

**National Research University – Higher School of Economics**  
**Academic Department of Foreign Languages**

**Course Syllabus**

PRACTICAL GRAMMAR (45.03.02 “Linguistics”)

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*The following program cannot be used by other departments of the University and other universities without the permission of the program developer.*

### **Field of application and normative references**

The following program establishes minimal requirements for students' knowledge and skills and determines the content and types of classes and assessment.

The program is designed for teachers, academic assistants and students studying the course "Practical Grammar" ("Linguistics" 45.03.02).

The program is designed in accordance with:

The educational standard of National Research University "Higher School of Economics" ("Linguistics" 45.03.02, the qualification "Academic Bachelor");

The educational program "Foreign Languages and Intercultural Communication";

The course syllabus ("Linguistics" 45.03.02, specialization "Theory and Methods of Teaching Foreign Languages", "Linguistics", "Linguistics and Translation") approved in 2015.

### **Learning Objectives**

The aims of the course are: to form systemic and professional competencies based on the in-depth knowledge of English grammar, to implement effective English language teaching in the educational system and to use language as a means of professional communication.

### **Learning Outcomes**

As a result of mastering the course students should have:

Knowledge:

- of the English grammatical structure

Abilities:

- to identify and formulate the grammatical meaning of the categorical forms and other grammar tools
- to select and use categorical forms and other grammatical means in the process of communication
- to analyze structural and semantic architectonics of the text as a whole and at the level of its microstructure.

Skills:

- to build cohesive oral and written texts in the English language

- to use language means of various levels to achieve communicative aims in the communication process

As a result of mastering the course students should possess the following competences:

Competence	Code in the FSES/ NRU	Descriptors – key features of achievement (achievement progress indicator)	Teaching forms and methods contributing to the formation and development of competences
CK-Б3	YK-2	Able to identify the scientific nature of the problems in the professional field.	<p>Practical lessons in solving grammatical algorithms, study tasks, case studies.</p> <p>Information projects.</p> <p>Lectures, workshops and master classes given by leading theorists and practitioners in the field of English grammar.</p> <p>Open discussions on current topics.</p> <p>Work on group projects.</p> <p>Presentation and discussion on the results of individual research, individual and group projects.</p>
CK-Б4	YK-3	Able to solve problems in professional activities on the basis of analysis and synthesis.	<p>Practical lessons in solving grammatical algorithms, study tasks, case studies.</p> <p>Information projects.</p> <p>Work with original sources (related articles on various topics, preparation of</p>

			<p>abstracts and summaries), Power Point presentations;</p> <p>The formation of all types of speech activity by means of foreign language;</p> <p>presentation of case studies in the Harvard format, reflective monologue on the given topic</p> <p>dialogue-views exchange on the given topic.</p>
CK-Б6	УК-5	<p>Able to work with information: find, evaluate and use information from various sources required for the solution of scientific and professional tasks (on the basis of the system approach).</p>	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Information projects.</p> <p>Work with original sources (related articles on various topics, the preparation of abstracts and reports), Power Point presentations;</p> <p>Work on group projects.</p> <p>Presentation and discussion of the research results, individual and collective projects.</p> <p>The formation of all types of speech activities by means of foreign language.</p>
CK-Б7	УК-6	<p>Able to conduct research (problem analysis, setting goals and objectives, the allocation of the object and subject of study, choice of research methods, quality evaluation).</p>	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Information projects.</p>

			<p>Work with original sources (related articles on various topics, the preparation of abstracts and reports), Power Point presentations;</p> <p>Work on group projects.</p> <p>Presentation and discussion of the research results, individual and collective projects. The formation of all types of speech activities by means of foreign language.</p>
CK-Б8	УК-7	Able to work in a team environment.	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Role-playing games.</p> <p>Information projects.</p> <p>Open discussions on current topics in professional fields.</p> <p>The formation of all types of speech activities by means of foreign language.</p> <p>Work on group projects.</p> <p>Presentation and discussion of the research results, individual and group projects.</p>
CK-Б9	УК-8	Able to communicate effectively minding communication aims and environment.	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Role-playing games.</p>

			<p>Information projects.</p> <p>The formation of all types of speech activities by means of foreign language;</p> <p>Monological and dialogical speech formation,</p> <p>presentation of case studies in the Harvard format, reflective monologue on the given topic,</p> <p>dialogue-views exchange on given topics.</p>
СК-Б10	УК-9	Able to critically evaluate and reflect on the professional experience, professional and social activities.	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Role-playing games.</p> <p>Information projects.</p> <p>Work with original sources (related articles on various topics, the preparation of abstracts and reports), Power Point presentations;</p> <p>Work on group projects.</p> <p>Presentation and discussion of the research results, individual and group projects.</p>
in teaching activity:			
ПК-1	ИК-Б1	Able to plan a series of lessons in foreign languages based on the program of institutions of secondary professional and additional education	Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.

			<p>Role-playing games.</p> <p>Information projects.</p> <p>Lectures, workshops and master classes given by leading theorists and practitioners in the field of English grammar.</p> <p>Work with original sources, presentation and discussion of the research results, individual and group projects.</p>
ПК-2	ИК-Б2	Able to plan and give lessons based on the academic calendar using basic educational methodical complex and various forms of group and individual work	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Role-playing games.</p> <p>Information projects.</p> <p>Lectures, workshops and master classes given by leading theorists and practitioners in the field of English grammar.</p> <p>Work with original sources, Presentation and discussion of the research results, individual and group projects.</p>
ПК-3	ИК-Б3	Able to prepare additional teaching materials for the efficient formation of language skills, taking into account the specifics of the target audience	<p>practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Role-playing games.</p> <p>Information projects.</p>

