


**МИНИСТЕРСТВО КУЛЬТУРЫ, СПОРТА И МОЛОДЕЖИ
ЛУГАНСКОЙ НАРОДНОЙ РЕСПУБЛИКИ**
**ГОУК ЛНР «ЛУГАНСКАЯ ГОСУДАРСТВЕННАЯ АКАДЕМИЯ
КУЛЬТУРЫ И ИСКУССТВ ИМЕНИ М. МАТУСОВСКОГО»**

Кафедра лингвистики и межкультурной коммуникации

УТВЕРЖДАЮ

Проректор по учебной работе

 И.А.Федоричева

29.08 2019 г.

**РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ
ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА**

Уровень основной образовательной программы – бакалавриат

Направление подготовки – 45.03.02 Лингвистика

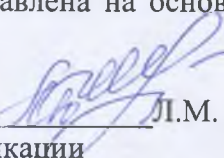
Статус дисциплины – вариативная

Учебный план 2018 года

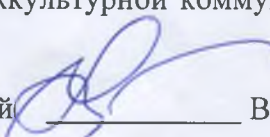
Описание учебной дисциплины по формам обучения

		Очная						Заочная								
Курс	Семестр	Всего час. / зач. единиц	Всего аудиторных час.	Лекции, часов	Практ.(семинарские) занятия, час.	Самост. работа, час..	Форма контроля	Курс	Семестр	Всего час. / зач. единиц	Всего аудиторных час.	Лекции, часов	Практ.(семинарские) занятия, час.	Самост. работа, час..	Контрольная работа	Форма контроля
	Всего	288/8	17/4	-	17/4	114	Экзамен, зачет	Всего		288/8	34	-	34	254	+	Экзамен, зачет

Рабочая программа составлена на основании учебного плана с учетом требований ООП ГОС ВО.

Программу разработала  Л.М. Данина, преподаватель кафедры лингвистики и межкультурной коммуникации

Рассмотрено на заседании кафедры лингвистики и межкультурной коммуникации (ГОУК ЛНР «ЛГАКИ им. М.Матусовского»)

Протокол № 1 от 28.08 2019 г. Зав. кафедрой  В.В. Унукович

1. ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Дисциплина «Практическая грамматика английского языка» входит в вариативную часть блока дисциплин ООП ГОС ВО (уровень бакалавриата) и адресована студентам 1 и 2 курсов (I, II, III семестр) направления подготовки «Лингвистика» ГОУК ЛНР «Луганская государственная академия культуры и искусств имени М. Матусовского». Дисциплина реализуется кафедрой лингвистики и межкультурной коммуникации.

Курс «Практическая грамматика английского языка» занимает основное место в системе профессиональной подготовки будущего филолога, переводчика и преподавателя английского языка.

Преподавание дисциплины предусматривает следующие формы организации учебного процесса: практические занятия и самостоятельная работа студентов.

Программой дисциплины предусмотрены следующие виды контроля: текущий контроль успеваемости в форме:

- устная (устный опрос, доклад по результатам самостоятельной работы и т. п.);
- письменная (письменный опрос, выполнение тестов и т. д.).

И итоговый контроль в форме зачета и экзамена.

Общая трудоемкость освоения дисциплины составляет 8 зачетных единиц, 288 часов. Программой дисциплины предусмотрены практические занятия – 174 часа для очной формы обучения и 34 часа для заочной формы обучения, самостоятельная работа - 114 часов для очной формы обучения и 254 часа для заочной формы обучения.

2. ЦЕЛЬ И ЗАДАЧИ ИЗУЧЕНИЯ ДИСЦИПЛИНЫ

Цель курса практической грамматики – сформировать навыки и умения студентов практически пользоваться языком, как средством общения. В навыках проверяется способность оперировать единицами речи (грамматикой) в языковой деятельности. Показателем сформированности грамматических навыков является быстрота и безошибочность в употреблении грамматики в коммуникативно - ориентировочных упражнениях.

Задачи:

- аналитическое изучение грамматики как системы правил и структур в аспекте их функционирования в речи посредством формирования у обучающихся аналитических и рецептивных грамматических навыков. Студент должен уметь:
 - а) распознавать грамматическую структуру по формальным признакам;
 - б) соотнести структуру со значением;
 - в) дифференцировать ее от омонимичных форм;
 - г) идентифицировать отличные формы, синонимичные по значению (если таковые имеются);
- формирование речевого грамматического навыка, т.е. навыка относительно точного воспроизведения изучаемого явления в типичных для его функционирования речевых ситуациях и развитие его гибкости за счет варьирования условий общения, требующих адекватного грамматического оформления;
- формирование навыков перевода с русского языка на английский, в особенности, навыка многовариантного перевода за счет применения синонимичных грамматических, синтаксических и лексико-грамматических конструкций, а также формирование у студентов четкого представления об адекватности перевода как точном воплощении смысла текста оригинала в грамматически правильной форме языка перевода.

3. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ООП ВО

Дисциплина «Практическая грамматика английского языка» включена в вариативную часть. Данному курсу должно предшествовать/сопутствовать изучение таких дисциплин, как «Практический курс английского языка», «Практическая фонетика английского языка», «Основы языкознания», «Латинский язык».

Изучение дисциплины «Практическая грамматика английского языка» способствует успешному овладению студентами таких дисциплин как «Теория и практика перевода английского языка», «Практический курс английского языка».

В программе учтены межпредметные связи с другими учебными дисциплинами.

4. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Изучение дисциплины направлено на формирование следующих компетенций в соответствии с ГОС ВО направления 45.03.02 Лингвистика

Общекультурные компетенции (ОК):

№ компетенции	Содержание компетенции
ОК-3	владением навыками социокультурной и межкультурной коммуникации, обеспечивающими адекватность социальных и профессиональных контактов
ОК-11	готовностью к постоянному саморазвитию, повышению своей квалификации и мастерства; способностью критически оценить свои достоинства и недостатки, наметить пути и выбрать средства саморазвития
ОК-12	способностью к пониманию социальной значимости своей будущей профессии, владением высокой мотивацией к выполнению профессиональной деятельности

Общепрофессиональные компетенции (ОПК):

№ компетенции	Содержание компетенции
ОПК - 2	способностью видеть междисциплинарные связи изучаемых дисциплин, понимает их значение для будущей профессиональной деятельности
ОПК- 6	владением основными способами выражения семантической, коммуникативной и структурной преемственности между частями высказывания - композиционными элементами текста (введение, основная часть, заключение), сверхфразовыми единствами, предложениями
ОПК- 9	готовностью преодолевать влияние стереотипов и осуществлять межкультурный диалог в общей и профессиональной сферах общения

Профессиональные компетенции (ПК):

№ компетенции	Содержание компетенции
ПК-10	способностью осуществлять письменный перевод с соблюдением норм лексической эквивалентности, соблюдением грамматических, синтаксических и стилистических норм
ПК-12	способностью осуществлять устный последовательный перевод и устный перевод с листа с соблюдением норм лексической эквивалентности, соблюдением грамматических, синтаксических и стилистических норм текста перевода и темпоральных характеристик исходного текста
ПК-26	владением стандартными методиками поиска, анализа и обработки материала исследования

В результате изучения данного курса студент должен **знать**:

- морфологию (части речи, их формы и функции), существительное, глагол, местоимение, прилагательное, частица, союз и т. д.;
- синтаксис (построение предложения и его частей), синтаксические связи слов, общие сведения о предложении, коммуникативные типы предложений, простое предложение, сложносочиненное и сложноподчиненные предложения;
- семантические, морфологические и функциональные характеристики модальных глаголов; безличные формы глагола и предикативные конструкции с ними; категории способа, условный языковой способ его значения и употребления.

уметь:

- осуществлять устное общение в различных ситуациях;
- понимать на слух основной смысл аутентичных текстов;
- читать и понимать аутентичные тексты разных жанров и видов;
- зафиксировать, передать письменно необходимую информацию;
- правильно использовать английский язык в устной и письменной форме;
- владеть функциональными характеристиками грамматических форм.

5. СТРУКТУРА УЧЕБНОЙ ДИСЦИПЛИНЫ

Названия разделов и тем	Количество часов					
	очная форма			заочная форма		
	всего	в том числе		всего	в том числе	
		с	с.р.		с	с.р.
1	2	3	4	5	6	7
Раздел 1. Parts of speech. The Verb Phrase						
Тема 1. The Noun	10	6	4	7	1	6
Тема 2. The Article	8	4	4	5	1	4
Тема 3. The Adjective	6	4	2	7	1	6
Тема 4. The Adverb	6	4	2	5	1	4
Тема 5. The Pronoun	6	4	2	7	1	6
Тема 6. The Numeral	8	6	2	7	1	6
Тема 7. Prepositions	6	4	2	5	1	4
Тема 8. The Verb. Voice, time, tense and aspect	10	6	4	7	1	6
Тема 9. The Present Indefinite. The Present Continuous	6	4	2	6		6
Тема 10. The Present Perfect. The Present Perfect Continuous	6	4	2	7	1	6
Тема 11. The Past Indefinite. The Past Continuous	6	4	2	6		6
Тема 12. The Past Perfect. The Past Perfect Continuous	6	4	2	7	1	6
Тема 13. The Future Indefinite. The Future Continuous	6	4	2	6		6
Тема 14. The Future Perfect. The Future Perfect Continuous	6	4	2	7	1	6
Тема 15. Reported Speech. Sequence of tenses	10	6	4	7	1	6
Раздел 2. Mood. Modality						
Тема 1. The Indicative Mood. The Imperative Mood	6	4	2	7	1	6
Тема 2. The Subjunctive Mood	12	8	4	8	2	6
Тема 3. The use of the Subjunctive Mood. Clauses	12	8	4	7	1	6
Тема 4. Conditional Sentences	14	10	4	10	2	8
Тема 5. Modals	10	6	4	7	1	6
Тема 6. Modal verbs: Possibility. Probability. Logical assumptions	6	4	2	7	1	6
Тема 7. Modal verbs: Permission	6	4	2	7	1	6
Тема 8. Modal verbs: Requests. Offers. Suggestions	6	4	2	7	1	6
Тема 9. Modal verbs: Advice. Criticism	6	4	2	7	1	6
Тема 10. Modal verbs: Necessity. Obligation. Prohibition	6	4	2	7	1	6
Тема 11. Modals with Perfect Infinitive	8	4	4	6		6
Тема 12. To be + Infinitive	6	4	2	6		6
Тема 13. To have + Infinitive	6	4	2	6		6

Тема 14. The verbs with similar meanings to Modals. The Modal words	6	4	2	6		6
Раздел 3. Non-finite Verb Group. Syntax						
Тема 1. The Infinitive	8	4	4	10	2	8
Тема 2. The Gerund	8	4	4	10	2	8
Тема 3. The Participle	8	4	4	10	2	8
Тема 4. The Simple Sentence	6	2	4	9	1	8
Тема 5. Parts of the Sentence	6	2	4	9	1	8
Тема 6. Word Order	6	2	4	6		6
Тема 7. The Compound Sentence	8	4	4	9	1	8
Тема 8. The Complex Sentence	8	4	4	9	1	8
Тема 9. The Compound-Complex Sentence	8	4	4	10		10
Тема 10. The Text. Punctuation	6	4	2	8		8
ВСЕГО часов по дисциплине	288	174	114	288	34	254

6. СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

РАЗДЕЛ 1:

- Тема 1. Parts of speech: Noun.
- Тема 2. Article.
- Тема 3. Adjective.
- Тема 4. Adverbs.
- Тема 5. Pronouns.
- Тема 6. Numerals.
- Тема 7. Prepositions.
- Тема 8. The Verb. Voice, time, tense and aspect.
- Тема 9. The Present Indefinite. The Present Continuous.
- Тема 10. The Present Perfect. The Present Perfect Continuous.
- Тема 11. The Past Indefinite. The Past Continuous.
- Тема 12. The Past Perfect. The Past Perfect Continuous.
- Тема 13. The Future Indefinite. The Future Continuous.
- Тема 14. The Future Perfect. The Future Perfect Continuous.
- Тема 15. Reported Speech. Sequence of tenses.

