программой отдельные виды учебных работ. В рамках самостоятельной работы обучающиеся осуществляют теоретическое и изучение дисциплины с учётом

материала, готовятся к практическим занятиям, выполняют домашнее задания, осуществляют подготовку к промежуточной аттестации.

Таблица 5.1 Образовательные технологии при проведении практических занятий

№ п/п	Тема практического занятия	Виды применяемых образовательных технологий
1.	Theme 1. The Article. Modal verbs. The Noun.	Диаграммы, схемы, таблицы. Презентации. Грамматические карты. Ассоциативное обучение.
2.	Theme 2. The Adjective. The adverb. The Pronoun.	Диаграммы, схемы, таблицы. Презентации. Грамматические карты. Ассоциативное обучение.
3	Theme 3. The Verb. To be, to have. “There is (are)” construction.	Диаграммы, схемы, таблицы. Презентации. Грамматические карты. Ассоциативное обучение.
4	Theme 4. Simple sentence. Impersonal sentences. Imperative sentences.	Диаграммы, схемы, таблицы. Презентации. Грамматические карты. Ассоциативное обучение.
5	Theme 5. English Tenses Active. Present/Past/Future Indefinite Present/Past/Future Continuous Present/Past/Future Perfect	Диаграммы, схемы, таблицы. Презентации. Грамматические карты. Ассоциативное обучение.
6	Theme 6. The Perfect Continuous forms.	Диаграммы, схемы, таблицы. Презентации. Грамматические карты. Ассоциативное обучение.
7	Theme 7. The sequence of tenses Direct and indirect speech.	Диаграммы, схемы, таблицы. Презентации. Грамматические карты. Ассоциативное обучение.
8	Theme 8. The Passive Voice	Диаграммы, схемы, таблицы. Презентации. Грамматические карты. Ассоциативное обучение.
9	Theme 9. The Participle	Диаграммы, схемы, таблицы. Презентации. Грамматические карты. Ассоциативное обучение.
10	Theme 10. The Gerund	Диаграммы, схемы, таблицы. Презентации. Грамматические карты. Ассоциативное обучение.
11	Theme 11. The Infinitive. The Complex Object. The Complex Subject	Диаграммы, схемы, таблицы. Презентации. Грамматические карты. Ассоциативное обучение.
12	Theme 12. The use of the subjunctive mood. Conditional Sentences	Диаграммы, схемы, таблицы. Презентации. Грамматические карты. Ассоциативное обучение.
13	Theme 13. Some Confusing elements of English grammar	Диаграммы, схемы, таблицы. Презентации. Грамматические карты. Ассоциативное обучение.

6. Учебно-методическое обеспечение самостоятельной работы студентов. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины

Самостоятельная работа проводится параллельно аудиторной и предполагает:

- работу с рекомендованной литературой;
- выполнение грамматических упражнений с самоконтролем и/или контролем правильности –
- выполнения задания в аудитории;
- поиск в художественных и публицистических текстах примеров, иллюстрирующих то или иное грамматическое явление
- составление собственных примеров, иллюстрирующих то или иное грамматическое явление
- подготовку к самостоятельным и контрольным работам
- выполнение грамматических упражнений
- выполнение тренировочных упражнений и тестов
- подготовку наглядных пособий и иллюстративного материала по теме
- написание рассказов с использованием различных времен английского языка
- подготовку материала к зачету
- работу с электронными пособиями

6.1. План самостоятельной работы студентов

№ п/п	Тема	Вид самостоятельной работы	Задание	Рекомендуемая литература	Количество часов
1.	Theme 1. The Article. Modal verbs. The Noun.	Подготовка к семинарским занятиям, выполнение упражнений	Выучить правила, выполнить тесты по данной теме.	1, 2, 3,4, 11.	3
2.	Theme 2. The Adjective. The adverb. The Pronoun.	Подготовка к семинарским занятиям, выполнение упражнений	Выучить правила, выполнить тесты по данной теме.	4,5, 6, 11.	3
3	Theme 3. The Verb. To be, to have. “There is (are)” construction.	Подготовка к семинарским занятиям, выполнение упражнений	Выучить правила, выполнить тесты по данной теме.	4,5, 6, 11.	2
4	Theme 4. Simple sentence. Impersonal sentences. Imperative sentences.	Подготовка к семинарским занятиям, выполнение упражнений	Выучить правила, выполнить тесты по данной теме. Составить предложения.	4,5, 6, 11.	4
5	Theme 5. English Tenses Active. Present/Past/Future Indefinite Present/Past/Future Continuous Present/Past/Future Perfect	Подготовка к семинарским занятиям, выполнение упражнений	Выучить правила образования English Tenses Active. выполнить тесты, составить	4,5, 6, 11.	6

			предложения по данной теме.		
6	Theme 6. The Perfect Continuous forms.	Подготовка к семинарским занятиям, выполнение упражнений	Выучить правила образования The Perfect Continuous, выполнить упражнения. Составить предложения.	4,5, 6, 11.	4
7	Theme 7. The sequence of tenses Direct and indirect speech.	Подготовка к семинарским занятиям, выполнение упражнений	Выучить правила, выполнить тесты по данной теме. Составить предложения	4,5, 6, 11.	6
8	Theme 8. The Passive Voice	Подготовка к семинарским занятиям, выполнение упражнений	Выучить правила образования The Passive Voice, выполнить тесты, составить предложения по данной теме.	4,5, 6, 11.	4
9	Theme 9. The Participle	Подготовка к семинарским занятиям, выполнение упражнений	Выучить правила, выполнить тесты по данной теме. Составить предложения	4,5, 6, 11.	2
10	Theme 10. The Gerund	Подготовка к семинарским занятиям, выполнение упражнений	Выучить правила, выполнить тесты по данной теме. Составить предложения	4,5, 6, 11.	2
11	Theme 11. The Infinitive. The Complex Object. The Complex Subject	Подготовка к семинарским занятиям, выполнение упражнений	Выучить правила, выполнить тесты по данной теме. Составить предложения	4,5, 6, 11.	4
12	Theme 12. The use of the subjunctive mood. Conditional Sentences	Подготовка к семинарским занятиям, выполнение упражнений	Выучить правила, выполнить тесты по данной теме. Составить предложения	4,5, 6, 11.	6
13	Theme 13. Some Confusing elements of English grammar	Подготовка к семинарским занятиям, выполнение упражнений	Выучить правила, выполнить тесты по данной теме.	4,5, 6, 11.	4

6.2. Методические указания по организации самостоятельной работы студентов

Самостоятельная работа студентов по практической грамматике английского языка является неотъемлемой составляющей процесса освоения программы обучения иностранному языку в вузе.

В связи с этим планирование, организация, выполнение и контроль СР по практической грамматике английского языка приобретают особое значение и нуждаются в методическом руководстве и методическом обеспечении. Основная цель методических указаний состоит в обеспечении студентов необходимыми сведениями для успешного выполнения самостоятельной работы, в формировании устойчивых навыков и умений по разным аспектам обучения английскому языку, позволяющих самостоятельно решать учебные задачи, выполнять разнообразные задания. Используя методические указания, студенты должны овладеть следующими навыками и умениями:

- овладения грамматическим строем английского языка;
- работы с учебно-вспомогательной литературой (словарями и справочниками по английскому языку);
- подготовленного устного монологического высказывания на английском языке в пределах изучаемых тем.

Самостоятельная работа по дисциплине «Практическая грамматика английского языка» направлена на формирование и совершенствование грамматических и применение их при переводе текстов, устном и письменном общении.

Формирование и совершенствование грамматических навыков включает выполнение:

- устных и письменных грамматических заданий;
- грамматический анализ текстов по изучаемым темам;
- поиск и перевод определенных грамматических форм, конструкций, явлений в тексте;
- синтаксический анализ и перевод предложений (простых, сложносочиненных, сложноподчиненных, предложений с усложненными синтаксическими конструкциями);
- перевод текстов, содержащих изучаемый грамматический материал. При работе над грамматикой рекомендуется:
- составление карточек по отдельным грамматическим темам (части речи; основные формы правильных и неправильных глаголов и т. д.);
- выполнение лексико-грамматических упражнений по определенным темам;

7. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины

Материалы для проведения текущего контроля знаний и промежуточной аттестации прилагаются в приложении – Фонд оценочных средств по дисциплине «Практическая грамматика английского языка»

Примерные вопросы к зачету:

1. The Article.
2. Impersonal sentences
3. Sentences with impersonal subject “there”

4. Sentences with impersonal subject “it”
5. Parts of Speech, their general characteristic.
6. Communicative types of sentences.
7. The Noun, its classifications.
8. The Number of Nouns.
9. The Case of Nouns.
10. The Adjective, its classification.
11. The Degrees of comparison of the Adjective.
12. The Adverb, formation of adverbs, constructions with comparisons.
13. The Pronoun, its classification, constructions with pronouns.
14. Modal verbs. Can.
15. Modal verbs. May.
16. Modal verbs. Must, have to, to be to.
17. Modal verbs. Need.
18. Modal verbs. Should, ought to.
19. Modal verbs. Will, Would.
20. Modal verbs. Shall.
21. Modal verbs. Dare.
22. The Article, its use with different groups of nouns, omission of the article.
23. The Verb, the Present Simple
24. The Verb, the Past Simple
25. The Verb, the Present Perfect
26. The Verb, the Past Perfect
27. The Verb, the Present Continuous
28. The Verb, the Past Continuous
29. The Verb, the Future Simple, Future Continuous, Future Perfect and other means of expressing futurity.
30. The Verb, the Perfect Continuous Forms
31. Direct and indirect speech.
32. The Complex Object. The Complex Subject
33. The Gerund
34. The Sequence of Tenses
35. The Verb, the Passive Voice
36. The Verb, its tense and voice characteristics.
37. Moods in English.
38. The Conditional Mood. Patterns of use.
39. Subjunctive II. Patterns of use.
40. Conditional sentences. Type I, Type II, Type III.
41. The Suppositional Mood. Patterns of use.
42. Subjunctive I

Примерные тесты по практической грамматике английского языка.

Образец тестовых заданий

1. Choose one of the answers:

1. Which conditional do we often use to give advice?

- The zero conditional. For example: "If you heat ice, it melts."
- The first conditional. For example: "If it rains, you will stay home."
- The second conditional: "If I were you, I would look for another job. "
- The third conditional: "If you had studied harder, you would have become an engineer."

2. What is the correct structure for the third conditional?

- If + subject + simple past, subject + would/might/could + present tense
 - If + subject + past perfect, subject + would/might/could + present perfect
 - If + subject + present perfect, subject + would/might/could + present tense
 - If + subject + simple past, subject + would/might/could + present continuous
- (We could also express this as: "If + past perfect, subject + would/might/could + have + past participle.)

