

Syllabus «Practical Course of the First Foreign Language»

Approved by Academic Council
of Bachelor Degree Programme

Foreign Languages and Intercultural Communication

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Credits	14
Class hours	232
Self-study	300
Year	2
Format	Full time

Practice of Speech

1. Course Description

a . Title of a Course

Speech Practice (Практика устной и письменной речи)

b . Pre-requisites

The course belongs to the basic part of the professional cycle (Major) code: Б: Пр.Б
Since the study of the course begins in the first year, it is primarily based on the subject and metasubject skills, acquired as a result of mastering FSES (Federal State Educational Standard) of complete secondary education.

In order to master the academic discipline students have to:

- have achieved the upper-intermediate level of the English language (B2+ / IELTS 6-7 / Upper-Int);
- be able to use (the) foreign language as a tool to obtain information from foreign sources for educational and self-development purposes;
- have a general idea about socio-cultural peculiarities of the country (ies) of the foreign language;
- be able to communicate efficiently and interact in the process of collaboration, taking in consideration positions of other counterparts;
- be able to use major skills of cognitive, research and project activity;
- be conversant in various sources of information and exercise critical analysis in interpreting data received thereof;
- be able to use ICT means in order to settle cognitive, communicative and organizational issues having adhered to the ergonomic, safety, hygienic, legal, ethical and information security resource conservation requirement;
- be able to use the skills of cognitive reflection as of awareness of the actions committed and mental processes, their results and grounds, boundaries of one's knowledge and ignorance, new cognitive goals and means towards the ends.

Principal provisions of the discipline shall be used further on when studying the following subjects:

- Elective course
- Online elective discipline from the recommended list (in English)
- Introduction to profession
- Business English
- Language for special purposes (LSP)

c . Course Type

Compulsory.

d . Abstract

The course leads students towards the C1 level according to CEFR in all aspects and skills. The course covers a wide range of topics, and students are involved in a variety of activities that let them progress in both productive and receptive skills. Students will have the opportunity to engage with longer and denser texts of various genres and registers. They will be able to develop their social and academic competencies as the course implies group, pair and project work.

2. Learning Objectives

The principle goal of is formation of universal and professional competencies (including instrumental and social and personal competencies), defined in the Education Standard of HSE in the field of study 45.03.02 “Linguistics”.

The main goal is the formation of:

● **Foreign language communicative competencies at the C1 level, including sub-competencies:**

- Linguistic competence (lexical items and grammar rules knowledge);
- Sociolinguistic competence (skills of using and interpretation of linguistic forms according to the situation/context);
- Discursive competence (skills of understanding and logical composing of certain statements for the purpose of notional communication);
- Strategic competence (skills of using verbal and nonverbal strategies for compensation of lack of knowledge);
- Sociocultural competency (certain degree of sociocultural context knowledge);
- Social competence (willing and readiness to cooperate with others, skills of situations control).

It's important to mention, that both 1-year and 2-year courses main goal of a “First foreign language practical course” discipline is acquisition of foreign language communicative competence components in order to create basement for acquirement of intercultural communicative competence during the 3d and 4th years of study.

3. Learning Outcomes

By the end of the course the students will be able to:

in listening and reading:

- listen to texts at C1 level for gist, for detail and for specific information;
- read texts at C1 level for gist, for detail and for specific information;
- apply learning strategies to support reading and listening;
- make notes when reading authentic texts;
- take notes when listening to authentic texts;
- distinguish between fact and opinion;
- distinguish between the main idea and supporting details.

in speaking and writing

- use active vocabulary and structures to produce written and spoken texts;
- use C1 vocabulary and structures in speaking and writing;
- plan, structure, create and edit a range of written products such as essays, reviews, magazine articles;
- describe graphs, charts, processes and other types of visual information;
- use samples for writing and speaking;
- use background knowledge;
- speak at lengths (1.5-2 mins) on the topic given;

- participate in a dialogue using phrases for emphasis and reinforcement, agreement and disagreement, asking for information, expressing opinion, backtracking and correcting, etc.;
- support an opinion with evidence and examples;
- use linking devices for coherence and cohesion.

study skills:

- use monolingual dictionaries, thesauruses, and dictionaries of collocations;
- plan and execute independent work;
- use self- and peer-assessment;
- use assessment criteria when executing a task;
- manage time and resources.

