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ВОЛХОВСКИЙ ФИЛИАЛ  
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ТЕХНОЛОГИЙ

**ПРАКТИЧЕСКАЯ ГРАММАТИКА**  
**(Синтаксис)**

**Учебно-методическое пособие**

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**Рецензент:**

Сапожникова А. Ю., канд. филол. наук, доцент (РГПУ им. А. И. Герцена).

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Настоящее пособие ориентировано на студентов, обучающихся по направлению «Педагогическое образование» профиля «Образование в области иностранного языка». Пособие включает лабораторные работы по основным разделам синтаксиса современного английского языка, методические рекомендации для студентов, материалы для текущей и промежуточной аттестации, а также глоссарий грамматических терминов и список рекомендованной литературы.

Курс читается на английском языке.

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## ВВЕДЕНИЕ

Предлагаемое учебно-методическое пособие написано в соответствии с основной профессиональной образовательной программой подготовки бакалавра. Функциональной направленностью настоящих лабораторных работ является освоение обучающимися научно-теоретических знаний по предмету «Практическая грамматика» (Синтаксис) и последующая их инструментализация в повседневной и профессиональной коммуникативной деятельности.

**Цель** курса - содействие усвоению форм, значений и функций языковых явлений в области синтаксиса современного английского языка для свободного владения грамматически правильной речью.

**Основные задачи** курса:

- изучить структурные и функциональные свойства английского языка.
- научиться декодировать информацию, вербализованную синтаксическими средствами в англоязычном тексте.
- овладеть навыками синтаксического анализа англоязычного текста.

В результате освоения дисциплины «Практическая грамматика» (Синтаксис) обучающийся должен:

**знать**

- общие сведения в области синтаксиса английского языка.
- орфоэпические нормы в области синтаксических явлений английского языка.
- справочную литературу по синтаксису английского языка.

**уметь**

- проводить сопоставительный анализ синтаксических явлений английского и русского языков.
- осуществлять перевод текстов с английского языка на русский язык и наоборот.
- использовать теоретические и практические знания английской филологии.

**владеть**

- методами анализа синтаксических явлений английского языка.
- методикой перевода текстов с английского языка на русский язык и наоборот.
- навыками работы со справочно-библиографической литературой по английской филологии.

Предусмотренная программой самостоятельная работа ориентирована на практическое применение обучающимися приобретенных знаний и умений в области синтаксиса английского языка.

## LABORATORY WORK № 1

### *Syntax: sentence and its structural classification*

#### **Self-control questions:**

1. What does syntax study?
2. What is the sentence?
3. What is a difference between the sentence and the word / the phrase?
4. What is predication?
5. What is modality?
6. What is intonation?
7. What is a communicative purpose?
8. What structural types of the sentence are identified?
9. What is the phrase?

#### **Practical tasks**

**Task № 1.** *Do exercises № 3, 4, 6, 9, 12, p. 253, 254, 257, 258 in: Гуревич В. В. Практическая грамматика английского языка. - М.: Флинта, 2012.*

**Task № 2.** *Find proverbs or sayings illustrating as many structural types of the sentence as possible (10 items).*

**Task № 3.** *Translate the following sentences and analyze their structures:* 1. Absence sharpens love, presence strengthens it (Thomas Fuller). 2. Fortune truly helps those who are of good judgment (Euripides). 3. Second marriage: another instance of the triumph of hope over experience (Samuel Johnson). 4. Better twice measured than once wrong (Danish proverb). 5. How sweet to remember the trouble that is past! (Greek proverb). 6. Mouth shut and eyes open (Italian proverb). 7. The fewer the words, the better the prayer (Martin Luther). 8. I pay the schoolmaster, but 'tis the schoolboys that educate my son (Ralph Waldo Emerson). 9. We hate whom we have injured (Latin proverb). 10. I have no political ambitions for myself or my children (Joseph P. Kennedy).

**Key words:** syntax, phrase, sentence, predication, modality, intonation, communicative purpose, simple / composite / compound / complex / complete / incomplete / one-member / two-member / extended / unextended sentence.

## **LABORATORY WORK № 2**

### *Communicative types of sentences*

#### **Self-control questions:**

1. What is communication?
2. What is a declarative sentence?
3. What ways are there to make a sentence negative?
4. What is an interrogative sentence?
5. What questions are identified?
6. What is an imperative sentence?
7. What is an exclamatory sentence?