			<p>Lectures, workshops and master classes given by leading theorists and practitioners in the field of English grammar.</p> <p>Work with original sources, Presentation and discussion of the research results, individual and group projects.</p>
ПК-4	ИК-Б4	Able to prepare materials to monitor, plan and implement the current and intermediate control and evaluate the results	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Role-playing games.</p> <p>Information projects.</p> <p>Lectures, workshops and master classes given by leading theorists and practitioners in the field of English grammar.</p> <p>Work with original sources, Presentation and discussion of the research results, individual and group projects.</p>
ПК-5	ИК-Б5	Able to organize extra-curricular work in foreign languages, taking into account psycho-pedagogical features and target audience in institutions of secondary professional and additional education	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Role-playing games.</p> <p>Information projects.</p> <p>Lectures, workshops and master classes given by leading theorists and</p>

			<p>practitioners in the field of English grammar.</p> <p>Work with original sources, Presentation and discussion of the research results, individual and group projects.</p>
in the scientific - research and scientific-methodological activities:			
ПК-6	ИК-Б6	Able to conduct empirical research of problem situations or dissonance in the sphere of professional activities	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Information projects.</p> <p>Work with original sources;</p> <p>Work on group projects.</p> <p>Presentation and discussion of the research results, individual and group projects. The formation of all types of speech activities by means of foreign language.</p>
ПК-7	ИК-Б7	Able to test software and other products of the linguistic, methodological, translating and other professional profiles	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Role-playing games.</p> <p>Information projects.</p> <p>Work with original sources;</p> <p>Work on group projects.</p> <p>Presentation and discussion of the research results, individual and group projects. The formation of</p>

			all types of speech activities by means of foreign language.
ПК-8	ПК-Б8	Able to collect scientific information, prepare reviews, abstracts, reports and bibliographies on the subject of ongoing research under the guidance of the supervisor	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Information projects.</p> <p>Work with original sources;</p> <p>Work on group projects.</p> <p>Presentation and discussion of the research results, individual and group projects. The formation of all types of speech activities by means of foreign language.</p>
ПК-9	ПК-Б9	Able to make presentations and reports, participate in scientific discussions, present research results and materials	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Information projects.</p> <p>Open discussions on current topics.</p> <p>Work with original sources;</p> <p>Work on group projects.</p> <p>Presentation and discussion of the research results, individual and group projects. The formation of all types of speech activities by means of foreign language.</p>

ПК-10	ИК-Б10	Able to identify specific problems affecting the efficiency of intercultural and interlingual contacts, learning foreign languages, critically analyze and propose solutions/ways to overcome them	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Role-playing games.</p> <p>Information projects.</p> <p>Work with original sources;</p> <p>Work on group projects.</p> <p>Presentation and discussion of the research results, individual and group projects. The formation of all types of speech activities by means of foreign language.</p>
ПК-11	ИК-Б11	Able to provide expert linguistic analysis of speech and written texts in foreign languages for their assessment and possible use in professional activities	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Role-playing games.</p> <p>Information projects.</p> <p>Work with original sources;</p> <p>Work on group projects.</p> <p>Presentation and discussion of the research results, individual and group projects. The formation of all types of speech activities by means of foreign language.</p>
In translating and interpreting activities:			
ПК-12	ИК-Б12	Able to select and use different translation types and techniques (minding the text and the	Practical lessons in solving grammatical algorithms,

		situation) to achieve maximal communicative effect	<p>learning and cognitive tasks, case studies.</p> <p>Information projects.</p> <p>Work with original sources;</p> <p>The formation of all types of speech activities by means of foreign language;</p> <p>Monological and dialogical speech formation.</p>
ПК-13	ИК-Б13	Able to work with Russian and foreign texts, taking into account actual tasks and aims	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Information projects.</p> <p>Work with original sources;</p> <p>The formation of all types of speech activities by means of foreign language;</p> <p>Monological and dialogical speech formation.</p>
ПК-14	ИК-Б14	Able to prepare for translation (using information search in reference materials and computer networks	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Information projects.</p> <p>Work with original sources;</p> <p>The formation of all types of speech activities by means of foreign language;</p> <p>Monological and dialogical speech formation.</p>
In consulting and communicative activities:			

ПК-15	ИК-Б15	Able to find ways to resolve a conflict in case of communication failure	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Role-playing games.</p> <p>Information projects.</p> <p>Work on group projects.</p> <p>Presentation and discussion of the research results, individual and group projects.</p> <p>Monological and dialogical speech formation.</p> <p>Reflective monologue on the given topic</p> <p>dialogue-views exchange on certain topics.</p>
ПК-16	ИК-Б16	Able to simulate possible communicative situations between representatives of different cultures and communities	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Role-playing games.</p> <p>Information projects.</p> <p>Work on group projects.</p> <p>Presentation and discussion of the research results, individual and group projects.</p> <p>Monological and dialogical speech formation.</p> <p>Reflective monologue on the given topic</p>

			dialogue-views exchange on certain topics.
In organizational and management activities:			
ПК-17	ИК-Б17	Able to organize business meetings, conferences, seminars in multiple languages	<p>Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Role-playing games.</p> <p>Information projects.</p> <p>Open discussions on current topics.</p> <p>Work on group projects.</p> <p>Presentation and discussion of the research results, individual and group projects. The formation of all types of speech activities by means of foreign language.</p>
ПК-18	ИК-Б18	Able to prepare conference and seminar materials for publication	<p>.; Practical lessons in solving grammatical algorithms, learning and cognitive tasks, case studies.</p> <p>Role-playing games.</p> <p>Information projects.</p> <p>Work with original sources (reviews on various topics, preparation of abstracts and reports), Power Point presentations;</p> <p>The formation of all types of speech activities by means of foreign language.</p>

ПК-19	ИК-Б19	Able to organize group activity to achieve set goals	Practical classes on solution of grammatical algorithms, learning and cognitive tasks, case studies.  Role-playing games.  Information projects.  Work on group projects.  Presentation and discussion of the research results, individual and group projects. The formation of all types of speech activities by means of foreign language.
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[Competencies for the course program are taken from: FSES/ HSE educational standard, which lists all competences in the educational program; the concept of educational programs (or similar documents), produced by the department (competences are presented in the Matrix of competences and academic courses.)]

