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«Гомельский государственный университет
имени Франциска Скорины»

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**ТЕОРЕТИЧЕСКАЯ ГРАММАТИКА
АНГЛИЙСКОГО ЯЗЫКА**

Практическое пособие

для студентов специальности
1-02 03 06 «Иностранные языки (английский, немецкий),
(английский, французский)»

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Практическое пособие включает семь разделов, каждый из которых со-
держит комплекс упражнений, направленных на формирование навыков ана-
лиза грамматических явлений, развитие умений самостоятельно работать над
языком, видеть и понимать его структуру, устанавливая связи между различ-
ными языковыми феноменами.

Адресовано студентам специальности 1-02 03 06 «Иностранные языки
(английский, немецкий), (английский, французский)».

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ПРЕДИСЛОВИЕ

Данное пособие адресовано студентам факультета иностранных языков, проходящих курс обучения по специальности 1-02 03 06 «Иностранные языки (английский, немецкий), (английский, французский)». Оно позволяет представить грамматику как обозримую и упорядоченную подсистему английского языка, вскрыть закономерности ее функционирования, подчеркнув специфику грамматических единиц английского языка в сопоставлении с соответствующими грамматическими единицами родного языка.

Пособие состоит из семи разделов, каждый из которых содержит комплекс упражнений, ориентированных на формирование у будущих специалистов навыков функционального, синтаксического, семантико-прагматического, тема-рематического анализа предложения (актуальное членение предложения), а также дистрибутивного анализа морфем, развития умений осмысленно выбирать и грамотно использовать различные методы для осуществления самостоятельной исследовательской деятельности по предмету, видеть и понимать структуру языка, устанавливать связи между различными языковыми феноменами.

Необходимость издания рецензируемого пособия сомнений не вызывает: работа с подобным материалом дает возможность глубже познать язык, приобрести новые профессиональные знания, расширить общий кругозор, повысить мотивацию к изучению языкознания, а следовательно, способствует формированию профессиональной компетенции.

Изучение одного раздела рассчитано на одно практическое занятие.

Представленный в пособии материал может использоваться для организации аудиторной и внеаудиторной учебной деятельности по теоретической грамматике английского языка в рамках учебной программы высшего образования.

Пособие следует рассматривать исключительно в качестве дополнения к основным учебникам по предмету, и работа по нему должна проводиться параллельно с работой по этим учебникам.

UNIT 1. FUNDAMENTAL TERMS OF THEORETICAL GRAMMAR

Ex. 1. Make sure you know the terms.

Grammatical form, grammatical paradigm, lexeme, lexical meaning, lexico-grammatical meaning, grammatical category, grammatical meaning (grammeme), grammatical opposition.

Ex. 2. Match the terms with the definitions.

- a) an individual meaning of the word;
- b) relations between language units in speech (a linear combination of units);
- c) an element/value of the grammatical category;
- d) a semantically basic word of the paradigm;
- e) a group of grammatical forms opposed to each other in some way.

Lexical meaning, grammatical opposition, lexeme, syntagmatic relations, grammatical meaning.

Ex. 3. Find examples of syntagmatic relations.

- a) a brilliant idea;
- b) type, types, is typing, typed, had typed;
- c) feel well;
- d) like a monster;
- e) badly – worse – the worst;
- f) pencil – pencils;
- g) enjoy-able;
- h) dis-respect;
- i) she – her;
- j) she – we;
- k) I – we;
- m) London is one of the most enjoyable cities of the world.

Ex. 4. Say if the statement is true or false.

1. The lexico-grammatical meaning is a part-of-speech meaning.
2. Lexeme is a set of different forms of one word.
3. Morphology is the grammar of the sentence.
4. Theoretical grammar is prescriptive.
5. Syntax of the word is known as major syntax.

6. The privative opposition is formed by two or more members that are distinguished by the presence of absence of a feature.

Ex. 5. Give the grammatical paradigm of the following words.

Little, car, uncle, begin, ten, five, start, sister-in-law, metallic, envelope, charming.

Ex. 6. What is the lexeme of the grammatical paradigms?

- a) go, goes, going, went, gone, etc.;
- b) have, has, had, had had, would have had, etc.;
- c) teenager, teenagers, teenager's, teenagers's, etc.;
- d) eleven, eleventh;
- e) few, fewer, the fewest;
- f) badly, worse, the worst;

Ex. 7. Say if it is a grammatical paradigm.

- a) nine, ninth;
- b) he, she;
- c) tall, taller, the tallest;
- d) wide, widely, width, widen;
- e) lay, laid, was lain, is laying, will lay, etc.;
- f) un-, ir-, non-, il-, in-;
- g) mouse, mice;
- h) actor, actress.

Ex. 8. Finish the sentences.

- a) the lowest level of the language is...
- b) the basic unit of the morphemic level is...
- c) the most common type of opposition is...
- d) members of the opposition can be weak and...
- e) all the members of the equipollent opposition are marked...

Ex. 9. Rank the language units in order of their complexity.

- a) word-groups;
- b) sentences;
- c) phonemes;
- d) words;
- e) morphemes.

Ex. 10. What grammemes can you see in the following words?

- a) nephews’;
- b) is reading;
- c) will come;
- d) tigresses;
- e) the tenth;
- f) longer.

Ex. 11. What is the lexico-grammatical meaning of the parts of speech (match the columns)?

- | | |
|---------------|-------------------------|
| 1) nouns; | a) thingness; |
| 2) verb; | b) action/state; |
| 3) adjective; | c) attribute; |
| 4) adverb; | d) secondary attribute; |
| 5) numerals; | e) number/order; |
| 6) pronouns. | f) index. |

Ex. 12. What is the lexico-grammatical meaning of the following words?

- a) dance;
- b) tremendous;
- c) nineteen;
- d) we;
- e) stone;
- f) slow.

Ex. 13. Say what grammatical category these oppositions establish. Find marked and unmarked members of the oppositions.

- a) is writing – are writing;
- b) postcard – postcards;
- c) interesting – more interesting – the most interesting;
- d) I found – I was found;
- e) goose – geese;
- f) near – nearer – the nearest;
- g) am – is – are;
- h) we watch – we are watching;
- i) have – had;
- j) smoke – smokes;
- k) was – were;
- m) translate – translated – will translate.

Ex. 14. What type of opposition is it (privative, gradual or equipollent)?

- a) is coming – are coming;
- b) envelope – envelopes;
- c) comfortable – more comfortable – the most comfortable;
- d) he loses – he is lost;
- e) ox – oxen;
- f) earlier – earlier – the earliest;
- g) am – is – are;
- h) they build – they are building;
- i) was – were;
- j) sweep – swept – swept.

