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Министерство науки и высшего образования РФ
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Смоленский государственный университет»

Кафедра английского языка

Утверждаю
Проректор по учебно-методической работе
_____ Устименко Ю.А.
«23» сентября 2021 г.

**Рабочая программа дисциплины
Б1.В.13 Теоретическая грамматика**

Направление подготовки: **44.03.05 Педагогическое образование (с двумя профилями подготовки)**

Направленность (профиль): **Английский язык. Немецкий язык.**

Форма обучения: очная

Курс – 4

Семестр – 8

Всего зачетных единиц – 2, часов – 72

Форма отчетности: зачет – 8 семестр

Программу разработал

доктор филологических наук, доцент Сильницкий А.Г.

Одобрена на заседании кафедры английского языка
«16» сентября 2021 г., протокол № 1

Смоленск
2021

1. Место дисциплины в структуре ОП

«Теоретическая грамматика» в структуре ОП бакалавриата по направлению подготовки 44.03.05 Педагогическое образование (с двумя профилями подготовки).

Теоретическая грамматика английского языка входит в вариативный блок дисциплин (шифр дисциплины Б1.В.13 как теоретическая и практически-направленная базовая дисциплина в системе дисциплин, целостно описывающих предметное поле знаний, тесно связана с другими дисциплинами учебного плана подготовки бакалавров. Связь курса теорграмматика с курсом «Языкознание» прослеживается в необходимости иметь представление об уровнях языковой системы и их единицах, владеть способами научного представления и описания языка, методами лингвистического анализа. Связь с курсом истории языка обусловлена необходимостью изучения развития грамматических форм изучаемого языка в разные периоды. Связь с курсом теоретической фонетики реализуется при изучении функций интонации как способа выражения грамматического значения. Связь курса теорграмматики с курсом лексикологии обнаруживается в выявлении взаимодействия прямых и переносных значений, экспрессивного, оценочного и эмоционального потенциала лексических единиц, словообразовательных моделей. Связь курса теорграмматики с практическим курсом английского языка проявляется в правильном, адекватном использовании языковых средств во всех видах речевой деятельности.

2. Планируемые результаты обучения по дисциплине

Компетенция	Индикаторы достижения
ПК-5. Способен использовать научные знания в предметной области (английский язык) в процессе формирования предметной компетенции обучающихся в рамках реализации основной общеобразовательной программы.	<u>Знать:</u> классические труды и новые научные достижения в области английского языка и зарубежного языкознания. <u>Уметь:</u> демонстрировать знания в области теории и практики английского языка при формировании предметной компетенции обучающихся в рамках реализации основной общеобразовательной программы <u>Владеть:</u> навыками функциональной грамотности по английскому языку.

3. Содержание дисциплины

Основные понятия грамматики. Иерархия языковых уровней. Грамматическое значение, грамматическая форма, грамматическая категория. Части речи. Существительное. Категория числа. Категория падежа. Категория артиклевой детерминации. Глагол. Общая характеристика глагола. Грамматически релевантные семантические подклассы глагола. Категория времени. Категория вида. Категория лица и числа. Категория залога. Категория наклонения. Неличные формы глагола. Общая характеристика неличных форм глагола. Инфинитив. Герундий. Причастие 1. Причастие 2. Прилагательное. Общая характеристика прилагательного. Грамматически релевантные семантические подклассы прилагательных. Категория степеней сравнения прилагательных. Наречие. Общая характеристика наречия. Грамматически релевантные семантические подклассы наречий. Категория степеней сравнения наречий.

4. Тематический план

№	Тема	Всего часов	Лекции	Практич.	Самост. работа
1	Основные понятия грамматики	9	2	1	6
2	Существительное	11	4	1	6
3	Глагол	22	8	4	10
4	Неличные формы глагола	12	4	2	6
5	Прилагательное	9	2	1	6
6	Наречие	9	2	1	6
ВСЕГО		72	22	10	40

5. Виды образовательной деятельности

Занятия лекционного типа

Тема: Основные понятия грамматики.

Иерархия языковых уровней.

Уровни языковых единиц, их структурные и функциональные признаки. Иерархические отношения между единицами разных уровней. Слово и предложение как основные уровнеобразующие языковые единицы. Текстовый уровень как сфера реализации (функциональной манифестации) всех языковых единиц. Три составные части (подсистемы, строя) языка: фонетическая (фонологическая), лексическая и грамматическая системы языка. Системность грамматики. Морфология и синтаксис как два основных раздела грамматики. Синтагматические и парадигматические отношения между языковыми единицами; синтагматические и парадигматические отношения в грамматике.

Грамматическое значение, грамматическая форма, грамматическая категория.

Грамматическое значение и средства его выражения. Парадигматическое соотношение индивидуальных грамматических форм. Грамматическая категория как система выражения обобщенного (категориального) грамматического значения. Оппозиционный анализ грамматических категорий. Сильный (маркированный, положительный) и слабый (немаркированный, отрицательный) члены оппозиции. Грамматическая категория в функционировании: контекстная редукция оппозиции (оппозиционное замещение). Синтетические и аналитические грамматические формы. Виды синтетических грамматических форм: внешняя флексия, внутренняя флексия, супплетивизм. Принцип идентификации аналитической грамматической формы; грамматический идиоматизм аналитических форм. Типы грамматических категорий: имманентные и рефлексивные категории, закрытые и трансгрессивные категории, категории постоянного признака и категории переменного признака.

Части речи.

Понятие части речи как лексико-грамматического класса слов. Грамматически существенные свойства слов - критерии выделения частей речи: семантический, формальный, функциональный. Принципы грамматической классификации слов. Традиционная классификация частей речи. Знаменательные и служебные части речи в традиционной классификации. Проблема адекватности традиционной классификации частей речи.

Тема: Существительное.

Общая характеристика существительного. Грамматически релевантные семантические подклассы существительного.

Имя существительное как главная номинативная единица лексикона. Категориальное значение существительного. Формальные признаки существительного. Синтак-

сические функции существительного. Грамматически существенные подклассы существительного: существительные собственные и нарицательные, одушевленные и неодушевленные, личностные и неличностные, исчисляемые и неисчисляемые. Грамматические особенности существительных разных подклассов.

Категория числа.

Формальные и функциональные признаки форм единственного и множественного числа в английском языке. Их оппозиционное представление. Проблема значения форм единственного и множественного числа у существительных разных групп. Релятивное и абсолютное число; подгруппы существительных *singularia tantum* и *pluralia tantum*. Редукция оппозиции по категории числа

Категория падежа.

Проблема категории падежа в английском языке. Формальные и функциональные характеристики общего и родительного падежа, их оппозиционное представление. Семантические типы генетива в английском языке: родительный обладателя (неорганического обладания), родительный целого (органического обладания), родительный агента действия (субъекта действия), родительный пациенса (объекта действия), родительный предназначения, родительный качества, адвербиальный родительный, родительный количества.

Категория артиклевой детерминации

Проблема артикля как грамматического детерминатива существительного. Система артиклей в английском языке: определенный артикль, неопределенный артикль, нулевой артикль (значимое отсутствие артикля). Семантическое представление артиклей в английском языке. Артикли с различными группами существительных. Соотношение артиклей с другими детерминативами. Парадигматическое представление артиклей. Ситуационное представление артиклей. Проблема установления лексико-грамматического статуса артикля и сочетания "артикль + существительное".

Тема: Глагол.

Общая характеристика глагола. Грамматически релевантные семантические подклассы глагола.

Глагол как знаменательная часть речи обозначающая процессность. Его формальные и функциональные признаки. Сложность грамматической системы глагола. Категория финитности: личные и неличные формы глагола. Грамматически существенные подклассы глагола; глаголы полнозначные и неполнозначные (служебные и полуслужебные). Группы неполнозначных глаголов: глаголы вспомогательные, модальные, связочные, глаголы-интродукторы. Группы полнозначных глаголов: глаголы акциональные и статальные, предельные и непредельные, переходные и непереходные, супплементативные и комплементативные; валентностные подгруппы глаголов.

Категория времени.

Соотношение общепонятийной категории времени и лингвистической категории времени; лексические и грамматические средства передачи временного значения. Абсолютное и не-абсолютное время; относительное и фактическое время. Проблема двух форм будущего времени. Система двух временных категорий глагола в английском языке. Случаи контекстной редукции временных оппозиций. Проблема вспомогательных глаголов "shall/will" – "should/would": «модальное будущее» и «простое будущее»; «волеизъявительное будущее» и «не-волеизъявительное будущее».

Категория вида.

Категориальное значение вида. Лексические и грамматические способы выражения аспектного значения; их взаимозависимость. Различные подходы к трактовке аспектных глагольных форм. Система глагольных видовых категорий в английском языке: категория развития (продолженные и не-продолженные, неопределенные, инфинитивные формы) и категория ретроспективной координации (перфектные и неперфектные формы); чисто видовое значение форм продолженного вида и смешанное ви-

до-временное значение перфекта. Оппозиционное представление категории вида в английском языке. Случаи контекстной редукции видовых оппозиций. Представление категории вида в неличных формах глагола.

Категория лица и числа.

Спряжение личных форм глагола. Категория лица; категория числа. Их отраженный характер (субстантивная отнесенность). Взаимосвязь категорий числа и лица. Формы числа и лица различных групп глагола. Оппозиционное представление категории. Случаи «смыслового согласования» по категории числа и лица. Случаи контекстуальной редукции оппозиций.

Категория залога.

Категориальное значение залога. Особенности категории залога. Оппозиция активных и пассивных форм глаголов. Глаголы, не используемые в форме пассива. Проблема «переходных, срединных» залоговых типов: возвратные, взаимные, средние (средне-возвратные) залоговые значения.

Категория наклонения.

Категориальное значение наклонения. Особая сложность категории наклонения в английском языке. Соотношение форм прямого (изъявительного) и косвенного наклонения. Виды косвенных наклонений; соотношение их формальных и функциональных признаков. Четыре типа сослагательного наклонения: чистое спектривное, обусловливающий кондиционал, консективный кондиционал, модальное спектривное. Проблема повелительного наклонения. Проблема передачи временных значений в косвенном наклонении: ретроспективно-временной сдвиг как маркер косвенного наклонения.

