

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
Волинський національний університет імені Лесі Українки

**Л. В. Ковальчук**

**ПРАКТИКУМ  
З ТЕОРЕТИЧНОЇ ГРАМАТИКИ АНГЛІЙСЬКОЇ МОВИ**

*для студентів 4 курсу факультету іноземної філології*

Луцьк  
Вежа-Друк  
2020

УДК 811.111'36(072)

К 56

*Розглянуто та рекомендовано до друку науково-методичною радою  
Волинського національного університету імені Лесі Українки,  
протокол № 4 від 16.12.2020 року.*

**Рецензенти:**

**Єфремова Н. В.** – кандидат філологічних наук, доцент кафедри практики англійської мови Волинського національного університету імені Лесі Українки;

**Киселюк Н. П.** – кандидат філологічних наук, доцент кафедри української та іноземної лінгвістики Луцького національного технічного університету.

**К 56 Ковальчук Л. В.**

Практикум з теоретичної граматики англійської мови: навчально-методична розробка. – Луцьк: Вежа-Друк, 2020. – 28 с.

Практикум призначений для студентів 4 курсу факультету іноземної філології (спеціальність “Мова та література (англійська)” Волинського національного університету імені Лесі Українки. Подано детальні плани семінарських занять, широкий спектр практичних завдань та питань для самоконтролю з теоретичної граматики англійської мови.

**УДК 811.111'36(072)**

© Л. В. Ковальчук, 2020

## ЗМІСТ

<b>ПЕРЕДМОВА</b> .....	4
<b>SEMINAR 1.</b> Systemic Conception of Language. Morphemic Structure of the Word.....	5
<b>SEMINAR 2.</b> Grammatical Classes of Words. Noun and Its Categories.....	7
<b>SEMINAR 3.</b> Verb and Its Categories. Verbals.....	10
<b>SEMINAR 4.</b> Grammatical Features of Other Parts of Speech.....	13
<b>SEMINAR 5.</b> Word-Groups as Syntactic Units.....	15
<b>SEMINAR 6.</b> Syntax of Simple and Composite Sentences.....	19
<b>РЕКОМЕНДОВАНА ЛІТЕРАТУРА</b> .....	23
<b>СПИСОК ЕКЗАМЕНАЦІЙНИХ ПИТАНЬ</b> .....	24

## ПЕРЕДМОВА

Навчально-методична розробка “Практикум з теоретичної граматики англійської мови” призначена для студентів 4 курсу факультету іноземної філології (спеціальність “Мова та література (англійська)” Волинського національного університету імені Лесі Українки. Навчально-методична розробка відповідає вимогам робочої програми з теоретичної граматики, укладеної згідно з навчальним планом факультету іноземної філології Волинського національного університету імені Лесі Українки та з урахуванням рекомендацій МОН України до предметної підготовки зі спеціальності 035 “Філологія”.

Навчальна дисципліна “Теоретична граMATика англійської мови” є однією із фундаментальних поряд з лексикологією, стилістикою, історією мови. Основна мета – дати студентам ґрунтовні знання з теоретичної граматики відповідно до існуючих концепцій з розвитку теорії граматики, щоб підготувати теоретичну базу та наступність в освоєнні дотичних навчальних дисциплін.

Важливим є навчити студентів вміло оперувати термінологічним апаратом граматичної теорії для органічного входження у термінологічний корпус загальної лінгвістичної теорії; застосовувати основні методи та прийоми дослідження мовних явищ; робити інтерпретацію граматичних категорій; встановлювати граматичні аспекти зв'язку мови і мовлення; використовувати набуті знання теоретичного характеру при виконанні різнопланових практичних завдань.

Навчально-методична розробка “Практикум з теоретичної граматики англійської мови” містить детальні плани семінарських занять, широкий спектр практичних завдань та питань для самоконтролю з теоретичної граматики англійської мови. Поданий також список рекомендованої літератури для підготовки до семінарських занять та перелік екзаменаційних питань з цієї навчальної дисципліни.

Викладачам англійської мови “Практикум з теоретичної граматики англійської мови” може бути корисним як додатковий матеріал при опрацюванні зі студентами окремих граматичних розділів.