3. Which conditional is the most appropriate for the following situation?

"I got fired because I was late."

- If you work, you can do well.
- If I studied harder, I would be a doctor.
- If it was a nice day, I wouldn't have to bring an umbrella.
- If I had arrived on time, I would not have gotten fired.

4. If I were a young man, I _____ able to walk faster.

- is, be
- would, is
- would, be
- will, be
- would, have

5. If I _____ Alexandra at the play, I would have cried.

- were, see
- were, seen
- had, see
- had, seen
- have, see
- have, seen

6. If Wesley was a girl, I _____ the show better.

- will, like
- will, liked
- will, riker
- would, like
- would, liked
- have liked

(We could also say "If Wesley *were* a girl...")

2. Rewrite the sentences using one of the modal verbs (can, may, must) or their equivalents.

1. I am sure you haven't seen Philip yet. _____
 2. It is likely that they know about our plan. _____
 3. The firefighters finally managed to put out the fire. _____
 4. I am not sure that he has received the letter. _____
- The baby has just eaten. I don't believe she is hungry. _____
3. Insert would or should in the spaces in the following sentences.
 1. He ... tell Vivian the truth if he trusted her.
 2. I suggested that they ... have dinner first.
 3. Why ... I clean the house if I pay a charwoman to do it?
 4. Before trains were invented people ... travel on horseback or in stage coaches.
 5. It won't be easy to spot him in the crowd. But if you... happen to see him tell him about his brother.
 4. Fill in the gaps with 'd rather, or 'd better.
 1. A. Can I borrow your camera?
 - B. I _____ you didn't.
 2. You _____ not breathe a word about this to David.
- A: Can I borrow your car?
B: You _____ not!
3. A. I _____ not eat much late at night or I won't be in a fit state for the journey.
 - B. You _____ take insect repellent if you're camping near a lake.
5. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.
You must use between three and seven words, including the word given.
If you don't criticise his work, he'll never improve. (UNLESS)
He'll never improve _____ his work.
You can play in the living room providing you don't make a mess. (LONG)
You can play in the living room _____
a mess.
We might need cash on the ferry so I'll take some. (CASE)
I'll take some cash _____ on the ferry.
You can get a senior citizen's reduction if you've got a railcard. (PROVIDING)
You can get a senior citizen's reduction _____ a railcard.
John never stops criticizing my friends. (ALWAYS)
John _____ my friends.

8. Учебно-методическое и материально-техническое обеспечение дисциплины

«Практическая грамматика английского языка».

8.1. Учебная литература:

1. Андреева Т. Я. Практическая грамматика английского языка : Учебное пособие / Т. Я. Андреева, О. В. Потапова. — Екатеринбург : УрГУ, 1994. — 124 с.
2. Аракин В.Д. Практический курс английского языка \ Под ред. В.Д. Аракина. — М.: ВЛАДОС, 2010.
3. Блох М.Я., Лебедева А.Я., Денисова В.С. Практикум по английскому языку: Грамматика. Сб. упражнений. — М.: АСТ, 2005
- Гуревич В.В. Практическая грамматика английского языка. Упражнения и комментарии. — М.: Флинта, 2009.
4. Дроздова Т.Ю., Майлова В.Г., Берестова А.И. English Grammar. Reference & Practice. Санкт-Петербург,; Изд. Антология. 2012.- 424 с.
5. Качалова И.Е., Израилевич Е.Е. Практическая грамматика английского языка с упражнениями и ключами. — М.: ЛадКом, 2010. — 720 с.
6. Измайлова Н.С. Английский язык. Сборник упражнений к учебнику. Уровень В2. - М.: "МГИМО-Университет", 2011
7. Истомина Е., Саакян А. Практический курс английской грамматики. — М.: Эксмо, 2013.
8. Alexander L.G. Longman Advanced Grammar. Reference and Practice. — N.Y., 1994.
9. Azar B. Understanding and Using English Grammar. — Pearson Education, 1999.
10. Prodromou L. Grammar and Vocabulary for First Certificate. — Longman, 2001
11. Raymond Murphy. Essential Grammar in Use. - Cambridge University Press, 2012. — 320 с.
12. Quirck R., Greenbaum S., Svartvik J. A University Grammar of English.— М: Высшая школа, 1982.

8.2 Программное обеспечение

Университет обеспечен необходимым комплектом лицензионного и свободно распространяемого программного обеспечения, в том числе отечественного производства.

Каждый обучающийся в течение всего периода обучения обеспечен индивидуальным неограниченным доступом к электронной информационно-образовательной среде университета из любой точки, в которой имеется доступ к информационно-телекоммуникационной сети «Интернет» как на территории университета, так и вне ее.

Университет обеспечен следующим комплектом лицензионного программного обеспечения: Лицензионное программное обеспечение, используемое в ИнгГУ

Microsoft Windows 7

Microsoft Office 2007

Программный комплекс ММИС “Визуальная
Студия Тестирования”

Антивирусное ПО Eset Nod32

Справочно-правовая система “Консультант”

Справочно-правовая система “Гарант”

Наряду с традиционными изданиями студенты и сотрудники имеют возможность пользоваться электронными полнотекстовыми базами данных:

Название ресурса	Ссылка/доступ
Электронная библиотека онлайн «Единое окно к образовательным ресурсам»	http://window.edu.ru
«Образовательный ресурс России»	http://school-collection.edu.ru
Образовательная платформа «Юрайт»	https://urait.ru/
Научная электронная библиотека «Киберленинка»	https://cyberleninka.ru/
Федеральный образовательный портал: учреждения, программы, стандарты, ВУЗы, тесты ЕГЭ, ГИА	http://www.edu.ru –
Федеральный центр информационно-образовательных ресурсов (ФЦИОР)	http://fcior.edu.ru -
ЭБС "КОНСУЛЬТАНТ СТУДЕНТА". Электронная библиотека технического вуза	http://www.studentlibrary.ru -
Русская виртуальная библиотека	http://rvb.ru –
Издательство «Лань». Электронно-библиотечная система	http://e.lanbook.com -
Еженедельник науки и образования Юга России «Академия»	http://old.rsue.ru/Academy/Archives/Index.htm
Научная электронная библиотека «e-Library»	http://elibrary.ru/defaultx.asp -
Электронно-библиотечная система IPRbooks	http://www.iprbookshop.ru -
Электронно-справочная система документов в сфере образования «Информιο»	http://www.informio.ru
Библиотека диссертаций по гуманитарным наукам	https://cheloveknauka.com/

8.3. Материально- техническое обеспечение дисциплины «Практическая грамматика английского языка»

Материально-техническая база университета позволяет обеспечивать качественное проведение теоретических и практических занятий по дисциплине «Практическая грамматика английского языка». Занятия по дисциплине проводятся в специализированной аудитории (Учебная аудитория по адресу: РИ, г. Магас, ул.

И.Б.Зязикова 7, Каб.425), обеспеченной следующим оборудованием:

Телевизор – 1 шт.: LED телевизор SAMSUNG UE40J5120AU, 40”, тюнер, HDMI, USB, пульт ДУ;

Ноутбук Acer Aspire V3-571/531, Windows 8 - 2.60 GHz - 4 GB - 39.6 cm (15.6")
- 1366 x 768 - Intel® - HD 4000 - Intel® Core™ i5-3230M; Проектор – 1 шт.: модель VIEWSONIC PJD5153 (VS15872) Экран на треноге.

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ
ФГБОУ ВО «ИНГУШСКИЙ ГОСУДАРСТВЕННЫЙ
УНИВЕРСИТЕТ»**

ИНСТИТУТ ИНОСТРАННЫХ ЯЗЫКОВ И РЕГИОНОВЕДЕНИЯ

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ

Б1.В.02.02 «ПРАКТИЧЕСКАЯ ГРАММАТИКА

АНГЛИЙСКОГО ЯЗЫКА»

Направление подготовки
45.03.01 Филология

Профиль подготовки
«Зарубежная филология. Английский язык и литература»

Квалификация выпускника:
бакалавр

Форма обучения:
очная

Магас, 2026

ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ, ФОРМИРУЕМЫХ ДИСЦИПЛИНОЙ «Практическая грамматика английского языка»

Код компетенции	Формулировка компетенции
1	2
УК	УНИВЕРСАЛЬНЫЕ КОМПЕТЕНЦИИ
УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном языке
ПК	ПРОФЕССИОНАЛЬНЫЕ КОМПЕТЕНЦИИ
ПК-8	Способен формировать суждения о значении и последствиях своей профессиональной деятельности с учетом социальных, профессиональных и этических позиций.
ПК-10	Владеет навыками работы в профессиональных коллективах, деятельности по организационному и документационному обеспечению управления коллективами и организациями с использованием специализированных программных продуктов и систем электронного документооборота

ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ «Практический курс английского языка»

1 курс (2 семестр)

№ п/п	Контролируемые разделы дисциплины	Код контролируемой компетенции	Наименование оценочного средства
1.	Theme 1. The Article. Modal verbs. The Noun.	УК-4, ПК-8, ПК-10	Контрольная работа, устный опрос, тест с выбором ответа, выполнение задания «в тексте» (дописать, подчеркнуть, пронумеровать), задание- сверка с эталоном
2.	Theme 2. The Adjective. The adverb. The Pronoun.	УК-4, ПК-8, ПК-10	Контрольная работа, устный опрос, тест с выбором ответа, выполнение задания «в тексте» (дописать, подчеркнуть, пронумеровать), задание- сверка с эталоном
3	Theme 3. The Verb. To be, to have. “There is (are)” construction.	УК-4, ПК-8, ПК-10	Контрольная работа, устный опрос, тест с выбором ответа,

			выполнение задания «в тексте» (дописать, подчеркнуть, пронумеровать), задание- сверка с эталоном
4	Theme 4. Simple sentence. Impersonal sentences. Imperative sentences.	УК-4, ПК-8, ПК-10	Контрольная работа, устный опрос, тест с выбором ответа, выполнение задания «в тексте» (дописать, подчеркнуть, пронумеровать), задание- сверка с эталоном
5	Theme 5. English Tenses Active. Present/Past/Future Indefinite Present/Past/Future Continuous Present/Past/Future Perfect	УК-4, ПК-8, ПК-10	Контрольная работа, устный опрос, тест с выбором ответа, выполнение задания «в тексте» (дописать, подчеркнуть, пронумеровать), задание- сверка с эталоном
6	Theme 6. The Perfect Continuous forms.	УК-4, ПК-8, ПК-10	Контрольная работа, устный опрос, тест с выбором ответа, выполнение задания «в тексте» (дописать, подчеркнуть, пронумеровать), задание- сверка с эталоном
7	Theme 7. The sequence of tenses Direct and indirect speech.	УК-4, ПК-8, ПК-10	Контрольная работа, устный опрос, тест с выбором ответа, выполнение задания «в тексте» (дописать, подчеркнуть, пронумеровать), задание- сверка с эталоном
8	Theme 8. The Passive Voice	УК-4, ПК-8, ПК-10	Контрольная работа, тест.
9	Theme 9. The Participle	УК-4, ПК-8, ПК-10	Контрольная работа, устный опрос, тест с выбором ответа, выполнение задания «в тексте» (дописать, подчеркнуть, пронумеровать), задание- сверка с эталоном
10	Theme 10. The Gerund	УК-4, ПК-8, ПК-10	Контрольная работа, устный опрос, тест с выбором ответа, выполнение задания «в тексте» (дописать, подчеркнуть, пронумеровать), задание- сверка с эталоном

