

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ  
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«ЕЛЕЦКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМ. И.А. БУНИНА»

Институт филологии

Кафедра романо-германских языков и перевода

**Ю.А. Трегубова**

**СБОРНИК ЗАДАНИЙ  
ПО ТЕОРЕТИЧЕСКОЙ ГРАММАТИКЕ  
АНГЛИЙСКОГО ЯЗЫКА**

**Учебно-методическое  
пособие**

Елец – 2021

УДК 37  
ББК 81.2 Англ  
Т 66

Печатается по решению редакционно-издательского совета  
Елецкого государственного университета имени И.А. Бунина  
от 28. 01. 2021 г., протокол № 1

Рецензенты:

*В.Ю. Лебедева*, доцент кафедры иностранных языков и методики их преподавания ЕГУ им. И.А. Бунина;

*Н.Б. Аброськина*, старший преподаватель кафедры романо-германских языков и перевода ЕГУ им. И.А. Бунина.

**Ю.А. Трегубова**

**Т 66** Сборник заданий по теоретической грамматике английского языка: учебно-методическое пособие. – Елец: Елецкий государственный университет им. И.А. Бунина, 2021. – 47 с.

Пособие состоит из 10 разделов, в которых представлены вопросы и задания по различным аспектам теоретической грамматики английского языка, предназначенные для студентов, обучающихся по направлениям «Лингвистика», «Педагогическое образование». Вопросы и задания подобраны с учетом тематики лекций, изучаемых студентами в рамках дисциплины «Теоретическая грамматика английского языка», что позволит студентам дополнительно совершенствовать знания по данным темам.

В пособии представлен глоссарий грамматических терминов, а также список учебников, учебных пособий и Интернет-ресурсов для подготовки к семинарским занятиям и экзамену по дисциплине «Теоретическая грамматика английского языка». Предлагается итоговый тест для актуализации полученных знаний по данной дисциплине.

Учебно-методическое пособие адресовано студентам, обучающимся по направлениям «Лингвистика», «Педагогическое образование», он также может быть полезен преподавателям и учителям английского языка, методистам, студентам различных учебных заведений, изучающим английский язык и английскую грамматику.

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## SEMINAR 1. MORPHOLOGY

**Task 1.** Answer the following questions.

1. What does morphology study?
2. What is the central notion of morphology?
3. What is understood as a morpheme?
4. What is inflection (ending)?
5. What is suffix?
6. What is the difference between inflectional and derivational affixes?

Give examples.

7. Can different morphemes be homonymous? Give examples.
8. What is a zero morpheme? What does it indicate?
9. What are the notions of the “allo-emic” theory?
10. What are free and bound morphemes? Give examples.
11. What are overt and covert morphemes? Give examples.
12. What are segmental and supra-segmental morphemes? Give examples.
13. What other types of morphemes do you know?

**Task 2.** Give the definitions of the following notions: morphology, morpheme, allomorph, word, root morpheme, affixal morpheme (affix), allomorphs, eme-terms.

**Task 3.** Give the morphemic analysis of the following words: conception, perceptible, ungentlemanly, bakers, receptable, headache, fatherhood, horrify, underestimate, disagreeable, failing, unconscious, hindrance, arrival, clearness, starvation, scientists, forecast, headmastership, sightseers.

**Task 4.** Explain the grammatical meaning of the following inflectional affixes: -s, -ed, -ing, -en, -s, -'s, -er, -est.

**Task 5.** Make the new words with the help of the following affixes and translate them as in the example: help (помогать) – helpful (услужливый), helpfulness (услужливость), unhelpful (неуслужливый), helpless (беспомощный), helplessness (беспомощность).

Affixes: un-, mis-, im-, in-, -il, dis-; -ful, -ity, -less, -ness, -ment, -able.

Words: possible, polite, stress, agree, legal, use, like, taste, understand, hope, care, mortal, human, success, popular, profit, thought.

**Task 6.** Divide the following morphemes into free and bound sets.

ation, under, cover, nation, dis, pre, post, skill, ous, beauty, angle, ible, infra, full, out, ing, help, fy.

**Task 7.** Identify the morphemes for each of the following words, in the order that they appear in the word.

Inputs, components, elements, Indo-European, Persian, within, another, notable, progressive, wooden, stony, relation, functional, caused, considerable,

applies, visible, serves, situation, delegation, appositively, impersonal, everybody, compounds, notes, discussing, eighteenth, birthday, intransitive, rumours, repeated, informally, wishes, something, happily, endless.

## SEMINAR 2. PARTS OF SPEECH

**Task 1.** Answer the following questions:

1. What are parts of speech?
2. What are the main principles of classification of parts of speech?
3. What are the meaning, form and function of parts of speech?
4. What is the subdivision of nouns, verbs, adjectives?
5. How many parts of speech are distinguished?
6. What are the other classifications of parts of speech (O. Jespersen, A. Smirnitsky, L. Barkhudarov, M. Blokh)?
7. What is the classification of parts of speech of the descriptive school of linguistics?
8. Give the features of the Noun, Verb, Adjective, Pronoun, Numeral, Adverb, Preposition etc.

**Task 2.** Define parts of speech in the following text.

At eighteen the young clerk realized there was little future for him in his native Germany. Scraping up enough money for the passage, he made the long journey across the Atlantic to America, where his two older brothers had preceded him. He was disappointed to discover that his brothers were peddlers, not millionaires in New York. But with no skill or trade, and only a few words of English, he was forced to become a peddler as well. He learned quickly and soon began to earn a decent living. Although his brothers seemed content with their lives, he knew that America offered far greater potential. When he heard that gold had been discovered in California, he took his savings, bought all the merchandise he could, and sailed on a ship to San Francisco.

There was such a need of goods of all kinds that he sold almost everything as soon as he arrived. He had nothing left to sell except several rolls of light canvas with which he intended to make tents for the miners. He bought a wagon, loaded it with his rolls of material, and set out to sell it. But when one of the first miners told him of a special problem, he suddenly got an idea. It was then that one of the great success stories of America was born. (From "America's Great" by Gene Moss)

**Task 3.** Define the underlined parts of speech and their functions in the sentence.

1. To see you is nice.
2. He called her a taxi.
3. Tom Hanks, who is the greatest actor, should win the Oscar.

4. Mary has been out in the canoe all morning when she suddenly fell into the lake.
5. By sundown he will have finished the job.
6. She ran faster than her father.
7. I fell sick.
8. To live happily is not so hard.
9. She played well.
10. Joe Louis was a fantastically successful boxer.

**Task 4.** Complete the following table.

Part of speech	Meaning/Function	Example words	Example sentences	Grammatical categories
<b>Noun</b>	Thing or person	pen, dog, work, music, town, London, teacher, John	This is my dog. He lives in my house. We live in London.	Case, number, gender
<b>Verb</b>				
<b>Adjective</b>				
<b>Adverb</b>				
<b>Pronoun</b>				
<b>Preposition</b>				
<b>Conjunction</b>				
<b>Interjection</b>				

**Task 5.** Define the underlined parts of speech and their grammatical peculiarities.

1. It's cold today, so Benji and I are walking fast.
2. At home, Mum's watching the news.
3. He's crying as the policeman asks people to help.
4. Here are the answers to some questions.
5. Written and spoken versions of a language use different styles.

6. I wish Mark good luck and I am sure his dad will understand him.
7. Do you ever dream about climbing Mount Everest or visiting Antarctica?
8. Some adventurers are always looking for a new challenge.
9. These texts are changing my aspect of the world, also I have learned many different new words.
10. I want to climb a snow mountain.