Тема: Неличные формы глагола.

Общая характеристика неличных форм глагола.

Категория финитности: личные (финитные) формы глагола и неличные формы глагола (вербалии). Проблема статуса неличных форм глагола в системе частей речи. Вербалии как явления смешанного (гибридного, промежуточного) характера; их вербальные и невербальные признаки.

Инфинитив.

Инфинитив как неличная форма глагола смешанного процессно-предметного характера. Инфинитив как исходная форма глагольных парадигм. Семантические характеристики инфинитива. Морфологические характеристики инфинитива. Синтаксические характеристики инфинитива. Инфинитив в выражении модальной репрезентации действия.

Герундий.

Герундий как неличная форма глагола смешанного процессно-предметного характера. Семантические характеристики герундия. Морфологические характеристики герундия. Синтаксические характеристики герундия. Инфинитив, герундий: их соотношение в выражении процессной семантики (лексико-грамматическая категория процессной репрезентации).

Причастие.

Причастие как неличная форма глагола смешанного процессно-признакового характера. Разграничение двух типов причастий в английском языке: причастие I ("причастие настоящего времени") и причастие II ("причастие прошедшего времени"). Семантические характеристики причастий. Морфологические характеристики причастий. Синтаксические характеристики причастий.

Тема: Прилагательное.

Общая характеристика прилагательного. Грамматически релевантные семантические подклассы прилагательных.

Прилагательное как часть речи, обозначающая субстантивный признак. Его формальные и функциональные характеристики. Грамматически существенные под-

классы прилагательного: прилагательные качественные и относительные, прилагательные в оценочной и уточнительной контекстных функциях; их соотношение. Проблема «слов категории состояния». Проблема статуса субстантивированных прилагательных; полная и частичная субстантивация прилагательных.

Категория степеней сравнения прилагательных.

Понятие категории степеней сравнения прилагательных. Синтетические и аналитические формы степеней сравнения; проблема их грамматического статуса. Абсолютный и элятивный аспект значения степеней сравнения. Проблема восходящего и нисходящего рядов степеней сравнения.

Тема: Наречие.

Общая характеристика наречия.

Наречие как часть речи, обозначающая несубстантивный признак. Его формальные и функциональные характеристики. Продуктивная модель адвербиальной деривации (суффикс -ly), ее лексический и грамматический статус. Другие структурные типы наречий. Проблема определения наречий, деривационно связанных отношениями конвенции со словами других классов.

Грамматически релевантные семантические подклассы наречий. Категория степеней сравнения наречий.

Грамматически существенные подклассы наречия: наречия качественные, количественные, обстоятельственные. Их разбиение на полнозначные и служебные (местоименные) наречия. Степени сравнения наречий в сопоставлении со степенями сравнения прилагательного.

Занятия семинарского типа

Практическое занятие 1.

1. Уровни языковых единиц.
2. Морфология и синтаксис как два основных раздела грамматики.
3. Синтагматические и парадигматические отношения в грамматике.
4. Грамматическое значение и средства его выражения.
5. Грамматическая категория как система выражения обобщенного (категориального) грамматического значения.
6. Синтетические и аналитические грамматические формы.
7. Части речи как лексико-грамматического класса слов.
8. Общая характеристика существительного.
9. Грамматически релевантные семантические подклассы существительного.
10. Категория числа.
11. Категория падежа.
12. Категория артиклевой детерминации.

Самостоятельная работа

1. Синтагматические и парадигматические отношения в фонетике.
2. Синтагматические и парадигматические отношения в лексикологии.
3. Сравнительный анализ синтетических форм английского и русского языков.
4. Сравнительный анализ аналитических форм английского и русского языков.
5. Сравнительный анализ грамматических категорий английского и русского языков.
6. Сравнительный анализ грамматически релевантных семантических подклассов существительных английского и русского языков.
7. Сравнительный анализ существительных английского и русского языков в категории числа.
8. Сравнительный анализ существительных английского и русского языков в категории падежа.

9. Лексические определители существительного в русском и английском языках.

Практическое занятие 2.

1. Общая характеристика глагола.
2. Грамматически релевантные семантические подклассы глагола.
3. Соотношение общепонятийной категории времени и лингвистической категории времени.
4. Абсолютное и не-абсолютное время. Относительное и фактическое время.
5. Случаи контекстной редукции временных оппозиций. Проблема вспомогательных глаголов “shall/will” – “should/would”.

Самостоятельная работа

1. Сравнительная характеристика грамматических категорий русского и английского глагола.
2. Грамматически релевантные семантические подклассы глагола в русском языке.
3. Сравнительная характеристика категории времени русского и английского глагола.
4. Средства выражения модальности русского и английского языков.

Практическое занятие 3.

1. Категория вида.
 2. Категория лица и числа.
 3. Категория залога.
 4. Категория наклонения.
- Самостоятельная работа*
1. Сравнительная характеристика категории вида русского и английского глагола.
 2. Сравнительная характеристика категории лица и числа русского и английского глагола.
 3. Сравнительная характеристика категории залога русского и английского глагола.
 4. Сравнительная характеристика категории наклонения русского и английского глагола.

Практическое занятие 4.

1. Общая характеристика неличных форм глагола.
 2. Инфинитив.
 3. Герундий.
 4. Причастие I.
 5. Причастие II.
- Самостоятельная работа*
1. Сравнительная характеристика личных и неличных форм глагола в русском и английском языках.
 2. Особенности перевода инфинитивных конструкций с английского языка на русский.
 3. Особенности перевода герундиальных конструкций с английского языка на русский.
 4. Особенности перевода конструкций с причастием I.
 5. Особенности перевода конструкций с причастием II.

Практическое занятие 5.

1. Общая характеристика прилагательного.
2. Грамматически релевантные семантические подклассы прилагательных.
3. Категория степеней сравнения прилагательных.
4. Общая характеристика наречия.
5. Структурные типы наречий.
6. Грамматически релевантные семантические подклассы наречий.
7. Категория степеней сравнения наречий.

Самостоятельная работа

1. Сравнительная характеристика грамматически релевантных семантических подклассов русских и английских прилагательных.
2. Сравнительная характеристика категории степеней сравнения русского и английского прилагательного.
3. Сравнительная характеристика грамматически релевантных семантических подклассов русских и английских наречий.
4. Сравнительная характеристика категории степеней сравнения русского и английского наречия.

Самостоятельная работа предполагает следующие виды учебной деятельности студентов: работу с конспектами лекций; участие в дискуссии; участие в «мозговом штурме»; анализ конкретных примеров из русского и иностранных языков; составление опорно-логической схемы по материалам лекций; написание рефератов.

Для обеспечения самостоятельной работы студентов предоставляются следующие фонды: информационно-библиотечный центр СмолГУ; мультимедийные кабинеты СмолГУ; электронная библиотека, содержащая издания и учебно-методическую литературу по дисциплине; компьютерные классы с выходом в Интернет; электронная почта, интернет-форумы; групповые и индивидуальные консультации по вопросам выполнения самостоятельной работы в режиме on-line; фонд кафедры английского языка СмолГУ.

6. Критерии оценивания результатов освоения дисциплины

6.1. Оценочные средства и критерии оценивания для текущей аттестации

Текущий контроль на практических занятиях проводится в форме устных опросов; решения тестовых заданий; контроля выполнения заданий для аудиторной и самостоятельной работы по содержанию дисциплины; контроля знания основной и дополнительной литературы; учёта посещаемости и академической активности студентов.

Оценочные средства (примеры)

Тест 1

Вариант 1

1. *How many linguistic levels does the grammar include?*
a) 1 b) 2 c) 3 d) 4
2. *What is the categorial meaning of the noun?*
a) substantive property b) non-substantive property c) substance d) process
3. *What syntactic function cannot the noun fulfill?*
a) subject b) predicate c) object d) attribute
4. *The indefinite article shows that the noun carries:*

a) new information for the speaker b) new information for the addressee c) already known information for the speaker d) already known information for the addressee

5. *What nouns can be generally used with the indefinite article?*

a) countable nouns b) uncountable nouns c) nouns in the plural d) proper nouns

6. *What article is characterized by the individualizing semantic function?*

a) "a" b) "an" c) - d) the

7. *What noun is not characterized by the grammatical category of number?*

a) milk b) phenomenon c) instruction d) man

8. *What noun can require the plural form of the verb?*

a) table b) love c) news d) family

9. *What nouns cannot be substituted by a personal pronoun "he"?*

a) countable nouns b) proper nouns c) person nouns d) non-person nouns

How many morphological forms does the category of case have?

a) 2 b) 3 c) 4 d) 5

What suffix is one of the morphological markers of the verb in English?

a) -ship b) -less c) -ness d) -en

10. *What syntactic function can the verb in its finite form fulfill?*

a) subject b) predicate c) object d) adverbial modifier

11. *Find the terminative verb:*

a) open b) lie c) work d) live

12. *Find the statal verb:*

a) work b) look c) listen d) see

13. *Find the relative tense:*

a) Present b) Past c) Future d) Future-in-the-Past

14. *The form Perfect expresses:*

a) developing action b) accomplished action c) repeated action d) permanent action

15. *What verb is characterized by the largest number of person and number forms?*

a) give b) make c) should d) be

16. *What verb does not have the passive form?*

a) say b) send c) belong d) take

Вариант 2

1. *What linguistic features can a part of speech be characterized by?*

a) semantic b) morphological c) syntactic d) semantic, morphological, syntactic

2. *What suffix is one of the morphological markers of the noun in English?*

a) -ful b) -less c) -ness d) -ly

3. *What syntactical function does the noun "man's" fulfill in the sentence <A dog is a man's best friend>?*

a) subject b) object c) predicative d) attribute

4. *What article should be used with the noun "boy" if this noun is mentioned for the second time?*
a) "a" b) "an" c) - d) the
5. *What morphological category does not characterize the noun in English?*
a) number b) case c) mood d) article
6. *What class of nouns denotes individual referents?*
a) countable nouns b) uncountable nouns c) common nouns d) proper nouns
7. *What nouns can be predominantly used in the genitive case?*
a) common nouns b) proper nouns c) animate nouns d) countable nouns
8. *What is the categorial meaning of the verb?*
a) substantive property b) non-substantive property c) substance d) thingness
9. *How many morphological categories does the verb have?*
a) 3 b) 4 c) 5 d) 6
10. *How many morphological forms does the category of tense have?*
a) 2 b) 3 c) 4 d) 5
11. *Find the transitive verb:*
a) arrive b) retire c) accompany d) rise
12. *The factual time does not have:*
a) linguistic expression b) grammatical expression c) lexical and grammatical expression
d) lexical expression
13. *What tense is obligatorily characterized by a modal meaning?*
a) Present b) Past c) Future d) Continuous
14. *What sentence is characterized by the transposition of the tense form?*
a) He said he would come b) He who laughs last laughs best c) He pretends he doesn't know me d) Our train leaves at 5.30 tomorrow
15. *The form Continuous expresses the meaning of the category of:*
a) development b) retrospective coordination c) development and retrospective coordination
d) absolute tense
16. *How many passive constructions can be formed on the basis of the sentence: <They gave me the book>?*
a) 1 b) 2 c) 3 d) 0