The students will have developed the awareness of:

- problems cities face and possible solutions to these problems;
- cultural and psychological roots of urban myths;
- the meaning of culture, cultural markers and cultural identity;
- what influences relationships between people;
- culturally determined features of relationships;
- peculiarities of cultural life in different countries;
- characteristic features of political systems;
- public attitude towards politics in different countries;
- how people behave in emergency;
- scientific achievements and the problems modern science faces;
- natural world and the issues it is facing;
- the world of work and its legal regulations;
- business and management in the modern world;
- various sports and their rules;
- some key historical events and personalities;
- fashion and style;
- safety regulations and behaviour in emergencies;
- media production;
- some health issues and medical conditions;
- role of play and sports for humans.

4. Course Plan

Theme 1. Cities.

Grammar: perfect forms. Vocabulary: recovery and change, binomials, emphasis. Speaking: reinforcing and exemplifying.

Theme 2. CULTURE AND IDENTITY.

Grammar: cleft sentences. Vocabulary: society and culture, household objects. Speaking: generalisations.

THEME 3. RELATIONSHIPS.

Grammar: would. Vocabulary: describing people, relationships. Speaking: giving your impression.

THEME 4. ENTERTAINMENT.

Grammar: noun phrases. Vocabulary: describing books and films. Speaking: commenting.

THEME 5. POLITICS.

Grammar: conditionals. Vocabulary: consequences, elections. Speaking: reinforcing and exemplifying.

THEME 6. CONFLICTS.

Grammar: wish/ if only. Vocabulary: arguments, conflict and resolution, extended metaphors.
Speaking: defending and excusing.

THEME 7. SCIENCE AND RESEARCH.

Grammar: passives. Vocabulary: science, word formation, statistics. Speaking: expressing surprise and disbelief.

THEME 8. NATURE.

Grammar: auxiliaries. Vocabulary: describing scenery, communicating, compound adjectives.
Speaking: emphatic tags.

THEME 9. WORK.

Grammar: continuous forms. Vocabulary: roles and tasks, adverb-adjective collocations.
Speaking: making deductions.

THEME 10. HEALTH AND ILLNESS.

Grammar: modals. Vocabulary: operations, mind and body, nouns based on phrasal verbs..
Speaking: vague language.

THEME 11. PLAY.

Grammar: linking words and phrases. Vocabulary: sparts, gaming, alliteration. Speaking: irony and humor.

THEME 12. HISTORY.

Grammar: inversion. Vocabulary: personal histories, historical events, similies. Speaking: contextualised questions.

Theme 13. News and the Media.

GRAMMAR: REPORTING VERBS. VOCABULARY: NEWSPAPER LANGUAGE, COMMON SAYINGS.

SPEAKING: RHETORICAL QUESTIONS.

THEME 14. Business and Economy.

Grammar: relative clauses. Vocabulary: business situations, loan words. Speaking: small talk.

5. Reading List

a. Required

Oxenden, C. New english file: advanced student's book / [C. Oxenden](#), [C. Latham-Koenig](#). – Oxford; New York: Oxford University Press, 2014. – 168 c. – На англ. яз. - ISBN 978-0-19-459458-5.

b. Optional

Dellar, H. Outcomes Advanced. Student's Book. National Geographic Learning / H. Dellar, A. Walkley. – CENGAGE Learning. 2014.

6. Grading System

The teacher assesses the students' work during the classes: participation in dialogues and discussions, monologue presentations, role-plays, written tasks fulfillment, active vocabulary acquisition (see Part 8 for details).

