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**Министерство образования Московской области
Государственное образовательное учреждение высшего образования
Московской области
«Государственный гуманитарно-технологический университет»**

(ГГТУ)

УТВЕРЖДАЮ

Проректор



«30» мая 2023 г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

ФТД.04

Практикум по грамматике английского языка

Направление подготовки	44.03.05 Педагогическое образование (с двумя профилями подготовки)
Направленность (профили) программы	Русский язык, Иностранный язык (английский язык)
Квалификация выпускника	Бакалавр
Форма обучения	Очная

Орехово-Зуево

2023 г.

1. ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Рабочая программа составлена на основе учебного плана по направлению подготовки 44.03.05 Педагогическое образование (с двумя профилями подготовки) по профилям Русский язык, Иностранный язык (английский) 2023 г. начала подготовки (очная форма обучения).

При реализации образовательной программы университет вправе применять дистанционные образовательные технологии.

2. ПЕРЕЧЕНЬ ПЛАНИРУЕМЫХ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ, СООТНЕСЕННЫХ С ПЛАНИРУЕМЫМИ РЕЗУЛЬТАТАМИ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Цели дисциплины

Целью освоения дисциплины является формирование у студентов компетенций, необходимых для осуществления профессиональной деятельности.

Задачи дисциплины:

1. ознакомить студентов с грамматическими нормами современного английского языка;
2. научить студентов правильно и свободно пользоваться грамматическими конструкциями английского языка, умело оформлять свою речь в соответствии с содержанием и стилем высказывания;
3. содействовать выработке у студентов применения грамматических навыков в обучении английскому языку.

Знания и умения обучающегося, формируемые в результате освоения дисциплины.

В результате изучения дисциплины студент должен обладать следующими компетенциями:	Коды формируемых компетенций
Профессиональные компетенции (ПК)	
Способен осваивать и использовать теоретические знания и практические умения и навыки в предметной области при решении профессиональных задач	ПК-1

Индикаторы достижения компетенций

Код и наименование компетенции	Наименование индикатора достижения компетенции
ПК-1. Способен осваивать и использовать теоретические знания и практические умения и навыки в предметной области при решении профессиональных задач	ПК-1.1. Знает структуру, состав и дидактические единицы предметной области (преподаваемого предмета).

3. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Дисциплина относится к факультативным дисциплинам образовательной программы (часть, формируемая участниками образовательных отношений). (ФТД.04)

4. ОБЪЕМ ДИСЦИПЛИНЫ

Очная форма

№ п/п	Раздел/тема	Семестр	Всего часов	Виды учебной работы		СРС	Промежуточная аттестация с указанием семестров
				Контактная работа			
				ЛЗ	ПЗ		
1.	Тема 1. The types of simple sentences. Parts of sentence.	3	4		2	18	
2.	Тема 2. The subject. The pronoun IT as the subject.	3	8		4		
3.	Тема 3. The predicate. Types of predicates.	3	8		4		
4.	Тема 4 The object/ Types of objects.	3	8		4		
5.	Тема 5. The attribute. The apposition.	3	8		4		
	Итого в семестре:	3	36		18	18	
6.	Тема 6. The adverbial modifier. Types of adverbial modifiers.	4	8		4	18	
7.	Тема 7. Homogeneous parts and independent elements.	4	4		2		
8.	Тема 8. The compound sentence. Types of coordination.	4	12		6		
9.	Тема 9. The complex sentence. Types of subordinate clauses.	4	12		6		
	Итого	4	36		18	18	зачет, 4 семестр

Содержание дисциплины, структурированное по темам

Практические занятия

Практическое занятие

Тема 1. The types of simple sentences. Parts of sentence

Учебные цели:

1. Дать представление о предложении;
2. Охарактеризовать типы предложений, простых и сложных. по цели высказывания, по структуре, по распространенности/нераспространенности.

Основные термины и понятия:

Syntax, sentence, purpose of the utterance, declarative sentence, interrogative sentence, imperative sentence, exclamatory sentence, two-member sentence, one-member sentence, extended sentence, unextended sentence, compound sentence, complex sentence.

Практическое занятие

Тема 2.

The subject. The pronoun IT as the subject.

Учебные цели:

1. Дать представление о подлежащем и способах его выражения в английском языке;
2. Охарактеризовать основные типы значения местоимения IT в качестве подлежащего.

Основные термины и понятия: principal part, second part, ways of expressing the subject, it as the subject of the sentence, notional subject, formal subject, personal it, demonstrative it, impersonal it, introductory it, emphatic it.

Практическое занятие

Тема 3.

The predicate. Types of predicates.

Учебные цели:

1. Дать представление о сказуемом и способах его выражения в английском языке;
2. Охарактеризовать типы сказуемого по структуре и значению.

Основные термины и понятия: predicate, simple verbal predicate, compound verbal predicate, modal or aspective character, notional and semi-auxiliary part, nominal predicate, link-verb, predicative .

Практическое занятие

Тема 4.

The object/ Types of objects

Учебные цели:

1. Дать представление о дополнении и способах его выражения в английском языке;
2. Охарактеризовать типы дополнений в английском языке.