### SEMINAR 3. THE NOUN

**Task 1.** Answer the following questions:

1. What is the general meaning of the noun?
2. What are the grammatical categories of the noun?
3. What are the functions of the noun in a sentence?
4. What is the combinability of the noun with the other parts of speech?
5. What is the subdivision of nouns? Give examples.
6. What is the classification of nouns according to their morphological structure?
7. What are the problems of distinguishing the category of gender of the noun?
8. How is the category of gender of the noun expressed in English?
9. How many gender forms appear in the English language?
10. What are the nouns of common gender? Give examples.
11. Can English nouns show the sex of their referents lexically? How is it expressed in the language?
12. What is understood as grammatical transposition (personifying)?
13. How is the category of number expressed in the English language?
14. What is Singularia Tantum (absolute singular)? Pluralia Tantum (absolute plural)? Give examples.
15. What are the productive and non-productive ways of expressing the number opposition?
16. What is the definition of “case”?
17. What are the cases of the English noun (classical view)? How are they expressed?
18. What is another view on the English cases? How many cases do some linguists distinguish? What are they? Give examples.
19. What are the forms of the genitive case? What do they express?
20. How is the category of determination of the noun expressed?
21. How many forms of the article function in English? What are they?
22. What does the definite article express?
23. What is the meaning of the indefinite article?

24. In what cases can nouns be used without articles? Give examples.

**Task 2.** Identify nouns. Record them in groups assigning them to noun classes.

Something about being alone in the too-quiet house scared me, so I sat on the porch for a minute, but then I heard a man singing, singing in a high voice that sounded all wrong, singing the same words over and over. “Oh Stag-o-lee, why can’t you be true?” It was Stag, Pop’s oldest brother, with a long walking stick in hand. His clothes looked hard and oily, and he swung that stick like an axe. Whenever I saw him, I couldn’t never make out any sense to anything he said; it was like he was speaking a foreign language, even though I knew he was speaking English: he walked all over Bois Sauvage every day, singing, swinging a stick. Walked upright like Pop, proud like Pop. Had the same nose Pop had. But everything else about him was nothing like Pop, was like Pop had been wrung out like a wet rag and then dried up in the wrong shape. That was Stag. I’d asked Mamonce what was wrong with him, why he always smelled like armadillo, and she had frowned and said: He sick in the head, Jojo. And then: Don’t ask Pop about this. (from “Unburied, Sing” by Jesmyn Ward Sing)

**Task 3.** Identify the following genitives.

Children’s demand, children’s education, children’s toys, children’s language, children’s nursery, children’s service, children’s diet, children’s verses.

His brother’s house, his brother’s friend, his brother’s arrival, his brother’s business, his brother’s generosity, his brother’s arrest, his brother’s article.

A mile’s trip, an hour’s detention, the town’s MP, the union’s declaration.

**Task 4.** Give the plural form of the following English nouns:

Oasis, nucleus, medium, axis, bacillus, bacterium, larva, analysis, phenomenon, encyclopedia, fungus, criterion, hypothesis, formula, abacus, nebula, alumnus, basis, symposium, paralysis, genius, calculus, sclerosis, uvula, moratorium, iambus, cumulus, datum, amoeba, copula, thesis.

**Task 5.** Give the forms of feminine or masculine gender of the following nouns.

Count, hostess, waiter, actress, bridegroom, widow, hero, usher, sultana, testatrix, uncle, bull, landlady, nephew, wife, lioness, tiger, executor, mistress, heir, witch, shepherd.

**Task 6.** Define the nouns in the following text, their gender and functions in a sentence.

You don’t know about me without having read a book by the name of The Adventures of Tom Sawyer; but that does not matter. That book was made by Mr. Mark Twain, and he told the truth, mainly.

There were things which he stretched, but mainly he told the truth. Now the way that the book winds up is this: Tom and me found the money that the robbers had hidden in the cave, and it made us rich. We got six thousand dollars apiece – all gold. It was an awful sight of money when it was piled up. Judge Thatcher took it and put it out at interest, and it fetched us a dollar a day apiece all year round. The Widow Douglas took me for her son, and she said that she would civilize me; but it was a rough living in the house all the time considering how dismally regular and decent the widow was in all her ways; and so when I couldn't stand it any longer I ran away. I got into my old rags again, and was free and satisfied. But Tom Sawyer hunted me up and said he was going to start a band of robbers, and I might join if I would go back to the widow and be respectable. So I went back.

The widow cried over me, and called me a poor lost lamb. She put me in new clothes again, and I couldn't do anything but sweat and sweat and feel all cramped up. Then the old things commenced again.

The widow would ring a bell for supper, and you had to come on time. When you got to the table, you couldn't go right to eating, but you had to wait for the widow to tuck her head and grumble a little over the food.

After supper she would get out the Bible and read me about Moses, and I was in sweat; but by and by she let it out that Moses had been dead a considerably long time; so I didn't care any more about him, because I don't care about dead people. (After "The Adventures of Huckleberry Finn" by Mark Twain)

**Task 7.** Make compound nouns according to the following models:

Noun + noun, noun + preposition, noun + adjective, noun + verb, adjective + participle, preposition + noun, participle + noun, verb + preposition, word + preposition + word.

**Task 8.** Explain the structure of the following compound words:

Wheeler-dealer, bedroom, shoelace, hanger-on, voice-over, passer-by, attorney general, poet laureate, haircut, snowfall, redhead, whitewashing, onlooker, washing machine, warm-up, mother-in-law, policeman, editor-in-chief, dragonfly, nobleman, black eye, undertone, outlet, breakwater, cookbook, downtime, day off.

**Task 9.** Make compound nouns with the following words:

1. Air 2. Black 3. Ice 4. Wall 5. Sea 6. High 7. Hair 8. Bed 9. Motor 10. Rain 11. Hand 12. Soft 13. Out 14. Break 15. Make

2. Land 2. Fall 3. Ball 4. Food 5. Down 6. Up 7. Room 8. Ware 9. Plane 10. Put 11. Board 12. Cycle 13. Light 14. Paper 15. Cut.

**Task 10.** Define the types and the grammatical features of the underlined nouns.

1. Thomas is sick and tired of all these problems.

2. I have one suitcase, but Janice had three suitcases.
3. Janice has a lot of luggage.
4. The audience listened patiently.
5. The budgie's name is Nibbles.
6. He can whistle children's songs.
7. Hero of the movie is not a native of this country.
8. A girl is playing in the play-ground.
9. A Parliamentarian should have command over his language.
10. Computer has brought about drastic changes in our lives.
11. The police are called to manage the situation.
12. The earth is patient. Her beauty is spoiled day-by-day.

## SEMINAR 4. THE PRONOUN AND THE NUMERAL

**Task 1.** Answer the following questions.

1. What is the general characteristic of all pronouns?
2. What is the semantic classification of pronouns? Give examples.
3. What are the grammatical categories of personal pronouns?
4. What are the grammatical categories of possessive and reflexive pronouns?
5. What subclasses of pronouns have the category of number?
6. What are the functions of the pronoun in a sentence?
7. What is the meaning of the numeral?
8. What are the subclasses of numerals?
9. What is the semantic structure of cardinal and ordinal numerals?
10. What are the syntactic functions of the numeral?

**Task 2.** Complete the following tables with the correct forms of the pronouns.

Pronoun/Number	Singular	Plural
Personal	I	we
Possessive	my	our
Reflexive	myself	ourselves

Person/Pronoun	Personal	Possessive	Reflexive
1 <sup>st</sup> person	I	my	myself
2 <sup>d</sup> person	you	your	yourself
3 <sup>d</sup> person	he	his	himself

**Task 3.** Define pronouns in the following sentences, their grammatical categories and functions in a sentence.

1. This dictionary is better than that one.
2. Are you enjoying yourself here? – Yes, I am enjoying myself all right and I'd like to stay to the end.
3. Unlike him, she felt the loss of her parents deeply.
4. Everyone came but her. She called and said she was ill.
5. One of these books is mine.
6. My sister and I went to the cinema last Saturday.
7. My friends say that Paris is beautiful, but I myself have never been there.
8. I've always wanted to meet you but we've never had the chance to talk to each other until now.
9. The two kids started running around. I thought they were going to hurt themselves but fortunately nothing happened in the end.
10. He became quite impatient and accused me of being inflexible in my thinking.
11. They will call you, and as they fly above your head, they will become silvery white; you will see them shining against the sky, and it will mean your time is up.
12. This book is yours and that is mine.
13. On the one hand, he is right, on the other hand he seems to be wrong.
14. The tools which he bought yesterday were specked with rust.
15. I hurt myself.
16. I see no other way out of the present situation.
17. Did you ask David or me?
18. The dog was hungry so I fed it.
19. I am the client who spoke to you over phone yesterday.
20. Where did you lose your purse?