Критерии оценивания тестовых заданий

100%-90% - «отлично»

89%-70% - «хорошо»

69%-55% - «удовлетворительно»

менее 54% - «неудовлетворительно»

Тест 2

Вариант 1

1. A non-finite form of the verb in English can have the morphological category of:
a) aspect b) mood c) tense d) person

2. What form of the Infinitive cannot be used in the passive voice?
a) indefinite b) perfect c) perfect continuous d) all of the forms
3. The Gerund in English combines verbal features with those of:
a) the noun b) the adjective c) the adverb d) the adjective and the adverb
4. Find the sentence in which the Gerund functions as an object:
a) John's coming tomorrow will make all the difference. b) We all appreciate your helping us. c) They kept on arguing. d) There is a chance of catching the train.
5. Participle I in English combines verbal features with those of:
a) the noun b) the adjective c) the adverb d) the adjective and the adverb
6. Find the sentence in which Participle I functions as an attribute:
a) He sat in the armchair facing the door b) Seeing her, he stopped c) He was heard playing the piano d) The story is amusing
7. Find the passive meaning of Participle II:
a) arrived b) vanished c) faded d) shut
8. What suffix is one of the morphological markers of the adjective in English?
a) -ship b) -ful c) -ty d) -ment
9. Find the adjective that is not able to function as an attribute:
a) daily b) main c) glad d) good
10. Find the suppletive way of forming the comparative degree:
a) happier b) worse c) more difficult d) most
11. What substantivized adjective has the category of number?
a) unreal b) invisible c) English d) European
12. Find the analytical form of the superlative degree:
a) quicker b) hardest c) most wisely d) best
13. Find the sentence in which the adverb functions as an adverbial modifier of degree:
a) He spoke aloud b) I quite forgot about it c) I have already finished d) He found the way back

Вариант 2

1. *What sentence is characterized by the form of the direct mood?*
a) She said she would do it. b) I wish she tried harder. c) May it be so. d) I demand that this case be investigated thoroughly.
2. *The Infinitive in English combines verbal features with those of:*
a) the noun b) the adjective c) the adverb d) the adjective and the adverb
3. *Find the sentence in which the Infinitive functions as a subject:*
a) I can tell you nothing. b) She agreed to come. c) To read is very useful. d) It is a chance to escape.
4. *Find the perfect passive form of the Gerund:*
a) taking b) having been taken c) being taken d) having taken
5. *What non-finite form of the verb expresses a more general action?*
a) the infinitive b) the gerund c) participle I d) participle II

6. Find the perfect active form of Participle I:
a) taking b) having been taken c) being taken d) having taken
7. Participle II in English combines verbal features with those of:
a) the noun b) the adjective c) the adverb d) the adjective and the adverb
8. Find the sentence in which Participle II functions as an adverbial modifier:
a) He looks troubled b) He won't stop arguing until interrupted c) You must have your photo taken
9. How many morphological categories does the adjective have in English?
a) one b) two c) three d) four
10. Find the relative adjective:
a) great b) cold c) beautiful d) woolen
11. What syntactical function does the adjective "alone" fulfill in the sentence <He was alone>?
a) subject b) object c) predicative d) attribute
12. What adverb is a composite one?
a) now and then b) slowly c) soon d) everywhere
13. Find the adverb of manner:
a) carefully b) lately c) much d) outside

Критерии оценивания тестовых заданий

100%-90% - «отлично»
 89%-70% - «хорошо»
 69%-55% - «удовлетворительно»
 менее 54%- «неудовлетворительно»

Практические задания (примеры)

Exercise 1. State the morphological composition of the following nouns.

Snow, sandstone, impossibility, widower, opinion, exclamation, passer-by, misunderstanding, inactivity, snowball, kingdom, anticyclone, mother-of-pearl, immobility, might, warmth, succession, ex-president, nurse, misdeed, wisdom, blackbird, attention, policeman, merry-go-round, girlhood, usefulness, fortune, friendship, statesman, brother-in-law, population, fellow-boarder, smelling-salt.

Exercise 2. Point out the nouns and define the class each belongs to.

1. Don't forget, Pettinger, Europe is still the heart of the world, and Germany the heart of Europe. (*Heym*) 2. Pursuing his inquiries, Clennam found that the Gowan family were a very distant ramification of the Barnacles... (*Dickens*) 3. His face was sick with pain and rage. (*Maltz*) 4. He drank coffee, letting the warmth go through his cold, tired body. (*This is America*) 5. But there is only one place I met with the brotherhood of man, and it was in the Communist Party. (*This is America*) 6. The mysteries of storm and the rain and tide were revealed. (*Galsworthy*) 7. Having set the tea, she stood by the table and said slowly: "Tea's ready, Fa-

ther. I'm going to London." (*Galsworthy*) 8. By this time, quite a small crowd had collected, and people were asking each other what was the matter. (*Jerome* i. *Jerome*) 9. There were several small losses: a spoon used for the baby's feeding, a pair of scissors. (*Lessing*) 10. He was professor of physics. (*London*) 11. A band of dark clouds lay across the sky, and underneath it was the last pale brilliance of the evening. (*Murdoch*) 12. "I have some luggage," he said, "at the Brumlehurst Station," and he asked her how he could have it. (*Wells*) 13. In the kitchen Bowen read the telegram aloud. (*Amis*) 14. The crowd laughed and moved, pushing every way and everybody. (*This is America*) 15. De Witt fished through his pockets, found his eyeglasses, carefully slipped them out of their case... (*Heylri*) 16. A stone caught her heel. (*Maltz*) 17. George suggested meat and fruit pies, cold meat, tomatoes, fruit and green stuff. (*Jerome K. Jerome*) 18. The silvercoloured carpet felt wonderfully soft beneath his feet, the furniture was of a golden wood. (*Galsworthy*) 19. The major seemed to be looking out at the sky... (*Heytn*) 20. Winslow spoke with his usual caustic courtesy. (*Snow*) 21. The bourgeoisie is cowardly. (*London*) 22. The moon was shining through the tree stems when they sat again side by side on the log seat. (*Galsworthy*) 23. "It's not Sunday, tomorrow," said Karg. (*Heytn*) 24. He looked down at his audience. (*Heyrri*) 25. His hair was grey and he was short and fat. (*Hemingway*)

Exercise 3. Give the plural of the following nouns.

Face, portfolio, swine, house, tomato, hearth, mother-in-law, basis, clergyman, ox, cry, key, fox, downfall, looker-on, rock, bush, enemy, leaf, roof, genius, hero, bunch, sheep, ship, criterion, youth, journey, penknife, man-of-war, loss, datum, goose, deer, pie, Englishwoman, wolf, mouse, formula, bath, volcano, possibility, forget-me-not, foot, handkerchief, thief, crisis, stepdaughter, birth, echo, finger-tip, court martial, joy, mischief-maker, extremity, spy, lie.

Exercise 4. Use the appropriate form of the verb.

1. "There — money in my pocket," I said to the porter, (is, are) (*Hemingway*) 2. I know my hair ___ beautiful, everybody says so. (is, are) (*Hardy*) 3. The works ___ his country, his home, his reason for being, (was, were) (*Heym*) 4. These white swine — not live, (does, do) (*Sabatini*) 5. Means ___ easily found, (was, were) (*Thackeray*) 6....this watch ___ a special favourite with Mr. Pickwick, having been carried about... for a greater number of years than we feel called upon to state, at present, (was, were) (*Dickens*) 7. "Good," I said. "No one shall tell me again that fish — no sense with them." (has, have) (*Llewellyn*) 8. The deer ___ ravaging the man's fields, (was, were) (*Twain*) 9. Money ___ so scarce that it could fairly be said not to exist at all. (was, were) (*Dreiser*) 10. I was here before the gates ___ opened, but I was afraid to come straight to you. (was, were) (*Dickens*) 11. The papers ___ dull, the news ___ local and stale, and the war news ___ all old. (was, were) (*Hemingway*) 12. At Capracotta, he had told me, there ___ trout in the stream below the town, (was, were) (*Hemingway*) 13. The sugartongs ___ too wide for one of her hands, and she had to use both in wielding them, (was, were) (*Ch. Bronte*) 14. Her hair ___ loose and half-falling, and she wore a nurse's dress, (was, were) (*Hemingway*) 15. And the baggage ___ apparatus and appliances, (contain, contains) (*Wells*) 16. The china ___ good, of a delicate pattern, (was, were) (*Dreiser*) 17. The nurse's wages.: ___ good... (was, were) (*Collins*)

Exercise 5. Explain the use of the genitive case.