Основные термины и понятия: completing, restricting or in any other way modifying meaning, direct object, indirect object, cognate object, prepositional object, complex object.

Практическое занятие

Тема 5.

The attribute. The apposition

Учебные цели:

1. Дать представление об определении и способах его выражения в предложении;
2. Охарактеризовать приложение как особый тип определения.

Основные термины и понятия: attribute, the qualities of a person or thing, apposition, detached (loose) –apposition, undetached (close) apposition.

Практическое занятие

Тема 6.

The adverbial modifier. Types of adverbial modifiers.

Учебные цели:

1. Дать представление об обстоятельстве и способах его выражения в предложении;
2. Охарактеризовать виды обстоятельств и специфику их использования в предложении.

Основные термины и понятия: adverbial modifiers of place, of time, of manner or attending circumstances, of degree, of cause, of purpose, of measure, of result, of condition.

Практическое занятие

Тема 7.

Homogeneous parts and independent elements.

Учебные цели:

1. Дать представление об однородных членах предложения;
2. Охарактеризовать независимые элементы предложения.

Основные термины и понятия: homogeneous parts, co-ordinative conjunctions, asyndetically, syndetically, copulative, disjunctive, adversative, parenthesis, direct address, interjection.

Практическое занятие

Тема 8.

The compound sentence. Types of coordination.

Учебные цели:

1. Дать представление о сложносочиненном предложении;
2. Охарактеризовать типы сочинительной связи.

Основные термины и понятия: compound sentence, clause, coordinated, copulative coordination, disjunctive coordination, adversative coordination, causative-consecutive coordination.

Практическое занятие

Тема 9.

The complex sentence. Types of subordinate clauses.

Учебные цели:

1. Дать представление о сложноподчиненном предложении;
2. Охарактеризовать типы придаточных частей по функции.

Основные термины и понятия: complex sentence, principal clause, subordinate clauses, a conjunction and a connective, subordinate clauses of the first, second, third, etc. degree of subordination, subject clauses, predicative clauses, object clauses, attributive clauses, attributive relative clauses, restrictive clause, non-restrictive clause, adverbial clauses.

5. ПЕРЕЧЕНЬ УЧЕБНО-МЕТОДИЧЕСКОГО ОБЕСПЕЧЕНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ

Полякова, О.В. Грамматический справочник по английскому языку с упражнениями. Москва: Издательство «Флинта», 2016. - 160 с; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=482615>

Кузнецова, А.Ю. Грамматика английского языка: от теории к практике: учебное пособие. Москва: Издательство «Флинта», 2017. - 152 с.; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=114942>

Минченков, А.Г. Употребление неличных форм глагола в английском языке=English Grammar in Depth: Verbals : учебное пособие. Санкт-Петербург : Антология, 2014. - 160 с.; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=257917>

Кириллова А.В., Меренкова Д.Е. Учебное пособие по практической грамматике на английском языке. – Орехово-Зуево: МГОГИ, 2014. – 88 с.

Задания для самостоятельной работы:

State how the clauses of the following compound sentences are co-ordinated:

1. The wind had still the sapping softness of the afternoon, but rain had held off so far. 2. The sky had paled, and now began to darken; a scatter of stars came out. 3. During a week he and Presley had been much together, for the two were devoted friends. 4. ... no plant flowered in the garden, but a few bulbs were pushing green spikes above the ground... 5. The elm tree threw out catkins, there was a veil of translucent green on the oak, and the new leaves of the Japanese maples showed tender pink. 6. Of all spots in the world it was perhaps the most sacred to him, for he had loved his father. (Galsworthy.) 7. I didn't care to be seen with Grandpa in the streets, ...yet I was too dejected to offer much resistance. (Cronin.) 8. The dew fell and the flowers closed... (Galsworthy.) 9. Africa was where he had been happiest in the good time of his work, so he had come out here to start again. (Hemingway.) 10. He was very tired; but it was too wet to sit down, so he walked on. (Galsworthy.) 11. It was certainly different from any spring he had ever known, for spring was within him, not without. (Galsworthy.) 12. Blackbirds sang recklessly in the shrubbery, swallows were flying high, the leaves above him glistened, and over the fields was every imaginable tint of early foliage... (Galsworthy.) 13. Stars were sparkling out there over the river; the sky frostily clear and black. (Galsworthy.) 14. I could see no cloud, and there before me, dropping to the horizon, glistened the horned moon. (Gissing.) 15. Her face was close to the window pane, and he was struck by its mournful look. (Galsworthy.) 16. I set meat and water beside him (the wolf), but he paid no heed. (Seton-Thompson.) 17. There was not a cloud in the sky; till evening, the wind whistled above our heads, but the sea about, us was blue and smooth. (Gissing.) 18. Instead of stopping, the-rain increased, so we decided to set out for home right away. (Saroyan.) 19. The water wasn't three feet deep; nevertheless, Joe managed to leap out of the mud and swim across, and then back. 20. "Maxim, tells me you only got back last night. I had not realized that, or of course we would never have thrust ourselves upon you so soon." (Maurier.)

Define the kinds of clauses introduced by that. Translate into Russian.