			эталон
11	Theme 11. The Infinitive. The Complex Object. The Complex Subject	УК-4, ПК-8, ПК-10	Контрольная работа, устный опрос, тест с выбором ответа, выполнение задания «в тексте» (дописать, подчеркнуть, пронумеровать), задание- сверка с эталон
12	Theme 12. The use of the subjunctive mood. Conditional Sentences	УК-4, ПК-8, ПК-10	Контрольная работа, устный опрос, тест с выбором ответа, выполнение задания «в тексте» (дописать, подчеркнуть, пронумеровать), задание- сверка с эталон
13	Theme 13. Some Confusing elements of English grammar	УК-4, ПК-8, ПК-10	Контрольная работа, устный опрос, тест с выбором ответа, выполнение задания «в тексте» (дописать, подчеркнуть, пронумеровать), задание- сверка с эталон

Примерный перечень вопросов к зачету
по дисциплине

«Практическая грамматика английского языка»:

1. The Article.
2. Impersonal sentences
3. Sentences with impersonal subject “there”
4. Sentences with impersonal subject “it”
5. Parts of Speech, their general characteristic.
6. Communicative types of sentences.
7. The Noun, its classifications.
8. The Number of Nouns.
9. The Case of Nouns.
10. The Adjective, its classification.
11. The Degrees of comparison of the Adjective.
12. The Adverb, formation of adverbs, constructions with comparisons.
13. The Pronoun, its classification, constructions with pronouns.
14. Modal verbs. Can.
15. Modal verbs. May.
16. Modal verbs. Must, have to, to be to.
17. Modal verbs. Need.
18. Modal verbs. Should, ought to.
19. Modal verbs. Will, Would.
20. Modal verbs. Shall.
21. Modal verbs. Dare.
22. The Article, its use with different groups of nouns, omission of the article.
23. The Verb, the Present Simple
24. The Verb, the Past Simple
25. The Verb, the Present Perfect
26. The Verb, the Past Perfect
27. The Verb, the Present Continuous
28. The Verb, the Past Continuous
29. The Verb, the Future Simple, Future Continuous, Future Perfect and other means of expressing futurity.
30. The Verb, the Perfect Continuous Forms
31. Direct and indirect speech.
32. The Complex Object. The Complex Subject
33. The Gerund
34. The Sequence of Tenses
35. The Verb, the Passive Voice
36. The Verb, its tense and voice characteristics.
37. Moods in English.

- 38.The Conditional Mood. Patterns of use.
- 39.Subjunctive II. Patterns of use.
- 40.Conditional sentences. Type I, Type II, Type III.
- 41.The Suppositional Mood. Patterns of use.
- 42.Subjunctive I

Критерии оценки:

Оценка «**зачтено**» выставляется, если ответ логически и лексически грамотно изложенный, содержательный и аргументированный, подкрепленный знанием литературы и источников по теме задания; умение отвечать на дополнительно заданные вопросы; незначительное нарушение логики изложения материала, допущение не более одной ошибки в содержании задания, а также не более одной неточности при аргументации своей позиции; неполные или неточные ответы на дополнительно заданные вопросы; незначительное нарушение логики изложения материала. Оценка «**зачтено**» может выставляться по результатам текущего контроля осуществляемого в ходе семинарских/практических занятий на основе оценки активности работы студентов, их участия в дискуссиях и выступлениях с докладами, а также по результатам оценки посещаемости студентами лекций и семинаров.

Оценка «**не зачтено**» выставляется, если в ответе допущено существенное нарушение логики изложения материала, допущение более двух ошибок в содержании задания, а также более двух неточностей при аргументации своей позиции, неправильные ответы на дополнительно заданные вопросы; существенное нарушение логики изложения материала, полное отсутствие логики изложения материала, постоянное использование разговорной лексики, допущение более трех ошибок в содержании задания, полное незнание литературы и источников по теме вопроса, отсутствие ответов на дополнительно заданные вопросы.

Тесты письменные по дисциплине

«Практическая грамматика английского языка»

Образец тестовых заданий

Test 1. Choose one of the answers:

1. Which conditional do we often use to give advice?

- The zero conditional. For example: "If you heat ice, it melts."
- The first conditional. For example: "If it rains, you will stay home."
- The second conditional: "If I were you, I would look for another job. "
- The third conditional: "If you had studied harder, you would have become an engineer."

2. What is the correct structure for the third conditional?

- If + subject + simple past, subject + would/might/could + present tense
 - If + subject + past perfect, subject + would/might/could + present perfect
 - If + subject + present perfect, subject + would/might/could + present tense
 - If + subject + simple past, subject + would/might/could + present continuous
- (We could also express this as: "If + past perfect, subject + would/might/could + have + past participle.)

3. Which conditional is the most appropriate for the following situation?

"I got fired because I was late."

- If you work, you can do well.
- If I studied harder, I would be a doctor.
- If it was a nice day, I wouldn't have to bring an umbrella.
- If I had arrived on time, I would not have gotten fired.

4. If I were a young man, I _____ able to walk faster.

- is, be
- would, is
- would, be
- will, be
- would, have

5. If I _____ Alexandra at the play, I would have cried.

- were, see
- were, seen
- had, see
- had, seen
- have, see
- have, seen

6. If Wesley was a girl, I _____ the show better.

- will, like
- will, liked
- will, riker
- would, like
- would, liked
- have liked

(We could also say "If Wesley *were* a girl...")

Test 2. Rewrite the sentences using one of the modal verbs (can, may, must) or their equivalents.

1. I am sure you haven't seen Philip yet. _____

2. It is likely that they know about our plan. _____

3. The firefighters finally managed to put out the fire. _____

4. I am not sure that he has received the letter. _____

The baby has just eaten. I don't believe she is hungry. _____

3. Insert would or should in the spaces in the following sentences.

1. He ... tell Vivian the truth if he trusted her.

2. I suggested that they ... have dinner first.

3. Why ... I clean the house if I pay a charwoman to do it?

4. Before trains were invented people ... travel on horseback or in stage coaches.

5. It won't be easy to spot him in the crowd. But if you... happen to see him tell him about his brother.

4. Fill in the gaps with 'd rather, or 'd better.

1. A. Can I borrow your camera?

B. I _____ you didn't.

2. You _____ not breathe a word about this to David.

A: Can I borrow your car?

B: You _____ not!

3. A. I _____ not eat much late at night or I won't be in a fit state for the journey.

B. You _____ take insect repellent if you're camping near a lake.

5. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.

You must use between three and seven words, including the word given.

If you don't criticize his work, he'll never improve. (UNLESS)

He'll never improve _____ his work.

You can play in the living room providing you don't make a mess. (LONG)

You can play in the living room _____
a mess.

We might need cash on the ferry so I'll take some. (CASE)

I'll take some cash _____ on the ferry.

You can get a senior citizen's reduction if you've got a rail-card.

(PROVIDING)

You can get a senior citizen's reduction

_____ a rail-card.

John never stops criticizing my friends. (ALWAYS)

John _____ my friends.

Спецификация теста (с выбором вариантов ответов или с конструируемым ответом и др.)

1. При выполнении теста надо выбрать правильный ответ из предложенных вариантов.

2. Инструкция по выполнению

1. Студенты получают заранее подготовленные листы.
2. Правильный ответ надо отметить каким-либо значком или записать, если предусмотрен бланк ответов.
3. Если выполнение какого-то задания вызывает затруднение, то нужно пропустить его и выполнять следующее. После выполнения всех заданий, можно вернуться к тем, которые были пропущены.
4. Работы следует собирать одновременно у всех студентов по истечении времени отведенного на выполнение теста.

3. Критерии оценки:

- оценка «отлично» выставляется студенту, если выполнено 90-100%;
- оценка «хорошо» -75-89%;
- оценка «удовлетворительно» - 50-74%;
- оценка «неудовлетворительно»- менее 50%

Контрольные задания по темам

По дисциплине: Практическая грамматика английского языка

Theme 1. The Article. Modal verbs. The Noun.

Complete the following sentences using "could" or "was/were able to".

1. It was a fine day yesterday, so we have a picnic, and we enjoyed it very much.
2. He suddenly felt ill, but he finish his speech, although at the end he could hardly stand.
3. He spoke very little French when he left school, but he understand the language.
4. I go to the station at 9.50 a.m. and catch the 9.55 a.m. train. I was very pleased I didn't have to wait for the next train.
5. He has always been good at Math's. But even he solve this difficult problem.
6. The town was full of visitors, and we didn't know where we would spend the night, but at last we find two vacant rooms in a small hotel.
7. Before his illness, he work fourteen hours a day if he had to.
8. He was very strong; he ski all day and dance all night.
9. I was a long way from the stage. I see all right but I not hear very well.
10. We borrow umbrellas, so we didn't get wet.
11. When the garage had repaired our car we continue our journey.
12. When I arrived everyone was asleep. Fortunately I wake my sister and she let me in.

Translate the words in brackets.

1. Of course, I (мoгу) translate this article.
2. I think I (мoг бы) show you how to do it.
3. You (мoжно) go and tell her about it.
4. (Мoжно) I see the doctor now?
5. He (мoг бы помoчь) you but he didn't want to bother.
6. You (мoжете) easily get there in 20 minutes.
7. You (смoжете) do it directly on return.
8. (Мoжно) I have some cream with my tea?
9. You (нeльзя) discuss the subject with your friends.
10. She was in a hurry, she (нe мoгла) wait for us.
11. There is a sign. You (нeльзя) take pictures here.
12. The swimmer was very tired but he (смoг) reach the shore.
13. Before her illness, she (мoгла) work fourteen hours a day.
14. When they buy a car, they (смoгут) visit their friends more often.

Translate into English.

1. Неужели вы его не увидели? 2. Не мог он этого не заметить. 3. Неужели вы об этом не знали? 4. Не может быть, чтобы он не одобрял вашего решения. 5. Не может быть, чтобы она вам об этом не рассказала. 6. Неужели он верит (не верит) этому? 7. Не может быть, чтобы ей не нравились эти картины. 8. Не может быть, чтобы я неправильно вас понял. 9. Не может быть, чтобы она не нашла вашего дома. 10. Неужели вы не нашли мою книгу?

