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КОММУНИКАТИВНАЯ ГРАММАТИКА II

*Электронный учебно-методический комплекс
для обучающихся 3-го курса специальности*

*6-05-0231-03 Лингвистическое обеспечение межкультурной коммуникации
(английский язык и второй иностранный язык)*

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Р е ц е н з е н т ы:

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Учебно-методический комплекс представляет собой совокупность учебно-методических материалов, способствующих эффективному формированию компетенций в рамках изучения дисциплины «Коммуникативная грамматика II».

Для студентов вузов.

Введение

Учебно-методический комплекс «Коммуникативная грамматика II» предназначен для студентов 3 курса специальности 6-05-0231-03 «Лингвистическое обеспечение межкультурной коммуникации (английский язык и второй иностранный язык)».

Актуальность учебно-методического комплекса (ЭУМК) заключается в его нацеленности на формирование у будущего специалиста по межкультурным коммуникациям языковых компетенций через овладение знаниями о грамматическом строе языка, что обеспечивает корректное оформление высказывания, необходимое для достижения взаимопонимания между представителями разных литературных сообществ в реальной ситуации иноязычного общения.

Цель ЭУМК – формирование межкультурных компетенций студентов в процессе активизации их грамматических навыков и умений как основы эффективной коммуникации.

Задачи ЭУМК «Коммуникативная грамматика II»:

- ознакомление студентов с наиболее важными проблемами современных научных исследований грамматического строя английского языка;
- семантизация основ грамматического строя английского языка в соответствии с современным состоянием науки о языке в его двух функциях: коммуникативной и когнитивной;
- формирование умения сопоставлять грамматические явления английского и родного языка, делая самостоятельные умозаключения о схожести и несхожести грамматического строя двух языков;
- активизация навыков устной и письменной коммуникации как основной цели коммуникативного подхода к обучению грамматике.

ЭУМК включает:

- предисловие;
- практический раздел (методические рекомендации по проведению практических занятий, методические рекомендации по организации самостоятельной работы студентов, образцы заданий для самостоятельной работы);

– раздел контроля знаний (формы контроля усвоения учебного материала, образцы текущих тестов, перечень вопросов к зачету и дифференцированному зачету);

– вспомогательный раздел (учебная программа дисциплины, перечень основной и дополнительной литературы).

ЭУМК может быть использован при подготовке и проведении практических занятий, при индивидуальном освоении изучаемого материала студентами, а также при организации самостоятельной работы студентов.

1. ПРАКТИЧЕСКИЙ РАЗДЕЛ

1.1. Методические рекомендации по проведению практических занятий

Учебная дисциплина «Коммуникативная грамматика II» рассматривает коммуникативную грамматику как тот аспект языка, которому принадлежит роль в процессе его усвоения. Она наряду со словарным и звуковым составом языка представляет собой основу эффективной коммуникации. Отсюда вытекает необходимость такой модели проведения практических занятий, когда сухость и достаточная сложность теоретических вопросов или однообразие тренировочных упражнений (имитационных, подстановочных, дифференцированных и т.д.) сочетались бы с нетрадиционными подходами к формированию грамматической компетенции, где грамматика не является самоцелью, а рассматривается с точки зрения коммуникативной целесообразности и оправданности.

Аудиторная работа должна быть не правило ориентированной, а коммуникативно направленной. Таким способом развития грамматической компетенции является использование метода Три П – Презентация, Практика, Применение.

Презентация представляет собой предъявление (введение) грамматического материала через анализ и синтез.

Практика предполагает концентрацию внимания студентов на значении функции и форме грамматического явления. Упражнения, выполняемые на этом этапе, имитационные, подстановочные, трансформационные и т.п., не ведут к умению участвовать в коммуникации, но являются обязательным и необходимым этапом формирования грамматического навыка.

Применение преследует цель развития и совершенствования коммуникативных грамматических навыков и умений. Задания, которые используются на этом этапе, должны быть многоцелевыми, например:

- 1) задание на выбор варианта решения проблемы;

2) задание на дискуссию, относительно предлагаемого варианта решения проблемы;

3) задание на перекодирование или трансформацию информации;

4) ролевая игра, подготовленная в ходе самостоятельной работы;

5) доклад, презентация или проект, подготовленный в ходе самостоятельной работы.

Коммуникативный подход должен ориентироваться на задания с фокусом на «значение», а не на «форму грамматического явления», осуществляя направление «от значения к форме и функции», что максимально погружает студентов в процесс общения, снимает речевую и языковую барьер, т.к. они сначала запоминают значение грамматического явления или структуры, учатся употреблять их, и только затем анализируют ее форму, т.е. то, что она представляет в грамматическом смысле.

1.2. Методические рекомендации по организации самостоятельной работы студентов

Учебная дисциплина «Коммуникативная грамматика II» освещает основные проблемы грамматического строя английского языка и функционирования грамматических явлений современного английского языка, овладение которыми необходимо для формирования межкультурной иноязычной компетенции.

Для подготовки к занятиям студентам рекомендуется использовать как основную, так и дополнительную литературу, указанную в программе. Рекомендуемые виды работы преследуют цель овладения грамматической нормой современного английского языка (семантической, структурной, коммуникативной), формирования умения грамматически правильного оформления высказывания в зависимости от коммуникативного намерения коммуникантов, принятых в англоязычном социуме, и типичных сценариев коммуникативного взаимодействия.

Студентам необходимо знать английскую грамматическую терминологию и метаязык грамматического описания изучаемой грамматической категории, уметь осуществлять всесторонний грамматический анализ текстов различной функциональной принадлежности, объяснять форму, значение и употребление грамматического явления, цель его применения для создания текстовых связей и выражения коммуникативных и экспрессивных текстовых функций.

В рамках учебно-исследовательской работы студенты должны осуществлять подбор и анализ грамматического материала, иллюстрирующего употребление той или иной грамматической категории в профессионально-ориентированных текстах, составлять обобщающие таблицы, готовить практические и тестовые задания для проведения соответствующего этапа аудиторного занятия (тренировочного, контролирующего и т.п.), ролевые игры, доклады и презентации.

1.3. Образцы заданий для самостоятельной работы

Образец задания № 1 для самостоятельной работы

Text «Employment»

Investing thousands of pounds in the recruitment and training of each new graduate recruit may be just the beginning. Choosing the wrong candidate may leave an organisation paying for years to come.

Few companies will have escaped all of the following failures: people who panic at the first sign of stress; those with long, impressive qualifications who seem incapable of learning; hypochondriacs whose absentee record becomes astonishing; and the unstable person later discovered to be a thief or worse.

Less dramatic, but just as much a problem, is the person who simply does not come up to expectations, who does not quite deliver; who never becomes a high-flyer or even a steady performer; the employee with a fine future behind them.

The first point to bear in mind at the recruitment stage is that people don't change. Intelligence levels decline modestly, but change little over their working life. The same is true of abilities, such as learning languages and handling numbers.

Most people like to think that personality can change, particularly the more negative features such as anxiety, low esteem, impulsiveness or a lack of emotional warmth. But data collected over 50 years gives a clear message: still stable after all these years. Extroverts become slightly less extroverted; the acutely shy appear a little less so, but the fundamentals remain much the same.

Personal crises can affect the way we cope with things: we might take up or drop drink, drugs, religion or relaxation techniques, which can have pretty dramatic effects. Skills can be improved, and new ones introduced, but at rather different rates. People can be groomed for a job. Just as politicians are carefully repackaged through dress, hairstyle and speech specialists, so people can be sent on training courses, diplomas or experimental weekends. But there is a cost to all this which may be more than the price of the course. Better to select for what you actually see rather than attempt to change it.

I. Before you read:

1. Judging by its title predict what the article is about.
2. Express your point of view on the problem of the article: to your mind, what do employers first of all pay attention to when interviewing a candidate?
3. Imagine you are Personnel Department Manager. What will your strategy of selecting the best employee be?

II. Reading :

1. Skim the article and find the answer to the question under discussion as quickly as possible.
2. Scan the article focusing on the details revealing the author's strategy of choosing the best employee.
3. Answer the questions:
 - a) What does the following mean? Explain, but not translate.
Line 9: ... paying for years to come;
Line 16: ... incapable of learning;
Line 26: come up to expectations;
Line 31 : a fine future behind them;
Line 49: a lack of emotional warmth;
Line 68 : people can be groomed for a job;
 - b) What are the failures companies can face in the employment process, according to the article?
 - c) What is the advice the article gives to managers?
 - d) Do you share the author's point of view. Why?/ Why not?

III. After you read:

1. Work in pairs presenting in the shortest possible way your idea of the three qualities companies should look for selecting a new employee:
 - A. Intelligence
 - B. Emotional stability
 - C. Work capacity and performance

2. Write a recommendation letter to your colleague applying for a new job. Here are some prompts for you. You can start it like this: I have known Mr. Gromov for 13 years. We were at school together, we graduated from the same University and we had worked for the same company for 4 years.

I know him as a ...

With full responsibility I ...

3. Write a brief summary of the article (6-8 sentences). Be sure to follow the next structure:

- a) The article under discussion deals with the problem of ...
- b) Firstly, the author stresses the importance of ...
- c) Secondly, the author emphasizes the fact (importance, role) ...
- d) Thirdly, the author reflects on the necessity ...
- e) Finally, the author draws the readers attention to the role ...
- f) In conclusion, the author again focuses on ...

4. Summarize the article making a short speech (3-5 min.) on its main issues.

5. Roleplay the following situation:

a) you and your colleague have just interviewed several candidates applying for a vacancy with your company. Share your impressions. Make use of Conversational Formulae expressing Agreement/ Disagreement, Surprise/ Astonishment, etc.

b) your younger colleague who has worked in your department for a couple of years is applying for a vacancy with another company. Give instructions focusing on how to dress for the interview, how to behave, etc.

Concentrate on the two aspects:

Do:

- 1.
- 2.
- 3.
- 4.
- 5.

Don't do:

- 1.
- 2.
- 3.
- 4.
- 5.

Образец задания № 2 для самостоятельной работы

Text «Advertising»

The world of outdoor advertising billboards, transport and 'street furniture' (things like bus shelters and public toilets) – is worth about \$18 billion a year, just 6% of all the world's spending on advertising. But it is one of the fastest-growing segments, having doubled its market share in recent years.

Outdoor advertising's appeal is growing as TV and print are losing theirs. The soaring costs of TV are prompting clients to consider alternatives. Dennis Sullivan, boss of Portland Group, a media buyer, calls outdoor advertising the last true mass-market medium. It is also cheap. In Britain, a 30-second prime-time TV slot costs over £60,000 (\$100,000); placing an ad on a bus shelter for two weeks works out at about £90.

Adding to its attractions has been a revolution in the quality of outdoor displays. Famous architects such as Britain's Sir Norman Foster are designing arty bus shelters and kiosks with backlit displays. Backlighting, introduced in Europe by De-caux and More, and plastic poster skins have vastly improved color and contrast.

Movement is possible too. Smirnoff used new multi-image printing to make a spider, seen through a vodka bottle, appear to crawl up a man's back. And Disney advertised its '101 Dalmatians' video on bus shelters with the sound of puppies barking.

This sort of innovation has attracted a new class of advertiser. Recent data from Concord, a poster buyer, shows that in Britain, alcohol and tobacco have been re-

placed by entertainment, clothing and financial services as the big outdoor advertisers, like car marks, are using it in new ways. BMW ran a 'teasers' campaign in Britain exclusively on bus shelters.

Particularly attractive to the new advertisers is street furniture, the fastest growing segment of the outdoor market. It accounts for some 20% in Europe and about 5% in America.

I. Read the text focusing on the role of advertising in doing business. Summarize it.

II. Speak about the author's views on different types of advertising and the ones he considers to be particularly attractive. Say if you share his opinion. Make use of the constructions:

- 1) If I were the author...
- 2) Were I the author...
- 3) I wish the author...
- 4) It's high time advertising
- 5) It's important/necessary/desirable that advertising...

III.. Work in pairs comparing your views. Express advisability:

- 1) The author **should have emphasized**/stressed/analyzed...
- 2) Today advertising **should be used**/considered/placed...

IV. Imagine you are Head of Advertising Department (choose the field your company specializes in). Hold a meeting with a group of your colleagues responsible for working out an advertising campaign of a new product or service. Give instructions, listen to the views of your colleagues. Answer their questions about the planned work. Express:

- 1) necessity due to a plan
you are to...;
- 2) necessity due to circumstances;
you will have to...;
- 3) a piece of advice

you should...;

4) possibility

it can be...;

5) permission

may we...?

shall we...?

6) constructions with Subjunctive Mood and Conditional Sentences:

I recommend/advise/insist that you...

In case you..., we'll... etc.

The company will... unless...

V. Interview a candidate applying for a job in Advertising Department of your company. Work in groups of 3-4.

Here are some prompts for you:

Can you say some words about...?

You **must have had** previous experience...

Supposing you're hired...

What **would you** do if...

Did you have to... at your previous work? Etc.

VI. Make a report and a presentation on any item related to the problem of advertising you are mostly interested in. Deliver it to your groupmates. The listeners are to address the speaker with questions or commentaries.

Here are some prompts for you:

May I ask you a question?

Can you explain, please...?

I **might have failed** to catch your idea...

Would you, please...

I **must** admit..., but...

I **will/won't** support your idea of...

I **can't** but...

VII. Imagine you have just attended the Festival presenting advertisements of young designers. Their ads are absolutely different. They advertise different products and services. Choose, what attracted you, and write a short commentary in the guestbook (the book of comments and suggestions).

VIII. Translate into English. Mind grammar under discussion.

1. Могу я попросить вас объяснить вашу мысль?
2. Мне придется подумать над вашим предложением.
3. Я не могу не согласиться с вами.
4. Как жаль, что у нас нет времени продолжить обсуждение.
5. Пора прекратить дискуссию и принять решение.
6. Будь я на месте докладчика, я бы привел больше примеров, подтверждающих его тезис.
7. Должно быть, докладчик имеет большой опыт работы в сфере рекламы.
8. – Вам нужна моя помощь в подготовке презентации?
– Да, конечно
9. Докладчик говорил так, будто он был абсолютно уверен, что слушатели разделяют его мнение.
10. Вы бы могли быть не так категоричны в своих комментариях.

