

**Министерство образования и науки Российской Федерации**

**Федеральное государственное бюджетное образовательное учреждение  
высшего профессионального образования**

**«НИЖЕГОРОДСКИЙ ГОСУДАРСТВЕННЫЙ  
ЛИНГВИСТИЧЕСКИЙ УНИВЕРСИТЕТ  
им. Н.А. ДОБРЮЛОВА»**

**СИСТЕМАТИЗИРУЮЩИЙ КУРС ГРАММАТИКИ**

**Учебно-методические материалы**

**для студентов II-III курсов факультета английского языка**

**(отделение заочного обучения)**

**Нижний Новгород**

**2016**

Печатается по решению редакционно-издательского совета ФГБОУ ВПО «НГЛУ».

Направление подготовки: 45.03.02 – *Лингвистика*.

Дисциплина: Систематизирующий курс грамматики.

УДК 802.0-5(083.75)

Систематизирующий курс грамматики: Учебно-методические материалы для студентов II-III курсов факультета английского языка (отделение заочного обучения). – Н. Новгород: ФГБОУ ВПО «НГЛУ», 2016. – 56 с.

Учебно-методические материалы предусматривают описание целей и задач курса, требования к зачету и экзамену, варианты контрольных работ и образец их выполнения, методические рекомендации, представлен также календарный план курса.

УДК 802.0-5(083.75)

Составители: В.И. Курышева, канд. филол. наук, доцент

Н.Н. Лисенкова, канд. филол. наук, доцент

Рецензенты: И.Н. Кабанова, канд. филол. наук, доцент

Л.М. Отрошко, канд. филол. наук, доцент

© ФГБОУ ВПО «НГЛУ», 2016

© Курышева В.И., Лисенкова Н.Н., 2016

## **ЦЕЛИ И ЗАДАЧИ КУРСА**

Систематизирующий курс грамматики предусматривает систематизацию имеющихся у студентов знаний по практической грамматике, осмысление сущности грамматических структур, введенных в речь студентов на I и II курсах, углубление и расширение знаний по изученным темам, совершенствование практического владения грамматической стороной английской речи, подготовку студентов к прослушиванию курса теоретической грамматики.

Одной из основных задач курса является также дальнейшее становление и развитие ряда профессионально-значимых умений: выявление принципов, лежащих в основе грамматически направленных упражнений, приобретение умений формулировать, комментировать и иллюстрировать эти принципы собственными примерами.

Общий объем курса составляет 42 часа (IV-VI семестры). Занятия проводятся на английском языке.

## **КАЛЕНДАРНЫЙ ПЛАН**

### **4 семестр. Именные части речи. Артикль. (18 часов)**

**Занятие 1.** Введение в предмет, ознакомление с задачами курса.

Вступительная беседа преподавателя о целях и задачах курса, информация об учебной литературе, о методике работы на занятиях. Основные грамматические термины. Классификация частей речи в терминах традиционной грамматики.

**Занятие 2.** Имя существительное. Категория числа. Неправильные формы образования множественного числа. Формы притяжательного падежа.

**Занятие 3.** Артикль. Употребление неопределенного артикля с нарицательными существительными: исчисляемыми, неисчисляемыми

(вещественными и абстрактными). Отсутствие артикля с исчисляемыми существительными.

**Занятие 4.** Употребление определенного артикля с нарицательными существительными. Основные функции определенного артикля.

**Занятие 5.** Употребление артикля с именами собственными (личные имена, географические названия). Отсутствие артикля с именами собственными.

**Занятие 6.** Местоимение. Личные, притяжательные, возвратные, взаимные, указательные местоимения. Употребление существительных некоторых семантических классов с посессивами в английском языке и замена посессива детерминативом в определенных условиях.

**Занятие 7.** Вопросительные, союзные, относительные, неопределенные местоимения.

**Занятие 8.** Имя прилагательное. Классификация прилагательных. Способы образования степеней сравнения. Компаративные конструкции. Субстантивация прилагательных.

**Занятие 9.** Анализ именных частей речи на материале аутентичного английского текста. Упражнения на практическое употребление артикля и именных частей речи.