1. His smile was so easy, so friendly, that Laura recovered. (Mansfield) 2. It was just luck that he didn't catch the boat. (Greene) 3. It infuriated him to think that there were still people in the state who believed in a loving and merciful God. (Greene) 4. The impression he gathered was that he would be able to make his own terms. (Galsworthy) 5. In the front hall, under a large picture of fat, cheery old monks fishing by the riverside, there was a thick, dark horse-whip, that had belonged to Mr. Spears' father. (Mansfield) 6. At first she used to read to me, but it was such a dismal performance that I could not bear to hear her. (Harraden) 7. I remember the landscape was buried deep in snow, and that we had very little fuel. (Aldington) 8. In fact, Mrs. Spears' callers made the remark that you never would have known that there was a child in the house. (Mansfield) 9. I believe that all we claim is that we try to say what appears to be the truth, and that we are not afraid either to contradict ourselves or to retract an error. (Aldington) 10. The box that the fur came out of was on the bed. (Mansfield) 11. "I sit alone that I may eat more," said the Baron, peering into the dusk... (Mansfield)

Analyse the following sentences.

1. His heart felt swollen in his chest. (Stone) 2. The girl [Aileen] was really, beautiful and much above the average intelligence and force. (Dreiser) 3. Footsore and downhearted, they were making their way back to Coolgardie doing a bit of prospecting. (Prichard) 4. The idleness made him cranky. (Stone) 5. The prior's hearty, warm-cheeked face went dark at the mention of

Savanarola's name. (Stone) 6. Ah, to be a soldier, Michelangelo, to fight in mortal combat, to kill the enemy with sword and lance, conquer new lands and all their women? That is the life! (Stone) 7. He said it in a very mature, man-to-man tone. (Warren) 8. Evidently George and the sheriff were getting along in a very friendly way, for all the former's bitter troubles and lack of means. (Dreiser) 9. Together they sketched the apostles, the one bald-headed, the other supporting the weeping John. (Stone) 10. With all his brightness and cleverness and general good qualities, Mr. Franklin's chance of topping Mr. Godfrey in our young lady's estimation was, in my opinion, a very poor chance indeed. (Collins) 11. Suddenly all the differences between life and death became apparent. (Stone) 12. Michelangelo began to see pictures in his mind: of struggles between men, of the rescue of women, of the wounded, the dying. (Stone) 13. I am a thousand times cleverer and more charming than that creature, for all her wealth. (Thackeray) 14. I'm not accustomed to having more than one drink. (Tennessee Williams) 15. Bertoldo, I feel the need to be solitary, to work beyond all eyes, even yours. (Stone)

Point out homogeneous parts, define them and say by what they are expressed.

1. He had lived with this block for several months now, studied it in every light, from every angle, in every degree of heat and cold. (Stone) 2. He felt discouraged, strangely empty. (Cronin) 3. There were tangerines and apples stained with strawberry pink. (Mansfield) 4. He came in slowly, hesitated, took up a toothpick from a dish on the top of the piano, and went out again. (Mansfield) 5. But I was exceedingly nice, a trifle diffident, appropriately reverential. (Mansfield) 6. From the edge of the sea came a ripple and whisper. (Wells) 7. They went side by side, hand in hand, silently toward the hedge. (Galsworthy) 8. The light oilside had chilled, and threw a chalky whiteness on the river. (Galsworthy) 9. Thousands of sheets must be printed, dried, cut. (Heym) 10. Opening the drawer he took from the sachet a handkerchief and the framed photograph of Fleur. (Galsworthy) II. The Captain was mostly concerned about himself, his own comfort, his own safety. (Heym) 12. Her mother was speaking in her low, pleasing, slightly metallic voice. (Galsworthy) 13. And suddenly she burst into tears of disappointment, shame and overstrain. (Galsworthy) 14. She extended a slender hand and smiled pleasantly and naturally. (Wales) 15. Then, without a word of warning, without the shadow of a provocation, he bit that poodle's near foreleg. (Jerome /C- Jerome)

Point out all the independent elements and say by what they are expressed.

1. In the morning, however, there was a comforting excitement in leaving the train. (Kahler) 2. May be, after all, there was something in that wild idea of Albertine's. (Kahler) 3. They gave him, in fact, a pleasant feeling of vicarious fatherhood. (Kahler) 4. Nicholas, unfortunately, had passed an unquiet night. (Cronin) 5. Nevertheless, despite this reasoning there remained in the Consul's breast that strange sense of jealousy. (Cronin) 6. Now fortunate to have such a reliable couple in the house. Naturally, he counted on the Burtons as an official standby. (Cronin) 7. I am a human being, senior, and must take advantage of my opportunities. Frankly, I am accustomed to good wine. (Cronin) 8. He was surprised, evidently, to find Sally so much at home and bustling about like that. (Prichard) 9. She was quite unconcerned, as a matter of fact, about being left alone in the camp, (Prichard) 10. Perhaps her colonial upbringing had something to do with it. (Prichard)

Point out the kind of adverbial modifier, and state by what it is expressed. Translate into Russian.