#### **Practical tasks**

**Task № 1.** *Do exercises № 2, 5, 8, p. 253-255 in: Гуревич В. В. Практическая грамматика английского языка. - М.: Флинта, 2012.*

**Task № 2.** *Find proverbs or sayings illustrating different communicative types of the sentence (10 items).*

**Task № 3.** *Translate the following sentences and analyze their communicative purpose :* 1. Listen to a man's words and look at the pupil of his eye. How can a man conceal his character? (Mencius). 2. Cheap things are not good, good things are not cheap (Chinese proverb). 3. Follow your hunches like the ancient navigators followed the stars. The voyage may be lonely, but the stars will take you where you want to go (David J. Mahoney). 4. What is viler than to be laughed at? (Latin proverb). 5. Who, being loved, is poor? (Oscar Wilde). 6. How happy are the pessimists! What joy is theirs when they have proved there is no joy (Marie Eber-Eschenbach). 7. Am I my brother's keeper? (Genesis 4:9). 8. A word spoken in due season, how good it is! (Proverbs 15:23). 9. Where is human nature so weak as in the bookstore? (Henry Ward Beecher). 10. He is known by his companions (Latin proverb).

**Key words:** declarative, interrogative, imperative, exclamatory, affirmative, negative sentence, negation.

## LABORATORY WORK № 3

### *Parts of the sentence: the subject and its structural classification*

#### **Self-control questions:**

1. What are parts of the sentence?
2. How are parts of the sentence classified?
3. What can parts of the sentence be expressed by?
4. What levels of syntactical analysis are distinguished?
5. What is the subject?
6. What types of the subject are identified?
7. What ways are there to express the subject?

#### **Practical tasks**

**Task № 1.** *Do exercises № 1-3, p. 530 in: Качалова К. Н. Практическая грамматика английского языка с упражнениями и ключами. М., 2012.*

**Task № 2.** *Make up sentences illustrating introductory / demonstrative / impersonal / notional it.*

**Task № 3.** *Find 10 sentences possessing indefinite-personal we / they / you.*

**Task № 4.** *Translate the following sentences and analyze their subject:* 1. It is as easy to dream a book as it is hard to write one (Honore Balzac). 2. There is one advantage of being poor - a doctor will cure you faster (Kin Hubbard). 3. Trouble is the common denominator of living. It is the great equalizer (Ann Landers). 4. It is from books that wise men derive consolation in the troubles of life (Victor Hugo). 5. For us in Russia, communism is a dead dog, while, for many people in the West, it is still a living lion (Alexander Solzhenitsyn). 6. If you have no critics you likely have no successes (Malcolm Forbes). 7. Wealth is like sea-water; the more we drink, the thirstier we become; and the same is true of fame (Arthur Schopenhauer). 8. Fear is not an unknown emotion to us (Neil Armstrong). 9. Don't rely too much on labels, for too often they are fables (Charles H. Spurgeon). 10. They are never alone that are accompanied with noble thoughts (Philip Sidney).

**Key words:** part of the sentence, word-form, phrase, predicative complex, clause, notional / formal / impersonal subject, introductory *it*.



**LABORATORY WORK № 4**  
*The Predicate and its structural classification*

**Self-control questions:**

1. What is the predicate?
2. What is a simple verbal predicate?
3. What is a compound verbal phasal predicate?
4. What is a compound verbal modal predicate?
5. What is a compound verbal predicate of double orientation?
6. What is a simple nominal predicate?
7. What is a compound nominal predicate proper?
8. What is a compound nominal double predicate?
9. What is the predicative?
10. What groups of linking verbs are identified?

**Practical tasks**

**Task № 1.** *Do exercises № 1-10, p. 258-261 in: Гуревич В. В. Практическая грамматика английского языка. - М.: Флинта, 2012.*

**Task № 2.** *Translate the following sentences and analyze their predicate:* 1. When possible make the decisions now, even if action is in the future. A reviewed decision usually is better than one reached at the last moment (William B. Given, Jr.). 2. When you are in a hole, stop digging. 3. Appearances are deceptive. 4. Bad news travels fast. 5. Blood will tell. 6. It is pretty hard to tell what does bring happiness; poverty and wealth have both failed (Kin Hubbard). 7. What is done cannot be undone (Italian proverb). 8. The Future is something which everyone reaches at the rate of sixty minutes an hour, whatever he does, whoever he is (C. S. Lewis). 9. United we stand, divided we fall. 10. Someone has tabulated that we have 35 million laws on the books to enforce the Ten Commandments (Bert Masterson).

**Key words:** part of the sentence, simple verbal / simple nominal predicate, compound verbal phasal / modal / predicate, compound verbal predicate of double orientation, compound nominal predicate proper, compound nominal double predicate, predicative.

## LABORATORY WORK № 5

### *Agreement of the predicate with the subject*

#### **Self-control questions:**

1. What is agreement?
2. When is the rule of agreement not observed?
3. What is notional agreement?

#### **Practical tasks**

**Task № 1.** *Put the verb into the correct form:* 1. His politics (be) very inspirational. 2. Phenomena such as sun spots (have) puzzled scholars for centuries. 3. When we got lost in the forest, our means for survival (be) to eat berries. 4. I suppose the media (do not) criticize him enough. 5. Measles (have) killed a lot of people in that region. 6. Tea and a sandwich (be) my usual breakfast. 7. Either you or your parents (be) wrong. 8. Either my friends or your colleague (be) to solve the problem.