## **ЗАЧЕТ ПО ТЕМАМ «Артикль. Именные части речи»**

### **5 семестр. Глагол. Личные и неличные формы. (10 часов)**

**Занятие 1.** Классификация глаголов. Глагольные категории лица, числа, времени. Абсолютные и относительные времена. Категория вида. Перфектно-длительные времена.

**Занятие 2.** Категория залога. Формы пассивного залога. Специфические формы пассива в английском в сравнении с русским

языком. Согласование времен. Категория наклонения. Классификация форм наклонения в английском языке.

**Занятие 3.** Употребление форм сослагательного наклонения в простом и сложном предложении.

**Занятие 4.** Неличные формы глагола. Инфинитив. Герундий. Причастие. Их глагольные и именные характеристики.

**Занятие 5.** Конструкции с неличными формами глагола. Инфинитивные конструкции. Причастные конструкции. Герундиальные конструкции. Их синтаксические функции как сложных членов предложения.

**ЗАЧЕТ ПО ТЕМЕ «ГЛАГОЛ. ЛИЧНЫЕ И НЕЛИЧНЫЕ ФОРМЫ»**

### **6 семестр. Синтаксис. (14 часов)**

**Занятие 1.** Малый синтаксис. Словосочетание. Типы синтаксической связи в словосочетаниях: сочинение, подчинение, предикация. Морфологическая классификация подчинительных словосочетаний. Типы подчинительной связи: согласование, управление, примыкание, замыкание.

**Занятие 2.** Большой синтаксис. Коммуникативные и структурные типы простых предложений. Главные члены предложения. Типы подлежащих. Типы сказуемых.

**Занятие 3.** Второстепенные члены предложения. Определение. Дополнение. Обстоятельство. Их структурные и семантические типы. Комплексный анализ простого предложения.

**Занятие 4.** Сложное предложение. Сложносочиненные и сложноподчиненные предложения. Типы связи в сложном предложении: союзная, бессоюзная. Союзы и союзные слова.

**Занятие 5.** Сложноподчиненные предложения с придаточными в функции подлежащего, именной части сказуемого, дополнения.

**Занятие 6.** Сложноподчиненные предложения с определительными и обстоятельственными придаточными.

**Занятие 7.** Комплексный анализ сложного предложения.

## **ЭКЗАМЕН**

### **Рекомендуемая литература**

1. Гришкун Ф.С., Данкова М.П. и др. Систематизирующий курс грамматики: УММ. Горький: ГПИИЯ, 1985.
2. Каушанская В.Л. и др. Грамматика английского языка. Л., 1967.
3. Качалова Л.Н., Израилевич Е.Е. Практическая грамматика. М., 1995.
4. Ganshina M.A., Vasilevskaya N.M. English Grammar. M., 1964.
5. Krutikov Y.A., Kuzmina I.S., Rabinovich Kh. V. Exercises in Modern English Grammar. Moscow, 1971.
6. Krylova I.P. An English Grammar Practice Book. Moscow, 1978.

### **Методические указания к проведению зачета и экзамена**

Зачеты проводятся в IV и V семестрах по темам, включенным в календарный план.

Темы, выносимые на зачеты в IV семестре:

1. Существительное.
2. Прилагательное.
3. Местоимение.
4. Артикль.

Темы, выносимые на зачет в V семестре:

Глагольные категории:

- а) времена;

- б) вид;
- в) залог;
- г) сослагательное наклонение;
- д) неличные формы глагола;
- е) конструкции вторичной предикации.

На зачете студенту предлагается употребить правильную грамматическую форму, назвать ее и прокомментировать использование выбранной студентом грамматической единицы.

Экзамен проводится в VI семестре и предусматривает наличие двух зачетов (IV, V семестры) и трех контрольных работ. Экзамен состоит из двух теоретических вопросов и комплексного анализа сложного предложения.

### **ЭКЗАМЕНАЦИОННЫЕ ВОПРОСЫ**

1. Traditional classification of parts of speech. Notional and structural parts of speech.
2. The noun, its morphological and syntactical characteristics. Grammatical categories of the noun (number, case).
3. The category of number. Irregular plurals.
4. The adjective, its morphological and syntactical characteristics.
5. Classification of pronouns. Personal, possessive, reflexive pronouns.
6. Demonstrative, reciprocal, interrogative, relative, conjunctive, indefinite pronouns.
7. The article. The use of articles with countable concrete nouns.
8. The use of articles with uncountable abstract nouns.
9. The use of articles with proper nouns.
10. The absence of the article with nouns in some syntactic positions.
11. The verb, its morphological and syntactical characteristics. Classification of verbs.
12. Tense. Indefinite tenses as absolute tenses. The use of indefinite tenses.