РАЗДЕЛ 2:

- Тема 1. Modality. The Indicative Mood. The Imperative Mood.
- Тема 2. The Subjunctive Mood.
- Тема 3. The use of the Subjunctive Mood. Clauses.
- Тема 4. Conditional Sentences.
- Тема 5. Modals.
- Тема 6. Modal verbs: Possibility. Probability. Logical assumptions.
- Тема 7. Modal verbs: Permission.
- Тема 8. Modal verbs: Requests. Offers. Suggestions.
- Тема 9. Modal verbs: Advice. Criticism.
- Тема 10. Modal verbs: Necessity. Obligation. Prohibition.
- Тема 11. Modals with Perfect Infinitive.
- Тема 12. To be + Infinitive.
- Тема 13. To have + Infinitive.
- Тема 14. The verbs with similar meanings to Modals. The Modal words.

РАЗДЕЛ 3:

- Тема 1. Non-finite Verb Group: The Infinitive.
- Тема 2. The Gerund.
- Тема 3. The Participle.
- Тема 4. The Simple Sentence.
- Тема 5. Parts of the Sentence.
- Тема 6. Word Order.
- Тема 7. The Compound Sentence.
- Тема 8. The Complex Sentence.
- Тема 9. The Compound-Complex Sentence.
- Тема 10. The Text. Punctuation.

7. СОДЕРЖАНИЕ И ОБЪЕМ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Самостоятельная работа студентов по данному курсу нацелена на развитие лингвистической, межъязыковой, межкультурной компетенций и связана содержательно с практическими занятиями.

СР включает следующие виды работ:

- работа с материалом практических занятий, предусматривающая проработку конспекта занятий и учебной литературы;
- поиск и обзор литературы и электронных источников информации по индивидуально заданной проблеме курса;
- выполнение грамматических упражнений с самоконтролем и/или контролем правильности выполнения задания в аудитории;
- подготовка к практическим занятиям;
- поиск в художественных и публицистических текстах примеров, иллюстрирующих то или иное грамматическое явление;
- составление собственных примеров, иллюстрирующих то или иное грамматическое явление;
- подготовка к самостоятельным и контрольным работам;
- для студентов заочной формы обучения – выполнение контрольной работы;
- изучение материала, вынесенного на самостоятельную проработку;
- подготовка к зачету;
- подготовка к экзамену.

7.1. ТЕМЫ И ЗАДАНИЯ ДЛЯ ПОДГОТОВКИ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ

РАЗДЕЛ 1. PARTS OF SPEECH. THE VERB PHRASE.

Тема 1. The Noun.

1. General Characteristic.
2. Classification.
3. The Grammatical Category of Number.
4. The Category of Case.
5. Nouns borrowed from other languages.

Термины: Morphology, Singularia Tantum, Pluralia Tantum, the Genitive case.

Выполнить:

1. Point out the nouns and define the class each belongs to.
2. State the morphological composition of the nouns.
3. Give the plural of the following nouns.
4. Explain the use of the genitive case.
5. Translate into English, using a noun in the genitive case where possible.

Литература: [1 – P. 14 – 24; 2 – P. 2 – 6; 3 – P. 10 – 22; 224 – 241; 4 – P. 14 – 15; 5 – P. 108 – 115].

Тема 2. The Article.

1. General notion.
2. Use of articles with common nouns :class nouns, nouns of material, abstract nouns.
3. Use of articles with proper nouns: names of persons, geographical names, names of hotels, ships, newspapers and magazines, names of cardinal points, names of months and days.
4. Articles in set expressions.
5. Special difficulties in the use of articles.
6. Omission of the article.

7. Articles with Nouns in the Possessive Case.

Термины: Modified, Apposition.

Выполнить:

1. Fill in articles *a, an or the* where necessary.
2. Insert articles or *some* where necessary (articles with nouns of material).
3. Insert suitable articles where necessary.
4. Say what article is used with the following proper names.
5. Translate into English.

Литература: [1 – P. 25 – 47; 2 – P. 6 – 38; 3 – P. 23 – 29; 242 – 256; 4 – P. 10 – 13; 6 – P. 130 – 167].

Тема 3. The Adjective.

1. General Characteristic.
2. Degrees of Comparison.
3. Comparative Constructions.

Выполнить:

1. State the morphological composition of the following adjectives.
2. Give the comparative and the superlative degree of the following adjectives.
3. Use the appropriate form of the adjectives in brackets.
4. Point out the substantivised adjectives.

Термины: Substantivised, Comparative, Superlative.

Литература: [1 – P. 49 – 52; 2 – P. 38 – 40; 3 – P. 23 – 29; 242 – 256; 5 – P. 121 – 133; 6 – P. 180 – 201].

Тема 4. The Adverb.

1. General Characteristic.
2. Formation.
3. Degrees of Comparison.
4. Classification.

Термины: Irregular forms.

Выполнить:

1. Fill in the blanks with the correct comparative and superlative forms.
2. Complete the sentences.
3. Rephrase the following sentences using the words in bold type.
4. Supply the missing forms of the adjectives and adverbs.

positive			well				
comparative	further				worse		older
superlative		eldest		best		last	
positive		near			little		
comparative						happier	
superlative	farthest		latest	biggest			driest

Литература: [1 – P. 204 –205; 2 – P. 202 – 204; 3 – P. 30 – 34; 257 – 272; 4 – P. 35 – 39; 5 – P. 121 – 133; 6 – P. 180 – 201].

Тема 5. The Pronoun.

1. Definition and Classification.
2. Demonstratives.
3. Possessives.
4. Quantifiers.

Выполнить:

1. Point out the pronouns in the sentences and define the class each belongs to.
2. Fill in the correct pronouns.
3. Point out the reflexive pronouns and define their function.
4. Supply one of the compounds of SOME, ANY or NO to complete the following sentences.
5. Fill in *all, both, whole, none* or *neither*.
6. Fill in: *a few, few, a little* or *little*.

Термины: Reflexive, Reciprocal, Emphatic, Conjoint forms, Absolute forms.

Литература: [1 – P. 53 –70; 2 – P. 40 – 45; 3 – P. 35 –45; 273 – 293; 4 – P. 18 – 26; 5 – P. 139 – 151; 6 – P. 152 – 167].

Тема 6. The Numeral.

1. Definition.
2. Cardinal numerals.
3. The functions of cardinal numerals in a sentence.
4. Ordinal numerals.
5. The functions of ordinal numerals in a sentence.

Термины: Cardinals, Ordinals, Fractions, Decimal.

Выполнить:

1. Write the dates in words.
2. Write the fractions in words.
3. Label the pictures with Idioms using numbers.
4. Do the sums.
5. Translate into English.

Литература: [1 – P. 71 –72; 3 – P. 65 –67; 337 – 342].

Тема 7. Prepositions.

1. Morphological structure.
2. Classification.
3. Prepositions, adverbs and conjunctions.
4. Prepositions and postpositions.

Термины: Postposition, Time Words.

Выполнить:

1. State the morphological composition of the following prepositions.
2. Insert prepositions and define their meaning where possible.
3. Fill in the gaps with the correct preposition.
4. Insert *by* or *with*.

Литература: [1 – P. 210 –212; 3 – P. 68 –70; 343 – 352; 5 – P. 152 – 157; 6 – P. 218 – 252].

Тема 8. The Verb. Time, tense and aspect.

1. General Characteristic.
2. The category of number.
3. The category of tense.
4. The category of aspect.
5. The category of perfect.
6. The category of voice.
7. The category of mood.
8. Present Tenses.
9. Past Tenses.
10. Future Tenses.

Термины: Tense, Aspect, Voice, Mood.

Выполнить:

1. State the morphological composition of the verbs.
2. Point out notional, auxiliary, modal and link verbs.
3. Point out all the verbs. State whether they are transitive or intransitive.
4. Translate into Russian.
5. Comment on the use of tenses expressing future actions or states.

Литература: [1 – P. 75 –117; 2 – P. 46 – 123; 3 – P. 76 –110; 363 – 456].

Тема 9. The Present Indefinite. The Present Continuous.

1. The Formation(P.I)
2. Spelling of the third person singular forms.
3. The Meaning.
4. The Use of the Present Indefinite.
5. The Formation(P.C)
6. The Meaning.
7. Spelling of the –ing forms.
8. The Use of Present Continuous.
9. The Present Continuous is used to denote future actions.
10. Verbs Not Used in the Continuous Form.
11. The Present Continuous vs. The Present Indefinite.

Термины: Stative Verbs.

Выполнить:

1. Put the verbs into the correct column in the 3rd person singular.
2. Add –ing to the following verbs and put them into the correct column.
3. Underline the correct item.
4. Fill in with P.S or P.C.
5. Translate from Russian into English.

Литература: [1 – P. 82 –83; 88 – 89; 2 – P. 46 – 123; 4 – P. 40 – 45; 58 – 70; 5 – P. 3 – 11].

Тема 10. The Present Perfect. The Present Perfect Continuous.

1. The Formation (P.P, P.P.C.).
2. The Use (P.P, P.P.C.).
3. Patterns (P.P).
4. Time Indication (P.P, P.P.C.).
5. The Past Indefinite and the Present Perfect as Variants.
6. The Present Perfect Continuous vs. The Present Perfect.
7. The Present Perfect Continuous and the Present Perfect as Variants.

Выполнить:

1. Put the verbs in brackets into Present Perfect or Present Perfect Continuous.
2. Fill in with Present S., Present Cont., Present Perfect or Present Perfect Cont.
3. Match the sentences with the meaning of the tense used in each of them.
4. Do oral activity.
5. Do writing activity.
6. Translate from Russian into English.

Литература: [1 – P. 95 –98; 104 – 106; 2 – P. 46 – 123; 4 – P. 88 – 95; 110 – 117; 5 – P. 3 – 11].

Тема 11. The Past Indefinite. The Past Continuous.

1. The Formation (P.I, P.C.).
2. The Use (P.I, P.C.).
3. 'Used to + infinitive', 'would + infinitive'.
4. The Past Continuous vs. the Past Indefinite.

Выполнить:

1. Add – (e)d to the words, put them in the correct column, then read them out.
2. Fill in with Past Simple or Past Continuous.
3. Look at the picture and the list of word, then write what they were doing or did at the time the guy's parents entered the house.
4. Read the sentences about the present and make up sentences about the past.
5. Make the following sentences: - negative; - interrogative.
6. Ask all types of questions to the following sentences.
7. Translate from Russian into English.

Литература: [1 – P. 84 –85; 90; 2 – P. 46 – 123; 4 – P. 46 –52; 71 – 82; 5 – P. 12 – 23].

Тема 12. The Past Perfect. The Past Perfect Continuous.

1. The Formation (Past.P., Past P.C.).
2. The Use (Past P., Past P.C.).
3. The Past Perfect vs. The Past Indefinite.
4. The Past Perfect vs. the Past Perfect Continuous.

Выполнить:

1. Fill in the correct tense.
2. Insert the Past Cont., Past Perfect or Past Perfect Cont.
3. Translate into English.

Литература: [1 – P. 98 –101; 107 – 108; 2 – P. 46 – 123; 4 – P. 96 –103; 118 – 124; 5 – P. 12 – 23].

Тема 13. The Future Indefinite. The Future Continuous.

1. The Formation (F.I., F.C.).

2. The Use (F.I., F.C.).
3. "Will" as a modal verb.
4. "Shall" as a modal verb.
5. Time words with no Future forms.

Выполнить:

1. Put the verbs in brackets into Present Simple or Future.
2. Translate into Russian and comment on the use of the Future Simple Tense.
3. Make the following sentences: - negative; - interrogative.
4. Complete the following dialogue using Future Simple or Future Continuous.
5. Write a letter to your penfriend sharing your future plans with him/her. Make up it grammatically correct using Future forms.
6. Imagine that you have won a lot of money. Tell your groupmates what you are going to do with it. Let them ask you additional questions.