### **The place of the course in the structure of the educational program**

The course "Practical Grammar" is the basic part of the professional cycle. To complete the course, students are supposed to use knowledge and skills acquired through studying the school subject "Foreign Language" at the previous level of education.

"Practical Grammar of the First Foreign Language" is a necessary basis for passing the teaching practice and preparation for the final state certification.

To complete the course, students should possess the following knowledge and competencies:

#### ***pedagogical activity:***

- analysis and practice of current educational standards and programs;
- application of modern techniques, organizational forms and technologies of education, training by means of foreign language;
- learning outcomes evaluation using a variety of forms and types of control;
- conducting training sessions and extra-curricular work in foreign languages in institutions of secondary professional and additional education;

- development of teaching materials using modern information resources and technologies;
- usage of texts in foreign and native language for various purposes of training and supervision.

***scientific-methodical and scientific-research activities:***

- identification and critical analysis of specific intercultural communication problems that influence the effectiveness of intercultural and interlingual contacts, learning foreign languages;
- expert linguistic analysis of speech and written texts in the working languages;
- empirical studies on problem situations and dissonance in the field of intercultural communication;
- testing (expertise) of linguistic software products;
- research in specific areas of linguistics, theory and practice of translation, intercultural communication and other Humanities with the application of acquired theoretical and practical knowledge;
- preparation of training, methodological, control and measuring program materials;
- developing various types of software products taking into account specifics of subject and pedagogical tasks for different target audiences;
- gathering scientific information, preparation of reviews, abstracts and bibliographies on the subject of ongoing research;
- participation in scientific discussions and defending scientific papers of various levels; reporting on the conducted research;
- oral, written and virtual (placed in information networks) representations of conducted research;
- organization of information-search activities aimed at improving professional skills in the field of foreign languages teaching methods, translation and intercultural communication.

***translation:***

- usage of different translation methods with regard to the nature of the text and translation conditions to achieve maximal communicative effect;
- processing of Russian and foreign-language texts in the working and practical purposes.
- organization of linguistic material formalization in accordance with the tasks.

***consultative and communicative activities:***

- usage of conflict resolution tactics in the field of intercultural communication;
- cross-cultural communication in different professional spheres;
- acting as a mediator in the field of intercultural communication.

***organizational and managerial activities:***

- organization of business negotiations, conferences, symposia, seminars with the use of multiple working languages and participation in the preparation of materials for publication, etc.;
- organizing and conducting competitions, contests and other creative events associated with the usage of a foreign language in socio-cultural, cultural and academic spheres of communication;
- popularization and promotion of foreign language education.

**The course should be used in the study of the following subjects:**

Theory and methodology of teaching foreign languages

Practice and methodology of teaching foreign languages

The theory of the first foreign language

Theory and practice of interpreting;

Theory and practice of translation;

General theory of translation;

Specific theories of translation;

Practice of intercultural communication;

Theory of intercultural communication;

Cultural aspects;

Intercultural communication protocol and etiquette

**Course Plan**

[The plan reflects the course plan (list of topics), structured on types of lessons indicating their volumes in accordance with WS]

[The following subjects are assigned to one department only]

№	Section title	Total hours	Class hours			Individual work
			Lectures	Seminars	Practical lessons	
1	Finite forms of the verb	24	-	-	24	24
2	Nominal parts of speech. Article determination	24	-	-	24	24
3	Modal verbs. Oblique moods	36	-	-	36	36
4	Non-finite forms of the verb	30	-	-	30	30
5	Syntax	38	-	-	38	38

**Forms of assessment and evaluation:**

Type of control	Form of control	1 year				2 year				Criteria**
		1	2	3	4	1	2	3	4	
Current (week)	Test			*						Written test (90 min)
				11 week						
Intermediate	Pass/fail test									
	Exam		*		*					Oral exam (cards)
Final	Exam					*				Oral exam (cards)

The system of assessment and evaluation is an obligatory component of studying foreign languages. Its aim is to test (in the oral and written form) the level of proficiency, competencies and skills students have acquired through studying the afore-mentioned course.

In the written test the correct answer corresponds to the following scale:

More than 90% of correct answers – 10 points

80-89% - 9 points

70-79% - 8 points

62-69% - 7 points

56-61% - 6 points

50-55% - 5 points

40-49% - 4 points

30-39% - 3 points

20-29% - 2 points

10-19% - 1 point

Less than a 10 – 0 point

To assess and evaluate creative works as well as oral exams the international scale of assessment is used:

Band 9 Expert user has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

Band 8 Very good user has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.

Band 7 Good user has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

Band 6 Competent user has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

Band 5 Modest user has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

Band 4 Limited user basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

Band 3 Extremely limited user conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

Band 2 Intermittent user no real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.

Band 1 Non-user essentially has no ability to use the language beyond possibly a few isolated words.

Band 0 Did not attempt the test No assessable information provided.

### **Assessment and evaluation:**

The teacher evaluates students' work at seminars and practical lessons taking into account their decision making, activity in business games, discussions, intermediate testing score. The points given at seminars and practical lessons are put in the record card. The score for the work in seminars and practical classes is given before the intermediate or final form control - Ocl. work.

The teacher assesses students' individual work according to: tests and home assignment deadlines, accuracy and completion, creative works, projects, reports, research on various topics. Grades for individual work are put in the record card. The score for individual work is given before the intermediate or final form control – Oind. work.

The current grade is given according to the following formula:

$$O_{\text{current}} = k_1 * O_{\text{test}} + k_2 * O_{\text{class}} + k_3 LMS + k_4 \text{home.ass.}$$

The resulting grade for the course is calculated as follows:

$$\text{Intermediate I} = m_1 \cdot O_{\text{current 1 term}} + m_2 \cdot \text{interm test}$$

Ocurrent 1 term is calculated according to the above-mentioned formula

Current Final= (Intermediate 1+ Intermediate 2+ Current 3): the number of terms

Intermediate 1+ Intermediate 2 – intermediate grades for 1 and 2 terms, Current 3 – the current grade at the last stage before the final pass/exam.

The grades are rounded in favor of the student.