13. Tense. Perfect tenses as relative tenses. The use of perfect tenses.
14. The category of mood. Classification of moods.
15. The use of oblique moods in a simple sentence.
16. The use of oblique moods in a complex sentence (Subjunctive I, the Suppositional mood).
17. The use of oblique moods in a complex sentence (Subjunctive II, the Conditional mood).
18. Voice. Types of passive constructions.
19. Aspect. The use of common and continuous aspect forms.
20. The sequence of tenses.
21. Non-finite forms of verbs (verbals), general characteristics.
22. The infinitive, its general characteristics.
23. The Gerund, its general characteristics.
24. The Participle, its general characteristics.
25. Verbal complexes. Infinitival constructions.
26. Verbal complexes. Gerundial constructions.
27. Verbal complexes. Participial constructions.
28. Modal verbs. The use of modal verbs and their equivalents.
29. Syntactic relations in phrases.
30. Structural types of sentences.
31. The subject, types of the subject.
32. The predicate, types of the predicate.
33. An attribute, types of an attribute.
34. An object, types of an object.
35. An adverbial modifier, types of an adverbial modifier
36. Subject clauses.
37. Predicative clauses, object clauses.
38. Attributive clauses, types of attributive clauses.
39. Adverbial clauses, types of adverbial clauses.



40. Conjunctions and conjunctive words. Types of coordinative and subordinative conjunctions.

## **КОНТРОЛЬНЫЕ ЗАДАНИЯ**

**по систематизирующему курсу грамматики для студентов III курса  
факультета английского языка отделения заочного отделения**

Контрольные работы № 1 и № 2 охватывают основные темы раздела «Морфология» систематизирующего курса грамматики, а именно: число имени существительного, артикль, степени сравнения прилагательных и конструкции сравнения, местоимения, время, вид, залог и наклонение глагола, неличные формы глагола, конструкции вторичной предикации. Контрольная работа № 3 относится к разделу «Синтаксис» и предполагает разбор предложения студентом на основе имеющихся навыков анализа русского предложения и самостоятельной работы с учебником.

Главная цель контрольных заданий заключается в проверке навыков употребления грамматических форм существительного, прилагательного и глагола в соответствии с правилами практической грамматики английского языка. При этом от студента требуется умение не только выбрать нужную форму и употребить ее в предложении, но и объяснить употребление с точки зрения нормативной грамматики. Последнее является наиболее важным, т.к. входит в набор необходимых профессиональных умений учителя иностранного языка. Выполнение работы на английском языке дает возможность проконтролировать знание студентом английской лингвистической терминологии.

В каждой контрольной работе представлены пять вариантов заданий. Номер варианта назначается преподавателем.

### **Оценка контрольной работы**

Оценка «зачет» ставится при соблюдении следующих условий:

1. Выполнены все задания контрольной работы.

2. Оформление заданий соответствует образцу.
3. Работа в целом демонстрирует усвоение студентом программного материала.

Оценка «*незачет*» ставится в следующих случаях:

1. Номер варианта не соответствует назначенному преподавателем.
2. Две или более работы оказываются идентичными.
3. Задания выполнены не в полном объеме (например, не выполнена какая-либо часть задания, нет комментария, проанализированы не все формы в предложении и т. п.).
4. Студент не владеет английской лингвистической терминологией.
5. Ошибки, допущенные студентом, свидетельствуют о незнании базовых понятий, отсутствии логики, непонимании основных связей и сущности языковых явлений.

### **Методические рекомендации**

Перед выполнением контрольных заданий тщательно изучите соответствующие разделы рекомендованных учебников. Используйте англо-русский словарь как при работе с учебником, так и при выполнении контрольной работы.

Внимательно читайте контрольные задания. Встретив вызывающие затруднения термины, справьтесь в словаре. Обращайте внимание на формулировки заданий. В ряде случаев необходимо прокомментировать употребление той или иной формы, назвать ее или привести грамматические характеристики. Все комментарии и пояснения даются на английском языке.