**Task 4.** Refer the following pronouns to one of the groups: personal, possessive, relative, interrogative, demonstrative, indefinite, reflexive.

Mine, who, whose, what, yours, this, somebody, myself, our, whom, these, themselves, everyone, that, he, him, us, himself, those, each, all, ourselves, their, them, which, you, its, she, herself, anyone, I.

**Task 5.** Define the type of the pronouns in the following sentences.

1. Tom Smith, who carved my stone bear, lives in Taos.
2. Who asked the question?
3. Jake saw a picture of himself.
4. Jake and I brought the plant here.
5. She wants her cousin to help her.
6. Tommy and Mike painted the house by themselves.
7. Miguel loved her.
8. The poem, whose author is unknown, has recently been set to music.

9. The director told us extras to go home.
10. Everyone remembers those days.
11. Whom did you tell about this?
12. She needs to know by tomorrow who will be accompanying her on the trip.
13. Nobody was answering when I called them last.
14. The horse hurt itself while trying to escape.
15. They haven't seen one another since last year.
16. Rosa was going to take it to the shop but ended up fixing it herself one afternoon.

**Task 6.** Define the type of the numeral in the following sentences and its syntactic functions.

1. Seven were injured in the accident.
2. There were sixty passengers on board.
3. The novel was first published in the early seventieth.
4. I got three fives and a four for my grammar tests.
5. The lawyer referred to the Fifth Amendment.
6. Last month 9 thousand people visited the exhibition.
7. How many cakes did you buy? – I bought five. I ate two.
8. A milliliter is one thousandth of a liter.
9. The fence was one and a half meters high.
10. The distance between these objects is 23.6 miles.
11. Five were absent from the lesson.
12. I have read all parts of the book. The third part is the most exciting.
13. She has written an essay, and then a second one.
14. When is a billion not a billion?
15. The letter m is often used to denote a million.
16. John Kennedy was the 35th president of the United States.

## **SEMINAR 5. THE VERB**

**Task 1.** Answer the following questions.

1. What is the general meaning of the verb?
2. What are the grammatical categories of the verb?
3. What other parts of speech can a verb combine with?
4. What are the functions of the verb in a sentence?
5. What two different set forms does the verb fall into?
6. What groups can verbs be classified into from the point of view of their structure?
7. What are the two groups of verbs from the point of view of their meaning?

8. According to what principles can notional verbs be divided into different groups?

9. What are actional and statal verbs? Give examples.

10. What are limitative and unlimited verbs? Give examples.

11. What is understood as the valency of the verb?

12. What are transitive and intransitive verbs? Give examples.

13. What is verbal objectivity and verbal transitivity?

14. What does the category of tense of the verb express?

15. What does the category of aspect of the verb show?

16. What does the category of voice of the verb show?

17. What does the category of mood of the verb express?

18. What groups of verbs have the grammatical categories of person and number?

19. What is the archaic system of persons? When are these archaic forms used?

20. What are the forms of the English verbids?

21. What properties does the infinitive combine?

22. What are the grammatical categories of the infinitive?

23. What are the synthetic constructions where the infinitive has its own subjects?

24. What are the forms of the infinitive? Give examples.

25. What are the functions of the infinitive in a sentence?

26. What properties does the gerund combine?

27. What are the grammatical categories of the gerund?

28. What are the forms of the gerund? Give examples.

29. What are the functions of the gerund in a sentence?

30. What properties does the present participle combine?

31. What are the grammatical categories of the present participle?

32. What is the absolute participial construction? Give examples.

33. What are the functions of the present participle in a sentence?

34. What properties does the past participle combine?

35. What are the grammatical categories of the past participle?

36. What are the functions of the past participle in a sentence?

**Task 2.** Give definitions or explain the following grammar terms.

The verb, notional verbs, semi-notional (functional) verbs, finite verbs, verbal transitivity, non-finite verbs, verbal valency, linking verbs, auxiliary verbs.

**Task 3.** Define the structure of the following verbs (simple, sound-replacive, stress-replacive, expanded, composite, phrasal).

To go, to take a stroll, to justify, to transport, to undergo, to take, to feed, to present, to broaden, to misunderstand, to blood, to blackmail, to give a laugh, to read, to import, to proofread, to smile, to give in, to cultivate, to take off.

**Task 4.** Define the verbs in the following text and say which group they belong to – notional, auxiliary, link or modal.

The dog is in trouble!

It knocked a meter-reader off his bike and messed all the cards up. So now we will all end up in court I expect. A policeman said we must keep the dog under control and asked how long it had been lame. My mother said it wasn't lame, and examined it. There was a tiny model pirate trapped in its left front paw. The dog was pleased when my mother took the pirate out and it jumped up the policeman's tunic with its muddy paws. My mother fetched a cloth from the kitchen but it had strawberry jam on it where I had wiped the knife, so the tunic was worse than ever. The policeman went then. I'm sure he swore. I could report him for that. (from "THE SECRET DIARY OF ADRIAN MOLE, AGED 13" by Sue Townsend).

**Task 5.** Define notional verbs in the following sentences and give their characteristics (actional, statal, limitive, unlimitive, mixed, transitive, intransitive).

1. I've brought you a book. Here it is. 2. I hope to meet you again. 3. She can see well. 4. I haven't seen him yet. 5. I wanted to write a letter to my friend from France. 6. Now turn right and stop the car near that big tree. 7. John will call you later; he is having dinner now. 8. I'm thinking about tomorrow's conference; don't bother me. 9. They returned yesterday. 10. You might have cleaned the room.

**Task 6.** Define the verbs in the following sentences and explain their grammatical categories.

1. Go on the Internet and order a new phone.
2. Where are you going?
3. They will have gone.
4. The facts had compromised the new secretary.
5. I will help the blind across the road.
6. I will call you later; I am having dinner now.
7. I always taste food before adding salt.
8. Please answer my letter.
9. Our car was stolen yesterday.
10. We have waited for you.
11. They should have finished the job by the end of the week.

**Task 7.** Make sentences with the following transitive and intransitive verbs.

To take, to work, to have, to walk, to forget, to like, to be, to hesitate, to function, to read, to strike, to breathe, to love, to eat, to run, to play, to fly, to bring.

**Task 8.** Identify the verbals in the following sentences, their forms and functions in a sentence.

1. To live happily is not so hard.
2. And at that we became aware of a number of gentlemen carrying matchlocks, and dressed in things like plaid dusters, dodging about along the neck between the village and the crest to the east.
3. Arriving early, they smiled with embarrassment.
4. Eating too much is bad for one's health.
5. Having been discovered, the thief confessed.
6. Being watched made him nervous.
7. I have written to Malcolm Muggeridge, c/o the BBC, asking him what to do about being an intellectual.
8. She was praised for her last writing.
9. Because everybody was clearly working twice as hard because of the war, it took a little while to attract the attention of one of the women employees; and there were other delays such as just sitting and waiting while it seemed as if he was the forgotten man.
10. The man, eager to see what was going on, looked inside.
11. She went to the mountains to meditate.
12. They seemed to have no separate existence, but to have made up their minds just to winter through life together.
13. I'll never forget flying over the mountains.
14. She regrets having bought this dress; it doesn't look nice on her.
15. She seems to have been working all day.
16. Three quarter-days elapsed, and the row, on whom a new light appeared to have been bursting for some time, began to speak with a sort of implied confidence on the subject, and to wonder how Mrs. Robinson – the youngest Miss Willis that was – got on; and servants might be seen running up the steps, about nine or ten o'clock every morning, with 'Missis's compliments, and wishes to know how Mrs. Robinson finds herself this morning?'
17. The accused denied having stolen the money.
18. My sister must be working in the garden at the moment.
19. In the morning light, she was ashamed of herself for having been elated the night before.
20. So, with an airy confidence in my capacity for taking care of myself, he sent me up the gorge – fourteen miles of it – with three of the Derbyshire men and half a dozen Sepoys, two mules, and his blessing, to see what popular feeling was like at that village you visited.