IX. Give examples of your own expressing the following modality. Try to focus on the problems of Advertising:

1. supposition bordering on assurance;
2. doubt;
3. absence of necessity;
4. necessity due to circumstances;
5. advice;
6. mental ability;
7. reproach;
8. possibility;
9. part of a plan, arrangement;

10. polite request;

X. Complete the sentences using Subjunctive Mood:

1. I wish the director... during the last meeting.
2. If only the director... then.
3. Were I the director I... during the last meeting.
4. The director spoke as if he...
5. The director recommended the employees...
6. The director would support our plan, unless...
7. It's high time the employees...
8. But for the problems with suppliers the company...
9. In case the contract is signed, the company...
10. Provided the contract was signed last year, now the company...

2. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

2.1. Формы контроля усвоения учебного материала

Контроль качества знаний, умений и навыков студентов, являясь неотъемлемой частью учебного процесса, позволяет оценить степень усвоения учебного материала и готовность дальнейшего продвижения по учебной дисциплине.

Контроль играет не только контролирующую роль, но и мотивирующую. Демонстрируя не только достижения, но и недостатки (недоработки, ошибки и т.д.), контроль является стимулом, активизирующим деятельность студентов.

На занятиях используются традиционные формы контроля:

- 1) индивидуальная;
- 2) групповая;
- 3) фронтальная.

В зависимости от цели и функций, выполняемых контролем в учебном процессе, выделяют три основных его вида:

- 1) предварительный;
- 2) текущий;
- 3) итоговый.

Функциями контроля, определяемыми целями учебного процесса, либо его этапами, могут быть:

- 1) контролирующая;
- 2) обучающая;
- 3) диагностическая;
- 4) оценочная;
- 5) стимулирующая;
- 6) воспитательная.

Формы предъявления тестового задания отмечаются многообразием, а именно:

- 1) письменная контрольная работа (как правило, включает 3-5 заданий);
- 2) тест (как правило, на множественный выбор);
- 3) тестовое задание (как правило, это карточка для индивидуального контроля);
- 4) дискуссия или ролевая игра (как правило, как итог выполнения задания, полученного для самостоятельного выполнения);
- 5) проект или презентация (подготовленные в ходе самостоятельной работы).

Ценность последних двух заданий в их коммуникативной направленности, что и делает процесс овладения дисциплиной коммуникативно ориентированным.

2.2. Образцы текущих тестов

Exercise 1

Define the communicative sentence type and speech-act characteristics of the given sentences, dwell on the actual division patterns used in them:

1. "You'd better put on your coat, Albert." (Maugham)
2. "What on earth do you mean by that?" (Maugham)
3. Why don't you write a good thrilling detective story? (Maugham)
4. "But you must play fair with your reader, my dear." (Maugham)
5. "I will submit to your decision. But you think over the detective story."
(Maugham)
6. "I suppose /was asked?" he barked. "Well, in point of fact you weren't."
(Maugham)
7. "Were you bored, dear?" "Stiff." (Maugham)

Exercise 2

Analyze the actual division pattern of the sentences and the language means used to mark the theme and the rheme:

1. And in this manner did Wee Willie Winkie enter into his manhood (Kipling)..
2. There's something happened to the Colonel's son! (Kipling)
3. "What mischief have you been getting into now?" (Kipling)
4. He lost his good-conduct badge for christening the Commissioner's wife "Pobs" (Kipling).
5. These long-forgotten years - how precious did they now seem to Tom (Lawrence).
6. There was no other way of managing the child (Kipling).
7. "How do you find the Brangwens?" "A peculiar couple." (Lawrence)
8. Coppy had permitted him to witness the miraculous operation of shaving (Kipling).
9. Sudden and swift was the punishment - deprivation of the good-conduct badge and, most sorrowful of all, two days' confinement of barracks (Kipling).
10. Maria was delighted to see the children so merry (Joyce).

Exercise 3

Define the communicative sentence type, speech act characteristics and the actual division pattern of the following sentences:

1. "Aren't you going to play whist?" (Lawrence)
2. "Tell me what's a-matter, Elsie," he said (Lawrence).
3. "Don't be cruel to me." (Lawrence)
4. "I don't want you to say anything about it." (Lawrence)
5. "Then I'm not stopping here," he said. "Are you coming with me?" (Lawrence)
6. "I wonder where they did dig her up," said Kathleen to Miss Healy (Joyce).
7. "Would you like to come and spend a few days with us?" "Willingly." (Maugham)
8. "I think you'd better meet a prima donna" I said at last (Maugham).

9. "Do you think I have the time to acknowledge all the books twopenny-halfpenny authors send me?" (Maugham)

Exercise 4

Read and analyze the sentences according to the structure.

1. Marcus didn't like the idea of his mom talking to Will. (N.H.)
2. A while ago he would have got excited about it, but he no longer thought that he and his mom and Will and Ned and another baby perhaps were going to live together in Will's flat. (N.H.)
3. But now everyone knew too much, and there were too many things that he didn't want the two of them to talk about with him. (N.H.)
4. At five past nine she buzzed the special buzz on the doorbell. (N.H.)
5. He let her in, and stared at her face to try to work out just how angry or depressed she was, but she seemed OK. (N.H.)

Exercise 5

Point out a one- number sentence. State whether the sentence is nominal or verbal, extended or unextended.

1. Religion! The fashionable substitute for Belief! (O.W.)
2. This desolate hill country! (Ch. D.)
3. May 1796. Napoleon has approached the Alps. (B. SH.)
4. Great laughter. Reaction in the note taker's favour. (B. Sh.)
5. Just think what work it would make with the day and night. (J.C.)
6. Oh, don't bother me, said the Duchess. (J.C.)
7. In the early Fifties I myself became famous. I even made a pile of money. Ah, money, the money! (S.B.)

Exercise 6

Define the types of clauses and semi-clauses in the following sentences:

1. When he gained the crest of the Magazine Hill he halted and looked along the river towards Dublin, the lights of which burned redly and hospitably in the cold night (Joyce).
2. He remembered her outburst of that night and interpreted it in a harsher sense than he had ever done (Joyce).
3. It was a long white stocking, but there was a little weight in the toe (Lawrence).
4. Whiston had made the fire burn, so he came to look for her (Lawrence).
5. She slowly, abstractedly, as if she did not know anyone was there, closed the door in his face, continuing to look at the addresses on her letters (Lawrence).
6. She hung her arms round his neck as he crouched there, and clung to him (Lawrence).
7. She remained clinging round his neck, so that she was lifted off her feet (Lawrence).
8. He would be miserable all the day if he went without (a kiss) (Lawrence).
9. She was self-conscious, and quite brilliantly winsome, when the baker came, wondering if he would notice (Lawrence).
10. Thinking that to be known as La Falterona was grander than any title, she did not use his name (to which indeed she had no right, since after divorcing him she had married somebody else); but her silver, her cutlery, and her dinner-service were heavily decorated with a coat of arms and a crown, and her servants invariably addressed her as madame la princess (Maugham).

Exercise 7

Find the adverbial modifiers, state their types and say what they are expressed by.

1. She was not dead, like Rebecca. (D.M.)
2. I walked back across the lawns on sudden impulse to the house. (D.M.)
3. I went through the hall and up the great stairs, I turned in under the archway by the gallery... (D.M.)

4. Picnic to the cove would be an expedition, a treat that was not indulged in very often. (D.M.)
5. Mrs. Danvers was still standing by the window, and the shutter was folded back. (D.M.)

Exercise 8

Define the number and types of clauses in the following sentences. Draw the scheme.

1. It had not failed after three months as mine had done.
2. I rumpled it, to make it look as though he had slept there.
3. I would have refused, but he gave me no chance, and before I could put down the receiver, I heard Frank's voice.
4. The tall shrubs looked dark and drab now that the color had gone.
5. Jasper stood by my feet dejected, his tail downcast, his pink tongue hanging from his mouth.

Exercise 9

Define the relations between the clauses of the compound sentences:

1. One's mode of life might be high and scrupulous, but there was always an undercurrent of greediness, a hankering, and sense of waste (Galsworthy).
2. She was outlined against the sky, carrying a basket, and you could see that sky through the crook of her arm (Galsworthy).
3. You see my dilemma. Either I must find the man or else the examination must be postponed until fresh papers are prepared, and since this cannot be done without explanation there will ensue a hideous scandal, which will throw a cloud not only on the college, but on the university (Doyle).
4. It was Saturday, so they were early home from school: quick, shy, dark little rascals of seven and six, soon talkative, for Ashurst had a way with children (Galsworthy).

Exercise 10

Define the types of clauses constituting the following sentences:

1. She was looking for a place where they might lunch, for Ashurst never looked for anything (Galsworthy).
2. They were fleeting as one of the glimmering or golden visions one had of the soul in nature, glimpses of its remote and brooding spirit (Galsworthy).
3. Life no doubt had moments with that quality of beauty, of unbidden flying rapture, but the trouble was, they lasted no longer than the span of a cloud's flight over the sun: impossible to keep them with you, as Art caught beauty and held it fast (Galsworthy).
4. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest (O.Henry).
5. While they were driving he had not been taking notice... (Galsworthy)
6. And a sudden ache beset his heart: he had stumbled on just one of those past moments in his life, whose beauty and rapture he had failed to arrest, whose wings had fluttered away into the unknown... (Galsworthy)
7. "Can you tell us if there's a farm near here where we could stay the night?" (Galsworthy)
8. "It is a pity your leg is hurting you." (Galsworthy)

Exercise 11

Define the classificational properties of the following word-groupings:

1. the eyes flashed,
2. a long row,
3. was a fool,
4. absolutely ruthless,
5. frank, loyal, and disinterested,
6. can't call,
7. out of,
8. I suppose,

9. reference being made,
10. considerably damaged.

Exercise 12

State the structural type of the sentences:

1. "And what is your opinion of me?" "Hard as nails, absolutely ruthless, a born intriguer, and as self-centered as they make 'em." (Maugham)
2. "A woman like me is ageless." (Maugham)
3. "Glaser, play the accompaniment." (Maugham)
4. What a strange woman! (Maugham)
5. "You've rung the wrong bell. Second floor." (Maugham)
6. "How are you, my dear? Keeping well, I hope." (Maugham)
7. "I should have preferred to see you alone, Albert." (Maugham)
8. "We get on very well together, don't we, old girl?" "Not so bad." (Maugham)
9. "You're not serious?" "Quite." (Maugham)
10. "I think you must be out of your mind." "Do you, my dear? Fancy that." (Maugham)

Exercise 13

Define the type of the subject and the predicate of the following sentences:

1. The door was opened by a scraggy girl of fifteen with long legs and a tousled head (Maugham).
2. "We've been married for 35 years, my dear. It's too long." (Maugham)
3. I should merely have sent for the doctor (Maugham).
4. Mrs. Albert Forrester began to be discouraged (Maugham).
5. "Who is Corrinne?" "It's my name. My mother was half French." "That explains a great deal." (Maugham)
6. I could never hope to please the masses (Maugham).
7. The coincidence was extraordinary (Maugham).
8. Why should the devil have all the best tunes? (Maugham)

9. No one yet has explored its potentialities (Maugham).
10. I'm fearfully late (Maugham).

Exercise 14

State whether the following sentences are simple, complex or compound.

1. She didn't realize that she was making a mistake.
2. Where have you been all this while?
3. I don't know the answer.
4. She said that she wanted to go.
5. Rahul is not only clever but also industrious.
6. Neither this answer nor that answer is correct.
7. He was angry because she had lied to him.
8. I will try until I succeed.
9. Standing on tip-toe, he reached for the mango.
10. As they haven't arrived yet, we will go without them.
11. He is rich but he will not help anyone.
12. You can wait or leave.

Exercise 15

Identify main and subordinate clauses in the following sentences:

1. I didn't know if they had rented that car.
2. A classic is something that everybody wants to have read and nobody wants to read.
3. They hoped that the war would end soon.
4. How he escaped was stated in the report.
5. They made it clear that he should leave immediately.
6. When she got there the cupboard was bare.
7. She was disappointed that he had deserted her.

8. She didn't suppose anyone would object to her speech.
9. He said that he was so disappointed that he would not try again.
10. Walking through the wood, he saw a fox that was following him.

Exercise 16

Say whether the subordinate clauses in the following sentences are of primary nominal (subject, predicative, object), secondary nominal (attributive) or adverbial position:

1. That she was still there was a surprise for me.
2. Knowing who was cheating disturbed her greatly.
3. The man I know grows tomato plants that never bear fruit.
4. As she was ready to go, she smiled at him.
5. She looks as if she had won the contest.
6. We knew that they were tired.
7. I hate it when you criticize me.
8. She said she had married Paul.
9. I have no idea what she is doing.
10. I told them about my brother Michael, who is married and lives in London.
11. The problem was that we got lost and had nobody to ask for directions.
12. He convinced me that it was a very bad idea.
13. Whether he comes or not is not important anymore.
14. What they were speaking about was quite clear to him.
15. That Shakespeare is a great English playwright is known to everybody.
16. I have bought the book which (that) you recommended.
17. I remember the day when the first metro stations were opened.
18. The student with whom I travelled last year is an excellent swimmer.
19. She asked me why I had not come to the meeting.
20. She said (that) she would be in the library in the evening.

Exercise 17

Define the type of the adverbial subordinate clause in the following sentences:

1. I'll phone you once I reach home.
2. He had left before I came.
3. I can see it clearly from where I'm sitting.
4. We have not seen him since he passed all his exams.
5. I did it because I wanted to.
6. My parents were poor though they were of noble birth.
7. If you eat too much you will fall ill.
8. He spoke so quietly that nobody could hear him.
9. You look as if you have been working a lot recently!
10. Though we live in different countries, we still remain close friends.

Exercise 18

Join two independent clauses to form compound sentences:

1. She is going to New York. She is feeling lonely.
2. He is getting late. He is driving slow.
3. Amelia doesn't has a car. Her father doesn't has a car.
4. Olivia wants to meet her parents. She has no time.
5. He is going to college. He is losing his attendance.
6. They have money. They are not content.
7. She was getting late. She was driving fast.
8. Harry ordered a burger. He was hungry.
9. Jacob tried his best. He couldn't make it.
10. William was not feeling well. He was taken to the hospital.
11. He looked carefully in the underbrush. He failed to notice the pair of dark eyes staring at him.
12. The suspect said that he had never met the victim. The detective knew that the man was lying.