1. Gallio slowly nodded his head. (Douglas) 2. He's coming Saturday at one o'clock. (Cronin) 3. Lucia stopped them in their tracks with a stern command. (Douglas) 4. Sally was sitting on the front seat of the buggy, dumb and unhappy at being ignored. (Prichard) 5. I feel my

own deficiencies too keenly to presume so far. (Shaw) 6. A few miners hung on, hoping the mines would reopen. (Prichard) 7. The first bar of gold raised hopes sky high. (Prichard) 8. She had to talk because of her desire to laugh. (Mansfield) 9. Gallic pushed back his huge chair and rose to his full height as if preparing to deliver an address. (Douglas) 10. He takes a glass and holds it to Essie to be filled. (Shaw) 11. Morris was walking too quickly for Sally to keep up with him. (Prichard) 12. The poor woman was annoyed with Morris for dumping his wife on her. (Prichard) 13. It was quite a long narrative. (Douglas) 14. Of course Laura and Jose were far too grown-up to really care about such things. (Mansfield) 15. Now and then Gavin would stop to point out silently some rarity. (Cronin)

Point out the attribute and say by what it is expressed.

1. The first day's journey from Gaza to Ascalon was intolerably tedious. (Douglas) 2. What do you say to a stroll through the garden, Mr. Cockane? (Shaw) 3. It was such a cruel thing to have happened to that gentle, helpless creature. (Prichard) 4. He was always the first to enter the dining-room and the last to leave. (Mansfield) 5. Sally hated the idea of borrowing and living on credit. (Prichard) 6. The two men faced each other silently. (Douglas) 7. It was an easy go-as-you-please existence. (Prichard) 8. I am not in the habit of reading other people's letters. (Shaw) 9. He thrust his hands deep into his overcoat pockets. (Galsworthy) 10. It was not a matter to be discussed even with a guide, philosopher and friend so near and trusted as the Professor. (Kahler) 11. Ethel, the youngest, married a good-for-nothing little waiter. (Mansfield) 12 He pointed to a house on a near-by shady knoll. (Douglas) 13. It was just one little sheet of glass between her and the great wet world outside. (Mansfield) 14. She had a pair of immense bare arms to match, and a quantity of mottled hair 'arranged in a sort of bow. (Mansfield) 15. Dicky heard right enough. A clear, ringing little laugh was his only reply. (Mansfield)

Point out the kind of object and say by what it is expressed. Translate into Russian.

I. What have you got there? (Cronin) 2. She pretended not to hear (Mansfield) 3. Marcellus found the luggage packed and strapped for the journey. (Douglas) 4. I know all about it, my son. (Douglas) 5. I have to show Dr. French his room. (Shaw) 6. I never heard you express that opinion before, sir. (Douglas) 7. Halting, he waited for the Roman to speak first. (Douglas) 8. He was with you at the banquet. (Douglas) 9. They don't want anything from us — not even our respect. (Douglas) 10. I beg your pardon for calling you by your name. (Shaw) 11. I found myself pitying the Baron. (Mansfield) 12. I've got it framed up with Gilly to drive him anywhere. (Kahler) 13. He smiled upon the young men a smile at once personal and presidential. (Kahler) 14. Gallio didn't know how to talk with Marcellus about it. (Douglas) 15. Laura helped her mother with the good-byes. (Mansfield)

Point out the predicate and say to what type it belongs. Translate into Russian.

1. "It's no use," she said quietly. "I am bound to Morris." (Prichard) 2. Her feet were never bound as the Chinese then bound the feet of their girls. (Buck) 3. "I don't want to tell you," said Galahad. "But you are bound to have it." (Erskine) 4. "You are not bound to answer that question," he said to Rachel. (Collins) 5. One of them was later sent to board in a missionary school and she was compelled to lose the foot bandages. (Buck) 6. When she was sixteen she was a beauty. As the result she was compelled to go to the Emperor's palace. (Buck) 7. I was compelled to idleness. I had to listen to her long monologues on the Japanese. (Buck) 8. My mother was plainly fading. I was increasingly anxious about her. (Buck) 9. We were anxious to cooperate. 10. My father gave it to my mother. It is the only possession I was able to save. (Douglas)

Point out the subject and say by what it is expressed. Translate into Russian.

1. At that moment the postman, looking like a German army officer, came in with the mail. (Mansfield) 2. The clock struck eight. There was no sign of any of the other guests. (Huxley) 3. Now, there is something peculiarly intimate in sharing an umbrella. (Mansfield) 4. Together we walked through the mud and slush. (Mansfield) 5. Something impersonal and humble in that action seemed to reassure the Consul. (Cronin) 6. The sight of them, so intent and so quick, gave Bertha a curious shiver. (Mansfield) 7. Eight o'clock in the morning. Miss Ada Moss lay in a black iron bedstead, staring up at the ceiling. (Mansfield) 8. Still, the good of mankind was worth working for. (Galsworthy) 9. Sometimes the past injects itself into the present with a peculiar force. (Heym) 10. Forgetting some things is a difficult matter. (Voynich) 11. To cross from one end to the other was difficult because of the water. (Heym) 12. "A person doesn't have to be rich to be clean," Charles said. (Braine) 13. There was an eagerness and excitement in the faces of the men. (Heym) 14....and Timothy's was but one of hundreds of such homes in this City of London... (Galsworthy) 15. Let's get out quick. It's no good wasting time. (Maugham)

6. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕГО КОНТРОЛЯ, ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ

Фонд оценочных средств для проведения текущего контроля, промежуточной аттестации приведен в приложении.