Литература: [1 – P. 86 –87; 91 – 92; 2 – P. 46 – 123; 4 – P. 53 –57; 83 – 87; 5 – P. 25 – 32].

Тема 14. The Future Perfect. The Future Perfect Continuous.

1. The Formation (F.P., F.P.C.).
2. The Use (F.P., F.P.C.).
3. Around the Future.

Выполнить:

1. Translate into Russian and comment on the use of the Future Perfect Tense.
2. Complete the following sentences using the words given in brackets.
3. Make the following sentences: - negative; - interrogative.
4. What do you think will have happened on Earth by 2030? 2050? 2080?
5. Put the verbs in brackets into Future Perfect or Future Perfect Continuous.
6. Translate into English.

Литература: [1 – P. 101 –102; 108 – 109; 2 – P. 46 – 123; 4 – P. 104 –109; 125 – 126; 5 – P. 25 –32].

Тема 15. Reported Speech. The Sequence of Tenses.

1. General remarks(Reported Speech).
2. Indirect statements.
3. Indirect questions.
4. Indirect orders and requests.
5. Indirect offers, suggestions, and advice.
6. Indirect exclamations.
7. Greetings and leave-taking.
8. Introductory Verbs.
9. Expressions with *say* and *tell*.
10. General rules (Sequence of tenses).
11. Tenses in English and in Russian.

Выполнить:

1. Turn from Direct speech into Reported speech.
2. Use the appropriate form of the verb.
3. Comment on the Sequence of Tenses and translate into Russian.
4. Report what the Jones family said when they came home from their holiday.
5. Report the tourists` questions to the tour guide.
6. First write the appropriate introductory verb then report the following situations.

7. Turn the following dialogue into Reported speech.
8. Translate into English.

Термины: Direct speech, Reported speech, The Sequence of Tenses.

Литература: [1 – P. 297 –310; 2 – P. 262 – 269; 4 – P. 203 – 238; 5 – P. 96 – 107; 6 – P. 90 – 93].

РАЗДЕЛ 2. MOOD. MODALITY.

Тема 1. The Indicative Mood. The Imperative Mood.

1. Mood as a grammatical category.
2. Definition of the Indicative Mood.
3. Definition of the Imperative Mood.
4. An emphatic imperative.
5. Imperatives with 'let'.

Выполнить:

1. Ask all types of questions to the following sentences.
2. Translate into English, using the Indicative Mood.
3. Supply the appropriate form for the following imperative sentences.
4. Translate into English, using the Imperative Mood.
5. Translate into English, using the Indicative Mood and the Imperative Mood.

Термины: Mood, Indicative, Imperative.

Литература: [1 – P. 134 –135; 4 – P. 139].

Тема 2. The Subjunctive Mood.

1. General notion.
2. Synthetic forms.
3. Analytical forms.
4. Ways of rendering the Subjunctive Mood in Russian.

Термины: The Subjunctive Mood.

Выполнить:

1. Insert the appropriate form of the Subjunctive Mood. Comment on the form and the use of the S.M.
2. Point out mood auxiliaries and modal verbs. Translate into Russian.
3. Translate into English, using the S.M where required.

Литература: [1 – P. 134 –138; 152; 2 – P. 123 – 147].

Тема 3. The use of the Subjunctive Mood. Clauses.

1. Simple sentences.
2. Conditional sentences.
3. Adverbial clauses of purpose.
4. Adverbial clauses of concession.
5. Adverbial clauses of time and place.
6. Adverbial clauses of comparison.
7. Predicative clauses.
8. Attributive appositive clauses.
9. Attributive clauses modifying the noun *time* in the principal clause.

10. Emotional use of the Subjunctive Mood.

Термины: Conditional, Adverbial, Attributive, Predicative, Appositive, Clause.

Выполнить:

1. Insert the appropriate form of the S.M. Comment on the form and the use of the Subjunctive Mood. Translate into Russian (simple sentences, conditional sentences, adverbial clauses of purpose and concession).
2. Translate into English, using the S.M where required.

Литература: [1 – P. 139 –151; 2 – P. 123 – 147].

Тема 4. Conditional Sentences.

1. Zero Conditionals.
2. First Conditionals.
3. Second Conditionals.
4. Third Conditionals.
5. Mixed Conditionals.
6. Wishes.

Выполнить:

1. Write real present, unreal present or unreal past conditionals.
2. Put the verbs in brackets into the correct tense.
3. Complete the following sentences with an appropriate conditional clause.
4. Answer the questions. Use zero conditionals.
5. Finish the sentences.
6. Can you match the things on the left with the warnings on the right?

A Life of Danger.

poison	If you hold it wrongly, you will cut yourself.
tobacco	If you touch it, it will bite you.
a tree	If you go too fast, the police will catch you.
the sea	If you have too much, you will get sick.
a sharp knife	If you open the back, you will get a shock.
a car	If you drink a lot, you'll feel sick tomorrow.
a bicycle	If you are careless, you will fall.
alcohol	If you drink it, you will die.
a dog	If you go there in bad weather, you will drown.
television	If you don't have lights, a car will hit you.

Now use the same pattern to write new warnings about five other dangerous things. Then read some of your warnings. Can other class members guess what the “dangerous things” are?

7. Translate the sentences into your language.
8. Using the bold type in the sentences, write wishes as in the example.

Литература: [1 – P. 140 –142; 2 – P. 123 – 147; 4 – P. 170 – 194; 5 – P. 66 – 75; 6 – P. 68 – 79].

Темы 5-14. Modals.

1. Definition.
2. Modal verbs used to express *ability*.
3. Modal verbs used to express *possibility, probability, logical assumptions*.
4. Modal verbs used to express *permission*.
5. Modal verbs used to express *requests, offers, suggestions*.
6. Modal verbs used to express *advice and criticism*.
7. Modal verbs used to express *necessity, obligation, prohibition*.
8. To be + Infinitive.
9. To have+Infinitive.
10. Modals with Perfect Infinitive.
11. The verbs with similar meanings to Modals. Modal words.

Термины: Ability, Logical assumptions, Prohibition

Выполнить:

1. Translate into Russian and comment on the use of the modal verb *can*.
2. Fill in: *can't, might, must or could*.
3. Comment on the meaning of modal verbs. Translate into Russian.
4. Translate into Russian and comment on the use of the modal verb *may*.
5. Supply the correct form of the verbs *can* and *may* in the sentences expressing permission and prohibition.
6. Translate into English rendering correctly the Russian expressions "может быть" and "не может быть".
7. Make up situations of your own using the following sentences in them. Try to show clearly the difference between the sentences containing the modal verb *can* and the ones containing the verb *may*.
8. Translate into Russian and comment on the use of the verb *must*.
9. Define whether the verb *to have* is modal, auxiliary or notional.
10. Translate into Russian and comment on the use of the modal verbs *should* and *ought to*.
11. Translate into Russian and compare the use of the modal verbs *need* and *should* in the meaning of necessity/absence of necessity.
12. Fill in: *can't, must(n't), need(n't), ought to, have (got)to or don't have*.
13. Comment and translate into Russian (to be+infinitive).
14. Comment and translate into Russian (to have+infinitive).
15. Translate into English using all the modal verbs you know.

Литература: [1 – P. 119 – 133; 2 – P. 108 – 123; 3 – P. 138 – 162; 500 – 560; 4 – P. 140 – 169; 5 – P. 46 – 56; 6 – P. 50 – 67].

РАЗДЕЛ 3. NON-FINITE VERB GROUP. SYNTAX.

Тема 1. The Infinitive.

1. The characteristic traits of the verbals.
2. General notion.
3. Tense, aspect and voice distinctions of the Infinitive.
4. The functions of the Infinitive.
5. Infinitive constructions.
6. The Infinitive with the expressions *to be sorry, to be glad*.

Выполнить:

1. Insert the appropriate form of the Infinitive.
2. Translate into English, using the *to-infinitive* or *bare infinitive*.

3. Translate into English, using the infinitives.

Литература: [1 – P. 153; 185 – 203; 2 – P. 177 – 202; 3 – P. 111 – 137; 457 – 499; 5 – P. 33 – 42; 6 – P. 102 – 129].

Тема 2. The Gerund.

1. General notion.
2. Double nature of the gerund.
3. Tense and voice distinctions.
4. The use of the gerund.
5. A gerundial phrase.
6. Predicative Constructions of the gerund.
7. The functions of the gerund.

Выполнить:

1. Insert the appropriate form of the gerund.
2. Point out the Gerundial Construction and comment on the way the nominal element is expressed. Translate into Russian.
3. Translate into English, using the gerund where possible.
4. State the function of the gerund and Gerundial Constructions.

Термины: Gerundial Construction, Nominal element.

Литература: [1 – P. 170 – 185; 2 – P. 162 – 177; 3 – P. 111 – 137; 457 – 499; 5 – P. 33 – 42; 6 – P. 102 – 129].

Тема 3. The Participle.

1. General notion.
2. Double nature of the participle.
3. Tense and voice distinctions.
4. Functions of Participle I.
5. Functions of Participle II.
6. Participial Constructions.

Термины: Objective Participial Construction, Subjective Participial Construction, Nominative Absolute Participial Construction, Adverbial modifier.

Выполнить:

1. Insert Participle I or Participle II.
2. Point out the Objective and the Subjective Participial Construction. Translate into Russian.
3. Point out the Nominative Absolute Participial Construction. State what kind of adverbial modifier it expresses. Translate into Russian.
4. Point out the Absolute Constructions and state what kind of adverbial modifier it expresses.
5. Translate into English.

Литература: [1 – P. 154 – 169; 2 – P. 162 – 177; 3 – P. 111 – 137; 4 – 244 – 246; 5 – P. 33 – 42; 6 – P. 102 – 129].

Тема 4. The Simple Sentence.

1. Definition.
2. Classification.
3. Structure.

Выполнить:

1. Define the kinds of sentences according to the purpose of the utterance.
2. Define the type of question.
3. State the nature of *it*. Translate into Russian.

Литература: [1 – P. 221 – 225; 2 – P. 216 – 240; 3 – P. 165 – 190; 561].

Тема 5. Parts of the Sentence.

1. The principal parts of the sentence.
2. The secondary parts of the sentence.
3. Detached parts of the sentence.
4. The independent parts of the sentence.
5. Sentences with homogeneous parts.

Термины: Subject, Predicate, Object, Attribute, Adverbial modifier, Nominal Predicate.

Выполнить:

1. Point out two-member sentences and one-member sentences.
2. Point out the subject and say by what it is expressed. Translate into Russian.
3. Point out the predicate and say to what type it belongs.
4. Say where the predicate is simple and where it is compound (nominal or verbal).
5. Say where the reflexive pronoun is part of the predicate and where it is an object or a predicate.
6. Translate into English, using a compound nominal predicate.

Литература: [1 – P. 225 – 264; 2 – P. 216 – 240; 3 – P. 165 – 190; 4 – 195 – 202].

Тема 6. Word Order.

1. General remarks.
2. Position of the object.
3. Position of the attribute.
4. Position of the adverbial modifier.

Выполнить:

1. Comment on the word order and explain the cases of inversion.
2. Translate into English.
3. Comment upon the position of the objects.
4. Comment upon the position and the order of the attributes and say where it can be changed.
5. Arrange the attributes in their proper order.
6. Comment on the position of the adverbials. Say whether they can be placed differently.

Литература: [1 – P. 265– 278; 2 – P. 240 – 247].

Тема 7. The Compound Sentence.

1. General notion.
2. Types of coordination.

Термины: Compound.

Выполнить:

1. Point out the coordinate clauses (mark the elliptical ones) and comment on the way they are joined.

2. Translate into Russian.
3. Translate into English.

Литература: [1 – P. 279 – 280; 2 – P. 247 – 261; 3 – P. 191 – 199; 608 – 621].

Тема 8. The Complex Sentence.

1. General notion.
2. Clauses.

Термины: Complex.