1. For four months, since in the canteen she saw Jon's tired smile, he had been one long thought in her mind. (*Galsworthy*) 2. Agnes was at her wit's-end. (*Lindsay*) 3. Since his

illness, however, he had reluctantly abandoned this attempt to get twentyfour hours' work out of each day. (*Murdoch*) 4....the Radicals' real supporters were the urban classes. (*Galsworthy*) 5. To Elizabeth it seemed that the lines with which fear had falsely aged his face were smoothed away, and it was a boy's face which watched her with a boy's enthusiasm. (*Greene*) 6. For his honor's sake Torn has got to commit suicide. (*Saroyan*) 7. They were to leave the house without an instant's delay and go at once to the river's edge and go aboard a steamer that would be waiting there for them. (*Buck*) 8. And he lifted his strange lowering eyes to Derek's. (*Galsworthy*) 9. I was encouraged when, after Roger had proposed the guest of honor's health, Lufkin got up to reply. (*Snow*) 10. "Where are the children?" "I sent them to mother's." (*Cronin*) 11. Philip heard a man's voice talking quickly, but soothingly, over the phone. (/ . Shaw) 12. Presently Rex was on his two miles' walk to Offendene. (*Eliot*) 13. That early morning he had already done a good two hours' work. (*Galsworthy*) 14. Bowen sat on the veranda of Buckmaster's house. (*Amis*) 15. Crime is the product of a country's social order. (*Cronin*) 16. I spotted the bride's father's uncle's silk hat on the seat of a straight chair across the room. (*Salinger*) 17. I spent Christmas at my aunt Emily's. (*Braine*) 18. We took some bread and cheese with us and got some goat's milk up there on the pasture. (*Voynich*) 19. He was still thinking of next morning's papers. (*Snow*) 20. Why, for God's sake, why must we go through all this hell? (*Saroyan*) 21. A man stepped out from a tobacconist's and waved to them, and the car slid to the kerb and. stopped. (*Greene*) 22. A woman's love is not worth anything until it has been cleaned of all romanticism. (*Murdoch*) 23. Her skin was as dry as a child's with fever. (*Greene*)

Exercise 6. Put the noun in the genitive case. Explain the use of the genitive case.

1. Well, I'd rather be married to a saint that never saw my good looks than to a sinner who saw every other ___. (woman) (*Buck*) 2. The breakfast table at ___ was usually a very pleasant one, and was always presided over by Bella. (Mr. Boffin) (*Dickens*) 3. "I think ___ friendships are much deeper than ___," Mrs. Thompson said, (men, women) (*Braine*) 4. That night he had chosen a basement bar a ___ throw from Scotland Yard... (stone) (*Hansford Johnson*) 5. As he passed through the ___ room he saw an evening paper spread out conspicuously on the desk of the ___ nephew. (clerks, director) (*Greene*) 6. But I suppose that need not prevent us from quarrelling to our ___ content in future, (heart) (*Voynich*) 7. With one cold glance could she send me back into childhood with all a lonely ___ terrors and shames, (child) (*Lindsay*) 8. I will even go farther, if you like, and admit, for ___ sake and for ___ sake, that the identity of Lady Glyde, as a living person, is a proved fact to Miss Halcombe "and yourself, (courtesy, argument) (*Collins*) 9. He stopped to dinner that evening and much to — satisfaction made a favorable impression on her father. (Ruth) (*London*) 10. He said to her: "Look at my brother ___ property." (James) (*Galsworthy*) 11. He had not been at ___ for nearly two years. (Timothy) (*Galsworthy*) 12. Benson... was listening among the ___ representatives cocking his head on one side, (workers) (*Lindsay*) 13. He had never thought that a mere ___ hand could be sweetly soft, (woman) (*London*) 14. But he was daunted the next moment by his own and ___ insignificance. (Milly) (*Greene*) 15. But by that time the bride was near the end of the first ___ journey towards Florence, (day) (*Dickens*) 16....he too wished she had remained at home, as did most of the ___ families, (congressmen) (*Stone*) 17. You need a good ___ sleep, (night) (*Shaw*) 18. Haven't you noticed that other ___ bread-and-butter is always much nicer than your own? Robert is like that. He always prefers ___ fireside, (people, somebody else) (*Maugham*) 19. The ___ wives were more expensively dressed than the Civil ___, and in general more spectacular, (politicians, servants) (*Snow*) 20. One evening, on the way to the ___, I saw

Irwing sitting on the steps of his house, (grocer) (*Saroyan*) 21. I cannot be blamed for all my ___ doings, (kin) (*Lindsay*)

Exercise 7. Translate into English, using a noun in the genitive case where possible.

1. Давид провел две недели в Ярмуте у мистера Пеготти. 2. Уезжая в Ярмут, мальчик ничего не знал о предполагаемом (intended) браке своей матери. 3. После путешествия, которое длилось несколько часов, Пеготти с Давидом прибыли в Ярмут. 4. Приближаясь к дому мистера Пеготти, Давид увидел детскую фигурку, стоявшую на пороге. 5. Дядя Хэма и Эмили усыновил их, когда они были детьми. 6. Пеготти с гордостью говорила о доброте своего брата. 7. Двухнедельное пребывание в Ярмуте доставило Давиду большое удовольствие. 8. В присутствии мужа миссис Копперфильд боялась приласкать своего сына. 9. После минутной нерешительности Давид подошел к миссис Копперфильд и поцеловал ее. 10. После смерти жены мистер Мердстон послал Давида в Лондон, где мальчик должен был работать в торговом доме (warehouse) Мердстона и Гринби.

Exercise 8. Insert articles where 'necessary. (Articles with class nouns.)

1. Not ___ word was spoken in ___ parlour. (*Caldwell*) 2. ___ room itself was filling up, so was ___ staircase. (*Snow*) 3. I think that ___ man's life is worth saving, whoever it belongs to. (*Shaw*) 4. Though ___ earth was cold and wet, ___ sky was clear and ___ sun rose bright and beautiful. (*Dickens*) 5. He made them provide not one car, but half ___ dozen. (*Snow*) 6. ___ compass was invented in ancient China. 7. Not ___ word was spoken, not ___ sound was made. (*Dickens*) 8. ___ sky outside ___ window was already dark, ___ secretaries had gone home, all was quiet. (*Snow*) 9. Edward remained ___ week at ___ cottage. (*Austen*) 10. I tell you, he's as brave as ___ man can reasonably be. (*Snow*) 11. After that they would meet, perhaps, two or three times ___ year. (*Galsworthy*) 12. Dinny looked up at ___ house; and suddenly saw ___ face in ___ window of ___ dining-room. (*Galsworthy*) 13. You know I never cared for ___ drama. 14. "It is not ___ large house," I said. "We don't want ___ large house." (*Jerome K. Jerome*) 15. He looks older than he is, as ___ dark men often do. (*Dickens*) 16. Roger looked at him and, without ___. word, took out his wallet and gave him ___ ten-shilling note. (*Snow*) 17. As ___ man sows, so shall he reap. 18. This morning ___ tobacconist was at his door. (*Bennett*) 19. It was Sunday afternoon, and ___ sun, which had been shining now for several hours, was beginning to warm ___ earth. (*Murdoch*) 20. I have ___ long story to tell you. Come and sit down on ___ sofa and let us have ___ comfortable chat. (*Marryat*) 21. ___ arm in ___ arm, they walked toward home. (/ *Shaw*) 22. It was ___ cottage built like ___ mansion, having ___ central hall with ___ wooden gallery running round it, and ___ rooms no bigger than ___ closets. (*Hardy*) 23. And what ___ beautiful moth there is over there on----wall. (*Murdoch*) 24. She had ___ key of her own. (*Conan Doyle*) 25. He was ___ short, plump man with ___ very white face and ___ very white hands. It was rumoured in London that he powdered them like ___ woman. (*Greene*) 26. ___ old couldn't help ___ young... (*Galsworthy*) 27. To him she would always be ___ loveliest woman in ___ world. (*Maugham*) 28. ___ strongest have their hours of depression. (*Dreiser*) 29. Her aunt, in ___ straw hat so broad that it covered her to ___ very edges of her shoulders, was standing below with two gardeners behind her. (*Galsworthy*) 30. I am afraid I addressed ___ wrong person. (*Collins*) 31. They must have had very fair notions of ___ artistic and ___ beautiful. (*Jerome K. Jerome*) 32. ___ rich think they can buy anything. (*Snow*) 33. ___ room has three doors; one on ___ same side as ___ fireplace, near ___ corner, leading to ___ best bedroom. (*Shaw*) 34. My thousand ___ year is not merely. ___. matter of dirty banknotes and jaun-

dicedguineas... but, it may be, health to __ drooping, strength to __ weak, consolation to __ sad. (*Ch. Bronte*) 35. Thank you, Stephen: I knew you would give me __ right advice. (*Shaw*) 36. Sometimes... visitors rang __ wrong bell. (*Bennett*) 37. My family came from hereabouts some generations back. I just wanted to have — look at __ place, and ask you __ question or two. (*Galsworthy*) 38. __ woman will only be "the equal of __ man when she earns her living in __ same way that he does. (*Maugham*) 39. He arrived half __ hour before dinner time, and went up to __ schoolroom at __ top of __ house, to see __ children. (*Galsworthy*) 40. You will see him __ steady character yet. I am sure of it. There is something in. __ very expression of his face that tells me so. (*Marryat*) 41. Far away in __ little street there is __ poor house. One of __ windows is open and through it I can see __ woman seated at __ table. She is __ seamstress. (*Wilde*) 42. _ man who entered was short and broad. He had black hair, and was wearing __ grey flannel trousers with __ red woollen shirt, open at __ neck, whose collar he carried outside __ lapels of his dark tweed jacket. (*Clark*) 43. Believe me, when __ woman really makes up her mind to marry __ man nothing on God's earth can save him. (*Maugham*) 44. I stopped,, still uncertain of myself and whether I was saying. __ right thing. (*Du Maurier*) 45. Then it was night and he was awake, standing in __ street, looking up at __ dark windows of __ place where he lived. __ front door was locked and there was no one in __ house. (*Saroyan*) 46. I believe I can tell __ very.moment I began to love him. (*Galsworthy*) 47. We are told that __ heart of __ man is deceitful above all __ things, and desperately wicked. (*Shaw*) 48. "I must do it," said Adam; "it's __ right thing." (*Eliot*) 49. Mr. Boythorn lived in __ pretty house with __ lawn in front, __ bright flower garden at __ side and __ kitchen-garden in __ rear, enclosed with __ wall. __ house was __ real old house. (*Dickens*) 50 __ bartender was __ pale little man in __ vest and apron, with __ pale, hairy arms and __ long, nervous nose. (/ . Shaw) 51. __ face to __.face, he was as warm and easy-natured as he had ever been. (*Snow*) 52. I had not yet learnt how contradictory is human nature; I did not know how much pose there is in __ sincere, how much baseness in _ noble, or how much goodness in __ reprobate. 10 (*Maugham*) 53. During __ country house parties one day is very like another. __ men put on __ same kind of variegated tie, eat __ same breakfast, tap __ same barometer, smoke __ same pipes and kill __ same birds. (*Galsworthy*) 54. Almost at. very moment when r,he had returned Aileen had appeared. (*Dreiser*) 55. __ old man quitted __ house secretly at __ same hour as before. (*Dickens*) 56. We are told that __ wicked shall be punished. (*Shaw*) 57. __ arm in __ arm we walked on, sometimes stumbling over __ hump of earth or catching our feet in __ rabbit-holes. (*Hansford Iohnson*) 58. Clare was __ most vivid member of __ family. She had dark fine shingled hair and __ pale expressive face, of which __ lips were slightly brightened. __ eyes were brown, with __ straight and eager glance, __ brow low and very white. Her expression was old for __ girl of twenty, being calm and yet adventurous. (*Galsworthy*) 59. When I was __ child my mother used to make __ cakes and send me out with them as __ presents to __ neighbours. And. __ neighbours would give us __ presents too, and not only at Christmas time. (*Murdoch*) 60. I wrote to __ Managing Editor that this was __ wrong moment to change their correspondent. (*Greene*)

Exercise 9. Translate into English.