**Task 9.** Translate into English using the correct forms of participles.

Данный, решившийся, играющий, рисующий, добываемый, лежащий, сделанный, отвечавший, разбитый, увидя, хохочущий, значащий, чистящий, оторванный, посеянный, увлеченный, уставший, построивший, отправившийся, обученный, сломанный, сломавший, сломан, насвистывая, испугавшись.

**Task 10.** Form all possible forms of participles, gerunds and infinitives of the following verbs.

Produce, develop, bring, grab, perform, possess, receive, ask, give, sing, arrive, apply, discover, order, shout, beg, store, represent, start, discuss, display, jog, drive, prefer, study, make, talk, develop, visit, recommend.

**Task 11.** Identify the forms of the underlined verbals.

1. To live happily is not so hard.
2. He was pleased to have been recommended.
3. To be living today is not bad.
4. They made her confess.
5. Arriving late, they smiled with embarrassment.
6. Being watched made him nervous.
7. Having been discovered she could only pretend to be nonchalant.
8. Being gloomy was habitual to her.
9. To be watched made me nervous.
10. She was praised for her typing.
11. City life is too busy for me; I really miss living in the country.

**Task 12.** Identify the functions of the infinitive in the sentences.

1. Perhaps the object of this campaign is to damage the firm.
2. It seemed necessary to speak.
3. She couldn't bring herself to ask whether what the letters said was true.
4. I didn't know how else to express my feelings.

The only thing to do is to ignore the letters.

5. All he did was to print in pencil the letter M and then, after a space the letter U, S, E.

6. It gave us an opportunity to meet many different people.
7. She came in only to find Jack had left.
8. He didn't know how else to express his feelings.
9. All she did was to bring this letter.
10. It made me hot to realize that I might have been killed.

**Task 13.** Identify the Tense, Aspect, Mood and Voice in the following sentences.

1. The woman trying on the red shoes is an actress.
2. We were brought a lot of presents.
3. I wish I were sixteen again.

4. Turn off this terrible music.
5. He had been staying in the hotel for a week when his friends arrived.
6. Give me the book behind you!
7. Trained dogs are used by the police to find drugs.
8. An electrician is repairing our water heater.
9. She lives in Paris.
10. Do be quiet!
11. I insist that he come here at once.
12. If only I hadn't said that!
13. The government has increased the tax on cigarettes.
14. The missing person was located by the private detective.
15. Many people are superstitious about different things.

**Task 14.** Identify the form of the Passive Voice in the following sentences.

1. My new dress has been ruined.
2. The door had been locked.
3. Dinner was being served.
4. The Pyramids were built by the ancient Egyptians.
5. The prisoner is being taken to prison now.
6. Lunch should have been served.
7. Oranges are grown in California.
8. I was offered a very interesting job.
9. These documents will be shown to the journalists.
10. Dinner will have been served by the time he gets home.
11. Your clock cannot be repaired.
12. Ann was bitten by a homeless dog.
13. The job will be finished at 3 o'clock.
14. Are the Olympic Games held every 10 years?
15. Wait a little, an interesting story is being told by my neighbor.

**Task 15.** Define whether the following underlined word combinations are the examples of the Passive Voice or compound nominal predicate.

1. It was very late and the hall door was closed.
2. He was admired for his courage.
3. The hall door was closed behind me as I entered the house.
4. The vase is broken.
5. They were thus introduced by Holly.
6. I was surprised to see Mr. Darcy in town last month.
7. The library door was opened by the butler.
8. He was arrested at the hotel.
9. The door had been already locked when we came.
10. The door was locked when we came.

11. The floor was washed only yesterday.
12. The floor is washed.
13. I am awfully excited today.
14. Lots of people were obviously moved to tears at the Press show of that film.
15. The letter was written yesterday.

## SEMINAR 6. SYNTAX: PHRASES

**Task 1.** Answer the following questions.

1. What is a phrase?
2. What are syntactic relations in a sentence?
3. How many types of syntactic relations are distinguished by many linguists?
4. What are the means or methods of expressing syntactic relations in a sentence? Give examples.
5. How many types of syntactic relations are distinguished by O. Jespersen? What are they?
6. What types of syntactic relations in a phrase does professor Barkhudarov distinguish?
7. What is understood as immediate constituents?
8. What is the head/ the adjunct of the immediate constituent? Give examples.
9. How can we define the type of syntactic relations in a phrase with the help of immediate constituents?
10. What is the classification of phrases according to their function in the sentence?
11. What is the classification of phrases according to the syntactic relations between their parts?
12. What types of phrases are distinguished by different linguists (L. Barkhudarov, I. Ivanova)?
13. What are the subclasses of subordinate, coordinate and predicative phrases?
14. What are determiners, quantifiers and qualifiers?
15. What are the subtypes of verb phrases?
16. What is understood as extension? What is understood as complement?
17. Why predicative phrases cannot be sentences?

**Task 2.** Define the type of phrases according to the classification of prof. Barkhudarov (subordinate, coordinate, predicative phrases).

Have been fixed on Mondays, a variant of the harvest, your eyes, seemed expensive, taking a trolley, by having dinner, lump of coal, sometimes arrange,

the 21st century's greatest adventurers, full of advantages, small, festive, excited Santa-assistants.

**Task 3.** Define the head word and the adjunct in the following phrases.

John's rabbit, spoke up quickly, the then government, completely forgotten in the West, hit in the head with a frozen duck, went into town, a beautiful girl, dominates syntactically, to see him, young college student, a nice dress, visited her friends, opportunities to walk around, across bay, the old military base, will presumably receive, expected to slide, underneath a Christmas tree, helping a charity for poor children, family friend,

**Task 4.** Define the following phrases according to the part of speech of their head word.

A big bright green pleasure machine, without taking off your shoes, immensely proud of us, may be going away, luckily for us, born in hatred, to speak the truth, very quickly, as fast as possible, quite big, very softly, speak English, that doggy in the window, bored with the film, my cousin Janet, was eating cream cakes, noticeably evil, in a low register, his way of eating jellybeans, moving quickly but stealthily, to commemorate events, Washington's Birthday, the lives lost, decorated with, to fly around, typically spherical, groups of young blind people, more easily.

**Task 5.** Define the type of the adjuncts in the following noun phrases: determiner, qualifier, quantifier.

Less energy, their fortunes, a few people, cold weather, his amazing journey, thousands of people, another group, regional tests, original question, big companies, movie industry, many years, a couple of dozen wooden buildings, a hundred years, the biggest importer, less gas, cheap gasoline, smaller cars, his degree.

**Task 6.** Find noun phrases with preposed and postposed adjuncts in the following sentences.

1. One of the most closely-scrutinised parts of the trade deal will be what it says about fishing, despite it being a very small part of the UK and EU economies.

2. The Academy has a host of virtual ceremonies, such as this year's Emmy Awards, to draw on for inspiration should it need to go online, or create a hybrid event.

3. "What I really like about this home is the covered terraces," Mr. Carroll said. Along with the 18,359 square feet of interior space, you have "thousands of square feet of covered terraces."

4. "The battlements on the roof terraces are an unmistakable testimony of that Medieval age," Ms. Giorgolo said. "In Renaissance and Baroque periods, the building passed through rural uses, becoming eventually the mansion of the most important noble families ruling in the region."

5. What has become abundantly clear throughout the pandemic is that COVID-19 can also produce an array of less obvious symptoms too.

6. Headache and fatigue are among the most common early symptoms of COVID.

7. Headache and fatigue are among the most common early symptoms of COVID

8. Set behind cast-iron railings at the end of a terrace row, the five-story home dates to 1841.

9. The official residence of the prime minister, known simply as Number 10 and instantly recognizable for its black facade and front door, is in Westminster, close to both Buckingham Palace and the Palace of Westminster, where parliament meets.