13. I have read "Jane Eyre". I have not read "Wuthering Heights".
14. I finished doing my work. I went to bed.
15. The bank office was closed. I could not pay my bill.

Exercise 19

Analyze the following text and a) point out semantic, morphological and syntactic features of the nouns; b) analyze the verbs from the point of view of their grammatical categories. On the first of May after last year together at college, Frank Ashurst and his friend Robert Garton were on a tramp. They had walked that day from Brent, intending to make Chagford, but Ashurst's football knee had given out, and according to their map they had still some seven miles to go. They were sitting on a bank beside the road, where a track crossed alongside a wood, resting the knee and talking of the universe, as young men will. Both were over six feet, and thin as rails; Ashurst pale, idealistic, full of absence; Garton queer, round-the-corner, knotted, curly, like some primeval beast. Both had a literary bent; neither wore a hat. Ashurst's hair was smooth, pale, wavy; Garton's was a kind of dark unfathomed mop. They had not met a soul for miles.

Exercise 20

Use inversion where possible in the underlined parts of the sentences:

1. А вот бежит наш спортсмен Петров! – А где же Иванов? – А вот и он.
2. Она не хотела идти в театр. Также она не хотела идти и в кино.
3. Во дворе на холодном ветру стоял старик. Напрасно он ожидал, что хоть кто-нибудь откроет ему дверь своей квартиры.
4. Каким бы страшным он не казался, вам следовало поговорить с ним и помочь ему.
5. Много раз я пытался уговорить его не ходить туда, но он не слушал меня.
6. Так тихо он вошел в комнату, что все подумали, что он, должно быть, сидел за шкафом.
7. Если тебе когда-нибудь нужна будет моя помощь, позвони мне.

8. Ни при каких обстоятельствах компьютер не может быть выключен.
9. Он из Швеции, его жена тоже.
10. Он эксперт в экономике. – Так и есть.
11. Пусть ваши мечты претворятся в жизнь!

Exercise 21

Isolate all adverbials and specify their semantic subcategory

They were there all night I guess. 2. I guess he just started to strike her. 3. He spoke quickly, but she drawled when she talked. 4. The rules will initially apply only to the top 50 NASDAQ stocks. 5. If learned scientists and experienced engineers are baffled, the matter will certainly be beyond me. 6. Ollie hated the water even though he cleaned the pool all the time. 7. Each did its own scheduling, which had been done centrally before. 8. Richard was quite correct, as technically speaking they were all in harbor. 9. He's got to learn though to leave that cat alone. 10. Therefore, if you get an interview but not the job, you will still have reached your goal. 11. First, we have to discuss where he would fit on our club. 12. Because of the risk to health of asbestos-based products, these are now being replaced by fibre cement asbestos-free products. 13. The two miles of this road were beefed up in 1937 to handle the increasing tourist traffic, thus becoming the first divided highway in Arizona. 14. Insects may just shut down the sensitivity of their eyes in a way that's roughly comparable to our closing our eyelids. 15. Minnig's rocklike composure cracked only in a frenetic incident last week in which photographers were allowed to approach the mansion, then ignored police orders and swarmed inside for an improvised news conference with Tupac terrorists.

Exercise 22

In the examples below, fill in each blank with an appropriate linking adverbial from the following list: in contrast, though, second, for example, thus, by the way, likewise, in conclusion. Identify the semantic category of each adverbial: enumera-

tion, result, addition, contrast, summation, concession, apposition, or transition. Use each of the semantic categories only once.

1. Finally, firewall policies must be realistic reflections of the level of security in the entire network. a site with top secret or classified data should not be hooking up to the Internet in the first place; or the systems with the really secret data should be isolated from the rest of the corporate network.
2. As of last year, 70 percent of Americans over age 85 were living on their own. almost 100 years ago, 60 percent of Americans over 65 lived with an adult child.
3. Corn is really good on pizza-1 doubt they will have it
4. Two related points are relevant with respect to macroeconomic instability and policy. First, a nation engaged in world trade faces potential sources of instability which would not affect a nation 'closed' to the world economy. these new sources of instability complicate domestic stabilization policy and may make it less effective. For example, recessions and inflations can be highly contagious among nations.
5. And so now. let me conjure into final focus the prospect of unfathomed wonder to which all myths and rites in the way of great poetry and art introduce and unite us, by quoting the eloquent lines of a brief poem that deeply inspired me when I first read it some forty years ago, and which has steadied me in my thinking ever since.
6. Oh yeah Iclimbed through the glass to get over to the archery and it was not a smart thing. you two who haven't had lunch-there's chicken salad and potato salad.
7. Sanchez Ortega dropped out of sight within days of his being questioned by federal authorities and has not been seen since. He is believed to be somewhere in Mexico City. his partner has not been seen or heard from.
8. The office is filled by a free contractual relationship. in principle, there is free selection.

Exercise 23

Underline each of the adverbial clauses in the following sentences. Identify the semantic category: time, place, contingency (reason or conditional) b) identify the type of subordinate clauses: finite or non-finite. c) identify the subordinator or write 'none'.

1. Whenever I phone them up, they all pretend to have emigrated to Australia. Function : Adjunct of time/a finite clause /subordinator : whenever
2. Because schizophrenia is a brain disorder, it's nobody's fault, she says.
3. For hours, he sat there as if deliberately waiting me out.
4. It's not my fault if you don't pass your exams.
5. She was dark skinned and in her late fifties, although she looked much younger.
6. I haven't been there since I was a kid.
7. Since the purpose of the list is heuristic, there is no harm in 'mixing categories' in this way.
8. Trouble just seemed to follow me wherever I went-except here,' he said.
9. As far as farmers are concerned, tree planting has not been integrated into their work patterns or land management.
10. If I were you I wouldn't have told her.
11. Some performance curves will now be presented to show the main difference between practical and ideal cycles.
12. Dust swirled like smoke in the shaft of evening sunlight from the small window: rolls of it drifted over the floor, clinging to the men's feet and overalls.

Exercise 24

Indicate whether each underlined clause is a relative clause or an appositive clause.

1. The manager lacked the experience that would have helped him overcome the crisis.
2. You have undermined my conviction that a nuclear war is inevitable.
3. She has heard the news that all the passengers and crew escaped unhurt.

4. I cannot dispute the fact that you have won the support of most members.
5. The car hit a bus that was full of children on a school outing.
6. I have read the report that I received last week.
7. They have accepted the recommendation that my daughter be promoted to the next grade.
8. Here is the report that the accusations should be referred to the police.

Exercise 25

Isolate and Identify the function of subordinate clauses by putting the appropriate abbreviation in the brackets that follow the clause. nominal clause (N) nominal relative clause (NR) relative clause (R) reduced relative clause (RR) comparative clause (C) adverbial clause (A)

1. The ancient discipline of rhetoric was intended to prepare the beginner for tasks that involved speaking in public.
2. The classical view of how to present a case in argument () involved a structure of sequent elements.
3. Stylistic propriety was formalized by the Roman rhetoricians, who distinguished the three levels of the Grand, the Middle, and the Plain style ().
4. From these ideas on style originated the notion of 'decorum', continually discussed by English Renaissance writers ().
5. The study of rhetoric is complex because new conventions of performance for particular purposes are being generated all the time ().
6. It is not surprising that myth should be a prominent element in the rhetoric of persuasion ().
7. In myths and parables what we are asked to take literally () is accompanied by one or more possible levels of interpretation.
8. A view expressed by some modern critics is that creative writers are no more the complete masters of what they do than are any other writers ().
9. Creative writers are frequently blind to their own intentions and to the nature of what they are doing ().

10. You cannot, as a reader, wholly appreciate the rhetorical sport of a convention or a style if you have a poor knowledge of literary language and conventions ()

Exercise 26

Combine the sentences in each pair by making one of the sentences a non-finite clause or a verbless clause.

1. He was accused once of a lack of gravity. He replied that this was his natural bent.
2. The play is a talking piece. Its action consists exclusively of monologues and dialogues.
3. He was ill but still irrepressible. He related former triumphs and famous anecdotes.
4. The actor impersonates the playwright. The playwright is giving a lecture in Paris.
5. He made a promise to his friend. The promise was that he would drink no more than a pint of wine a day.
6. His wife died. She left him with five children.
7. He believed himself to be a failure. He had made no career for himself either in politics or in law.
8. He wrote to his young son. He was repaid with an inspiring reply listing all his achievements.
9. He was predictably conservative. He even opposed the abolition of slavery.
10. In religion, he was eclectic. He tried several churches.

Exercise 27

Dependent clauses can be finite or non-finite. Finite dependent clauses begin with a subordinator or wh-word. In many cases, dependent clauses function as a clause element in the main clause. -Mark all dependent clauses in the sentences below with brackets -Label each dependent clause as finite or non-finite. -For finite dependent clauses, circle the word that introduces the clause. -Identify the syntactic function of the dependent clause in the main clause

1. If a merger between Coopers and Deloitte is successful, it will become the largest firm in the country.

2. The fact is that the community needs them.
3. While he was gone, a nurse poked her head through the doorway.
4. Billy didn't even know whether he was alive.
5. Did she say anything about what happened?
6. Richard Wood, Professor of Surgery, has told Dr. Grant that such surgery cannot be halted.
7. Our goal is to make their voices heard.
8. To make matters worse, the economy is a merciless juggernaut.
9. After I asked her out; she told me that she prefers just my friendship.
10. That they are already struggling troubles Graham Taylor.
11. If we remember that most parochial autonomies and loyalties survive, we may at least say that the development of participant cultures in some of the emerging nations has not yet been precluded.
12. They fear that, as winter approaches, medical emergencies will spill over into surgical beds, halting urgent operations. adverbial
13. After the pairs discuss these questions, ask them to make up a story about the topic.
14. ADMAR hopes that its suggestions will be useful for handling 'nettlesome subordinates'.
15. she cooks but she never bakes.
16. You can be quite fluent in a language and yet, something you say is not understood and you cannot understand why.
17. Now we would all like to go to NewYork.
18. Marsanne and Roussanne are even more obscure, perhaps because they are so often blended together.
19. I would hope that we can have more control over them.
20. I wonder who could have done that.
21. But if I'm given a question that I wasn't expecting, I'll stop and think.

22. Other appeals courts have extended the law to people who obtained information in confidence from other sources and breached a duty to those sources when they traded on the information.

23. That the European Commission should toy with imposing a set of uniform

24. accounting rules is viewed in London with abject horror. Exercise

2: functions of finite dependent clauses

25. The importance which Sigmund Freud attributed to this form and stage of love is well known.

26. Scudamore added that he felt a lot less pressure than he had last season.

27. 'I thought I knew every handgun made.' said Rick.

28. There's nothing wrong with Buntaro-san, is there?

29. They understand what it's all about when they read about who holds most of the jobs in senior management in Fortune 1,000 companies.

30. So that was the main thing that Jennifer and I talk about when we sell our bath gels.

31. The thing that I mentioned at that meeting was that I think that you know from all the money that collection raises that we should figure out a formula.

32. These protests will be all the stronger, because the Cabinet has already changed its mind on a number of issues.

3: Functions of nonfinite clauses

1. She made a few friends and she started being a teacher's aide.

2. You said you were going out to get yourself something to eat.

3. To be a good Muslim is to be a good citizen.

4. Try to get out and about whenever possible, making new friends and contacts.

5. I was happy to let the pleasant sunny days go by.

6. When in the army, soldiers look to a patron for rewards, in return for allegiance and support.

7. In my heart, I know it's not feelings for Ed that I'm just giving to Leo; but then I remember hearing things about him

8. The Trinet system, when complete, will augment and speed up the existing system run by Caltech and the Geological Survey, which is now capable of recording only limited information on shaking.

9. Regarded as a barometer of interest-rate expectations, shorter-term notes made strides amid the speculation.

10. John Wesley broke away from the ceremonial formalism of the Church of England to 14 found a Christian movement based on social justice and personal piety

Exercise 28

Task 2. Define the sentences in the following text according to the types of communication.

“Tom! Tom!”

There was no answer.

“Where is that boy? Tom!” Aunt Polly looked under the bed but she only found the cat. “Tom!” she cried.

Then she heard a noise behind her. A small boy ran past and she stopped him with her hand.

“What are you doing, Tom?” she asked.

“Nothing.”

“Nothing. Look at your hand and your mouth. I told you not to eat the jam.”

“Oh, Aunt Polly, look behind you!”

The old lady looked and Tom ran away. Aunt Polly was surprised and then she laughed. (From “The Adventures of Tom Sawyer-Mark Twain”)

1. Facts are stubborn things.
2. You really think so?
3. What silly things you say!
4. Divide and rule.
5. Did he surprise me!

6. I never eat meat.
7. Hurry up!
8. Why haven't you done it yet?
9. You are joking!
10. The exception proves the rule.

Exercise 29

Define whether the following sentences are one-member or two-member units.
Say if they are extended / unextended.

1. He is a doctor.
2. They found John guilty.
3. Don't mind the mess.
4. Give me the book.
5. Our opinions differ.
6. The sky was cloudless.
7. The rich sweet smell of the hay-ricks rose to his chamber window.
8. Two white swans came majestically by...
9. Another day of fog.
10. Mr. Clark smiled.

Exercise 30

Define the subject and the predicate in the following sentences.

1. The man stood up and fell over.
2. My flat was burgled.
3. I was kidding. It was just a joke.
4. I'm really sorry.
5. We're going to get married next spring.
6. My cousin has temporarily moved into the flat downstairs.

7. The traffic"s not moving.
8. You must be kidding.
9. Your voice is truly spectacular.
10. My heart aches to be near you.

Exercise 31

Analyze the subjects in the following sentences according to the part of speech they are expressed by.

1. Bicycles are very useful in developing countries.
2. My aunt's is a nice place.
3. Between us, I noticed two empty seats.
4. This is not right.
5. Everybody knew it.
6. All is fine.
7. Nobody saw the boy.
8. Yours is the best plan.
9. Who has seen it?
10. The homeless need more shelters.
11. Five is a good number.
12. The first and the second listened carefully.
13. To listen to him is always a pleasure.
14. Reading is a useful habit.