## SEMINAR 1.

### Systemic Conception of Language. Morphemic Structure of the Word.

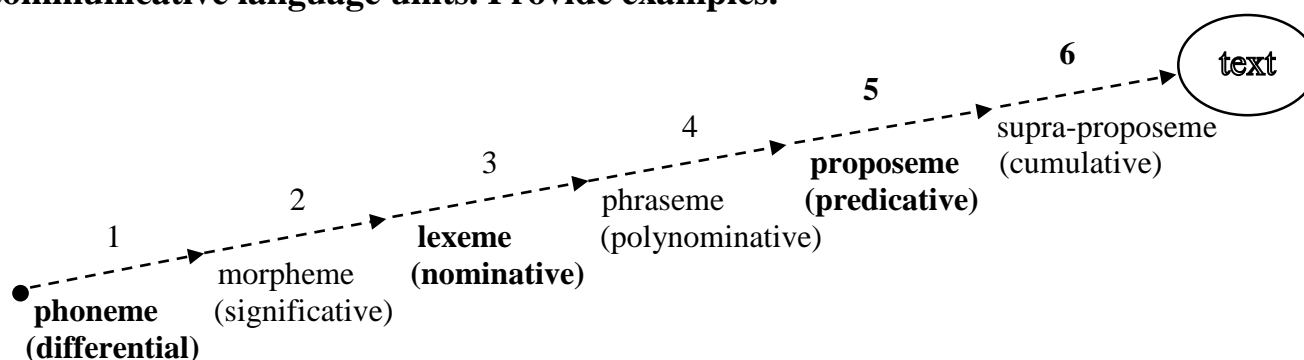
1. The definition of theoretical grammar as a linguistic discipline.
2. The dialectical unity of form and meaning of grammatical phenomena.
3. Differentiation between language and speech.
4. Syntagmatic and paradigmatic relations of language units.
5. Segmental and supra-segmental language units.
6. The correlative status of word and morpheme.
7. Traditional classification of morphemes.
8. “Allo-emic” theory in morphology.

### PRACTICAL ASSIGNMENTS

**Exercise 1. Explain the use of the continuous tense-form in the following sentence and its relation to the “prescriptive” approach.**

*We are seeing our friends tonight.*

**Exercise 2. Dwell on the functions of language units using the following scheme. Define the main and the transitional language levels, as well as the communicative and non-communicative language units. Provide examples.**



**Exercise 3. Comment on the correlation of form and meaning of the following language units. Supply your own examples.**

*1) Peter speaks English fluently.*

*I have brought you three interesting books.*

*It's my mum's favourite dish.*

2) *Tomorrow I will go to Kyiv.*

*I am going to Kyiv tomorrow.*

*I will be going to Kyiv at this time tomorrow.*

**Exercise 4. Make up an extended sentence to show the syntagmatic relations between its components and define the types of syntagmas (notional and formative).**

**Exercise 5. Do the morphemic analysis of the words in accordance with the traditional classification.**

*Quiet, disconnect, unmistakably, gooseberry, plentiful, oxen, successfully.*

**Exercise 6. Do the morphemic analysis of the words in accordance with the distributional classification.**

*Embodiment, unpredictable, problems, precondition, insufficiently.*

**Exercise 7. Define the type of the morphemic distribution (contrastive, non-contrastive, complementary) in the following groups of words:**

1) *undisputable, indisputable;*

2) *discuss, discussing;*

3) *illiterate, irrelevant.*

**Exercise 8. Give three illustrative examples of monosemantic morphemes and three examples of polysemantic morphemes in Modern English and Ukrainian.**

**Exercise 9. Provide three examples of homonymous morphemes in Modern English and, if possible, in the present-day Ukrainian.**

**Exercise 10. Illustrate the morphemic models of the words presented with the help of the following formulae:**

1)  $W = R + L$ , where  $W$  – word,  $R$  – root,  $L$  – lexical suffix;

2)  $W = (R + L) + Gr$ , where  $W$  – word,  $R$  – root,  $L$  – lexical suffix,  $Gr$  – grammatical suffix;

3)  $W = Pr + R$ , where  $W$  – word,  $Pr$  – prefix,  $R$  – root;

4)  $W = Pr + R + L$ , where  $W$  – word,  $Pr$  – prefix,  $R$  – root,  $L$  – lexical suffix;

5)  $W = (Pr + R + L) + Gr$ , where  $W$  – word,  $Pr$  – prefix,  $R$  – root,  $L$  – lexical suffix,  $Gr$  – grammatical suffix.

## QUESTIONS FOR SELF-ASSESSMENT

1. What are the three fundamental constituent parts of language?
2. What is the aim of theoretical grammar as a linguistic discipline?
3. What does the “prescriptive” approach to the grammatical phenomena consist in?
4. What are the two planes of language units?
5. What are the two fundamental types of relations of language units?
6. What is the hierarchy of language levels?
7. What is the elementary meaningful part of the word?
8. What are the three main types of distribution according to the “allo-emic” theory?