In case of low results students have a week to redo tasks/ retake exams by arrangement with the teacher.

In this case students will not receive additional points to compensate for current grades.

At the exam the student may receive an additional question or task (equals 1 extra point).

The resulting grade for the course is put in the certificate. It is formed according to the following formula:

$$\text{Resulting} = k1 \cdot \text{Ocurr} + k2 \cdot \text{fin}$$

The grades are rounded in favor of the student.

Note: the final grade is blocking, in case of unsatisfactory final grade, it equals the resulting.

### Course Themes

№	Course section	Contents	Class hours	Total amount of ind. work	Individual work distribution
1.	Finite forms of the verb	<p>System of finite forms of the English verb.</p> <p>The Indefinite (Simple) Tense. Simple present: its usage and meanings. Single and repeated actions. Characteristics. Simple past: its usage and meanings. The use of the present in. Irregular verbs.</p> <p>The Simple Future Tense: its usage and meanings. Ways of expressing future. The use of tenses in subordinate clauses of time and condition. The use of finite forms with adverbs.</p> <p>The Continuous Tense: present, past and future.</p>	24	36	<p>homework (exercises); reading textbooks, additional literature; notes text; work with dictionaries and reference books (including electronic); use of audio and video, computer technology and the Internet;</p> <p>creating tables to organize educational material; answers to test questions; text analysis;</p>

		<p>Contextual meanings and specific features . State and action verbs. The correlation of continuous and indefinite forms.</p> <p>The Perfect Tense forms : present, past and future. The correlation of perfect and indefinite forms while describing past actions. Various contextual meanings, conditions of their implementation. The use of perfect forms with adverbs. The meanings of process and completion. General and contextual meanings of perfect continuous forms.</p> <p>The sequence of tenses.</p> <p>Passive voice: its formation and use. Passive constructions with different types of verbs. The passive voice and nominal predicate</p>			preparation of thematic crosswords
2.	<p>Nominal parts of speech</p> <p>Article determination</p>	<p>Noun: number, case, gender. Countable and uncountable nouns. Plural forms. Collective nouns. Uncountable nouns: means to express quantity.</p> <p>The category of case in the grammatical system of the English language. Different meanings of possessive forms. The absolute form of the possessive case, “double genitive”, “genitive group”. The use of the definite article with nouns in the possessive case. Idiomatic expressions with nouns in the possessive case.</p> <p>Other ways of expressing possessive relations: N+N combination, of-phrase.</p>	24	24	<p>homework (exercises); reading textbooks, additional literature; taking notes; work with dictionaries and reference books (including electronic); use of audio and video, computer technology and the Internet;</p> <p>creating tables to organize educational material; answers to test questions; text analysis;</p>

		<p>The category of gender and ways to express generic distinctions: affixation, compounding, suppletives. Agreement of the noun with a personal pronoun.</p> <p>Adjective. Different subclasses of adjectives. Qualitative and relative adjectives. Peculiarities of formation and use of comparatives. Intensifiers and their compatibility with the degrees of comparison. Construction with the comparative meaning in the English language. Homonymous adjectives and adverbs. Substantivized adjectives: subclasses, usage peculiarities . Words of the category of state (statives).</p> <p>Subclasses of English numerals. Basic word-formation patterns. The use of articles with numerals. The concept of the number and means of expression in the language. Quantifier words and their use with different types of nouns.</p> <p>Different subclasses of pronouns, their functions and meanings. Personal and possessive pronouns. The absolute form of possessive pronouns. Reflexive pronouns and emphatic use. Indefinite pronouns in various sentence types. Pronouns and negation. The interrogative pronoun in the structure of English sentences. Pronominal agreement.</p>			preparation of thematic crosswords
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		<p>Article determination of the noun. The system of articles in the English language. Indefinite article: meanings and functions. The definite article: meanings and functions. The zero article: meanings and functions. Articles with countable and uncountable nouns. The use of the definite article with certain types of names. The relation between articles and other noun determiners. Articles with nouns in various syntactic functions. The article and the actual division of the sentence.</p>			
3.	<p>Modal verbs. Oblique Moods</p>	<p>the system of modal verbs in the English language.</p> <p>Means to express possibility. The modal verb “can” and its meanings. The verb “may” and its meanings.</p> <p>Means to express necessity. The verbs “must, need, should, ought to, have to, be to”, their meanings and use.</p> <p>Problems of correlation with the past (infinitive forms). the use of adverbs with modal predicates. Means to express will. Modal verbs “will” and “would” in modern English, their correlation with homonymous forms.</p> <p>Moods in the English language: Direct and Oblique Moods</p> <p>The Conditional Mood: its meaning and use in different sentence types. Real and unreal condition. Simple and perfect forms of the infinitive.</p> <p>Subjunctive (Subjunctive Mood). Subjunctive II: meanings and</p>	36	36	<p>homework (exercises); reading textbooks and additional literature; taking notes; work with dictionaries and reference books (including electronic); use of audio and video, computer technology and the Internet;</p> <p>creating tables to organize educational material; answers to test questions; text analysis; preparation of thematic crosswords</p>

		<p>use. Hypothesis and unreality. Simple and perfect forms of the infinitive. The use of the subjunctive mood in different types of sentences.</p> <p>Subjunctive I (Present Subjunctive Old): meanings and use.</p> <p>Forms of mood and modal verbs.</p>			
4.	Non-finite forms of the verb	<p>Forms of the infinitive, their meanings. The use of the particle “to” with the infinitive. The function of the infinitive in the sentence.</p> <p>The infinitive in the function of the subject. The infinitive as a part of the predicate. The infinitive in the function of the object.</p> <p>The infinitive in the function of the attribute. The modal meaning of the infinitive attribute. The infinitive in function of the adverbial modifier. Various constructions with the infinitive.</p> <p>Prepositional construction (for-to-Infinitive complex). Complex object. Complex subject.</p> <p>Gerund. Its forms and meanings. The gerund and the infinitive. The gerund in the role of the subject and the predicate. The gerund as a part of the aspectual predicate. The gerund in the function of the object.</p> <p>Prepositional and non-prepositional objects. The gerund in the function of the attribute. Constructions with</p>	30	30	<p>homework (exercises); reading textbooks and additional literature; taking notes; work with dictionaries and reference books (including electronic); use of audio and video, computer technology and the Internet;</p> <p>creating tables to organize educational material; answers to test questions; text analysis; preparation of thematic crosswords</p>