В случае применения в образовательном процессе дистанционных образовательных технологий используются следующие платформы и ЭОР:

<http://dis.ggtu.ru>

<https://meet.jit.si>

<https://us04web.zoom.us>

7. ПЕРЕЧЕНЬ ОСНОВНОЙ И ДОПОЛНИТЕЛЬНОЙ УЧЕБНОЙ ЛИТЕРАТУРЫ, НЕОБХОДИМОЙ ДЛЯ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Перечень основной литературы

1. Дроздова, Т.Ю. Практическая грамматика английского языка: (с ключами). Уровень обучения А1/А2 : учебное пособие. - Санкт-Петербург : Антология, 2014. - 400 с.; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=257914>

Перечень дополнительной литературы:

1. Гуревич, В.В. Практическая грамматика английского языка: упражнения и комментарии : учебное пособие - 12-е изд. - Москва : Издательство «Флинта», 2017. - 292 с.; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=103487>

8. ПЕРЕЧЕНЬ СОВРЕМЕННЫХ ПРОФЕССИОНАЛЬНЫХ БАЗ ДАННЫХ, ИНФОРМАЦИОННЫХ СПРАВОЧНЫХ СИСТЕМ

Все обучающиеся обеспечены доступом к современным профессиональным базам данных и информационным справочным системам, которые подлежат обновлению при необходимости, что отражается в листах актуализации рабочих программ..

Современные профессиональные базы данных:

ЭБС «Университетская библиотека онлайн» <http://biblioclub.ru/>
 База научных статей Издательства «Грамота» <http://www.gramota.net/materials.html>
 Информационная система "Единое окно доступа к образовательным ресурсам" <http://window.edu.ru/>
 Единая коллекция информационно-образовательных ресурсов <http://school-collection.edu.ru/>
 Платформы видеоконференцсвязи <https://meet.jit.si> <https://us04web.zoom.us>
 ЭОР <http://dis.ggtu.ru>

Информационные справочные системы:

Яндекс.Переводчик <https://translate.yandex.ru/>
 Google Переводчик <https://translate.google.ru/>

Яндекс <https://yandex.ru/>
 Рамблер <https://www.rambler.ru/>
 Google <https://www.google.ru/>
 Mail.ru <https://mail.ru/>

9. ОПИСАНИЕ МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЙ БАЗЫ, НЕОБХОДИМОЙ ДЛЯ ОСУЩЕСТВЛЕНИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА ПО ДИСЦИПЛИНЕ

Аудитории	Программное обеспечение
<ul style="list-style-type: none"> - учебная аудитория для проведения учебных занятий по дисциплине, оснащенная компьютером с выходом в интернет, мультимедиапроектором; - помещение для самостоятельной работы обучающихся, оснащенное компьютерной техникой с возможностью подключения к сети Интернет и обеспечением доступа в электронную информационно-образовательную среду ГГТУ. 	Операционная система. Пакет офисных приложений. Браузер Firefox, Яндекс.

10. ОБУЧЕНИЕ ИНВАЛИДОВ И ЛИЦ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ

При необходимости рабочая программа дисциплины может быть адаптирована для обеспечения образовательного процесса инвалидов и лиц с ограниченными возможностями здоровья. Для этого требуется заявление студента (его законного представителя) и заключение психолого-медико-педагогической комиссии (ПМПК).

Автор (составитель): к.ф.н., доц. Кириллова А.В.



подписи авторов

Программа утверждена на заседании кафедры английской филологии и переводоведения от «16» мая 2023 г., протокол № 11.

Зав. кафедрой Кириллова А.В.

A handwritten signature in blue ink, appearing to be 'А.В. Кириллова', written in a cursive style.

**Министерство образования Московской области
Государственное образовательное учреждение высшего образования
Московской области
«Государственный гуманитарно-технологический университет»
(ГГТУ)**

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕГО КОНТРОЛЯ ЗНАНИЙ, ПРОМЕЖУТОЧНОЙ
АТТЕСТАЦИИ
ПО ДИСЦИПЛИНЕ
Б1.О.08.04**

ПРАКТИЧЕСКАЯ ГРАММАТИКА

Направление подготовки	44.03.05 Педагогическое образование (с двумя профилями подготовки)
Направленность (профили) программы	Русский язык, Иностранный язык (английский язык)
Квалификация выпускника	Бакалавр
Форма обучения	Очная

Орехово-Зуево

2023 г.

1. Индикаторы достижения компетенций

Код и наименование компетенции	Наименование индикатора достижения компетенции
ПК-1. Способен осваивать и использовать теоретические знания и практические умения и навыки в предметной области при решении профессиональных задач	ПК-1.1. Знает структуру, состав и дидактические единицы предметной области (преподаваемого предмета).