## SEMINAR 2.

### Grammatical Classes of Words. Noun and Its Categories.

1. Categorical grammatical meanings and the oppositional theory.
2. 3-criteria categorization of parts of speech.
3. Syntactico-distributional classification of words.
4. Noun: general characteristics and classifications.
5. Noun: category of gender.
6. Noun: category of number.
7. Noun: category of case.

## PRACTICAL ASSIGNMENTS

**Exercise 1. Define the types of oppositions (privative, gradual, equipollent / binary, ternary, quaternary) in the following examples:**

- 1) *tooth – teeth;*
- 2) *intelligent – more intelligent – the most intelligent;*
- 3) *he listens – he is listening;*
- 4) *am – is – are;*
- 5) *[i: – i – e – æ].*

**Exercise 2. Specify the means (synthetical, analytical) of expression of the categorial oppositions:**

- 1) *present – presents;*
- 2) *go – went;*
- 3) *I read – she reads;*
- 4) *translate – will translate;*
- 5) *good – better;*
- 6) *profound – more profound;*
- 7) *person – people.*

**Exercise 3. Make up 5 sentences with the noun “London” in different syntactic functions (subject, predicative, object, attribute, adverbial modifier).**

**Exercise 4. Classify the pairs of nouns according to the ways of expression of the category of gender:**

- 1) *boy-friend – girl-friend;*
- 2) *he-bear – she-bear;*
- 3) *lion – lioness;*
- 4) *man-producer – woman-producer;*
- 5) *bull-calf – cow-calf;*
- 6) *actor – actress;*
- 7) *master – mistress;*
- 8) *he-wolf – she-wolf.*

**Exercise 5. Paraphrase the following word-combinations using the genitive case:**

- 1) *the window of this room;*
- 2) *the pen that belongs to Jack;*
- 3) *the bicycle of Tom;*
- 4) *the books that belong to her pupils;*
- 5) *the arrival of the actors;*
- 6) *the banks of the river;*
- 7) *the coat that belongs to his brother;*
- 8) *the order of the captain.*



**Exercise 6. Comment on the expression of the category of number of the forthcoming nouns.**

*Formula, mouse, phenomenon, blanket, crisis, goose, radius, forget-me-not, person.*

**Exercise 7. Subcategorize the following nouns:**

1) *a book, money, iron, sugar, types, time, an iron, a play, a morning, paper;*

2) *Nick, the Dnieper, Ukrainian, Helen, a river, a girl, a country, Lutsk, a boy;*

3) *an elephant, the earth, a lady, a stone, a car, a bus, an eagle, a rail, a scientist, a doctor;*

4) *a bush, happiness, hunger, a dream, hatred, a cottage, life.*

**Exercise 8. Explain the difference in the meanings of the plural forms of the given grammatical duplets.**

*Brother, cloth, genius, index, penny, hair.*

**Exercise 9. Many abstract nouns can be concretized. Decide what makes them concrete, think of the shift of meaning. Supply your own examples.**

*Contribution – contributions;*

*difficulty – difficulties;*

*reading – readings;*

*improvement – improvements;*

*imagination – imaginations.*

**Exercise 10. Comment on the meanings of the following compound nouns, translate them into Ukrainian.**

*Corner-room, cream-puff, plum-pudding, name-cards, country-road, breast-pocket, apple-pie, side-door.*

### QUESTIONS FOR SELF-ASSESSMENT

1. What are the three main qualitative types of the grammatical oppositions?
2. What are the three criteria of discrimination of parts of speech?
3. What is substitution testing in the syntactico-distributional classification of words?
4. What are the four main subclasses of nouns according to their formal features?
5. Why is the category of gender of nouns rather controversial?

6. What is grammatical personifying transposition?
7. What are the productive and non-productive ways of expression of number opposition?
8. What are the main theories of case?

### SEMINAR 3.

#### Verb and Its Categories. Verbals.

1. Verb: general characteristics and classifications.
2. Verb: category of person and number.
3. Verb: category of tense.
4. Verb: category of voice.
5. Verb: category of aspect.
6. Verb: category of mood.
7. Grammatical features of verbals (infinitive, gerund, participle).