The teacher also grades students' work and participation in classes weekly (see criteria Appendix 1). These grades are put in the register (decimal system: 0-10), and the mean is calculated at the end of each module – $G_{class\ i}$.

The teacher assesses students' independent work in terms of homework completion, and the completion of extensive reading and listening tasks. The grades for autonomous work are put in the register(decimal system: 0-10), and the mean is calculated at the end of each module – $G_{aut\ i}$. The accumulated grade for a module includes the student's result of the ongoing control in the following way :

$$G_{(acc.in\ the\ module)} = (G_{ongoing\ i} + G_{class\ i} + G_{aut\ i}) / 3$$

where $G_{ongoing}$ is calculated as a sum of all the forms of the ongoing control provisioned in the GSP (General Study Plan)

$$G_{ongoing} = G_{essay} + G_{test}$$

in the modules where essay writing is required, or

$$G_{\text{ongoing}} = G_{\text{test}}$$

if the essay is not required.

The class grade for the **module** is the mean of all the grades received for class participation:

$$G_{\text{class mod.}} = \Sigma G_{\text{class}} / n$$

The grade for autonomous work for the **module** consists of grades received during the module. The grades for autonomous work are given according to the **Fail-Weak Pass-Pass-Strong Pass** (0-1-2-3) system, the overall grade for the module is the mean of the grades received for the autonomous work throughout the module:

$$G_{\text{aut.module}} = \Sigma G_{\text{aut.}} / n$$

and then is converted into the decimal system according to the table:

3	10
2,7	9
2,4	8
2,1	7
1,8	6
1,5	5
1,2	4
0,9	3
0,6	2
0,3	1
0	0

The accumulated grade for the course is calculated in the following way:

$$G_{\text{accumulated}} = (G_{\text{acc1}} + G_{\text{acc2}} + G_{\text{acc3}} + G_{\text{acc4}}) : 4$$

The final grade is calculated according to the formula:

$$G_{\text{final}} = 0,6 G_{\text{acc}} + 0,4 G_{\text{exam}}$$

The exam consists of two parts: written and oral, they are equal:

$$G_{\text{exam}} = 0,5 G_{\text{written exam}} + 0,5 G_{\text{oral exam}}$$

The marks at any stage are rounded down up to 0.5, and rounded up from 0.6.

7. Guidelines for Knowledge Assessment

Each student is expected to take 4 module tests and to hand in 4 essays.

Tasks for ongoing assessment:

Quizes

Summary (text annotation)

Completion of mind-maps

Summary + Response Essay

Informative Essay

Description of visual data (graphs and processes)

Writing a magazine article

Writing a covering letter

As well as preparation for the monologues, dialogues, presentations, role plays, which are assessed in accordance with the criteria (see Appendix 1).

Violation of the written work's deadlines

Work submitted with a 3-academic days' delay may be given a maximum of 8 points

Work submitted with a 5-academic days' delay may be given a maximum of 6 points

Work submitted with a 6 or over academic days' delay is given 0 points irrespective of the quality of the work.

Violation of the oral task's deadlines

If a student refuses to perform oral tasks to the deadlines stipulated by the teacher or is absent at the lesson without any admissible excuse, the student obtains 0 points.

Exeptions cover medical cases, confirmed by official medical documents and exceptional circumstances, of which the teacher should be informed beforehand. All decisions about rearranging the deadlines are settled on an individual basis by the teacher and the student. Should it be required, the academic manager or/and the Head of the Academic Office may take part in the decision making process.

EXAMPLE TEST Module 2 test. Version 1.

1 Fill in the gaps with the words from the box. You do not need to use four of them.

dubious	split	grant	multitude	depth	acrimonious	sake	turned
assumption	instigate	begged	prone	commitment	drift		

Romantic relationships are key to personal happiness and well-being. Conflicts occur frequently in relationships and may be the reason why people 1_____ apart. Meanwhile, there is a tendency for technological devices to become indispensable tools for everyday communication. It is a false 2_____ to think they don't play a part in the resolution of romantic conflicts. Yet, few sudies reserched the topic in 3_____.