Выполнить:

1. Define the kinds of subordinate clauses.
2. Translate into English.
3. Comment upon the position of the objects.
4. Define the kinds of clauses introduced by *as*. Translate into Russian.
5. Define the kinds of clauses introduced by *since* and *while*. Translate into Russian.

Литература: [1 – P. 281 – 295; 2 – P. 247 – 261; 3 – P. 191 – 199; 608 – 621].

Тема 9. The Compound - Complex Sentence.

1. General notion.
2. Parenthetical clauses.

Термины: The Compound - Complex Sentence, Parenthetical clauses.

Выполнить:

1. Analyse the following sentences. Translate into Russian.
2. Translate into English.

Литература: [1 – P. 295 – 296; 2 – P. 247 – 261; 3 – P. 191 – 199; 608 – 621].

Тема 10. The Text. Punctuation.

1. General remarks.
2. Apostrophes, Dashes, Colons, Semi Colon, Brackets, Emphasis.
3. The simple sentence.
4. The compound sentence.
5. The complex sentence.

Термины: Capitals, Comma, Semicolon, Colon, Full stop, Hyphen, Question mark, Exclamation mark.

Выполнить:

1. Put capitals as needed in the following sentences.
2. Put capitals, hyphens, and full stops as needed in the following sentences.
3. Put capitals, commas, and full stops as needed in the following sentences.
4. Put capitals, commas, full stops, question marks and exclamation marks as needed in the following sentences.

Литература: [1 – P. 311 – 319; 3 – P. 200 – 222; 622 – 647].

7.2. ЗАДАНИЯ ДЛЯ КОНТРОЛЬНЫХ РАБОТ

Контрольная работа выполняется студентами **заочной формы обучения**. Необходимо выбрать один из вариантов в соответствии с порядковым номером в академическом журнале.

Требования к выполнению контрольной работы:

Работа делается в тетради на 18 листов или на 10-15 листах формата А-4.

Для выполнения задания необходимо изучить литературу по теме и оформить ее в соответствии с планом. Изложение должно отличаться композиционной четкостью, логичностью, грамотностью.

РАЗДЕЛ 1

Variant 1

Exercise 1.

I.

Write the plural form of the following. A regular nouns

story, play, glass, flag, photo, name, match, knife, bush, chief, page, radio, roof, prize, set, key, factory, wolf, piano, class, cup, city

B irregular nouns

child, goose, man, foot, mouse, woman, sheep, person, deer, tooth, ox

C nouns of Greek or Latin origin

criterion, datum, formula, crisis, stimulus, index, phenomenon, medium, oasis, nucleus, memorandum, basis, radius, analysis, symposium, hypothesis

D compound nouns

fellow-worker, merry-go-round, man-of-war, passer-by, sister-in-law, forget-me-not, room-mate, lily-of-the-valley, ticket-holder, commander-in-chief, governor-general

Exercise 2.

Divide the following words into two columns: countable and uncountable nouns (you must get 25 uncountable nouns).

furniture, coffee, leaf, food, computer, list, blood, job, work, language, country, advice, information, money, progress, permit, permission, baggage, luggage, beach, traffic, weather, window, knowledge, air, water, holiday, damage, accommodation, scenery, scene, pigeon, bread, mountain, kick, news, accident, laugh, flour, laughter

Exercise 3.

Translate the following sentences into Russian paying attention to the words in bold type.

1. The windows in his car are made of unbreakable glass. 2. He gave me a glass of water. 3. These are the works of Shakespeare. 4. He is not at home, he is at the works. He is installing new equipment. 5. His work is rather dull, he thinks. 6. Do you have scales? I want to weigh this fish. 7. Celsius or Fahrenheit scales are used in many countries. 8. I spilled the water, give me a cloth, please. 9. Have you bought cloth for draperies? 10. He's got his car insurance policy. 11. She always criticizes the government's policy. 12. I need an iron to press my dress. 13. These items are made of iron. 14. There is neither salt nor pepper on the table. 15. He planted several peppers in the hothouse. 16. Would you like some chocolate? 17. She took a chocolate out of the box. 18. He meets a lot of people every day. 19. A lot of different peoples live in Asia. 20. They run a very profitable Business somewhere in South Africa. 21. Business is an essential part of American life.

Exercise 4.

Match the word on the left with its partner on the right.

Example: a piece music — a piece of music

1) a lump a) lightening

2) a bit	b) thunder
3) a flash	c) clothing
4) a stroke	d) air
5) a slice	e) salt
6) a clap	f) bread
7) a sum	g) rain
8) an article	h) milk
9) a loaf	i) soap
10) a bar	j) toothpaste
11) a spot	k) cloth
12) a carton	l) furniture
13) a tube	m) paper
14) a puff	n) cheese
15) an item	o) money
16) a sheet	p) luck
17) a strip	q) ice
18) a grain	r) sugar
19) a block	s) information
20) a breath	t) smoke

Exercise 5.

Change the uncountable nouns in bold type into countable ones in the sentences using the words from Exercise 4.

Example: Buy some bread or. your way home. — *Buy a loaf of bread on your way home.* 1. I had **luck** in the casino yesterday. 2. I saw **lightening** and then heard **thunder** in the west. 3. How much **luggage** have you got with you? 4. Would you like some more **cake**? 5. Daddy brought me **milk chocolate**! 6. He blew **smoke** out of his pipe into the open window. 7. How much **sugar** do you take with your tea? 8. We need to buy some **furniture** for our kitchen. 9. Give me please brown shoe **polish**. 10. He told us very interesting **information** last night,

Exercise 6,

Write out the nouns which are used only in the plural form (you must get 25 nouns).

athletics, cattle, scissors, taxes, pyjamas, economics, police, news, means, goods, pants, subjects, billiards, darts, outskirts, premises, mechanics, spectacles, clothes, stairs, maths, shorts, tights, gymnastics, congratulations, crossroads, patience, scales, lodgings, foundations, equipment, research, authorities, soap, contents, looks, countryside, traffic-lights, tongs, toothpaste, headphones, delays, binoculars, electronics, eyes, trousers

Exercise 7.

Find the odd word in the chain of the nouns. Example: *tea — butter — onions — meat*

1) trousers — spectacles — scales — news 2) advice — knowledge — contents — progress 3) phonetics - vacation - goods — information 4) criteria — datum — oases — radii 5) mice — men — goats — geese 6) police — work — weather — furniture 7) congress — team — government — equipment 8) water — potato — milk — bread 9) time — business — stone — bird 10) means — species — crossroads — wolves 11) thanks — barracks — congratulations — authorities 12) diagnoses — roofs — cattle — accommodation 13) premises — mechanics — darts — laughter 14) success — research — applause — path 15) journey — voyage — travel — walk

Exercise 8.

Open the brackets and choose the proper form.

1. I feel that the jury already (have/has) thought that you are innocent. 2. The government (was/were) not able to pursue the policy which had been promised before the elections. 3. The

police (is/are) investigating the case now. 4. The crew of the plane (consist/consists) of four people. 5. His company (was/were) founded in 1996. 6. The party (was/were) in full swing. The music was playing, the company (was/were) eating and drinking. 7. My family (is/are) early risers, so at 11 o'clock p.m. the family (is/are) always in bed. 8. The cattle (is/are) in the field next to it. 9. The committee (is/are) full of enthusiasm. 10. Such an organization as the board of directors (is/are) elected by stockholders. 11. The ship turned out to be a good ship, the crew (was/were) skilled seamen. 12. The government usually (consist/consists) of the prime minister and several ministers. 13. The average American family (have/has) three children. 14. The jury (is/are) represented by twelve people. 15. The crops (is/arc) good this summer,

Exercise 9.

Fill in the blanks with the appropriate form of the verb *to be*

1, The crew ___ rescued by our boat, 2. Her clothes ___ very fashionable. 3, Your advice ___ always welcome. 4. The information he gave us ___ very useful. 5 A little money ___ better than nothing. 6. That species of spiders ___ commonly seen in deserts of North Africa. 7. I think her hair ___ dyed. 8. No news. ___ good news. 9. I don't want to work here. The equipment ___ too complicated. 10. There ___ a lot of sheep in the field. 11. I think this ___ detailed research. 12. Where ___ my spectacles? 13. The phenomena ___ unusual. 14. Mathematics ___ difficult, but physics ___ more difficult to my mind. 15, The cattle ___ up the hill. 1. Look out! The stairs ___ very old. 2. In my opinion, looks ___ very important for an actor. 3. The police ___ responsible for these actions. 4. Criteria ___ changing, you know. 5. The committee ___ set up several months ago. 6. The traffic ___ very heavy in this street. Be careful at the corner. When the traffic-lights ___ red, don't cross the street. 7. The working wages ___ up. 8. The knowledge she has got at college ___ very deep. 9. The carrots ___ delicious. 10. The vacation ___ always fun. 11. The funeral ___ usually a sad occasion. 12. The evidence ___ against him. 13. The contents of the letter ___ made public. 14. The opera-glasses ___ out of focus. 15. The grapes ___ ripe.

Exercise 10.

Match the words on the left (1-10) with the appropriate phrases on the right (a-j) to get 10

sentences.

- | | |
|---------------------|--|
| 1) Your advice | a) are located outside London. |
| 2) Our headquarters | b) she lent us was not enough. |
| 3) The money | c) are fit. |
| 4) The premises | d) is an important part of the Olympic Games. |
| 5) The information | e) are often deceptive. |
| 6) Best news | f) is installed in our new shop. |
| 7) New equipment | g) against applying for that job was good. |
| 8) Athletics | h) was not reliable. It was published in tabloids. |
| 9) The scales | i) is always printed in morning newspapers. |
| 10) Appearances | j) where he worked were in the suburbs. |

Variant 2

Exercise 1

Find the mistakes in the following sentences and correct them. Some sentences have more than one mistake.

1. We had such a terrible weather that we left the hotel in the country (we did not have heatings there) and took an accommodation with a fire place in town instead. 2. Yesterday I got a permission to go there. What about you? Have you got your permits? 3. I love French impressionists but I would need an advice from a specialist before I bought any. My knowledges in that area are very poor. 4. Her works are definitely making great progresses these days. She has done a lot of researches lately. 5. Have you heard that Jack's lodging is in London, but in the outskirts of the city? These are interesting news, aren't they? 6. The police is looking for the criminals who escaped last night. The informations about them were sent to all the police stations

of the district. 7. Political and economic crises is frequent for Africa. 8. How many luggages are you taking? Oh, I think you won't be able to cope with them. You'll have to hire a porter. 9. Last week was awful for her. She had two tooth pulled out, her child got ill and finally her husband lost moneys. 10. The tights is too loose for her.

Exercise 2.

Translate the sentences into English.

1. Его советы всегда бывают такими убедительными (convincing). Почему ты никогда им не следуешь? 2. Какая ненастная (nasty) погода! В такую дождливую погоду лучше сидеть дома. 3. Она делает хорошие успехи в английском, 4. Я удивлен (be surprised), что она поверила этим странным новостям. Боюсь, они недостоверны. Кто их ей сообщил? 5. Мне кажется, эти весы сломаны. 6. Вчера я положил сюда деньги. Где они? Я не могу их найти. 7. Я считаю, что помещение для нашего магазина вполне подходящее. 8. Мне не нравятся эти джинсы. Мне кажется, та пара джинсов лучше. 9. Экипаж был готов выполнить (fulfil) приказ капитана. 10. Критерии часто меняются, 11. Ваши товары сделаны очень плохо. 12. Нику необходимо сшить (sew) новые брюки. У меня есть хорошая синяя материя. 13. Он купил буханку хлеба, пакет молока, кусок мыла и тюбик зубной пасты. 14. Информация о ценах очень интересна. 15. Здесь нет светофора, и перекресток очень опасное место. 16. Виды этих растений (plant) неизвестны. 17. Вдруг позади себя я услышал громкий смех, 18. Его знания по математике лучше моих, 19. Ты взял бинокль? — Нет, он нам не понадобится. Наши места во втором ряду (row). 20. Улики были важными, и он чувствовал, что суд присяжных был против него. 21. В Англии зарплата рабочим выплачивается каждую неделю. 22. Актеров встретили аплодисментами. 23. Мои часы отстают. 24. Морковь богата витаминами. 25. Она считает, что современная одежда красива и удобна (convenient)

Exercise 3.

