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Информация о владельце:  
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Должность: Проректор по образовательной деятельности  
Дата подписания: 23.09.2025 13:52:37  
Уникальный программный ключ:  
ec85dd5a839619d48ea76b2d23dba88a9c82091a

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное бюджетное образовательное  
учреждение инклюзивного высшего образования  
«Московский государственный  
гуманитарно-экономический университет»  
(ФГБОУ ИВО «МГГЭУ»)

УТВЕРЖДАЮ

Проректор по образовательной деятельности

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К ОСВОЕНИЮ  
УЧЕБНОЙ ДИСЦИПЛИНЫ  
Б1.О.28 Практическая грамматика первого иностранного языка

образовательная программа направления подготовки  
44.03.01 Педагогическое образование  
шифр, наименование

**Направленность (профиль)**  
Иностранный язык

Квалификация (степень) выпускника: бакалавр

Форма обучения: очная

Курс 1 семестр 1,2

Москва 2024

## **Содержание**

1. Аннотация/Введение
2. Методические рекомендации к лекциям
3. Методические рекомендации к практическим занятиям
4. Методические рекомендации к самостоятельной работе

## АННОТАЦИЯ

Настоящие методические рекомендации разработаны для обучающихся 1 курса очной формы обучения с учетом ФГОС ВО и рабочей программы дисциплины «Практическая грамматика первого иностранного языка».

Целью освоения дисциплины является формирование у студентов навыков межкультурной коммуникации в ее языковой, предметной и деятельностной формах, принимая во внимание стереотипы мышления и поведения в культуре изучаемого языка.

Задачи дисциплины:

- автоматизировать грамматические навыки устной и письменной речи;
- обобщить и систематизировать ранее полученные знания грамматики на младшей и средней ступенях обучения;
- совершенствовать грамматические умения в четырех видах речевой деятельности, а именно:

а) в области говорения – обучать строить свою речь в соответствии с нормами, принятыми в стране изучаемого языка; уметь оперировать грамматическими единицами, применять правила грамматики в зависимости от ситуации, коммуникативной задачи, цели общения;

б) в области письма – обучать грамотно строить письменную речь; выполнять практические задания по грамматике;

в) в области аудирования – совершенствовать умение слушать аутентичные тексты из различных сфер жизни носителей языка с пониманием общей идеи, с извлечением информации и с детальным пониманием; обучать различать грамматические структуры в звучащих текстах;

г) в области чтения – совершенствовать умение различать и грамотно переводить прочитанные грамматические структуры; читать аутентичные тексты из различных сфер жизни носителей языка с пониманием общей идеи, с извлечением информации и с детальным пониманием.

Вышеозначенные задачи предполагают развитие следующих компонентов освоения грамматики английского языка:

1) лингвистический компонент предусматривает:

- знание фонологических, лексических, грамматических явлений и закономерностей изучаемого языка как системы, включая когнитивную организацию и способы хранения знаний о языковых явлениях в сознании индивида (например, ассоциативные, парадигматические и другие виды связей языковых явлений);

- знание литературной нормы изучаемого языка: орфоэпической, орфографической, лексической, грамматической и стилистической;

- знание и умение применять лингвистическую компетенцию в коммуникативной и профессиональной деятельности;

- знание языковых характеристик и видов дискурса:

а) устный и письменный дискурс,

б) подготовленная и неподготовленная речь,

в) официальная и неофициальная речь;

- основные речевые формы высказывания: повествование, описание, монолог, диалог;

- дискурсивные способы выражения фактуальной информации в иноязычном тексте;

2) социокультурный компонент предполагает знание и умение принимать во внимание в коммуникативной и профессиональной деятельности страноведческие реалии, национальные традиции, ритуалы, обычаи, принятые образы общения, формулы вежливости;

3) прагматический компонент предусматривает знание и умение применять в коммуникативной и профессиональной деятельности:

- прагматические параметры высказывания (адаптация к предмету ситуации, типу адресата, условиям ситуации, интенции автора языковых единиц);

- языковую организацию функционально-стилевых разновидностей текста: художественного, газетно-публицистического, научного, официально-делового;

- интерпретацию (языковую, эстетическую, культурологическую) художественного и газетно-публицистического текста;

4) межкультурная компетенция предполагает знание и умение принимать во внимание правила и традиции общения, принятые в культуре изучаемого языка, системное соотношение культур родного и изучаемого языка.

Практические цели курса конкретизируются в требованиях к коммуникативным умениям говорения, аудирования, чтения и письма во всех видах речевой деятельности, связанной с восприятием и порождением дискурса, интеракцией (диалогическое общение) и медиацией (перевод, интерпретация).

В результате изучения дисциплины студент должен:

*знать:*

- методы организации и руководства работой команды, принципы командной стратегии для достижения поставленной цели;

- принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации;

- закономерности и принципы организации совместной и индивидуальной учебной и воспитательной деятельности обучающихся, в том числе с особыми образовательными потребностями; основные закономерности возрастного развития, стадии и кризисы развития, социализация личности, индикаторы индивидуальных особенностей траекторий жизни и технологии учета возрастных особенностей обучающихся;

- содержание, сущность, закономерности, принципы и особенности изучаемых явлений и процессов, базовые теории в предметной области; закономерности, определяющие место предмета в общей картине мира;

*уметь:*

- организовывать и руководить работой команды, вырабатывая командную стратегию для достижения поставленной цели.;

- применять языковые средства для достижения профессиональных целей на русском и иностранном (-ых) языке (-ах);

- определять и реализовывать формы, методы и средства для организации совместной и индивидуальной учебной и воспитательной деятельности обучающихся, в том числе с особыми образовательными потребностями в соответствии с требованиями федеральных государственных образовательных стандартов, инклюзивного образования;
- анализировать базовые предметные научно-теоретические представления о сущности, закономерностях, принципах и особенностях изучаемых явлений и процессов;

*владеть:*

- навыками организации и руководства работой команды, вырабатывая командную стратегию для достижения поставленной цели;
- способностями выстраивать стратегию устного и письменного общения на русском и иностранном (-ых) языке (-ах) в рамках межличностного и межкультурного общения;
- образовательными технологиями организации совместной и индивидуальной учебной и воспитательной деятельности обучающихся, в том числе с особыми образовательными потребностями в соответствии с требованиями федеральных государственных образовательных стандартов, инклюзивного образования;
- навыками понимания и системного анализа базовых научно-теоретических представлений для решения профессиональных задач.