**Task № 2.** *Make up sentences with the following phrases used as subject. The predicates are in the present simple:* a number of, the number of, neither you nor your friends, neither my daughters nor me, none of them, none of the furniture, any of them, the majority of soldiers.

**Task № 3.** *Translate the following sentences. Analyze the agreement:* 1. He that wrestles with us strengthens our nerves and sharpens our skill. Our antagonist is our helper (Edmund Burke). 2. Hating people is like burning down your own house to get rid of a rat (H. E. Fosdick). 3. Everyone thinks of changing the world, but no one thinks of changing himself (Leo Tolstoy). 4. Only those who dare to fail greatly can ever achieve greatly (Robert F. Kennedy). 5. Show me someone who never gossips, and I'll show you someone who isn't interested in people (Barbara Walters). 6. One can endure sorrow alone, but it takes two to be glad (Elbert Hubbard). 7. Nothing is more moving than beauty which is unaware of itself, except for ugliness which is (Robert Mallet). 8. To be a giant and not a dwarf in your profession, you must always be growing (William Mathews). 9. Grief can take care of itself, but to get the full value from joy you must have somebody to divide it with (Mark Twain). 10. As long as a word remains unspoken, you are its master; once you utter it, you are its slave (Solomon Ibn Gabirol).

**Key words:** part of the sentence, agreement, subject, predicate.

## LABORATORY WORK № 6

### *The object and its classification*

#### **Self-control questions:**

1. What is the object?
2. What can object be expressed by?
3. What is a direct object?
4. What is an indirect object?
5. What is a cognate object?
6. What is a formal object?
7. What are objects to adjectives, statives and adverbs?

#### **Practical tasks**

**Task № 1.** *Do exercises № 1-6, p. 271-272 in: Гуревич В. В. Практическая грамматика английского языка. - М.: Флинта, 2012.*

**Task № 2.** *Find as many cognate objects as possible in English and Russian.*

**Task № 3.** *Make up the sentences of your own illustrating all types of object.*

**Task № 4.** *Translate the following sentences and analyze their object:* 1. I find it hard to make ends meet - ends like my fingers and toes (Lady Diana Cooper). 2. When befriended, remember it; when you befriend, forget it (Benjamin Franklin). 3. I have made it a practice every year for several years to read through the Bible (John Adams). 4. Talk to a man about himself and he will listen for hours (Benjamin Disraeli). 5. Respect a man, he will do the more (James Howell). 6. Man needs difficulties; they are necessary for health (Carl Jung). 7. When God sends the dawn, he sends it for all (Miguel de Cervantes). 8. Things forbidden have a secret charm (Tacitus). 9. I have fought a good fight, I have finished my course, I have kept the faith (2 Timothy 4:7). 10. Better to die ten thousand deaths than wound my honor (Joseph Addison).

**Key words:** part of the sentence, direct / indirect / prepositional / cognate / formal object, secondary part.

## LABORATORY WORK № 7

### *The Attribute. The Apposition*

#### **Self-control questions:**

1. What is the attribute?
2. What can attribute be expressed by?
3. What position in a sentence does the attribute occupy?
4. What is a detached / non-detached attribute?
5. What is the apposition?
6. What is a detached / non-detached apposition?

#### **Practical tasks**

**Task № 1.** *Do exercises № 1, 4-6, p. 276-278 in: Гуревич В. В. Практическая грамматика английского языка. - М.: Флинта, 2012.*

**Task № 2.** *Make up the sentences of your own using the following adjectives in postposition: incarnate, designate, elect, galore, manqué, involved, present, proper, concerned, available, responsible.*

**Task № 3.** *Translate the following sentences and analyze their attribute: 1. When three people call you an ass, put on a bridle (Spanish proverb). 2. A bad reaper never gets a good sickle (Gaelic proverb). 3. When the blind man carries the banner, woe to those who follow (French proverb). 4. Throw a lucky man into the sea, and he will come up with a fish in his mouth (Arabian proverb). 5. Our days on the earth are as a shadow (1 Chronicles 29:15). 6. The devil's boots don't creak (Scottish proverb). 7. A smooth sea never made a skillful mariner (English proverb). 8. An ignorant doctor is no better than a murderer (Chinese proverb). 9. If you can't bite, don't show your teeth (Yiddish proverb). 10. Beware of a silent dog and still water (Latin proverb).*

**Key words:** part of the sentence, attribute, non-detached / detached attribute, apposition, non-detached / detached apposition, secondary part.

## LABORATORY WORK № 8

### *The Adverbial modifier*

#### **Self-control questions:**

1. What is the adverbial modifier?
2. What is meant by an obligatory / non-obligatory adverbial modifier?
3. What is a detached adverbial modifier?
4. What can adverbials be expressed by?
5. What structural types of adverbials are distinguished?
6. What semantic classes of adverbials are there?