1. Приходил почтальон? 2. Это был высокий белый дом; он был окружен большим садом. 3. Дом построен два года назад. 4. Мое любимое дерево — дуб. 5. Возле дома рос старый дуб. 6. Мы опоздали на поезд, и нам пришлось долго ждать на вокзале. 7. Попугай может подражать человеческой речи. 8. Мы вошли в маленькую комнату, в которой стоял стол, несколько стульев и кресло. 9. Я надеюсь, что завтра вы дадите мне ответ. 10. Телескоп нужен астрономам, а микроскоп — биологам. 11. Серебряная луна

светила на небе. 12. Скрипка — струнный инструмент, флейта — духовой. 13. Шекспир и Сервантес умерли в одном и том же году. 14. Мы получили телеграмму в самый день нашего отъезда. 15. Вы мне дали не тот адрес. 16. Некоторые из гостей ушли рано. 17. Они живут на одной улице. 18. Он постучался не в ту дверь.

Exercise 10. Translate into Russian. (Ways of expressing the meaning of the English articles in Russian.)

1. I am very fond of Helen, there is a great charm about the girl. 2. The man was slowly walking along the street. 3. A man was slowly walking along the street 4. We've bought the butter in this shop. 5. We've bought some butter. 6. A girl showed me the way to the station. 7. I shouldn't like to live here; there is something gloomy about the house. 8. You had better not attempt to be a governess, as the duties of the position would be too severe for your constitution. (*Ch. Bronte*)

Exercise 11. State where the combination to be + Participle II is a simple predicate and where it is a compound nominal predicate.

1. Mr. Dorrit's rooms **were reached**. Candles **were lighted**. The attendants withdrew. (*Dickens*) 2. The door **was** instantly **opened**. (*Ch. Bronte*) 3. **I have been treated and respected** as a gentleman universally. (*Dickens*) 4. About noon, **I was summoned** to dress madame. (*Ch. Bronte*) 5. My boxes **are locked, strapped** and labelled; I hate being hurried. (*Collins*) 6. This brisk little affair **was** all **settled** before breakfast. (*Ch. Bronte*) 7. He was like a man who **had been separated** from one he loved for many years... (*Greene*) 8. I stopped at a barber shop and **was shaved** and went home to the 'hospital'. (*Hemingway*) 9. We shall have time to-morrow, when my packing **is finished**. (*Voynich*) 10. My wife and daughters **were charmed** with her. (*Collins*) 11. The purchase **was completed** within a month. (*Dickens*) 12. You **are deceived**. (*Hardy*) 13. the door **was opened** by a girl. (*Priestley*) 14. I'll **be dressed** in a minute. (*Hemingway*) 15. The small room **was lit** only by a dying fire and one candle with a shade over it. (*Eliot*) 16. A short bridge over a canal **was blown up** but we climbed across on what **was left** of the span. (*Hemingway*) 17. The chambermaid's curiosity **was aroused** at once. (*Priestley*) 18. Was your novel ever **published**? (*Wilde*) 19. He **has not been** well **educated** up to now. (*Clark*) 20. Huckleberry **was filled** with admiration of Tom's facility in writing and the sublimity of his language. (*Twain*) 21. The beds, which for years **had been neglected**, now were trim with the abominations of carpet bedding. (*Maugham*) 22. A whisper goes about the house that Mr. Dombey's hair **is curled**. (*Dickens*) 23. He was in the house when the diamond **was lost**. (*Collins*) 24. When at last the notes **were finished**, I typed them out... (*Hilton*) 25. Penn **was fascinated and troubled** by this suggestion. (*Murdoch*) 26. The big brightly lit stone-flagged kitchen was silent... The shutters **were closed and barred**. (*Murdoch*) 27. Red carpet **was laid down** for the occasion; hothouse plants and evergreens **were arranged** in bowers at the extremities and in every recess of the gallery. (*Eliot*) 28....perhaps you know that Mirah's brother **is found**. (*Eliot*) 29. Another half-hour and all doors **would be locked** — all lights **extinguished**. (*Ch. Bronte*) 30. Sam's body **was twisted and deformed**. But he had not been, born like that... Early one morning farm laborers on their way to work from Stilleveld had come upon a twisted heap lying in the open. It had turned out to be Sam... The right side of his head **had been crushed in**, as though by a boot. Most of the ribs in the right side of his chest **were broken**. His right arm **was broken** in many places. (*Abrahams*) 31. The scoop, under the ranger's fence, cannily selected for his sleepingplace, **was overhung** by branches. (*Galsworthy*) 32. My things **are all packed**. (*Hemingway*) 33. Two doors opened out of it [the passage] to the left and to the right. One of these **had** obvi-

ously **been closed** for many weeks. (*Conan Doyle*) 34. In the front room the bricks of the floor **were being tumbled** aside by the shoots from old tree-roots. (*Lessing*) 35. She realized that the old life **was gone** and **done with**. (*Maugham*)

Exercise 12. Translate into Russian.

1. That day she was seen little of. (*Hardy*) 2. At that moment hasty steps were heard in the entry. (*Hardy*) 3. A man who is much talked about is always very attractive. (*Wilde*) 4. I was told, too, that neither masters nor teachers were found fault with in that establishment. (*Ch. Bronte*) 5. I shall be quite safe, quite well taken care of. (*Dickens*) 6. I've been sent for urgently, to get at the truth. (*Christie*) 7. A sound of a piano is heard in the adjoining room. (*Wilde*) 8. He could see that the bed was empty, and that it had not been slept in. (*Bennett*) 9. The gate was opened by one of the maids. (*Dickens*) 10. Nothing more was said on either side. (*Dickens*) 11. I don't suppose there's anybody who isn't cared for by someone or other. (*Maugham*) 12. With old and young great sorrow is followed by a sleepless night... (*Maugham*) 13. He was forbidden to receive either letters or telegrams. (*Collins*) 14. The visitor was allowed to come forward and seat himself. (*Eliot*) 15. The match was looked upon as made by her father and mother. (*Hardy*) 16. Klesmer bowed round to the three sisters more grandly than they had ever been bowed to before. (*Eliot*) 17. That's a thing I've not been accused of before. (*Maugham*) 18. The child shall be taken care of somehow. (*Eliot*) 19. I just chatter when I'm chattered to. (*Hilton*) 20. And for four years now I have been trying to make myself heard in the popular press. I have been laughed at as a crank. I have endured insults. (*Priestley*) 21. Knight had been looked upon as a bachelor by nature. (*Hardy*) 22. We know that she likes Nurse O'Brien and is well looked after. (*Christie*) 23. Her uncle and mother came two days ago, and she is being well taken care of. (*Eliot*) 24. The effect of my education can never be done away with. (*Eliot*) 25. The strained and precarious relationship between Ann and Randall, which had been quite unprepared for, was also a constant source of pain and surprise. (*Murdoch*) 26. She is so absolutely to be relied on as that? (*Collins*) 27. Fabrizio told me he had been written to and had consented to come and take up the campaign against the Jesuits. (*Voynich*) 28. One child in a household of grown people is usually made very much of, and in a quiet way I was a good deal taken notice of by Mrs. Bretton, who had been left a widow, with one son, before I knew her. (*Ch. Bronte*) 29. She's quite well thought of in Cambridge. (*Murdoch*) 30. I was taught music and singing. (*Eliot*) 31. Hubble was dismissed, but Kinney was not allowed to retire with him. (*Priestley*) 32. By now we had been joined by two other people... (*Hansford Johnson*) 33. About an hour or so later I was sent for and found Mary Gerrard unconscious. (*Christie*) 34. She (Gemma) was both pleasant to look at and interesting to talk to. (*Voynich*)

Exercise 13. Insert the appropriate form of the Subjunctive Mood. Comment on the form and the use of the Subjunctive Mood. Translate into Russian (conditional sentences).