2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания.

Оценка уровня освоения компетенции на разных этапах их формирования проводится на основе дифференцированного контроля каждого показателя компетенции в рамках оценочных средств, приведенных в ФОС.

Оценка «отлично», «хорошо», «зачтено» соответствует **повышенному** уровню освоения компетенции согласно критериям оценивания, приведенных в таблице к соответствующему оценочному средству

Оценка «удовлетворительно», «зачтено» соответствует **базовому** уровню освоения компетенции согласно критериям оценивания, приведенных в таблице к соответствующему оценочному средству

Оценка «неудовлетворительно», «не зачтено» соответствует показателю «**компетенция не освоена**»

№ п/п	Наименование оценочного средства	Краткая характеристика оценочного средства	Представление оценочного средства в фонде	Критерии оценивания
<i>Оценочные средства для проведения текущего контроля</i>				
1	Тест	Система стандартизированных заданий, позволяющая измерить уровень знаний и умений обучающегося.	Тестовые задания	Оценка «Отлично» выставляется за тест, в котором выполнено более 90% заданий. Оценка «Хорошо» выставляется за тест, в котором выполнено более 75 % заданий. Оценка «Удовлетворительно» выставляется за тест, в котором выполнено более 60 % заданий. Оценка «Неудовлетворительно» выставляется за тест, в котором выполнено менее 60 % заданий.
2	Практические задания	техника обучения, предполагающая проектирование решения	Перечень практических заданий	Оценка «Отлично» - Студент даёт грамотное описание и интерпретацию ситуации, свободно владея профессионально-понятийным аппаратом; умеет

		конкретной задачи.		<p>высказывать и обосновывать свои суждения; профессионально прогнозирует и проектирует развитие ситуации или объекта, предлагает эффективные способы решения задания.</p> <p>Оценка «Хорошо» - Студент даёт грамотное описание и интерпретацию рассматриваемой ситуации; достаточно владеет профессиональной терминологией; владеет приемами проектирования, допуская неточности; ответ правильный, полный, с незначительными неточностями или недостаточно полный.</p> <p>Оценка «Удовлетворительно» - Студент слабо владеет профессиональной терминологией при описании и интерпретации рассматриваемой ситуации; допускает ошибки при проектировании способов деятельности, слабо обосновывает свои суждения; излагает материал неполно, непоследовательно.</p> <p>Оценка «Неудовлетворительно» - Не владеет профессиональной терминологией; не умеет грамотно обосновать свои суждения; обнаруживается незнание основ проектирования, допущены грубые ошибки.</p>
<i>Оценочные средства для проведения промежуточной аттестации</i>				
3	Зачет	Контрольное мероприятие, которое проводится по окончании изучения дисциплины в виде, предусмотренном учебным планом.	Вопросы к зачету	<p>Оценка «зачтено» -повышенный уровень предполагает:</p> <ul style="list-style-type: none"> – знание основных теоретических положений вопроса; – умение анализировать изучаемые дисциплиной явления, факты, действия; – умение содержательно и стилистически грамотно излагать суть вопроса. Но имеет место недостаточная полнота по излагаемому вопросу. <p>Оценка «зачтено» -базовый уровень предполагает:</p> <ul style="list-style-type: none"> – неполноту изложения информации; – оперирование понятий на бытовом уровне;

				<ul style="list-style-type: none"> – отсутствие связи в построении ответа; – неумение выделить главное; – отсутствие выводов. <p>Оценка «не зачтено» – компетенция не освоена» предполагает:</p> <ul style="list-style-type: none"> – незнание понятийного аппарата; – незнание методологических основ проблемы; – незнание теории и истории вопроса; - отсутствие умения анализировать учебный материал
4	Тест	Система стандартизированных заданий, позволяющая измерить уровень знаний и умений обучающегося.	Тестовые задания	<p>Оценка «Зачтено» выставляется за тест, в котором выполнено более 60 % заданий.</p> <p>Оценка «Не зачтено» выставляется за тест, в котором выполнено менее 60 % заданий.</p>

3. Типовые контрольные задания и/или иные материалы для проведения текущего контроля, промежуточной аттестации, необходимые для оценки знаний, умений, навыков и/или опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы.

Задания для проведения текущей успеваемости

В случае применения в образовательном процессе дистанционных образовательных технологий используется ЭОР

<https://dis.ggtu.ru/course/view.php?id=4526>

Тестовые задания

ПК-1.1. Знает структуру, состав и дидактические единицы предметной области (преподаваемого предмета).

1. A part of the utterance having a subject and a predicate of its own is called: (выберите один вариант ответа).
- a. a clause
 - б. an unextended sentence
 - в. a simple sentence
 - г. a compound sentence

2. The principal part of a two-member sentence which is grammatically independent of the other parts of the sentence is ...: (выберите один вариант ответа).

- a. the predicate
- б. an independent element
- в. the subject
- г. the predicative

3. The predicate denoting a certain state or quality of the subject, the so-called qualifying predicate is ... (выберите один вариант ответа).