10. In some respects, it stuck to a familiar Real Housewives-like template of bitching and weaponised glamour but its USP was in the background to that: the parade of vast, characterless, and mysteriously over-bathroomed mansions and compounds we got to view, complete with price and basic listing info, as if we could be among the prospective buyers.

## **SEMINAR 7. SYNTAX: CLASSIFICATION OF SENTENCES**

**Task 1.** Answer the following questions.

1. What is a sentence? Give different definitions of the notion of a sentence.

2. What is the notion of predication? What does predication show?

3. What is the center of predication?

4. What are the two ways of classifying sentences?

5. What is the classification of sentences according to the types of communication?

6. What is an exclamatory sentence not a separate type of a sentence according to the types of communication?

7. What is a simple sentence?

8. What is an extended sentence?

9. What is a two-member sentence?

10. What is a one-member (elliptical) sentence?

11. What are the two types of elliptical sentences?

12. What is the classification of simple sentences according to the way of expressing their subject?

**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.

**Task 3.** Make the following sentences interrogative using five types of interrogative sentences: general questions, special questions, alternative questions, tag questions, echo tags.

1. There was a silence in the room.

2. Ha had a wide mouth, magnificent teeth and very good manners.

3. The Golden Gate Bridge holds the title of one of the Wonders of the Modern World according to the American Society of Civil Engineers.

4. The neck is the long body part that connects the head to the chest and the stomach.

5. Pupils from our school were used as extras in two of the Harry Potter films, which were made in part near Fort William!

6. A tartan is a specific design, a criss-cross of coloured threads, which is used for ceremonial clothes, such as the kilt or the plaid.

7. The origins of football go back hundreds of years.

8. Every day, a thousand gallons of polluted water go from the factory into the small river beside Deadfish&Co.

9. In most developed countries, the situation has improved in the last 40 years.

10. The railway locomotive was invented before the bicycle.

**Task 4.** 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.

## **SEMINAR 8. SYNTAX: SIMPLE SENTENCE. PARTS OF A SIMPLE SENTENCE**

**Task 1.** Answer the following questions.

1. What are the main parts of a simple sentence?

2. What are the secondary parts of a simple sentence?

3. What is the subject? What parts of speech can it be expressed by?

4. How can you explain sentences as "It was difficult to work", "He was seen to enter the house" from the point of view of their structure?

5. What does the predicate denote?

6. How do linguists call the relation between the subject and the predicate?

7. What is the classification of predicates according to their structure?

8. What is the classification of predicates according to their meaning?

9. What are the groups of non-process predicates?

10. What are double-predicates? What do such predicates show?

11. What are the secondary parts of a sentence?

12. What does the object denote?

13. What is the classification of objects?

14. What is the difference between the direct and the indirect object?

15. What is a cognate object?

16. What is the attribute? What does it characterize?

17. What is the classification of attributes according to the way they express various shades of relations with the noun?

18. What is the adverbial modifier?

19. What is the classification of adverbial modifiers according to their meaning?

20. What is the subdivision of circumstantial adverbials?

21. What are parenthetical elements? Give examples.

**Task 2.** 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.

**Task 3.** 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.

**Task 4.** 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.

**Task 5.** 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")

**Task 6.** Analyze the objects in the following sentences, stating by what parts of speech they are expressed and to what type they belong (Direct, Indirect, Cognate)

1. Kate looked at me and smiled a sad smile.

2. Can you play chess?

3. Jack sent us a lot of presents.

4. Mr. Johnson lived a happy life.

5. Pierre introduced to Mary his brother.

6. Write to me when you have time.

7. That day they fought their last fight.

8. I want to thank you for your advice.

9. Write to me when you have time.

10. She bought it for her children.

**Task 7.** Analyze the attributes in the following sentences, stating by what parts of speech they are expressed.

1. I predict big changes in the nearest future.

2. I saw a lot of flying birds in the blue sky.

3. The first person we saw was Michael's brother.

4. What other films have you seen lately?

5. The dress you bought is too good for everyday wear.

6. She had dark blue eyes and thin lips.

7. We saw a destroyed house.

8. Wash your hands, please.
9. Mr. Todd was a village doctor.
10. The room above was small and dark.
11. The then secretary was a great politician.
12. The woman walking with two dogs was our school teacher.
13. I met that guy at yesterday's party.
14. Show me the second part of the contract.
15. Four men were walking down the street.

**Task 8.** 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.

## **SEMINAR 9. SYNTAX: COMPLEX SENTENCE**

**Task 1.** Answer the following questions.

1. What is a complex sentence?
2. What is understood as "a matrix" and "insert sentences"?
3. How many clauses does the minimal complex sentence include? What are they called?
4. How is the subordinate clause joined to the principle clause?
5. Which clause dominates positionally?
6. What are two different principles of classifying the subordinate clauses?
7. How are subordinate clauses classified according to the functional principle?
8. How are subordinate clauses classified according to the categorial principle?
9. What are substantive nominal subordinate clauses?
10. What are qualification nominal subordinate clauses?
11. What are adverbial subordinate clauses?
12. How are subordinate clauses introduced?

13. What are the two types of functional connective words?

14. What are pure conjunctions?

15. What are conjunctive substitutes?

16. What is the classification of subordinate clauses given by prof. M. Blokh?

17. What are the peculiarities of the clauses of primary nominal position?

18. What are the peculiarities of the clauses of secondary nominal position?

19. What are the peculiarities of the adverbial clauses?

20. What is the subdivision of the adverbial clauses?

**Task 2.** 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.

**Task 3.** 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.

**Task 4.** 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.

**Task 5.** 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.

## **SEMINAR 10. SYNTAX: COMPOUND SENTENCE**

**Task 1.** Answer the following questions.

1. What is a compound sentence?
2. What are the ways to express coordination in a compound sentence?
3. What are the semantic relations in a compound sentence?
4. What is the compound sentence derived from?

5. What are the types of coordinating connectors?
6. Give examples of main coordinating connectors.
7. Give examples of main adverbial connectors.
8. What are the two basic types of the connection between the clauses in the compound sentence?
9. How is the unmarked connection realized?
10. How is the marked connection expressed?
11. What is the most common size of the compound sentence?
12. How are the other (longer) sentences called?
13. What types of connection do open sentences show?

**Task 2.** Define the type of coordination in the following compound sentences (syndetic or asyndatic).

1. Everything has an end, and a pudding has two.
2. We had a lovely time in Bermuda – the kids really enjoyed themselves.
3. I came, I saw, I conquered.
4. The light went out, the curtain went up and the show began.
5. The authorities have been grappling with the problem for a decade, but still the cars choke the cobbled streets.
6. Once bitten, twice shy.
7. Harry not only lost his wallet, but he was also robbed of his Swiss watch.
8. The clock struck six and the first visitor arrived.
9. Two is company; three is a crowd.
10. She doesn't even like him; much less does she want to marry him.
11. Sam was late and so were his friends.
12. The day is short and the work is long.
13. First come, first served.
14. Clark decided to stay at home: he had a terrible headache.

**Task 3.** Define the type of coordination in the following compound sentences (copulative, disjunctive, adversative, causative-consecutive).

1. Not only did the boy break our window but he also trampled on my flower bed!
2. A politician has to be persuasive in his speeches otherwise no one would vote for him.
3. He closed his eyes while his fingers were still touching the strings.
4. I won't buy this device for it is very expensive and actually useless for me.
5. I won't buy this device for it is very expensive and actually useless for me.
6. There was a crooked man, and he walked a crooked mile.

7. Give him an inch, and he'll take a mile.
8. It never rains but it pours.
9. I'm off on holiday, so I won't be seeing you for a while.
10. Hurry you, or you'll be late.
11. God helps the poor, for the rich can help themselves.
12. Go away, or I'll call the police.
13. I don't blame you, and neither do I doubt your honesty.
14. Go by train and you'll get to Bath at 8 a.m.
15. We rarely stay at hotels, for we can't afford it.