## **МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К ЛЕКЦИЯМ**

### **- The Verb**

#### **1. PRESENT TENSE**

- The Present Simple
- The Present Continuous
- The Present Perfect
- The Present Perfect Continuous

#### **2. PAST TENSE**

- The Past Simple
- The Past Continuous
- The Past Perfect
- The Past Perfect Continuous

#### **3. FUTURE TENSE**

- The Future Simple
- The Future Simple Continuous
- The Future Perfect
- The Future Perfect Continuous

#### **4. THE PASSIVE VOICE**

- Types of Passive Constructions
- The Use of Finite Forms in the Passive Voice
- The Choice of the Passive Construction

### **- The Noun**

#### **5. THE NOUN**

- The Gender of Nouns
- The Number of Nouns
- The Case of Nouns
- The Functions of Nouns in the Sentence

### **- The Article**

#### **6. THE ARTICLE**

- The Indefinite Article
- The Definite Article
- Absence of the Article (the Zero Article)

## **- The Adjective**

### 7. THE ADJECTIVE

- Formation of Adjectives
- Classification of Adjectives
- Substantivization in Adjectives
- Syntactic Functions of Adjectives

## **- The Adverb**

### 8. THE ADVERB

- Classification of Adverbs
- Forms of Adverbs
- Degrees of Comparison
- Syntactic Functions of Adverbs

## **- The Numeral**

### 9. THE NUMERAL

- Cardinal numerals
- Ordinal numerals

## **- The Pronoun**

### 10. THE PRONOUN

- Personal Pronouns
- Possessive Pronouns
- Reflexive Pronouns
- Emphatic Pronouns
- Demonstrative Pronouns
- Indefinite Pronouns
- Reciprocal Pronouns
- Interrogative Pronouns
- Conjunctive Pronouns

## **- Mood. Modal Verbs.**

### 11. MOOD

- the Indicative Mood

- the Imperative Mood

## 12. MODAL VERBS

- can
- may
- must
- have to
- to be to
- should
- ought to

### - Means of expressing unreality

## 13. STRUCTURALLY DEPENDENT USE OF FORMS EXPRESSING UNREALITY

- The Use of Forms Expressing Unreality in Appositive and Predicative Clauses
- The Use of Forms Expressing Unreality in Adverbial Clauses
  - Adverbial Clauses of Purpose
  - Adverbial Clauses of Comparison

## 14. FREE USE OF FORMS EXPRESSING UNREALITY

## 15. TRADITIONAL USE OF FORMS EXPRESSING UNREALITY

### - Verbals

## 16. NON-FINITE FORMS OF THE VERB

- The Infinitive and the ing-form
- The Participle



## МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ

### Темы и задания к практическим занятиям:

#### 1. The Verb

##### Exercise 1

Complete the sentences with the correct form of the Present Tense

1. Jeremy usually \_\_\_\_\_ to school by bus but today his dad \_\_\_\_\_ him. (GO, DRIVE)
2. How often \_\_\_\_\_ to the park for a picnic? (YOU GO)
3. Northern California \_\_\_\_\_ a lot of rain during the wintertime but this winter it \_\_\_\_\_ at all. (GET, NOT RAIN)
4. My sister often \_\_\_\_\_ in bed but today she is so tired that she \_\_\_\_\_ anything at all. (READ, NOT READ)
5. Look to your right! Mary \_\_\_\_\_ her little sister to school. How sweet! (BRING)
6. Mom can't help you right now because she \_\_\_\_\_ dinner. (PREPARE)
7. The neighbours' boys always \_\_\_\_\_ to school late. (COME)
8. My parents never \_\_\_\_\_ cigarettes in front of us. (SMOKE)
9. I can't understand him because I \_\_\_\_\_ any French. (NOT KNOW)
10. Mary \_\_\_\_\_ eating sweets. Every morning she \_\_\_\_\_ coffee with lots of sweets. (LIKE, HAVE)
11. What \_\_\_\_\_? – I think they \_\_\_\_\_ to be fed by the tourists. (THE DUCKS DO, WAIT)
12. It \_\_\_\_\_ very hard at the moment. (RAIN)
13. They normally \_\_\_\_\_ TV on Sundays but today they \_\_\_\_\_ a nap. (WATCH, TAKE)
14. Dad \_\_\_\_\_ TV when he \_\_\_\_\_ home from the office. (NOT USUALLY WATCH, COME)
15. Every Monday my dad \_\_\_\_\_ to work by train because my mom \_\_\_\_\_ the car. (GO, NEED)
16. Our teacher often \_\_\_\_\_ at us when she's in a bad mood. (SHOUT)
17. I \_\_\_\_\_ for a new car which I want to buy as soon as possible. (SAVE)
18. What \_\_\_\_\_ right now? – He \_\_\_\_\_ in the river. (TOM DO, SWIM)

##### Exercise 2

Fill in the correct form of the past tense: simple or progressive.

1. While the policeman \_\_\_\_\_ out of the window, he \_\_\_\_\_ that a blue SUV \_\_\_\_\_ down the road. (LOOK, NOTICE, PARK)
2. I \_\_\_\_\_ on my report when the phone \_\_\_\_\_. My wife \_\_\_\_\_ to know when I \_\_\_\_\_ home. (WORK, RING, WANT, COME)
3. He \_\_\_\_\_ down the street when he \_\_\_\_\_ his old schoolteacher on the other side. (WALK, SEE)
4. During the time I \_\_\_\_\_ in South Africa I never \_\_\_\_\_ a serious crime. (SPEND, SEE)
5. While they \_\_\_\_\_ lunch at the new restaurant, a journalist \_\_\_\_\_ up to them and \_\_\_\_\_ to ask a few questions. (HAVE, COME, WANT)
6. The farmer \_\_\_\_\_ the whole neighbourhood with fruit and vegetables. (SUPPLY)
7. The hairdresser \_\_\_\_\_ up her shop, \_\_\_\_\_ into the car and \_\_\_\_\_ home.

(LOCK, GET, DRIVE) 8. My brother \_\_\_\_\_ to contact me at the office, but he \_\_\_\_\_ me because I \_\_\_\_\_ lunch with a customer. (TRY, CANNOT REACH, HAVE) 9. Jack \_\_\_\_\_ over the carpet because he \_\_\_\_\_ attention to where he \_\_\_\_\_. (TRIP, NOT PAY, GO) 10. Where \_\_\_\_\_ when I \_\_\_\_\_ across you yesterday? (YOU GO, COME) 11. I \_\_\_\_\_ him off at the airport when the police \_\_\_\_\_ and \_\_\_\_\_ him. (SEE, COME, ARREST) 12. The old man \_\_\_\_\_ on the pavement, so James \_\_\_\_\_ to help him. (FALL, STOP) 13. How \_\_\_\_\_ your leg? – Well, I \_\_\_\_\_ on the ladder when, suddenly, I \_\_\_\_\_ my balance and \_\_\_\_\_. (YOU BREAK, STAND, LOSE, FALL) 14. She \_\_\_\_\_ in France at the time she \_\_\_\_\_ the bad news. (LIVE, RECEIVE) 15. I \_\_\_\_\_ the new Prime Minister while I \_\_\_\_\_ the press conference. (MEET, ATTEND) 16. While I \_\_\_\_\_ on the motorway, more and more police cars \_\_\_\_\_ in my direction. (DRIVE, COME)

### **Exercise 3**

Fill in the correct form of the Future Tense. In some sentences several forms are possible.

1. They \_\_\_\_\_ driving to New York tomorrow evening. (DRIVE)
2. I offered him a job last week and I think he \_\_\_\_\_ it. (TAKE)
3. I hope the weather \_\_\_\_\_ nice when you get to Sardinia. (BE)
4. We \_\_\_\_\_ married on June 25th. (GET)
5. I suppose real estate prices \_\_\_\_\_ up again next year. (GO)
6. What \_\_\_\_\_ when you grow up? – I \_\_\_\_\_ a pilot. (YOU DO, BE)
7. I am \_\_\_\_\_ football this afternoon so I can't make it to the party. (PLAY)
8. Put your wallet away. I \_\_\_\_\_ for the tickets. (PAY)
9. I \_\_\_\_\_ John at the airport tomorrow at 5.30. (MEET)
10. Take the umbrella with you. I think it \_\_\_\_\_ in the afternoon. (RAIN)
11. I think I \_\_\_\_\_ a cup of tea after all. (HAVE)
12. Ask Mary. She \_\_\_\_\_ the answer (PROBABLY KNOW)
13. Which car \_\_\_\_\_ to buy? (YOU PLAN)
14. Jack missed the train. He \_\_\_\_\_ late again. (BE)
15. All our stores \_\_\_\_\_ next Monday at 10.00 a.m. (OPEN)
16. We \_\_\_\_\_ our holidays in France next year. (SPEND)
17. What do you want to eat? – I think I \_\_\_\_\_ a sandwich. (HAVE)
18. We have to go now. It \_\_\_\_\_ late. (GET)
19. I can't talk about it now, but I \_\_\_\_\_ you a mail next week. (SEND)
20. The Jacksons \_\_\_\_\_ a party tomorrow afternoon, but they haven't invited us. (HAVE)

### **Exercise 4**

Change to reported speech.