Read and translate the following compound nouns. Find compounds which are countable (8), uncountable (6) and those which are used either in the singular (6) or the plural (6).

heart attack, greenhouse effect, luxury goods, pedestrian crossing, contact lens, package holiday, food poisoning, mother tongue, birth control, roadworks, human rights, arms race, alarm clock, pocket money, hay fever, blood donor, blood pressure, data processing, generation gap, kitchen scissors, assembly line, sunglasses, labour force, race relations, windscreen wiper, brain drain

Exercise 4. Match the words on the left(1-10)with their definitions on the right(a-j).

- | | |
|------------------|--|
| 1) a baby-sitter | a) your first language |
| 2) a traffic jam | b) money you pay on your salary |
| 3) a box office | c) an office where you buy tickets for trains |
| 4) mother tongue | d) an office where you buy tickets for cinemas |

- | | |
|----------------------|--|
| 5) income tax | e) a person who patrols streets to make sure you are not parked in the wrong place illegally |
| 6) handcuffs | f) a knife for opening tins |
| 7) greenhouse effect | g) a person who looks after children when their parents are out |
| 8) ticket office | h) a long line of cars which move slowly because the road is busy |
| 9) a traffic warden | i) it is caused by hair sprays and old fridges |
- 10) a tin opener j) every policeman has them

Exercise 5.

Rewrite the following phrases according to the example.

Example: a factory which produces automobiles — an automobile factory a man who drives a bus — a bus driver a machine that washes dishes — a dish washer paper for writing letters — writing paper

1) a shop that sells books; 2) an editor of a newspaper; 3) a person who pays taxes; 4) a brush for shoes; 5) cake made with raisin; 6) a garage for cars; 7) a company which provides insurance; 8) a bag made of leather; 9) a tool for sharpening pencils; 10) a book which has cheques; 11) a machine for washing clothes; 12) a license to drive a car; 13) a person who dresses and cuts hair; 14) an office that sells tickets; 15) a device for opening tins.

Exercise 6.

A Make up compound structures according to the example. Example: a child who is five years old — a five year old child

1) a man whose height is six feet; 2) a walk which covers three miles; 3) a programme which lasts half an hour; 4) a flight which takes two hours and a half; 5) a hotel having four stars; 6) a lorry which can carry 5 tonnes; 7) a field of fifty acres.

B Paraphrase the sentences according to the example.

Example: She's got a flat of two rooms. — She's got a two-room flat. His trip lasted four days. — He had a four-day trip,

1. He covered a distance of two miles. 2. Her holiday in California lasted 10 days. 3. They decided to take an interval of three hours. 4. She lives in a building that has sixteen storeys. 5. His call to Paris lasted five minutes. 6. While I was on holiday I met two charming girls of twenty years old. 7. He saw a film of two series yesterday. 8. She bought two bags of potatoes that weigh five kilos. 9. He gave us a banknote of fifty dollars to change. 10. I wrote a composition which covered twenty pages.

Exercise 7.

Paraphrase the following using the possessive case. Example: The son of our manager — our manager's son

A 1) the house of Mr. Smith; 2) a doll of the girls; 3) the works of Rembrandt; 4) a toy of the baby; 5) a meeting of the employees; 6) the bags of those women; 7) the orders of our boss; 8) the books of the children; 9) the cottage of my parents; 10) a garage of her cousin.

B 1) coal deposits of the world; 2) the influence of the sun; 3) the atmosphere of the earth; 4) the joys and grieves of life; 5) the arrival of the ship; 6) icy mountains of Greenland; 7) the policy of the company; 8) gold reserves of Russia; 9) the gravitation of the planet; 10) the decisions of the commission.

C 1) the mother of Kate and Mary; 2) the children of my aunt Ann; 3) the paintings by Picasso and Dali; 4) the gun of the commander-in-chief; 5) the times of Ivan the Terrible; 6) the speech of the Minister of Foreign Trade; 7) the correspondent of *the Herald Tribune*; 8) a flat of my father-in-law; 9) the wives of Henry the Eighth; 10) oil wells of Saudi Arabia.

D 1) a cruise which lasts three weeks; 2) work which takes two hours; 3) a distance of five kilometres; 4) the operation which lasted four hours; 5) the flight which took three hours; 6) a semester of eight weeks; 7) the rest which lasted an hour; 8) a play of three acts; 9) a football match which lasts ninety minutes; 10) a telephone conversation which lasts three minutes.

Exercise 8.

Paraphrase the following using the possessive case.

Example: I must sleep 9 hours a day to feel well. — /must have nine hours' sleep to feel well.

1. Every day at noon we have a break, which lasts fifteen minutes. 2. I can't understand why he is so tired. The distance he covered is a mile only. 3. The walk to the station was short. It took us ten minutes. 4. Last year we spent two weeks in Greece. The holiday was terrific. 5. If you want to get there, a trip will take you only five hours. 6. Don't take a training course that lasts a week. It won't do you good. 7. I slept only five hours yesterday because my train came late. 8. Yesterday our lesson lasted thirty minutes because our teacher was to leave at 12 o'clock. 9. If you want to have a voyage round Europe, you will need at least three weeks. 10. My workweek lasts five days.

Exercise 9.

Replace the nouns in the possessive case by the prepositional groups where possible. Example: He always takes his brothers' books. — He always takes books of his brothers.

1. The only thing she wanted was to see her parents' house again. 2. No one could explain the young girl's behaviour at yesterday's supper. 3. Last Sunday's rugby match was disappointing. Our team lost. 4. The boy was looking through a children's magazine. 5. After an hour's break we resumed our work. 6. At that time he lived in a little flat for economy's sake. 7. It was four and a half hours' ride. 8. I don't like cow's milk. 9. He was puzzled by Ann and Peter's visit. 10. When Friday came, he was at his wit's ends. 11. She dropped in at the chemist's to buy some aspirin. 12. This is John's coat, and that is Peter's.

Exercise 10.

Translate into English using noun structures.

1. Президент прибыл в страну с трехдневным визитом (2 варианта). 2. Мне нужно купить туфли. Ты не знаешь, где здесь обувной отдел (department)? 3. Никто не знал, что сказать, и наступило минутное молчание. 4. Когда утром он спустился в столовую, на столе лежали остатки (remains) вчерашнего ужина. 5. Доклад главнокомандующего был краток. 6. Мне кажется, что проблема «отцов и детей» — вечная (eternal) проблема. 7. Эта дорога закрыта. Ведутся дорожные работы. 8. «Утечка мозгов» — острая (acute) проблема развивающихся (developing) стран. 9. Ты считаешь, что в Китае необходимо ввести (implement) регулирование рождаемости? 10. Приезд Поля и Кет был неожиданностью (surprise) для тети Эни. 11. Самые богатые залежи (deposits) нефти находятся в Арабских Эмиратах. 12. Проблемы, с которыми человечество (mankind) столкнулось (face) в конце двадцатого века, — это загрязнение (pollution) воздуха и воды, а также «парниковый эффект». 13. После двухчасовой прогулки все захотели есть (2 варианта). 14. Портрет жены Рембрандта — одна из самых известных картин художника. 15. Этому замку триста лет.

Variant 3

Exercise 1.

*Paraphrase the following words in bold type using little, a little, few, a few. Example: There is **hardly any** wine in the bottle. — There is little wine in the bottle. The chairman said some words. — The chairman said a few words.*

1. I can't help you. I have hardly any time. 2. Mr. Brown, can I come and see you today? I'd like to ask you some questions. 3. It is no use asking him about it. He has hardly any knowledge of the subject. 4. I go to the theatre when I have some money and free time. 5. Is there much chalk in the box? — No, there is hardly any here. 6. He drank some water and felt much better. 7. There was

hardly any tea in the cup, so he poured some more. 8. Hardly any people understood what he said. 9. There are some carrots in the box. 10. Mummy, may I have some ice cream? 11. Many years ago some people realized the significance of this discovery. 12. There was hardly any doubt that the problem could be solved in the near future. 13. We didn't have to take a porter. We had hardly any luggage. 14. I think he is rather greedy. He buys hardly any things for himself. 15. We have received some valuable information. I think it will help us a lot.

Exercise 2.

Fill in the blanks with little, a little, few, a few.

1. I'd like to make ___ remarks in connection with the topic under discussion. 2. ___ people realize how important it is to go in for sports. 3. This student has deep knowledge in English and besides he knows ___ French. 4. He is a man of ___ words. 5. Only ___ names remained in his memory, for this accident happened more than 20 years ago. 6. That lecture was so difficult that only ___ students could understand it. 7. I had ___ hope of getting home tonight because I realized that I had lost my way. 8. The postman doesn't often come here. We receive ___ letters. 9. I'm having ___ trouble fixing this shelf. — Oh dear! Can I help you? 10. I shall be away for ___ days from tomorrow. 11. When you've wanted something very badly and it comes at last, it is somehow ___ frightening. 12. It was a cold windy evening, and there were ___ people in the park. 13. There were no doctors for the wounded, and to make things worse there was only ___ food left. 14. She asked permission to speak to the guest for ___ moments. 15. I won't listen to you! I'd like to believe that there is ___ hope left.

Exercise 3.

Paraphrase the following sentences using the words from the box. Few, a few, quite a few, little, a little

1. Only some pupils wrote the test. 2. A small number of people live to be 80 in Russia. 3. I have not much time for studying. 4. He had a considerable number of mistakes in his dictation. 5. She has got some time to prepare for the report.

Exercise 4.

Fill in the blanks with how much or how many,

1. ___ sugar have you put into my cup? 2. ___ spoons of sugar do you usually take with your tea? 3. ___ homework do you get every day? 4. ___ cups of coffee do you drink a day? 5. ___ coffee did you drink yesterday? 6. ___ foreign languages do you speak? 7. Do you know ___ money he spent? 8. Tell me please ___ time it will take me to get there. 9. ___ times a month do you go to the theatre? 10. Do you know ___ people live in Moscow? 11. I see you are a stranger here. Let me help you. The customs officer is asking ___ perfume you have got. 12. ___ cigarettes do you smoke a day? 13. ___ oil has been extracted this month? 14. ___ barrels of oil did the Arab Emirates sell last year? 15. ___ money does it cost to get there?

Exercise 5.

Fill in the blanks with much, many, a lot of.

1. There are a few bananas and ___ apples in the fridge. 2. She put ___ butter in the cake. 3. Have you got ___ homework? — Our teacher always gives us ___ homework. 4. We don't need ___ eggs to cook this meal. 5. He's made ___ progress in such a short time! 6. Are there ___ unemployed people in your country? 7. There are ___ oil deposits in Siberia. 8. There is ___ time at our disposal. 9. She is very sociable, that's why she has got ___ friends. 10. Try to call Mr. Green. He never gives ___ useful advice, but you can hear ___ valuable information. 11. One needs ___ money to start a new business. 12. You can't install ___ equipment in a small shop. 13. He doesn't want ___ advisors. He thinks he can solve the problem himself. 14. Be careful with him. He's got ___ projects and desires, but hasn't got ___ money and patience to realize them. 15. Astronomy studies ___ interesting phenomena.

Exercise 6.

Replace a lot (lots) of or plenty of by a great number of, a great deal of or a great amount of.
Example: There are plenty of goods in the shop. — There are a great number of goods in the shop.