Ex. 15. Check yourself.

1. Are the relations between the words syntagmatic or paradigmatic: *old-fashioned furniture*?

2. What type of opposition is it: *oftener – more often*?

3. Find the strong members of the opposition: *speak – spoke – will speak*.

4. What grammatical category does this opposition help to establish: *phenomenon – phenomena*?

5. Is it a grammatical paradigm: *gratitude – grateful – gratefully – thank*?

6. What is the grammatical paradigm of the word *actress*?

7. What are the grammatical meanings (grammemes) of the word *tigresses*'?

8. What is the lexeme of the grammatical paradigm: *doctor, doctors, doctor's, doctors*'?

9. Morphology is about sentences and word-combination. – *Is it true or false*?

10. What is the lexico-grammatical meaning of the word *a player*?

UNIT 2. MORPHOLOGY (PARTS OF SPEECH AND THE MORPHEMIC STRUCTURE OF THE WORD)

Ex. 1. Make sure you know the following terms.

Part of speech, lexical paradigm of nomination, affix, word-morpheme, analytical word.

Ex. 2. Match the columns.

Features of the word

- 1) isolatability;
- 2) indivisibility;
- 3) positional mobility;
- 4) bilateral character;

Definition

- a) a word has both the form and the content;
- b) a word can become/form a sentence;
- c) semantic integrity;
- d) a word can have different positions in a sentences.

Ex. 3. Study the information below about types of morphemes.

Free morphemes (most roots) are morphemes that can function as words (open, close, house, when, small, etc.).

Bound morphemes (affixes) are morphemes that are attached to a free morpheme (suffixes, prefixes, endings).

Semi-bound morphemes are word-morphemes (*will* come, *have* done, give *up*, etc.).

Ex. 4. Make the morphemic analysis of the words.

Model: "inseparable":

1. **The traditional interpretation:** it is a three-morpheme word consisting of the root "-separ-", the prefix "in-" and the suffix "-able";

2. **The distributional interpretation:** the root "-separ-" is a bound, positive, lexical morpheme; the prefix "in-" is a bound, positive, lexico-grammatical morpheme; the suffix "-able" is a bound, positive, lexico-grammatical morpheme:

- a) children's, disfigured, underspecified, surroundings, kingdom, oxen;
- b) singing, really, gooseberry, unreported, incomparable, quiet;
- c) is done, will come, have translated.

Ex. 5. Say what type of form-building it is (affixation, sound-interchange, suppletivity, analytical type).

Come – has come, swim – swims, take – took, visit – shall visit, shake – shook, bad – worse – the worst, child – children, smoke – smoked, reader – reader's.

Ex. 6. Pick up all the examples of form-building.

Dreamer – dreamy, care – careless, nourish (verb) – nourishing (adjective), go – is going, interest – interesting, castle – castles, smoke – smoking, mouse – mice.

Ex. 7. What type of distribution is it (contrastive, non-contrastive, complementary)?

- a) *impeccable* ‘непогрешимый’ – *irrelevant*;
- b) *undisputable* – *indisputable*;
- c) *published* – *opened*;
- d) *seamless* – *seamy*;
- e) *lice* – *houses*;
- f) *ineffective* – *immortal*;
- g) *transfusible* – *transfusable*;
- h) *spells* – *spelled*;
- i) *spelt* – *spelled*;
- j) *worked* – *spelled*.

Ex. 8. Say what part of speech it is.

1. I don't know why it should be, I am sure; but the sight of another man asleep in bed when I am up, maddens me.

2. He did not Madame anybody, even good customers like Mrs. Moore.

3. If ifs and ans were pots and pans there'd be no need of tinkers.

4. Poor dears, they were always worrying about examinations...

5. “After all, I married you for better or for worse and Aunt Ada is decidedly the worse.”

6. Good thing, too. He'd have gone to the bad if he'd lived.

7. “I believe,” said Tommy thoughtfully, “she used to get rather lots of fun out of saying to old friends of hers when they came to see her.” “I've left you a little something in my will, dear” or “This brooch that you're so fond of I've left you in my will.”

8. When I'm dead and buried and you've suitably mourned me and taken up your residence in a home for the aged. I expect you'll be thinking you are Mrs. Blenkinsop half of the time.

9. The little work-table dispossessed the whatnot – which was relegated to a dark corner of the hall.

10. Tommy came back to say a breathless goodbye.

11. Although it was dim, there was a faded but beautiful carpet on the floor, a deep sage-green in colour.

12. I thought it was something wrong when his wife suddenly up and left him.

Ex. 9. What type of lexical nomination paradigm is it (lexical, semantic, phrasemic)?

1. Deceive – deception – deceitful – deceitfully.
2. New – newly – renew – novelty.
3. Sleep – sleepy – in a sleepy way – dream.
4. A fool – to fool – foolish – foolishly.
5. Bright – brightly – brighten – brilliancy.
6. Bright – brightly – brighten – brightness.
7. High – height – heighten – highly (high).

Ex. 10. Pick up all the grammatical paradigms.

- a) a colour – to colour – colourful – colourfully;
- b) nine – ninth;
- c) tall – taller – the tallest;
- d) wide – widely – width – widen;
- e) mouse – mice;
- f) actor – actress;
- g) think – thought – thoughtful – thoughtfully.

Ex. 11. Build up a lexical paradigm of nomination.

Slow, hard, criticize.

Ex. 12. Check yourself (give the English equivalents).

1. What part of speech is it? *You take the blue case and I'll take the black one.*

- a) noun; b) pronoun; c) numeral.

2. Are they different morphemes or different morphs of the same morpheme? *translated, wrote, learnt, shut* (‘закрыл’).

- a) different morphemes; b) different morphs of the same morpheme.

3. Which one is a lexical paradigm of nomination.

- a) *beauty – beautiful – beautifully – beautify*;

- b) *old – older – the oldest*.

4. Build up the lexical paradigm of nomination (of any type).

Picture – ...

5. Exemplify analytical forms that include word-morphemes.

6. What type of distribution is it (contrastive, non-contrastive, complementary): *irresponsible – unimportant*?

- a) contrastive; b) non-contrastive; c) distributional.

7. True or false: *Functional parts of speech are ready-made units.*
8. True or false: *Inflections are grammatical morphemes.*
9. What type of the lexical nomination paradigm is it (lexical, semantic, phrasemic): *interest – to interest – interesting – interestingly*?
 - a) lexical;
 - b) semantic;
 - c) phrasemic.
10. What form-building type is it (affixation, sound-interchange, suppletivity, analytical type): *go – went*?
 - a) affixation;
 - b) sound interchange;
 - c) suppletivity;
 - d) analytical type.