		<p>gerund.. The gerund and the verbal noun.</p> <p>Participle I and participle II . Forms and meanings. Functions in the sentence. Participle in the in the function of the attribute. Participle in function of the adverbial modifier. Complex object. Complex subject. Absolute participle construction.</p>			
5.	Syntax	<p>Syntax of a phrase. Different types of phrases, peculiarities of their structure.</p> <p>A simple sentence as a unit of language. Structural classification of simple sentences: one-member/ two-member, complete/incomplete, extended/unextended. Communicative types of sentences.</p> <p>Main members of the sentence. Subject and ways of expressing it. Impersonal sentences. Predicate and its types: simple verbal, compound verbal, compound nominal. Types of link-verbs. Double predicate.</p> <p>Basic principles of agreement between the subject and the predicate in the English sentence.</p> <p>Secondary members of the sentence. Object and its types: direct, indirect, prepositional. Attribute. Apposition. Different types of adverbial modifiers. Functional words.</p> <p>The word order in the English sentence. Types of inversion: full/partial,</p>	38	38	<p>homework (exercises); reading textbooks and additional literature; taking notes; work with dictionaries and reference books (including electronic); use of audio and video, computer technology and the Internet;</p> <p>creating tables to organize educational material; answers to test questions; text analysis; preparation of thematic crosswords</p>

		<p>grammatical/emphatic. Inversion and the actual division of the sentence.</p> <p>Composite Sentence. Compound sentence. The types of connection between its parts. Complex sentence. Types of subordinate clauses. Communication between the main and subordinate clauses. The basics of punctuation.</p>			
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### Reading List:

#### a) Required:

1. Gurevich V. V. Practical grammar of the English language. Exercises and comments. – M.: Flinta, 2009.
2. Istomina E. A., Sahakyan A. S. English grammar. – M.: Ayriss-Press, 2009.
3. Practical course of English language under the editorship of V. D. Arakeen. – M.: VLADOS, 2010.

#### b) Optional:

1. Blokh M. Ya. English articles - Moscow: AST, 2008.
2. Blokh M. Ya., Lebedeva A. Y., Denisova V. S. Practice on English Grammar. SB. exercises. – Moscow:AST, 2005.
3. Kachalova K. N., I. E. E. Practical English grammar with exercises and keys – M.: UNOS SHEET, 2000.
4. Krylova I. P., Gordon E. M. Grammar of modern English. Textbook for institutes and departments of foreign languages 9th ed. — M.: Higher school, 2003. In English. yaz.
5. Lebedev A. I. Tenses of English verbs. A collection of exercises on English grammar: Pr. manual for higher education institutions. – SPb.: Education, 1999.
6. Rosinska I. S. The English Verbals and Modals. - M.:Flinta, 2005.
7. Sergeev Yu. M. English Articles in Use. Articles: explanation and use.– Moscow: Prometheus, 2012.
8. Alexander L. G. Longman Advanced Grammar. Reference and Practice. – N. Y., 1994.

9. Azar B. Understanding and Using English Grammar. – Pearson Education, 1999.
10. Prodromou L. Grammar and Vocabulary for First Certificate. – Longman, 2001.
11. Quirk, R., Greenbaum S., Svartvik J. A University Grammar of English.– M: Higher School, 1982.
12. Murphy R. English Grammar in Use (intermediate). CambridgeUniversityPress, 2010.

C) Multimedia tools:

Dictionaries and encyclopedias in electronic media

1. ABBYY Lingvo 9.0 Electronic dictionary (6 languages).
2. Cambridge Advanced Learner's Dictionary.
3. Encyclopedia Britannica 2004 Deluxe.
4. Intense Language Office. Collins Dictionaries English – Russian, Russian-English, English-English

d) Internet resources:

1. [http:// study.ru/support/handbook/ English – grammar.](http://study.ru/support/handbook/English-grammar)
2. <http://www.mystudy.ru> - English grammar.
3. <http://www.homeenglish.ru/Grammar.htm> - English grammar.
4. <http://www.study.ru/support/handbook> - reference grammar of the English language.
5. <http://www.grammar.sourceword.com> - Practical grammar of the English language.
6. <http://www.native-english.ru/grammar> - Practical grammar of the English language.

Forms, methods and techniques of grammar practice: if the course section includes business games, discussions, master classes, problem solving tasks or case studies.

**Educational techniques**

Educational techniques for "Practical grammar of the first foreign language" are unified for all course sections and include the following:

- practical lesson on the formation of specific abilities and skills;
- practical lesson aimed at solving complex learning and cognitive tasks that require the use of scientific-theoretical knowledge and practical skills;
- practical lesson based on the case method, simulating a real communicative situation;

- practical lesson - presentation of the project or research results with the use of specific software
  - role-play game as a simulation or reconstruction of behavioral patterns in the proposed scenario;
  - information project (search, selection and systematization of information concerning some language phenomenon, its analysis and synthesis for further presentation to a wider audience).
- Appraisal tools for current control and certification of the student

### **The system of current assessment and evaluation**

Forms of current assessment for "Practical grammar" are unified for all course sections.

1. Finite forms of the verb. Continuous monitoring of students' individual work (grammar exercises).

The completion of the following types of individual and group tasks: the recognition, substitution, transformation, extension, translation, construction and analysis.

Tests, dictations, oral quizzes. Writing an essay \ composition.

2. Nominal parts of speech.

Article determination. Continuous monitoring of students' individual work (grammar exercises).

The completion of the following types of individual and group tasks: the recognition, substitution, transformation, extension, translation, construction and analysis.