1. Bill Gates earns a lot of money every day. 2. He changed lots of jobs in his life. 3. Ask him to tell you something. He had a lot of interesting experiences during his travelling. 4. She has got a lot of trouble with her new work. 5. The boss gave me plenty of instructions before his leave. 6. She is trying to keep to a diet. Every day she eats lots of apples and drinks plenty of mineral water. 7. Our department receives a lot of mail. 8. We have to pay a lot of taxes buying luxury goods. 9. They bought plenty of paint to redecorate their house. 10. The US automobile industry produces plenty of cars every year. 11. Bell invented the telephone, one of the most useful devices. Since his invention lots of telephones have been installed in people's apartments. 12. A lot of snow covers the Himalayas. 13. Plenty of time was wasted on investigating the robbery. 14. A lot of people object to advertising goods during a film show. 15. Plenty of tea is cultivated in India and Sri Lanka.

Exercise 7.

Fill in the spaces with much, many, few, a few, little, a little, a lot of, plenty of, a great number of, a great amount of, a great deal of (you may get several variants).

1. The living conditions in the district were very poor and there were only ___ doctors available. 2. He is a very intelligent man. Do you know that he speaks ___ foreign languages? 3. The situation was becoming worse and worse. ___ projects had to be postponed. 4. The show was poor. There was ___ applause. 5. There were ___ people at the meeting, but most of them left early so there aren't ___ left now. 6. Have you finished that glass of milk? There is ___ milk in the fridge if you'd like more. 7. We haven't had ___ rain this summer. The garden needs watering. 8. The party was a failure. Unfortunately, they invited ___ interesting people. 9. He didn't know ___ facts about the accident. 10. Did the storm make ___ damage to the crops? 11. Is there ___ coal left in the region? 12. Don't worry. There is ___ food. It will be enough for a month's expedition. 13. He doesn't pay ___ attention to pronunciation. It's difficult to understand him. 14. Is there ___ work for you to do every day? 15. There is ___ whisky left. Help yourself.

Exercise 8.

Choose the right variant.

1. Oh, there are four of them! I can give them (so/ only) a few sandwiches. 2. I've met (quite/too) a few decent people in my life. 3. She respected him but gave him (too/only) a little thought. 4. I think there is (so/quite) a lot of charm in him. 5. (Too/Only) many cooks spoil the broth. 6. Unfortunately, we make (very/only) many mistakes in our life. 7. (Quite/Very) few words were said to understand the problem. 8. (Too/Very) much sand covers most of the territory of Egypt. 9. There are (only/ so) many policemen in the streets during national holidays. 10. There are (very/only) many tales about Loch Ness monster. 11. Let's go to the canteen. There are (quite/very) a few coins in my wallet to buy a sandwich. 12. There were (too/quite) a few people in the shop. 13. (Quite/too) a lot of money is spent on armament. 14. We've got (too/only) a few minutes before the ship sails. Let's say good-bye to each other. 15. There were (quite/only) many delicious dishes on the table in front of him.

Exercise 9.

Translate from Russian into English.

1. Он написал довольно много книг. 2. Я не могу идти с вами сегодня в театр. У меня так много работы. 3. В нашей библиотеке мало английских книг. 4. В автобусе было слишком много народа. 5. В стакане было мало воды, и он налил (pour) себе немного. 6. Мало кто понимает его английский язык. У него слишком много ошибок. 7. В прошлом году было построено мало новых домов. 8. Премьер-министр (prime minister) сказал журналистам лишь несколько слов. 9. Я встречал мало хороших врачей в своей жизни. Но доктор Грин, наш врач, дает нам массу полезных советов. 10. Можно мне немного кофе? — Нет, он слишком

крепкий для тебя. 11. Мне кажется, что ты положила слишком много соли в суп. 12. Чтобы построить больницу, необходима крупная сумма денег. 13. Он купил довольно много акций (share). 14. Многие люди не употребляют сахар и соль. 15. Он понял лишь несколько слов.

Exercise 10.

Fill in the blanks with the appropriate article where necessary.

1. I saw ___ man in ___ armchair at ___ window. He was reading ___ newspaper. 2. ___ boy said that he wanted two candies. 3. Is there anybody else in ___ waiting-room?— Yes, ___ man wants to speak to you. 4. Where is ___ brief-case? I put it on ___ table. 5. Is there ___ enquiry office at this airport? 6. Could you open ___ door, please? I see ___ girl knocking. 7. Let's make ___ speech at ___ reception. 8. ___ advice you gave me helped ___ lot. 9. I like to be in ___ centre of

everything. 10. At ___ night I had ___ terrible headache after I had drunk ___ lot of ___ wine in ___ evening. 11. Look out! There is ___ dangerous bend in the road. 12. Mrs. Patsy is ___ last person I'd like to meet. 13. Tom's planning to take ___ boat to go fishing on ___ Sunday. 14. Could you phone later, please? Kate's having ___ bath. 15. The rent is 150 dollars ___ month. 16. We often go to ___ theatre and to ___ cinema, but very rarely to ___ circus. 17. When ___ father came home, they had ___ dinner and then watched ___ TV. They went to ___ bed at 11 p.m. 18. What ___ pity they haven't seen this performance! 19. She can't find ___ telegram which she received this morning. 20. Are you going to ___ country for ___ weekend? 21. She usually goes shopping on ___ Thursdays, but ___ last Thursday she didn't do shopping. She had to go to ___ dentist's. 22. What ___ lovely song! What ___ beautiful music! 23. Could you tell me ___ time, please? - It's ___ quarter past six. 24. Do you usually go by ___ train or in ___ car there?

РАЗДЕЛ 2

Variant 1

Exercise 1.

Complete the sentences with the correct form of the verbs in brackets. Use the present simple tense or the imperative. Then translate the sentences into your language.

1. If you..... (fly) budget airline, you.....(have/pay) for your drinks and snacks.
2. If you..... (visit) London, (go) on the London Eye.
3. If unemployment (rise), people..... (tend/stay) in their present jobs.
4. If you..... (cross) an international date line, the time..... (change).
5. If I..... (have) a job interview, I..... (press) my suit and..... (shine) my shoes.
6. You..... (get) water if you..... (mix) hydrogen and oxygen.
7. If Julie (not wear) a hat, she (get) sunstroke.
8. If you (park) your car on double yellow lines, you (pay) a fine.
9. I (cycle) to work if the weather (be) fine.
10. Everybody (be) grumpy if it (rain) a lot.

Exercise 2.

Complete the sentences with the correct form of the verbs in brackets. Use the present simple or the future simple. Sometimes you need to use imperatives as well.

1. We (pass) the examination if we..... (study) hard.
2. If you..... (go) to see this film, you..... (have) a good time.
3. If you..... (pay) me, I..... (clean) your car.
4. If people..... (learn) only English at school, other languages (die out).
5. If you (give) them your e-mail, you (get) lots of junk mail.
6. What you (say) if you..... (see) him?
7. If we..... (not go) now, we..... (miss) the bus.

- 8.I (call) the police if someone (steal) my money.
- 9.If he (get) the right grades, he (go) to Cambridge University.
- 10.If we..... (sing) some carols, they..... (be) happy.
- 11.If you (want) any advice, (let) me know.
- 12.Those plants (die) if you (not/water) them regularly.
- 13.She(get) a good mark for the test if she(study) hard.
- 14.If she (not cooperate) with the police, they (arrest) her.
- 15.If you don't study hard, you (fail) the test.
- 16.The window (close) if you (click) on that button.
- 17.If she (ask) you where I (be), (tell) her you (not/know).
- 18.If she..... (have) her hair cut, she (look) a lot prettier.
- 19.If the rain (not stop) soon, the match (may/be) cancelled.
- 20.If you (open) the attachment, you (get) a virus.
- 21.We (can/see) the film tomorrow if there (be) any tickets left.
- 22.If I (lose) my job, I (emigrate).
- 23.We (may/go) to see Shrek 3 if it (not be) sold out.
- 24.If Jenny (want) to close a file on her computer, shealways (save) it first.
- 25.I..... (pay) you double if you (get) the work finished by Friday.
- 26.If anyone (ring) for me, please.....(tell) them I(be back) in the office at 4 o'clock.

Exercise 3.

Complete the sentences.

- 1.If we were all clones,
- 2.If people had two heads,
- 3.If time travel was possible,
- 4.If nobody knew how to read,
- 5.If money grew on trees,
- 6.If we could read other people's thoughts,
- 7.If we bought a house in the country
- 8.Even if he were rich and handsome

Exercise 4.

Read the sentences; then put the verbs into the correct form.

- 1.If he (live) in France, he (not/learn) French.
- 2.If Beckham (not/kick) a goal, the team (not/win) the game.
- 3.If Mary (not/lose) her umbrella, she (not/get) wet in the rain.
- 4.He (not/get) his driving license if he (not/take) driving lessons.
- 5.I..... (stop) suspecting him at once if I..... (know) that.
- 6.If Joe (not/go) to the party, he (go) clubbing instead.
- 7.If they (build) the bridge properly, it (not/fall) down in the earthquake.

Exercise 5.

Translate the sentences from Russian into English.

1. Если погода будет хорошей, то мы сможем отправиться на прогулку.
2. Если простынешь, тебе придется остаться дома.
3. Если бы она была более опытной, то не чувствовала бы себя такой беспомощной.

4. На твоём месте я бы записалась в бассейн.
5. Если ешь много сладкого, то болят зубы.
6. Будь я на твоём месте в тот день, я бы никогда позволила детям гулять без шапок.
7. Если будешь вести себя хорошо, я куплю тебе мороженое.
8. Что бы вы сделали, если бы увидели, что на вас кто-то смотрит?
9. Если бы мне было все равно, на какое число покупать билеты, я бы не бронировала их заранее.
10. На вашем месте я бы глаз не спускала с этого мальчугана.

Exercise 6.

Fill in the blanks with CAN/COULD followed by the appropriate form of the infinitive in brackets.

1. ... this letter (to write) by Rodger a week ago? When I saw him last he did not even mention it to me.
2. Going to a picnic was a great pleasure for everybody; for the ladies ... (to talk) over all their household problems, the gentlemen ... (to discuss) politics without their family interfering and the children and dogs ... do whatever they liked.
3. How ... you (to trust) this man who has already caused so much trouble to your family by just his presence here?
4. Your answering machine has spoilt the last recording. I ... (not to recognise) the voice though it seemed fairly familiar.
5. ... she already (to study) at the University? I remember her at the age of five; she was the most amusing child I have ever seen.
6. I've known him for already fifteen years and I am perfectly certain that he ... (not to mean) that. You ... (to misunderstand) him or vice versa.
7. Here you are at last! You ... (to come) earlier: you were informed that I was ill.
8. There is little wonder that he has been imprisoned. I have always suspected that he ... even (to murder) someone, to say nothing about pilfering.
9. Why did not you ask me to help with your business? I ... (to do) something to save your money.
10. ... it be true that no one knew about the mine there? The whole board ... (not to miss) the informational note that had come from our partner there.
11. You ... (not to leave) possibly without seeing your sister inspite of all misunderstanding reigning between you two.
12. ... you still (to write) that essay on nature? Now I understand why all your written works contain so many facts and details and why their style is immaculate.
13. Unfortunately I ... (to attend) the conference but I hope Magnus will inform me about it, although he ... (to do) it on his arrival, a week ago, if he really planned to.

Exercise 7.

Translate into English using the modal verbs MUST, CAN and MAY.

1. Не может быть, чтобы летом шел снег, а зимой — стояла жара. Так же невероятно и то, что ты мне только что сообщил.
2. Должно быть, он никогда не испытывал нужду и не знает, как живут небогатые люди.
3. Он последнее время доведем к нам не ходит: он, вероятно, не знает, что мы уже приехали.
4. Он поспешил уйти. Скорее всего не захотел, чтобы его заметили.
5. Неужели вы ещё не были в Париже? Вам обязательно нужно там побывать — это удивительный город.
6. Скорее всего, он уже не появится: слишком поздно и пора расходиться.

Variant 2

Exercise 1.

Answer the questions. Use zero conditionals.

1. What colour do you get if you mix yellow and blue?
2. What happens with the grass if it rains?
3. Does wool burn if there is no air?
4. What happens with iron if it gets wet? (rust)
5. What do babies usually do if they are hungry?
6. What colour do you get if you mix red and blue?
7. When do people have a hangover?
8. When do women think of slimming?
9. When does ice melt?
10. What sights can you see if you go to London?
11. When does coffee taste sweet?
12. On what condition do you feel good?