### PRACTICAL ASSIGNMENTS

#### **Exercise 1. Subcategorize the following verbs:**

- 1) *say, might, play, work, become, must, sleep, will;*
- 2) *bring, snow, love, stay, give, ache, live;*
- 3) *suffer, drive, exist, rest, walk, go, dream, read;*
- 4) *start, mind, love, draw, catch, think, wish, speak.*

#### **Exercise 2. Give the main forms of the verbs, comment on their formation.**

*To breed, to smite, to light, to rid, to grind, to flee, to creep, to hit, to shoe, to tread, to fly, to awake, to knit, to seek, to spin, to forsake, to speed, to bid, to leap, to mow, to rive, to cost, to hide, to swell, to split.*

#### **Exercise 3. Use the appropriate form of “lie” and “lay” or “rise” and “raise”. Think of the contextual indicators, if any.**

1. *Our cat always \_\_\_\_\_ in front of the fire.*
2. *They \_\_\_\_\_ the flag two hours late yesterday.*
3. *The dogs \_\_\_\_\_ a dreadful fuss last night.*
4. *Bread must \_\_\_\_\_ before baking.*

5. *They should have \_\_\_\_\_ their son more properly.*
6. *The steel mills \_\_\_\_\_ off more workers yesterday.*
7. *The moon has just \_\_\_\_\_ in the east.*
8. *This is no time to \_\_\_\_\_ down on the job.*
9. *The river always \_\_\_\_\_ during the raining season.*
10. *Holland \_\_\_\_\_ lots of tulips.*

**Exercise 4. Comment on the transitivity and intransitivity of the verbs listed below. Test yourself using these verbs in the N + V and N1 + V + N2 patterns. Provide examples.**

*To read, to teach, to address, to run, to walk, to serve, to drop, to smile, to help, to live, to pause, to open.*

**Exercise 5. Comment on the meaning of the following converted verbs. Use them in the sentences of your own.**

*Dog – to dog, duck – to duck, dress – to dress, fish – to fish, head – to head, line – to line, pocket – to pocket.*

**Exercise 6. For each example below give the derived passive constructions.**

1. *Peter hired a taxi for her aunt.*
2. *Only yesterday I received a copy of Morning Star for my group.*
3. *He wrote a letter to the place called Hermitage.*
4. *Nobody spoke to her about this accident.*
5. *They just saw you climb into a cherry tree.*
6. *They should have finished this experiment by Monday.*

**Exercise 7. State the function of the infinitives in the sentences below.**

1. *Everyone had a wish to say something.*
2. *We must work hard to live.*
3. *The question must be answered.*
4. *You have no right to blame me for this incident.*
5. *It wasn't safe to cross the bridge at night.*
6. *The man was the first to speak.*

**Exercise 8. State the form and the function of the participles in the following sentences.**

1. *She came into the dressing-room to look for things belonging to their parents.*
2. *Mary stood for a while in silence, watching and listening.*
3. *He walked around, saying nothing.*
4. *Having done her homework, Bob went for a walk.*
5. *We live in a house built two years ago.*

**Exercise 9. Paraphrase the following sentences using the gerund.**

1. *After they passed their exams, they went to the Carpathians.*
2. *He insisted that he should be shown the way.*
3. *I want very much to be offered this job.*
4. *We think we shall visit him in the hospital.*
5. *It gave me much pleasure to read this story.*

**Exercise 10. Compare the use of the verbals in the forthcoming sentences.**

1. *They prefer staying indoors when the weather is cold / I'd prefer to stay at home in this cold weather.*
2. *I remembered posting the letters / I remembered to post the letters.*
3. *I stopped talking to a friend of mine / I stopped to talk to a friend of mine.*
4. *The teacher went on explaining the use of verbals / The teacher went on to explain the verbals.*
5. *They don't allow smoking here / They allowed us to smoke.*

**QUESTIONS FOR SELF-ASSESSMENT**

1. What are the main subclasses of verbs?
2. How many tense forms are there in Modern English?
3. What is the main difference between the active and the passive voices?
4. How is the category of aspect of verbs expressed?
5. How is the category of mood of verbs expressed?
6. What are the main grammatical features of the infinitive?
7. What are the main grammatical features of the gerund?
8. What are the main grammatical features of the participle?

## SEMINAR 4.

### Grammatical Features of Other Parts of Speech.

1. Grammatical features of adjectives.
2. Grammatical features of adverbs.
3. Grammatical features of pronouns.
4. Grammatical features of numerals.
5. Grammatical features of small groups of words (articles, prepositions, conjunctions, particles, modal words, interjections).