UNIT 3. PARTS OF SPEECH (THE ADJECTIVE. THE ADVERB. THE ADLINK)

Ex. 1. What is an adjective (answer the question using the plan below)?

An adjective is a part of speech characterized by the following features:

- a) its lexico-grammatical meaning is...
- b) its special affixes are...
- c) its grammatical category (-ies) is (are)...
- d) it combines with...
- e) its syntactical functions are...

Ex. 2. Answer the following questions.

1. Prove that adjectives have the category of the degrees of comparison.
2. Do the following word combinations make up one analytical form (analytical word) or are they two different words?
 - a) *more lazy* and *the most lazy*;
 - b) *less interesting* and *the least interesting*.
3. We know that adjectives often perform the function of an attribute in a sentence. What is meant by “attributes”?
4. What is a comparable (non-comparable) adjective?
5. What is:
 - a) a qualitative adjective (give examples);
 - b) a relative adjective (give examples)?

6. What type of distribution is it (contrastive, non-contrastive, complementary)?

- a) *oftener – more often*;
- b) *more beautiful – less beautiful*.

Ex. 3. Define the type of adjective (qualitative or relative).

Historical, dead, small, biological, industrial, British, round, white.

Ex. 4. Find a substantivized adjective in each line.

1. Blind, the blind, deaf, dead, old.
2. The old, old, the elder, the eldest, the oldest.
3. Clever, the beautiful, dead, rich, raw.
4. Blind, wounded, dead, deaf, the dead.
5. A window, intelligent, relatives, busy, hungry.

Ex. 5. Say what type of grammatical opposition it is (contrastive, non-contrastive, complementary).

1. Short-**er** – the short-**est**.
2. Common-**er** – **more** common.
3. **More** comfortable – **less** comfortable.
4. Simpl-**er** – the simpl-**est**.
5. The simpl-**est** – the **most** simple.

Ex. 6. Find analytical forms (choose the necessary line).

1. Far – further – furthest.
2. Famous – more famous – most famous.
3. Bad – worse – worst.

Ex. 7. Find synthetic forms (choose the necessary line).

1. Smart – smarter – smartest.
2. Careful – more careful – most careful.
3. Cheap – cheaper – cheapest.

Ex. 8. Find suppletive forms (choose the necessary line).

1. Happy – happier – the happiest.
2. Expensive – more expensive – the most expensive.
3. Good – better – the best.

Ex. 9. What is an adverb (answer the question using the plan below)?

An adverb is a part of speech characterized by the following features:

- a) its lexico-grammatical meaning is...
- b) its special affixes are...
- c) its grammatical category (-ies) is (are)...
- d) it combines with...
- e) its syntactical functions are...

Ex. 10. Answer the following questions.

1. Give examples of:
 - a) circumstantial adverbs;
 - b) qualitative adverbs;
 - c) quantitative adverbs.
2. Prove that:
 - a) *quickly* is an adverb;
 - b) *home* can be an adverb.
3. What part of speech is it – an adverb or a preposition?
 - a) *never before* – *before* our meeting;
 - b) *somewhere round* – *round* the corner;
 - c) *within* a minute – not to be found *within*.
4. Choose:
 - a) derivative adverbs;
 - b) simple adverbs;
 - c) composite adverbs;
 - d) compound adverbs.

Where, slowly, here, sideways, there, homewards, now, away, then ahead, so, apart, quite, across, why, when, at least, sometimes, at last, nowhere, anyhow, to and fro, upside down.

Ex.11. Define the type of adverb (qualitative, quantitative or circumstantial).

Slowly, brightly, extremely, tomorrow, inside, very, downstairs, highly, quickly, soon.

Ex. 12. Say what part of speech it is – an adverb or a preposition.

- a) *never before* – *before* our meeting;
- b) *somewhere round* – *round* the corner;
- c) *within* a minute – not to be found *within*.

Ex. 13. Say what type of grammatical opposition it is (privative, gradual or equipollent).

1. Bad – worse – the worst.
2. Small – smaller – the smallest.
3. Comfortable – more comfortable – the most comfortable.

Ex. 14. Say what type of distribution it is (contrastive, non-contrastive, complementary).

1. **More** easily – **the most** easily.
2. Fast-**er** – the fast-**est**.
3. **More** easily – easi-**er**.

Ex. 15. What is an adlink (answer the question using the plan below)?

An adlink is a part of speech characterized by the following features:

- a) its lexico-grammatical meaning is...
- b) its special affixes are...
- c) 3 its grammatical category (-ies) is (are)...
- d) it combines with...
- e) its syntactical functions are...

Ex. 16. Answer the following questions.

1. What are the other names for adlinks (statives, adverbs, link verbs)?
2. Choose the line in which all the words are adlinks.
 - a) alone, alive, afraid, afloat;
 - b) astonished, aboard, frightened;
 - c) apple, apple-juice, plum.
3. Prove that adjectives and adlinks are different parts of speech.

Ex. 17. Check yourself (give the English equivalents).

1. Prove that adverbs have the category of the degrees of comparison (3 degrees). What type of opposition is the category of the degrees of comparison (privative, gradual or equipollent)?
2. What is an adjective?
3. Give examples of relative adjectives.
4. Prove that adjectives and adlinks are the same parts of speech.
5. *Oftene* – *more often* – what type of distribution is it (contrastive, non-contrastive, complementary)?

UNIT 4. PARTS OF SPEECH (MODAL WORDS. THE NUMERAL. THE PRONOUN)

Ex. 1. What is a modal word (answer the question using the plan below).

A modal word is a part of speech characterized by the following features:

- a) its lexico-grammatical meaning is...
- b) its special affixes are...
- c) its grammatical category (-ies) is (are)...
- d) it combines with...
- e) its syntactical functions are...

Ex. 2. Answer the following questions.

1. What is the difference between lexical, lexico-grammatical and grammatical modality? Which modality do modal words express?
2. Prove that modal words have negative combinability.
3. Prove that modal words (like *fortunately*, *happily*, *undoubtedly*, etc.) and adverbs are different parts of speech.

Ex. 3. Define the type of adjective (qualitative or relative).

Undoubtedly, fortunately, of course, maybe, perhaps, happily, it goes without saying, evidently.

Ex. 4. Is it a modal word or an adverb?

1. **Evidently**, she had nothing to do with the whole affair.
2. "I won't go," she said **decidedly**.
3. **Really**, you could have told us before.
4. I **really** don't know.
5. Investors reacted **positively** to news of the takeover.
6. **Indeed**, I would be delighted to help.

Ex. 5. What is a numeral (answer the question using the plan below)?

A numeral is a part of speech characterized by the following features:

- a) its lexico-grammatical meaning is...
- b) its special affixes are...
- c) its grammatical category (-ies) is (are)...
- d) it combines with...
- e) its syntactical functions are...