Translate the sentences, explain the use of "must" or "have to" in them.

1. I must go and lay the table myself. 2. We had to walk all the way to the station. 3. She had to change her shoes after walking in the garden. 4. She pretended she didn't understand anything. Mother had to tell her plainly what she thought of it. 5. We'll have to run. 6. The shoes are a size too small. I'll have to go to the shop and have them changed. 7. She was running high temperature. I had to put her to bed at once. 8. You'll have to do something about it. 9. Someone will have to stay and warn them.

Translate the following sentences into English.

1. Она, должно быть, ждет нас в институте. 2. Она должна ждать нас в институте. 3. Доктор сказал, что он должен жить на юге. 4. Он, должно быть, живет на юге. 5. Он должен много читать вслух, чтобы исправить свое произношение. 6. Он, должно быть, много читает вслух; у него хорошее произношение. 7. Я должен оставаться здесь до зимы. 8. Она, должно быть, гостит у своих друзей, так как она писала, что проведет отпуск у них. 9. Они, должно быть, ждут меня, а я никак не могу дать им знать о себе. 10. Книга распродана; надо ее поискать в букинистических магазинах. 11. Он, по всей вероятности, забыл, что обещал прийти. 12. Они, наверно, пишут сочинение уже около двух часов и скоро должны закончить

Insert articles where necessary.

1. Not _____ word was spoken in _____ parlour.
2. _____ room itself was filling up, so was _____ staircase.
3. Not _____ word was spoken, not _____ sound was made.
4. _____ sky outside _____ window was already dark, secretaries had gone home, all was quiet.
5. I tell you, he is as brave as _____ man can reasonably be.
6. You know I never cared for _____ drama.
7. He looks older than he is, as _____ dark men often do.
8. Roger looked at him, without _____ word, took out his wallet and gave him _____ ten shilling note.
9. As _____ man sows, so shall he reap.
10. It was Sunday afternoon, and _____ sun, which had been shining now for several hours, was beginning to warm _____ earth.
11. It was _____ cottage built like _____ mansion, having _____ central hall with _____ wooden gallery running round it, and _____ rooms no bigger than _____ closets.
12. He was _____ short, plump man with _____ very white face and _____ very white hands. It was rumoured in London that he powdered them like _____ woman.
13. To him she would always be _____ loveliest woman in _____ world.
14. Even _____ strongest have their hours of depression.
15. Her aunt, in _____ straw hat so broad that it covered her to _____ very edges of her shoulders, was standing below with two gardeners behind her.
16. _____ rich think they can buy anything.
17. _____ room has three doors; one on the same side as _____ fireplace, near _____ corner, leading to _____ best bedroom.
18. He arrived half _____ hour before dinner time, and went up to _____ schoolroom at _____ top of _____ house, to see _____ children.
19. There is something in _____ very expression of his face that tells me so.
20. Far away in _____ little street there is _____ poor house. One of _____ windows is open and through it I can see _____ woman sitting at _____ table. She is _____ seamstress.
21. _____ man who entered was short and broad. He had black hair, and was wearing _____ grey flannel trousers with _____ red woollen shirt, open at _____ neck, whose collar he carried outside _____ lapels of his dark tweed jacket.
22. Then it was night and he was awake, standing in _____ street, looking up at _____ dark windows of _____ place where he lived. _____ front door was locked and there was no one in _____ house.
23. I believe I can tell _____ very moment I began to love him.
24. Mr Boythorn lived in _____ pretty house with _____ lawn in front, _____ bright flower garden at _____ side and _____ kitchen-garden in _____ rear, enclosed with _____ wall. _____ house was _____ real old house.
25. _____ bartender was _____ pale man in _____ vest and _____ apron, with _____ pale, hairy arms and _____ long, nervous nose.
26. During _____ country house parties one day is very like another. _____ men put on _____ same kind of variegated tie, eat _____ same breakfast, tap _____ same barometer, smoke _____ same pipes and kill _____ birds.

27 . _____ old man quitted _____ house secretly at _____ same hour as before.

Insert articles where necessary.

1. "Are you _____ bad sailor?" she asked. "About as bad as is possible in spite of having been at _____ sea so much." 2. The parcel came by _____ post. 3. On his trip round the world with Fleur he had often put his nose out and watched the dancing on _____ deck. 4. He decided that he would not at _____ present explain to her who he was. 5. I saw _____ good deal of him during _____ war. 6. He has taken her death very much to _____ heart indeed. 7. She went by _____ coach because it was cheaper. 8. All seemed perfectly at their ease, by no means in _____ hurry. 9. _____ little car in _____ question now stood outside _____ front door. 10. Am I dealing, young people, with _____ case of _____ love at _____ first sight? 11. We've had some tea already on _____ board _____ yacht. 12. Rosa was well aware that she had never taken _____ trouble to get to know Annette. 13. You will go to _____ sea and forget all about me in _____ month. 14. He is beginning to lose _____ heart, they say. 15. She burned like _____ fire from _____ head to _____ foot. 16. I got into conversation with him by _____ chance at _____ concert. 17. She's taken quite _____ fancy to you, Ridgeon. 18. I returned at once, and found Ada sitting at _____ work by _____ fireside. 19. Somewhere _____ great many men were singing. 20. It is _____ pity to worry her if she has _____ talent for _____ uneasiness. 21. Behind _____ house was _____ large garden, and in summer, _____ pupils almost lived out-of-doors. 22 . _____ rain had stopped and we went on _____ foot to _____ Ebury Street. 23. They started at _____ dawn, and _____ boy I sent with them didn't come back till _____ next day. 24. All of _____ sudden, his face had become stony. 25. Dear, dear! It seems only _____ other day since I took you down to school to Slough!

Theme 2. The Adjective. The adverb. The Pronoun.

Complete the following sentences with the adjectives made by adding the right suffixes to the *italicized nouns*.

Model: The play was full of *humour*. The audience laughed at the *humorous* situations.

1 . The child *obeys* his parents. He is an _____ child. 2. The Sun was *shining* brightly. It was a _____ day 3. Everybody *respected* the man. He is a _____ man. 4. Bob hardly escaped the *danger*. The situation was very _____. 5. Olaf hoped to earn *fame* for his book. Did he hope to become _____? 6. He sleeps on a bench in the park because he has *no home*. He is _____. 7. The flood in India was a *disaster*. It was very _____. 8. The soldier was given a medal for his *courage*. He was _____.

Choose the right forms in these sentences. In some cases both forms are right.

1. Is the station much (further/farther)?
2. Your record is (worse/worst) than mine.
3. You'll find the explanation (further/farther) on.
4. It's the (less/lesser) of two evils.
5. She always wears the (last/latest) fashion.
6. We have no (further/farther) information.
7. Nick skates (good/well).
8. His (latest/last) words were: "The end."
9. She is the (oldest/eldest) member of our family.
10. My flat is (littler/smaller) than yours.
11. I've got (less/lesser) patience than you.
12. He is much (older/elder) than his wife.
13. This is the (more/most) beautiful picture I've ever seen.
14. His English is (best/better) than mine.
15. She is (better/best) now.
16. It's the (furthest/farthest) point west.

17. It's the (oldest/eldest) building in the city.
18. He's my (older/elder) brother.
19. I'm not hurt in the (least/less)!
20. It is the (more/most) I can do for you.

Theme 3. The Verb. To be, to have.

Ex. 1

I. Write short forms (she's/we're, etc.).

1. he is he's 3. she is not 5. I am not
2. they are 4. it is not 6. you are not

II. Write the full forms (she is/we are, etc.)

7. we aren't we are not 9. you're ___ 11. it isn't
8. I'm 10. they aren't 12. she's

Ex. 2. Put in am, is or are.

1. The sky _____ very blue today. 2. I _____ not tired. 3. This shelf _____ very heavy.
4. These shelves _____ very heavy. 5. The child _____ asleep. 6. Look! This Mabel. 7. I _____ cold. Can you shut the window, please? 8. The castle _____ one thousand years old. 9. My brother and I _____ good tennis players. 10. Amy _____ at home but her parents _____ in church. 11. I _____ a student. 12. My sister _____ an archeologist.

Ex. 3. Translate into English.

1. Твой брат дома? 2. Сколько стоят эти открытки? 3. Эта гостиница очень дорогая. 4. Я интересуюсь искусством. 5. Все магазины сегодня открыты. 6. Музей сегодня открыт? 7. Мне жарко. 8. Моя сестра архитектор. 9. Я не устала. 10. Откуда родом ее муж? 11. Они не студенты, они врачи. 12. Тебе интересны иностранные языки?

Ex. 4. Put in was/wasn't/were/weren't.

1. We didn't like that house. It was very old and it wasn't large enough.
2. Helen got married when she _____ 21 years old.
3. I called you yesterday evening but you _____ at home. Where _____ you?
4. My son _____ at work last week because he _____ ill. He's better now.
5. The shops _____ open yesterday because it _____ a public holiday.
6. " _____ you at home at 9.30?" - "No, I _____. I _____ at work."

"There is (are)" construction.

Ex. 1. (A, B) Use "there is(are)" construction in the necessary tense form.

1. Look! _____ their telephone number in the letter. 2. Chichester is a very old town. _____ many old buildings there. 3. Excuse me, _____ a restaurant near here?

4. How many students in your group? 5. I was hungry but anything to eat. 6. a football match on TV last night. 7. many people at the meeting? 8. Look! an accident. Call the ambulance! 9. 24 hours in a day. 10. This box is empty. nothing in it. 11. somebody at the airport to meet you when you arrive tomorrow. 12. When we arrived at the cinema long queue outside.

Ex. 2. (A, B) Ask questions to the following statements, then answer them according to the pattern.

Pattern: There is a good program on TV tonight.

- Is there a good program on TV tonight?
- Yes, there is.

There aren't any theatres in my town.

- Are there any theatres in your town?
- No, there are not/there aren't.

1. There is a cat in the window. 2. There are a few changes in the text. 3. There are plenty of glasses in the cupboard. 4. There were a lot of people at the stadium. 5. There isn't anything on the plate. 6. There wasn't anybody in the room. 7. There are difficult exercises in this book. 8. There is something on the shelf. 9. There will be some interesting programmes on TV tomorrow. 10. There are several empty seats in the room. 11. There weren't any pears on the plate.

Ex. 3. (A, B) Translate into English.

A

1. В этом журнале много интересных статей. 2. В нашем городе много музеев и театров. 3. В этой комнате есть телефон? 4. В этой комнате два окна. 5. В чашке не было чая. 6. Сколько статей было в этом журнале? - Там было несколько статей. 7. Сколько студентов в аудитории? - Двадцать. 8. Рядом с нашим домом будет парк.