Exercise 2.

A Life of Danger. Can you match the things on the left with the warnings on the right?

poison	If you hold it wrongly, you will cut yourself.
tobacco	If you touch it, it will bite you.
a tree	If you go too fast, the police will catch you.
the sea	If you have too much, you will get sick.
a sharp knife	If you open the back, you will get a shock.
a car	If you drink a lot, you'll feel sick tomorrow.
a bicycle	If you are careless, you will fall.
alcohol	If you drink it, you will die.
a dog	If you go there in bad weather, you will drown.
television	If you don't have lights, a car will hit you.

Now use the same pattern to write new warnings about five other dangerous things.

Then read some of your warnings. Can other class members guess what the "dangerous things" are?

Exercise 2.

Open the brackets. Put the verbs into the past simple or future-in-the-past simple.

Did you hear about that guy who won 180 million dollars in the lottery? If I (win) that much money, I (quit) my job the next day. I (travel) around the world and (stay) in the most luxurious hotels. If I (want) anything, I (buy) it. If I (see) a beautiful Mercedes that I wanted I (buy) it. If I (want) to stay in a hotel by the sea and the hotel (be) full, I (buy) the hotel and make them give me a room. I (can/do) anything in the world, if I (have) 180 million dollars.... Oh... I am starting to sound a little bit materialistic.... Well... I(do) good things with the money too. I (donate) some money to charities and I (try) to help as many people as possible.

Exercise 4.

Read the sentences; then put the verbs into the correct form.

1. Brazil (win) the football match if the referee (be) fair.
2. If he (work) harder, he (be) promoted.
3. If you (not/remind) me, I (may/forget).
4. We (go) for a picnic if it (be) a nice day.
5. If she (follow) her parents' advice, she (not/lose) all her money.
6. How come you let them confiscate your laptop? – If I (not/agree), they (not/allow) me on the plane.
7. you (stay) in Canada if you (not/marry) a Canadian woman?

Exercise 5.

Translate the sentences from Russian into English.

1. Если бы он был не столь тепло одет, то непременно дрожал бы от холода.
2. Если смотришь на солнце без солнцезащитных очков, то глазам неприятно.
3. Если бы я не разбиралась в биологии, то я бы и не стала поступать в медицинский институт.
4. Будь я на твоём месте в тот день, я бы никогда позволила детям гулять без шапок.
5. Если бы он отказался мне помочь, то я бы обиделась.
6. Было бы странно, если бы Мистер Томас не провел переключку в начале урока.
7. Будь он более терпелив, он бы тогда дождался нас и не пошел бы в библиотеку один.
8. Если бы ты был более прилежен в учебе, ты бы сдал экзамен по истории, а не пошел бы на пересдачу.
9. Если он будет в состоянии, то споет нам.
10. Если у меня будет все болеть, я не пойду на прогулку.

Exercise 6.

Fill in the blanks with MAY/MIGHT followed by the appropriate form of the infinitive in brackets.

1. 'Who is this elegant woman walking through the garden together with Annie?'
'I don't see from here but it... (to be) her mother. She is always so exquisitely dressed.'
2. '...I (to smoke) here?'
'Yes, it's perfectly all right with me — I never mind when people smoke.'
3. 'I think we... (to go) skiing to Austria next February. I hope we'll 4P, Jacob is so keen on skiing.'
4. 'Where is Val?'
'I am not certain... I think he ... (to play) squash. Let's go and see if I am right.'
5. 'Where is Val?'
'I have heard something about his love for plants and flowers. So he ... (to go) already to the Botanic Gardens without waiting for us.'
6. Take your camera. There you ... (to come across) something worth remembering.
7. 'Why is he so impatient about returning home as soon as possible?'
'He ... (to hear) from his family and (to learn something that makes him return in a hurry).'
8. Don't turn off the light: father... (to come back) after dark. 'Why are you whispering all this when you can say it all aloud: we are alone.'
9. 'One never knows who ... (to listen) too.'
10. '... I (to look) around? The place is very pretty.'
'Yes, you But don't forget that dinner is served here at seven.'
11. Joan did not approve of Michael's behaviour; she thought:
'He ... (to behave) in a more appropriate way: he knows it is difficult for me to justify his way of life.'
12. 'Where do you suppose he is now?'
'He ... (to be) in New York.'
13. You are welcome to come with me. You ... (to notice) things that I miss.
14. 'Molly, do you know where Mum ... (to put) her address book?'
'No, though I think it... (to lie) still in the hall.'

Exercise 7.

Translate into English using the modal verbs *MUST*, *CAN* and *MAY*.

1. Наверное, ваш брат станет знаменитым историком: он так увлечён наукой.
2. Вы можете и не высказывать своё мнение вслух. Я его отлично знаю.
3. Наверное, он не пожалеет времени и средств для того, чтобы иметь информацию обо всём.
4. Может быть, вы и не хотите, чтобы ваше имя попало в газеты, но этого, я думаю, уже не избежать.
5. Вы должны исполнить только то, что в ваших силах. Никто не требует от вас большего.
6. Нужно проверить его слова: он, возможно, прав, а, возможно, и нет.

Variant 3

Exercise 1.

Complete the sentences.

- 1.If you boil water,
- 2.If you study hard,
- 3.If you freeze water,
- 4.If you heat metal,
- 5.If you don't study,
- 6.If you miss lunch,
- 7.If you don't sleep,
- 8.If you travel south,
- 9.If you break a mirror,
- 10.Water boils if.....
- 11.If you mix red and white,
- 12.If you pull a cat's tail,
- 13.A dog bites if.....
- 14.....if you leave it in the sun.
- 15.....if she comes home very late.
- 16....., you get sunburned.
- 17.I always feel miserable if

Exercise 2.

Make up questions beginning with *What will you do if...* Make use of the phrases below.

- | | |
|----------------------------------|----------------------------|
| 1. feel tired | 8. not take an umbrella |
| 2. rain on Sunday | 9. lose your key |
| want to read a glossy | |
| 3. magazine | 10. miss the bus |
| 4. want to top up | 11. not exercise regularly |
| 5. feel hungry | 12. have a nosebleed |
| | 13. spill red wine on your |
| 6. see a stray dog in the street | jeans |
| 7. not brush your teeth | 14. have hiccups |

Exercise 3.

What would you take to a desert island?

Imagine you were on a desert island. What things would you want to take with you?

Who would you like to be with? Write short answers to the questions below. Remember you don't need basic food or water or electricity – it's already on the island.

1. What two books would you bring?
2. What luxury food item would you like?
3. What special drink item would you take?
4. What two pieces of music would you listen to?
5. Who would you like to be on the island with? Choose two people.
6. What personal item would you take?

Exercise 4.

Read the sentences; then put the verbs into the correct form.

1. I don't know what we (do) if our visas (not/arrive) in time.
2. If I (be) taller, I (join) the police force.
3. I (buy) a second-hand car if I (have) any sense.
4. The house (burn) down if the fire brigade (not/come) immediately.
5. If he (know) the facts, he (may/tell) us what to do.
6. What (happen) if they (not/find) you in time?

Exercise 5.

Translate the sentences from Russian into English

1. Если врач выпишет тебе это лекарство, я закажу его в аптеке, которая недалеко от моего дома.
2. Если бросишь курить, мы купим тебе машину.
3. Если выпить чашку чая с медом, то быстро уснешь.
4. Если у ребенка температура, то дай ему таблетку аспирина, чтобы сбить жар.
5. Собака всегда рычит, если слышит, что кто-то подходит к дому.
6. Если я выиграю в лотерею, то куплю виллу в Испании.
7. Как бы вы поступили, если бы увидели, что кто-то пытается украсть вашу машину.
8. Если бы у меня тогда было желание, я бы тогда уже написал бестселлер.
9. Если у ребенка температура, то дай ему таблетку аспирина, чтобы сбить жар.
10. На твоём месте я бы постаралась не принимать все близко к сердцу.

Exercise 6.

Translate into English rendering correctly the Russian expressions "может быть" and "не может быть".

1. a) Может быть, пойдёт снег.
b) Может быть, снега не будет.
a) Не может быть, чтобы пошёл снег.
b) Неужели будет снег?
2. a) Может быть, он знает вас.
b) Может быть, он не знает вас.
c) Не может быть, чтобы он знал вас.
d) Неужели он вас знает?
3. a) Может быть, они ждут нас.
b) Может быть, они не ждут нас.
c) Не может быть, чтобы они ждали нас.
d) Неужели они нас ждут?
4. a) Может быть, он потерял ключи.
b) Может быть, он и не терял ключи.
c) Не может быть, чтобы он потерял ключи.

d) Неужели он потерял ключи?

Exercise 7.

Translate into English using the modal verbs MUST, CAN and MAY.

1. Он должен много читать вслух, чтобы улучшить своё произношение.
2. Он, должно быть, много читает вслух, у него хорошее произношение.
3. Не может быть, чтобы он много читал вслух, он совсем не улучшил своё произношение.
4. Вероятно, он ещё не закончил читать эту книгу.
5. – Неужели они никогда не видели снега?
— Конечно, нет. Они же из Бразилии.
6. Неужели вашей собаке уже пять лет?

РАЗДЕЛ 3

Variant 1

Exercise 1.

Translate into English using the participles of the following verbs: to disappoint, to excite, to bore, to interest, to confuse, to surprise, to tire, to amuse. Give two variants where possible.

1. Ваша идея очень интересная. Расскажите мне побольше о ней.
2. Невероятно, чтобы он провалился на экзамене: он был очень хорошо подготовлен.
3. Не могли бы вы повторить, Я немного не понял, в чем заключается главная идея вашего плана.
4. Ей было скучно, так как она не могла найти, чем бы себя занять весь день.
5. Он интересуется политикой и не пропускает ни одной программы новостей.
6. Фильм был страшно неинтересным. Я чуть было не уснул.
7. Ты разочарована? Ну, конечно, ты не этого ожидала.
8. Ваш приход был неожиданным и застал меня врасплох.
9. Люди были всё больше незнакомые, и он чувствовал себя неловко и смущался всякий раз, когда к нему обращались.
10. Путешествие меня разочаровало. Я не ожидал, что в Лондоне мне будет настолько скучно.
11. Всех взволновал результат финала соревнований. Во всяком случае, такого никто не ожидал.
12. Не волнуйся, ничто не начнется, пока ты не придёшь туда.
13. То, что вы мне сказали, удивило меня больше, чем я ожидал.

Exercise 2.

Translate into Russian paying special attention to complex objects.

1. I want you to cut out gambling, do you hear?
2. I'd like us to be friends.
3. We don't need him to know too much, do we?
4. Do you expect me to believe your endless lies?
5. I want your progress report to be ready by the end of the week.
6. The chief would like you to come up with the conclusions he wants, not your own conclusions.
7. 'More tea?' He had never known his mother-in-law to refuse.

Exercise 3.

Make up complex sentences.

1. When I was eighteen
2. Though I'm not sure that you are right

3. What is the most important thing for me
4. He spoke so expressively that
5. This is the most exciting film
6. What is done.....
7. Whenever I see him.....
8. Before she was promoted....
9. When you are ready.....
10. Most school children in Britain look very similar because they.....
11. He wondered whether.....
12. She told everybody that.....

Variant 2

Exercise 1.

Translate the sentences using the non-finite forms of the verb where possible.