#### **Practical tasks**

**Task № 1.** *Translate the following adverbial modifiers and use them in sentences of your own:* через неделю, около светофора, в течение целого месяца, не доходя до магазина, где-то около банка, нехотя, как никогда, как будто в печке, не отрывая глаз от книги, при таком условии, если бы не их помощь, как бы то ни было, усвоив материал, в силу обстоятельств, чтобы заработать больше денег, для удовольствия, достаточно, чтобы осознать, слишком жарко, чересчур высокомерно.

**Task № 2.** *Make up the sentences of your own illustrating each semantic class of adverbials.*

**Task № 3.** *Translate the following sentences and analyze the adverbials:* 1. A gift, though small, is welcome (Greek proverb). 2. Before supper walk a little, after supper do the same (Latin proverb). 3. Always rise from the table with an appetite, and you will never sit down without one (William Penn). 4. I should not be a Christian but for the miracles (St. Augustine). 5. A fool may ask more questions in an hour than a wise man can answer in seven years (English proverb). 6. I can resist everything except temptation (Oscar Wilde). 7. After one vice a greater follows (Spanish proverb). 8. When I die, may I be taken in the midst of work (Ovid). 9. Communism has nothing to do with love. Communism is an excellent hammer which we use to destroy our enemy (Mao Tse-tung). 10. Seek an appetite by hard toil (Horace).

**Key words:** part of the sentence, secondary part, adverbial modifier, detached adverbial.

## LABORATORY WORK № 9

### *Independent elements of the sentence*

#### **Self-control questions:**

1. What is meant by an independent element of the sentence?
2. What independent elements of the sentence are identified?
3. How is their independence marked?
4. What can they be expressed by?

#### **Practical tasks**

**Task № 1.** *Translate the following parenthetical phrases and use them in sentences of your own:* to my mind, needless to say, so to speak, to sum it up, to tell the truth, to begin with, by the way, in all probability, unfortunately.

**Task № 2.** *Do exercise № 1, p. 279 in: Гуревич В. В. Практическая грамматика английского языка. - М.: Флинта, 2012.*

**Task № 3.** *Translate the following sentences:* 1. Ох, как я устал от этой рутины! 2. Джейн, пойд и убери свою комнату. 3. Не приходится говорить, что они испортили все дело. 4. Я сожалею, лейтенант, что не убил вас на дуэли. 5. Как дела, милая? 6. В конце концов, мы не можем все знать. 7. По правде говоря, они отъявленные негодяи. 8. Он, так сказать, не ангел. 9. Ух, как красиво! К сожалению, завтра утром будет дождь. 10. Во-первых, ты не прав. Во-вторых, ты должен извиниться. В-третьих, тебе придется переписать эту статью.

**Task № 4.** *Translate the following sentences and analyze the independent elements:* 1. Lord, grant that I may always desire more than I can accomplish (Michelangelo). 2. Remember, son, many a good story has been ruined by over-verification (James Gordon Bennett). 3. Seriously, I do not think I am fit for the presidency (Abraham Lincoln).

**Key words:** independent element, parenthesis, direct address.

## LABORATORY WORK № 10

### *Word order*

#### **Self-control questions:**

1. What is word order?
2. What functions does it fulfil in an English sentence?
3. What is direct / indirect word order?
4. What is fixed word order in an English sentence explained by?
5. Is fixed word order characteristic of Russian?

#### **Practical tasks**

**Task № 1.** *Do exercises № 1, 2, 4, 5, 8, 11, 21 p. 263-270 in: Гуревич В. В. Практическая грамматика английского языка. - М.: Флинта, 2012.*

**Task № 2.** *Comment on the syntactical function of each word in the following sentences: 1. Police police police poll. 2. Don't trouble trouble until trouble troubles you.*

**Task № 3.** *Translate the following sentences and comment on their word order: 1. Rare is the union of beauty and modesty (Juvenal). 2. Great is the art of beginning, but greater is the art of ending (Henry W. Longfellow). 3. In difficult situations the boldest plans are safest (Titus Livy). 4. Of making many books there is no end; and much study is a weariness of the flesh (Ecclesiastes 12:12). 5. Intelligence and courtesy not always are combined; often in a wooden house a golden room we find (Henry W. Longfellow). 6. Small crimes always precede great ones. Never have we seen timid innocence pass suddenly to extreme licentiousness (Jean Baptiste Racine). 7. How sharper than a serpent's tooth it is to have a thankless child! (William Shakespeare). 8. Blessed are the merciful: for they shall obtain mercy (Matthew 5:7). 9. In the middle of difficulty lies opportunity (Albert Einstein). 10. So long as there is breath in me, that long will I persist. For now I know one of the greatest principles of success; if I persist long enough I will win (Og Mandino).*

**Key words:** word order, inversion, function.

## LABORATORY WORK № 11

### *The Composite sentence. The Compound sentence*

#### **Self-control questions:**

1. What is the composite sentence?
2. What is the compound sentence?
3. What is coordination?
4. What types of coordination are identified?
5. What are coordinate clauses?
6. How can they be linked?