1. He said, "I am in love with your sister."

He said that \_\_\_\_\_.

2. The reporter asked, "Where is the president staying?"

The reporter wanted to know \_\_\_\_\_ .

3. George said, "I can't do it now, but I'll try later."

George said that \_\_\_\_\_ .

4. My friend said, "Don't go there after dark."

My friend warned me \_\_\_\_\_ .

5. Peter told Elizabeth: "I'll give back the money when I have it."

Peter told Elizabeth that \_\_\_\_\_ .

6. My husband asked, "What should I wear for the party?"

My husband asked her \_\_\_\_\_ .

7. My boss said, "You haven't been working hard enough."

My boss said that \_\_\_\_\_ .

8. Malcolm said, "You must take your shoes off. "

Malcolm ordered him \_\_\_\_\_ .

9. I said, "Could you please pass me the salt?"

I asked him \_\_\_\_\_ .

10. Dad explained, "I will be leaving this house next week."

Dad explained to us that \_\_\_\_\_ .

11. I asked him, "Did you see the fire?"

I asked him \_\_\_\_\_ .

12. The doctor asked, "How did you feel after the operation?"

The doctor wanted to know \_\_\_\_\_ .

13. Mom said, "Don't forget your umbrella."

Mom told me \_\_\_\_\_ .

14. The teacher asked me, "Could you swim when you were little?"

The teacher asked me \_\_\_\_\_ .

15. Jimmy said, "I haven't seen Harry for ages and I don't know where he is. Jimmy said that \_\_\_\_

### **Exercise 5**

Complete the sentences. Use sequence of tenses rule.

1. ... that his nephew didn't go to school yet as he is too small.

2. ... that his father had been fond of parachuting and car-racing before ...
3. His cousin ... that collecting badges ... for years until ...
4. I found out yesterday that ... until...
5. ... her mother-in-law had never been interested in such a strange thing as embroidering, it must be a mistake.
6. ... that his grandson ... at that moment.
7. She was sure that her father ... until he married.
8. My grandfather ... that playing the piano ... for all his life.
9. My uncle ... that his ancestors ...
10. ... that his parents ...

### **Exercise 6**

Fill in the verb is or are.

1. Grammar rules ... always learnt by heart.
2. Rare animals ... protected in many countries.
3. This scarf ... made by my granny.
4. Animals in the reserve ... fed two times a day.
5. The same shirts ... worn by all the members of our team.
6. New Belarussian books ... shown in our library
7. Many Belarussian towns ... described in this book.
8. Dinner ... always cooked by my mother.
9. This place ... crowded on Sunday.
10. Our village ... surrounded with a forest.

### **Дополнительные источники и литература для подготовки:**

*Невзорова, Г. Д.* Английский язык. Грамматика : учебное пособие для вузов / Г. Д. Невзорова, Г. И. Никитушкина. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2021. — 213 с. — (Высшее образование). — ISBN 978-5-534-09359-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/470383>

## **2. The Noun**

### **Exercise 1**

Transform the following expressions into genetive forms in English.

- he house of Tom
  - he help of his friends
  - the trousers of my brother
  - the plays of Shakespeare
  - the work of good learners
-

the book of the teacher  
the pencil of the student  
the tools of the employees  
the hat of his father  
the streets of Olsztyn

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## **Exercise 2**

Образуйте множественное число сложных существительных

lady-bird →

merry-go-round →

forget-me-not →

passer-by →

mother-in-law →

car park →

grown-up →

editor-in-chief →

## **Exercise 3**

1) State the case of the following nouns in the following sentences.

1. Are you coming with us, Mona?
2. Do you believe his story?
3. Don't ruin your career.
4. God bless your soul.
5. Have you received today's post?
6. Have you seen your mother's bag, Hasan?
7. Her tears melted my heart.
8. Silence gives consent.
9. We are having dinner at our uncle's house.

### **Дополнительные источники и литература для подготовки:**

Гуреев, В. А. Английский язык. Грамматика (B2): учебник и практикум для вузов / В. А. Гуреев. — Москва : Издательство Юрайт, 2021. — 294 с. — (Высшее образование). — ISBN 978-5-534-07464-2. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/474588>

### 3. The Article

#### Exercise 1

Complete each second sentence using the word given, so that it has a similar meaning to the first sentence. Write between two and five words in each gap.

- 1 Not many people came to the party. **only**  
There ..... people at the party.
- 2 The witness described the mugger to the police. **a**  
The witness ..... of the mugger.
- 3 There isn't much sugar left. **a**  
There ..... sugar left.
- 4 I am thinking of becoming a firefighter when I leave school. **brigade**  
I am thinking of ..... when I leave school.
- 5 We were shocked by the news and didn't know what to do. **shocking**  
The news ..... didn't know what to do.
- 6 There aren't many good films out at the moment. **only**  
There ..... good films out at the moment.
- 7 I didn't eat much dessert because I'm on a diet. **only**  
I ..... dessert because I'm on a diet.
- 8 You have lots of hats! **lot**  
What ..... you have!

#### Exercise 2

Complete these sentences by putting 'a' or 'an' in the spaces provided. The first one has been done for you.

- 1) It is always fatal to ask ...an.... expert.
- 2) Secretive as...boy of six, secretive as...old man of seventy.
- 3) ...brilliant young woman with...MA degree.
- 4) She dislikes him as...being, as...creature, as...appearance.
- 5) I prefer management on...one-to-one basis.
- 6) ...hour...day would be enough.

#### Exercise 3

Use the article 'the' where it's necessary.

- 1 ... Statue of Liberty was a gift from ... France to ... United States.
- 2 ... Donald and ... Sarah went to school yesterday.
- 3 On our trip to ... USA we crossed ... Atlantic Ocean.
- 4 ... Nicholas is the youngest son of ... Browns.
- 5 He lived in ... South-East, then he moved to ... North.
- 6 Some seas have names of colours: ... Black Sea, Red Sea, ... Yellow Sea.
- 7 ... Fleet Street in London took its name from ... Fleet River, which till 1765 ran into ... Thames.

8 His ship nearly sank in ... Pacific.

### **Дополнительные источники и литература для подготовки:**

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## **4. The Adjective**

### **Exercise 1**

Read the following sentences and identify the adjectives used in various degrees of comparison.