1. По правде говоря, мне не нравится его предложение.
2. Чай был слишком горячим, его невозможно было пить.
3. У вас есть что-нибудь добавить?
4. Плохая погода заставила нас вернуться домой.
5. Мы ожидаем, что товары будут доставлены через три недели.
6. Мы стояли у ворот, ожидая, когда прибудет такси.
7. Учитель видел, что студенты не знают, как выполнить это задание.
8. Он оказался не очень хорошим спортсменом.
9. Я случайно встретил его на выставке. Говорят, он недавно вернулся из Москвы.
10. Мягко говоря, она была не очень красива.
11. Когда я приехал, он был занят стрижкой газона (mow).
12. Доктор настаивает на том, чтобы он провел лето на море.
13. Нет никакой возможности найти его адрес.
14. Я помню, что меня уже спрашивали об этом.
15. Он вошел в комнату, не постучав.
16. Вы не возражаете, если я буду курить здесь,
17. Не забудь позвонить мне, когда приедешь в город.
18. Я терпеть не могу занимать вещи у друг.
19. Я не могла не рассмеяться.
20. Я отложил отправку письма. Надо проверить эти факты.

Exercise 2.

Translate into Russian paying special attention to complex objects.

1. I can smell something burning.
2. Last time I saw Terry communicating with some of his computers.
3. For some time Jane watched him moving, fixing drinks, telling jokes, lighting cigarettes, acting as if nothing had happened. Nothing at all.
4. Be quiet! I can hear someone moving.
5. Last night I heard some noise upstairs. Then they told me I had actually heard the burglar breaking into my neighbour's flat.
6. He said 'No' and felt himself losing points in some test in which the rules were a mystery.

Exercise 3.

Answer the following questions using complex sentences.

1. Where will you work when you graduate from the Institute?
2. Will you try to find a part-time job for summer after you pass your exams?
3. What did you use to do on Sundays when you studied at school?
4. Who can help you if you have problems?
5. Though you'll get a diploma in three years you think about your future work, don't you?
6. Who is the girl you were speaking to in the hall?
7. Why didn't you take part in the Institute chess tournament?
8. Have you bought the book the professor told you about?
9. Who told you that we would have two seminars on Saturday?
10. Do you take part in all the events that are held at the Institute?

Variant 3

Exercise 1.

Translate the sentences using Infinitive, Gerund and Participle where possible.

1. Ты посоветовал ему обратиться в полицию? – Нет, я не стал (like) давать советов по такому сложному вопросу.
2. Он хотел положить моего хамелеона (chameleon) на клетчатый (tartan) коврик и посмотреть, как он меняет цвет.
3. Днем животных на дороге видно хорошо, но ночью иногда тяжело избежать столкновения.
4. Кажется, огонь погас. – Не может быть. Я слышу, как потрескивают дрова.
5. Я поймал его, когда он перелез через мой забор. Я попросил от него объяснений, но он отказался говорить, поэтому в итоге мне пришлось его отпустить.
6. Когда мне, наконец, удалось убедить его, что мне срочно нужно домой, он нажал на педаль газа (put his foot on the accelerator), и я почувствовал, как машина понеслась вперед.
7. Я не привык к левостороннему движению. – Когда увидишь, как ездят все остальные, это не покажется тебе сложным.
8. Приятно сидеть ночью у камина и слушать, как за окном завывает ветер.
9. Не было другого способа выбраться из здания, кроме как по веревке, но Энн была для этого слишком напугана.
10. Мы услышали рев двигателей (как заработали двигатели), когда самолет начал разбег, и увидели людей, махавших нам рукой.
11. Нет смысла писать ему; он никогда не отвечает на письма. Единственное, что можно сделать, это пойти навестить его.
12. Почему ты обошел вокруг поля, вместо того, чтобы пойти напрямик (walk across)? – Я не захотел (like) идти напрямик из-за быка. Каждый раз, когда вижу быка (I never see a bull), думаю, что он хочет за мной погна́ться.
13. Я не люблю получать счета. Но когда они приходят, я предпочитаю оплачивать их немедленно.
14. Пригласи его войти. Не заставляй его ждать на пороге.
15. Кажется, у наших соседей снизу вечеринка. Слышно, как пробки от шампанского выстреливают в потолок.

Exercise 2.

Translate into Russian paying special attention to complex objects.

1. Nobody noticed Michael leave the house.
2. The police tried to find witnesses but no one saw the crime happen.
3. I didn't even try to make him change his mind.
4. I've never known him talk with such authority.
5. These dreams will never let you go. They'll haunt you forever.
6. He hated people argue like that.
7. I felt someone touch my shoulder and a voice behind me said 'Freeze just there!'

Exercise 3.

Make up sentences, matching the suggested parts. Give your reasons for the choice made.

Pattern: 1) Dancing is popular in Latin America probably because people are very temperamental there.

2) Dancing gives one a lot of pleasure; you can relax and enjoy music.

Dancing	.....takes a lot of time.
Surfing the Internet	.....is popular in...
Going to concerts	.....is a luxury for students.
Playing hockey	.....influences our thinking.
Travelling	.....gives one pleasure.
Figure skating	.....costs a lot of money.
Learning to play the piano	.....is something that everyone
Cooking	does nowadays.
Studying Japanese	.....is necessary not only for health.
Listening to disks	.....attracts more and more fans.
Keeping fit	.....is my hobby.
Speaking to an audience	.....is always stressful.

7.3. ВОПРОСЫ К ЭКЗАМЕНУ

(Раздел 1)

1. The structure of the English sentence. Types of sentences.
2. Types of questions and their formation.
3. Impersonal structures.
4. «There + to be» structure.
5. The verbs «to have» and «to be», their meanings.
6. The noun. The category of number. Formation, the spelling of the plural endings, their pronunciation. Plurality of collective nouns. Pluralia tantum, Singularia tantum.
7. The noun: classification, grammatical categories (gender, case, number).
8. The pronoun. Types of pronouns.
9. The adjective: classification, formation, position in the sentence.
10. The adjective: grammar categories (degrees of comparison).
11. Order of adjectives.
12. The adverb: classification, formation, position and functions in the sentence.
13. The adverb: grammar categories (degrees of comparison).
14. The article: its place and use.
15. Comparison constructions.
16. The numeral, its types.
17. The Present Simple Tense, its formation and use.
18. The Present Continuous Tense, its formation and use.
19. The Present Perfect Tense, its formation and use.
20. The Present Simple Tense and The Present Continuous Tense taken in comparison.
21. The use of the Present Simple Tense and the Present Continuous Tenses to express futurity.
22. The use of the Present Simple instead of the Present Continuous. The verbs which are not used in the continuous form.
23. The Present Perfect Continuous Tense, its formation and use.
24. The Present Perfect Simple Tense and the Present Perfect Continuous Tense taken in comparison.
25. The use of the Past Simple, the Past Continuous and the Past Perfect Tenses taken in comparison.
26. The use of the Present Perfect and the Past Simple tenses taken in comparison.
27. The Past Perfect Tense, its formation and use.
28. The Past Perfect Continuous Tense, its formation and use.
29. The Future Simple Tense, its formation and use.
30. The Future Continuous Tense, its formation and use.
31. The Future Perfect Tense, its formation and use.
32. The Future Perfect Continuous Tense, its formation and use.
33. The Sequence of Tenses in the English language.
34. The reported speech. Reporting statements, questions, orders, requests etc.
35. The structure «to be going to».

(Раздел 3)

1. Non-finite forms of the Verb.
2. The Infinitive.
3. The Infinitive. General notion.
4. The Infinitive. Tense, Voice and Aspect distinctions.
5. The Use of the Infinitive.
6. The Gerund. General notion.

7. The Gerund. Tense and Voice distinctions.
8. The Use of the Gerund.
9. The Participle. General notion.
10. The Participle. Tense and Voice distinctions.
11. The functions of Participle I and Participle II in the sentence.
12. The structure of the English Sentence. Types of sentences.
13. The Simple Sentence.
14. Types of questions and their formation.
15. Parts of the Sentence. The Principal and the Secondary Parts.
16. The Compound Sentence.
17. The Complex Sentence.
18. The Compound-Complex Sentence.
19. Word Order.
20. Punctuation. Apostrophes, Dashes, Colons, Semi Colon, Brackets, Emphasis.

7.4.ВОПРОСЫ К ЗАЧЕТУ

(Раздел 2)

1. The Subjunctive Mood.
 - General notion.
 - Synthetic forms.
 - Analytical forms.
 - The use of the Subjunctive Mood.

2. Conditional sentences.
 - Zero Conditionals.
 - First Conditionals.
 - Second Conditionals.
 - Third Conditionals.
 - Mixed Conditionals.
 - Wishes.

3. Modal verbs.
 - Definition.
 - Modal verbs used to express *ability*.
 - Modal verbs used to express *possibility, probability, logical assumptions*.
 - Modal verbs used to express *permission*.
 - Modal verbs used to express *requests, offers, suggestions*.
 - Modal verbs used to express *advice and criticism*.
 - Modal verbs used to express *necessity, obligation, prohibition*.
 - To be + Infinitive.
 - To have+Infinitive.

8. МЕТОДЫ ОБУЧЕНИЯ

В процессе обучения для достижения планируемых результатов освоения дисциплины используются следующие методы образовательных технологий:

- методы ИТ – использование Internet-ресурсов для расширения информационного поля и получения информации, в том числе и профессиональной;
- междисциплинарное обучение – обучение с использованием знаний из различных областей (дисциплин) реализуемых в контексте конкретной задачи;
- проблемное обучение – стимулирование студентов к самостоятельному приобретению знаний для решения конкретной поставленной задачи;
- обучение на основе опыта – активизация познавательной деятельности студента посредством ассоциации их собственного опыта с предметом изучения.

Изучение дисциплины «Практическая грамматика английского языка» осуществляется студентами в ходе прослушивания изучения теоретического материала, участия в практических занятиях, а также посредством самостоятельной работы с рекомендованной литературой.

В рамках данного курса материал излагается в соответствии с рабочей программой. При этом преподаватель подробно останавливается на концептуальных темах курса, а также темах, вызывающих у студентов затруднение при изучении. В ходе проведения занятий студенты конспектируют материал, излагаемый преподавателем.

В ходе проведения практических занятий студенты отвечают на вопросы, вынесенные в план занятия. Кроме того, в ходе семинарского занятия может быть проведено пилотное тестирование, предполагающее выявление уровня знаний по пройденному материалу.

Для изучения дисциплины предусмотрены следующие формы организации учебного процесса: практические занятия, самостоятельная работа студентов.

9. КРИТЕРИИ ОЦЕНИВАНИЯ ЗНАНИЙ СТУДЕНТОВ

Оценка		Характеристика знания предмета и ответов
Отлично (5)	зачтено	<p>студент глубоко и прочно усвоил программный материал, умеет тесно увязывать теорию с практикой;</p> <p>изложение материала отличается последовательностью, логикой изложения, легко воспринимается аудиторией;</p> <p>при ответе на вопросы студент демонстрирует глубину владения представленным языковым материалом;</p> <p>ответы формулируются аргументированно, обосновывается собственная позиция в проблемных ситуациях;</p> <p>студент демонстрирует зачетный уровень теоретической осведомленности и практических навыков по материалу практических занятий и владеет соответствующим уровнем языковой подготовки в процессе сообщения информации по изучаемой дисциплине;</p> <p>использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения дисциплине, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи.</p>
Хорошо (4)		<p>студент твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос или выполнении заданий;</p> <p>правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения;</p> <p>использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения дисциплине, грамматические ошибки незначительно препятствуют решению коммуникативной задачи.</p>
Удовлетворительно (3)		<p>студент имеет знания только основного материала, но не усвоил его деталей, допускает неточности, демонстрирует недостаточно правильные формулировки;</p> <p>нарушения логической последовательности в изложении программного материала;</p> <p>испытывает затруднения при выполнении практических работ;</p> <p>имеются грубые грамматические ошибки.</p>
Неудовлетворительно (2)	незачтено	<p>студент поверхностно передает содержание проблемы, не демонстрирует умение выделять главное, существенное;</p> <p>изложение материала краткое, неглубокое, не демонстрирует зачетный уровень теоретической осведомленности и практические навыки по изученному материалу, профессионального владения иностранным языком в процессе сообщения информации по дисциплине;</p> <p>большое количество грамматических ошибок.</p>

10. МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ, УЧЕБНАЯ И РЕКОМЕНДУЕМАЯ ЛИТЕРАТУРА

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Интернет-источники:

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