### PRACTICAL ASSIGNMENTS

**Exercise 1. Give the comparative and the superlative degrees of the following adjectives.**

*Bright, pretty, hot, wide, easy, brave, good, strong, beautiful, large, interesting, bad, nervous, fat, profitable, dirty, old, thin, courageous, long, wonderful.*

**Exercise 2. Categorize the adjectives into qualitative and relative.**

*Great, woolen, cold, European, beautiful, English, wonderful, golden, weekly, light, obvious, definite, friendly, Polish, charming, missionary, strong, foxy, monthly, wooden, kind-hearted, difficult, Ukrainian.*

**Exercise 3. Comment on the substantivized adjectives in the sentences below.**

1. *The fabulous is always interesting.*
2. *My Spanish is very poor.*
3. *He speaks excellent English.*
4. *The poor were robbed of their lands.*
5. *Finals were approaching.*

**Exercise 4. Define the syntactic function of the adverbs in the forthcoming sentences.**

1. *They got up early yesterday.*
2. *Have you ever been to London?*
3. *How often do you speak to the dean?*
4. *There is much snow on the ground.*
5. *You could easily translate this text.*

**Exercise 5. Transform the following sentences using the adverbs instead of the given adjectives.**

1. *I am a slow eater.*
2. *Mary's translation of the sentence is correct.*
3. *My companion was a quick walker.*
4. *His arrival was unexpected.*
5. *Your speech at the meeting was wonderful.*

**Exercise 6. Use the demonstrative pronouns to avoid the repetition.**

1. *Our flat is more comfortable than the flat of our neighbour.*
2. *The price of a motor car is higher than the price of a motor cycle.*
3. *Though he is young, his face is like the face of an old man.*
4. *The sum of 5 and 7 is equal to the sum of 9 and 3.*
5. *These flowers are more beautiful than the flowers growing near our house.*

**Exercise 7. Paraphrase the following sentences using the absolute forms of the possessive pronouns.**

1. *This is our university.*
2. *This is your laptop.*
3. *This is his bicycle.*
4. *This is their classroom.*
5. *This is my project.*
6. *This is her bag.*

**Exercise 8. State the syntactic function of the numerals in the forthcoming sentences.**

1. *Three of us went home.*
2. *I saw two of them in the forest.*
3. *They were seven.*
4. *Kate got up at five today.*
5. *He was the first to come.*
6. *It was my second visit to this museum.*
7. *Five is more than three.*
8. *They came in twos.*

**Exercise 9. Group the following words according to their part-of-speech affiliation.**

*Certainly, hurray, just, the, and, across, neither... nor, or, still, indeed, but, after, until, no doubt, through, perhaps, yet, thanks to, possibly, over, gosh, not, than, a, luckily, only, by, unfortunately, up, but for, damn, on condition that, hey, exactly, bravo.*

**Exercise 10. Give the Ukrainian equivalents to the following English interjections.**

*A-tishoo, baa, bow-wow, caw, chirp-chirp, chuck, clipped-clip, cluk-cluk, cock-a-doodle-doo, croak, cuckoo, ding-dong, drip-drop, flop, gook-gook-gook, haw-haw, meow, moo, oink-oink, pit-pat, quack, rat-a-tat, tap-tap, te-hee, thump-thump, tick-tack, tweet-tweet, wash, weet-weet, whoosh, wuff-wuff, yak-yak-yak, zonk.*

**QUESTIONS FOR SELF-ASSESSMENT**

1. What are the subclasses of adjectives?
2. What are the degrees of comparison of adjectives?
3. What is the subcategorization of adverbs?
4. What are the syntactic functions of adverbs?
5. What are the subclasses of pronouns?
6. What is the main function of pronouns?
7. What are the grammatical features of numerals?
8. What are the functions of small groups of words (articles, prepositions, conjunctions, particles, modal words, interjections)?

**SEMINAR 5.**

**Word-Groups and Sentences as Syntactic Units.**

1. General characteristics of word-groups as syntactic units.
2. Principles of classification of word-groups.
3. Classification of noun-phrases and verb-phrases.
4. The correlative status of word-groups and sentences.
5. Communicative types of sentences.
6. Actual division of the sentence.
7. Sentence as a semantic model of the situation.

## PRACTICAL ASSIGNMENTS

### Exercise 1. Classify the following word-groups.

*They speak, to laugh merrily, under the tree, the King of England, the dog's paw, to cook dinner, to write a book, to love dearly, a convenient place, the children are playing, full of life, to go to school, a girl in the room, entirely natural, a week's absence, speech sound, to stay at home, to wait a minute, silver watch.*

### Exercise 2. Translate into Ukrainian the forthcoming word-combinations with “double genitive”:

- 1) *Tom's sister's room;*
- 2) *John' s friend' s book;*
- 3) *my wife's sister's husband;*
- 4) *Jane's father's bag;*
- 5) *my neighbour' s wife' car;*
- 6) *my sister's boyfriend's jacket.*

### Exercise 3. Divide the following phrases into two groups according to agreement or government.

*This group, to see her, without us, those days, to give him, to live with them, these men, from me, to take her, that village.*