Ex. 6. Answer the following questions.

1. Prove that numerals have the grammatical category of numerical qualification.
2. What is the difference between lexical/lexico-grammatical and grammatical meaning of number? Which modality is:
 - a) definite, not relative, independent, direct;
 - b) indefinite, dependent, relative, indirect?
3. Prove that ordinal numerals and adjectives are different parts of speech.
4. What is a substantivized numeral?

Ex.7. Pick out all the ordinal (not cardinal!) numerals.

The first, six, twenty-one, the hundredth, the seventy-ninth, sixteenth.

Ex. 8. Find substantivized numerals.

1. Open your books at page **ten**.
2. I need **ten** pounds.
3. I'll give you **a "ten"** today.
4. Two **hundred** books.
5. **Hundreds** of books.
6. They followed in **fours**.
7. Four and **four** is eight.

Ex. 9. Say what type of grammatical opposition it is (privative, gradual or equipollent).

1. Six – the sixth.
2. One – the first.
3. Twenty-two – the twenty-second.

Ex. 10. What is the syntactical function of the numeral (subject, object, predicative, attribute, adverbial modifier)?

1. She got up **at five** today.
2. They were **seven**.
3. I saw **two of them** in the forest.
4. I have **two** children.

Ex. 11. What is a pronoun?

A pronoun is a part of speech characterized by the following features:

- a) its lexico-grammatical meaning is...

- b) its special affixes are...
- c) its grammatical category (-ies) is (are)...
- d) it combines with...
- e) its syntactical functions are...

Ex. 12. Answer the following questions.

1. Is it true or false: pronouns indicate objects and qualities without naming them?
2. Prove that personal pronouns have the category of case.
3. Do you agree that personal pronouns possess the lexico-grammatical meaning of number, gender, person?
4. Give possessive case opposites of personal pronouns (*my – mine, your – yours, her – ..., it – ..., they – ..., we – ..., etc.*).
5. Prove that reflexive pronouns have the grammatical category of number.
6. Give examples of demonstrative (interrogative, connective, reciprocal, and indefinite) pronouns.
7. Are they negative pronouns: *nobody, no, none, nothing, neither*?

Ex. 13. What type of pronoun is it (personal, possessive, indefinite, negative, interrogative, connective, reciprocal, reflexive)?

Mine, myself, who, each other, one, me, his, many, few, which, yourselves.

Ex. 14. What type of grammatical opposition is it (privative, gradual, equipollent)?

- a) yourself – yourselves;
- b) this – these;
- c) they – them;
- d) your – yours;
- e) few – fewer – the fewest.

Ex. 15. Check yourself (give the English equivalents).

1. Pick up all the modal words denoting desirability: *happily, luckily, fortunately, maybe, perhaps, probably, certainly, of course, undoubtedly.*
2. Is it true or false? *Modal words have negative combinability.*
3. What is a numeral?
4. Prove that personal pronouns have the category of case.
5. What is the role of pronouns in the language?

UNIT 5. A PHRASE AS A UNIT OF SYNTAX

Ex. 1. Make sure that you know the following terms.

Syntax, major syntax, minor syntax, phrase, sentence, coordinative phrases, subordinate phrases, agreement, government, adjunction.

Ex. 2. Define the type of syntactic relations (coordination or subordination) between the components of the phrases given below.

A young man, jumping into the water, good-looking and wealthy, an evening paper, commiseration together with sympathy, typically English, the roof of the house, young but wise, considerate and careful, written in pencil, reading a book, Geology and Geography.

Ex. 3. Define the type of coordination: syndetic, asyndetic or both.

1. And Soames was alone again. The **spidery, dirty, ridiculous** business!
2. Gazing at him, so **old, thin, white, and spotless**, Annette murmured something in French which James did not understand.
3. In the **white and black** atmosphere stood Macgregor, a rather shamefaced looking Macgregor, without hat or coat, a damp and solemn Macgregor.
4. She also noticed that he was **smooth-shaven, good-looking and young**, but nothing more.
5. She was unknown in Paris, and he but little known, so that discretion seemed unnecessary in those **walks, talks, visits** to concerts, picture-galleries, theatres, little dinners, expeditions to Versailles, St. Cloud, even Fountainebleau.
6. A dull **commiseration, together with a vague sense of injury** crept about Soames' heart.
7. His master, **big, surly and forbidding** and with a powerful moustache, glared mercilessly.
8. The combination of her **treachery, defiance, and impudence** was too much for him.
9. They were **peevish, crusty, silent**.
10. **Outraged and on edge**, Soames recoiled.

Ex. 4. Define the position of the dependent component/modifier in the subordinate phrases given below (i. e. say if the modifier is prepositional or postpositional).

The program to watch, glad to see you, John's sister, Monica's arrival, Bill's arrest, extremely important, a waiting girl, a waiting room, crazy about ice-cream, will arrive tomorrow, happy to be here, live in France, a spectacular performance, to drive fast.

Ex. 5. Define the type of syntactic relations (agreement, government or adjunction/adjoinment) between the components of the subordinate phrases given below.

To kiss tenderly, important for him, denied the accusations, seriously damaged, a negative answer, these books, to fully understand, to know them, lovely face, to speak quietly, that shop, give him.

Ex. 6. Match the synonyms.

- | | |
|------------------|-------------------------------------------|
| 1) adjunction; | a) conjunctive (sometimes prepositional); |
| 2) syndetic; | b) adjoinment (agglutination); |
| 3) subordinate; | c) exocentric (non-headed); |
| 4) coordinative; | d) phrase; |
| 5) word group; | e) endocentric (headed); |
| 6) modifier. | f) adjunct. |

Ex. 7. Match the opposites.

- | | |
|------------------|-----------------------------|
| 1) agreement; | a) exocentric (non-headed); |
| 2) syndetic; | b) asyndetic; |
| 3) subordinate; | c) adjunction; |
| 4) phrase; | d) sentence; |
| 5) coordination; | e) subordination; |
| 6) kernel. | f) a modifier. |

Ex. 8. Match the columns.

- | | |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 1) phrase; | a) a language unit that comes between the word and the sentence in the hierarchy of grammatical units; |
| 2) sentence; | b) a combination of syntactically unequal notional words; |
| 3) government; | c) a way of connection involving concord of grammatical forms in a subordinate word-group: e. g. <i>these books, those women</i> ; |
| 4) agreement; | |
| 5) subordination; | |
| 6) coordination. | |

- d) a communication unit made up of words in conformity with their combinability and structurally united by intonation and predicativity;
- e) a way of connection when the head of a subordinate word-group requires of its adjunct to assume an appropriate grammatical form (usually a case-form); e. g. *to see him*;
- f) linking of two or more notional words that have the same syntactical function in a sentence (*guests, colleagues and friends*).