В задании I необходимо дать транскрипции формы единственного и множественного числа существительных в тех случаях, когда они отличаются произношением.

Раскрывая скобки, подчеркните вставленные Вами формы (или их отсутствие – для артиклей).

При анализе предложения обратите внимание на схему (см. образец). Схема должна отражать синтаксические отношения между частями сложного предложения (сочинение, подчинение). Придаточные предложения одной ступени подчинения изображаются на одном уровне. Союз, присоединяющий часть предложения, помещается над рамкой; союзное слово, являющееся членом предложения (местоимение или наречие) – внутри рамки. Необходимо указать типы придаточных предложений, т. е. их синтаксическую функцию (сбоку), и средства связи.

По возможности контрольные работы должны быть представлены в распечатанном виде. Если такой возможности нет, можно представить работу в рукописном варианте. При этом каждое задание переписывается в тетрадь под соответствующим номером. Номер варианта указывается на обложке тетради или на первой странице.

## **Контрольная работа № 1. Именные части речи**

### **ASSIGNMENT I.**

State the number of the following nouns and give the corresponding singular or plural forms.

#### **Variant 1.**

goods, clothes, medium, focus, axis, aerobics, taxi, price, works, father-in-law

#### **Variant 2.**

information, bureau, forget-me-not, German, Japanese, genius, swine, billiards, cloth, series

**Variant 3.**

curriculum, commander-in-chief, analysis, Englishman, data, radii, theses, equipment, loaf, agenda

**Variant 4.**

Physics, barracks, louse, hoof, pike, species, termini, corps, Chinese, aquaria, governor-general

**Variant 5.**

photo, dwarf, moose, score, species, crossroads, algae, mouthful, man-child, plateau

**ASSIGNMENT II.**

Insert the correct form of the verb. State the type of collective nouns.

**Variant 1.**

1. You know what the police here (to be) like.
2. My brother thinks that economics (to be) very interesting. I disagree.
3. The public (to have) a right to know these things.
4. The sugar-tongs (to be) too wide for one of her hands, and she had to use both.
5. The family (to have) agreed that the funeral should be held in Ireland.

**Variant 2.**

1. The police (to have) issued a warrant for Adamson's arrest.
2. The money (not to matter) to me.
3. Most of the staff (to be forced) to leave the office.
4. The family (to be) all gathering here for Christmas.
5. His clothes (to be) organized in carefully laid-out categories, on hangers, spread on the bed, over the backs of chairs.

**Variant 3.**

1. The baggage (to contain) apparatus and appliances.
2. Politics (to mean) nothing to me.
3. My organization (to need) means to buy arms for our people.
4. The police (to be) already talking to people at the country club.
5. The nurse's wages (to be) good.

**Variant 4.**

1. Security police (to be) extremely efficient.
2. Not all news (to be) bad news.
3. The stairs leading to the exit (to be) steep and dangerous.
4. The crowd (to be) growing restless as the day got hotter.
5. Your politics (to be) not quite honest.

**Variant 5.**

1. You can't hold a classical concert in the village hall; the acoustics (to be) terrible.
2. The contents of the book (to be) unknown.
3. People (to be) running in all directions, trying to get away.
4. The company (to be) growing and new plantations were put under cultivation.
5. Her offspring all (to take) after her.

**ASSIGNMENT III**

Insert articles (a, the, ---) where necessary or possessive pronouns and comment upon their usage.

**Variant 1.**

1. He took off \_\_\_\_\_ coat and set to \_\_\_\_\_ work.
2. At most meetings \_\_\_\_\_ people vote by raising \_\_\_\_\_ right hands.

3. \_\_\_\_ bullet struck him in \_\_\_\_ foot.
4. There'll always be \_\_\_\_ between \_\_\_\_ old and \_\_\_\_ young. \_\_\_\_\_ young people want \_\_\_\_\_ change but \_\_\_\_\_ old people want to stay \_\_\_\_\_ same.
5. He was sent to \_\_\_\_\_ prison for \_\_\_\_\_ six months for \_\_\_\_\_ shop-lifting. When \_\_\_\_\_ six months are over he'll be released; \_\_\_\_\_ difficulty then will be to find \_\_\_\_\_ work.
6. Do you go to \_\_\_\_\_ prison to visit him?