### Exercise 4. Discriminate between the compounds and the free word-groups.

*Blue dress, blue-black, blue-bell, blue scarf, blue cap, blue-berry, blue-disease, blue-eyed, blue sky, blue-fish, blue-fox, blue-green, blue stockings, blue pencil, blue-print.*

### Exercise 5. Paraphrase the following circumlocutions using the word-combinations of the pattern Adj + N:

- 1) *insects with four wings;*
- 2) *youths with long hair;*
- 3) *substance that sticks easily;*
- 4) *a colour that is slightly red;*
- 5) *manners typical of monkeys;*
- 6) *a chain covered with gold leaf;*
- 7) *publications that appear regularly every year;*



- 8) *relations like those between brothers;*
- 9) *behaviour typical of men;*
- 10) *a colour like that of a human body.*

**Exercise 6. Define the communicative types of the sentences given below.**

1. *English is spoken as a native language by nearly three hundred million people.*
2. *Where do you usually spend your holidays?*
3. *I had a letter from him this morning.*
4. *Translate this article, please.*
5. *You want some money, don't you?*
6. *Have you ever been to London?*
7. *Let's read this interesting book.*
8. *I am going to speak to you very seriously.*
9. *What a wonderful present!*
10. *Don't go there! It's dangerous!*

**Exercise 7. State the types of the following interrogative sentences.**

1. *Can you speak French?*
2. *You knew that before, didn't you?*
3. *Will they ever stop arguing or not?*
4. *What are you laughing at?*
5. *You are joking, eh?*
6. *When are you going to come back?*

**Exercise 8. Comment on the forthcoming rhetorical questions. Provide your own examples.**

1. *Can man be free if woman is a slave?*
2. *Who will decide when the doctors disagree?*
3. *To be or not to be? (W. Shakespeare)*
4. *Who, being in love, is poor? Oh, no one.*

**Exercise 9. Do the actual division of the following sentences.**

1. *I found there a book published in the 17<sup>th</sup> century.*
2. *At some distance from the factories stands their hospital.*

3. *It was my teacher who helped me with the project.*
4. *Next Sunday she will arrive in Kyiv.*
5. *Then came the news that Jane had gone to the seaside.*

**Exercise 10. Define the semantic roles of the sentence constituents.**

1. *The students studied under the tree.*
2. *The teacher put the eraser in the drawer.*
3. *Jane went to London by bus.*
4. *I was poor last year.*
5. *The butcher cut the meat with the knife.*
6. *The man walked to his apartment slowly.*
7. *The maid opened the can with a can opener carefully.*
8. *Is that secretary happy in that office?*
9. *Where do you work?*
10. *Why aren't you happy in this town?*
11. *Who did you show that picture to this morning?*
12. *What did the woman tell the detective this morning?*
13. *Who doesn't like ice cream?*
14. *How do you go to school every day?*
15. *Who was given some money by the millionaire?*

**QUESTIONS FOR SELF-ASSESSMENT**

1. What are the main distinctive features of the word-group?
2. What are the main distinctive features of the sentence?
3. Is the sentence a unit of language or a unit of speech?
4. What are the peculiarities of the sentence as distinct from the word?
5. What are the subgroups of sentences according to the aim of the utterance?
6. What is a rhetorical question?
7. What is the theme and what is the rheme according to the actual division of the sentence?
8. What are the main semantic roles of the sentence constituents?

## SEMINAR 6.

### Syntax of Simple and Composite Sentences.

1. Syntax of simple sentences.
2. Syntax of compound sentences.
3. Syntax of complex sentences.
4. Complex sentence: subject and predicative clauses.
5. Complex sentence: object and attributive clauses.
6. Complex sentence: adverbial clauses.

### PRACTICAL ASSIGNMENTS

#### **Exercise 1. Define the subject of the following sentences.**

1. *What we want is rest.*
2. *Nick and me couldn't hear the words.*
3. *Of is a preposition.*
4. *She tried to remember her friend.*
5. *It was getting dark.*
6. *Once there lived a boy.*
7. *It was fun seeing the monkey.*
8. *There were many people in the street.*

#### **Exercise 2. Define the predicate of the forthcoming sentences.**

1. *I have been invited to the party.*
2. *What did he say?*
3. *The sun is rising.*
4. *We began to learn English at school.*
5. *The child stopped crying.*
6. *Bob must come back tomorrow.*
7. *Alice is only six but she can speak English pretty well.*
8. *He was the first to come.*

**Exercise 3. State the type of the object in the following sentences.**

1. *The child is drinking milk.*
2. *I helped my mum about the house.*
3. *He followed me to the room.*
4. *Write me your address.*
5. *I insist on your staying at the hotel.*
6. *I want you to tell me about his mum.*