1. I honestly think it ___ better if we ___ each other for awhile. (to be, to see — negative) (*Hansford Johnson*) 2. If you ___ already married, Mr. Clay, I ___ for you. (to be — negative, to wait) (*Stone*) 3. Now if only Betty ___ able to come this evening she ___ it. But, of course, she had to choose this evening to go and see her mother, (to be, to do) (*A. Wilson*) 4. If he ___ ordinary, I ___ him (to be, to love — negative) (*Galsworthy*) 5. And if anything ___ to him, there ___ something in the Press, (to happen, to be) (*Priestley*) 6. I ___ it a few months ago, Mr. Chapin. (to believe) (*Dreiser*) 7. If I ___ you, I think I ___ very much as you do. (to be, to feel) (*Snow*) 8. You first brought your friend into my sister's company, and but for you we

___ never ___ him. (to see) (*Dickens*) 9. I certainly won't leave you so long as you are in mourning. It ___ most unfriendly. If I ___ in mourning you ___ with me, I suppose, (to be, to be, to stay) (*Wilde*) 10. He was a power in the College, and ___ in any society, (to be) (*Snow*) 11. If you ___ news before morning, ring me up at once, (to have) (*Hansford Johnson*) 12. I like the place. The air suits me. I ___ surprised if I ___ here, (to be — negative, to settle down) (*Shaw*) 13. There is nothing the Barkers ___ for a few pounds, (to do — negative) (*Wilson*) 14. Well that wasn't true what she said and, if it ___ that ___ no business of hers, (to be, to be) (*A. Wilson*) 15. "She told me the other day that her heart stopped for five minutes when that horrid nurse was rude to her." "Nonsense! She ___ alive now if her heart ___ for five seconds." (to be — negative, to stop) (*Shaw*) 16. I think it ___ her so much good to have a short stroll with you in the Park, Dr. Chasuble. (to do) (*Wilde*) 17. The story I have to tell ___. never ___ if one day I ___ across the street, (to happen, to walk — negative) (*Maugham*) 18. "She is so wretched," I told him, "that she ___ gladly ___ to-morrow morning if it ___ for the baby." (to die, to be — negative) (*Hansford Johnson*) 19. If I ___ you I ___ abroad again.. (to be, to go) (*Hardy*) 20. "I think, Edward," said Mrs. Dashwood, "you — a happier man if you ___ any profession to engage your time and give an interest to your plans and actions. Some inconvenience to your friends, indeed, might result from it: you ___ able to give them so much of your time." (to be, to have, to be — negative) (*Austen*) 21. Jago was longing for me to say that he ought to be the next Master. A few years before I ___ yes on the spot, (to say) (*Snow*) 22. And if I ___ I was going to meet you, I ___ differently. (to know, to dress) (/ *Shaw*) 23. If he ___ here, send him to us at once, (to return) (*Priestley*) 24. I ___ what I am but for him. (to be — negative) (*Maugham*) 25. "Why are you talking this rubbish," he said, "and making me talk it too?" "If what you say ___ true, women ___ either poisonous or boring!" (to be, to be) (*Murdoch*) 26. Just think, if I ___ the pictures I ___ a rich woman now. (to buy, to be) (*Maugham*) 27. Mr. Gresham, this marriage will, at any rate, put an end to your pecuniary embarrassment, unless, indeed, Frank ___ a hard creditor, (to prove) (*Trollope*) 28. Anyhow, a fire started, and if a young fellow who's working here ___ instantly ___ with an axe, their big storage tank of gasoline ___ in the air and God knows what ___ then, (to set about — negative, to go up, to happen) We all ___ with it. (to go) Honestly, we're all lucky to be alive. If it ___ for this chap, we ___ (to be — negative, to be — negative) (*Priestley*)

Exercise 14. State the form and the function of Participle I. Translate into Russian.

1. Having traversed seven hundred miles he was now travelling toward the border of the United States. (*Horgan*) 2. There was a tiny smile playing about the corners of his mouth. (*Stone*) 3. He had a beautiful old house in Queen Anne Street, and being a man of taste he had furnished it admirably. (*Maugham*) 4. Dona Carlotta covered her face with her hand, as if swooning. (*Lawrence*) 5. Turning in anger, she gave John a shove, spilling his tea. (*Lindsay*) 6. To Maggie, the new protective gentleness of her son was sweet, and also very frightening. (*Lessing*) 7. Judging him by his figure and his movements, he was still young. (*Collins*) 8. Placing his drink upon the mantelpiece the ex-convict stood for a moment observing the young man out of the corner of his eye. (*Cronin*) 9. Being very tired with his walk however, he soon fell asleep and forgot his troubles. (*Dickens*) 10. He [Lincoln] raised his eyes, looked at her as though peering over the top of spectacles. (*Stone*) 11. There were four girls sitting on the wooden benches of the agency's front room. (/ *Shaw*) 12. Having shaken hands with them, he brought his own hands together with a sharp slap. (*Priestley*) 13. Manuel went in, carrying his suitcase. (*Hemingway*) 14. While pondering this problem, I sat in the dormitory window-seat. (*Ch. Bronte*) 15. I am going to Rome, having friends there. (*Dickens*) 16. There

was sunlight coming in through the shutters. (*Hemingway*) 17. Abraham appeared at noon the next day, bringing with him two hundred dollars in cash. (*Stone*) 18. Much of the afternoon I looked out of the window, as though thinking, but not really thinking. (*Snow*) 19. He was thoughtful for a moment while leaning perilously close to the fire. (*Stone*) 20. Cecilia had heard very little being absorbed in her own reflections. (*Crawford*) 21. Having breakfasted, out I went. (*Ch. Bronte*) 22. He looked at his father listening with a kind of painful desperation. (*Cronin*) 23. She recrossed her legs comfortably, as though preparing for a long session on the sofa. (*J. Shaw*) 24. Never having encouraged friends to drop in spontaneously, she was almost totally alone. (*Stone*) 25. A cold wind swept the pavement, bearing a scrap of silver paper from a chocolate box across the lamplight. (*Greene*)

Exercise 15. State the function of Participle II, Translate into Russian.

1. Stirred by the beauty of the twilight, he strolled away from the hotel. (*Cronin*) 2. All the country near him was broken and wooded. (*Aldington*) 3. For a moment the trio stood as if turned to stone. (*Murdoch*) 4. Through the dark hall, guarded by a large black stove... I followed her into the saloon. (*Mansfield*) 5. If left to myself, I should infallibly have let this chance slip. (*Ch. Bronte*) 6. He spoke when spoken to, politely and without much relevance. (*Hansford Johnson*) 7. He cast upon her one more look, and was gone. (*Hichens*) 8. Miss Brodrick, though not personally well known in the county, had been spoken well of by all men. (*Trollope*) 9. Prepared, then for any consequences, I formed a project. (*Ch. Bronte*) 10. Thus absorbed, he would sit for hours defying interruption. (*Stone*) 11. As directed, I took the lead, almost happily. (*Salinger*) 12. He looked at her for a moment as though amazed at her friendliness. (*Greene*) 13. Fancy a married woman doomed to live on from day to day without one single quarrel with her husband. (*Jerome K. Jerome*) 14. He bowed low when presented to Dinny. (*Galsworthy*) 15. Displeased and uncertain Brande gazed from his son to the Spanish gardener. (*Cronin*)

Exercise 16. Insert the appropriate form of the gerund.

1. Stark sat down without ___ (to speak) (*Jones*) 2. He did not go without ___ by Amy. (to congratulate) (*Dickens*) 3. After ___ more closely than usual and ___ his hair, he [Herzog] took the bus uptown, (to shave, to brush) (*Bellow*) 4. At South Square, on ___ that Michael and Fleur were out, he -did not dress for dinner, but went to the nursery, (to discover) (*Galsworthy*) 5. I had to sound as if I didn't mind ___, as though I had no temper of my own. (to insult) (*Snow*) 6. She kept on ___, her voice low and controlled, (to talk) (*Braine*) 7. In the morning light, she was, ashamed of herself for ___ so ___ the night before, (to elate) (*Snow*) 8. The house wanted ___ (to do up) (*Galsworthy*) 9. Even a criminal must be told the nature of his crime before ___ (to convict) (*Stone*) 10. She showed none of the usual feminine pleasure at ___ hard to understand, inscrutable, mysterious, (to be) (*Priestley*) 11. I still reproached myself for not ___ open with Douglas Osbaldiston from the start, when he had invited me to do so. (to be) (*Snow*) 12. No woman looks her best after ___ up all night, (to sit) (*Shaw*) 13. His legs were somewhat stiff from not ___ or ___ for days, (to hike, to climb) (*Baum*) 14. I'm tired of ___ like a silly fat lamb, (to treat) (*Coppard*) 15. I know everyone who's worth ___ (to know) (*Maugham*) 16. After ___ this, he; cursed himself for not ___ the opposite, so that he might have used the expected guest as a lever to get rid of Misha. (to say, to say) (*Murdoch*) 17. There is vivid happiness in merely ___ alive, (to be) (*Coppard*) 18. "Your tie needs—," Mrs. Simpson said, (to straighten) (*Greene*) 19. The attempt is at least worth ___ (to make) (*Collins*) 20. Mr. Creakle then caned Tommy Traddles for ___ in tears, instead of cheers, on account of Mr. Mell's departure... (to discover) (*Dickens*) 21. He apologized to Hooker for ___ so late, (to be down) (*Priestley*) 22. One could not walk or drive about Philadelphia without ___ and ___ with the general tendency toward a more cultivated and selective social life, (to see, to impress)

(Dreiser) 23. I just couldn't stand ___ away from you any longer, (to be) (Stone) 24. I remember ___ him with her and Marner going away from church, (to see) (Eliot) 25. When I told him that I meant to live in Paris for a while, and had taken an apartment, he reproached me bitterly or not ___ him know, (to let) (Maugham) 26. He had a flat smooth face with heavy-lidded green eyes that gave the impression of ___ at a slant, (to set) (Braine) 27. His latest craze was to discover her age, which he cursed himself for not ___ when he had her passport in his hands, (to observe) (Murdoch) 28. Let me tell you whose house you've come into without ___ or ___ (to ask, to want) (Faulkner) 29. I'm tired of ___ to you. (to talk) (Maugham) 30. They soon discovered that the gate was securely locked. They looked at one another in a mixed fashion, a trifle disappointed at ___, but still triumphant at ___ the place, (to hold up, to find) (Priestley)

Exercise 17. Insert the appropriate form of the infinitive.