Ex. 9. Check yourself.

1. Choose all the phrases with subordination (not coordination!).

Leaving the office, nice and beautiful, a morning shower, undoubtedly supreme, the door of the hut, old but good, qualitative or quantitative, guided by the teacher, writing a letter, art and music.

2. Is it true or false?

Agreement is a way of connection when the head of a subordinate word-group requires of its adjunct to assume an appropriate grammatical form (usually a case-form); e. g. *important for him*.

3. What type of coordination is it: syndetic, asyndetic or both?

Milk or cream

- a) syndetic; b) asyndetic; c) both.

4. Choose all the phrases with the prepositional modifier.

An elegant lady, proud of his daughter, a smart car, go in for sports, Bob's duty, afraid of you, stay in Brussels, extremely dangerous, poisonous chemicals, thankful for your help.

5. What type of syntactic relation is it (agreement, government or adjunction)?

Father's car

- a) agreement; b) government; c) adjunction.

6. What type of syntactic relation is it (agreement, government or adjunction)?

Pass an exam

- a) agreement; b) government; c) adjunction.

7. Is it true or false?

The most common type of syntactic relations in Modern English is agreement.

UNIT 6. A SENTENCE AS A UNIT OF SYNTAX

Ex. 1. Define the pragmatic type of the following simple sentences.

1. I congratulate you.
2. The Earth rotates.
3. I pronounce you man and wife.
4. The river flows into the Baltic Sea.
5. I name the ship...
6. Get out of here!
7. I'll come some time.
8. Could you close the door, please?
9. We thank our friend.
10. I'll give you a bad mark.
11. What is your name?
12. I apologize.
13. What time is it?
14. Are you still here?
15. There's little chalk left.

Ex. 2. Find the sentences that could be interpreted as request/orders.

1. Could you help me?
2. There's little bread left.
3. My computer's broken.
4. Oh, there are so many dirty dishes in sink...
5. We haven't paid for the electricity yet.

Ex. 3. Find:

- a) *semi-compound*;
- b) *semi-complex sentences*.

1. When he is coming has not been decided yet.
2. The soldier was badly wounded but stayed in the ranks.
3. You can take whatever you like.
4. We watched the plane disappear the plane disappear behind the distant clouds.
5. When are you going to give back the money that you borrowed last week?
6. He tore the photo in half and threw it in the fire.
7. She was nursing the flower, as a mother nurses her child.

8. They waited breathless.
9. They talked, laughed, were perfectly happy late in the night.
10. I came in late for the supper served in the dining-room.

Ex. 4. Define the type of the subordinate clause of the following complex sentences (subject, object, predicate, attributive, adverbial).

1. I know **what she wants**.
2. You can take **whatever you like**.
3. I had to go home **since it was getting dark**.
4. **That she wants to help us** is beyond any doubt.
5. **It** is clear that **he will never agree to it**.
6. **If you had asked us**, we would have helped you.
7. I wonder **if you will do it**.
8. I shall stay here **until you come**.
9. The problem is **that I hate spiders**.
10. **That I hate spiders** doesn't let me go to the basement.

Ex. 5. Define the type of the following adverbial clauses.

1. You will write your test-work well, provided you have repeated all the necessary grammar rules.
2. Steel parts are usually covered with grease, lest they should rust.
3. As he has finished his work, he may go home.
4. He went where you sent him.
5. They will work till it gets dark.
6. They spoke as if they were very tired.
7. He was so surprised as though he had never seen such a device.
8. The sooner you come the sooner we shall finish our work.
9. I shall give you the book if you return it tomorrow.
10. However busy he may be, he will do it.
11. The weather was so bad that we had to postpone our excursion.

Ex. 6. Find the rheme of the following sentences.

1. Bob is going to Spain next week (an answer to the question "When is John going to Spain?").
2. Bob is going to Spain next week (an answer to the question "Where is John going next week?").
3. Bob is going to Spain next week (an answer to the question "Who is going to Spain next week?").

4. Bob is going to Spain next week (an answer to the question “What is John going to do next week?”).

Ex. 7. Dwell upon the actual division of the sentence.

Model:

a) The time came for her to dance with Adams (this sentence represents a case of double theme-rheme construction).

b) As for Ann, she had a natural and healthy contempt for the arts (the rhematic element – “as for Ann”, the theme of the sentence is “she”, the rheme is “had a natural and healthy contempt for the arts”).

1. I must take some definite actions tonight.
2. I cannot allow the examination to be held if one of the papers has been tampered with.
3. The situation must be faced.
4. He heard her singing.
5. Bob, light a fire, quick!
6. It was Mr. Brown I particularly wanted to see.
7. Baxter Dowes he knew and disliked.
8. For me to get up early was something like a deed.
9. I have never been told to come there to retype the papers.
10. Triumphant, that’s what she was at the prospect.

Ex. 8. Build up the IC-model of the sentences.

1. The exhausted boy greeted his father rather unwillingly.
2. The pearl ear-rings dangled under her rosy ears.
3. The Whinstones’ kitchen was of fair size.
4. She slowly, abstractedly closed the door in his face.
5. The key turned rustily in the lock.

Ex. 9. Define the type of the subject and predicate.

Model: *It was a cold autumn weather* (the subject of the sentence “it” is formal, the predicate “was cold autumn weather” is compound nominal).

1. Car’s right outside. You might want to button up your coat up, though, it’s freezing out there.
2. Good gracious, Mr. Holmes.
3. Tomorrow is the examination.
4. She began to cry again, but he took no notice.

5. She walked away from the wall towards the fire, dizzy, white to the lips, mechanically wiping her small, bleeding mouth.

6. He sat motionless.

7. Then gradually, her breath began to hiss, she shook, and was sobbing silently, in grief for herself. Without looking, he saw. It made his mad desire to destroy her come back.

UNIT 7. CHECK YOURSELF

Do the following tests.

1. Find the true statement.

- a) a sentence is a set of words giving a complete thought;
- b) a sentence is a unit smaller than a word;
- c) a sentence has no meaning;
- d) a sentence is a nominative unit;
- e) a sentence is a unit of morphology.

2. Choose a complex sentence (not a semi-complex!).

- a) I don't believe you;
- b) when he comes home, I'll be sleeping;
- c) my favourite song is "Lady in Red";
- d) I am still young;
- e) I saw him go.

3. Choose a compound sentence with a clause of result.

- a) when he comes home, I'll be sleeping;
- b) he played so well that everyone believed him;
- c) if you let me down, I'll never forgive you;
- d) see you when you are free;
- e) wait till he comes.