9. На этой улице была школа? 10. На столе лежит несколько книг.

B

1. Рядом с нашим домом есть школа. Школа находится рядом с нашим домом.
2. В городе несколько театров. Театры находятся в центре города. 3. В вазе стояли цветы. Цветы стояли в красивой вазе. 4. В театре много детей. Дети сейчас в театре. 5. Существует несколько способов решения этой задачи. Способы решения этой задачи приведены на странице.

Theme 5. English Tenses Active. Present/Past/Future Indefinite.

Answer the questions, using "my-mine", "her-hers", etc.

Model: This book belongs to me. This is *my* book. The book is *mine*. 1. Do these shoes belong to your husband? 2. Will this new flat belong to them? 3. This umbrella doesn't belong to you, does it? 4. These books belong to us, don't they? 5. Do these things belong to him or to her?

Use the absolute form of the possessive pronoun in brackets. Translate the sentences into Russian.

Model: The pleasure was all (my). The pleasure was all *mine*.

1. Our house is in that street. (His) is round the corner. 2. It was through no fault of (her). 3. You can very well do without my help but not without (their). 4. Her handbag is on the chair. (My) is on the sofa. 5. (Our) was the last turn.

Task 1. (A, B) Put the verb in brackets into the Present Indefinite.

1. Oscar Wilde and Bernard Shaw (be) the most witty British writers. 2. Fishermen often (tell) tales about their catches. 3. Their children (go) to a private school. 4. Little Amanda (collect) all sorts of toy-pigs. 5. My father (like) a lot of milk in his tea and a few lumps of sugar. 6. Anything that he (say) (be) worth listening to. 7. We usually (spend) our holidays in Spain. 8. My English friends (live) in a nice house that (stand) on a hill that (overlook) lake Windermere, which (be) in the Lake District. 9. What this sentence (mean)? 10. I (live) in Tver, which (be) my native town. 11. My brother (sing) in Italian opera. 12. My sister (have) a good appetite and she always (eat) heartily. 13. Let's go outside. It (be) terribly hot in the house. 14. What you (see) over there? 15. In England the traffic (keep) to the left but on the Continent it (keep) to the right. 16. This map (be) the largest that we (have). 17. They often (come) to see me in my town house. 18. The twittering of birds in the trees in spring (be) a pleasant sound.

Task 2. Answer the questions using the Present Indefinite.

1. What time do you go to the Institute? (generally, usually) 2. What do you do on Sunday mornings? (often) 3. How do you spend your leisure time? (usually, occasionally) 4. What sort of radio program do you listen to? (usually, often, always) 5. How do you help your parents? (always, sometimes, usually) 6. What sort of films do you enjoy? (nearly always) 7. Where do you read for your examinations? (normally, sometimes) 8. Where do you have your meals? (usually, sometimes) 9. What do you take if you have a headache? (generally, usually) 10. How do you celebrate your birthday? (nearly always, occasionally)

Past Indefinite Tense.

Task 1. Put the verb into the correct form. All the sentences are past.

I didn't go (not/go) to the park yesterday because the weather wasn't (not/be) very good.

1. I _____ (not/have breakfast) this morning because I _____ (not/have) time.
2. We _____ (not/buy) anything because we _____ (not/have) any money.
3. _____ (not/sleep) because I _____ (not/feel) sleepy.
4. She _____ (not/be) interested in the book because she _____ (not/understand) it.

Task 2. Translate into English using the Past Indefinite Tense.

1. Мы начали этот опыт на прошлой неделе. 2. Они вернулись домой в 7 часов вечера. 3. Мы решили послать это письмо вчера. 4. Кому вы отдали эти журналы? 5. Вчера я встретил Стива в библиотеке. 6. Когда вы его видели в последний раз? — В прошлый вторник. 7. В прошлом году мы не изучали французский. Мы изучали английский. 8. В котором часу вы начали работать вчера? — После обеда. У нас было мало работы. 9. Погода была хорошая, и мы с друзьями пошли в парк. 10. Где вы были час тому назад? 11. Я встретил ее позавчера, и она рассказала мне об этом

Put the verb in brackets into the Present Indefinite and the Future Indefinite.

Test 1.

1. When he (call) I (give) him a piece of my mind. 2.1 (be) at home if you (need) anything. 3. They (be) in the gallery if you (decide) to speak to them. 4. If they (want) your advice, they (get) in touch with you. 5. If you (have) anything to report, put it in writing and send it to me.

1.1 (write) you about it when I (have) time. 2. He (wait) until they (send) for him. 3. He (be) all right when this (be) over. 4. I'd like to ask you a few more questions before you (go).

c. 1.1 (not know) when they (come) to see us. 2. Ask him if he (stay) for dinner. 3.1 (wonder) if we ever (see) each other again. 4.1 (be) not sure if they (be) in time. 5. He can't tell us when the motor (start).

Test 2.

1. When the weather (get) warmer, I (start) practicing again. 2. "Come in," she said. "I (see) if he (be) at home." 3. Come and see me when you (come) up to town and we (talk) everything over. 4. If my friends (come) in, please ask them to wait in the picture gallery. 5. He (want) to know if you (be) free tomorrow morning at 10.00. 6.1 (wonder) when they (write) to us. 7.1 (be) down at your office at 12 tomorrow. 8. When things (get) a little more settled, we (come) to see you. 9. They can't tell me when they (be) free. 10. Go straight on till you (come) to a fountain at the corner of the street; then turn left and you (find) this shop on your right. 11. When you (come) to the main road remember to stop and look both ways before you (cross). 12. Ask them when they (move) to a new flat. 13. "I want to get to the bottom of the valley." - "You must be careful when you (go) down because the slope of the hill (be) very slippery." 14. "I (be) glad when I (get) to the top!" 15. He doesn't say when he (come) back. 16. "Give this message to your teachers as soon as you (come) to school," said his mother. - "All right," said the boy running out. - "I (be) sure it (be) still in his pocket when he (get) home tonight," said his father. 17. If the patient (continue) to improve we (transfer) him to another ward. 18. "I (buy) some pot plants." - "When you (buy) them?" - "The florist (bring) them. Perhaps he (bring) them in the afternoon." 19. If you (look) at them, don't smile. 20. Before we (talk) about it, I'd like to show you something.

Present/Past/Future Continuous.

Answer the questions using the words in brackets.

Example: Are you drawing? (write a story)

- No. I'm not. I'm writing a story.
- 1. Is he writing a letter? (watch television)
- 2. Are you reading Byron's poems? (learn them by heart)
- 3. Is Dad smoking in his study? (read a newspaper)
- 4. Are they listening to the radio? (talk with a friend)
- 5. Are you hurrying to work? (go home)
- 6. Is Joan playing the piano? (listen to a concert)
- 7. Are you working on your essay? (write a film script)
- 8. Is she washing up? (cook)

Answer the questions using the words in brackets.

Example: What are you doing? (daydream)

- I'm daydreaming.
- 1. Why is Father making such a terrible noise? (teach the dog to bark)
- 2. What are you doing with the scissors? (cut out a dress)

- Where are you hurrying to? (run to catch my bus)
- What are you doing in this shop? (buy a mink coat)
- Why are you leaving so soon? (go to the University)
- Why is she playing the violin so late? (rehearse for a concert)
- Why are the children listening so attentively? (listen to a favourite fairy tale)

Answer the questions using when and the verb of the subordinate clause in the Past Continuous Tense.

Example: When did she meet Helen? (walk along the street)

She met Helen when she was walking along the street.

- When did you catch that cold? (skate on a frosty day)
- When did he write those nice poems? (have a holiday)
- When did she learn the language? (live in England)
- When did she hear that song? (listen to a concert on the radio)
- When did you buy that book? (read up for my exams)
- When did the boy hurt himself? (ride the bicycle)
- When did Philip lose his camera? (walk about the city)
- When did he ring you up? (have supper)

Put the verbs in brackets into the Past Indefinite and the Past Continuous.

- Mary (play) the piano; John (read); my wife (sew) when suddenly we all (hear) a shout.
- When the doctor (leave) the hospital, he (catch) a glimpse of himself in the glass front door.
- When her father (come) in she (sit) before a red tea-table, finishing a very good tea.
- Next day, while he (shave) he (cut) himself slightly.
- The door of his room (be) open; his mother still (stand) at the window.
- And, smiling to himself, he (begin) to make plans, fantastic plans for the future. He still (smile) when he (walk) up the rock-cut steps.
- (sleep) soundly when the phone (ring).
- We (sit) on our front porch when Mr Smith (drive) up in his new car.
- Crosby (cross) the street when the car (strike) him.
- It (drizzle) when they (come) out of the house.
- When the World War (break), John (live) in Holland.
- It (get) dark and I (suggest) that we should go down.
- John (come) in, (look) at the fire, (stand) a moment, (turn) and (go) away.
- As I (walk) home yesterday, I (meet) a beggar who (ask) me for some money.
- We (come) into the dining-room while our parents (eat) supper.
- She (run) down the stairs and (go) to the library, where her husband (stand) with his mother.
- Mike (raise) his eyes from the book and (look) out of the window. It still (snow).
- We (drive) at about forty miles an hour when the accident (happen).
- You (have) a good time at those parties?
- A fortnight later Holt (fall) and (hurt) himself when he (ride) his motorcycle.
- He (go) into the kitchen and (get) himself a cup of coffee.
- Eric (go) into the library and (sit) down to read the letter. The fire (crackle) merrily in the fireplace, and outside the wind (howl).
- He (take) a cushion, (put) it behind and (lean) back.
- At half past four I (put) on the lights.
- When I (be) a boy, I (want) to be an actor.
- While he (wait) to cross Fifth Avenue, a man standing beside him (cough) painfully.
- She (draw) aside the curtains and (look) out into the Square. Two cats (stand) in the light of a lamp - narrow, marvellously graceful.
- When I (hear) his knock I (go) to the door and (open) it, but I (not/recognize) him at first because I (not/wear) my glasses.
- When they (walk) up the street together they (begin) to talk.
- Your telegram (come) just as I (leave) home.
- John (talk) with his boss when I last (see) him.
- When he (arrive) home, he (go) straight to the sitting room and (take) off the picture.

Answer the questions in the Future Continuous Tense, using the given suggestions.

Example: What will he be doing tomorrow afternoon ? (drive to the seaside) He will be driving to the seaside.

- What will she be doing on Sunday? (make a dress)
- What will you be doing at this time next week? (bathe in the Black Sea)
- What will grandfather be doing when we arrive? (work in the garden)
- What will he be doing at the University for five years? (study law)
- What will they be doing at this time tomorrow? (fly to Kiev)
- What will she be doing at the concert tonight? (sing Russian folk-songs)
- What will he be doing at this time the day after tomorrow? (interview a foreign delegation)
- What will she be doing next term? (lecture at the Institute of Foreign Languages)

Translate into English.