**Variant 2.**

1. – I'd like to see \_\_\_\_ Mr. Smith, please.  
– Do you mean \_\_\_\_\_ Mr. Smith who works in \_\_\_\_ box office or \_\_\_\_\_ Mr. Smith, \_\_\_\_\_ stage manager?
2. It costs fifty and \_\_\_\_\_ half pence and I've only got \_\_\_\_\_ fifty – pence piece. You can pay by \_\_\_\_\_ cheque here. Write them \_\_\_\_\_ cheque for \_\_\_\_\_ fifty and \_\_\_\_\_ half pence.
3. I have \_\_\_\_\_ hour and \_\_\_\_\_ half for lunch. I only have \_\_\_\_\_ half \_\_\_\_\_ hour; barely \_\_\_\_\_ time for \_\_\_\_\_ smoke and \_\_\_\_\_ cup of coffee.
4. I had \_\_\_\_\_ amazing experience last night. I saw \_\_\_\_\_ dinosaur eating \_\_\_\_\_ meat pie in \_\_\_\_\_ London park. You mean you had \_\_\_\_\_ nightmare. Anyway, dinosaurs didn't eat \_\_\_\_\_ meat.
5. I hope you have \_\_\_\_\_ lovely time and \_\_\_\_\_ good weather. But I'm not going for \_\_\_\_\_ holiday. I'm going on \_\_\_\_\_ business.

**Variant 3.**

1. \_\_\_\_\_ Chicago of \_\_\_\_\_ 1920 s was \_\_\_\_\_ dangerous place.
2. There's nothing in \_\_\_\_\_ world like \_\_\_\_\_ Chicago meat industry.

3. I'm having \_\_\_\_\_ few friends in to \_\_\_\_\_ coffee \_\_\_\_\_ tomorrow evening. Would you like to come? – I'd love to, but I'm afraid I'm going to \_\_\_\_\_ concert.

4. \_\_\_\_\_ most of \_\_\_\_\_ stories that \_\_\_\_\_ people tell about \_\_\_\_\_ Irish aren't true.

5. He got \_\_\_\_\_ bronchitis and was taken to \_\_\_\_\_ hospital. I expect they'll send him home at \_\_\_\_\_ end of \_\_\_\_\_ week. Have you rung \_\_\_\_\_ hospital to ask how he is?

#### **Variant 4.**

1. Everywhere \_\_\_\_\_ man has cut down \_\_\_\_\_ forests in order to cultivate \_\_\_\_\_ ground, or to use \_\_\_\_\_ wood as \_\_\_\_\_ fuel or as \_\_\_\_\_ building material.

2. \_\_\_\_\_ windows of this house are so small that we have \_\_\_\_\_ electric light on all \_\_\_\_\_ time.

3. The barman seized \_\_\_\_\_ drunk by \_\_\_\_\_ collar.

4. He is \_\_\_\_\_ thoroughly selfish man; he wouldn't lift \_\_\_\_\_ finger to help anyone.

5. I saw him raise \_\_\_\_\_ right hand and take \_\_\_\_\_ oath.

#### **Variant 5.**

1. He bought \_\_\_\_\_ cold beef, and \_\_\_\_\_ ham, and \_\_\_\_\_ French bread and \_\_\_\_\_ butter, and came back with \_\_\_\_\_ pockets heavily loaded.

2. \_\_\_\_\_ Hague, \_\_\_\_\_ city in \_\_\_\_\_ Western Netherlands near \_\_\_\_\_ North Sea, is \_\_\_\_\_ seat of \_\_\_\_\_ Dutch government.

3. \_\_\_\_\_ Clyde whom Samuel Griffiths met at \_\_\_\_\_ Union League Club was different from \_\_\_\_\_ Clyde who had fled from \_\_\_\_\_ Kansas City three years before.

4. \_\_\_\_\_ Night being sharp and frosty, we trembled from \_\_\_\_\_ head to \_\_\_\_\_ foot.

5. If you are \_\_\_\_ Napoleon, you'll play \_\_\_\_ game of \_\_\_\_ power, if you are \_\_\_\_ Leonardo, you'll play for \_\_\_\_ knowledge.

#### **ASSIGNMENT IV.**

Choose the correct construction or form of comparison. Supply the article where necessary.