1. Raj is taller than Sheldon.
2. The little girl is quite brave.
3. This chocolate is sweeter than the other one.
4. Mr Ambani is one of the wealthiest men.
5. The weather is getting colder these days.
6. The boy was the fattest one in the school.
7. Bring me the largest bag you have.
8. This is the best gift I've received to date.
9. The cottage is in the farthest corner of the village.
10. May is the hottest month of the year.
11. Riya is my elder sister.
12. Can you point me towards the nearest phone booth?
13. This is the oldest church in our city.
14. Most boys were in the playground.
15. This is my least favourite book.
16. Indira Point is the southernmost point of India.
17. I had a narrow escape from an accident.
18. Samuel is a good friend.
19. I can't go any further.
20. Can you reach the topmost shelf?

### **Exercise 2**

Complete the gaps with the expression **as ... as...** or **not as ... as ...** using the adjectives provided.

1. This pear is that one. (**hard**)
2. This horse is that. (**strong**)
3. These trousers are those. (**expensive**)
4. She is she looks. (**not / old**)
5. The town centre was usual. (**not / crowded**)
6. I'm sorry I'm late. I got here I could. (**fast**)
7. I'm quite tall, but you are taller. I'm you. (**not / tall**)
8. Rome is Athens. It was built earlier. (**not / old**)
9. My room is bigger than yours. Your room is mine. (**not / big**)

10. I'm he is. He is much taller than me. (**not / tall**)
11. My car is yours. You can drive faster. (**not / fast**)
12. I'm my sister. We were both born in 1984. (**old**)
13. She sings her sister. They are really good. (**well**)
14. This curtain is the other. (**long**)
15. These scales are those. (**precise**)
16. She is her brother. She is slimmer. (**not / fat**)
17. The film I expected. I really enjoyed it. (**interesting**)
18. This exercise is the other one. It's very simple. (**easy**)
19. His DVD player was mine. We paid the same price. (**cheap**)
20. She is her brother. He is really intelligent. (**not / smart**)

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## **5. The Adverb**

### **Exercise 1**

Choose the right adverb (degree of comparison) to complete the sentences.

1. Alisa smiles even (most brightly / more brightly) than the sun.
2. The new teacher explains the rules (more completely / completely) than our book.
3. Jack arrived (latest / most late) at the airport.
4. Jillian usually climbs (highest / higher) of all the other climbers in her group.
5. Andrew is speaking even (more louder / louder) than usual.
6. Melody dances (most gracefully / more gracefully) of all the girls.
7. Of all three, Mike runs (fastest / faster).
8. Of all two, Mike runs (fastest / faster).
9. Harry swims (slower / slowest) of all the boys in the swimming team.
10. Yesterday the President spoke (more calmly / calmly) to Congress than usual.

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## 6. The Numeral

### Exercise 1

*Write it in English.*

1. 245; 533; 816.
2. 3,562; 7,324.
3. Сто книг; сотня страниц; сотни людей.
4. Тысяча машин; тысячи людей; миллион книг.
5.  $2+3=5$ ;  $7-4=3$ ;  $3 \times 5=15$ ;  $10:2=5$ .
6. 1 Января; 8 Марта.
7. Глава 5; автобус 6.
8. 3.45; 8.09.
9.  $2/3$ ;  $4/5$ .

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## 7. The Pronoun

### Exercise 1

1. Lenny lives in Liverpool with \_\_\_\_\_ brother.
2. I share a room with \_\_\_\_\_ sister.
3. Paul, Henry and \_\_\_\_\_ uncle work in London.
4. We are from Dublin. Peggy and Ron are \_\_\_\_\_ neighbours.
5. Tina plays handball in \_\_\_\_\_ school.
6. I like to ride \_\_\_\_\_ bike.
7. Joe loves cars. \_\_\_\_\_ favourite one is a Ferrari.
8. Alan has a guitar. \_\_\_\_\_ colour is black.
9. The students seldom forget \_\_\_\_\_ homework.
10. Hi Jayden. – Is this \_\_\_\_\_ book?

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## 8. Mood. Modal Verbs.

### Exercise 1

---

**CAN - CAN'T – CAN'T HAVE - COULD – COULD HAVE - DON'T HAVE – HAD BETTER –  
MIGHT - MUST – MUST HAVE - MUSTN'T – NEED - OUGHT – SHOULDN'T**

1. You \_\_\_\_\_ be exhausted after your long trip. Come in and have a drink.
2. John \_\_\_\_\_ taken your car keys. He hasn't even left the house.
3. I won't go out this afternoon because the weather forecast is not very good, and I \_\_\_\_\_ get wet.
4. You \_\_\_\_\_ to apply for the job yet. You can do it later this week.
5. I \_\_\_\_\_ left my wallet in the car. I can't find it anywhere.
6. That \_\_\_\_\_ be Jake. It's impossible. He said he was going to Spain.
7. You \_\_\_\_\_ step into the headmaster's office without permission.
8. Tell your sister she \_\_\_\_\_ stay the night here if she wants to.
9. You have already drunken a glass of wine. You \_\_\_\_\_ not drive. Let me.
10. You \_\_\_\_\_ see the Eiffel Tower and the Louvre when you go to Paris.
11. I \_\_\_\_\_ to take orders from you. You're not my boss!
12. When I was younger, I \_\_\_\_\_ run very fast.
13. Your cold is getting worse and you have a runny nose. You \_\_\_\_\_ to see the doctor.
14. My husband is preparing dinner. He's not a good cook so you \_\_\_\_\_ expect anything special.
15. Don't leave your window open at night. Someone \_\_\_\_\_ climb in.
16. Brenda \_\_\_\_\_ be over thirty. She graduated a year after me and I'm only 26.
17. You \_\_\_\_\_ to come with me. I can manage on my own.
18. She \_\_\_\_\_ got lost. Otherwise she'd be here by now.
19. You must be more careful. You \_\_\_\_\_ been killed crossing the street without looking.
20. I didn't \_\_\_\_\_ to buy more groceries. We already had enough.

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**9. Means of expressing unreality**

**Exercise 1**

Comment on the use of the Subjunctive Mood and translate the sentences into Russian.

1. You were very kind to that foreigner, Dick. I wish that we could see him.
2. Dora wished she had got her book out of the suitcase before the train started.
3. I wish I had thought of it before. It's a good idea.
4. He nodded his head to her and turned hastily in the direction of his own room. He wished she had not seen him. He wished she had not been there.
5. He wished heartily that Mildred had not consulted him.
6. It was a beautiful idea. I wished I had thought of it myself.
7. I wish I could feel sure about it.

8. Don't you wish you had come earlier?
9. It seemed as though he wished to speak, but feared to give offence.
10. I remember now that his colour had gone in a moment and he seemed to breathe as if he had been running.
11. Her eyes had shadows as though she had not slept.
12. Suddenly he smiled and spoke in a changed voice, as if he were confiding a secret.
13. She looked content, as though she had been waiting for this moment all day.
14. Hugh was surprised and annoyed and chilled as if the temperature of the room were sinking steadily.
15. And you behave as if we were two people who were acquainted.
16. You're almost grown-up now, and I'm going to talk to you as if you were grown-up. And you must help me.
17. They stared at each other in the silence of the house, and it was as if they were listening for distant footsteps.
18. There was a curious carefulness about his manner, as though he were concealing some pain.
19. Even if you only thought that I could be of any help to you, I'd be very glad. I'd be very happy to be allowed to stay around.
20. Why say it even if it were true?
21. I should get there even if I had to walk all the way.
22. Even though you asked him twice he would do it again; he is a stubborn boy.
23. You couldn't have got in touch with him even if you had tired; he wasn't in town.
24. Had we known in time we could have prevented the catastrophe.
25. "You see," said Randall, "I wouldn't go if you didn't want me to."
26. I think it would be natural if you joined them.
27. "Would everything have been different if mother hadn't died?" she thought.
28. No doubt somebody would have noticed if she hadn't been there.
29. If only father were alive!
30. If only it were true!
31. If only I could believe that!
32. If only he had told you the whole story!
33. If only she were with us!
34. If only I hadn't mentioned his name! How foolish of me!