**Exercise 4. State the type of the attribute in the forthcoming sentences.**

1. *The old man looked round the room.*
2. *He opened the kitchen door.*
3. *This is the article to translate.*
4. *They are in the room ten.*
5. *Read the first sentence.*
6. *He looked at the children playing in the garden.*
7. *The room upstairs was stuffy.*
8. *The door of the room was open.*

**Exercise 5. Define the type of the adverbial modifier in the sentences below.**

1. *Every day he came home early.*
2. *They walked in silence.*
3. *In spite of the rain, he continued working.*
4. *I went upstairs to take off my clothes.*
5. *They stood in the door looking after me.*
6. *But for the rain, we would go to the forest.*
7. *It is very cold today.*
8. *I will translate this article tomorrow.*

**Exercise 6. Analyze the means of connecting clauses in the following compound sentences.**

1. *There was once a king, and he had a queen.*
2. *The light went out, the curtains opened, and a man came on the stage.*
3. *Simon was confused, he did not know what to say.*

4. *We looked at each other for a moment and then I turned away.*
5. *I shut my eyes, and a bit later I heard the door close.*
6. *He watched her go: he went to his window and watched her cross the courtyard.*
7. *I knocked on the door and there was no answer, otherwise I wouldn't have gone into the room.*
8. *Who did you speak to and what did you say?*

**Exercise 7. Define the types of the subordinate clauses in the following complex sentences.**

1. *They did not marry until she was forty.*
2. *Should you see him, give him my regards.*
3. *That she is a real art-lover goes without saying.*
4. *Since you are here, we may begin our talk.*
5. *I like when people are nice to me.*
6. *The fact was that he had forgotten about us.*
7. *From where he stood he could see nothing.*
8. *She looked at me as if nothing was wrong.*
9. *Although the weather was bad, we went for a walk.*
10. *The ball was so large that the child couldn't hold it.*

**Exercise 8. Comment on the complex sentences with mutually subordinated clauses.**

1. *The more he reflected on the idea, the more he liked it.*
2. *The further I penetrated into the forest, the darker it grew.*
3. *No sooner had Tom seen us than he jumped into a bus.*
4. *As time went on, so their hopes began to wane.*

**Exercise 9. Comment on the pseudo-complex sentences given below. Define their patterns and provide your own examples.**

1. *It is my friend who told me the truth.*
2. *What was it he disliked so much?*
3. *What John adored was to read books at home.*
4. *If I feel sorry for anyone it's Mary.*

**Exercise 10. Comment on the appended, absolute (independent) and parenthetical (comment) clauses.**

1. *He is always very gloomy, is that John of yours.*
2. *She never told me anything, did your sister.*
3. *If only I knew his address!*
4. *As though you did not know!*
5. *My parents, you know, were scientists.*
6. *As you put it, it sounds convincing.*

**Exercise 11. Provide the grammatical analysis of the following simple sentences.**

1. *Old Tom watching from his corner saw his brother's face smile.*
2. *Stop talking!*
3. *Is the weather not likely to change?*
4. *The whole house being made of wood, it looked wonderful.*

**Exercise 12. Provide the grammatical analysis of the following composite sentences.**

1. *I wanted to go on, whereas my friend wanted to go back.*
2. *He loves his work; he counted himself fortunate to have such an opportunity so early in his career.*
3. *He spoke as if I were a child that needed to be distracted.*
4. *Bad as things are, we mustn't give up hope.*

**QUESTIONS FOR SELF-ASSESSMENT**

1. What are the subgroups of sentences according to their grammatical structure?
2. That are the principal parts of the sentence?
3. What are the secondary parts of the sentence?
4. What are the independent elements of the sentence?
5. What is the division of composite sentences?
6. What is the main peculiarity of compound sentences?
7. What is the structure of complex sentences?
8. What are the main means of connecting clauses of composite sentences?