Here is what we currently know. When it comes to technology, we live in a high-choice environment: we have a 4_____ of media options for connecting with relational partners in an easy, fairly effortless manner. Two studies have investigated the extent to which people had ever used the media to 5_____ conflict with a romantic partner, both using samples of college students. In 2010, it 6_____ out 61 percent of college students reported using a mediated channel for the 7_____ of conflict resolution, specifically texting, the phone, instant messenger, social network sites, and email. In 2014, the numbers were higher.

A handful of interview studies looked at the advantages of using the media for romantic conflict. In face-to-face communication people have to think and respond on the spot to their partner's remarks. This can be challenging, especially when emotions run high and the discussion gets 8_____. Over email or texting, people can take as much time as they want to construct their messages, and they also have the ability to edit them before sending them along. This media feature can be especially advantageous to those who are 9_____ to outbursts or impulsive statements such as threatening to 10_____ with the partner when they don't really mean it.

___/ 10

2 Find one mistake in each sentence and correct it. Write out only the corrected words/phrases.

- 1 I wish my nose would be smaller.
- 2 Finished the military campaign, the troops left the country.
- 3 Molly begged for mercy but the judge won't even listen.
- 4 Would you mind to turn off the music?
- 5 I am sure Dan would call you yesterday if he had your phone number.

___/ 5

3 Change the form of the words in brackets and fill in the gaps.

- 1 I hope we can settle this _____. (AMICABLE)
- 2 They were arrested on suspicion of the _____ of acts of terrorism. (INSTIGATE)
- 3 As a boss I found him rather _____. (APPROACH)
- 4 He refused to pay _____ for his three children. (MAINTAIN)

5 People were attracted to early Christianity by its _____ egalitarianism.
(COMPASSION)

___/ 5

4 Fill in the gaps with one word only.

A: Haven't seen you for ages! What's up?

B: I've been to some amazing gigs last night – there was my favourite band playing, and there was a real **1.** _____ in that area - so lively and exciting – even my heartbeat increased three- **2.** _____.

A: Really?

B: Seriously! And believe it or not, I saw Amy Benett there...

A: Oh, she likes it when a place is crowded. As for me, she comes **3.** _____ as a decent girl. What do you make **4.** _____ her?

B: Well, to tell the truth, she is one of those people who will stab you in the **5.** _____ the minute you're not there!

A: Hmm, actually it was the furthest thing from my **6.** _____.

B: What I don't like about her is how snobbish she is – always looking **7.** _____ her nose at the her peers. They say her parents are rather affluent, and that's the reason she's so **8.** _____ of herself. There is a lot of gossip about them running around.

A: If you're **9.** _____ in money, rumours about you spread like **10.** _____.

___/ 10

5 Complete the second sentence with 2-5 words and the word in bold so that it has a similar meaning to the first.

1 I'm not sure I can give you any advice as it's so long since I've done it.

RECENTLY

Not _____, I don't think I can give you any advice.

2 I am impressed by his charisma.

HOW

What _____ charismatic he is.

3 The project was stopped. There was not enough funding.

HALTED

The project would not _____ there had been enough funding.

4 We generally used to play in the street when we were kids.

WOULD

By and _____ in the street when we were kids.

5 I am annoyed by your constant mumbling.

WISH

I _____ all the time.

___/ 10

Total: ___/ 40

6 Read the text and write its summary.

NB: You mustn't copy patches of the text, you need to paraphrase and use active vocabulary (at least 5 units, don't paraphrase proper names).

Causes of War by Craig Biddle

In the past hundred years, the United States has sent more than 39 million Americans to fight in wars. More than 631,000 of them have been killed. More than 1,224,000 have been

seriously wounded or maimed. Each of these Americans was or is a real person with real values, goals, dreams, loved ones. Each experienced his or her body in some way being violated, blown up, or torn apart. The families and friends of each have suffered a kind of pain for which there are no words. General W. T. Sherman famously said war is Hell. But war is worse than Hell. War is real, and it destroys people's lives.