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## **10. Verbals**

### **Exercise 1**

Use the appropriate form of the gerund. Insert prepositions where necessary.

- 1) You can't be serious (to make) me such a proposition.
- 2) She left (not to say) good-bye to anyone, what was very rude of her.
- 3) He had some difficulty (to control) his temper.
- 4) (to recover) the balance he discovered that he had risked (to break) his neck (to fall into the well of stairs.
- 5) (to see ) his mother the boy rushed forward with outstretched arms

### **Exercise 2**

Insert the particle TO where necessary.

- 1) There is hardly anything \_\_\_\_ do but \_\_\_\_ work out an alternative plan.
- 2) Get them \_\_\_\_ come as early as possible.
- 3) Suvorov was never known \_\_\_\_ retreat.
- 4) Don't let us \_\_\_\_ waste time. There a lot of things \_\_\_\_ be done.
- 5) You ought not \_\_\_\_ sit up late.
- 6) You should \_\_\_\_ go there and \_\_\_\_ beg her pardon.

### **Exercise 3**

Complete the following sentences using the gerund or the infinitive.

- 1) My job is...
- 2) I'm used...
- 3) No matter how often I tried...
- 4) I can't bear...
- 5) It was very good...
- 6) ...is out of the question.

7) There is no...

8) You needn't...

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### **Методические рекомендации:**

#### **Работа с грамматическим материалом (грамматические и лексико-грамматические упражнения)**

При работе с лексико-грамматическим материалом необходимо стремиться не только к узнаванию слова или грамматического оборота, но и к пониманию цели его употребления в данном контексте, функциональной нагрузки, которой данная языковая единица обладает.

Изучаемый материал требует практического применения, прежде всего в виде лексико-грамматических упражнений, которые следует выполнять только после тщательной проработки всего материала. Изучение грамматики нельзя начать «с середины». Каждый новый раздел учебника базируется на изученном прежде материале и усложняет его. Правильность овладения новыми лексико-грамматическими структурами можно проверить при помощи тестов с готовыми «ключами». Однако изучение только грамматики без правильного произношения и знания лексики остается «вещью в себе». Лишь комплексный подход и постепенный переход от простого к сложному может дать требуемый результат.

При подготовке задания по грамматике (выполнение упражнений) сначала следует прочесть текст из раздела (занятия), ознакомиться с грамматическими поурочными комментариями в конце учебника, просмотреть записи, сделанные на занятии, где дается образец выполнения упражнения. При подготовке к тестированию требуется также просмотреть весь лексико-грамматический материал, в том числе домашние письменные упражнения.

Студентам рекомендуется использовать обучающие компьютерные программы, которые дают возможность не только прослушать правильное фонетическое оформление речи, но и выработать навыки использования правильных лексико-грамматических структур при помощи упражнений.

При изучении определённых грамматических явлений английского языка рекомендуется использовать схемы, таблицы из справочников по грамматике, тщательно готовить их для обеспечения прочного усвоения. При построении английского предложения следует располагать слова в строго определённом порядке, учитывая, что порядок слов в повествовательном предложении, вопросительном и отрицательном предложении отличается от порядка слов в русском предложении.

## МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К САМОСТОЯТЕЛЬНОЙ РАБОТЕ

### 1. The Verb

#### Exercise 1

Fill in the correct form of the verb given: Present Tense Simple or Progressive

1. Dad \_\_\_\_\_ us to school every morning. (DRIVE)
2. Max \_\_\_\_\_ at an Internet café this summer. (WORK)
3. We \_\_\_\_\_ abroad this year because of the pandemic. (NOT GO)
4. It never \_\_\_\_\_ in the Atacama Desert in Chile. (RAIN)
5. Marty \_\_\_\_\_ to the fitness centre on Mondays. (NOT USUALLY GO)
6. What is that? – I \_\_\_\_\_ sounds that are not there. (HEAR)
7. We \_\_\_\_\_ of leaving Britain next year. We might go to America. (THINK)
8. I \_\_\_\_\_ my ex-husband next Monday. (SEE)
9. This box \_\_\_\_\_ a lot. What is in it? (WEIGH)
10. What \_\_\_\_\_ under the table? – Is there anything wrong? (YOU DO)
11. She never \_\_\_\_\_ to anyone about her problems. (TALK)
12. Mary \_\_\_\_\_ very sad. What's happened to her? (LOOK)
13. They \_\_\_\_\_ a few days in Stockholm next month. (SPEND)
14. You can't go in. They \_\_\_\_\_ a meeting. (HAVE)
15. I \_\_\_\_\_ I'll have a cup of coffee. I'm so tired. (THINK)
16. \_\_\_\_\_ fishing with me on Sunday? – I don't know. I'll think about it. (YOU GO)
17. I \_\_\_\_\_ here as a waiter on weekends. (WORK)
18. Max \_\_\_\_\_ to be a nice student. Let's see how he \_\_\_\_\_ in class. (APPEAR, HE DO)
19. I \_\_\_\_\_ what this letter means. It \_\_\_\_\_ no sense. (NOT UNDERSTAND, MAKE)
20. I \_\_\_\_\_ the dog for a walk because it's so sunny outside. (TAKE)
21. \_\_\_\_\_ at night? (YOU EVER DREAM)
22. I \_\_\_\_\_ on you to help me organise the meeting. (COUNT)
23. My sister \_\_\_\_\_ a video conference in her company next week. (HOLD)
24. Why \_\_\_\_\_ to what he has to say. (YOU NOT EVER LISTEN)
25. I \_\_\_\_\_ meat. I'm a vegetarian. (NOT EAT)

#### Exercise 2

Fill in the correct form of the past tense: simple or progressive.

1. While I \_\_\_\_\_ whether to buy the CD player, a woman \_\_\_\_\_ in and \_\_\_\_\_ it. (WONDER, COME, SNATCH)
2. The teacher asked me, "What \_\_\_\_\_ all afternoon yesterday?" (YOU, DO)
3. Our neighbour's dog \_\_\_\_\_ the postman while he \_\_\_\_\_ a letter. (ATTACK, DELIVER)
4. The chairman \_\_\_\_\_ the conference room and \_\_\_\_\_ that everyone \_\_\_\_\_ nervously with their neighbour. (ENTER, REALISE, CHAT)
5. We \_\_\_\_\_ last night because our neighbours \_\_\_\_\_ loud music. (CAN NOT SLEEP, PLAY)
6. Why \_\_\_\_\_ the crime? (YOU, NOT REPORT)
7. When they \_\_\_\_\_ home, they \_\_\_\_\_ the burglars as they \_\_\_\_\_ the house. (GET, SEE, LEAVE)
8. The match official \_\_\_\_\_ the game because it \_\_\_\_\_. (POSTPONE, RAIN)
9. I \_\_\_\_\_ on the report the whole afternoon yesterday. (WORK)
10. I \_\_\_\_\_ to the police office to report the break-in. (HURRY)