**Task 4.** 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 have a car. Her father doesn't have 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.

**Task 5.** Complete the following sentences with a suitable conjunction (For: reasons, And: addition/next action, Nor: not one or the other, But: contrasting and unexpected results, Or: choices and conditions, Yet: contrasting and unexpected results, So: actions taken).

1. He arrived home ... ate his dinner.
2. Air is not solid ... it changes its shape.
3. She not only lost her wallet, ... she was also robbed of her necklace.
4. I don't blame you, ... do I doubt your honesty.
5. Hurry up, ... we'll be late for the meeting.
6. I'm off on weekend, ... I won't be seeing you for a while.
7. We wanted to visit Paris ... we didn't have money for it.
8. He needed some money ... he went to the bank.
9. He went to the bank ... he needed some money.
10. You should study more for your exam, ... you'll fail.

11. A small puppy followed me home ... I gave it a bowl of milk.
12. We got lost in the woods ... my father had a map in his backpack.
13. Do you want to play basketball, ... would you rather go fishing?

## SUPPLEMENT I. GLOSSARY OF GRAMMAR TERMS

**Adjective** – a part of speech which shows the quality or characteristic that someone or something has.

**Adverbial modifier** – a secondary part of the sentence, which modifies a verb, an adjective or an adverb.

**Allophone** – one of the ways in which a particular phoneme (= speech sound) can be pronounced.

**Allomorph** – any of the phonological representations of a single morpheme.

**Analytic languages** – the languages where lexical and grammatical meanings are separated. The lexical meaning is expressed with the whole words, and the grammatical meaning is expressed with functional words (articles, pronouns, conjunctions, particles, auxiliary verbs etc.), word order and intonation.

**Aspect** – the form of a verb that shows how the meaning of that verb is considered in relation to time, typically expressing if an action is complete, repeated, or continuous.

**Asyndetically** – without a conjunction or conjunctive adverb.

**Attribute** – a secondary part of the sentence which qualifies a noun, a pronoun, or any other part of speech that has a nominal character.

**Auxiliary verb** – a verb used with a main verb to help express the main verb's tense, mood, or voice.

**Bound morpheme** – a morpheme that must be attached to another morpheme to receive meaning. They cannot form words by themselves.

**Case** – any of the various types to which a noun can belong, according to the work it does in a sentence, shown in some languages by a special word ending.

**Clause** – a group of words that includes a subject and a verb.

**Collective noun** – a word used to represent a group of people, animals, or things.

**Composite sentence** – a poly-predicative construction each predicative unit in which is a clause.

**Complex sentence** – a poly-predicative construction built up on the principle of subordination.

**Compound sentence** – a composite sentence built on the principle of coordination.

**Conjunct** – an independent part of a sentence served to provide a logical link to a preceding sentence and to indicate the place of the sentence within the structure of the discourse.

**Conjunction** – a word expressing connections between things and phenomena.

**Cumulation** – a type of connection when one clause is placed in a syntactically detached position.

**Direct address** – an independent part of a sentence represented by the name of a person or a non-person whom the rest of the sentence is usually addressed to.

**Direct object** – the direct object of a verb is the thing being acted upon (i.e., the receiver of the action).

**Direct speech** – the exact words someone said.

**Disjunct** – an independent part of a sentence used to express the speaker's attitude towards the content of the sentence.

**Finite verb** – a verb that has a subject and shows tense.

**Form** – morphological characteristic of the class of words (e.g. – Nouns: number, case. Adjectives – degrees of comparison).

**Formal words** – words that denote relations and connections between notional verbs.

**Free morpheme** – a simple word, consisting of one morpheme (house, work, high, chair, wrap). They are words in themselves.

**Function** – a method of combining with other words; function in the sentence.

**Gender** – the grammatical arrangement of nouns, pronouns and adjectives into masculine, feminine, and neuter types in some languages.

**Genitive case** – the case predominantly used for showing possession. With nouns, it is usually created by adding 's to the word or by preceding it with "of."

**Gerund** – a word ending in "-ing" that is made from a verb and used like a noun.

**Grammar** – the rules in a language for changing the form of words and joining them into sentences.

**Homogeneous parts of the sentence** – two or more parts of the sentence having the same function and referring to the same part of the sentence.

**Imperative mood** – a verb form that gives a command.

**Indicative mood** – a verb form that makes a statement or asks a question.

**Indirect object** – in a sentence is the recipient of the direct object.

**Indirect Speech** – a form of utterance in which the words of the speaker are reported (but not reproduced exactly).

**Infinitive** – the basic form of a verb that usually follows "to".

**Inflection (ending)** – a change in a word form or ending to show a difference in the word's meaning or use.

**Interjection** – a word expressing feelings but not the name of feelings.

**Intonation** – the sound pattern of phrases and sentences produced by pitch variation in the voice.

**Irregular verb** – a verb that does not form its simple past tense or its past participle by adding "-ed" or "-d" to the base form.

**Language** – the system of communication in speech and writing that is used by people of a particular country or area.

**Main clause** – the principal clause in a sentence.

**Morpheme** – the smallest meaningful unit into which a word may be divided.

**Morphology** – the study of the form of words and phrases

**Meaning** – common meaning of the words of the class (e.g. nouns – thingness, adjectives – property or quality).

**Mood** – the forms of verbs used to show whether the person speaking intends to express a fact, an order, or a hope.

**Non-finite verb** – a verb form that does not show tense.

**Non-objective verbs** – verbs that don't take any objects.

**Notional words** – words that have a distinct lexical meaning and serve as parts of a sentence.

**Noun** – a word that refers to a person, place, thing, event, substance.

**Number** – (a sign or symbol representing) a unit that forms part of the system of counting and calculating.

**Object** – a secondary part of the sentence which completes or restricts the meaning of a verb or sometimes an adjective, a word denoting state, or a noun.

**Particle** – a word showing subjective shades of meaning of a speaker or a writer.

**Participle** – the form of a verb that usually ends in "ed" or "ing" and is used as an adjective.

**Parts of speech** – classes of words that differ from each other in some grammatical points.

**Passive voice** – a quality of a verb that describes when the subject of a sentence is acted upon by the verb.

**Person** – a category used to distinguish between (1) those speaking, (2) those being addressed, and (3) those who are neither speaking nor being addressed (i.e., everybody else). These three categories are called the first person, the second person, and the third person.

**Phrase** – every combination of two or more words, which is a grammatical unit but is not an analytical form of some word.

**Phatic function** – the function of picking up the conversation.

**Pluralia Tantum** – a noun that appears only in the plural form and does not ordinarily have a singular form.

**Predicate** – the part of a sentence that contains the verb and gives information about the subject.

**Preposition** – a word showing the relation between thing and phenomena.

**Pronoun** – a word that is used instead of a noun or a noun phrase.

**Root** – the most basic form of a word, to which other parts, such as affixes, can be added.

**Sentence** – a word or group of words capable of expressing a complete thought or meaning (H. Sweet).

**Sentence** – the immediate integral unit of speech built up of words according to a definite syntactic pattern and distinguished by contextually relevant communicative purpose (M. Blokh).

**Singularia Tantum** – a noun (in any specific sense) that has no plural form and is only used with singular verbs. Frequently for mass nouns.

**Speech** – the language used when speaking; the fact of speaking rather than writing.

**Statives** – words the meaning of which is a passing state a person or thing happens to be in.

**Subject** – a person or thing that performs the action of a verb, or is joined to a description by a verb.

**Suffix** – a letter or group of letters added at the end of a word to make a new word.

**Syllable** – a single unit of speech, either a whole word or one of the parts into which a word can be separated, usually containing a vowel.

**Syndetically** – by means of coordinating conjunctions (and, or, else, but, etc.) or conjunctive adverbs (otherwise, however, nevertheless, yet, still, therefore).

**Syntactic relations** – syntagmatic connections between words and groups of words.

**Syntax** – the set of rules, principles, and processes that govern the structure of sentences (sentence structure) in a given language.