In terms of fundamentals, both war and peace are consequences of certain ideas and aims, which, when sufficiently accepted as true or good by the people of a given society, give rise to corresponding norms and policies that, in turn, either lead to war or enable peace. Understanding these causes is essential to fighting successfully for a future of less war and more peace, and seeing each cause in contrast to its opposite can foster greater understanding.

The primary political cause of war is statism: any social system based on the notion that the state has a right to force individuals to act against their judgment for the sake of some "greater good". For example, World War II was caused by National Socialist Germans embracing a social system based on the notion that people of an alleged "master race" had a right to subjugate or kill people of other races for the "good" of the master race, and that Nazi Germany had a right to conquer other nations to sustain itself and expand. If the people of a society sufficiently accept the notion that they have a right to murder or oppress individuals for some greater good and to attack other nations to sustain or expand this practice, the government of that society will wage war accordingly.

One of the main ideological causes of war is collectivism: the notion that the individual's life belongs to some group or collective, which therefore may force him to "think" or act in accordance with the dictates of the group. For example, the U.S. Civil War was caused by a group of men (primarily white Southerners) insisting that they have a right to maintain states that permit the enslavement of another group of men. Some Americans (primarily Northerners) recognized that slavery is a violation of the rights of the enslaved and thus is contrary to the purpose of American government, which, as specified in the Declaration of Independence, is to secure the unalienable rights of Americans. Those opposing slavery demanded an end to the practice. The slaveholders and their supporters refused to end the practice and thus necessitated war to free the slaves and preserve the Union.

The primary "moral" cause of war is altruism: the notion that being moral consists in self-sacrificially serving others. Importantly, altruism calls for serving others in a way that depreciates your own personal values. For example, America's involvement in the Vietnam War was a consequence of Americans' acceptance of the notion that the proper purpose of U.S. foreign policy is to selflessly serve others. The U.S. government forced American boys to join the military, sent them to fight in jungles on behalf of strangers, and forbade them to use the full capabilities of the U.S. military to win quickly and return home. Consequently, after more than a decade of unspeakably horrific war, fueled by hundreds of billions of dollars of U.S. taxpayers' money, America lost the war at the human cost of more than 58,000 American soldiers killed.

The most fundamental philosophic cause of war is mysticism: acceptance of the notion that knowledge can be acquired by non-sensory, non-rational means, such as faith, revelation, intuition, etc. For example, Islamic regimes and jihadist groups are waging war against Western civilization because they have faith in the truth and morality of Allah's scriptural commandments requiring Muslims to convert or kill infidels.

The most fundamental psychological cause of war is evasion: the refusal to face relevant facts, the act of pretending that reality is other than it is. For example, in the 1930s, European leaders evaded the explicitly stated intentions and clear advances of the Nazis. Rather than eliminate these avowedly racist murderers who openly sought world domination when the Europeans easily could have, they permitted the Nazis to strengthen and expand for years on end, thereby eventually necessitating a massive war to end the nightmare.

If people are free to think, to produce, and to trade with others voluntarily; if they recognize the sovereignty and rights of individuals and the moral propriety of self-interest; if

they uphold reason as their only means of knowledge and their only proper guide to action in personal, social, and political matters; and if they refuse to pretend that facts are other than they are — neither they nor their governments have any reason to attack other people or nations.

8. **Methods of Instruction**

- Workshops
- Short-term projects;
- Research technology (conferences, discussions);
- Elements of Case studies;
- Role-plays;
- Brainstorming;
- Critical Thinking;
- Debates

9. **Special Equipment and Software Support**

№	Title	Access from
1.	Microsoft Windows 7 Professional RUS Microsoft Windows 10 Microsoft Windows 8.1 Professional RUS	<i>University intranet</i>
2.	Microsoft Office Professional Plus 2010	<i>University intranet</i>

Syllabus of the Course “Practical Grammar”

I. COURSE DESCRIPTION

The course “Practical Grammar” is designed for the first and second-year students of the Undergraduate Programme “Foreign Languages and Cross-cultural Communication”. The principal aim of the course is to form system and professional competences based on deep knowledge of English grammar to be able to carry out efficient teaching of English in the system of education and to use the language as a means of professional communication.