4. Find a semi-compound sentence.

- a) he fixed the computer and she washed the dishes;
- b) the lady stood motionless;
- c) the fence was painted green;
- d) I heard him open the door;
- e) she woke up and looked at the clock.

5. The lexico-grammatical meaning of the word *sugar* is...

- a) substance;
- b) action;
- c) secondary attribute;
- d) attribute;
- e) degrees of comparison.

6. An example of syntagmatic relations in grammar is...

- a) un-be-lieve-able;
- b) un-believ-able;
- c) be-live-able;
- d) be-able;
- e) unable – able.

7. An example of paradigmatic relations in grammar is...

- a) I had my jaw dropped;
- b) there is plenty more fish in the sea;
- c) new lords, new laws;
- d) break a leg;
- e) do it – don't do it.

8. The grammar of the sentence is referred to as...

- a) major syntax;
- b) morphology;
- c) grammatical;
- d) simple;
- e) complex.

9. Syntax is about...

- a) nothing;
- b) word combinations;
- c) pronouns;
- d) adjectives;
- e) morphs.

10. Name the type of relations established between morphs in a word:

- a) paradigmatic and syntagmatic;
- b) syntagmatic and paradigmatic;

- c) paradigmatic;
- d) syntagmatic;
- e) both.

11. Name the type of relations established between the words *sweep – swept*.

- a) paradigmatic and syntagmatic;
- b) syntagmatic and paradigmatic;
- c) paradigmatic;
- d) syntagmatic;
- e) both.

12. Practical grammar of Modern English.

- a) teaches how to speak and write English;
- b) analyzes the English grammar;
- c) classifies the English vocabulary;
- d) describes relations between texts;
- e) systematizes speech units of English.

13. Theoretical grammar of Modern English.

- a) explains how to speak and write English;
- b) studies the English grammar;
- c) studies the English vocabulary;
- d) teaches to speak English;
- e) studies lexical units of English.

14. Grammar is about...

- a) syntax and phonetics;
- b) vocabulary and morphology;
- c) morphemics, parts of speech, word combinations and sentences;
- d) morphemics, parts of speech and sentences;
- e) morphology and vocabulary.

15. Morphology is about...

- a) syntax and vocabulary;
- b) syllables and grammatical classes of words;
- c) syntax;

- d) intonation and phonemes;
- e) parts of speech and morphemes.

16. Theoretical grammar is referred to as...

- a) non-scientific;
- b) applied;
- c) communicative;
- d) non-practical;
- e) practical.

17. The combination of words *go away* is an example of...

- a) paradigmatic and syntagmatic relations;
- b) syntagmatic and paradigmatic relations;
- c) paradigmatic relations;
- d) syntagmatic relations;
- e) both.

18. The grammar of word groups is referred to as...

- a) major syntax;
- b) minor syntax;
- c) grammatical;
- d) simple;
- e) somplex.

19. The main features of the word are...

- a) isolatability, indivisibility, positional immobility;
- b) structural dependence, indivisibility, positional immobility;
- c) structural dependence, divisibility, positional immobility;
- d) isolatability, indivisibility, positional mobility;
- e) isolatability, divisibility, positional immobility.

20. Words are of double nature, because...

- a) the word is a unity of the form and the content;
- b) the word is a unity of two morphemes;
- c) words can be not only structurally simple but also composite;
- d) words play only two functions in a sentence;
- e) their main features are divisibility and positional immobility.

21. Say which line consists of only grammatical suffixes.
- a) -th (e. g., ninth), -er (e. g., bigger), -ress (e. g., waitress);
 - b) -ful (e. g., careful), -less (e. g., careless), -er (e. g., speaker);
 - c) un- (e. g., undone), re- (e. g., reread);
 - d) -hood (e. g., girlhood), -ship (e. g., friendship);
 - e) -s (e. g., pencils), -ed (e. g., washed).

22. The suffix *-able* (e. g., *avoid-able*) is...

- a) a lexical morpheme;
- b) a lexico-grammatical morpheme;
- c) a grammatical morpheme;
- d) a word-morpheme;
- e) a stem.

23. An example of a derivative word is...

- a) days;
- b) green-eyed;
- c) speaker;
- d) is done;
- e) give up.

24. Say which of these words has an internal inflexion.

- a) Wrote;
- b) Opened;
- c) Smoke;
- d) Smokes;
- e) Cacti.

25. Say what type of distribution is shown by such morphemes as *-ed* and *-t* (e. g., *learn-ed* – *learn-t*).

- a) contrastive distribution;
- b) non-contrastive distribution;
- c) complementary distribution;
- d) privative distribution;
- e) gradual distribution.

26. Say what type of distribution is shown by such morphemes as *-ed* and *-ing* (e. g., *learn-ed – learn-ing*).

- a) contrastive distribution;
- b) non-contrastive distribution;
- c) complementary distribution;
- d) equipollent distribution;
- e) gradual distribution.

27. Say what type of distribution is shown by such prefixes as *im-* and *dis-* (e. g., *im-possible – dis-satisfied*).

- a) contrastive distribution;
- b) non-contrastive distribution;
- c) gradual distribution;
- d) equipollent distribution;
- e) complementary distribution.

28. Find the analytical form.

- a) shall visit;
- b) marry-go-round;
- c) boyhood;
- d) unavoidable;
- e) black tea.

29. Say what type of form building it is (*translate – translated*).

- a) affixation;
- b) suppletivity;
- c) sound-interchange;
- d) analytical type;
- e) ellipsis.

30. Say what type of form building it is (*is writing*).

- a) affixation;
- b) suppletivity;
- c) sound-interchange;
- d) analytical type;
- e) ellipsis.

31. Say what part of speech the word *brilliant* (e. g. *brilliant idea*) belongs to...

- a) an adjective;
- b) an adlink;
- c) a modal word or an adverb;
- d) an interjection;
- e) a pronoun.

32. Find the semantic type of lexical paradigm of nomination.

- a) rain – to rain – rainy – in a rainy way;
- b) snow – to snow – snowy – in a snowy way;
- c) beauty – beautiful – beautifully – beautify;
- d) distance – distant – distantly – unjoint;
- e) difficult – difficulty – with difficulty – make something difficult.

33. Find the phrasemic type of lexical paradigm of nomination.

- a) dark – darkness – darken – dimly;
- b) light – light – brightly – lighten;
- c) beauty – beautiful – beautifully – beautify;
- d) white – whiten – whiteness – in white;
- e) simple – simply – simplicity – simplify.

34. Find the example of a lexical paradigm of nomination.

- a) drive – drove;
- b) smile, smiling, smiled, will smile;
- c) simple – simply – simplicity – simplify;
- d) ten – tenth;
- e) dark – darker – the darkest.