Tests, dictations, oral quizzes. Writing an essay \ composition.

3. Modal verbs. Oblique moods. Continuous monitoring of students' individual work (grammar exercises).

The completion of the following types of individual and group tasks: the recognition, substitution, transformation, extension, translation, construction and analysis.

Tests, dictations, oral quizzes. Writing an essay \ composition.

4. Non-finite forms of the verb. Continuous monitoring of students' individual work (grammar exercises).

The completion of the following types of individual and group tasks: recognition, substitution, transformation, extension, translation, construction and analysis.

Tests, dictations, oral quizzes. Writing an essay \ composition.

5. Syntax. Continuous monitoring of students' individual work (grammar exercises).

The completion of the following types of individual and group tasks: recognition, substitution, transformation, extension, translation, construction, grammatical analysis of sentences, lexical-grammatical analysis of the text.

Tests, dictations, oral quizzes. Writing an essay \ composition.

## 9.2 Test Samples

The following forms of control for the course "Practical grammar" are conducted to determine students' knowledge on the grammatical system of a language and identify their level of language skills. The means of controls are Elementary level tests, oral interviews, individual interviews.

### TEST (Elementary level)

The day on which Emily Stockwell Turner fell out of love with her husband began much like other days. As usual, Emmy lay in ....1 bed twenty minutes later than she ....2 have done, with her son Freddy playing cars over her legs. When she finally got up it seemed as if things would never ....3 out. But somehow breakfast was made; Freddy was fed and dressed and sent off to ....4 nursery school in the car pool, and at length Emmy stood outside the house watching her husband ....5 for work on time.

"Looks like snow," said Turner, instructor in Languages and Literature Division at Converse College as he stood beside her on a frozen lawn in his overcoat.

It was ....6 chilly, dark morning early in November and Emmy wore only an old cashmere sweater and slacks, but she was a kind that never feels cold.

"Oh, good; do you think so? But it's only the first week in November. I am afraid it's much too soon".

"It probably ....7 early here," said Holman, and climbed into the car and shut the door. Through the glass he could see Emmy ....8 around at the clouds, smiling.

What a magnificent creature she is, he thought, as he frequently....9. She was a big girl, tall, tanned like a gypsy, and with high colour. Her heavy brown hair ....10 yet up for a day; it hung down ....11 a thick braid. She was twenty-seven and still had a look of a carefully bred and beautifully groomed animal ....12 permanently at ....13 peak of its condition for some high use which has not yet arrived and possibly never ....14. Holman had seen it often on boys and girls of Emmy's class, though seldom to such a degree and accompanied by so much beauty.

Emmy continued to stand beside the car waiting for him ....15 the window down, so he rolled it down.

"Good by, darling", she said stooping to kiss him.

"So long, baby," Holman replied. He rolled the window up again and drove away down the drive.

1. a) a  
b) the  
c) Ø

6. a) a  
b) the  
c) Ø

11. a) in  
b) with  
c) as

2. a) must  
b) should  
c) could

7. a) will snow  
b) snows  
c) is snowing

12. a) keeping  
b) kept  
c) being kept

3. a) be sorted  
b) being sorted

8. a) looking  
b) look

13. a) a  
b) the

c) sort	c) to look	c) Ø
4. a) a b) the c) Ø	9. a) did b) had done c) was doing	14. a) will arrive b) arrives c) arrived
5. a) leaving b) leave c) to leave	10. a) was not done b) had not done c) had not been done	15. a) roll b) to roll c) rolling

Tests are given on completion of every topic of the course.

### Currents control task samples:

#### Test 1 (Finite forms of the verb)

Translate the sentences into English, using one of the following tenses: Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous, Past Simple, Past Continuous.

1. Мальчик сломал руку, когда он пытался влезть на дерево.
2. Почему в комнате холодно? – Ветер раскрыл окно.
3. Я очень устал. Я работал сегодня в саду почти весь день.
4. Когда папа вернулся домой с работы, вся семья ужинала.
5. Сегодня вечером мы едем в гости к бабушке и дедушке.
6. Как долго женаты твои родители? – Я думаю, они женаты около двадцати лет.
7. Я потерял свой мобильный телефон. Полагаю, это случилось в метро.
8. Тебе нравится спектакль? – Да, очень. Я первый раз в этом театре.
9. Мы редко проводим выходные вне дома, но вчера мы ездили в парк.
10. Как давно твой брат окончил школу? – Два года назад.
11. Я живу на этой улице, с тех пор как родился.
12. Том вошёл в комнату, сел за стол и приступил к обеду.
13. Как долго вы изучаете экономику? – Мы изучаем этот предмет, с тех пор как учимся в институте.
14. Мамы нет дома. Она ушла за покупками. Это произошло примерно час назад.
15. Во сколько ты сегодня встал? – Я встал в восемь и поэтому опоздал на занятия.

#### Test 2 (Article determination. Nominal parts of speech)

1. Use the proper article with the adjectives in bold type. Say whether the adjectives are limiting or descriptive attributes.

1. She was easy enough to find out if you knew right people. 2. Why, it'll be a pleasure to you and real help to me. 3. Mr. Clerk, will you tell us, please, what is very stiffest penalty we can impose for each of these offences? 4. Jo blundered into wrong message in one of your father's letters, and I made her tell me. 5. He led the way to the stable-yard, Ronald following him with most mistrustful expression. 6. That's very idea I've tried to express. 7. It is most difficult task imaginable. 8. That's right thing to do. 9. Portly had soon been comforted by the promise of a treat – a jaunt on the river in real boat.

2. Say it in English (uncountable nouns):

1. Где ножницы? - Они на столе, рядом с очками.
2. Твоя одежда совсем мокрая. Повесь её на верёвку.
3. Рыба живет в воде, а некоторые виды рыб живут только в соленой морской воде.
4. Полиция все ещё ищет украденные драгоценности.
5. Летом скот пасется на лугу, а зимой живет в хлеву (shed).
6. Спасибо за советы, но они мне не помогли.
7. Содержание работы не соответствует её форме.
8. Эти новости уже всем известны.
9. Экипаж корабля сейчас отдыхает на берегу.
10. Мебель делается из дерева.
11. Итальянцы – народ, который любит петь.