In order to master the discipline, students have to:

- have achieved the intermediate level of the English language (B1+ /IELTS 5-6/Int.);
- be able to hold an oral and written discourse in the foreign language;
- use knowledge, abilities and skills formed at the previous level of education under study of the discipline “Foreign Language” at school.

The course “Practical Grammar” is compulsory for the students of the Undergraduate Programme “Foreign Languages and Cross-cultural Communication” as a basic part of professional courses necessary for passing the teaching internship and the Final state attestation.

The basic principles of the course are to be used further when studying the following courses:

Practice of Speech

Theory and Methodology of Teaching EFL;

Language Teaching Workshop;

Theory of the First Foreign Language;

General Theory of Translation;

Theory of Translating and Interpreting;

Cross-cultural Communication Workshop.

II. LEARNING OBJECTIVES

The objectives of the course are to deepen the knowledge of the grammatical structure of the English language and to be able to use correctly the knowledge of grammar in oral and written discourse according to the purposes and communicative situations.

III. LEARNING OUTCOMES

Upon completion of the course, students are expected to:

know

- the grammatical structure of the target language;
- fundamental concepts and terms of grammar;

be able to

- choose and use properly categorial forms and other grammatical means in the process of communication;
- analyse the structural and meaningful architectonics of the text broadly and on the level of its microstructures;

have the skills to

- choose and use various grammatical patterns and techniques in the translation from/to the native/target language to achieve the ultimate communicative effect considering the character of the translated text;
- create oral and written discourse in the target language;
- use different language means to achieve a communicative purpose.

IV. COURSE PLAN

1. Theme 1. Morphology (the Noun, the Article, the Finite Verbs, the Passive Voice, the Non-finite Verbs, Modal Verbs, Oblique Mood, Adjectives, Adverbs, Pronouns).
2. Theme 2. Syntax (the Types of Sentences, the Members of a Sentence, the Agreement between the Subject and the Predicate, Word Order, Inversion).

V. READING LIST

Required

1. Gurevich V.V. Practical grammar of English: exercises and comments: a study guide for universities. – M.: Flinta, 2013.
2. Krylova I.P., Gordon E.M. Grammar of modern English: a textbook for universities. — 12-th edition — M.: KDU, 2008.

Optional

1. Rushinskaya I.S. The English Verbals and Modals. - M.: Flinta, 2005.
2. Sergeeva J.M. English articles in use: a study guide / Publ. editor M.Y. Blokh – M.: Prometheus, 2012.
3. Hewings M. Advanced grammar in use: a self-study reference and practice book of advanced student of English: with answers. – Cambridge University Press, 2005.
4. Swan M. How English works: a grammar practice book with answers / M.Swan, C.Walter. – Oxford; New York: Oxford University Press, 2002.

Professional databases, information reference systems, Internet resources

№	Name	Access
<i>Professional databases information reference systems</i>		
1.	Electronic library system Uright	URL: https://biblio-online.ru/
2.	Электронно-библиотечная система (ЭБС) Public.ru	URL: http://search.ebscohost.com
<i>Internet resources</i>		
1.	Coursera	URL: https://www.coursera.org/learn/grammar-punctuation
2.	Russian state library	URL: http://www.rsl.ru
3.	Research electronic library "Cyberleninka"	URL: http://cyberleninka.ru
4.	MyStudy English Grammar	URL: http://www.mystudy.ru
5.	Study English Grammar Guide	URL: http://www.study.ru/support/handbook

VI. GRADING SYSTEM

Grading is a core component in the process of teaching. The current grading of students' performance is realized through the following types of work: participation in discussions, fulfillment of various tasks at the lesson, knowledge of the learned theory, self-study in the system of LMS, promptness and correctness in fulfilling home assignments, current written tests. The performance of these types of tasks allows students to gain the accumulative grade which comprises 60% of the final grade. The exam grade comprises 40% of the final grade.