1. But there was nothing now ___ for. (to wait) (Wilson) 2. She put on the cape, and turned round ___ (to admire) (Cain) 3. He appeared ___ (to listen) (Lessing) 4. He appeared ___ plenty of money, which was said ___ in the Californian goldfields. (to have, to gain) (Conan Doyle) 5. "When I seemed ___ a long while, the Master of Salem House unscrewed his flute into the three pieces, put them up as before, and took me away, (to doze) (Dickens) 6. Every feature seemed ___ since he saw her last, (to sharpen) (Galsworthy) 7. This fellow seemed ___ a famous explorer or something of that sort, (to be) (Priestley) 8. The house appeared ___ recently... (to repair) (Hardy) 9. Nobody seemed ___ his entry, but there he certainly was. (to perceive) (Hardy) 10. Paula would be the first concentration camp ___ by American troops, (to liberate) (Heym) 11. Willoughby was not the man ___ the lessons of his predecessor. (to overlook) (Heym) 12. A twelve year old girl, Patience Barlow, was the first ___ his attention or ___ by him. (to attract, to attract) (Dreiser) 13. One might guess Mr. George ___ a trooper once upon a time, (to be) (Dickens) 14. I suppose Mr. Jelleby had been more talkative and lively once; but he seemed ___ long before I knew him. (to exhaust). (Dickens) 15. Dave seemed ___ Stephanie, waiting for her to make the first move, (to watch) (Saxton) 16. For the last few days she seemed ___ to nobody but strange men. (to talk) (Priestley) 17. I lack the will-power ___ anything with my life, — my position by hard work, (to do, to better) (Durrell) 18. There's no time ___. (to lose) (Clark) 19. And, in a very little while, the Murdstone and Grinby life became so strange to me that I hardly believed in it, while my present life grew so familiar, that I seemed ___ it a long time, (to lead) (Dickens) 20. Roger Quaipe was a youngish Conservative member who was beginning ___ about, (to talk) (Snow) 21. He is said ___ a small fortune, (to put away) (Durrell) 22. That Jolyon seems ___ in 1710, son of Jolyon and Mary, (to be born) (Galsworthy)

Exercise 18. State the morphological composition of the following adjectives.

Pretty, bushy, weather-stained, thoughtful, hard-hearted, illegitimate, sober, non-party, low-bred, improbable, sceptical, counter-revolutionary, careworn, beloved, wicked, disobedient, long-legged, regular, water-proof, large, well-timed, homeless, shaky, courageous, panic-stricken, blindfold, Portuguese, newly-baked, antique, peace-making, forlorn, illegible, abundant, red-haired, small, deep-blue, bookish, snow-white, respectable-looking.

Exercise 19. Give the comparative and superlative degrees.

Cosy, merciful, bad, complete, fat, cheap, big, clumsy, stupid, far, miserable, narrow, virtuous, simple, merry, regular, expensive, low, deep, sad, significant, bitter, intimate, lazy, old, serious, tiny, clever, little, considerate, gay, good, much, dark, beautiful, dear, fit.

Exercise 20. Use the adjective in the comparative or superlative degree.

1. They had dined well and were now drinking hard... their faces getting ___ and ___ (red, red) (*Priestley*) 2. Was there anything in the world ___ than indecision? (bad) (*Galsworthy*) 3. He was only five years ___ than I was, which made him forty-five, (young) (*Snow*) 4. He loved his brother and he had done his brother what people seemed to consider ___ of wrongs, (bitter) (*Greene*) 5. ___ sin towards our fellow creatures is not to hate them, but to be indifferent to them, (bad) (*Shaw*) 6. He had been a great fencer, before the war, ___ fencer in Italy, (great) (*Hemingway*) 7. She is stopping at one of ___ hotels in town, (good) (*Saroyan*) 8. Difficult to believe it was so long ago, he felt young still! Of all his thoughts this was ___, ___ With his white head and his loneliness he had remained young and green at heart, (poignant, bitter) (*Galsworthy*) 9. She received congratulations as if she were ___ of women, (happy) (*Hansford Johnson*) 10. Kate remembered the little general; he was a good deal ___ than herself, (small) (*Lawrence*) 11. I think we'll resume the conversation when you're a little ___, Caroline, (calm) (*Maugham*) 12. They had never made ___ pretence of believing him. (little) (*Greene*) 13. Things went from bad to ___ (bad) (*Saroyan*) 14. He took his trinkets, carried them to the ___ pawnshop he could find, and being offered forty-five dollars for the lot, took it. (presentable) (*Dreiser*) 15. He felt her breathing grow — and ___ (slow, easy) (*Cusdck*) 16. To be ashamed of his own father is perhaps ___ experience a young man can go through. (bitter) (*Galsworthy*) 17. It's ___ in here than it is on the street. (hot) (*Salinger*) 18. I think you're about ___ girl in school, (pretty) (/ *Shaw*) 19. All his life he had taken pains to be ___, ___ than his fellows, (strong, brave) (*Saroyan*) 20. From that moment may be dated the downfall of ___ and ___ of the Indian nations, that existed within the limits of the present United States, (great, civilized) (*Cooper*) 21. Mr. Micawber, under pretence of showing me a ___ way than that by which I had come, accompanied me to the corner of the street, (near) (*Dickens*) 22. He would walk here and there and be no ___ than an ant in an ant hill, (conspicuous) (*Greene*) 23. We slept in a double-bedded room, which was ___ that the little country inn could do for us. (good) (*Conan Doyle*) 24. This is Sam Pentty one of our ___ artists, (good) (*Priestley*)

Exercise 21. Translate into English.

1. Киев — более древний город, чем Москва; это один из древнейших городов России. 2. В XVI веке Испания была самой могущественной державой мира. 3. Волга длиннее Днепра; это самая длинная река Европы. 4. Ватикан — самое маленькое государство в Европе. 5. Одной из важнейших проблем сегодняшнего дня является установление прочного и длительного мира. 6. Условия жизни трудящихся в странах социалистического лагеря значительно лучше, чем в странах капиталистического лагеря. 7. Можно надеяться, что в ближайшем будущем культурные связи с Англией будут еще более тесными. 8. Точка кипения (the boiling point) спирта ниже точки кипения воды. 9. Платина тяжелее золота; это один из самых тяжелых металлов. 10. Утро было прекрасное, но к вечеру погода стала хуже, ветер усилился, и темные тучи покрыли небо.

Exercise 22. Point out all the substantivised adjectives and state whether they are wholly or partially substantivised.

1. He basked in the company of the young. (*Snow*) 2. We must take the bitter along with the sweet. (*Reade*) 3. She warned the domestics not to touch the child, as Mrs. Osborne might be offended. (*Thackeray*) 4. It was a surprise to the optimistic; but it was even more of a surprise to the experienced. (*Snow*) 5. Oh, I know he is a right good fellow, but it belongs to

the rank of the impossible. (*Meade*) 6. Imogen turning her luscious glance from one to the other of the "old dears", only smiled. (*Galsworthy*) 7. How do I know what's gone on between you? The rights and the wrongs of it. I don't want to know. (*A. Wilson*) 8. Willoughby was wearing greens, garrison hat, and all his ribbons. (*Heym*) 9. They were like poor savages confronted with a beautiful white girl. (*Murdoch*) 10. This year I covered half the world and saw people in such numbers — it seems to me I saw everybody but the dead. (*Bellow*) 11. But they had been such innocents then I (*Galsworthy*) 12. He was, as they saw it, part of the rich and superior class and every poor man knew what that meant. The poor must stand together everywhere. (*Dreiser*) 13. I was soon to discover that Gevaert was never interested in what "inferiors" had to say. (*Clark*)

Exercise 23. State the morphological composition of the following adverbs

Where, abroad, too, tenfold, nowadays, inside, quickly, underneath, once, homeward, seldom, nowhere, heartily, afoot, headlong, twice, beyond, then, eastward, otherwise, upstairs, rarely, late, outside, ahead, forever, so, beneath, forward, fast, scarcely, inquiringly, sometimes, good-naturedly.

Exercise 24. Point out the adverbs and define the group each belongs to.

1. She talked to them naturally, sang a little song to them... And gave them their Sunday toys. (*Buck*) 2. He [Jolyon] was free to go off with his easel where and when he liked. (*Galsworthy*) 3. The man must have had diabolically acute hearing. (*Wells*) 4. Patients insist on having microbes nowadays. (*Shaw*) 5. As soon as Annette found herself outside, she began to run. (*Murdoch*) 6. I never felt better in my life. (*Saroyan*) 7. I think sometimes there is nothing before me but hard work... (*Galsworthy*) 8. It was as if his soul had been cramped and his eyes bandaged from the hour of his birth. Why had he lived such a life? Why had he submitted to things, blundered into things? (*Wells*) 9. Yes, George had lived too fast, or he would not have been dying twenty years before his time — too fast! (*Galsworthy*) 10. She consulted her husband at once. (*Galsworthy*) 11. Fleur having declared that it was "simply too wonderful to stay indoors," they all went out. (*Galsworthy*) 12. And she lived at Mapledurham a jolly name, too, on the river somewhere. (*Galsworthy*) 13. A week later I am visited by a very stylishly dressed young woman. (*Saroyan*) 14. They had been dancing together. (*Dreiser*) 15. He [Soames] remembered her birthday well — he had always observed it religiously. (*Galsworthy*) 16. The driver, was ordered to take the car to the pool, and Jates and Karen went afoot. (*Heym*) 17. The only thing is to cut the knot for good. (*Galsworthy*) 18. Why, you've hardly started, it isn't fair to bother you. (*Cronin*) 19. Twice I doubled round corners, thrice I crossed the road and came back on my tracks. (*Wells*) 20. They went eyeing each other askance.. (*Galsworthy*) 21. He took a few steps towards her and looked less at her than at the open doorway behind her... (*Greene*) 22. In another moment Adyl was leading the way downstairs. (*Wells*) 23. Soames looked at her hard (*Galsworthy*) 24. The boy was due to go to-morrow. (*Galsworthy*) 25. She seems to be simple enough. (*This is America*) 26. It [the cry] came from the terrace below. (*Galsworthy*) 27. They are quiet at- present. (*Galsworthy*) 28. I must get the money somehow. (*Shaw*) 29. He [Soames] had never had a love of music. (*Galsworthy*) 30. He spoke little and listened much. (*Horgan*)

Exercise 25. Use the comparative or superlative degree of the adverbs.