11. While Mom \_\_\_\_\_ the tree, the children \_\_\_\_\_ their favourite Christmas TV show. (DECORATE, WATCH)
12. As we \_\_\_\_\_ on the motorway to Cardiff, I suddenly \_\_\_\_\_ that I had left the cellar door open. (DRIVE, REMEMBER)
13. When I \_\_\_\_\_ Mary at the dinner party last night, she \_\_\_\_\_ a wonderful dress. (SEE, WEAR)
14. He \_\_\_\_\_ his leg when he \_\_\_\_\_ off the horse. (BREAK, FALL)
15. We \_\_\_\_\_ outside the café when, all of a sudden, we \_\_\_\_\_ an explosion. Everyone \_\_\_\_\_ what they \_\_\_\_\_ and \_\_\_\_\_ towards the crossing. (SIT, HEAR, STOP, DO, LOOK)
16. When I \_\_\_\_\_ up this morning, I \_\_\_\_\_ out of the window and \_\_\_\_\_ that it \_\_\_\_\_. It \_\_\_\_\_ me so happy. (WAKE, LOOK, SEE, SNOW, MAKE)

### **Exercise 3**

Complete the sentences using a form of the future, future progressive or future perfect.

1. We \_\_\_\_\_ the room by the time you get back. (FINISH) 2. The phone is ringing. – I \_\_\_\_\_ and answer it. (GO) 3. I \_\_\_\_\_ tomorrow so we can go to the beach. (NOT WORK) 4. If you touch the stove, you \_\_\_\_\_ yourself. (BURN) 5. She \_\_\_\_\_ for the job that was advertised in the newspaper. (APPLY) 6. Next week at this time we \_\_\_\_\_ in the sun in Spain (LIE) 7. My sister \_\_\_\_\_ in the USA next year. (STUDY) 8. The Pope \_\_\_\_\_ Turkey in November. (VISIT) 9. I \_\_\_\_\_ lunch with Mary at 12. (HAVE) 10. I don't think the exam \_\_\_\_\_ very difficult. (BE) 11. Jane \_\_\_\_\_ on her thesis for the next three months. (WORK) 12. By the time I arrive home, the workers \_\_\_\_\_ repairing my TV set. (FINISH) 13. During the next century the climate \_\_\_\_\_ (GET) 14. The guided tour \_\_\_\_\_ the hotel at 8.25 tomorrow morning. (LEAVE) 15. I think I \_\_\_\_\_ to bed early tonight. – I'm tired. (GO) 16. At this time next year, we \_\_\_\_\_ in our new house (LIVE) 17. What \_\_\_\_\_ if the firm gets reorganised? (HAPPEN) 18. We \_\_\_\_\_ to her whenever we get a chance (SPEAK). 19. They \_\_\_\_\_ married in June. (GET) 20. The headmaster \_\_\_\_\_ a new classroom next term. (OPEN)

### **Exercise 4**

Change the sentences to reported speech!

1. Keith told the immigration officer, "This is my first visit to the United States."

Keith told the immigration officer \_\_\_\_\_.

2. My friend said, „I'm going to visit my parents next month."

My friend said \_\_\_\_\_.

3. The tourist guide warned us, "Don't drink tap water in this city."

The tourist guide warned us \_\_\_\_\_.

4. He asked me, "Are you starting work on Monday?"

He asked me \_\_\_\_\_ ?

5. Elisabeth told her brother: "Don't read my emails!"

Elisabeth told her brother \_\_\_\_\_ .

6. Jimmy complained, "I have already written this invitation twice."

Jimmy complained \_\_\_\_\_ .

7. The policeman wondered, "Why didn't you stop at the traffic lights?"

The policeman wondered \_\_\_\_\_ .

8. My sister told me, "I saw you at the supermarket yesterday."

My sister told me \_\_\_\_\_ .

9. The teacher said, "If I knew the answer, I would tell you."

The teacher said \_\_\_\_\_ .

10. My dad said, "You have to study harder for the next test."

My dad said \_\_\_\_\_ .

11. The girl asked the shop assistant, "Can you shorten this dress for me?"

The girl asked the shop assistant \_\_\_\_\_ ?

12. He asked, "Do you live near the city, James?"

He asked James \_\_\_\_\_ .

13. The reporter asked, "Did you see the accident?"

The reporter asked \_\_\_\_\_ .

14. I advised Mike, "You should see a doctor".

I advised Mike \_\_\_\_\_ .

15. The teacher told the students, "Speak up if you want to say something!"

The teacher told the students \_\_\_\_\_ .

### **Exercise 5**

Open the brackets. Remember that if you speak about the action which was a future one in the moment of speech (that is, in the past) you should use the Future in the Past Tense.

1. Did you ask Mike to take the camera to the party? – Yes, he told me that he (to come) and (to take) a lot of pictures.



2. Did you persuade your cousin in the necessity of sports? – Yes, but she promised that she (to go in for) sports) only since that summer.
3. What did you tell your little niece? – Nothing special – I only (to tell) her that I (to travel) all the summer and that it (to be) a lot of fun and now she wants to go with me.
4. Did you invite Mary to the basketball game in which you (to take part) the next week? – Yes, I did, but it turned out that she (to watch) the horseracing competitions at that moment.
5. Has your mother already finished sewing the dress for the baby? – No, but she said she (to finish) it in a couple of days.

### **Exercise 6**

Choose the correct form of the verb in brackets to complete the sentences.

1. I ... (like / am liked) this place.
2. What books by Charles Dickens ... (translated / are translated) into Belarussian?
3. Who ... (protects / is protected) animals?
4. This city ... (is visited / visited) by many people.
5. Who ... (gives / is given) bad marks in your class?
6. Our house ... (made / is made) of wood.
7. Our holiday ... (is begun / begins) next week.
8. Pupils ... (are given / give) textbooks by the teacher.
9. The holiday ... (celebrated / is celebrated) every year.

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## **2. The Noun**

### **Exercise 1**

English some any exercises. Choose the right forms **some**, **any**, **an** or **a** to complete the following sentences in English.

At twelve o'clock we had \_\_\_\_ food.

Did you bring \_\_\_\_ bread?

I'd like \_\_\_\_ water, please.

Didn't you bring \_\_\_\_ money?

I asked the waiter for \_\_\_\_ tea.

I bought \_\_\_\_ books, but I didn't buy \_\_\_\_ pen.

I have \_\_\_\_ information for you.

I sent her \_\_\_\_ card from France.

I want \_\_\_\_ bread and \_\_\_\_ kilo of cheese, please.

I've got \_\_\_\_ bananas and \_\_\_\_ apple.

I have \_\_\_\_ bad news for you.

She didn't give me \_\_\_\_ money.

Sorry, I haven't got \_\_\_\_ matches.

There aren't \_\_\_\_ students here at the moment.

Would you like \_\_\_\_ coffee?

### **Exercise 2**

Express by using the possessive form.

1. The book of her father
2. The cat of his wife
3. The farm of my mother-in-law
4. The gun of my friend
5. The house of his aunt
6. The typewriter of the typists

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## **3. The Article**

### **Exercise 1**

**Circle the correct word or phrase.**

- 1 I love this time in **evening** / **the evening** when the sun is going down.
- 2 People play **cricket** / **the cricket** in South Africa, Australia and Sri Lanka.
- 3 It's too far to walk so I think I'll catch **bus** / **the bus**.
- 4 Jane had to go home from school because she had **a headache** / **the headache**.
- 5 The robber was sent to **prison** / **the prison** for a total of three years.
- 6 My cousin works as **waiter** / **a waiter** in a café near where we live.
- 7 The underground doesn't run this late so we'll have to take **a taxi** / **the taxi**.
- 8 I like to listen to **music** / **the music** in my free time.
- 9 My favourite subject at school is **chemistry** / **the chemistry**.
- 10 Jazz music appeared in America **in 1920s** / **in the 1920s**.