##### **Variant 1.**

1. There's still a lot of unemployment, though probably to (little) extent in the south.

2. No one will think any (little) of you if you say what you believe.

3. At first I couldn't say which stories in the collection were (funny); they were all \_\_\_\_\_ but now I see that (late) is (funny).

4. Things went from bad to (bad).

5. Davy was (talented) of the two brothers.

6. His expectations however seemed to be (humble) than mine.

7. Is there a (late) train passing here?

8. The (old) brother came from the stable and Bill stood still, hands clenched.

9. I wonder what his (near) move is going to be.

10. Take this road. It is no (far) and much more pleasant.

##### **Variant 2.**

1. I wanted to ask you both what you thought of my (late) films if you saw them.

2. I don't think it matters in (little) which seat I choose.

3. He was (late) man to come.

4. The (near) item on the programme is a piano sonata.

5. Uncle Nick was (old) son of the family.

6. He is a far (intelligent) person than my brother.



7. That was his (clever) step.
8. I woke up (hungry) than I had ever been in my life.
9. She is (kind) woman I have ever seen.
10. They got down to business without (far) delay.

**Variant 3.**

1. She waited until her silence became (noticeable) thing in the room.
2. He is (tall) of the two.
3. It was (late) hold he had on the real world.
4. I was now in such a state of nervous resentment that I thought it but prudent to check myself, at present, from (far) demonstration.
5. Jack is (clever) of the tree brothers.
6. I have no one (near) than you.
7. The (old) brother was twenty years (old) than the youngest.
8. This problem is as (serious) as the others.
9. He was restless. He was (restless) than he had ever been in his life.
10. Of the two evils let us choose (little).

**Variant 4.**

1. Of all (stupid) questions I've been asked that's (stupid).
2. Your first suggestion is probably OK, but your second is (little) acceptable.
3. The (near) house is three miles away.
4. The opera theatre is one of (beautiful) buildings in the city.
5. They might not be so (generous) as they were last year.
6. We just have to decide which is (little) of two evils.
7. He always chooses (easy) way.
8. Who are (old) members of the club?
9. That afternoon I left the office without saying one (far) word to him.
10. It would be the (late) time he would ever see her.

### **Variant 5.**

1. She received congratulations as if she were (happy) of women.
2. He is (talkative) than his sister.
3. No (far) news had come.
4. The more we go into the thing, (complex) the matter becomes.
5. He was (experienced) of all.
6. Carl Winters was standing in the (far) corner of the room, leaning against the wall.
7. Marie climbed hastily into (near) compartment and was lost to sight.
8. This wine is (good) I ever tasted.
9. He no longer had time for it, no time for anything but paying attention to every (late) detail of his plan.
10. Come on. The (fast) we work, (soon) we get home.

### **ASSIGNMENT V.**

Supply the appropriate pronouns, state the group they belong to and their morphological characteristics if any.

### **Variant 1.**

1. I had turned and faced (he). He was taller than (I).
2. It was (he) before whom she felt defeat.
3. His nature was harder than most of (their, theirs).
4. The butler (himself, by himself) opened the door and, closing it softly, detained Soames on the inner mat.
5. You even called (you, yourself) by your fancy real name.
6. The old couple looked at (each other, one another).
7. And for a moment they all three stood silently looking at (each other, one another).
8. Maybe he just forgot (what, which) it was to be young.

9. Everything (that, what) had gone before, was like nothing.

10. (What, which) was he like?

**Variant 2.**

1. It was (I), not Martin, who had insisted on seeing (he) that night – because I wanted his support.

2. From this point onward (their, theirs) story comes in two versions, (my, mine) and (her, hers).

3. The boat was expected between the seventh and tenth of August. I allowed (myself, by myself) to sit gazing out to the sea in the hope that it would appear before time.

4. “By Jove!” thought Jolyon; “Soames (himself, by himself)! What’s he up to now?”

5. The rest of us looked at (each other, one another) in amazement. He looked shrewdly at the three.

6. (What, which) do I need her for?

7. He knew (what, that) was happening, of course.

8. “My shoulder hurts”, I said. “(What, which) shoulder?” I touched my left shoulder.