Exercise 32

Analyze the predicates in the following sentences from the point of view of their structure.

1. He knows nothing about it.
2. As a result of global warming, the sea level around the south east corner of England is expected to rise by 54 cms in just half a century!
3. In those days, the world was a dangerous place.

4. Well, honestly, it's partly a question of background, partly one of character.
5. I thought you would like to get a good story.
6. But I swore to myself that Tripp wouldn't get the dollar.
7. She must have thought the first person she asked would tell her where her George was!
8. She was not a good-looking woman.
9. They were in the kitchen when I reached home.
10. As I stood hesitating in the hall, with all this passing through my mind, Caroline's voice came again, with a sharper note in it.

Exercise 33

Define the main and secondary parts of speech in the following sentences.

The next day was Sunday. Tom wore his clean Sunday clothes - he hated this! Tom, Sid and Mary always went to Sunday school on Sunday morning. But Tom was not a good student and never listened to the teacher. After Sunday school Tom and his family went to church. This Sunday he had a big black beetle in his pocket. When the Reverend started speaking, Tom took the black beetle out of his pocket. He put it on the floor. There was a little dog in the church. It saw the beetle and wanted to play with it. Suddenly the beetle bit the dog's nose. The little dog barked and everyone looked at it. It jumped and ran after the black beetle. It ran all about the church barking and making a lot of noise. (From "The Adventures of Tom Sawyer-Mark Twain")

Exercise 34

Identity the independent elements of the following sentences (addresses, disjuncts, conjuncts).

1. What would you advise me, Doctor?
2. Surely he had too wide a mouth.
3. I'm sorry, Major, we had an arrangement.
4. Jenny, darling, don't say such things.
5. But there's no chance here. Besides, he couldn't make two ends meet

on the job.

6. After all, he'd only been doing his duty.

7. Frankly speaking, he had been amazed at his failure.

8. Good morning, sweet child!

9. He was losing money. Furthermore, he was ruined.

10. To tell you the truth, I don't want to go there.

Exercise 35

Text for Analysis: The Whisper of Autumn

As the sun dipped below the horizon, casting a golden hue over the tired town, the first whispers of autumn began to stir the air. Leaves, once vibrant green, now danced in shades of amber and crimson, twirling gracefully to the ground like confetti celebrating the end of summer. The scent of damp earth mingled with the sweet aroma of ripening apples, creating a symphony of smells that enveloped the senses.

In the heart of the town, an old oak tree stood sentinel, its gnarled branches stretching wide as if embracing the changing season. Children laughed and played beneath its canopy, their voices ringing out like bells, carefree and unburdened by the weight of the world. Yet, as the wind picked up, it carried with it a hint of melancholy, a reminder that change is inevitable.

Martha, a woman of many seasons herself, watched from her porch, her weathered hands cradling a cup of steaming tea. The warmth seeped into her bones, but her heart felt the chill of nostalgia. Each autumn brought memories of laughter, love, and loss. She closed her eyes, allowing the sounds of the town to wash over her, each note a thread in the tapestry of her life.

The sun finally surrendered to the night, leaving behind a tapestry of stars that twinkled like diamonds scattered across a velvet sky. Martha took a deep breath, embracing the bittersweet beauty of the moment. Autumn was not merely a season; it was a reminder that life, with all its twists and turns, is a journey worth savoring.

Analysis Questions

1. What stylistic devices does the author use? Provide examples of metaphors, alliteration, or other figures of speech.
2. How does the text evoke emotions in the reader? What feelings does it awaken?
3. What themes or ideas does the text raise? How are they connected to changes in life and nature?
4. How do the structure and rhythm of the text affect perception? Are there elements in the text that create musicality or a specific tempo?
5. How is the character of Martha portrayed? What can we infer about her inner state based on the description and her actions?

Exercise 36

Read the following sentences and identify the Theme and Rheme in each one.

1. The cat sat on the windowsill.
2. Yesterday, the children played in the park.
3. A new restaurant opened downtown.
4. The book I borrowed from you was fascinating.

Exercise 37

Rewrite the following sentences by changing the Theme while keeping the Rheme the same.

1. The flowers bloomed beautifully in the garden.
2. My brother loves playing soccer on weekends.
3. The teacher assigned homework to the students.
4. The movie received great reviews from critics.

Exercise 38

Create five sentences where you clearly define the Theme and Rheme. Label each part accordingly.

Example: Theme: "The new smartphone" Rheme: "has features that make it stand out from the competition." Sentence: "The new smartphone has features that make it stand out from the competition."

Exercise 39

Choose a short paragraph from a book, article, or any written material. Identify the Themes and Rhematic structures within the text. Discuss how the choice of Theme affects the reader's understanding of the content.

Exchange your sentences with a partner. Review each other's work and provide feedback on the clarity of the Theme and Rheme. Suggest improvements if necessary.

2.3. Тестовые контрольные задания

Вариант № 1

№ п/п	Вопрос	Варианты ответа
1.	She was sorry ... him so cruelly for so long.	A) to treat B) to have been treating C) treating D) to be treating E) to be treated
2.	Mary's intention was ... teacher and pay back the money spent on her education.	A) become B) to become C) becoming D) have become E) be becoming
3.	Soon he was heard ... the front door.	A) to open B) open C) to have been opened D) being opened E) be opening
4.	The film is amusing. It's worth	A) seeing B) to see C) to be seen D) being seen E) having been seen

5.	I couldn't disappoint both of them ... my mind to support them	A) having been made up
		B) being made up
		C) to have been made up
		D) make up
		E) having made up
6.	I insisted on the parcel ... with declared value.	A) sending
		B) being sent
		C) to be sent
		D) to have been sent
		E) having been sent
7.	Great Britain is situated on the British Isles ... to the west of Europe.	A) to be lied
		B) to lie
		C) lie
		D) to have lied
		E) lying
8.	The monument ... now on this square will be soon unveiled.	A) to be erected
		B) having been erected
		C) erecting
		D) being erected
		E) having erected
9.	... to get a general idea of the country we began to study the map.	A) Deciding
		B) Having decided
		C) Being decided
		D) Having been decided
		E) Decided
10.	He came in ... a big parcel.	A) having carried
		B) carry
		C) to be carrying
		D) carrying
		E) being carried
11.	Just imagine how ... everyone would be to hear the story.	A) surprising
		B) having surprised
		C) surprised
		D) to have been surprised
		E) be surprised
12.	She was about to take a step, which, if ... , might lead to further complications.	A) having mistaken
		B) mistaking
		C) to be mistaking
		D) mistaken
		E) be mistaking
13.	Choose the right variant to translate the given phrase. Он был вынужден сделать это..	A) He must do it.
		B) He had to do it.
		C) He might do it.
		D) He could do it.
		E) He needed do it.

14.	The leaf buds of trees ... but burst in spring.	A) can
		B) need
		C) can't
		D) should
		E) will
15.	She ... be at home now, but I am not sure.	A) can
		B) may
		C) ought to
		D) shall
		E) are certain to
16.	If I didn't have so much work to do today, I ... time to meet you for lunch.	A) have
		B) will have
		C) would have had
		D) would have
		E) had
17.	I'm so hungry! I feel ... I could eat a horse.	A) what if
		B) as if
		C) as well
		D) if only
		E) only if
18.	Stella wishes she ... that coat when it was on sale.	A) bought
		B) would have bought
		C) had bought
		D) would buy
		E) should have bought
19.	... we to take on more staff, how could we afford to pay them?	A) are
		B) would be
		C) were
		D) had been
		E) have been
20.	We ... at home tonight	A) would rather to stay
		B) would sooner stayed
		C) had better to stay
		D) would rather stay
		E) had better stayed
21.	Choose the number of the one underlined part that is not correct. Phil wishes he <u>hasn't</u> (1) <u>left</u> (2) his wallet in the movie theater, and he hopes it <u>hasn't</u> (3) <u>been stolen</u> (4).	A) 1
		B) 2
		C) 3
		D) 4
22.	The manager wanted me... on a business trip.	A) go
		B) to have gone
		C) to go
		D) to be going
		E) going

23.	After all, there was no point in ... to the man.	A) being rude
		B) be rude
		C) having be rude
		D) had been rude
		E) to be rude
24.	I ... be off now. It is too late.	A) may to
		B) shall to
		C) am
		D) can
		E) must
25.	She asked ... back with further news.	A) to phone
		B) to being phone
		C) to be phoned
		D) to being phoned
		E) phone
26.	I don't feel like ... this article today.	A) read and translated
		B) on reading and translating
		C) read and translate
		D) reading and translating
		E) for read and translate
27.	Danny suggested (go) to Spain for a week.	A) go
		B) to go
		C) going
		D) to be gone
		E) to have been going
28.	He was said (wait) for his visa for two months, not less.	A) to wait
		B) to waiting
		C) to have been waiting
		D) to have waited
		E) have been waiting
29.	The boy complained ... having too much homework.	A) of
		B) about
		C) for
		D) in
		E) at
30.	The park ...now will be very popular, I'm sure.	A) laid out
		B) laying out
		C) which is being laid out
		D) having laid out
		E) while laid out

Вариант № 2

№ п/п	Вопрос	Варианты ответа
1.	He stopped ... what it was.	A) seeing B) to be seeing C) to see D) to be seen E) to have been seeing
2.	Define the syntactic function of the Infinitive. I found it utterly cruel <u>to offer</u> the man to work when he was not in good condition	A) adverbial modifier of manner B) attribute C) object D) subject E) part of a compound verbal predicate
3.	They are supposed ... in this field for about a year.	A) to experiment B) to have been experimenting C) to be experimenting D) to be experimented E) to have been experimented
4.	I can't help ... about my trip to France.	A) thinking B) to be thinking C) having thought D) to have been thinking E) to think
5.	His ... at the examinations was a great disappointment to his mother.	A) failing B) having been failed C) being failed D) having failed
6.	He succeeded in finishing the work by ... a helping hand.	A) giving B) having given C) being given D) to have been giving
7.	... out of the window she saw a man working in the garden.	A) Looking B) Having been looked C) Looked D) Having looked
8.	I showed them my driver's license, ... that was what they wanted.	A) having been thought B) being thought C) thinking D) having thought E) thought
9.	Define the syntactic function of the Participle I. <u>Judging</u> by his words he has visited China.	A) adverbial modifier of time B) adverbial modifier of manner C) attribute D) adverbial modifier of reason E) parenthesis

10.	... for many years, the painting turned up at the auction.	A) Having lost
		B) Losing
		C) To have been losing
		D) Lost
11.	We prefer the letters ... by the chief.	A) answered
		B) having answered
		C) to have answered
		D) to answer
		E) answering
12.	I want the parcel ... in time.	A) having been delivered
		B) delivered
		C) delivering
		D) deliver
		E) to be delivering
13.	He ... reading something funny, he is smiling all the time.	A) may be
		B) can be
		C) must be
		D) has to be
		E) should be
14.	Whenever Arthur was angry, he ... walk out of the room.	A) might
		B) was to
		C) must
		D) ought to
		E) would
15.	Choose the right variant to translate the given phrase. С какой стати он меня ждет?	A) why must he be waiting for me?
		B) why should he be waiting for me?
		C) why need he be waiting for me?
		D) why can he be waiting for me?
		E) why has he to be waiting for me?
16.	If I were you, I ... my facts before I wrote that letter.	A) would check
		B) will check
		C) would have checked
		D) checked
		E) had checked
17.	... I hadn't forgotten to lock the door.	A) If
		B) Only if
		C) If only
		D) Only
		E) As only
18.	Choose the number of the one underlined part that is not correct. I wish you <u>haven't</u> (1) <u>said</u> (2) that, and I <u>hope</u> (3) you <u>never say</u> (4) anything like that again!	A) 1
		B) 2
		C) 3
		D) 4
19.	Maria ... study tonight.	A) would rather Peter not to
		B) would rather not
		C) had better Peter not
		D) had better not to
		E) would sooner Peter not to

20.	Choose the number of the one underlined part that is not correct. If we <u>would have</u> (1) <u>bought</u> (2) that house then, <u>we'd</u> (3) <u>have</u> (4) a valuable piece of property today.	A) 1
		B) 2
		C) 3
		D) 4
21.	We suggest that they ... with us.	A) will go
		B) went
		C) should go
		D) had gone
		E) would have gone
22.	Define the structural type of the sentence. They could not improve upon that, whatever they might say.	A) compound
		B) complex
23.	... it's your last night here why don't we go out for a meal?	A) Unless
		B) Like
		C) While
		D) Since
		E) Given
24.	Identify the type of the subordinate clause. He produced such a good impression on the public that he was elected unanimously.	A) nominal predicative
		B) relative identifiant
		C) adverbial clause of purpose
		D) nominal subject
		E) adverbial clause of result
25.	The jewels are thought ... by two men.	A) to be stolen
		B) to have been stolen
		C) to have stolen
		D) stolen
		E) to steel
26.	I really appreciate ... to help me.	A) you to offer
		B) that you offering
		C) your offering
		D) that you are offering
27.	I hate (wait) for this bus every day.	A) wait
		B) waiting
		C) to wait
		D) to be waiting
		E) to have been waiting
28.	She dreamed ... being a pop star last night.	A) about
		B) for
		C) of
		D) at
		E) in
29.	The tour agents increased their sales ... advertising the product.	A) by means of
		B) in order to
		C) besides
		D) in spite of
		E) with

30.	I want this article ... by 3pm.	A) translating
		B) being translated
		C) translated
		D) having translated
		E) having been translated

Вариант № 3

№ п/п	Вопрос	Варианты ответа
1.	She was fortunate ... to hospital immediately.	A) to have been taken B) being taken C) to be taking D) to have taken E) having taken
2.	He must have been very tired ... like that.	A) to have fallen B) falling asleep C) to have fallen asleep D) to fall asleep E) be falling asleep
3.	Define the syntactic function of the Infinitive. At the age of 17 the boy left for America never <u>to return home</u> .	A) adverbial modifier of attendant circumstances B) predicative C) object D) adverbial modifier of purpose E) adverbial modifier of result
4.	In spite of ... the whole summer in the South, he is taken ill again.	A) spending B) having spent C) having been spent D) being spent
5.	Do you mind ... places?	A) to change B) having been changed C) have been changing D) to have changed E) changing
6.	I hate ... with silly questions.	A) being bothered B) having bothered C) having been bothered D) to have been bothered
7.	He was not surprised to see her, ... about her arrival beforehand.	A) being informed B) having informed C) having been informed D) to have been informed