3. Match a word in column A with the most likely word in column B. Use the proper articles with nouns modified by the past participles. Make your own sentences with these set phrases.

- |  |  |
|--|--|
| <p>A.</p> <ol style="list-style-type: none"> <li>1. spoilt</li> <li>2. paid</li> <li>3. stolen</li> <li>4. sworn</li> <li>5. frozen</li> <li>6. forbidden</li> <li>7. burnt</li> <li>8. fallen</li> <li>9. shrunken</li> <li>10. sunken</li> </ol> | <p>B.</p> <ol style="list-style-type: none"> <li>1. goods</li> <li>2. food</li> <li>3. offerings</li> <li>4. angel</li> <li>5. head</li> <li>6. child</li> <li>7. ship</li> <li>8. fruit</li> <li>9. enemy</li> <li>10. assistant</li> </ol> |
|--|--|

### Test 3 (Modal verbs)

Insert the proper modal verb and comment on its meaning:

1. I \_\_\_ bought that car but I didn't have enough money to pay for the petrol.
2. When will you \_\_\_ come and see us in our new house?
3. I \_\_\_ go to Paris next week because there is a very big exhibition there.
4. This isn't a difficult task, so you \_\_\_ complete it by Friday.
5. He \_\_\_ give me a straight answer. He avoided my questions the whole time.
6. You \_\_\_ be able to catch a ride with Jim. You \_\_\_ ask him before he leaves the office.
7. This is a large, luxurious house! It \_\_\_ cost a pretty penny.
8. If you tell your boss off, you \_\_\_ surely be fired.

9. If you choose a bold color for your walls, you \_\_\_ choose some soft, neutral accent pieces in order to create a balanced feeling in the room.

10. Kendra \_\_\_ finish her homework on time, or she \_\_\_ go outside to play with her friends.

#### Test 4 (Oblique moods)

I. Complete the following using the Oblique Moods:

1. He was pale as if....
2. He wished his friend....
3. She wouldn't have done it.....
4. But for the rain the children.....
5. Oh, if I .....

II. Paraphrase the following using the Oblique Moods:

1. My friend regrets so much that he hasn't told you about it at once.
2. I would never have believed it but I saw it with my own eyes.
3. I hate it that you treat me like a child.
4. It is high time for him to be more serious.
5. I'd rather you didn't tell anyone about it.

III. Comment on the forms of the Oblique Moods, state the types of subordinate clauses and translate the sentences into Russian:

1. He behaves as if he owned the place and we were his guests.
2. The competition would have taken place even if the weather had been cold.
3. I wish you would do something to save your reputation.
4. The workers demanded that the wages be increased in proportion to the rise in prices.
5. If I understood anything about cars, I could have repaired my own car last month.

#### Test 5 (Non-finite forms of the verb)

I. Point out verbals and state their syntactic functions:

1. Having finished the work, he began watching TV.
2. The sound of the opening door made me start.
3. He had to stand aside for the girl to come in.
4. It's no use trying to argue with me.
5. Soon we heard the car return.
6. The darkness found him occupied with his thoughts.
7. I saw a man approaching from the far end of the field.
8. The boys couldn't go without asking permission.
9. Being a child I had no possibility to play with other boys in the neighborhood.
10. I never seem to get any time for reading.

II. Paraphrase the following sentences using non-finite forms of the verb:

1. The boy wore a man's coat which reached to his heels.
2. When he saw me in this dress he burst into laughter. He couldn't help it.
3. Of course, he speaks English fluently. He has lived abroad for a long time.
4. After they had spent the night in the farm, they set out again on their journey.
5. I have come here as I want to talk to you.
6. While I was reading his letter I couldn't think of anything else.

7. Who will play in the comedy which has been recently staged at this theatre?
8. We were all waiting that he would phone us.
9. I never like it when people talk about me behind my back.
10. We didn't see him when he was leaving the house.

#### Test 6 (Syntax)

##### I. State the type of Inversion and name the part emphasized:

1. What a nuisance he is!
2. Off she went into peals of laughter.
3. She doesn't remember anything about it. – Neither does he.
4. Only then could I understand what really happened.
5. Might it be another day, I would accept your invitation.
6. How wonderfully she dances!
7. Pretty as she is, she has no boy-friend.
8. Where's Sally? - Here I'm, Mother!
9. "There comes coffee", exclaimed Rosa.
10. So worried she looked that I couldn't leave her.

##### II. Choose the correct form of the verb in the following sentences:

1. Neither Bill nor Mary (is/are) going to play tonight.
2. A number of reporters (was/were) at the conference yesterday.
3. Everybody who (has/have) a fever must go home immediately.
4. The committee (has/have) already reached a decision.
5. A pair of jeans (was/were) in the washing machine this morning.
6. Either John or his wife (make/ makes) breakfast each morning.
7. The number of students who have withdrawn from class this quarter (is/are) appalling.
8. There (has/have) been too many interruptions in this class.
9. Neither Jill nor her parents (has/have) seen this movie before.
10. John, along with twenty friends, (is/are) planning a party.

### 9.3 Intermediate /final control task samples

The form of the intermediate control is a written test that includes different types of tasks; an exam.

The pass/fail test completes the fifth module. The students are assessed on completion of all types of class and individual work and all forms of current control. In some cases students can be interviewed on the topic of the corresponding course section.

Exams take place in the second and fourth modules (rating system or an oral exam).

Examination card (II term) I. Point out the predicate and comment on the tense-aspect form of the verb:

1. To begin with, everyone who has eaten fish must drink several glasses of water.
2. Harris and I appeared to be struck by this terrible thought at the same instant.
3. He has been a nuisance for years, but lately he has become unbearable!