**Synthetic languages** – the languages where the grammatical meaning expresses with the help of the endings, affixes, alternations (or simply the sound changing), suppletion.

**Tense** – any of the forms of a verb which shows the time at which an action happened.

**Transitive verbs** – verbs having or needing an object.

**Valency** – the combining power of words in relation to other words.

**Verb** – a word or group of words that expresses an action, an event or a state.

**Verbal** – a verb intermediate between the verb and the nominal parts of speech: noun, adjective.

**Verbal objectivity** – the ability of a verb to take any object.

**Verbal transitivity** – the ability of a verb to take a direct object.

**Voice** – the relationship between the subject of the verb and the action described by the verb, or the forms of a verb that show this relationship.

**Zero morpheme** – the meaningful absence of the inflexion.

## SUPPLEMENT II. NAMES OF MALE AND FEMALE ANIMALS

GENERIC NAME	MALE	FEMALE	YOUNG	COLLECTIVE NOUN
BAT	Male	Female	Pup	Colony
BEAR	Boar	Soar	Cub	Sleuth
CAMEL	Bull	Cow	Caft	Herd
CAT	Tom	Queen	Kitten	Clutter
CATTLE	Bull	Cow	Calf	–
CHICKEN	Rooster	Hen	Poult	Flock
CHIMPANZEE	Blackback	Empress	–	-
COYOTE	Dog	Bitch	–	–
DEER	Stag	Doe	Fawn	Herd
DOG	Dog	Bitch	Puppy	Pack
DOLPHIN	Bull	Cow	Pup/Calf	Herd
DONKEY	Jack	Jenny	Foal	-
DUCK	Drake	Duck	Duckling	Flock
ELEPHANT	Bull	Cow	Caft	Herd
ELK	Bull	Cow	–	–
FOX	Dog-fox/ Reynard	She-fox/ Vixen	Cub	Skulk
GIRAFFE	Bull	Cow	Calf	Herd/Tower

GOAT	Billy	Nanny	Kid	Flock/Herd
GOOSE	Gander	Goose	Gosling	Flock
GORILLA	Male	Female	Infant	Band
HARE	Jack	Jill	Leveret	Down
HEDGEHOG	Boar	Soar	Piglet/Pup	Array
HIPPOPOTAMUS	Bull	Cow	Calf	Bloat
HORSE	Stallion	Mare/Filly	Foal	String
HYENA	Male	Female	Cub	Cackle/Clan
KANGAROO	Buck	Doe	Joey	Moop/Troop
LEOPARD	Leopard	Leopardess	Cub	Leap/Lepe
LION	Lion	Lioness	Cub	Pride
MONKEY	Male	Female	Infant	Troop
MOUSE	Buck	Doe	Pup	Nest
OX	Bull/Steer	Cow	Caft	Team
OTTER	Dog	Bitch	Kitten	Family
PANDA	Boar	Sow	Cub	—
PEACOCK	Peacock	Peahen	Chick/Poult	Flock
PIG	Boar	Sow	Suckling/ Piglet	Herd/Flock
RABBIT	Buck	Doe	Kit / Bunny	Colony
RAT	Buck	Doe	Kitten/ Pup	Nest
SHEEP	Ram	Ewe	Lamb	Flock
SQUIRREL	Buck	Doe	Pup/Kit/ Kitten	Colony
SWAN	Cob	Pen	Duckling	Flock
TIGER	Tiger	Tigress	Cub/Whelp	Streak
WHALE	Bull	Cow	Calf	School

WALRUS	Bull	Cow	Cub/Pup	Herd/Pod
WOODCHUCK	He-chuck	She-chuck	Kit/Cub	–
WOLF	Dog	Bitch	Pup	Pack/Herd
ZEBRA	Stallion	Mare	Colf/Foal	Herd

### SUPPLEMENT III. NOMINAL PARTS OF SPEECH AND THEIR FEATURES

Part of speech	Types	Grammatical categories	Function in the sentence
Noun	Concrete, abstract, animate, inanimate, common, proper	Number, case, gender for animate nouns	Subject, object, subjective predicative, attribute, adverbial modifier
Verb	Action, state, regular, irregular, transitive, intransitive, finite, non-finite	Finite verbs: mood, voice, tense, aspect, number, person. Non-finite verbs: aspect, voice, retrospective coordination.	Predicate, subject, object, predicative.
Pronoun	Personal, possessive, reflexive, interrogative, relative, demonstrative, reciprocal, negative, indefinite, generalizing, indefinite-personal, contrasting	Personal, possessive, reflexive pronouns: person, number and case.	Subject, object, attribute, a part of predicate.
Adjective	Qualitative, relative	Degrees of comparison	Attribute, adjective predicative.
Numeral	Cardinal, ordinal.		Subject, a part of predicate, attribute, object
Adverb	Qualitative, relative	Degrees of comparison	Adverbial modifier

## TEST IN “THE THEORY OF ENGLISH GRAMMAR”

### Task 1. Do the following test.

1. Prof. M.Y. Blokh divides all English words into...
  - A) 2 large groups
  - B) 3 unequal parts
2. Meaning of a part of speech is...
  - A) the categorial meaning
  - B) the individual meanings of words
3. The general characteristic of all pronouns is
  - A) absence of grammatical categories
  - B) substitute-names
4. The verb “arrive” is...
  - A) a limitive verb
  - B) an unlimitive verb
5. The opposition “goes – has gone” constitutes...
  - A) the category of development
  - B) the category of retrospect
6. The form “is given” expresses...
  - A) reception of the action by the subject
  - B) reception of the action by the object
7. In the sentence “May success attend you” we express...
  - A) suggestion
  - B) wish
8. One of the oppositional pairs of the nouns is...
  - A) proper and inanimate nouns
  - B) proper and common nouns
9. The categorial meaning of the Noun is
  - A) indication
  - B) action or process
  - C) substance or thingness
10. ... are classes of words that differ from each other in some grammatical points.
  - A) Finite verbs
  - B) Grammatical categories
  - C) Parts of Speech
11. In the combination “the champion's defeat” the semantic type of the genitive is ...
  - A) the genitive of patient
  - B) the genitive of agent
  - C) genitive of author

12. In the combination “Anna's living room” the semantic type of the genitive is ...

- A) the genitive of agent
- B) the genitive of possessor
- C) genitive of patient

13. The verb “forget” is...

- A) a non-transitive verb
- B) a transitive verb
- C) non-objective

14. The category of person of the verb is expressed...

- A) in the Present and Past tenses of the multitude of verbs
- B) in the Present and Future tenses of the multitude of verbs

15. From the point of view of their structure the verbs “go, take, read” are...

- A) sound-replacive
- B) simple
- C) compound

16. According to the relation of the subject to the process all the notional verbs are divided into...

- A) limitive and unlimitive
- B) actional and statal
- C) auxiliary and link verb

17. English verbids include ... forms.

- A) 3
- B) 4
- C) 5

18. Process presented dynamically is the general categorical meaning of

...

- A) the Noun
- B) the Pronoun
- C) the Verb

19. Words that have distinct lexical meaning and can serve as a part of a sentence are called...

- A) functional
- B) notional

20. Descriptive school of linguistics represented by Charles Freeze distinguishes ... form classes of words.

- A) 5
- B) 4
- C) 3

21. ... is a part of speech which points out objects and their qualities without naming them.

- A) the Noun
- B) the Pronoun
- C) the Adjective

22. Which part of speech has neither morphological nor syntactic features?

- A) the Noun
- B) the Adjective
- C) the Numeral

23. In the sentence "Mary hasn't dressed up yet" we use the form of ...

- A) the Active Voice
- B) the Reflexive Voice

24. In the sentence "The house was being prepared for the ball" we use ...

- A) compound nominal predicate
- B) passive voice

25. The use of grammatical forms in unusual surroundings is defined as

...

- A) transposition
- B) opposition
- C) reduction

26. The sentence "The books are selling wonderfully" is the example of

...