### **Exercise 2**

In the following sentences, the underlined nouns can be countable or uncountable depending on their meaning. Decide which meaning is being used in each sentence, and cross out the incorrect noun group. The first one has been done for you.

- 1) To press clothes you need ~~iron~~/an iron.
- 2) Language/A language is unique to humans.
- 3) In her youth she was beauty/a beauty.
- 4) We are looking for people with experience/an experience.
- 5) He kept his money in tin/a tin under the bed.
- 6) She's been looking for work/a work for ages.
- 7) You should study law/a law at university.
- 8) Then everybody called for him to make speech/a speech.
- 9) Play/A play is more natural for children than adults.
- 10) Charity/A charity begins at home.

### **Exercise 3**

1. \_\_\_ surgeon Barnard of South Africa was the first to perform a transplantation of the heart. 2. Are you talking about \_\_\_ writer Scott Fitzgerald or \_\_\_ jazz singer Ella Fitzgerald? 3. \_\_\_ music of \_\_\_ German composer Bach remained unknown to the general public for almost \_\_\_ century. 4. Husband and wife Curie made \_\_\_ great progress in \_\_\_ study of \_\_\_ nuclear physics. 5. Lots of children were brought up according to \_\_\_ system of \_\_\_ Doctor Spock. 6. \_\_\_ theory of conditioned reflexes was worked out by \_\_\_ academician Pavlov. 7. I'll give orders about it to \_\_\_ Sergeant Brown. 8. He was \_\_\_ professor of English at \_\_\_ University of Texas. 9. What does \_\_\_ Professor Jones say about it? 10. When \_\_\_ uncle Podger was trying to hang the picture, it fell on \_\_\_ floor and \_\_\_ glass broke. 11. \_\_\_ father read to me \_\_\_ story of how \_\_\_ Brother Rabbit had outwitted \_\_\_ Brother Fox. 12. By the way, \_\_\_ uncle asked you to call him up about something important.

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## **4. The Adjective**

### **Exercise 1**

Go through the following sentences given below and identify the degree of comparison.

1. This war is one of the worst wars the world has witnessed.
2. Percy Weasley was the eldest of the Weasley brothers.
3. Rose is one of the most beautiful flowers in the world.
4. I hope you are doing well.
5. Show me the finest silk saree you have.
6. Have you heard the latest news?
7. The train came later than expected.
8. This is the nearest grocery store to my place.
9. For further information, you have to contact the office.
10. Rani Lakshmi Bai was one of the bravest rulers of India.

11. I have an older brother who reads in class 10.
12. I've seen worse!
13. The river is covered with a thin layer of ice.
14. Birbal was the cleverest man in Akbar's court.
15. This mango is sourer than the previous one.
16. The mathematical equation was the most difficult to solve.
17. This is the easiest way to solve the equation.
18. If you go a little, you will get clearer water.
19. This is one of the saddest news.
20. The red dress looks classy on you.

## **Exercise 2**

*apply the right adjectival forms for the words in brackets.*

1. The scenery is very (*to attract*).
2. A class of forty is just about (*to manage*).
3. You are tremendously (*energy*).
4. The book is full of (*humour*) stories.
5. How much radiation is (*to be permitted*)?
6. Driving a car without a license is (*legal*).
7. The waiting room is a (*smoking*) area.
8. She doesn't behave in a responsible way. She is quite (*responsible*).
9. He cannot read or write. He is (*literate*).
10. That was the (*to conclude*) proof that he was the murderer.

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## **5. The Adverb**

### **Exercise 1**

Use the correct form of the adverbs in brackets.

1. Unfortunately, it's becoming \_\_\_\_\_ (hard) and \_\_\_\_\_ (hard) to find a well-paid job.
2. This phrase is \_\_\_\_\_ (widely) used in spoken Russian than in written.
3. Your test isn't good. You can do \_\_\_\_\_ (well) than you did.
4. We walk \_\_\_\_\_ (fast) than usual to catch the train.
5. I know Daniel \_\_\_\_\_ (well) than you do.
6. I used to play tennis \_\_\_\_\_ (often) than now.
7. Could you move a bit \_\_\_\_\_ (far) away for me to sit here too?
8. Mary is driving \_\_\_\_\_ (slowly) than usual, as the road is wet.
9. Of all the group Jimmy did \_\_\_\_\_ (badly) in the examination.
10. Could you speak \_\_\_\_\_ (distinctly), please?

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## 6. The Numeral

### Exercise 1

1. I have only (1) \_\_\_\_\_ cookie left.
2. Gagarin was (1) \_\_\_\_\_ man in space.
3. It was their (21) \_\_\_\_\_ day in the mountains.
4. I was going to read (10) \_\_\_\_\_ books by the end of the year. Now I'm on (8) \_\_\_\_\_ book.
5. Harry lost his phone. It was his (2) \_\_\_\_\_ phone this year.
6. She was born on (1) \_\_\_\_\_ of October.
7. Can you lend me (200) \_\_\_\_\_ dollars?

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## 7. The Pronoun

### Exercise 1

1. \_\_\_\_\_ lives in Liverpool. (he)
2. I met \_\_\_\_\_ in the office. (he)
3. They sing with \_\_\_\_\_ in the choir. (I)
4. Lisa likes \_\_\_\_\_. (it)
5. Excuse \_\_\_\_\_, is this the way to the station? (I)
6. \_\_\_\_\_ worked in the garden. (we)
7. Where are the cupcakes? Did you eat \_\_\_\_\_? (they)

8. Is \_\_\_\_ your sister? (she)
9. Where are \_\_\_\_ from? (you)
10. \_\_\_\_ saw Jack in the office. (we)

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**8. Mood. Modal Verbs.**

**Exercise 1**

**CAN'T - CAN'T HAVE – COULD - DON'T NEED TO - MIGHT - MIGHT NOT - MUST - MUST HAVE – MUSTN'T – SHOULD - SHOULDN'T**

1. That pizza was gigantic. I'm sure Mary \_\_\_\_\_ eaten it all.
2. Nobody was able to tell the police who that man was, so he \_\_\_\_\_ be someone from here.
3. Be careful when you walk across that old wooden bridge. It \_\_\_\_\_ be very safe.
4. I see you haven't finished your homework yet. It \_\_\_\_\_ be very difficult, then.
5. You \_\_\_\_\_ touch the oven. It's very hot and you \_\_\_\_\_ hurt yourself.
6. They are putting the suspect into the police car. The police \_\_\_\_\_ arrested him.
7. I don't know where he is. Take a look in the garage. He \_\_\_\_\_ be there.
8. You \_\_\_\_\_ do any more training today. You look so tired. Take a break!
9. I can't see very well but that \_\_\_\_\_ be Claire over there. At least, she looks like Claire.
10. Everyone scored over 95% in the first test, so it \_\_\_\_\_ been so difficult.
11. You \_\_\_\_\_ drive me to the airport. I can take the bus.
12. You \_\_\_\_\_ always wear suitable clothes when you go skiing.
13. Pupils \_\_\_\_\_ go out between the various parts of the exam. It's against the school rules.
14. Danny \_\_\_\_\_ swim when he was four. Now he's part of the town's swimming team.
15. You \_\_\_\_\_ buy any food. The fridge is full.
16. John \_\_\_\_\_ taken a wrong turn somewhere. Otherwise, he'd be here by now.
17. There are signs all over the area, so you \_\_\_\_\_ have any trouble getting there.