35. A grammatical class of words characterized by the same lexico-grammatical meaning is usually referred to as.

- a) a part of speech;
- b) a word combination;
- c) proverbs;
- d) sayings;
- e) lexemes.

36. Say what part of speech is characterized by the lexico-grammatical meaning of thingness (substance).

- a) an interjection;
- b) an adverb;
- c) a pronoun;
- d) a modal word;
- e) a noun.

37. Say what part of speech is not characterized by any lexico-grammatical meaning.

- a) a verb;
- b) an adjective;
- c) a noun;
- d) a numeral;
- e) a preposition.

38. Choose the true statement.

- a) a reliable classification should be based on none but the semantic criterion (lexico-grammatical);
- b) a reliable classification should be based on none but the formal (grammatical) criterion;
- c) a reliable classification should be based on none but the functional criterion;
- d) a reliable classification should be based on the semantic, formal, functional criteria;
- e) a reliable classification should be based on none but the formal and functional criteria.

39. Say which of the following words can't finish the lexical paradigm of nomination *simple – simply – simplicity – ...*

- a) simplify;
- b) simpler;
- c) become simpler;
- d) make things simpler;
- e) make something simple.

40. Say what type of distribution it is (*tall-er – tall-est*).

- a) privative;
- b) gradual;

- c) contrastive;
- d) non-contrastive;
- e) complementary.

41. Say which one is a notional part of speech (in our traditional classification).

- a) prepositions;
- b) interjections;
- c) adlinks;
- d) conjunctions;
- e) modal words.

42. Say which one is a functional part of speech (in our traditional classification).

- a) particles;
- b) adlinks;
- c) numerals;
- d) pronouns;
- e) adverbs.

43. Find the false statement.

- a) notional parts of speech are characterized by some lexical meaning;
- b) notional parts of speech don't perform any functions in a sentence;
- c) notional parts of speech are characterized by word-building properties;
- d) notional parts of speech are verbs, adlinks, numerals, etc.;
- e) notional parts of speech are characterized by form-building properties.

44. Find the false statement.

- a) functional parts of speech are characterized by some lexical meaning;
- b) functional words are ready-made units;
- c) functional parts of speech have no proper sentence functions;
- d) functional parts of speech are prepositions, articles, particles, etc.;
- e) functional parts of speech are not characterized by word-building properties.

45. Find the peripheral (marginal) member of the verbal class (in our traditional classification of parts of speech).

- a) modal word;
- b) preposition;

- c) interjection;
- d) participle;
- e) particle.

46. The classical classification of parts of speech (by Henry Sweet) divides all words in the English language into...

- a) noun-words and adjective words;
- b) noun-words, adjective words, and verbs;
- c) noun-words, adjective words, verbs, and particles;
- d) noun-words, adjective words, verbs, interjections and particles;
- e) noun-words, adjective words, verbs, interjections, and prepositions.

47. One of the main features of a word is...

- a) isolatability;
- b) positional immobility;
- c) lack of semantic integration;
- d) divisibility;
- e) plasticity.

48. Semantic integrity (as a feature of the word) is about the following.

- a) a word can become/form a sentence;
- b) a word can have different positions in a sentence;
- c) positional mobility;
- d) indivisibility;
- e) isolatability.

49. Positional mobility (as a word feature) is about the following.

- a) a word can become/form a sentence;
- b) a semantic integrity;
- c) an indivisibility;
- d) the position of the word in a sentence is not fixed;
- e) divisibility.

50. The word *throughout* is...

- a) an interjection;
- b) an particle;
- c) a numeral;
- d) a preposition;
- e) a pronoun.

51. Find the noun morphologically (grammatically) marked for gender.

- a) awareness;
- b) tigress;
- c) feet;
- d) boy's;
- e) darkness.

52. Prove that adjectives have the category of the degrees of comparison.

- a) distant – distantly;
- b) wise – rather wise;
- c) far – father – the farthest;
- d) slow – slower – the slowest;
- e) little – less – the least.

53. Find the false statement about the analytical word *more quickly*.

- a) it is a superlative form;
- b) it can be transformed into “quicker”;
- c) more is a word-morpheme;
- d) it is an analytical word;
- e) the Russian for it is “быстрее”.

54. Find the non-comparable adjective.

- a) plastic;
- b) dull;
- c) slowly;
- d) smart;
- e) comfortable.

55. Find the comparable adjective.

- a) loud;
- b) yearly;
- c) russian;
- d) british;
- e) iron.

56. Choose the quantitative adverb.

- a) entirely;
- b) importantly;

- c) amazingly;
- d) eastward;
- e) today.

57. Choose the example with the word *inside* as an adverb.

- a) the inside of the house was fantastic;
- b) they used inside information for mercenary purposes;
- c) she leaped inside as soon as the door was open;
- d) she placed her new phone inside its case;
- e) I liked the inside of the café.

58. Prove that personal pronouns have the category of case (choose the necessary opposition).

- a) one – one's;
- b) I – my;
- c) my – mine;
- d) her – herself;
- e) she – her.

59. Choose the derivative adverb.

- a) outside;
- b) inside;
- c) today;
- d) dreadfully;
- e) inside out.

60. Find the true statement.

- a) “dreadfully” is a circumstantial adverb;
- b) “more quickly” is not an analytical word;
- c) “older” is a substantivized adjective;
- d) adjectives and adverbs are different parts of speech;
- e) both qualitative and relative adjectives are characterized by the category of the degrees of comparison.

61. Find the false statement.

- a) modal words express lexico-grammatical modality;
- b) modal words are a functional part of speech;
- c) modal words function as predicates;

- d) modal words of probability are “probably”, “perhaps”, etc.;
- e) modal words have no grammatical categories.

62. Find the true statement about numerals.

- a) numeral function as parenthetical elements;
- b) examples of numerals are “go”, “talk”, “travel”;
- c) numerals have no affixes;
- d) numerals have no grammatical categories;
- e) numerals are a notional part of speech (in the traditional classification).

63. Find the subordinate (not coordinate!) phrase.

- a) interesting and informative;
- b) big but bad;
- c) teachers and students;
- d) an expensive hotel;
- e) PCs and Macs.

64. Find the asyndetic coordination.

- a) the Amazon and the Nile;
- b) rice, rye, buckwheat;
- c) fruit or vegetables;
- d) day and night;
- e) young but lazy.

65. Choose the phrase with a prepositional modifier.

- a) waiting room;
- b) high enough;
- c) visit Berlin;
- d) drink water;
- e) a promise to help.