9. There wasn’t (much, many) food left.

10. I’ll be very much surprised if (anything, something) is wrong.

**Variant 3.**

1. (None, nobody) answered (she), as she addressed (none, nobody) in particular.

2. We were (all, both) in the room, but (none, neither) of us spoke for sometime.

3. On (either, both) side of the stage the candles burned steadily in gently ascending lines.

4. (Every, each) few minutes he would appear at his wife's side to see that she was happy and comfortable.

5. He changed the subject to the only one (that, which) could bring the majority of them together.

6. It was Martin (who, that) appeared first, not Irene.

7. (Which, what) side of the bed do you like, Mum?

8. It's (I, me) who can help you.

9. Call me (what, that) you like. You have chosen (your, yours) part, we have chosen (our, ours).

10. She had taught Holly to speak French like (her, herself).

#### **Variant 4.**

1. They (them, themselves) were longing to ask Soames how Irene would take the result.

2. If June did not like this, (she, her) could have an allowance and live (herself, by herself).

3. The two families don't know (each other, one another).

4. (This, that) is a cooking apple, (this, that) an eating one.

5. There is hardly (some, any) place in the house where we can talk alone.

6. At the party you'll see (something, somebody) you haven't met yet.

7. He shouted (her, hers) name twice, (each, every) time banging his fist on the table.

8. They had (few, a few) books (that, which) she hadn't read.

9. (What, which) I saw was a solid-looking brick house.

10. (What, which) of these books have you read?

#### **Variant 5.**

1. That's the worst news (that, what) we've ever had from you.

2. I don't honestly see (that, what) I can do about it.

3. Nick and Tom are (both, some) my friends. But (neither, none) is in town now.

4. (All, every) trunks must be labeled before being deposited in the left-luggage office.

5. (None, neither) of us is perfect; we all make mistakes.

6. He wants (no, none) more pudding, You can take it away.

7. I wouldn't go to his concert. He is (no, none) pianist.

8. Pat soon made (it, that) clear that (she) did not want to stay there long.

9. There was a cold wind blowing, so I put on (my, mine) heavy coat.

10. I can't find (all, both) the books you asked me for. I put (those, these) I found on your desk.

## **ASSIGNMENT VI.**

Translate into English using pronouns.

### **Variant 1.**

1. Если хочешь, чтобы дело было хорошо сделано, лучше сделать его самому.

2. Кто угодно покажет вам дорогу.

3. Возьмите одну из этих двух книг. Мне безразлично, какую.

4. Они оба не любят современную музыку.

5. Все, о чем она упомянула, очень важно.

6. Я потратил весь день на эту работу.

7. Мы ждем его с минуты на минуту.

8. Если вам нечего делать, идите гулять.

9. Неужели вам не предложили прочесть некоторые интересные статьи в этом журнале?

10. Вы думаете, нам нужно сказать что-нибудь?

### **Variant 2.**

1. У вас есть при себе деньги? – Нет, совсем нет.
2. Вода в обоих кувшинах кипяченая, можете взять из любого.
3. Вот все, что я хотел сказать вам.
4. Если в библиотеке есть какие-нибудь новые журналы, возьмите несколько для меня.
5. В гостинице есть две свободные комнаты, можете занять любую.
6. Никто из моих друзей не пришел навестить меня в больнице.
7. Много народу было приглашено, но немногие пришли.
8. Вам удалось найти какие-нибудь статьи по этому вопросу?
9. Я вижу чей-то зонтик в прихожей. Кто-нибудь пришел?
10. У нас есть все основания не соглашаться с этим.

### **Variant 3.**

1. Не весь снег еще растаял.
2. Почему некоторые студенты делают так много ошибок в этом упражнении?
3. Оба дома были построены в одинаковом стиле, но каждый имел свои особенности.
4. Что я могу вам сказать, если сам ничего не знаю об этом.
5. Я потратил весь день на эту работу.
6. Кто из вас поможет мне выполнить всю эту работу?
7. Если вам не нравится эта сумка, я могу вам предложить другую.
8. Какую мне взять книгу, я не читал ни ту, ни другую. – Возьмите любую, обе интересные.
9. Это были мои самые счастливые дни.
10. Каждый студент должен знать, как пользоваться словарем.