#### **Practical tasks**

**Task № 1.** *Do exercise № 1, p. 279 in: Гуревич В. В. Практическая грамматика английского языка. - М.: Флинта, 2012.*

**Task № 2.** *Translate the following sentences. Analyze the compound sentences:* 1. We often forgive those who bore us, but can't forgive those whom we bore (La Rochefoucauld). 2. Business is like riding a bicycle. Either you keep moving or you fall down (John David Wright). 3. The capitalist system does not guarantee that everybody will become rich, but it guarantees that anybody can become rich (Raul R. de Sales). 4. He followed in his father's footsteps, but his gait was somewhat erratic (Nicolas Bentley). 5. When a dove begins to associate with crows, its feathers remain white but its heart grows black (German proverb). 6. Educate a man and you educate an individual - educate a woman and you educate a family (Agnes Cripps). 7. I cannot give you the formula for success, but I can give you the formula for failure—which is: try to please everybody (Herbert B. Swope). 8. We are both great men, but I have succeeded better in keeping it a profound secret than he has (Bill Nye). 10. Light griefs can speak; but deeper ones are dumb (Latin proverb).

**Key words:** composite / compound sentence, coordination, coordinate clause, copulative / adversative / disjunctive / causative-consecutive coordination.



## LABORATORY WORK № 12

### *The Complex sentence. The complex sentence with a subject clause*

#### **Self-control questions:**

1. What is the complex sentence?
2. What is subordination?
3. What is the conjunction?
4. What is the connective?
5. What subordinate clauses are identified?
6. What is a subject clause?

#### **Practical tasks**

**Task № 1.** *Make up complex sentences with a subject clause introduced by: that, what, whether, who, whoever, which, whatever, where, when, why, how.*

**Task № 2.** *Translate the following sentences:* 1. Как он зарабатывает на жизнь, мне не понятно. 2. Забавно, что они не были приглашены. 3. То, что он растратил казенные деньги, очевидно всем. 4. Что он хотел сказать, осталось непонятным. 5. То, что я знаю, умрет со мной. 6. Чем он занимается остается загадкой. 7. То, что его не захотели пригласить было ясно всем. 8. Разве так уж необходимо, чтобы все присутствовали? 9. Кажется невероятным, что они работают так много. 10. Непонятно, почему делегация не была размещена в гостинице.

**Task № 3.** *Translate the following sentences. Analyze the subject clause:* 1. All that glitters is not gold (Miguel de Cervantes). 2. All I desire for my own burial is not to be buried alive (Lord Chesterfield). 3. What the mother sings to the cradle goes all the way down to the coffin (Henry Ward Beecher). 4. The greatest mistake a man can make is to sacrifice health for any other advantage (Arthur Schopenhauer). 5. What you don't know would make a great book (Sydney Smith). 6. What a man knows is everywhere at war with what he wants (Joseph Wood Krutch). 7. What is irritating about love is that it is a crime that requires an accomplice (C. Baudelaire). 8. Who mistrusts most should be trusted least (Greek proverb). 9. What probably distorts everything in life is that one is convinced that one is speaking the truth because one says what one thinks (Sacha Guitry).

**Key words:** complex sentence, main / subordinate clause, conjunction, connective, subordination.

## LABORATORY WORK № 13

### *The complex sentence with a predicative clause*

#### **Self-control questions:**

1. What is a predicative clause?
2. What conjunctions and connectives introduce it?
3. What accounts for a choice of conjunction?
4. Can predicative clauses be joined asyndetically?
5. What position in a sentence does a predicative clause occupy?
6. What types of predicative clause are identified?

#### **Practical tasks**

**Task № 1.** *Translate the following sentences:* 1. Проблема состоит в том, что они не хотят работать. 2. Трудность заключается в том, что не все принимают участие в проекте. 3. Кажется, что ты не понимаешь суть дела. 4. Похоже, что мост не будет построен к концу лета. 5. Кажется, ему было не слишком приятно разговаривать с директором.

**Task № 2.** *Make up complex sentences with a predicative clause using as many link verbs as possible.*

**Task № 3.** *Translate the following sentences. Analyze the predicative clause:* 1. The measure of a man's real character is what he would do if he knew he would never be found out (Lord Macaulay). 2. Character is what God and the angels know of us; reputation is what men and women think of us (Horace Mann). 3. Character is what you are in the dark (Dwight L. Moody). 4. One of the advantages of being disorderly is that one is constantly making exciting discoveries (A. A. Milne). 5. It seems, in fact, as though the second half of a man's life is made up of nothing but the habits he has accumulated during the first half (Fyodor Dostoevsky). 6. The final test of a leader is that he leaves behind in other men the conviction and the will to carry on (Walter Lippmann). 7. The inevitable end of multiple chiefs is that they fade and disappear for lack of unity (Napoleon Bonaparte). 8. Luck is what happens when preparation meets opportunity (Elmer G. Leterman). 9. When a man is positively rude, it is as if he had cast off all his clothes and stood before us naked. Of course, like most people in this condition, he cuts a poor figure (Arthur Schopenhauer). 10. The worst moment for the atheist is when he is really thankful, and has nobody to thank (Dante Gabriel Rossetti).