All grades are based on a 10-scale grading system. Rounding procedure is not arithmetic (the marks are rounded down from 0.5 and up from 0.6). The final grade is calculated according to the formula:

$$O_{Final} = 0.6 O_{Accumulated} + 0.4 O_{Exam}$$

Grades 1-3 are unsatisfactory, grades 4-5 are satisfactory, grades 6-7 are good, grades 8-10 are excellent.

The students who failed the examination can take two re-examinations. The third re-examination is in front of the Examination Board consisting of three teachers. The Examination Board check the written test and ask questions on the learned course. If the examination grade is less than the accumulated grade but is satisfactory the Examination Board take a definitive decision about the final grade.

VII. GUIDELINES FOR KNOWLEDGE ASSESSMENT

Formative assessment is a written final test including different tasks of the current assessment.

Final assessment is a written examination test.

Examples from the Final Test:

I. Use the following nouns with the suitable form of the verb “to be” (singular, plural or both if possible):

- | | | |
|----------------|------------------|---------------|
| mumps | greens | dice |
| crowd | statistics | stairs |
| species | election | cutlery |
| progress | customs | clothes |

II. Paraphrase using the Possessive case or in some cases the Absolute possessive:

1. The news that I read yesterday wasn't very pleasant.

.....

2. I had a holiday that lasted four weeks.

.....

3. He was one of the old friends of my mother.

.....

Examples from the Examination Test:

I. Use the correct tense forms instead of the infinitives in brackets:

1. We were very upset to learn that Mary (to move) to another country.
2. She (to cook) the meat for about 30 minutes when suddenly her husband (to say) that he (to want) a salad.
3. My mother (to make) dinner in the kitchen while (to do) my homework in the room.

II. Correct the mistakes:

1. We have bought so many exquisite furniture to our house!
2. My mother wonders what will I do tomorrow.
3. I didn't like the soup my mom made for me.

Examples from the Final Test:

I. 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.

II. Translate from Russian into English (Tenses + Passive Voice):

1. Сначала нам продиктовали весь текст, потом нам объяснили, что с ним делать.
2. Этот материал легко стирается и не мнется.
3. Я чувствовал, что он на меня сердится, но не мог понять, что случилось.
4. Он еще спал, когда зазвонил телефон.

III. 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!

IV. 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.

V. 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.

Examples from the Examination Test:

I. 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.

II. Correct the mistakes:

1. Tired as was she, she didn't stop working on the project.
2. In vain he tried to comfort her.
3. I wish you should stop smoking.
4. Under no circumstances diplomatic protection could involve the use of force.
5. So great his video editing skill was that he received an invitation to Hollywood.

Marking scheme for the translation exercises:

Mistake	Marginal note	Marks deducted
Grammar (tense, modal verbs, voice, non-finite forms, word order)	G	1
Wrong spelling/word	WW	0.5
Wrong article	WA	0.5

All the tasks in the final and examination tests comprise 100 points in total.

Grade boundaries (conversion to 10-0 scale):

98 -100 = 10	67-75 = 6	20-29 = 2
91-97 = 9	57-66 = 5	10-19 = 1
85-90 = 8	50-56 = 4	0-10 = 0
76-84 = 7	30-49 = 3	

VIII. METHODS OF INSTRUCTION

The methods of instruction in the course include direct group and individualized practical instruction and written tests.

IX. SPECIAL EQUIPMENT AND SOFTWARE SUPPORT

The classrooms equipped with multimedia projectors. The program software used:

№	Name	Access/download conditions
1	Microsoft Windows 8.1 Professional RUS	From the university Intranet (agreement)
2	Microsoft Office Professional Plus 2010	From the university Intranet (agreement)