1. Мы не должны опаздывать. Они будут беспокоиться. 2. Мы сегодня идем в кино. Вы будете сидеть рядом со мной. 3. Нам нужно вернуться в 10 часов. Мама будет ждать нас. 4. "Вы будете обедать со мной в понедельник?" - "Я бы очень хотел, но боюсь, что в это время я буду сдавать экзамен." 5. "Что они будут делать, когда мы приедем домой?" - "Я думаю, они будут читать." 6. "Я недостаточно хорошо себя чувствую, чтобы ехать в аэропорт и встречать Элис." - "Я встречу ее. Скажите, как я ее узнаю?" - "На ней будет ярко-зеленый костюм." 7. Интересно, что мы будем делать через год и будем ли мы еще встречаться друг с другом. 8. "Мой сын в будущем году будет в девятом классе." - "Значит, моя мама будет учить его английскому языку." 9. Не говорите ей об этом, через минуту она будет плакать. 10. "Что вы будете делать в это время в следующую пятницу?" - "Как всегда, буду работать в саду."

Present/Past/Future Perfect

Present Perfect

Task 1. Put the verb in brackets into *the Present Perfect*.

1.1 don't know this girl. I never (meet) her before. 2. "Where is Mother?" - "She just (go) out." 3. "Don't you know what the film is about?" - "No, I (not/see) it." 4. Don't worry about the letter. I already (post) it. 5. "Is he a good teacher?" - "Oh yes, he (help) me a lot." 6.1 know London perfectly well. I (be) there several times. 7.1 can't find my umbrella. I think, somebody (take) it by mistake. 8. "Do you speak Spanish?" - "No, I never (study) it." 9. "Do you know where they have gone?" - "No, they (sell) their house and (not/leave) their new address."

Task 2. Put the verb in brackets into *the Present Indefinite* and *the Present Perfect*.

1. Look! They (stop). 2. I (want) to see you. I (not/see) you for ages! 3. "What (be) your name?" - "My name (be) always Cole." 4. "You (read) this book?" - "Yes." - "What you (think) of it?" 5.1 (not/be) to a zoo before. It (be) a nice feeling to go somewhere you never (be) before. 6. "You (know) Nick?" - "Yes." - "How long you (know) him?" - "I (know) him for 10 years." 7. There (be) a lot of things I (want) to do for a long time and I (not/do) them. 8. You (realize) we (know) each other for quite a period of time now? And this (be) the first occasion you (ask) me to come with you. 9. "You (know) the girl who just (leave) the shop?" - "Yes, that (be) Bella York." - "She (be) a customer of yours?" - "Not, exactly. She (be) here several times, but she never (buy) anything." 10. Come in, I (be) awake since sun-up. 11.1 (not/see) your pictures for a long time. Can I look round? 12. It'll be good to see him again. How long he (be) away? It (seem) ages. 13.1 (know) you nearly all my life, but I never (see) you so excited about anything.

Task 3. Open the brackets using *the Present Indefinite*, *the Present Continuous*, *the Past Indefinite* or *the Present Perfect Tense*.

1. In the morning, coming downstairs, Rosemary (see) Tony lying in the sitting room: What you (do) here? -1 (sleep) here. -1 am sorry we (take) your room. 2. He's a night watchman. He works at night and (sleep) in the daytime. It's noon now, and he still (sleep). 3.1 first (meet) Richard a month ago, and I (meet) him several times since then. 4.1 usually (go) to bed before midnight. 5. I (sit) here all night and I swear I (not/doze) for a moment. 6. What's your brother doing? - He (play) tennis with our neighbour, they (play) it every day. 7. He wants to buy a car, but first he must learn how to drive, so he (take) driving lessons. 8. I (write) to my parents a fortnight ago, but I've not had a reply, so I just (write) again.

Past Perfect

Use *the Past Perfect Tense* of the verbs given in brackets to complete the sentences.

Example: When John and I got to the river, the boat race (start already) *had already started*.

1. When she went to bed, she remembered that she (not/switch off the light) _____
2. She felt tired because she (walk a lot/that day) _____
3. She went for a holiday after she (pass the exams) _____
4. I didn't know what to do when they (show/me/the picture) _____
5. I didn't look at the present until after she (go) _____
6. I was very sorry to hear that he (die) _____
7. He didn't start speaking until the children (leave/the room) _____
8. When I met Helen, I understood why Bill (marry her) _____
9. He understood the book only after he (read it/again) _____

Put the verb in brackets into the Past Indefinite, the Past Continuous and the Past Perfect.

1. He (close) the window and (sit) in his armchair, reading a newspaper. 2. When I (arrive) the lecture already (start). 3. The rain (stop) and the sun (shine) brightly. 4. Unfortunately when I arrived Ann just (leave), so we only had time for a few words. 5. I (watch) his eyes pretty closely while we (exchange) these remarks. 6. When we (reach) the field, the game already (start). 7. He suddenly (realize) that he (travel) in the wrong direction. 8. When I (look) for my passport, I (find) this old photograph. 9. You looked very busy when I saw you last night. What you (do)? 10. He (not / be) there five minutes, when the storm (begin). 11. He (not / allow) us to go out in the boat yesterday as a strong wind (blow). 12. I (call) Paul at 7.00 but it wasn't necessary because he already (get) up. 13. When I (hear) his knock I (go) to the door and (open) it, but I (not / recognize) him at first because I (not / wear) my glasses. 14. When he (seal and stamp) the envelope, he (go) back to the window and (draw) a long breath. 15. I (see) you yesterday from the bus. Why you (use) a stick? - I (use) it because I (hurt) my leg that morning. 16. We (return) home at nightfall and we (be) very glad to get home again, but we (have) a wonderful day. 17. As they (walk) along the road they (hear) a car coming from behind them. Tom (turn) round and (hold) up his hand. The car (stop). 18. When I (arrive) at the station Mary (wait) for me. She (wear) a blue dress and (look) very pretty. 19. When I (see) him he (paint) a portrait of his wife. 20. While he (water) the flowers it (begin) to rain. 21. While I (say) goodbye to the rest of the guests Isabel (take) Sophie aside. 22. The men (say) that they (work) on the road outside my house and that they (want) some water to make tea.

Future Perfect

Answer the questions in the Future Perfect Tense, using the words in brackets.

Example: Will you still be busy if I call you at six? (finish) Oh, no, we *will have finished* by that time.

1. Will they still be staying at the hotel tomorrow? (move to their new house)
2. Will you be discussing the plan at 2 o'clock? (make a decision)
3. Will your students be writing a test at ten in the morning? (finish)
4. Will your brother still be a student next autumn? (graduate)
5. Will you still remember me in five years? (forget)
6. Will he be at home on Saturday? (leave for Scotland)
7. Will she be expecting your call tomorrow morning? (receive my letter)
8. Will you be having a lesson when I come home? (go to the swimming-pool)

Translate into English using the proper forms of the verbs.

Завтра миссис Коллинз посетит школу своего сына Ника. Когда она придет туда в два часа дня, он будет играть в игры, но это неважно, потому что сначала она пойдет к его учителю. К тому времени, когда они закончат разговор, урок закончится, и Ник примет душ и будет готов идти с мамой домой. Через два часа Ник сделает уроки и будет свободен. Когда я приеду к ним, Ник с родителями будет обедать. После обеда мы будем играть в компьютерные игры. К тому

времени, когда мы перестанем играть, миссис Коллинз приготовит кофе. Мы будем сидеть в гостиной и пить горячий кофе. Потом я отправлюсь домой.

Theme 6. The Perfect Continuous forms.

1. Put the verb in brackets into the Present Perfect Continuous.

1.1 (work) on this problem for two months. 2. She (sleep) all this time? 3. You (talk) this nonsense all day long. 4. "Any news about your latest project?" - "I just (tell) about it." 5. He says he (not/feel) well for the past week. 6. You are red all over. How long you (lie) in the sun today? 7. I (try) to get you all day, George! 8. I (not/sleep) well for months. 9. We (see) each other regularly since the party at Helen's. 10. "Jack isn't working now." - "He (not/work) for years."

2. Make up sentences using the Present Perfect Continuous.

Example: Suzy is in her riding boots, (she/ride) - She has been riding.

You are dirty all over. What (you/do) - What have you been doing?

1. Have a rest now. (you/work too hard/latelly) _____
2. You are shivering, (you/stand/in this cold/long?) _____
3. Her hands are red and wet. (she/scrub/the floors/for three hours) _____
4. The children are quite voiceless, (they/sing at the top of their voices/since morning)

3. Translate into English.

1. Ты давно меня ждешь? 2. Вы опять дрались? 3. Как давно у вас болит нога? 4. Он занимается уже три часа. 5. Я учу испанский с сентября. 6. Анна ищет работу шесть месяцев. 7. Мой брат курит десять лет. 8. Они работают в Манчестере с 1 марта. 9. Какой глубокий снег! Сколько времени шел снег? 10. У тебя глаза красные. Ты плакала? 11. С какого возраста ты играешь в шахматы? 12. Как давно вы живете в этом городе?

4. Put the verbs in brackets into the Present Perfect or the Present Perfect Continuous Tense.

1. We (meet) before? 2. I often (see) his name in the papers this year. 3. I (try) to catch the waiter's attention for about 15 minutes now. 4. She (study) English for a year and (learn) many words and expressions. 5. I (not/hear) about him since yesterday. 6. I (look) for him since I finished my lesson but I (not/find) him. I (be) to his office and to the laboratory but he isn't there. 7. "Hello, Sven. You (see) Alex yet?" - "No, I (not/be) to the shop floor today. I (talk) on the phone to our clients all morning." 8. I (be) up here since about six. I (wander) around for hours. 9. I (come) to you to invite you for a ride in the car. 10. I expect these young men (inform) you who I am. 11. I really don't know what you (do) there all this time. 12. I (love) you ever since I first saw you. 13. And that's where they (stay) ever since.

5. Put the verb in brackets into the Past Perfect Continuous.

1. Clouds (gather) all day and now rain came down in sheets. 2. "I'm coming all right," said Mr Dillinger, who (shiver) for the last ten minutes. 3. I realized that he had come away with me in order to discuss once more what he already (discuss) for hours with his sister-in-law. 4. I slowly released a breath and only then realized that I (hold) it for some time.