18. This \_\_\_\_\_ be the house they advertised in the newspaper. It's much too big.
19. Mike \_\_\_\_\_ left the house. His cell phone is still here, and he never leaves without it.
20. Leaving the house today without an umbrella \_\_\_\_\_ be such a good idea. It looks like it's going to rain in the afternoon.

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**9. Means of expressing unreality**

**Exercise 1**

Add to each of the following examples 2 sentences, both beginning: "I wish...".

**Model:**

1. *I don't understand this question. – I wish I did. I wish I understood this question.*
2. *It's still raining. – I wish it wasn't. I wish it wasn't still raining.*
3. *My father can't give me more pocket money. – I wish he could. I wish he could give me more pocket money.*

1. My brother doesn't have a very long holiday.
2. I can't play the piano.
3. My tooth is aching.
4. I sometimes make careless mistakes.
5. He's not coming to see me today.
6. I can't swim well.
7. I don't know how to answer this question.
8. He always drives too fast.
9. I don't speak English fluently.
10. I can't go to the cinema this evening.
11. The teacher gives us a lot of homework.
12. My father doesn't come home from work early.
13. I live a long way from my work.

## **Exercise 2**

Supply the correct form of the Subjunctive Mood of the verbs in brackets.

1. Oh, I wish I (not to send) him that letter. I'd give anything to take it back.
2. I wish I (to be) as sure as you.
3. But he wished that there (to be) some way in which he could help the young lawyer.
4. "I wish I (not to cry) so much," said Alice trying to find her way out.
5. And here I wish I (can) tell you half of the things he used to say.
6. I wish I (to know) it was your friend.
7. He wished he (to come) by air.
8. I wish I (to know) what to do now.
9. I wish they (to be) back.
10. I wished I (to have) enough confidence so that I could transfer some to her. But I didn't.
11. I wish I never (to hear) of it.
12. I wish I (to know) where we are going

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## **10. Verbals**

### **Exercise 1**

Replace the infinitives in brackets by the appropriate form of the participle.

- 1) She stayed (to lock) in her room, (to refuse) to come downstairs.
- 2) (To return) home and (to see) his parents worried he asked what the matter was.
- 3) (To beat), (to despair), (to labor) in vain for half an hour, he still persisted in one last effort, (to try) to get breath into the limp body of the drowned man.
- 4) He retired (to leave) the laboratory in the hands of a talented successor.
- 5) He looked so beautiful and peaceful, (to sit) in that chair under the tree.

### **Exercise 2**



Choose between the Infinitive and the Gerund to use as subject in the following sentences.

- 1) Just (to be ) silent together like that helps.
- 2) There was no (to mistake) the sound.
- 3) I belonged to neither groups, and (to speak) was to take sides.
- 4) You know, her (be) cleverer than her husband was half the trouble.
- 5) (to call) her upset would have been an understatement, she was beside herself with anger.

### **Exercise 3**

State whether the-ing form is a participle, a gerund or a verbal noun.

- 1) David lived there like a rent-paying tenant, his comings and goings being of small concern to the others.
- 2) Having exhausted all possible combinations of his vocabulary, the sailor quieted down to hard thinking.
- 3) Sitting at the empty table made him feel sorry for himself.
- 4) She left off ringing, and, sitting down at the top of the stairs, buried his face in her hands.
- 5) He cursed himself for having come, and at the same time resolved that, happen what would, having come, he would carry it through.

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### **Методические рекомендации:**

Основной целью самостоятельной работы является обеспечение условия для успешной профессиональной подготовки специалистов высокой квалификации, обладающих достаточным уровнем сформированности профессиональных знаний и умений. Эвристический потенциал самостоятельной работы заключается в подготовке специалистов, способных профессионально и максимально эффективно достигать поставленных целей. В процессе организации и функционирования самостоятельной работы решаются следующие задачи: обучение эффективным когнитивным умениям; формирование таких личностных качеств как активность и ответственность. Тем не менее, самостоятельная работа не исключает контроля со стороны преподавателя, более того, ее формирование происходит в процессах определения целей, постановки задач и преподавательского контроля.

Что касается организации самостоятельной работы на занятиях по иностранному языку на неязыковом факультете, то основное внимание сосредоточено на формировании у студентов иноязычной коммуникативной компетенции. Это предполагает обеспечение

интеграции студентов в многоязычную профессиональную среду. Следует учитывать, что иноязычная коммуникативная компетенция, в свою очередь, представляет собой совокупность знаний, умений и навыков, достаточных для получения профессиональных знаний и участия в процессах межкультурной коммуникации.

Для формирования адекватной мотивации необходимо: понимание студентами значимости выполняемой работы; активное участие студентов в исследовательской деятельности (проекты, презентации) с привлечением дополнительных источников информации (электронных, печатных). Познавательная самостоятельность студентов реализует следующие эвристические умения: коммуникативные (говорение); когнитивные (поиск и актуализация информации); речемыслительные (анализ, обобщение, интеграция, дифференциация).

### **Методические рекомендации по организации самостоятельной работы**

Формы самостоятельной работы студентов с грамматическим материалом:

- 1) устные грамматические и лексико-грамматические упражнения по определенным темам;
- 2) письменные грамматические и лексико-грамматические упражнения по определенным темам;
- 3) составление карточек по отдельным грамматическим темам (части речи; основные формы правильных и неправильных глаголов и т. д.);
- 4) поиск и перевод определенных грамматических форм, конструкций, явлений в тексте;
- 5) синтаксический анализ и перевод предложений (простых, сложносочиненных, сложноподчиненных, предложений с усложненными синтаксическими конструкциями);
- 6) перевод текстов, содержащих изучаемый грамматический материал.

Для самостоятельной работы над грамматикой необходимо использовать рекомендуемые грамматические справочники и пособия. Повторять следует особо трудные и специфические для данного иностранного языка разделы грамматики.

Для того чтобы повторить один из нужных разделов грамматики, следует прочесть его по грамматическому справочнику, разобраться в объяснении, проанализировать примеры, а затем выполнить упражнения. Все другие виды упражнений, предлагаемые в пособиях, рекомендуется делать письменно. Рекомендуется также делать грамматический анализ отрывков из изучаемых литературных произведений и специальных текстов:

- 1) выбрать несколько предложений из текста, полностью разобрать по частям речи и членам предложения, объяснить все грамматические явления – употребление времен, глаголов, артиклей;
- 2) выбрать из текста предложения с определенным грамматическим явлением.

Как заключительный этап закрепления грамматического явления полезен перевод с русского языка на иностранный.

При изучении определенных грамматических явлений иностранного языка рекомендуется использовать схемы, таблицы из справочников по грамматике и составлять собственные к конкретному материалу, тщательно выполнять устные и письменные упражнения и готовить их к контролю без опоры на письменный вариант, чтобы обеспечить прочное усвоение грамматического материала. Следует уделять внимание порядку слов в предложении.

## ЛИСТ РЕГИСТРАЦИИ ИЗМЕНЕНИЙ

[illegible]