66. Choose the phrase with adjunction (not agreement or government!).

- a) visit me;
- b) Monica’s car;
- c) visit London;
- d) hate them;
- e) these animals.

67. Give the synonym to the word *modifier*.

- a) conjunction;
- b) coordination;
- c) head;
- d) kernel;
- e) adjunct.

68. A way of syntactic connection when the head-word of a subordinate word-group requires of its adjunct to assume an appropriate grammatical form (usually a case-form).

- a) adjoinment;
- b) coordination;
- c) agreement;
- d) government;
- e) adjunction.

69. Find the relative adjective.

- a) loud;
- b) dull;
- c) big;
- d) british;
- e) talkative.

70. Find the qualitative adjective.

- a) loud;
- b) yearly;
- c) russian;
- d) british;
- e) iron.

71. Say what type of pronouns they are (*hers, theirs, ours, mine*).

- a) personal;
- b) possessive;
- c) reflexive;
- d) indefinite;
- e) reciprocal.

72. Find the true statement.

- a) demonstrative pronouns have the grammatical category of gender;
- b) possessive pronouns have the grammatical category of number;
- c) reciprocal pronouns are like “each other”, “one another”;
- d) personal pronouns have the grammatical category of numerical order;
- e) relative pronouns have the grammatical category of tense.

73. Say what type of opposition it is (*expensive – more expensive – the most expensive*).

- a) privative binary;
- b) privative tertiary;
- c) privative quaternary;
- d) gradual;
- e) equipollent.

74. Say what type of distribution it is (*quick-er – teach-er*).

- a) contrastive;
- b) non-contrastive;
- c) complementary;
- d) privative;
- e) gradual.

75. Choose the circumstantial adverb.

- a) utterly;
- b) dreadfully;
- c) amazingly;
- d) eastward;
- e) frequently.

76. A word group with syntactically equal members.

- a) adjoinment;
- b) coordination;
- c) agreement;
- d) government;
- e) adjunction.

77. Define the type of syntactic relations (*that guy*).

- a) syndetic coordination;

- b) asyndetic coordination;
- c) agreement;
- d) government;
- e) adjunction.

78. Define the type of syntactic relations (*throw to them*).

- a) syndetic coordination;
- b) asyndetic coordination;
- c) agreement;
- d) government;
- e) adjunction.

79. The IC model of the sentence suggests dividing the sentence into...

- a) the theme and the rheme;
- b) immediate constituents;
- c) parts of the sentence;
- d) parts of speech;
- e) the actual division of the sentence.

80. *Go away* contains...

- a) neither the theme nor the rheme;
- b) no rheme;
- c) the theme and the rheme;
- d) only the theme;
- e) only the rheme.

81. The actual sentence division is also called...

- a) syntax;
- b) the part of speech model;
- c) the part of the sentence model;
- d) the IC-model;
- e) FSP.

82. The object of the sentence *I made him cry* is...

- a) made him cry;
- b) made him;
- c) cry;
- d) him;
- e) him cry.

83. The complex object of the sentence *I made him cry* is...
- a) made him cry;
 - b) made him;
 - c) cry;
 - d) him;
 - e) him cry.
84. The nominal part of a compound predicate is referred to as...
- a) predicative;
 - b) predication;
 - c) predicativity;
 - d) predicate;
 - e) predication line.
85. Find the object(s) of the sentence *Without any doubt, she gave me a wonderful present*.
- a) without;
 - b) wonderful;
 - c) without any doubt;
 - d) me, present;
 - e) she gave.
86. Choose the example of secondary predication.
- a) he is coming;
 - b) he has come;
 - c) he comes;
 - d) his coming;
 - e) he came.
87. Morphology is not about...
- a) grammatical classes of words;
 - b) parts of speech;
 - c) word groups;
 - d) morphs;
 - e) morphemes.
88. A definite form of the word is referred to as...
- a) paradigm;
 - b) grammatical form;

- c) lexico-grammatical meaning;
- d) lexeme;
- e) grammeme.

89. Equipollent oppositions have...

- a) no members;
- b) only two members;
- c) only strong members;
- d) only unmarked members;
- e) both marked and unmarked members.

90. The most common type of oppositions is...

- a) oppositional opposition;
- b) gradual opposition;
- c) non-privative opposition;
- d) privative opposition;
- e) equipollent opposition.

91. *Quick – quicker – the quickest* is an example of...

- a) privative opposition;
- b) quaternary opposition;
- c) tertiary opposition;
- d) gradual opposition;
- e) equipollent opposition.

92. Find a grammatical paradigm.

- a) snow – to snow – snowy – in a snowy way;
- b) come – comes – have come – has come – had come, etc.;
- c) long – prolong – length – in a long way;
- d) I'm going to have my hair cut today;
- e) two and two is four.

93. Give the lexeme of the grammatical paradigm *come – comes – have come – has come – had come, etc.* is.

- a) comes;
- b) come;
- c) coming;
- d) came;
- e) to come.

94. Choose the set of words which is a true and complete grammatical paradigm of the word *lady*.

- a) lady – ladies;
- b) lady – ladies – lady's – ladies';
- c) lady's – ladies';
- d) lady – ladies – lady's – ladies's;
- e) lady – woman.

95. The word-form *has been put* has the following grammemes.

- a) present tense, perfect order, passive voice, non-continuous aspect, plural number, third person;
- b) present tense, perfect order, active voice, non-continuous aspect, singular number, third person;
- c) present tense, perfect order, passive voice, continuous aspect, singular number, third person;
- d) past tense, perfect order, passive voice, non-continuous aspect, singular number, third person;
- e) present tense, perfect order, passive voice, non-continuous aspect, singular number, third person.

96. Say which of the following grammatical categories is not typical of verbs.

- a) the category of mood;
- b) the category of number;
- c) degrees of numerical order;
- d) the category of order;
- e) the category of tense.

97. Say what grammeme(s) the word-form *lionesses* ' has the following grammemes.

- a) plural number, possessive case, feminine gender;
- b) singular number, possessive case, feminine gender;
- c) singular number, possessive case, masculine gender;
- d) plural number, possessive case;
- e) plural number, common case.

98. A contrastive group of marked members is referred to as.

- a) privative opposition;
- b) equipollent opposition;

- c) quaternary opposition;
- d) tertiary opposition;
- e) gradual opposition.

99. An example of a privative grammatical opposition is...

- a) do – will do;
- b) shall do – will do;
- c) is doing – am doing;
- d) black – white;
- e) am – is – are.

100. The wrong example of a gradual opposition is...

- a) slowly – more slowly – the most slowly;
- b) slowly – slower – the slowest;
- c) quickly – quicker – the quickest;
- d) quickly – quicker – the quickest;
- e) quick – more quickly – the most quickly.

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