6. Put the verb in brackets into the Past Indefinite, the Past Perfect and the Past Perfect Continuous.

1. When I (leave) home, the snow already (stop). 2. It (be) 6 p.m. and Jack (be) tired because he (work) hard all day. 3. He clearly (listen) to our conversation and I (wonder) how much he (hear). 4. She (say) she (teach) at this school for twenty years. 5. He (say) he just (finish) the book he (read) all

this time. 6. The postman (come) after lunch and (bring) me a letter which I (expect) for a long time. 7. It (rain) since the morning, and the fields (be) quite muddy.

Theme 7. The sequence of tenses. Direct and indirect speech.

1.Explain how the rules of the Sequence of Tenses work in these clauses. Translate the sentences.

She called my mother to say that they had just got a telegram from Boston announcing that Henry's brother had been married in Germany. 2.1 knew she was itching to tell me what had happened. 3. He knew that his mother would think he was seriously ill and would probably speak to the teacher. 4. He wanted to return to the house to see how Billy was doing and tell him that he would be going out to California in two or three days. 5. Rudy decided that he would have to tell Bogart that it was impossible for him to appear before the board the next day, but that he would offer to do so any other day.

2.Use the required tense-aspect forms in the following sentences, observing the rules of the Sequence of Tenses, where necessary.

1. When I went into the office next morning I already (to formulate) my plan. 2. Well, I don't think I ever (to see) you before. 3. She ended by saying that she (to think) she (to make) a mistake. 4. She knew what (to go) on in their minds. 5. So I went into the living room, where my aunt already (to wait) for me. 6. She telephoned her husband to the office to say that her brother (to return) from abroad. 7. An old friend rang up to ask how Elizabeth (to feel), and whether she (can) go with his wife to the concert on Sunday morning. 8. Most of the trees already (to put) out their leaves and there were buds everywhere. 9. He remembered that he (not to see) Lily for three weeks. 10. She hadn't yet figured out what she (to be) going to do and she (to hope) to be able to wait a little. 11. It was possible that Jack (to hang) around. 12. Everybody thought they (to live) in happiness for nearly thirty years. 13. She didn't know why she (to invent) suddenly the story.

3.Translate into English.

1.Я думал, что ты занят. 2. Мы сказали, что хотели пойти в оперу. 3. Мы надеялись, что вы умеете плавать. 4. Она заявила (announce), что хочет идти с нами. 5. Том спросил, сколько раз в неделю мы занимаемся английским. 6. Врач сказал, что я должен остаться дома. 7. Мне было жаль, что ему пришлось остаться дома. 8. Она сказала, что любит исторические романы. 9. Я не знал, что он живет на этой улице. 10. Петр сказал, что музей сегодня закрыт. 11. Я думал, что моя сестра хорошо их знает. 12. Он решил, что его товарищи все еще играют в шахматы. 13. Она сказала, что они обычно встают в 8 часов. 14. Я не знала, что вы тоже любите музыку.

Direct and indirect speech.

4.Change the following sentences into Indirect Speech.

1. Jack told his father, "I hope to pass the examination." 2. Henry said to me, "The teacher is listening to us." 3. Bob said to Tom, "I made no mistakes in the last dictation." 4.1 told the policeman, "I saw the thief in the garden." 5. He said, "I haven't read many English books." 6. Jack's father said to him, "You haven't cleaned your shoes." 7. Mary said, "I don't want to wear my old dress." 8. My mother said to me, "I feel very tired, and I have a headache." 9. My friend told me, "We have plenty of time to do our work." 10.1 said to my sister, "I haven't seen my uncle for a long time."

5.Change the following sentences into Direct Speech.

1. My sister said that she hadn't got a watch. 2. The teacher told his students that he was pleased with their work. 3.1 told him that I hadn't seen his brother for a long time. 4.1 told my mother that Henry was studying medicine at the University. 5. She told the grocer that she didn't want any sugar. 6. We told the teacher that we didn't understand his question. 7.1 told the taxi-driver that he was driving too fast. 8. She said that her children were playing in the garden

Theme 8. The Passive Voice

1. Put the verbs in brackets into the *Past Indefinite* or *Past Continuous Passive*.

Model: 1. They (shut) the window. *The window was shut.*

2. A beautiful melody (play). *A beautiful melody was being played.* 1. The student (ask) to tell the story again. 2. Such mistakes (make) by even the best students. 3. A modern tune (play) when we came into the hall. 4. Every morning the workers (tell) what they had to do. 5. The houses (build) of stone, brick and wood. 6. At last the problem (solve) to everyone's satisfaction. 7. A new museum then (open). 8. A week ago two students of our group (choose) for jury service. 9. A special rule (make) for students to be taken to the University. 10. Last Friday he (meet) at the railway station. 11. When Tom was young, he (teach) two languages.

2. Express the following sentences in the *Passive*. Do not mention the subjects of the active verbs. The first sentence has been done for you.

Example: They asked me my name and address.

I was asked my name and address. 1. Someone told us a very funny story yesterday. 2. The people gave him a hearty welcome. 3. They have offered my brother a very good job. 4. The house agents showed us some very nice flats. 5. The secretary didn't tell me the exact time of my appointment. 6. They have never taught that rude boy good manners. 7. The teacher hasn't asked Peter any questions at this lesson. 8. People wished the newly married couple a long and happy life. 9. They never tell me the family news. 10. The examiners didn't give us enough time to answer all the questions. 11. A guide will show the tourists most of the sights of London. 12. He didn't tell me the whole truth.

3. Write the sentences in the *Passive*.

1. Each of the children (receive) a due share of Mrs Gerhardt's attention. The little baby closely (look) after by her. 2. From the clink of dishes one could tell the supper (prepare). 3. The front door of his house (unlock) as he (leave) it. 4. Mrs Fripp (come) to inform her that dinner already (serve). 5. His phrase (greet) by a strange laugh from a student who (sit) near the wall. 6. A note (bring) in, addressed to Eleanor, and (put) on the table to await her. 7. When the door (close), old Jolyon (drop) his paper, and (stare) long and anxiously in front of him. 8. To his knowing eyes the scene below easily (explain). 9. The door (shut) behind him. 10. Finally, his name (call), and the boy (push) forward to her. 11. Finally he (persuade) by Bass to go away. 12. But when autumn (come) the cows (drive) home from the grass. 13. At lunch nothing (discuss) but the latest news. 14. "Will you work on this new job all your life?" The question (ask) with sincere interest. 15. She (tap) on the door. John (open) it. 16. Look! There's nothing here. Everything (take) away.

4. Choose the appropriate adverb.

1. I was (deep, deeply) moved by his words. 2. You must dig very (deep, deeply) to reach the water. 3. He was (high, highly) doubtful about the necessity of that action. 4. The eagle soared (high, highly), it could be (hard, hardly) seen. 5. He had to work really (hard, hardly) to obtain what he wanted. 6. The policeman looked (close, closely) at the suspect. 7. He stepped (closer, more closely) to get a clear view of the picture before him. 8. We have (near, nearly) run out of petrol. 9. There is a big grocery store (near, nearly) our house. 10. We have not heard from him (late, lately). 11. His letter came too (late, lately). 12. This dress is (pretty, prettily) expensive. 13. This little girl is very (pretty, prettily) dressed. 14. He passed by her window singing (loud, loudly). 15. He doesn't speak (loud, loudly) enough for everybody to hear. 16. I'm afraid you will have to pay (dear, dearly) for your silence. 17. They all loved him (dear, dearly). 18. The house was full of light; the gate of the courtyard stood (wide, widely) open. 19. Nabokov's works are (wide, widely) known throughout the world. 20. "Open (wide, widely)," he said and put a small piece of cake into her mouth.

5. Translate the adverbs in brackets into English.

1. She stared at us with (широко) open eyes, but remained silent. 2. I am (глубоко) concerned about his lack of interest in our business. 3. He was (справедливо) accused of violating the rules. 4. We examined these animals very (тщательно). 5. The plant stood (близко) to the lake. 6. The man pulled (сильно) at the chain. 7. The rain was pouring so (сильно) that we could (едва) see the boat sailing up to the shore. 8. The contribution of this scientist to the progress of physics is (высоко) valued. 9. (Вскоре) after the war they started reconstructing the ruined palace. 10. Only her face, full of rapture,

stood out (ясно) in his memory. But the events of that evening he remembered (более смутно). 11. When he walked, he usually held his head (высоко). It was (трудно) to guess how his pride suffered. 12. She called him (громко) and (долго) but he didn't come. 13. It is (легче) to do everything myself than to make you do things

Theme 10. The Gerund

1. Fill in the blanks with prepositions where necessary.

(A)

1. She only succeeded ... blocking the way. 2. She showed no intention ... leaving. 3. There is no point... staying. 4. He did not object... being examined. 5. I was not used ... driving a big car through crowded streets. 6. She was surprisingly clever... finding out things. 7. How can I prevent her... going there? 8. I was thinking at the time ... selling the place. 9. I can find that out... asking. 10. After all I'm personally responsible ... bringing you back safe and sound. 11. They positively insisted ... visiting all the rooms. 12. What are your reasons to accuse her ... taking the papers? 13. Everything depends ... being on the spot. 14. I thanked him again ... lending me the car.

(B)

1. Jones insisted ... shaking hands. 2. I take all the blame ... not seeing further than my nose. 3. Unfortunately I haven't succeeded ... making much impression on you. 4. He made a point... never sounding disappointed. 5. His mission had very little to do ... winning the war. 6. He had never had much difficulty ... getting jobs. The trouble had always been ... keeping them. 7. She thanked him ... taking her out. 8. He did not object... seeing Francis. 9. I shall look forward ... seeing your book. 10. I thought... taking a trip up the Scandinavian coast. 11. Jack hesitated, then decided ... talking. 12. I told him that we were about to be turned out of our flat... not paying the rent. 13. Quite late, when he was on the point... going

2. Open the brackets using the correct form of the Gerund.

1. He remembered (cross) the road, but he didn't remember (knock down). 2. I am still hungry in spite of (eat) four sandwiches. 3. He got into the house by (climb) through a window, without (see) by anyone. 4. He woke up at 7 a.m. in spite of (work) late. 5. He complained of (give) a very small room at the back of the hotel. 6. The little girl isn't afraid of dogs in spite of (bite) twice. 7. The baby went to sleep a few minutes after (feed). 8. The little girl never gets tired of (ask) her mother questions, but her mother often gets tired of (ask) so many questions. 9. Mary was pleasantly surprised at (choose) to fill that vacancy. 10. I always treat people politely and I insist on (treat) politely. 11. The boy was very thirsty in spite of (drink) a big cup of tea.