8.	Not ... his phone number, I wasn't able to ring him.	A) knowing
		B) having known
		C) known
		D) having been known
9.	Define the syntactic function of the Participle I. He was silent for a while as though <u>pausing</u> for a reply.	A) parenthesis
		B) adverbial modifier of comparison
		C) attribute
		D) adverbial modifier of reason
		E) adverbial modifier of manner
10.	Get this prescription ... at the chemist's.	A) to make
		B) make
		C) made
		D) making
		E) to be making
11.	She was too far away, so she ... you.	A) might not have seen you
		B) mustn't have seen you
		C) couldn't have seen you
		D) shouldn't have seen you
		E) didn't have to see
12.	The buses are so expensive these days, you ... as well get a taxi.	A) might
		B) must
		C) can
		D) should
		E) would
13.	Choose the right variant to translate the given phrase. Она, вероятно, работала в университете.	A) She might have worked at the university.
		B) She must have worked at the university.
		C) Maybe she worked at the university.
		D) She might work at the university.
		E) She had to work at the university.
14.	If Stanley ... better at math, he wouldn't have to hire an accountant.	A) is
		B) were
		C) will be
		D) would be
		E) had been
15.	There were moments when she wished she ... something else.	A) were wearing
		B) will be wearing
		C) had been worn
		D) would wear
		E) would have worn
16.	"I'm afraid I can't stay", I said. "If ... I ... to tell things that they wouldn't like and that would spoil their fun.	A) would stay, had
		B) would have stayed, had
		C) had stayed, would have had
		D) stayed, would have
		E) stay, had

17.	If I ... from him in the entry test, we wouldn't have finished up in the same group.	A) didn't cheat
		B) wouldn't cheat
		C) wouldn't have cheated
		D) hadn't cheated
		E) cheat
18.	Choose the number of the one underlined part that is not correct. If we <u>would have</u> (1) <u>bought</u> (2) that house then, <u>we'd</u> (3) <u>have</u> (4) a valuable piece of property today.	A) 1
		B) 2
		C) 3
		D) 4
19.	You'd better ... that music down before your Dad gets angry.	A) have turned
		B) turned
		C) turn
		D) would turn
		E) had turned
20.	Identify the type of the subordinate clause. I hope you are going to give me what I need.	A) nominal subject
		B) adverbial clause of result
		C) nominal object
		D) relative identifying
		E) relative non-identifying
21.	... is no use telling me now. I needed to know a week ago.	A) It
		B) There
22.	Identify the type of the subordinate clause. I used to learn by heart the things that were difficult for others.	A) relative non-identifiant
		B) nominal predicative
		C) relative identifying
		D) adverbial clause of comparison
		E) nominal object
23.	... we go, we see sameness.	A) As though
		B) Given that
		C) Wherever
		D) In spite
		E) So that
24.	Children ... respect their parents.	A) have to
		B) can
		C) ought to
		D) might
		E) could
25.	Dad didn't let us ... to the disco.	A) go
		B) going
		C) to go
		D) to going
		E) to be going

26.	Mrs. Dashkova is reported (write) a new novel now.	A) to write
		B) to be writing
		C) to have written
		D) to be written
		E) to have been writing
27.	Would you mind (close) the front door?	A) close
		B) to close
		C) closing
		D) to have closed
		E) having closed
28.	She accused me ... stealing her necklace.	A) for
		B) about
		C) in
		D) of
		E) with
29.	I heard ... lies about my friend.	A) him to tell
		B) he tells
		C) him telling
		D) him told
		E) him tells
30.	Do you know the girl ... with Jack?	A) dancing
		B) danced
		C) having danced
		D) being danced
		E) having been danced

Вариант № 4

№ п/п	Вопрос	Варианты ответа
1.	He was seen ... the street and turn round the corner.	A) cross
		B) to be crossing
		C) to cross
		D) to have crossed
		E) to have been crossing
2.	Mike was one of the first ... about that exciting news.	A) having informed
		B) being informed
		C) to have been informing
		D) to have been informed
		E) informing
3.	Define the syntactic function of the Infinitive. The European championship in figure skating was exciting enough <u>to be followed</u> with great interest.	A) object
		B) predicative
		C) adverbial modifier of attendant circumstances
		D) attribute
		E) adverbial modifier of result

4.	Don't try and discourage me ... what I want to do.	A) to do
		B) of doing
		C) to be doing
		D) from doing
		E) in doing
5.	Do you remember ... Bob at the cinema last year?	A) having been met
		B) being met
		C) meeting
		D) having met
		E) to have met
6.	I am not used ...	A) to be taken care of
		B) for being taken care of
		C) to being taken care of
		D) to take care of
		E) of being taken care of
7.	... the elements of English, I shall start upon French.	A) Learning
		B) Learnt
		C) Having learnt
		D) Having been learnt
8.	Define the syntactic function of the Participle I. <u>Feeling</u> tired, I went to bed early.	A) adverbial modifier of manner
		B) adverbial modifier of time
		C) parenthesis
		D) adverbial modifier of reason
		E) attribute
9.	She turned to me for help, not ... how to deal with the problem.	A) knowing
		B) known
		C) having known
		D) not to know
10.	I must have my watch ...	A) mending
		B) having mended
		C) mend
		D) mended
		E) to mend
11.	Somebody ... Jack phoned while you were out.	A) called
		B) to call
		C) to have been called
		D) calling
		E) having called
12.	Once ... on the beach, the stone served now as a paper-weight and was one of the table's decorations.	A) found
		B) to be finding
		C) having found
		D) finding
		E) to have been finding

13.	The dishes are dirty. You ... the washing-up yesterday!	A) might have done
		B) had to do
		C) were to do
		D) ought to do
		E) must have done
14.	Where's Sally? She ... here by now.	A) is certain to be
		B) can be
		C) might be
		D) should be
		E) could be
15.	Choose the right variant to translate the given phrase. Он, должно быть, сделает это завтра.	A) He shall probably do it tomorrow.
		B) He is likely to do it tomorrow.
		C) He must do it tomorrow.
		D) He is to do it tomorrow
		E) He has to do it tomorrow.
16.	If I were in your position, I ... this letter by now.	A) would have answered
		B) had answered
		C) will have answered
		D) answered
		E) would answer
17.	Suppose he ... you to marry him, what would you say?	A) had asked
		B) has asked
		C) would ask
		D) asked
		E) would have asked
18.	Fred is playing his tape-recorder again! I wish the music ...	A) will stop
		B) would stop
		C) had stopped
		D) would have stopped
		E) stop
19.	John ... than worked last night.	A) had better have slept
		B) had better sleep
		C) would rather have slept
		D) would rather sleep
		E) would sleep
20.	I ... you if I had known you were at home.	A) would ring
		B) rang
		C) would have rung
		D) will have rung
		E) will ring
21.	Choose the number of the one underlined part that is not correct. The cat <u>might died</u> (1) <u>if we</u> (2) <u>hadn't</u> (3) <u>adopted</u> (4) her.	A) 1
		B) 2
		C) 3
		D) 4

22.	Define the communicative type of the sentence. Wouldn't it be better to switch the lights on?	A) declarative
		B) interrogative
		C) imperative
		D) exclamatory
23.	He spoke loudly and clearly ... everybody could hear him.	A) because
		B) since
		C) though
		D) granted that
		E) so that
24.	Define the structural type of the sentence. I made my suggestion, however no one agreed with me.	A) compound
		B) complex
25.	You seem (know) this area very well.	A) knowing
		B) knew
		C) to know
		D) to be known
		E) to be knowing
26.	The children appeared (take) good care of.	A) to take
		B) to be taken
		C) be taking
		D) to have taken
		E) have been taken
27.	She looked up and burst out (laugh).	A) laugh
		B) laughing
		C) to laugh
		D) to have been laughing
		E) to have laughed
28.	What's the use ... speaking to him? He never listens to you.	A) about
		B) for
		C) of
		D) at
		E) from
29.	They heard ... from the University.	A) she graduated
		B) her graduated
		C) she has graduated
		D) that she had graduated
		E) her to have graduated
30.	The research ...out now is very important.	A) carrying
		B) carried
		C) having carried
		D) being carried
		E) if carried

Вариант № 5

№ п/п	Вопрос	Варианты ответа
1.	I could not help but ... him everything about the past two months.	A) telling B) tell C) to be telling D) to be told E) to tell
2.	The teacher made his students ... their exercise again.	A) do B) to have done C) to do D) doing E) be doing
3.	Define the syntactic function of the Infinitive. It made me feel awkward <u>to be talking</u> to a stranger like that.	A) attribute B) subject C) object D) predicative E) adverbial modifier of manner
4.	I warned them ... that car.	A) against buying B) about buying C) of buying D) to buy E) on buying
5.	I'd better not catch you ... that again!	A) do B) doing C) to do D) to be doing E) having done
6.	Define the syntactic function of the Gerund. I don't believe that this is the reason for <u>losing</u> the game.	A) adverbial modifier of condition B) attribute C) object D) subject E) predicative
7.	... long ago the novel is likely to be re-translated.	A) Having translated B) Being translated C) To have been translated D) Having been translated
8.	Define the syntactic function of the Participle I. <u>Being thanked</u> for his help, he left.	A) adverbial modifier of condition B) adverbial modifier of time C) attribute D) predicative E) adverbial modifier of manner
9.	... a newcomer, he felt ill at ease.	A) To be B) Having been C) Being D) Been

10.	Though ... several times the text contained a number of misprints.	A) proofreading
		B) proofread
		C) having proofread
		D) to have proofread
		E) to have been proofreading
11.	She went on reading with her eyes ... on the pages of the book.	A) to be fixed
		B) having fixed
		C) fixed
		D) fixing
		E) to have fixed
12.	Define the syntactic function of the Participle II. I heard her name <u>called</u> twice.	A) adverbial modifier of manner
		B) complex object
		C) predicative
		D) adverbial modifier of time
		E) object
13.	The plane ... at 6 o'clock a.m.	A) has to land
		B) is to land
		C) must land
		D) could land
		E) should land
14.	... you shut the door?	A) Shall
		B) May
		C) Might
		D) Ought to
		E) Will
15.	Choose the right variant to translate the given phrase. Сделать это сейчас?	A) must we do it now?
		B) can we do it now?
		C) will we do it now?
		D) may we do it now?
		E) shall we do it now?
16.	If anyone ... while I'm out, please take a message.	A) should call
		B) should have called
		C) would call
		D) would have called
		E) called
17.	He'd rather ... by car.	A) goes
		B) went
		C) had gone
		D) go
		E) would go
18.	You're a terrible liar! I wish you ... lies.	A) will stop
		B) had stopped
		C) have stopped
		D) would stop telling
		E) stopped

19.	They ... early if they want tickets for the concert.	A) would rather have booked
		B) would rather booked
		C) had better to book
		D) had better book
		E) would book
20.	Even if you ... the letter two days before he wouldn't have got it, he was away on holiday.	A) would post
		B) had posted
		C) would have posted
		D) posted
		E) had been posting
21.	She would rather that you ... last night.	A) did nit arrive
		B) arrived
		C) would arrive
		D) had not arrived
		E) would have arrived
22.	Identify the type of the subordinate clause. Although the weather was nasty, they fancied having a walk.	A) relative identifying
		B) nominal object
		C) adverbial clause of cause
		D) adverbial clause of concession
		E) nominal predicative
23.	... sports have long been popular, something significant has changed in the last ten to twenty years.	A) Although
		B) As if
		C) Whenever
		D) Unless
		E) So that
24.	They all looked at her and then ... was a burst of laughter.	A) it
		B) there
25.	I'd rather (walk).	A) walk
		B) to walk
		C) to be walking
		D) be walking
		E) walking
26.	The children appeared (take) good care of.	A) to take
		B) to be taken
		C) be taking
		D) to have taken
		E) have been taken
27.	When we have finished (eat), the waiter brought the bill.	A) eating
		B) to eat
		C) to have eaten
		D) to have been eaten
		E) to be eating

28.	He insisted ... my taking the medicine for my bad cough.	A) in
		B) at
		C) of
		D) on
		E) about
29.	He intended ... with him to India.	A) me going
		B) my going
		C) that I'll go
		D) me would go
		E) me to go
30.	... the letter, he went to the post-office.	A) Having written
		B) Being written
		C) Writing
		D) Having been written
		E) When written

Вариант № 6

№ п/п	Вопрос	Варианты ответа
1.	He said he had more important things to do than ... for a vacancy for him.	A) to look
		B) to be looking
		C) looking
		D) look
		E) having looked
2.	Mr. Blake heard his name ...	A) having pronounced
		B) pronounced
		C) to be pronouncing
		D) to have been pronounced
		E) to pronounce
3.	Define the syntactic function of the Infinitive. He had sought in vain for inspiration how <u>to awaken</u> love.	A) subject
		B) attribute
		C) complex object
		D) predicative
		E) adverbial modifier of purpose
4.	Ann suggested ... to the cinema.	A) to be going
		B) to go
		C) going
		D) having gone
5.	I can boast ... Rome and London.	A) to have seen
		B) about seeing
		C) of having seen
		D) in having been seen
		E) to have been seeing

6.	Define the syntactic function of the Gerund. I was irritated with him <u>having been put</u> in an awkward position.	A) adverbial modifier of attendant circumstances
		B) attribute
		C) adverbial modifier of reason
		D) complex predicative
		E) complex object
7.	... the same question, he didn't know what to answer.	A) Being asked
		B) Asking
		C) Having asked
		D) Having been asked
		E) To be asked
8.	I always read books ... the lives of great people with interest.	A) described
		B) having described
		C) describing
		D) to have been describing
		E) to be describing
9.	Define the syntactic function of the Participle I. He went out <u>closing</u> the door behind him.	A) adverbial modifier of time
		B) attribute
		C) adverbial modifier of comparison
		D) adverbial modifier of reason
		E) adverbial modifier of manner
10.	Define the syntactic function of the Participle II. Though <u>frightened</u> , he didn't show it.	A) predicative
		B) adverbial modifier of manner
		C) attribute
		D) adverbial modifier of comparison
		E) adverbial modifier of concession
11.	When ... closely, she said it was true that she hadn't seen her husband up and about lately.	A) questioning
		B) having questioned
		C) questioned
		D) to question
		E) to be questioning
12.	The vegetables ... in this shop are grown without chemicals.	A) sold
		B) having sold
		C) selling
		D) to be selling
		E) to have sold
13.	It is a through train. She ... change.	A) ought not to
		B) may not
		C) shouldn't
		D) shall not
		E) doesn't have to
14.	Choose the right variant to translate the given phrase. Чему суждено произойти?	A) what can happen?
		B) what might happen?
		C) what is to happen?
		D) what shall happen?
		E) what would happen?