1. Then the bus... began to run, ___ still, through a long avenue, (fast) (*Faulkner*) 2....moreover, he was ___ educated than the others, (well) (*Buck*) 3. She was the one who was being hurt ___. (deeply) (*Wilson*) 4. He contrived to get a glimpse of Montanelli once or ___ in

every week, if only for a few minutes. (often) (*Voynich*) 5. Driving ___ now, she arrived between four and five, (slowly) (*Galsworthy*) 6. However, I must bear my cross as ___ I may. (well) (*Shaw*) 7. Then he dismissed the thought as unworthy and impossible, and yielded himself ___ to the music. (freely) (*London*) 8. He followed her mental process ___ now, and her soul was no ___ the sealed wonder it had been, (clearly; long) (*London*) 9. Felix's eyebrows rose ___ than ever, (high) (*James*) 10. It was a comfort to Margaret about this time, to find that her mother drew ___ and ___ towards her than she had ever done since the days of her childhood, (tenderly; intimately) (*Gaskell*)

Критерии оценивания заданий

«ОТЛИЧНО»: задание выполнено на 90 – 100% ;
 «ХОРОШО»: задание выполнено на 75 – 89%;
 «УДОВЛЕТВОРИТЕЛЬНО»: задание выполнено на 60 – 74%,
 «НЕУДОВЛЕТВОРИТЕЛЬНО»: задание выполнено на менее 60 %.

6.2. Оценочные средства и критерии оценивания для промежуточной аттестации:

8 семестр

Оценка компетенций проводится в форме устного зачета:

ВОПРОСЫ К ЗАЧЕТУ

1. Hierarchical relations between units of different levels.
2. Paradigmatic and syntagmatic relations in Grammar.
3. Grammatical meaning. Grammatical form.
4. Grammatical category.
5. Parts of speech.
6. The general characteristic of the noun.
7. Grammatically relevant semantic subclasses of nouns.
8. The category of case.
9. The definite article.
10. The indefinite article and the zero article.
11. The general characteristic of the verb.
12. Grammatically relevant semantic subclasses of verbs.
13. The valency of the verb.
14. The category of tense (general characteristic).
15. Cases of transposition of tense forms. The problem of Future tenses.
16. The category of aspect (the subcategory of “development”).
17. The category of aspect (the subcategory of “retrospective coordination”).
18. The category of voice.
19. The “medial” voice types.
20. The category of person and number.
21. The category of mood (Indicative mood. Spective mood. Modal spective mood).
22. The category of mood (Stipulative conditional mood. Consecutive conditional mood).
23. The infinitive.
24. The gerund.
25. Participle I
26. Participle II.
27. Grammatically relevant semantic subclasses of adjectives.
28. The category of the degrees of comparison of adjectives.

29. Grammatically relevant semantic subclasses of adverbs.
30. The category of the degrees of comparison of adverbs.

Критерии оценивания:

Оценка «отлично» (5) предполагает свободное владение изученным материалом: полное и точное самостоятельное раскрытие вопроса; умение рассуждать, аргументировать, делать сравнения и обобщения; логичность и связность высказывания по теме; умение полно, логично и точно отвечать на вопросы экзаменатора. Принимаются в расчёт посещаемость занятий, активность на занятиях, креативный подход к изучению учебного материала.

Оценка «хорошо» (4) означает достаточно глубокое освоение учебного материала; однако студент выпускает релевантную информацию при раскрытии теоретического вопроса или не всегда может аргументировать свою точку зрения. Студент не всегда проявляет логичность и связность в своем высказывании по теме, не всегда полно и логично отвечает на вопросы экзаменатора.

Оценка «удовлетворительно» (3) означает средний уровень усвоения объема учебного материала. Студент не проявляет логичность и связность в своем высказывании по теме, допускает грубые фактические ошибки в собственном высказывании; испытывает затруднения при ответах на вопросы экзаменатора.

Оценка «неудовлетворительно» (2) – это низкий уровень приобретённых знаний и навыков. Причиной отрицательного итога могут быть пропуски занятий и связанные с ними невосполненные пробелы в знаниях, пассивное отношение к изучению предмета, незаинтересованность в получении знаний, трудности в усвоении ряда тем и несерьёзное отношение к практическим заданиям в течение всего семестра.

Большое значение приобретает текущий контроль за успеваемостью студента в течение семестра, который может положительно влиять на итоговый контроль знаний. Текущий контроль заключается в учете следующих форм работы студента:

- активное участие в обсуждении материалов лекций на практических занятиях;
- выполнение практических заданий.

7. Перечень основной и дополнительной учебной литературы

7.1. Основная литература

1. Блох М.Я. Теоретическая грамматика английского языка: Учебное пособие / М.Я. Блох. – М.: Феникс, 2017. 460 с.: 60x88 1/16. ISBN: 980-5-9279-0211-8

7.2. Дополнительная литература:

1. Алефиренко, Н. Ф. Теория языка. Вводный курс / Н. Ф. Алефиренко. М: Academia, 2007 (1 экз.), 2004.
2. [Афанасьев А. В.](#) Курс эффективной грамматики английского языка: Учебное пособие / А.В. Афанасьев. - М.: Форум: НИЦ ИНФРА-М, 2015. - 88 с.: 70x100 1/16. (обложка) ISBN 978-5-00091-030-6
3. [Гальчук Л. М.](#) Гальчук Л.М. 5D English Grammar in Charts, Exercises, Film-based Tasks, Texts and Tests — Грамматика английского языка: коммуникативный курс: учеб. пособие / Л.М. Гальчук. — М.: Вузовский учебник: ИНФРА-М, 2017. — 439 с.

4. [Караванов А. А.](#) Времена английского глагола. Система, правила, упражнения, тесты : учеб. пособие / А.А. Караванов. — М. : ИНФРА-М, 2017. — 212 с. — (Высшее образование: Бакалавриат).
5. Крутиков Ю.А. и др. Упражнения по грамматике современного английского языка — М.: Высш. шк., 1971.
6. Куряева, Р. И. Английский язык. Видо-временные формы глагола в 2 ч. Часть 1 : учебное пособие для академического бакалавриата / Р. И. Куряева. — 5-е изд., испр. и доп. — М. : Издательство Юрайт, 2018. — 361 с. — (Серия : Бакалавр. Академический курс). — ISBN 978-5-9916-8626-6.
7. Лашкевич О.М. Словообразование как источник образования новых морфем / Вестник Удмуртского университета. Серия 5. История и филология, Вып. 2, 2010
8. Лингвистические аспекты эллиптических предложений в английском языке: Монография / Косоножкина Л.В., Кашурина И.А., Агапитова А.А. - М.:НИЦ ИНФРА-М, 2017. - 122 с.: 60х90 1/16 ISBN 978-5-16-106245-6 (online)
9. Нелюбин, Л. Л. Лингвостилистика современного английского языка [Электронный ресурс] : учеб. пособие / Л. Л. Нелюбин. — 6-е изд., стер. —М. : ФЛИНТА, 2013. — 128 с. - ISBN 978-5-89349-722-9 znanium.com
10. Першина, Е. Ю. Английский язык. Практическая грамматика в 2 ч. Часть 2. Глагольные формы и синтаксис : учебное пособие для академического бакалавриата / Е. Ю. Першина. — 2-е изд., испр. и доп. — М. : Издательство Юрайт, 2018. — 172 с. — (Серия : Бакалавр. Академический курс). — ISBN 978-5-534-04055-5.
11. [Рушинская И. С.](#) The English Verbals and Modals: Практикум / И.С. Рушинская. - М.: Флинта: Наука, 2003. - 48 с. (e-book) ISBN 5-89349-446-6
12. [Сафроненко О. И.](#) Learn the English of Science: учебник / Сафроненко О.И., Деревянкина Н.П. - Ростов-на-Дону:Издательство ЮФУ, 2009. - 144 с. ISBN 978-5-9275-0572-2
13. Теория языка. Вводный курс: Учебное пособие / Б.Ю. Норман. - М.: Флинта: Наука, 2003. - 296 с.: ил. (e-book) ISBN 5-89349-498-9
14. [Торбан И. Е.](#) Мини-грамматика английского языка: Справочное пособие / И.Е. Торбан. - 3-е изд. - М.: ИНФРА-М, 2008. - 112 с.: 70х100 1/32. (обложка, карм. формат) ISBN 978-5-16-003174-3
15. М.:ЮНИТИ-ДАНА, 2015. - 143 с.: ISBN 5-238-00671-3
16. [Гуревич В. В.](#) Теоретическая грамматика английского языка. Сравнительная типология английского и русского языков: Учебное пособие / В.В. Гуревич. - М.: Флинта: Наука, 2003. - 168 с.: 60х88 1/16. (e-book) ISBN 5-89349-422-9.

7.3. Перечень ресурсов информационно-телекоммуникационной сети «Интернет»

1. <http://dic.academic.ru>
2. http://homepages.tversu.ru/~ips/History_of_linguistics.htm
3. <http://slovari.yandex.ru>
4. <http://www.classes.ru/grammar>
5. <http://www.durov.com/linguistics1.htm>
6. <http://www.encycl.yandex.ru>
7. <http://www.gramma.ru>
8. <http://www.gramota.ru/>
9. <http://www.gumfak.ru/yazikoznanie.shtml>
10. http://www.krugosvet.ru/enc/gumanitarnye_nauki/lingvistika
11. <http://www.philology.ru/linguistics.htm>
12. <http://www.philology.ru/linguistics1.htm>
13. <http://www.slovopedia.com/2/223/279510.html>

8. Материально-техническое обеспечение

Учебные аудитории для проведения занятий лекционного, семинарского типа и лабораторного типа, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, самостоятельной работы: ауд.218 (стандартная учебная мебель (72 посадочных места), место преподавателя, кафедра для лектора (1), переносная доска (1), интерактивная доска (1), мультимедиапроектор EPSON (1), компьютер SAMSUNG (1), колонки SAMSUNG (2). Ауд.117(стандартная учебная мебель (30 посадочных мест), место для преподавателя, кафедра, TVLG, видеоплеер ShivakiDVD 811.). Ауд.102 (стандартная учебная мебель (20 посадочных мест), место для преподавателя, кафедра, TV, DVD-плеер). Ауд.103 (стандартная учебная мебель (32 посадочных мест), место преподавателя: стол (1), стул (1);TVSamsung (1), DVD-плеер (1). Ауд.105 (стандартная учебная мебель (26 посадочных мест), место для преподавателя, кафедра, TV, DVD-плеер).

9. Программное обеспечение

Microsoft Open License (Windows XP, 7, 8, 10, Server, Office 2003-2016), лицензия 66975477 от 03.06.2016 (бессрочно).

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