Theme 12. The use of the subjunctive mood. Conditional Sentences

Compose sentences according to the model. Use *but for* + noun/pronoun

Model: I don't want to tell you this, but I promised to. *But for my promise, I wouldn't tell you this.*

He didn't die. The operation saved him. *But for the operation he would have died.*

1. He wants to go swimming but the water is cold. 2. He couldn't see us off as he was busy at the office. 3. She wasn't alone in the house, her husband was asleep in his room. 4. I want to go but I have an examination tomorrow. 5. In the end he went to see the doctor. His wife made him do it. 6. It began to rain and we didn't go for a walk. 7. We couldn't have a picnic. The weather was too bad. 8. Of course I want to help you but I have a conference today. 9. He had a good guide so he could see all the sights. 10. You can't prepare the contract because the computer is out of order

Образцы компетентностно-ориентированных заданий

Мини-кейс

A Political March

The class is divided into three teams. Students have to imagine they are taking part in a political march. One group is going to support and vote for their candidate Mr. Present Perfect; another group is going to support and vote for a different candidate Mr. Past Simple. Each group is to come up with slogans (usually the number of slogans equals the number of students involved) in favor of their candidate, pointing out to the personality traits that are to attract their electorate. Their slogans should be persuasive and to the point. Group three is listening and watching. When the two groups are done with their slogans, they have to discuss the chances of the candidates aloud and decide which candidate they are going to vote for, explaining why (that is, repeating some of the slogans that appealed to them most).

Goal: To demonstrate the knowledge of the Past Simple / Present Perfect and focus on the key words / ideas associated with the use of the tenses.

Material: The Present Perfect and Past Simple theory.

Example:

- Mr Past Simple is very *decisive*! He is not afraid of *different circumstances*.
- Vote for Mr Past Simple. He is *consistent* in all he does. He is *attentive* to all *details*!
- Mr Present Perfect is very *friendly* – he likes to open up conversations!
- Vote for Mr Present Perfect! He is a *reliable* person as you can always see the *results* of his actions!

2. Индивидуальное творческое задание

An Epitaph

The teacher starts by explaining that an epitaph is a short piece of writing about someone who is dead, often carved on their grave. Then students are asked to write down an epitaph in memory of a dead animal, using the phrase *used to* + *infinitive*. Not to concentrate on the negative connotation the teacher gives a list of funny animals rarely kept as pets, such as: snake, chicken, donkey, hedgehog, mule etc.

Goal: To demonstrate the use of a sentence pattern with the modal phrase *used to*.

Material: The Past Simple theory.

Example: An honest friend lies here at rest.

She *used to catch* rats and mice as best.

She *used to be* faithful and loving.

My tears will never stop running.

Комплект заданий для контрольной работы

По дисциплине «Практическая грамматика английского языка»

Образец комплексной контрольной работы

1. Complete with appropriate forms of the verbs in brackets. You will need to use a range of past and present tenses.

Ask hundreds of people what they (1)____(do) on a certain day in August next year, or the year after, and there (2)____(be) only one reply. Providing of course that the people you (3)____(ask) (4)____(belong) to the Elvis Presley Fan Club. Although the King of Rock and Roll (5)____(die) nearly two decades ago, these fans (6)____(meet) every year since then outside his home in Memphis, Tennessee, to show respect for the singer they (7)____(love) so much. A girl named Jean, a fan of his from South East London (8)____(visit) Gracelands, the house where Elvis (9)____(suffer) his fatal heart attack, twice in the past five years. “The first time,” said Jean “I (10)____(borrow) the money from my mum, as I (11)____(not/work) then. But two years ago I (12)____(get) married and since then I (13)____(work) in my husband Chris’s garage. Chris and I (14)____(go) together last year, and we now (15)____(think) of spending two or three months in the USA next year. I (16)____(always/want) to visit some of the places where Elvis (17)____(perform) like Las Vegas for example.” Jean says that Elvis (18)____(be) her obsession ever since she (19)____(be) ten years old, and she (20)____(own) every single one of his records, good and bad.

_____20 points

2. Transform the following sentences using the words given so that they have a similar meaning to the first sentence. Use 2-5 words in total.

E.g. (is) Her baby will be born in October. – She _____a baby in October.

She **is** going to have a baby in October.

1. (shall) Mrs. Taylor, do you want me to hand out the copies? – Mrs. Taylor, _____the copies?

2. (provided) Sam will go scuba diving only if the weather is good. – Sam will go scuba diving _____good.

3. (prepared) I will have dinner ready by the time your parents arrive. – I_____ by the time your parents arrive.

4. (be) May I use your car tomorrow at 10 a.m.? – Will _____ your car tomorrow at 10 a.m.?

5. (used) When he was younger he went to the cinema every week. – When he was younger he

___ the cinema every week.

6. **(first)** I haven't tasted Chinese food before. – This _____ Chinese food.

7. **(had)** After walking for a mile, they realized that someone was missing. – They ___ for a mile when they realized that someone was missing.

8. **(always)** John never stops criticizing my friends. – John _____ my friends.

9. **(am)** I have arranged to have dinner with Jerry tonight. – I _____ with Jerry tonight.

10. **(cost)** How much is the green jacket, Sir? – How much _____, Sir?

_____10 points

3. Transform the following active constructions into passive ones.

1. They can refer to these figures.

2. People expect you to perform well.

3. Everybody is reading this book now.

4. Dad has given me a new doll.

5. They will take the house down next week.

6. The teacher dictated a new rule to us.

7. The engineer explained how to use this machine.

8. His physician told Brian the best way to lose weight.

9. They haven't lived in this house for a while.

10. What do you call it?

_____10 points

4. Translate into English:

1. Не успел я войти в дом, как услышал знакомый голос.

2. Я ждала, пока он закончит говорить. Потом заговорила я.

3. Мы вышли на улицу. Дождь уже прекратился, но дул сильный ветер.

4. Прежде чем он сел ужинать, он принял таблетку.

5. Дети поиграли в видеоигру двадцать минут, а потом пошли на улицу.

6. Он сказал, что устал, так как работает весь день.

7. Друзья не виделись с тех пор, как учились в школе.

8. Что ты сказал? Я не услышал твой вопрос.

9. Я жду тебя в офисе. Я сижу здесь уже 20 минут.

10. Когда ты поймешь меня, я поговорю с тобой.

_____10 points

Задания для письменной контрольной работы

Образцы словарного диктанта

(1) arise, awake, be, bear, beat, become, begin, bend, bet, bind, bleed, blow, break, bring, broadcast, build, burn, burst, can, catch, deal, dig, eat, fall, feed, get, grow, have, hear, hide, hit, lend, lie, light, mean, meet, pay, put, read, ride, say, sell, sew, shake, shed, show, shrink, swing, take, tell, throw, understand, wake, wear, weep, wind, write.

(2) Subject, object, predicate, adverbial modifier, predicative, preposition, conjunction, link verb, adverb, noun, pronoun, adjective, clause, of time, of condition, of concession, of reason, of result, of manner, of attendant circumstances, of cause, of time, parallel increase, of parallel decrease, main clause, subordinate clause, adjuncts, relative clause, defining clause.

Образцы заданий на письменный перевод

В этой комнате невозможно дышать. Здесь кто-то курил. В следующем месяце будет 24 года, как я работаю на эту компанию. Там не был родительском доме, с тех пор как был ребёнком. Завтра профессор Крейг будет читать лекцию о первой мировой войне. Детям понравился зоопарк. Они никогда не видели диких животных. Смотри! Она вот-вот упадёт в обморок. С тех пор как я живу здесь, я завёл себе много друзей. Не проговорили они и часа, как наступили сумерки. В этой семье за детьми будут хорошо присматривать. Она погостила у Смитов 3 дня и в начале следующей недели уехала в Ричмонд. Извините, я не расслышал ваш вопрос. Привет, Джек, где ты был? - Я был в опере. - Тебе понравилось? Когда ты получил водительские права (drivinglicence)? - Когда мне исполнилось 18 лет. Надеюсь, ты передумаешь ко вторнику. Я не вижу твоего брата последнее время. Он уехал? Едва я закрыл книгу, которую читал с утра, как зазвонил телефон. Я купила масло и муку, буду печь блины. Мы убрали квартиру, после того как гости ушли. Когда я впервые приехал в этот город, строились новая публичная библиотека и больница. Тому объяснили, как пользоваться новым и аппаратами.

Образцы тестовых заданий

1. Match the words and phrases in group A with the words in group B to form compound

nouns:

Group A: web, security, shopping, brother, best, mobile, bank, passer, police, traffic, film, garden.

Group B: guard, site, in-law, jam, station, phone, by, centre, tool, robber, director, seller.

2. Correct the mistakes in the following sentences:

1. I need some informations. 2. We had a lovely weather. 3. The furnitures are very old. 4. I am looking for a new jeans. 5. Your hairs are getting very long. 6. Do you have a scissors? 7. We had a lot of homeworks yesterday. 8. Do you think she is making a progress with her English? 9. Your advices are very useful. 10. These trousers is too small.

3. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.

You must use between three and seven words, including the word given. __

If you don't criticise his work, he'll never improve. (UNLESS)

He'll never improve _____ his work.

2. You can play in the living room providing you don't make a mess. (LONG)

You can play in the living room _____ a mess.

3. We might need cash on the ferry so I'll take some. (CASE)

I'll take some cash _____ on the ferry.

4. You can get a senior citizen's reduction if you've got a railcard. (PROVIDING)

You can get a senior citizen's reduction _____ a railcard.

5. John never stops criticizing my friends. (ALWAYS)

John _____ my friends.

Методические материалы, определяющие процедуры оценивания достижений запланированных результатов обучения по дисциплине

Методические указания для обучающихся по освоению дисциплины

Для освоения дисциплина «Практическая грамматика английского языка» обучающемуся необходимо:

- 1) Использовать электронные ресурсы по дисциплине.
- 2) Уделять особое внимание работе на практических занятиях: активно участвовать в работе в парах, в дискуссиях, деловых играх, тренингах, добросовестно выполнять предлагаемые преподавателем упражнения и кейсы, проявлять творчество и инициативу.
- 3) Ответственно выполнять самостоятельную работу по дисциплине.

Аудиторная и самостоятельная работа тематически и логически дополняют друг друга.

Тематика проводимых аудиторных занятий продолжается в заданиях для самостоятельных работ, а выполнение последних предусматривает усвоение материала, изучаемого в ходе лабораторных занятий.

Содержание самостоятельной работы студентов по дисциплине должно быть направлено на формирование знаний, владений, опыта творческой деятельности, профессиональных компетенций.

Виды учебных занятий для самостоятельной работы студентов по курсу «Практическая грамматика английского языка»:

1. Выполнение творческих заданий по темам
2. Разработка индивидуальных проектов
3. Подготовка учебного проекта
4. Работа с Интернет-ресурсами
5. Выполнение заданий в электронной системе обучения
6. Участие в обсуждении актуальных вопросов в рамках изучаемых тем на форуме электронной системы обучения

Составитель:

Мерешкова З.И.- доцент Института ИЯ и Р,

« ____ » _____ 2026 г.