## РЕКОМЕНДОВАНА ЛІТЕРАТУРА

1. Алексеева І. О. Курс теоретичної граматики сучасної англійської мови / І. О. Алексеева. – Вінниця: НОВА КНИГА, 2007.
2. Бахов І. С. Практикум з граматики англійської мови: навчально-методична розробка / І. С. Бахов. – Київ: МАУП, 2001.
3. Блох М. Я. Теоретическая грамматика английского языка / М. Я. Блох. – Москва: Высшая школа, 2000.
4. Воронцова Н. Г. Теоретична граMATика англійської мови: навчальний посібник / Н. Г. Воронцова. – Кременець: ВЦ КОГПІ імені Тараса Шевченка, 2014.
5. Викулова Е. А. Теоретическая грамматика современного английского языка / Е. А. Викулова. – Екатеринбург: Изд-во Урал. ун-та, 2014.
6. Иванова И. П. Теоретическая грамматика современного английского языка / И. П. Иванова, В. В. Бурлакова, Г. Г. Почепцов. – Москва: Высшая школа, 1981.
7. Кобрина Н. А. Грамматика английского языка: Морфология. Синтаксис / Н. А. Кобрина, Е. А. Корнеева, М. И. Оссовская, К. А. Гузеева. – Москва, 2001.
8. Мороховська Е. Я. Основи граматики англійської мови: Теорія і практика / Е. Я. Мороховська. – Київ: Вища школа, 1993.
9. Ткач М. В. Методичні рекомендації з теоретичного курсу іноземної мови (граматика) для студентів філологічного факультету / М. В. Ткач, В. Ю. Котлярова. – Мелітополь, 2019.
10. Уманець А. В. Theoretical Grammar 4 U: Syntax: навчальний посібник / А. В. Уманець. – Кам'янець-Подільський: Кам'янець-Подільський національний університет імені Івана Огієнка, 2010.
11. Blokh M. Y. A Course in Theoretical English Grammar / M. Y. Blokh. – Moscow, 2004.
12. Blokh M. Y. Theoretical English Grammar. Seminars / M. Y. Blokh, T. N. Semionova, S. V. Timofeyeva. – Moscow, 2010.
13. Ilyish B. A. The Structure of Modern English / B. A. Ilyish. – Leningrad, 1971.
14. Iofic L. L. Reading in the Theory of English Grammar / L. L. Iofic, L. P. Chakhoyan, A. G. Pospelova. – Leningrad, 1981.

## СПИСОК ЕКЗАМЕНАЦІЙНИХ ПИТАНЬ

1. The definition of theoretical grammar as a linguistic discipline.
2. The dialectical unity of form and meaning of grammatical phenomena.
3. Differentiation between language and speech.
4. Syntagmatic and paradigmatic relations of language units.
5. Segmental and supra-segmental language units.
6. The correlative status of word and morpheme.
7. Traditional classification of morphemes.
8. “Allo-emic” theory in morphology.
9. Categorical grammatical meanings and the oppositional theory.
- 10.3-criteria categorization of parts of speech.
- 11.Syntactico-distributional classification of words.
- 12.Noun: general characteristics and classifications.
- 13.Noun: category of gender.
- 14.Noun: category of number.
- 15.Noun: category of case.
- 16.Verb: general characteristics and classifications.
- 17.Verb: category of person and number.
- 18.Verb: category of tense.
- 19.Verb: category of voice.
- 20.Verb: category of aspect.
- 21.Verb: category of mood.
- 22.Grammatical features of verbals (infinitive, gerund, participle).
- 23.Grammatical features of adjectives.
- 24.Grammatical features of adverbs.
- 25.Grammatical features of pronouns.
- 26.Grammatical features of numerals.
- 27.Grammatical features of small groups of words (articles, prepositions, conjunctions, particles, modal words, interjections).
- 28.General characteristics of word-groups as syntactic units.



- 29.Principles of classification of word-groups.
- 30.Classification of noun-phrases and verb-phrases.
- 31.The correlative status of word-groups and sentences.
- 32.Communicative types of sentences.
- 33.Actual division of the sentence.
- 34.Sentence as a semantic model of the situation.
- 35.Syntax of simple sentences.
- 36.Syntax of compound sentences.
- 37.Syntax of complex sentences.
- 38.Complex sentence: subject and predicative clauses.
- 39.Complex sentence: object and attributive clauses.
- 40.Complex sentence: adverbial clauses.

## ДЛЯ ПОДАТОК

---

## ДЛЯ ПОТАТОК

---

Навчально-методичне видання

**Л. В. Ковальчук**

**ПРАКТИКУМ**  
**З ТЕОРЕТИЧНОЇ ГРАМАТИКИ АНГЛІЙСЬКОЇ МОВИ**

*для студентів 4 курсу факультету іноземної філології*

*Друкується в авторській редакції*

Формат 60x84 1/16. Обсяг 1,63 ум. друк. арк., 1,58 обл.-вид. арк.  
Наклад 50 пр. Зам. 74. Видавець і виготовлювач – Вежа-Друк  
(м. Луцьк, вул. Шопена, 12, тел. (0332) 29-90-65).  
Свідоцтво Держ. комітету телебачення та радіомовлення України  
ДК № 4607 від 30.08.2013 р.