**Key words:** complex sentence, predicative clause, subordination.

## LABORATORY WORK № 14

### *The Complex sentence with an object clause*

#### **Self-control questions:**

1. What is an object clause?
2. What connectives and conjunctions introduce it?
3. Can an object clause be referred to any verbal form?
4. What position can an object clause occupy in a sentence?
5. What types of object clause are identified?

#### **Practical tasks**

**Task № 1.** *Translate the following sentences:* 1. I find it strange that she shouldn't have passed her exam. 2. They wondered if he had won the match. 3. I don't know when Tom's parents will come. 4. The principal said that he had never seen that before. 5. They danced what might have been called a folk dance. 6. I am not certain of what she is good at. 7. I insist that you should be present. 8. They fear lest the crime should be revealed. 9. I am glad that you have been welcomed. 10. I looked at what might be called a good village.

**Task № 2.** *Make up sentences with a subordinate object clause (direct, indirect, cognate, formal).*

**Task № 3.** *Translate the following proverbs and quotes. Analyze the object clause:* 1. The body says what words cannot (Martha Graham). 2. If you think about what you ought to do for other people, your character will take care of itself (Woodrow Wilson). 3. Tell me thy company and I will tell thee what thou art (Miguel de Cervantes). 4. Everyone thinks his own cross is heaviest (Italian proverb). 5. No one knows what he can do till he tries (Publilius Syrus). 6. He who buys what he needs not, sells what he needs (Japanese proverb). 7. I advise thee to visit thy relations and friends; but I advise thee not to live too near to them (Thomas Fuller). 8. It is sometimes expedient to forget even what you know (Latin proverb). 9. In great affairs men show themselves as they wish to be seen, in small things they show themselves as they are (S. Chamfort). 10. Don't brood on what's past, but never forget it either (Thomas H. Raddall).

**Key words:** complex sentence, object clause, formal *it*, subordination.

## LABORATORY WORK № 15

### *The Complex sentence with attributive and appositive clauses*

#### **Self-control questions:**

1. What is an appositive clause?
2. What introduces it?
3. What is an attributive clause?
4. What introduces it?
5. What types of attributive clause are identified?

#### **Practical tasks**

**Task № 1.** *Do exercises № 5-9, p. 281-283 in: Гуревич В. В. Практическая грамматика английского языка. - М.: Флинта, 2012.*

**Task № 2.** *Translate the following sentences. Analyze the attributive clause:* 1. A stomach that is seldom empty despises common food (Horace). 2. That is a good book which is opened with expectation, and closed with profit (A. Bronson Alcott). 3. Books are ships which pass through the vast seas of time (Francis Bacon). 4. Friends, books, a cheerful heart, and conscience clear are the most choice companions we have here (William Mather). 5. I don't like these cold, precise, perfect people, who, in order not to speak wrong, never speak at all, and in order not to do wrong, never do anything (Henry Ward Beecher). 6. The world hates change, yet it is the only thing that has brought progress (Charles Kettering). 7. Everyone is a moon and has a dark side which he never shows to anybody (Mark Twain). 8. If you always live with those who are lame, you will yourself learn to limp (Latin proverb). 9. The only tyrant I accept in this world is the still voice within (Mahatma Gandhi). 10. He who considers too much will perform little (German proverb).

**Key words:** complex sentence, attributive / appositive clause, relative word, subordination.

## LABORATORY WORK № 16

### *The Complex sentence with an adverbial clause*

#### **Self-control questions:**

1. What is an adverbial clause?
2. How is it introduced?
3. What types of adverbial clause are identified?

#### **Practical tasks**

**Task № 1.** *Do exercises № 10-19, p. 284-287 in: Гуревич В. В. Практическая грамматика английского языка. - М.: Флинта, 2012.*

**Task № 2.** *Translate the following sentences. Analyze the adverbial clause:* 1. We never know the worth of water till the well is dry (English proverb). 2. If my husband would ever meet a woman on the street who looked like the women in his paintings, he would fall over in a dead faint (Mrs. Pablo Picasso). 3. If you wish to know what a man is, place him in authority (Yugoslav proverb). 4. There are more books upon books than upon any other subject (Michel de Montaigne). 5. Though boys throw stones at frogs in sport, the frogs do not die in sport, but in earnest (Greek proverb). 6. Whenever you see a successful business, someone once made a courageous decision (Peter Drucker). 7. A man shows his character by what he laughs at (German proverb). 8. My mother loved children - she would have given anything if I had been one (Groucho Marx). 9. All are brave when the enemy flies (Italian proverb). 10. If we were all given by magic the power to read each other's thoughts, I suppose the first effect would be to dissolve all friendships (Bertrand Russell).