- a. nominal
- б. compound verbal
- в. simple verbal
- г. aspective verbal

4. Match the sentences with the subject expressed by the pronoun it with the types of "it".

- | | |
|---|------------------|
| 1. <i>The table was in no way different from any other, and it was not more advantageously placed.</i> | a. demonstrative |
| 2. <i>It is the moon that makes you talk to yourself in that silly way.</i> | б. introductory |
| 3. <i>It was early morning and Rachel had become aware of the fact that she was talking loudly.</i> | в. emphatic |
| 4. <i>It is impossible for me to write about that time in detail — I can't bear to.</i> | г. impersonal |
| 5. <i>That I could love such a person was a revelation and education to me and something of a triumph: it involved a rediscovery of myself.</i> | д. personal |

5. Secondary parts of the sentence include: ... (выберите один вариант ответа).

- a. a subject, an object, an apposition
- б. an object, an attribute, an adverbial modifier
- в. parenthesis, direct address, predicate
- г. a subject, a predicate

6. Match the kinds of objects and their definitions:

- | | |
|---|------------------|
| 1. <i>A noun in the common case or a pronoun in the objective case that completes the meaning of a transitive verb.</i> | a. Direct |
| 2. <i>Denotes the person towards whom the action of the finite verb is directed.</i> | б. Prepositional |
| 3. <i>An object governed by means of a preposition.</i> | в. Complex |
| 4. <i>An object similar in meaning to the verb and of the same root.</i> | г. Indirect |
| 5. <i>An object expressed by an infinitival, participial or gerundial complex.</i> | д. Cognate |

7. Asyndetical way of connection between clauses means the use of: ... (выберите один вариант ответа).

- a. conjunctions
- б. connectives
- в. punctuation marks
- г. adverbs

8. Match the columns:

- | | |
|---------------------------------------|-----------------------------------|
| 1. <i>coordinated with each other</i> | a. clauses of a compound sentence |
| 2. <i>subordinated one another</i> | б. clauses of a complex sentence |

9. An attributive clause not restricting the meaning of the antecedent; giving some additional information about it; can be left out without destroying the meaning of the sentence (выберите один вариант ответа).

- a. relative restrictive
- б. relative non-restrictive
- в. appositive
- г. attributive

10. The is missed in the principal clause of a complex sentence with the subject subordinate clause (выберите один вариант ответа).

- a. object
- б. predicative
- в. subject
- г. predicate

1.	a
2.	в
3.	a
4.	1-д, 2-в, 3-г, 4-б, 5-а
5.	б
6.	1-а, 2-г, 3-б, 4-д, 5-в
7.	в
8.	1-а, 2-б
9.	б
10.	в

Перечень практических заданий

Exercise 1. Define the kinds of sentences according to the purpose of the utterance.

Laura was terribly nervous. Tossing the velvet ribbon over her shoulder, she said to a woman standing by, "Is this Mrs. Scott's house?" and the woman, smiling queerly, said, "It is, my lass." Oh, to be away from this! She actually said, "Help me God!" as she walked up the tiny path and knocked. To be away from these staring eyes, or to be covered up in anything, one of those women's shawls event! I'll just leave the basket and go, she decided. I shan't even wait for it to be emptied.

Then the door opened. A little woman in black showed in the gloom.

Laura said, "Are you Mrs. Scott?" But to her horror the woman answered, "Walk in, please, miss," and she was shut in the passage. "No," said Laura, "I don't want to come in. I only want to leave this basket."

The little woman in the gloomy passage seemed not to hear her. "Step this way, please, miss," she said in an oily voice, and Laura followed her. *{Mansfield}*

Exercise 2. Define the type of question.

1. "Who is he?" I said. "And why does he sit always alone, with his back to us too?" *(Mansfield)* 2. "Did she have a chill?" he asked, his eyes upon the floor. *(Cronin)* 3. You have Mr. Eden's address, haven't you, Mr. Ends? *(London)* 4. Is literature less human than the architecture and sculpture of Egypt? *(London)* 5. We will be having some sort of celebration for the bride, shan't we, Mr. Crawley? *(Du Maurier)* 6. "Can I see the manager?" I said, and added politely, "alone." *(Leacock)* 7. When had the carriage been back from taking Miss June to the station? *(Galsworthy)* 8. What is the meaning of that? She is going to live in the house, isn't she? *(Galsworthy)* 9. He couldn't understand what Irene found wrong with him: it was not as if he

drank. Did he run into debt, or gamble or swear? (*Galsworthy*) 10. Were you talking about the house? I haven't seen it yet, you know. Shall we all go on Sunday? (*Galsworthy*) 11. Don't you realize it's quite against the rules to have him. (*Cronin*) 12. How will you carry the bill into effect? Can you commit a whole country to their own prisons? (*Byron*)

Exercise 3. Point out two-member sentences (say whether they are complete or elliptical) and one-member sentences.