15.	You can tell me if you want but you ... tell me.	A) shouldn't
		B) don't have to
		C) can't
		D) mustn't
		E) are not to
16.	It's about time something ... about the traffic in the city centre.	A) to be done
		B) would be done
		C) had been done
		D) were done
		E) is done
17.	She'd do it if she ... so shy.	A) won't be
		B) weren't
		C) isn't
		D) wouldn't be
		E) hadn't been
18.	He talks as if he ... all the work himself, but in fact Tom and I did most of it.	A) had been done
		B) did
		C) had done
		D) would do
		E) would have done
19.	I wish it ... for the last three days. We might have gone out of town.	A) weren't raining
		B) would not rain
		C) would not have rained
		D) had been raining
		E) had not been raining
20.	Choose the number of the one underlined part that is not correct. I <u>wouldn't</u> (1) <u>have told</u> (2) Ann the truth <u>had I known</u> (3) that she <u>will get</u> (4) so upset.	A) 1
		B) 2
		C) 3
		D) 4
21.	Identify the type of the subordinate clause. The family occupied the two upper rooms, which was really convenient.	A) nominal predicative
		B) relative identifying
		C) adverbial clause of comparison
		D) adverbial clause of concession
		E) relative non-identifying
22.	And yet ... was something missing, a sense of excitement.	A) it
		B) there
23.	He was listening attentively to the chairman ...	A) to speak
		B) speak
		C) to be spoken
		D) to be speaking
		E) to have been speaking

24.	Why not (talk) to her yourself?	A) to talk
		B) talking
		C) talk
		D) to have talked
		E) to have been talked
25.	The plane was announced (land) in Paris because of the weather conditions.	A) to land
		B) to be landed
		C) to have landed
		D) landed
		E) to have been landing
26.	Is there anything in that new magazine worth (read).	A) read
		B) to read
		C) reading
		D) to be read
		E) to be reading
27.	I was not used ... driving a big car through crowded streets.	A) at
		B) to
		C) of
		D)) in
		E) with
28.	He would like ...some glimpses of the capital.	A) we get
		B) us to get
		C) we to get
		D) us get
		E) that we get
29.	... a lot, he can tell us a lot about other countries.	A) Travelled
		B) Having travelled
		C) Having been travelled
		D) Being travelled
		E) If travelled
30.	... the rain, we would go down to the country.	A) Supposing
		B) But for
		C) In case of
		D) Unless
		E) On condition that

Вариант № 7

№ п/п	Вопрос	Варианты ответа
1.	The doctor allowed the boy ... for a drive into the country.	A) to be taken
		B) taken
		C) to take
		D) to be taking
		E) taking

2.	Why not ... him tomorrow?	A) be phoning
		B) to phone
		C) phoning
		D) phone
3.	Define the syntactic function of the Infinitive. I found it difficult <u>to understand</u> why they had so utterly neglected the suggestion.	A) attribute
		B) adverbial modifier of attendant circumstances
		C) predicative
		D) complex object
		E) adverbial modifier of manner
4.	She stopped ... make up as she understood it could spoil her pretty face.	A) wearing
		B) to have been wearing
		C) to be wearing
		D) to wear
		E) having worn
5.	He denied ... the secret information.	A) to be given
		B) being given
		C) to have given
		D) having been given
		E) to have been given
6.	She was afraid ... on public transport.	A) about going
		B) to go
		C) to have gone
		D) going
		E) of going
7.	Define the syntactic function of the Participle I. "He felt sort of unappreciated," Weiss told me, <u>putting</u> it mildly.	A) adverbial modifier of manner
		B) adverbial modifier of comparison
		C) attribute
		D) parenthesis
		E) adverbial modifier of reason
8.	Do you smell something ... ?	A) burn
		B) to burn
		C) being burnt
		D) burning
9.	Ice ... , the two former rivals grew still more affectionate.	A) broking
		B) having broken
		C) having been broken
		D) to be broken
10.	I won't speak with him ... at me like that.	A) stare
		B) having stared
		C) being stared
		D) staring
		E) to be staring

11.	Preparations ..., we hired a cab and hurried off.	A) having completed
		B) completing
		C) to have been completed
		D) completed
		E) to complete
12.	Define the syntactic function of the Participle II. John will speak for hours, unless <u>interrupted</u> .	A) predicative
		B) adverbial modifier of condition
		C) attribute
		D) adverbial modifier of manner
		E) adverbial modifier of concession
13.	The box was too heavy. You ... someone to help you.	A) ought to ask
		B) must ask
		C) might ask
		D) should have asked
		E) were to ask
14.	Choose the right variant to translate the given phrase. Нельзя делать	A) had not to do
		B) mustn't do
		C) cannot do
		D) wasn't do
		E) shouldn't do
15.	The door ... open.	A) would not
		B) might not
		C) needn't to
		D) should not
16.	What did I say? You're looking at me as if I ... from outer space.	A) came
		B) come
		C) would come
		D) would have come
		E) have come
17.	... about it he will probably never speak to me again.	A) Had Ed learned
		B) Should Ed learn
		C) Were Ed learned
		D) Did Ed learn
		E) Would Ed learn
18.	If only we ... a computer! It's depressing having no communication!	A) had
		B) will be having
		C) had had
		D) would have
		E) would have had
19.	I wish somebody ... me a car.	A) bought
		B) had bought
		C) would buy
		D) buys
		E) will buy

20.	But for your help, we	A) would have never managed
		B) never managed
		C) had never have managed
		D) will never manage
		E) had never managed
21.	I think it's time you ... the truth about Edgar.	A) would learn
		B) will learn
		C) had learned
		D) have learned
		E) learned
22.	Define the communicative type of the sentence. Isn't it an exciting journey!	A) declarative
		B) interrogative
		C) imperative
		D) exclamatory
23.	Most people, ... they are really honest with themselves, will admit they like sports at least a little bit.	A) whichever
		B) because
		C) until
		D) as if
		E) providing that
24.	Identify the type of the subordinate clause. Unless somebody interferes, there may be a disaster.	A) adverbial clause of concession
		B) relative non-identifying
		C) adverbial clause of time
		D) adverbial clause of condition
		E) nominal predicative
25.	He was never heard (complain) of difficulties.	A) to have complained
		B) to complain
		C) to have been complaining
		D) be complaining
		E) complained
26.	The smell is wonderful. Jane seems (cook) something.	A) to cook
		B) to be cooking
		C) to have cooked
		D) is cooking
		E) to have been cooking
27.	He kept (think) over what he had felt that night..	A) think
		B) thinking
		C) to think
		D) to have been thinking
		E) to have thought
28.	You've missed the opportunity ... visiting this historical place.	A) in
		B) at
		C) of
		D) on
		E) with

29.	It's ... what destination to choose.	A) for Mike to decide
		B) Mike for deciding
		C) Mike to decide
		D) to Mike decide
		E) to Mike to decide
30.	The problem ..., the students solved it at once.	A) while easy
		B) having been easy
		C) when easy
		D) being easy
		E) be easy

Вариант № 8

№ п/п	Вопрос	Варианты ответа
1.	... him about it the same night was out of the question.	A) To be telling
		B) To have told
		C) To be told
		D) Being told
		E) To tell
2.	They made it a rule for them ... at least twice a week.	A) go running
		B) to have gone running
		C) going running
		D) have been gone running
		E) to go running
3.	I hope ... this by Christmas.	A) to finish
		B) to have been finished
		C) to have finished
		D) to be finishing
		E) finish
4.	Define the syntactic function of the Gerund. It's no use <u>your telling</u> me not to worry.	A) direct object
		B) attribute
		C) complex subject
		D) predicative
		E) adverbial modifier of attendant circumstances
5.	Kate would not dream ... such a thing to anyone.	A) to say
		B) of saying
		C) saying
		D) about saying
		E) having said
6.	It's worth while ... the medicine. It's very affective.	A) to take
		B) to have taken
		C) having been taken
		D) taking

7.	The woman ... in the office has applied for a job here.	A) waited
		B) having been waited
		C) waiting
		D) to be waiting
8.	She had a hand on his shoulders and was including herself in the pictures ...	A) being taken
		B) taken
		C) having been taken
		D) having taken
9.	... the girl only once, I didn't recognize her.	A) Having seen
		B) Seeing
		C) Having been seen
		D) Seen
10.	Don't keep me	A) waiting
		B) to wait
		C) waited
		D) being waited
		E) to be waiting
11.	"Tell you what", said Gideon, as if ... with a new idea.	A) having been struck
		B) to have struck
		C) struck
		D) striking
		E) having struck
12.	Define the syntactic function of the Participle II. He looks <u>perplexed</u> and <u>troubled</u> .	A) adverbial modifier of manner
		B) adverbial modifier of comparison
		C) attribute
		D) complex object
		E) predicative
13.	If Tom ... phone while I'm out, tell him I'll phone him back later.	A) must
		B) should
		C) will
		D) can
		E) might
14.	Choose the right variant to translate the given phrase. И где они только купили это пальто?!	A) Where must they have bought such a coat!
		B) Where should they have bought such a coat!
		C) Where might they buy such a coat!
		D) Where could they have bought such a coat!
		E) Where did they have to buy such a coat!
15.	The phone rang, but I didn't hear it. I ... asleep.	A) could have been
		B) ought to be
		C) must have been
		D) could be
		E) must be
16.	If I ... my job, I would be better off now.	A) hadn't lost
		B) didn't lose
		C) haven't lost
		D) don't lose
		E) wouldn't lose

17.	Choose the number of the one underlined part that is not correct. Would I have (1) <u>realized</u> (2) this <u>was</u> (3) the right thing to do, I <u>would have</u> (4) <u>done</u> (5) it sooner.	A) 1
		B) 2
		C) 3
		D) 4
		E) 5
18.	The committee proposed that the president ... suspended.	A) to be
		B) be
		C) were
		D) is
		E) had been
19.	I ... those people sitting in front of us would stop talking.	A) would rather
		B) should hope
		C) hope
		D) wish
		E) had better
20.	I'd rather Jack ... on an earlier train.	A) would leave
		B) leaves
		C) would have left
		D) had left
		E) left
21.	If it ... for you, we'd never have got there on time.	A) wouldn't be
		B) hadn't been
		C) wouldn't have been
		D) weren't
		E) isn't
22.	He's got a very bad cough. He ... out.	A) would sooner not had gone
		B) would rather not to go
		C) had better not to go
		D) would rather not have gone
		E) had better not go
23.	Identify the type of the subordinate clause. Whoever moves in next needs to redecorate the flat.	A) relative non-identifying
		B) adverbial clause of manner
		C) nominal subject
		D) adverbial clause of condition
		E) nominal predicative
24.	She wrote to Larry daily, but ... was eight weeks before she received his first letter.	A) it
		B) there
25.	We are all looking forward ... your friends.	A) of seeing
		B) to see
		C) for seeing
		D) to seeing
		E) for see
26.	Simon was the last person (arrive) at the office.	A) arrive
		B) to arrive
		C) to have arrived
		D) have arrived
		E) to be arriving

27.	I never knew him (please) with anything.	A) to please
		B) to be pleased
		C) pleased
		D) to have pleased
		E) to have been pleased
28.	Our new employee has no experience ... managing people.	A) in
		B) at
		C) with
		D) on
		E) for
29.	I can't go now. I'm waiting ...	A) for coming the manager
		B) the manager to come
		C) the manager come
		D) for the manager to come
		E) for the manager coming
30.	The film ... in the talk-show yesterday was interesting.	A) discussed
		B) discussing
		C) being discussed
		D) having discussed
		E) having been discussed

Вариант № 9

№ п/п	Вопрос	Варианты ответа
1.	I'm so glad for you ... at last.	A) to come
		B) to be coming
		C) coming
		D) to have been coming
		E) to have come
2.	I paused a moment and watched the bus ...	A) to have stopped
		B) to be stopping
		C) stop
		D) to be stopped
		E) to stop
3.	I can't get him ... it properly.	A) to do
		B) do
		C) doing
		D) to have done
		E) done
4.	Define the syntactic function of the Gerund. What annoyed me most was <u>his being invited</u> there regularly	A) adverbial modifier of condition
		B) attribute
		C) object
		D) complex predicative
		E) subject
5.	He was proud ... appointed to that important post.	A) of having been appointed
		B) to be appointed
		C) of being appointed
		D) to have been appointed
		E) to have appointed

6.	Fancy us ... to walk a mile in a wind like that!	A) to walk
		B) walking
		C) to have walked
		D) to have been walking
7.	They broke this window when ... to get into the house.	A) were trying
		B) having tried
		C) having been tried
		D) trying
8.	Unable to attend the conference ... at the University, we asked to be sent the type-written reports.	A) having held
		B) having been held
		C) being held
		D) to have been held
9.	She shivered with fright as if ... the danger.	A) having realized
		B) realizing
		C) realize
		D) to have realized
10.	She looked at the picture ... it.	A) having been admired
		B) to have admired
		C) admiring
		D) having admired
11.	Define the syntactic function of the Participle II. People <u>treated</u> in polyclinics are called out-patients.	A) adverbial modifier of manner
		B) adverbial modifier of comparison
		C) attribute
		D) predicative
		E) adverbial modifier of concession
12.	The speaker made himself ... with the help of a microphone.	A) to be heard
		B) heard
		C) hear
		D) hearing
13.	Jane is not here. She ... home.	A) has to go
		B) must go
		C) could go
		D) must have gone
		E) should have gone
14.	Choose the right variant to translate the given phrase. Не нужно делать	A) don't need to do
		B) don't have to do
		C) haven't got to do
		D) needn't do
		E) might not do
15.	The trip was cancelled last week. Paul ... anyway because he was ill.	A) couldn't go
		B) might not have gone
		C) should not have gone
		D) needn't have gone
		E) couldn't have gone