- A) Passive Voice
- B) Active Voice
- C) Middle Voice

27. In the sentence "I'm always saying stupid things, because I don't think before I say them" (E. O'Brien) we can see the example of ...

- A) grammatical transposition
- B) grammatical neutralization

28. The verb "live" is ...

- A) actional
- B) statal

29. The verb "take" is ...

- A) transitive
- B) intransitive

30. The ability of a verb to take a direct object is called ...

- A) verbal objectivity
- B) transitivity
- C) valency

31. The verb “to snow” is ...

- A) transitive
- B) intransitive
- C) non-objective

**Task 2.** 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 the 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.

**Task 3.** Do the following test.

1. The categorical meaning of the Noun is ...

- a) indication
- b) action or process
- c) substance or thingness
- d) property of some substance

2. In the combination “Anna's living room” the semantic type of the genitive is...

- a) the genitive of agent
- b) the genitive of possessor
- c) the genitive of patient
- d) the genitive of integer

3. \_\_\_\_\_ is a part of speech which points out objects and their qualities without naming them.

- a) the Noun
- b) the Pronoun
- c) the Adjective
- d) the Verb

4. One of the oppositional pairs of the nouns is...

- a) proper and common nouns
- b) proper and inanimate nouns
- c) proper and human nouns
- d) common and human

5. From the point of view of their structure the verbs “go, take, read” are...
- a) sound-replacive
  - b) compound
  - c) simple
  - d) transitive
6. According to the relation of the subject to the process all the notional verbs are divided into...
- a) actional and statal
  - b) limitive and unlimitive
  - c) auxiliary and link verb
  - d) transitive and intransitive
7. Process presented dynamically is the general categorical meaning of ...
- a) the Noun
  - b) the Pronoun
  - c) the Verb
  - d) the Numeral
8. English verbids include ... forms.
- a) 2
  - b) 3
  - c) 4
  - d) 5
9. The verb “take” is ...
- a) transitive
  - b) intransitive
  - c) compound
  - d) state
10. Which part of speech has neither morphological nor syntactic features?
- a) the Noun
  - b) the Adjective
  - c) the Numeral
  - d) the Pronoun

**Task 4.** Do the following test.

1. Match the parts of speech and their categorical meanings.

- |                  |  |
|------------------|--|
| 1. The Noun      | a) thingness   |
| 2. The Pronoun   | b) property or quality                                 |
| 3. The Adjective | c) a process   |
| 4. The Verb      | d) pointing to thing or properties without naming them |

2. The following definition «every combination of 2 or more words which is a grammatical unit but is not an analytical form of some word» defines \_\_\_\_.

3. Match the parts of speech and their grammatical categories:

- |                  |   |
|------------------|---|
| 1. The Noun      | a) number, case                               |
| 2. The Pronoun   | b) number, case, gender                       |
| 3. The Adjective | c) mood, tense, aspect, number, person, voice |
| 4. The Verb      | d) degrees of comparison                      |

4. Adjectives are subdivided into 2 large subclasses. They are \_\_\_\_\_.

5. The center of predication in a sentence is \_\_\_\_\_.

6. \_\_\_\_\_ studies the structure of a sentence.

7. \_\_\_\_\_ are syntagmatic connections between words and groups of words.

8. \_\_\_\_\_ is a word or group of words capable of expressing a complete thought or meaning.

9. Main parts of a simple sentence are \_\_\_\_\_.

10. One of the central notions of morphology is a \_\_\_\_\_.

**Task 5.** Do the following tasks.

1. Определите части речи в следующем английском предложении «I have a dog called 'Genie'».

2. Напишите производные слова от английского слова «polite».

3. Определите грамматические формы сказуемого: the forms of the Passive voice and the compound nominal predicate.

1) The piano is not tuned.

2) The piano has not been tuned for years.

3) He came up to the door to discover it was locked.

4) After they set off the doors and the windows were locked.

5) She went round the house to see if everything was prepared for the ball.

6) The house was being prepared for the ball.

4. Выполните морфемный анализ слова «musicals».

5. Выполните грамматический анализ сказуемого в следующем предложении «I went directly to her office, eleven o'clock one morning».

## **СПИСОК ВОПРОСОВ К ЭКЗАМЕНУ ПО ДИСЦИПЛИНЕ «ТЕОРЕТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА»**

1. Morphology as a part of grammar. The main notions of morphology.
2. Classification of the parts of speech in English. The main characteristics of parts of speech.
3. The grammatical category of number of the noun.
4. The problem of the grammatical category of gender of the noun.
4. The grammatical category of case.
5. The grammatical category of the degrees of comparison.
6. The grammatical category of tense of the verb.
7. The grammatical category of aspect.
8. The grammatical category of voice.
9. The grammatical category of mood.
10. The grammatical categories of person and number.
11. The peculiarities of the verbals.
12. The main notions of syntax.
13. Classifications of phrases in English.
14. Peculiarities of subordinate phrases.
15. Peculiarities of coordinate and predicative phrases.
16. The notion of a sentence. Classifications of sentences.
17. Peculiarities of the simple sentence.
18. Parts of the simple sentence.
19. Types of composite sentences.
20. Peculiarities of the complex sentence.
21. Peculiarities of the compound sentence.

## **УЧЕБНИКИ И ИНТЕРНЕТ-РЕСУРСЫ ДЛЯ ПОДГОТОВКИ К СЕМИНАРАМ И ЭКЗАМЕНУ ПО ДИСЦИПЛИНЕ «ТЕОРЕТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА»**

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3. Complete Handbook of English Grammar: <https://www.learngrammar.net/english-grammar>

4. English Grammar – Your guide to error-free writing: <https://www.englishgrammar.org>

5. English Grammar: <https://learnenglish.britishcouncil.org/grammar>

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7. English Grammar Exercises: <https://www.english-grammar.at/>

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11. English Grammar – A Complete Guide, from Basic to Advanced: <https://www.english-at-home.com/grammar/>
12. Free English Grammar Lessons. Oxford Online English: <https://www.oxfordonlineenglish.com/free-english-grammar-lessons>
13. Learn English Grammar Online: <https://www.myenglishpages.com/english/grammar.php>
14. Learn and practise English Grammar online with Lingolia: <https://english.lingolia.com/en/grammar>
15. Online English Grammar: <https://linguapress.com/grammar/>
16. Useful English: Grammar: <https://usefulenglish.ru/grammar/>

## CONTENTS

Seminar 1. Morphology .....	3
Seminar 2. Parts of speech .....	4
Seminar 3. The Noun .....	6
Seminar 4. The Pronoun and The Numeral .....	9
Seminar 5. The Verb .....	11
Seminar 6. Syntax: Phrases .....	17
Seminar 7. Syntax: Classification of sentences .....	19
Seminar 8. Syntax: Simple sentence. Parts of a simple sentence .....	21
Seminar 9. Syntax: Complex sentence .....	24
Seminar 10. Syntax: Compound sentence .....	26
Supplement I. Glossary of grammar terms .....	29
Supplement II. Names of male and female animals .....	33
Supplement III. Nominal parts of speech and their features .....	35
Test in “The Theory of English Grammar” .....	36
Список вопросов к экзамену по дисциплине «Теоретическая грамматика английского языка» .....	42
Учебники и интернет-ресурсы для подготовки к семинарам и экзамену по дисциплине «Теоретическая грамматика английского языка» .....	43

Учебно-методическое издание

**Юлия Алексеевна Трегубова**

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АНГЛИЙСКОГО ЯЗЫКА**

Учебно-методическое  
пособие

*Техническое исполнение – В.М. Гришин  
Печатается в авторской редакции*

Формат 60 x 84 /16. Гарнитура Times. Печать трафаретная.  
Печ.л. 3,0 Уч.-изд.л. 2,9  
Тираж 30 экз. Заказ 51

Отпечатано с готового оригинал-макета на участке оперативной полиграфии  
Елецкого государственного университета им. И. А. Бунина

Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Елецкий государственный университет им. И.А. Бунина»  
399770, г. Елец, ул. Коммунаров, 28,1