##### II. Insert the proper article and justify your choice:

1. He hurried across ... square shaded by ... trees.

2. Within ... house it always seemed to Hugh to be both dark and damp.
3. ... voice that came back from ... bottom of ... stairs was still young and self-amusing.
4. Both women lived in ... modest, book-filled apartments.
5. We surveyed ... view from ... cemetery hill and descended to ... summer-burned, September-burnished field.

III. Translate the following into English:

1. Открой дверь. По-моему, кто-то стучит. - Я ничего не слышу.
2. Завтра мы идем в кино? Да, идем, если сможем купить билеты.
3. У них много срочной работы. Не шуми и выключи громкую музыку.
4. Никогда не давай ему советы. Ты потеряешь время, если попытаешься сделать это.
5. В твоих словах много полезной информации. Но мы не будем ничего делать, пока не проверим ее как следует.
6. Полиция еще не нашла преступника, похитившего бесценное произведение искусства из городского музея.

Examination card (IV term)

I. Define the modal verb and comment on its form and meaning:

1. They must have been writing a test for an hour.
2. How should I know his new address?
3. May you be happy forever!

II. Define the form of the Oblique Mood and translate the sentence into Russian:

1. Even if you were right I shouldn't defend you.
2. I wished nothing had happened.
3. She is breathing as if she had been running.

III. Define the verbal or the verbal complex and state its syntactic function.

1. Sally refused to allow the conversation to be diverted.
2. Leaning over the window he saw her riding forth with Val.
3. Being there alone, without anyone attending to him, made him very unhappy.
4. They breakfasted in silence, the fog of the late November wrapping the town outside.
5. Flowers grown in her garden are worth seeing.

IV. Translate the following into English:

1. Если бы я знал заранее о твоём визите, я бы остался сегодня дома.
2. Жаль, что погода плохая. Мы могли бы пойти погулять в парке.
3. Мне удалось сдать экзамен по вождению только со второй попытки.
4. Они, должно быть, еще не слышали эту новость.
5. Мне открыть окно? Может быть, в комнате станет прохладнее.
6. Кто бы мог подумать, что он сможет сдать работу в срок!
7. Никогда не видела, чтобы он улыбался так счастливо.
8. Говорят, что это открытие – настоящий прорыв в медицине.
9. Вряд ли мы встретимся в ближайшее время.
10. Когда закончились уроки, дети побежали домой.

Exam tasks (V term)

1. State the type of the sentence, the type of clausal connection. Point out the principal and the secondary parts of the sentence: comment on the type of the subject and the predicate.

1. Only then could I understand what really happened.
2. He must have told a dreadful lie, but who wouldn't in his position?
3. I'm so sorry. – Don't be. Forget it.

2. Translate into English using inversion and observing agreement of the subject and the predicate.

1. Я не только не слышал об этом писателе, но и не читал ни одной его книги.
2. Напрасно пыталась птица вырваться наружу из клетки.
3. Осень ещё не пришла, а листья на деревьях уже пожелтели.
4. Юноша, так же как и девушка, ещё не сдал последний экзамен.
5. Кажется, я уже встречал этого человека. – И я тоже.

Given test samples and tasks have a communicative-oriented focus.

### **Educational-methodical support and equipment**

#### **Basic:**

1. Gurevich V. V. Practical grammar of the English language. Exercises and comments: Flinta, 2009.
2. Swan M., Walter C. Oxford English Grammar Course - Advanced: Oxford University Press, 2012
3. Parrot M. Grammar for English Language Teachers, 2nd edition: Cambridge University Press, 2000

#### **Main:**

1. Istomina E. A., Sahakyan A. S. English grammar: Ayriss-Press, 2009.
2. Practical course of the English language under the editorship of V. D. Arakeen.: VLADOS, 2010.

#### **Optional:**

1. Blokh M. Ya., etc. English articles - Moscow: AST, 2008.
2. Blokh M. Ya., Lebedeva A. Y., Denisova V. S. English Grammar Practice. SB. exercises. – Moscow:AST, 2005.
3. Goumovskaya G.N English for professional communication. – M.:ASPECT PRESS, 2008.
4. Kachalova K. N., I. E. E. Practical English grammar with exercises and keys – M.: UNOS SHEET, 2000.

5. Krylova I. P., Gordon E. M. Grammar of modern English. Textbook for institutes and departments of foreign languages 9th ed. — M.: Higher school, 2003. In English.
6. Lebedev A. I. Tenses of English verbs. A collection of exercises on English grammar: Pr. for higher education institutions. – SPb.: Education, 1999.
7. Rosinska I. S. The English Verbals and Modals. - M.:Flinta, 2005.
8. Sergeev Yu. M. English Articles in Use. Articles: explanation and use.– Moscow: Prometheus, 2012.
9. Alexander L.G. Longman Advanced Grammar. Reference and Practice. – N.Y., 1994.
10. Azar B. Understanding and Using English Grammar. – Pearson Education, 1999.
11. Prodromou L. Grammar and Vocabulary for First Certificate. – Longman, 2001.
12. Quirck R., Greenbaum S., Svartvik J. A University Grammar of English.– М: Высшая школа, 1982.
13. Murphy R. English Grammar in Use (intermediate). Cambridge University Press, 2010.

**Internet resources:**

1. [http:// study.ru/support/handbook/ English grammar.](http://study.ru/support/handbook/English_grammar)
2. <http://www.mystudy.ru> - English grammar.
3. <http://www.homeenglish.ru/Grammar.htm> - English grammar.
4. <http://www.study.ru/support/handbook> - reference grammar of the English language.
5. <http://www.grammar.sourceword.com> - Practical grammar of the English language.
6. <http://www.native-english.ru/grammar> - Practical grammar of the English language.

**Reference books, dictionaries, encyclopedias:**

1. ABBYY Lingvo 9.0 Electronic dictionary (6 languages).
2. Cambridge Advanced Learner’s Dictionary.
3. Encyclopedia Britannica 2004 Deluxe.
4. Intense Language Office. Collins dictionaries: English – Russian, Russian-English, English-English

**Software support and equipment**

Language laboratories, computer classes with Internet access and special multimedia equipment are provided for the completion of the course.