16.	... the government to cut Value Added Tax, prices would fall.	A) Is
		B) Are
		C) Were
		D) Had been
		E) Would be
17.	Even though the way were twice as short we ... the train all the same, for I got the schedule mixed up.	A) would miss
		B) had missed
		C) missed
		D) will have missed
		E) would have missed
18.	It ... if you ... me know what you saw.	A) had helped, would let
		B) would help, would be let
		C) would have helped, had let
		D) helped, let
19.	John and Mary have been engaged now for over ten years. It's time they	A) get married
		B) would get married
		C) had got married
		D) would have got married
		E) got married
20.	We require that all receipts ... to the committee for approval.	A) submitted
		B) submit
		C) to submit
		D) have been submitted
		E) be submitted
21.	Which option expresses a desire for someone to change their deliberate behavior? I wish I were more energetic. (1) If only you knew how much trouble you have caused. (2) I wish you would stop looking at me like that. (3) I wish you hadn't been driving so fast! (4) I wish that you had told me about this before I booked the tickets. (5)	A) 1
		B) 2
		C) 3
		D) 4
		E) 5
22.	... 's very warm in here. Can we open a window?	A) It
		B) There
23.	Define the communicative type of the sentence. Visit this country and you won't be disappointed.	A) declarative
		B) interrogative
		C) imperative
		D) exclamatory

24.	Define the structural type of the sentence. The baggage handlers strike has not yet been resolved, consequently all out-going flights will be subject to delay.	A) compound
		B) complex
25.	The poem is believed (write) by Byron.	A) to be written
		B) be written
		C) to have been written
		D) have been written
		E) was written
26.	CIA is reported (arrest) two terrorists a week ago.	A) to arrest
		B) to have arrested
		C) arrested
		D) to have been arresting
		E) to have been arrested
27.	He kept (think) over what he had felt that night..	A) think
		B) thinking
		C) to think
		D) to have been thinking
		E) to have thought
28.	The first thing ... is to decide where to travel.	A) you to do
		B) for your doing
		C) for you to do
		D) to do for you
		E) to you to do
29.	He was silent for a while as if ... for my reply.	A) waiting
		B) waited
		C) being waited
		D) having waited
		E) has waited
30.	Tourists were standing ... by the spectacular view of Scotland landscape.	A) fascinated
		B) fascinating
		C) having been fascinated
		D) having fascinated
		E) be fascinated

Вариант № 10

№ п/п	Вопрос	Варианты ответа
1.	He arrived at three o'clock ... that Alice had gone out with the car at ten.	A) to hear
		B) to be hearing
		C) to have heard
		D) hearing
		E) to be heard

2.	The prices in the country are reported ... again.	A) to rise
		B) rising
		C) having risen
		D) to have risen
		E) risen
3.	I had no choice. I was made ... their terms.	A) accept
		B) accepting
		C) to accept
		D) accepted by
		E) to have accepted by
4.	Define the syntactic function of the Gerund. He put the letter away without <u>reading</u> it.	A) adverbial modifier of reason
		B) adverbial modifier of attendant circumstances
		C) attribute
		D) predicative
		E) adverbial modifier of time
5.	The sportsman deserves	A) to have been praised
		B) praising
		C) to be praising
		D) to have been praised
		E) being praised
6.	Define the syntactic function of the Gerund. For any popular play you can't get tickets without <u>booking</u> them in advance.	A) adverbial modifier of time
		B) adverbial modifier of manner
		C) adverbial modifier of condition
		D) object
		E) attribute
7.	They don't allow ... here.	A) smoking
		B) to smoke
		C) smoke
		D) to be smoking
8.	I felt a bitter envy towards the two small boys ... along the path.	A) walk
		B) having walked
		C) having been walked
		D) walking
9.	Do you know the man ... in the middle of the first row?	A) having set
		B) set
		C) sitting
		D) to be sitting
10.	... our shoes, we tiptoed into the nursery.	A) Taken off
		B) Taking off
		C) Having been taken off
		D) Having taken off

11.	George had his nose ... in a fight.	A) broken
		B) broke
		C) having broken
		D) broking
		E) to be broken
12.	I consider him ... at the local theatre.	A) engaged
		B) engage
		C) having been engaged
		D) to have engaged
		E) engaging
13.	Define the syntactic function of the Participle II. I never heard him <u>spoken</u> of badly.	A) attribute
		B) object
		C) adverbial modifier of manner
		D) predicative
		E) complex object
14.	You ... the flowers, I watered them yesterday.	A) needn't have watered
		B) couldn't have watered
		C) might have watered
		D) need have not watered
		E) wouldn't have watered
15.	Choose the right variant to translate the given phrase. Неужели она сейчас спит?	A) can she be sleeping now?
		B) could she sleep now?
		C) could she be able sleeping now?
		D) could she be sleeping now?
		E) should she be sleeping now?
16.	... you hold the door open for me, please?	A) May
		B) Would
		C) Might
		D) Shall
		E) Ought
17.	But for Jim who was gloomy the party ... more fun.	A) would had been
		B) had been
		C) were
		D) would have been
		E) was
18.	I'm so tired. It's time I ... a holiday.	A) have had
		B) had
		C) had had
		D) would have
		E) would have had
19.	... her for one moment, I wouldn't have refused to help.	A) Believed I
		B) Would I believe
		C) Had I believed
		D) Would I have believed
		E) Have I believed

20.	If she had the chance she'd rather ... 100 year ago.	A) had lived
		B) have lived
		C) would live
		D) would have lived
		E) has lived
21.	I'd rather you ... me after 10 P.M. yesterday.	A) hadn't called
		B) didn't call
		C) wouldn't be calling
		D) would have called
		E) haven't called
22.	You have two hours to complete this exam. ... early, you may turn in your papers and leave the room quietly.	A) should finish
		B) should you finish
		C) shall you finish
		D) should you have finished
		E) you should finish
23.	Choose the number of the one underlined part that is not correct. We <u>insist</u> (1) <u>that</u> (2) Kim <u>pays</u> (3) <u>us</u> (4) back the money immediately.	A) 1
		B) 2
		C) 3
		D) 4
24.	Supposing your parents ... , how would you have felt?	A) refused
		B) had refused
		C) refuse
		D) have refused
		E) would refuse
25.	Rather than (walk) for half an hour, I'll take a taxi.	A) walking
		B) to walk
		C) to have been walking
		D) have walked
		E) walk
26.	The only sound (hear) was the ticking of the clock downstairs.	A) to hear
		B) to have heard
		C) to be heard
		D) to have been heard
		E) be heard
27.	I saw quite clearly the benefit I was capable ... getting from travel.	A) in
		B) from
		C) at
		D) of
		E) out
28.	If I met Brad Pitt, I (to ask) for his autograph.	A) will ask
		B) asked
		C) would ask
		D) will have asked
		E) would have asked

29.	Had I heard any news, I (to tell) you immediately.	A) will tell
		B) would tell
		C) have told
		D) would have told
		E) am going to tell
30.	I'd rather you the dog sit in the front of the car.	A) not letting
		B) didn't let
		C) not have let
		D) doesn't let
		E) not to let

Ключи к тестовым контрольным заданиям

Вопрос	Ответ									
	1 вар	2 вар	3 вар.	4 вар.	5 вар.	6 вар.	7 вар	8 вар.	9 вар.	10 Вар.
1	B	C	A	C	B	D	A	E	E	A
2	B	C	D	D	A	B	D	E	C	D
3	A	B	A	E	B	B	D	C	A	C
4	A	A	B	D	A	C	A	C	D	B
5	E	D	E	C	B	C	D	B	A	B
6	B	C	A	C	B	E	E	D	B	C
7	E	A	C	C	D	A	D	C	D	A
8	D	C	A	D	B	C	D	A	C	D
9	B	E	B	A	C	E	C	A	B	C
10	D	D	C	D	B	E	D	A	C	B
11	C	A	C	A	C	C	D	C	C	A
12	D	B	A	A	B	A	B	E	B	A
13	B	C	A	A	B	E	D	B	D	E
14	C	E	B	D	E	C	B	D	D	A
15	B	B	A	B	E	B	A	C	E	D
16	D	C	D	A	A	D	A	A	C	B
17	B	C	D	D	D	B	B	A	E	D
18	C	A	A	B	D	C	A	B	C	B
19	C	B	C	C	D	E	C	D	E	C
20	D	A	C	C	B	D	A	E	E	B
21	A	C	A	A	D	E	E	B	C	A
22	C	B	C	B	D	B	D	E	A	B
23	A	D	C	E	A	B	E	C	C	C
24	E	E	C	A	B	C	D	A	A	B
25	C	B	A	C	A	C	B	D	C	E
26	D	C	B	B	B	C	B	B	B	C
27	C	B	C	B	A	B	B	B	B	D
28	C	A	D	C	D	B	C	A	C	C
29	B	A	C	D	E	B	A	D	A	D
30	C	C	A	D	A	B	D	A	A	B

2.4. Перечень вопросов к дифференцированному зачету

1. Fragmentation in English: forms, role and functions.
2. Complete sentences.
3. Incomplete sentences.
4. Emphatic constructions.
5. Inversion and its types.
6. Theme and rheme: concept, difference.
7. Theme and rheme aspect: actual division of a sentence.
8. Word order and its role in shaping theme and rheme in a sentence.
9. Theme and rheme: functional perspective of a sentence.
10. Grammar of a text: concept, role in different types of texts.
11. The words connecting parts of sentences and text fragment.
12. Connectivity as an attribute of narration.
13. Subsequence as an attribute of narration.
14. Logicality as an attribute of narration.
15. Grammatical means of expressing subsequence, connectivity and logicality.
16. Coordinating conjunctions (and, nor, for, but, or, so, yet, etc.)
17. Subordinating conjunctions (because, since, as, if, unless, while, before, after, when, until, etc.)
18. Correlative conjunctions (both\and, either\or, neither\nor).
19. Conjunctive adverbs (also, besides, therefore, that is, however, meanwhile, etc.).
20. Interjections: what do they express? (Oh, dear! Alas! Hooray! Right! Absolutely! Wow! , etc.).
21. Particles: types and meaning (only, merely, even, never, at all, just, exactly, also, too, as well, etc.).

2.5. Перечень вопросов к зачету

1. Sentence as a unit of communication.
2. Sentence structure in oral and written communication.
3. Interrogative sentences: types, word order, communicative aim.
4. Exclamatory sentences: word order, structure, communicative aim.
5. Declarative sentences: word order, structure, communicative aim.
6. Emotive component in different communicative types of sentences.
7. Compound sentences.
8. Complex sentences.
9. Subordinate clauses.
10. Subordinate attributive clauses and their types.
11. Subordinate adverbial clauses and their types.
12. Subordinate noun clauses and their types.
13. Structure of subordinate noun clauses and influence of modality on it.
14. Relative pronouns: stylistic peculiarities of their use.
15. Connectivity as an attribute of storytelling.
16. Subject and Predicate: syntactic function.
17. Subject – predicate agreement in oral and written speech.
18. Verbals and their use in oral and written speech.
19. Phrasal Verbs: semantics and peculiarities of use.
20. Adjectives and adverbs: situational use.
21. Principal parts of the sentence: connection between them.
22. Subordinate parts of the sentence.
23. Compound adjectives in English: formation and types.
24. Word order: grammatical aspect.
25. Word order: semantical and stylistical aspects.

3. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

3.1. Учебная программа

ЧАСТНОЕ УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ
«ИНСТИТУТ СОВРЕМЕННЫХ ЗНАНИЙ ИМЕНИ А.М.ШИРОКОВА»

УТВЕРЖДАЮ

Ректор Института современных знаний
имени А.М.Широкова

А.Л.Капилов

25.06.2025

Регистрационный № УД-02-12/уч.

КОММУНИКАТИВНАЯ ГРАММАТИКА II ПЕРВОГО ИНОСТРАННОГО ЯЗЫКА

Учебная программа учреждения высшего образования
по учебной дисциплине для специальности

6-05-0231-03 Лингвистическое обеспечение межкультурной коммуникации
(английский язык и второй иностранный язык)

2025 г.

Учебная программа составлена на основе типовой учебной программы по модулю «Коммуникативная грамматика первого иностранного языка» от 01.08.2022 г., регистрационный № ТД-Е.911/тип. и учебного плана по специальности

СОСТАВИТЕЛИ:

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РЕКОМЕНДОВАНА К УТВЕРЖДЕНИЮ:

Кафедрой менеджмента и коммуникаций Частного учреждения образования «Институт современных знаний имени А.М.Широкова»
(протокол № 12 от 29.05.2025);

Научно-методическим советом Частного учреждения образования «Институт современных знаний имени А.М.Широкова»
(протокол № 5 от 25.06.2025)

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Учебная дисциплина «Коммуникативная грамматика II» является продолжением учебной дисциплины «Коммуникативная грамматика I» (26.06.2023, регистрационный № УД-02-16/уч.) и обеспечивает глубокую и всестороннюю подготовку будущего специалиста по межкультурным коммуникациям, а также стимулирует дальнейшее профессионально-ориентированное совершенствование уровня владения иностранным языком.

Целью изучения учебной дисциплины «Коммуникативная грамматика II» является формирование системного представления об основных понятиях и закономерностях строя изучаемого языка с учетом его литературной нормы и узуальных особенностей, а также развитие и совершенствование языковой компетенции для осуществления успешной и практической деятельности специалиста по межкультурным коммуникациям в устной и письменной форме.