1. He stared amazed at the calmness of her answer. (*Galsworthy*) 2. We must go to meet the bus. Wouldn't do to miss it. (*Cronin*) 3. Obedient little trees, fulfilling their duty. (*Kahler*) 4. Lucretius knew very little about what was going on in the world. Lived like a mole in a burrow. Lived on his own fat like a bear in winter. (*Douglas*) 5. He wants to write a play for me. One act. One man. Decides to commit suicide. (*Mansfield*) 6. A beautiful day, quite warm. (*Galsworthy*) 7. "What do you want?" "Bandages, stuff for wounded." (*Heym*) 8. "How did he look?" "Grey but otherwise much the same." "And the daughter?" "Pretty." (*Galsworthy*) 9. And then the silence and the beauty of this camp at night. The stars. The mystic shadow water. The wonder and glory of all this. (*Dreiser*) 10. "I'll see nobody for half an hour, Macey," said the boss. "Understand? Nobody at all." (*Mansfield*) 11. "Mother, a man's been killed." "Not in the garden?" interrupted her mother. (*Mansfield*) 12. Garden at the Manor House. A flight of grey stone steps leads up to the house. The garden, an old-fashioned one, full of roses. Time of year, July. Basket chairs, and a table covered with books, are set under a large yew-tree. (*Wilde*)

Exercise 4. Analyse the following sentences.

1. His heart felt swollen in his chest. (*Stone*) 2. The girl [Aileen] was really, beautiful and much above the average intelligence and force. (*Dreiser*) 3. Footsore and downhearted, they were making their way back to Coolgardie doing a bit of prospecting. (*Prichard*) 4. The idleness made him cranky. (*Stone*) 5. The prior's hearty, warm-cheeked face went dark at the mention of Savanaro-la's name. (*Stone*) 6. Ah, to be a soldier, Michelangelo, to fight in mortal combat, to kill the enemy with sword and lance, conquer new lands and all their women? That is the life! (*Stone*) 7. He said it in a very mature, man-to-man tone. (*Warren*) 8. Evidently George and the sheriff were getting along in a very friendly way. for all the former's bitter troubles and lack of means. (*Dreiser*) 9. Together they sketched the apostles, the one bald-headed, the other supporting the weeping John. (*Stone*) 10. With all his brightness and cleverness and general good qualities, Mr. Franklin's chance of topping Mr. Godfrey in our young lady's estimation was, in my opinion, a very poor chance indeed. (*Collins*)

Задания для проведения промежуточной аттестации

В случае применения в образовательном процессе дистанционных образовательных технологий используется ЭОР

<https://dis.ggtu.ru/course/view?id=4526>

Вопросы к зачету

1. The sentence, definition, the classification according to the purpose of the utterance.
2. The sentence, definition, the structural classification.
3. Parts of the sentence. The subject. Ways of expressing.
4. Parts of the sentence. "IT" as the subject of the sentence.
5. Parts of the sentence. The predicate. Simple and compound verbal predicates.
6. Parts of the sentence. The nominal predicate.
7. Parts of the sentence. The object.
8. Parts of the sentence. The attribute, apposition.
9. Parts of the sentence. The adverbial modifier.
10. Homogeneous parts of the sentence. Independent elements.

11. The compound sentence.
12. The complex sentence. General notion.
13. The complex sentence with adverbial clauses
14. The complex sentence with attributive clauses.
15. The complex sentence with object clauses.
16. The complex sentence with predicative clauses.
17. The complex sentence with subject clause.

Тестовые задания

ПК-1.1. Знает структуру, состав и дидактические единицы предметной области (преподаваемого предмета).

1. A _____ sentence expresses some kind of emotion or feeling.
2. According to the purpose of the utterance we distinguish the following kinds of sentences...
 Ответ: _____
3. The _____ is a secondary part of the sentence which stands in close relation to a verb, completing, restricting or in any other way modifying its meaning.
4. The _____ is a secondary part of the sentence which modifies the verb-predicate, or a verbal in any of its functions, denoting the time, place, manner, etc. of an action.
5. The _____ is a secondary part of the sentence which denotes the qualities of a person or thing expressed by a noun (or pronoun) in any of its functions in the sentence.
6. Identify the type of a predicate:
 - a. *Two young girls in red came by.* _____
 - б. *Demetrius came alive and pressed a flock of inquiries.* _____
 - в. *And in many ways along lines you'd more or less approve, I am coming to feel the mill apart of myself.* _____
 - г. *The day of our wedding came. He was to come.* _____
7. Analyze the following sentence: *Nasturtiums were coming out crimson under the cool green of their leaves.*

1.	exclamatory
2.	declarative, imperative, exclamatory, interrogative
3.	object
4.	adverbial modifier
5.	attribute
6.	a-simple verbal, б-nominal, в-compound verbal aspective, г-compound verbal modal
7.	Nasturtiums - subject were coming out crimson –nominal predicate under the green – adverbial modifier of place

	cool(the green) - attribute of leaves (the green) - attribute their (leaves) - attribute
--	---

Схема соответствия типовых контрольных заданий и оцениваемых знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

Код и наименование компетенции	Наименование индикатора достижения компетенции	Типовые контрольные задания
ПК-1 Способен осваивать и использовать теоретические знания и практические умения и навыки в предметной области при решении профессиональных задач	ПК-1.1	Вопросы к зачету Практические задания Тест