**Key words:** complex sentence, adverbial clause, subordination, connective, conjunction.

## **МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ И АТТЕСТАЦИОННЫЕ МАТЕРИАЛЫ**

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

Подготовка лабораторных работ требует самостоятельного изучения материала курса с использованием рекомендованной литературы. При изучении теоретических вопросов рекомендуется опираться на данные русского языка. Сопоставление изучаемых явлений способствует их более прочному усвоению. После предварительной подготовки выполненные практические упражнения проверяются и обсуждаются в аудитории. Систематическая работа с грамматическим материалом обеспечивает его усвоение и успешную аттестацию по данной дисциплине.

### **Методические рекомендации по организации текущего и промежуточного контроля**

Текущая аттестация реализуется посредством выполнения контрольных работ. Данный вид работы предполагает контроль усвоения теоретического материала в области синтаксиса английского языка и применение его на практике. Контрольная работа состоит из двух заданий: 1) определение ключевых терминов в конкретной области английского синтаксиса; 2) перевод предложений и их синтаксический анализ. При выполнении первого задания от обучающегося не требуются научные дефиниции синтаксических терминов, однако предлагаемые формулировки должны полностью отражать содержательное наполнение конкретных терминов и быть непротиворечивыми. При выполнении второго задания допускается синтаксический анализ на уровне предложения (*Sentence level analysis*).

### **Образец контрольной работы**

*Task № 1. Give the definitions of the following terms: sentence, complex sentence, compound sentence, subordination, coordination.*

*Task № 2. Translate the following sentences from English into Russian and state their structural type: 1. Love him who tells you your faults in private. 2. Grief can take care of itself, but to get the full value from joy you must have somebody to divide it with. 3. No man can swim ashore and carry his baggage with him. 4. Half the work that is done in this world is to make things appear what they are not. 5. In order to be irreplaceable one must always be different.*

Требования к экзамену. Студент должен написать и сдать все контрольные работы. При ответе на вопросы экзаменационного билета

обязательным условием успешной аттестации является сопоставительный анализ обсуждаемых языковых явлений с русским языком. В экзаменационный билет входят три задания: два теоретических вопроса и одно практическое задание.

### **Образец контрольной работы**

*Give a syntactical analysis of the following sentences.*

1) The biggest disease today is not leprosy or tuberculosis, but rather the feeling of being unwanted.

2) The darkest hour of any man's life is when he sits down to plan how to get money without earning it.

### **Вопросы к экзамену**

1. The Sentence and its essential characteristics.
2. The Communicative types of the sentence.
3. The Interrogative Sentence and its types.
4. The Structural types of the sentence.
5. The Word order and its functions in a sentence.
6. Parts of the sentence: the subject and its types.
7. Parts of the sentence: the predicate and its types.
8. The Agreement between the subject and the predicate.
9. Parts of the sentence: the object and its types.
10. Parts of the sentence: the attribute and the apposition.
11. Parts of the sentence: the adverbial modifier and its types.
12. The Composite Sentence: the compound sentence, types of coordination.
13. The Complex Sentence with a subject clause.
14. The Complex Sentence with a predicative clause.
15. The Complex Sentence with an object clause.
16. The Complex Sentence with attributive and appositive clauses.
17. The Complex Sentence with an adverbial clause.

## РЕКОМЕНДУЕМАЯ ЛИТЕРАТУРА ПО ГРАММАТИКЕ АНГЛИЙСКОГО ЯЗЫКА

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GLOSSARY OF LINGUISTIC TERMS