Основные задачи изучения:

- развитие умений и совершенствование навыков использования грамматических единиц и структур в зависимости от целей коммуникации и коммуникативного намерения говорящего в соответствии с нормами языка;
- развитие компенсаторных умений в рецептивных и продуктивных видах речевой деятельности;
- формирование навыков дифференцированного использования грамматических средств в различных стилях и жанрах устной и письменной коммуникации;
- развитие умений создания связных текстов с использованием различных способов свертывания и развертывания;
- совершенствование навыков и развитие умений самоконтроля в самокоррекции грамматических ошибок.

Изучение учебной дисциплины «Коммуникативная грамматика II» направлено на формирование следующих компетенций:

- осуществлять коммуникации на иностранном языке для решения задач межличностного и межкультурного взаимодействия;
- осуществлять иноязычную коммуникацию в соответствии с нормой и с учетом узуальных особенностей грамматической системы иностранного языка.

В результате изучения учебной дисциплины студент должен

знать:

- грамматический состав предложения, типы и средства выражения его членов;
- особенности синтаксической организации предложения;
- специфику синтаксической сочетаемости слов в составе предложения с учетом литературной нормы языка и узуальных особенностей;
- способы выражения предикации и атрибуции в различных сферах коммуникации, в устной и письменной речи;

уметь:

- использовать изученные грамматические структуры адекватно ситуациям речевого общения в устной и письменной речи;
- создавать связные тексты монологического и диалогического характера с соблюдением грамматических правил и норм изучаемого иностранного языка, а также средств обеспечения связности и целостности текста;
- идентифицировать и комментировать употребление изученных грамматических явлений в связной устной и письменной речи;
- распознавать и аргументировано исправлять грамматические ошибки в речи, используя взаимно-и самоконтроль;

иметь навыки:

- владения приемами определения ситуации и функционального стиля по грамматической структуре;
- развертывания и свертывания текстов;
- обеспечения связности и целостности текста.

Общее количество часов, отводимое на изучение учебной дисциплины «Коммуникативная грамматика II», составляет 144 академических часа, из них 70 часов – практические занятия. Самостоятельная работа – 74 часа.

Текущая аттестация проводится 1 раз в семестр в следующих формах по выбору: тесты, устный опрос во время занятий, выполнение коммуникативных заданий и кейсов.

Форма промежуточной аттестации – зачет, дифференцированный зачет.

СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

Тема 1. Предложение-высказывание как единица коммуникации.

Семантическая и структурная типология предложения

Повествовательные, вопросительные и восклицательные предложения. Структура предложения в устной и письменной речи. Различные типы вопросительных предложений и их употребление в письменной и устной речи, формальной и неформальной коммуникации. Средства выражения эмотивного компонента в различных коммуникативных типах предложений.

Тема 2. Стилистический и функциональный аспекты синтаксической структуры предложения

Сложносочиненное и сложноподчиненное предложение, предложение с разными видами связи. Типы и средства связи между членами и частями предложения. Связность как атрибут сторителлинга. Придаточные номинативные предложения и их виды. Влияние модальности на структуру придаточных подлежащих предложений. Придаточные определительные предложения и их виды: идентифицирующие и неидентифицирующие. Стилистические особенности употребления относительных местоимений. Придаточные обстоятельственные предложения и их виды.

Тема 3. Способы выражения предикации и атрибутивности в различных сферах коммуникации

Синтаксическая функция «подлежащее», «сказуемое». Разноуровневые способы выражения подлежащего. Роль валентных свойств глагола в структурировании предложения. Стилистические и географические особенности употребления различных конструкций с глаголами. Грамматическое и смысловое согласование подлежащего и сказуемого в письменной и устной речи. Дифференциация и трудности употребления неличных форм глагола. Типовые модели

с инфинитивом, герундием, причастием. Неличные формы глагола и требования к стилю. Семантика и особенности функционирования фразовых глаголов.

Способы выражения атрибуции. Прилагательные как атрибуты и предикативы. Составные прилагательные. Ситуативное употребление прилагательных и наречий. Альтернативное использование прилагательных и наречий.

Тема 4. Грамматический, семантический аспекты порядка слов

Порядок слов в предложении: грамматический, семантический и стилистический аспекты. Законченные и незаконченные предложения. Фрагментарность. Влияние стилистических особенностей употребления на порядок слов в предложении. Эмфатические конструкции. Инверсия и ее виды.

Тема 5. Тема и рема. Функциональная перспектива предложения

Тема-рематическое членение предложения и употребление различных членов предложения. Роль порядка слов (прямого и инвертированного) в оформлении темы и ремы в предложении.

Тема 6. Грамматика текста

Типы связи между членами и частями предложения. Союзы, союзные слова, наречия, местоимения, частицы, междометия, связывающие части предложения и фрагменты текста: соединительные, противительные, причинно-следственные, разделительные. Связность как атрибут нарратива. Связность, последовательность и логичность изложения разных типов текстов и грамматические средства их выражения.

УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов					Форма контроля
		Лекции	Семинарские занятия	Практические занятия	Лабораторные занятия	Количество часов СРС	
	2	3	4	5	6	7	8
1.	Предложение-высказывание как единица коммуникации. Семантическая и структурная типология предложения			14		10	Фронтальный и индивидуальный опрос, грамматический анализ текста
2.	Стилистический и функциональный аспекты синтаксической структуры предложения			12		8	Устный опрос, комментирование текста, решение тестовых заданий
3.	Способы выражения предикации и атрибутивности в различных сферах коммуникации			8		6	Письменные, групповые и индивидуальные задания, комментирование текста, диалог
4.	Грамматический, семантический аспекты порядка слов			2			Комментирование текста, тест на множественный выбор
5.	Промежуточная аттестация					12	зачет
6.	Грамматический, семантический аспекты порядка слов			4		8	Комментирование текста, тест на множественный выбор
7.	Тема и рема. Функциональная перспектива предложения			8		6	Выступление с устными сообщениями, комментирование текста
8.	Грамматика текста			22		12	Анализ структуры и содержания текста
9.	Промежуточная аттестация					12	дифференцированный зачет
ВСЕГО: 144 часа				70		74	

ИНФОРМАЦИОННО - МЕТОДИЧЕСКАЯ ЧАСТЬ

Перечень основной литературы

1. Практическая грамматика английского языка: артикль = Practical English Grammar: the Article: учеб. пособие / Н. П. Семенова [и др.] ; Мин. гос. лингвист. ун-т. – Минск : Лексис, 2022. – 152 с.
2. Свистун, Т. И. Коммуникативная грамматика английского языка – A Communicative Grammar of English : электр. учеб-метод. комплекс для студентов спец. «1-23 01 02 Лингвистическое обеспечение межкультурной коммуникации (по направлениям)» : в 2 ч. 1 / Т. И. Свистун [и др.]. – Минск : МГЛУ, 2021.
3. Hewings, M Grammar and Vocabulary for Advanced (with answers) [Electronic resource] / M. Hewings. – Cambridge, 2015. – 278 p.
4. Swan, M. Practical English Usage / M. Swan. – Oxford : Oxford Univ, Press, 2017. – 768 p.
5. Бендецкая, М. Е. Практическая грамматика английского языка: неличные формы глагола – A. Practical English Grammar: Non-finite Verb Forms : учеб. пособие / М. Е. Бендецкая. – 7-е изд. – Минск : Лексис, 2022. – 172 с.

Перечень дополнительной литературы

1. Английский глагол: выражение условных и нереальных действий = The English Verb: практикум по грамматике англ.яз / Т.Н.Андреева [и др.]; под ред. М. Г. Боговой. – Минск : МГЛУ, 2009. – 167 с.
2. Бессонова, О. В. Практикум по грамматике английского языка = English Grammar Practice Book / О. В. Бессонова. – Минск : МГЛУ, 2008. – 166 с.
3. Рахунок, Т. В. Практическая грамматика английского языка. Неличные формы глагола: инфинитив, причастие, герундий = English Grammar Practice. Non- finite Verb Forms: the infinite, the participle, the gerund : учеб. пособие / Т.В. Рахунок [и др.]. – Минск : Лексис, 2014. – 226 с.

4. Инфинитив и его функции [Электронный ресурс] = Infinite and Its Functions : практикум по грамматике англ. яз. : сетевое электрон. учеб. изд. / М. Г. Богова [и др.]; под ред. М. Г. Боговой. – Минск : МГЛУ, 2021.

5. Карпилович, Т. П. Коммуникативная грамматика английского языка = A Communicative Grammar of English: учеб-метод. пособие в 2 ч. Ч. 1 / Т. П. Карпилович [и др.]. – Минск : МГЛУ, 2007. – 139 с.

6. Hewings, M. Advanced Grammar in Use / M. Hewings. – Cambridge : Cambridge Univ. Press, 2001. – 340 p.

7. Leech, G. A / Communicative Grammar of English [Electronic resource] / G. Leech, J. Svartvik. London ; New York : Routledge, 2013/ – 490 p.

8. Swan, M. How English Works: a Grammar Practice Book / M. Swan, C. Walter. – Oxford : Oxford Univ. Press, 2003. – 358 p.

Требования к выполнению самостоятельной работы студентов

№ п/п	Название раздела, темы	Кол-во часов на СРС	Задание	Форма выполнения	Цель и задача СРС
1	Предложение-высказывание как единица коммуникации. Семантическая и структурная типология предложения	10	Комментирование текстов	Беседа по выполненному заданию	Активизация теоретических знаний, формирование практических навыков и умений
2	Стилистический и функциональный аспекты синтаксической структуры предложения	8	Стилистический и функциональный анализ предложений	Выполнение индивидуальных письменных заданий (по карточкам)	Активизация теоретических знаний, формирование практических навыков и умений
3	Способы выражения предикации и атрибутивности в различных сферах коммуникации	6	Подготовка диалогов как образцов устной коммуникации	Предъявление диалогов и их обсуждение	Активизация теоретических знаний, формирование практических навыков и умений
4	Грамматический, семантический аспекты порядка слов	8	Выполнение упражнений (трансформационных, дифференцировочных, подстановочных и т.д.)	Письменная работа	Активизация теоретических знаний, формирование практических навыков и умений
5	Тема и рема. Функциональная перспектива предложения	6	Анализ текстов с точки зрения темы и ремы	Устный опрос	Активизация теоретических знаний, формирование практических навыков и умений
6	Грамматика текста	12	Комментирование текстов: грамматический аспект	Устный опрос	Активизация теоретических знаний, формирование практических навыков и умений

**Вопросы к зачету по учебной дисциплине
«Коммуникативная грамматика II»**

1. Sentence as a unit of communication.
2. Sentence structure in oral and written communication.
3. Interrogative sentences: types, word order, communicative aim.
4. Exclamatory sentences: word order, structure, communicative aim.
5. Declarative sentences: word order, structure, communicative aim.
6. Emotive component in different communicative types of sentences.
7. Compound sentences.
8. Complex sentences.
9. Subordinate clauses.
10. Subordinate attributive clauses and their types.
11. Subordinate adverbial clauses and their types.
12. Subordinate noun clauses and their types.
13. Structure of subordinate noun clauses and influence of modality on it.
14. Relative pronouns: stylistic peculiarities of their use.
15. Connectivity as an attribute of storytelling.
16. Subject and Predicate: syntactic function.
17. Subject – predicate agreement in oral and written speech.
18. Verbals and their use in oral and written speech.
19. Phrasal Verbs: semantics and peculiarities of use.
20. Adjectives and adverbs: situational use.
21. Principal parts of the sentence: connection between them.
22. Subordinate parts of the sentence.
23. Compound adjectives in English: formation and types.
24. Word order: grammatical aspect.
25. Word order: semantical and stylistical aspects.

**Вопросы к дифференцированному зачету по учебной дисциплине
«Коммуникативная грамматика II»**

1. Fragmentation in English: forms, role and functions.
2. Complete sentences.
3. Incomplete sentences.
4. Emphatic constructions.
5. Inversion and its types.
6. Theme and rheme: concept, difference.
7. Theme and rheme aspect: actual division of a sentence.
8. Word order and its role in shaping theme and rheme in a sentence.
9. Theme and rheme: functional perspective of a sentence.
10. Grammar of a text: concept, role in different types of texts.
11. The words connecting parts of sentences and text fragment.
12. Connectivity as an attribute of narration.
13. Subsequence as an attribute of narration.
14. Logicality as an attribute of narration.
15. Grammatical means of expressing subsequence, connectivity and logicality.
16. Coordinating conjunctions (and, nor, for, but, or, so, yet, etc.)
17. Subordinating conjunctions (because, since, as, if, unless, while, before, after, when, until, etc.)
18. Correlative conjunctions (both\and, either\or, neither\nor).
19. Conjunctive adverbs (also, besides, therefore, that is, however, meanwhile, etc.).
20. Interjections: what do they express? (Oh, dear! Alas! Hooray! Right! Absolutely! Wow! , etc.).
21. Particles: types and meaning (only, merely, even, never, at all, just, exactly, also, too, as well, tec.).

ПЕРЕЧЕНЬ РЕКОМЕНДУЕМЫХ СРЕДСТВ ДИАГНОСТИКИ

В качестве средств диагностики компетенций студентов предлагаются:

- устный опрос;
- решение тестовых заданий;
- фронтальный и индивидуальный опрос;
- комментирование структуры текста;
- грамматический анализ текста.

ПРОТОКОЛ СОГЛАСОВАНИЯ УЧЕБНОЙ ПРОГРАММЫ

Название учебной дисциплины, с которой требуется согласование	Название кафедры	Предложения об изменении в содержании учебной программы по изучаемой учебной дисциплине	Решение, принятое кафедрой, разработавшей учебную программу (с указанием даты и номера протокола)

ДОПОЛНЕНИЯ И ИЗМЕНЕНИЯ К УЧЕБНОЙ ПРОГРАММЕ на 20 __/20__ учебный год

№ п/п	Дополнения и изменения	Основание

Учебная программа пересмотрена и одобрена на заседании кафедры менеджмента и коммуникаций (протокол №__ от . .20____)

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(ученая степень, ученое звание)

(подпись)

(И.О.Фамилия)

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(ученая степень, ученое звание)

(подпись)

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3.2. Перечень литературы

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5. John Eastwood, Ronald Mackin A Basic English Grammar with Exercises.– Self-Study Edition : Oxford University Press. – 1980. – 238 p.
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3. Mark Foley and Diane Hall. Advanced Learners' Grammar. – Pearson Education Limited. 2003. – 374 p.

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