- |  |                                |
|--|--------------------------------|
| 1. Adverbial modifier                                  | 27. Declarative sentence       |
| 2. Adversative coordination                            | 28. Detached apposition        |
| 3. Agreement   | 29. Detached attribute         |
| 4. Alternative question                                | 30. Direct address             |
| 5. Apposition  | 31. Direct object              |
| 6. Asyndetical connection                              | 32. Direct word order          |
| 7. Attribute   | 33. Disjunctive coordination   |
| 8. Causative-consecutive<br>coordination               | 34. Exclamatory sentence       |
| 9. Clause  | 35. Extended sentence          |
| 10. Cognate object                                     | 36. Formal object              |
| 11. Complete sentence                                  | 37. Formal subject             |
| 12. Complex sentence                                   | 38. Functional parts of speech |
| 13. Composite sentence                                 | 39. General question           |
| 14. Compound nominal double<br>predicate               | 40. Grammar                    |
| 15. Compound nominal<br>predicate                      | 41. Homogeneous part           |
| 16. Compound nominal<br>predicate proper               | 42. Imperative sentence        |
| 17. Compound predicate                                 | 43. Incomplete sentence        |
| 18. Compound sentence                                  | 44. Indirect object            |
| 19. Compound verbal modal<br>predicate                 | 45. Interrogative sentence     |
| 20. Compound verbal phasal<br>predicate                | 46. Inversion                  |
| 21. Compound verbal predicate                          | 47. Inverted word order        |
| 22. Compound verbal predicate<br>of double orientation | 48. Negation                   |
| 23. Compound-complex<br>sentence                       | 49. Non-detached apposition    |
| 24. Coordinate clause                                  | 50. Non-detached attribute     |
| 25. Coordination                                       | 51. Notional parts of speech   |
| 26. Copulative coordination                            | 52. Notional subject           |
|  | 53. Object                     |
|  | 54. One-member sentence        |
|  | 55. Parenthesis                |
|  | 56. Part of the sentence       |
|  | 57. Phrase                     |
|  | 58. Phrase level analysis      |
|  | 59. Predicate                  |
|  | 60. Predicative                |

61. Pronominal question  
62. Rhetorical question  
63. Sentence level analysis  
64. Simple nominal predicate  
65. Simple predicate  
66. Simple sentence  
67. Simple verbal predicate  
68. Subject  
69. Subject clause

70. Subordinate clause  
71. Subordination  
72. Suggestive question  
73. Syndetical connection  
74. Syntax  
75. Tag question  
76. Two-member sentence  
77. Unextended sentence  
78. Word order

## PUNCTUATION MARKS

➤ **Full stop (.)**

1) Used at the end of a declarative sentence.

*That litigation was very complicated.*

2) Used at the end of an imperative sentence that is not exclamatory.

*Let them do whatever they like.*

3) used at the end of complex sentence that has an indirect question.

*I wonder if she will come.*

4) Used at the end of an interrogative sentence that expresses a polite request.

*Will you kindly contribute to our project.*

➤ **Question mark (?)**

1) Used at the end of an interrogative sentence.

*Are you going to Spain this summer?*

2) Used at the end of a suggestive question.

*Surely you know this town?*

3) Sometimes used at the end of an interrogative sentence that expresses a polite request.

*Would you be so kind to open the window?*

4) Used at the end of an interrogative-exclamatory sentence that expresses strong emotions.

*How dare you shout at me?*

5) Used at the end of a disjunctive question.

*You know that problem, don't you?*

➤ **Exclamatory mark (!)**

1) Used at the end of an exclamatory sentence.

*What a fabulous scene it is!*

2) Exclamatory mark is doubled or tripled to express strong emotions.

*We have won!!!*

3) Used in brackets after a certain part of a sentence to draw a reader's attention to it.

*The Government is too (!) weak to tackle that mass of social problems.*

➤ **Colon (:)**

1) Used before citations and direct speech.

*The judge said:*

*“Do you plead guilty?”*

2) Used before a list that is preceded by viz., as follows, i.e., e.g..

*He dwelt upon five basic emotions, viz.: fear, anger, joy, disgust, sadness.*

3) Used between two asyndetically linked coordinate clauses, the second clause to explain what is spoken about in the first one.

*His recipe for a successful and healthy life is very simple: he advises to get up early, work hard, be sincere, and go to bed early.*

➤ **Comma (,)**

1) Used to separate short coordinate clauses of a compound sentence.

*She has never been to America, and I don't want her to.*

2) Used to separate homogeneous parts of a sentence.

*They have packed forks, spoons, frying pans, saucepans, cups, and saucers.*

3) Used to separate an apposition.

*Dostoyevsky, the great Russian writer, is well-known abroad.*

4) Used to separate an absolute predicative complexes.

*The teacher being ill, the students went home.*

5) Used to separate independent elements of the sentence.

*Tom, would you be quiet!*

*According to his viewpoint, there is one more problem.*

6) Used before and after a non-defining relative clause.

*Moscow, which is very popular with tourists, is awfully expensive.*

7) Used to separate an adverbial clause if it is before a main one.

*If you do it on time, We will go out.*

➤ **Semicolon (;)**

1) Used to separate main clauses joined asyndetically, which are closely connected.

*The bell rang; the students began writing their test paper.*

➤ **Dash (-)**

1) Used to mark an utterance that is not finished. Sometimes two-em dash (--) is used.

*He said:*

*“I just wanted to tell about my --“*

2) Used to mark a long pause or some hesitation.

*There's a very - serious - call.*

➤ **Inverted commas (“ ”)**

1) Used to mark quotations and direct speech.

*Ancient people taught: “Errare humanum est.”*

2) Used to mark words that express irony.

*Your “advice” ruined her business.*

3) Used to mark words that are not stylistically suitable.

*Yesterday I went to the bloody fair and bought that crippled “steed” to feed my dogs.*