#### **Variant 4.**

1. Я получил все сведения, которые вы мне послали. Они очень интересные.
2. Ваши часы отстают на 10 минут, что с ними?
3. Это ваша записная книжка, а то его, а где моя?
4. После всего, что произошло, мы не могли верить ни одному его слову.
5. Будьте осторожны, вы можете ушибиться.
6. Не хотите ли еще пирога? – Спасибо, я больше не хочу.
7. Он знает оба языка, но ни одного как следует, хотя при необходимости может объясниться на любом из них.
8. Вы ничего не будете иметь против, если я приду в другой раз (еще раз)?
9. Каждый участник конференции получил персональное приглашение.
10. Студенты были глубоко поражены тем, что я им сообщил.

#### **Variant 5.**

1. Он кончил обедать и положил нож и вилку на стол.
2. Она сама себя не понимала.
3. Чьи это туфли? – Это мои туфли.
4. Куда вы положили деньги? – Они в кошельке, на полке.
5. Это были самые красивые цветы, которые я когда-либо видел.
6. На столе было много фруктов, они были разложены в вазы.
7. Я зайду к вам, если мне что-нибудь понадобится.
8. На столе есть масло? – Да, есть.
9. Она спросила Джона и Джека, где они так долго были. Ни тот, ни другой ничего не ответили.
10. Он продолжал смотреть на часы каждые пять минут.

## Образец выполнения контрольной работы № 1.

### Именные части речи

#### ASSIGNMENT I.

nebula (sg) – nebulae (pl.)

[ˈnebjul] – [ˈnebjuli:]

#### ASSIGNMENT II.

1. A lot of advice my grandparents have given is unvaluable.

- advice – “singularia tantum” used only in the singular with a singular verb.

#### ASSIGNMENT III.

1. A wasp stung me on the nose.

- a wasp – a common concrete countable noun in the singular with indefinite reference is with the indefinite article in the classifying function;
- the nose – the definite article is used when “the owner” is not the doer of the action expressed by the predicate.

#### ASSIGNMENT IV.

1. You always think (bad) of everything.

- you always think the worst of everything.

#### ASSIGNMENT V.

1. He put his hand in hers.

- he – a personal pronoun, sg, the 3<sup>d</sup> pers, m, the nom. case.
- his – a possessive pronoun, sg, the 3<sup>d</sup> pers, m, the conjoint form.

#### ASSIGNMENT VI.

Я зайду к Вам, если мне что-нибудь понадобится.

I'll call on you if I need anything.



## Контрольная работа № 2. Глагол

### ASSIGNMENT I.

List all the verbs in the sentence and classify them according to the three criteria:

- a) lexico-gramatical – notional, auxiliary, semi-auxiliary (link verbs, modal verbs);
- b) syntactical – objective / subjective, transitive / intransitive;
- c) semantic – dynamic / static.

#### Variant 1.

I **will send** the people of Manuma back to their homes if you **will finish** the road and pay twenty pounds that I **have to pay** them. (Maugham)

#### Variant 2.

Another woman **declared** solemnly that she **would be** ready to **die** before she **could taste** butter. (Abrahams)

#### Variant 3.

“Sometimes I **get** headaches. After a time headaches **get** worse and **go on** getting worse till they **are** so bad that everything **becomes** blank.” Quickly she got to her feet and **went** to another room. (Abrahams)

#### Variant 4.

“Indian heads” he said. “These **are** real old”. – “You **think** we **ought to keep** them, Jem?” – “We **shall** keep them till school **starts**”. (Lee)

#### Variant 5.

I **will** never **do** anything that **can make** me **despise** myself. I will never **come** to terms with the invaders of my country. (Maugham)

## **ASSIGNMENT II.**

Insert the necessary tense, aspect and voice forms and comment on their usage.

### **Variant 1.**

When the old lady (to return) to her flat she (to see) at once that burglars (to break) in during her absence, because the front door (to be) open and everything in the flat (to be) upside down. The burglars themselves (to be) no longer there, but they probably only just (to leave) because a cigarette still (to burn) on an ornamental table. Probably they (to hear) the lift coming up and (to run) down the fire escape. They (to help) themselves to her whisky too but there (to be) a little left, so she (to pour) herself out a drink. (13)

### **Variant 2.**

1. This property (to belong) to our family for over a hundred years.
2. John died of a heart-attack while he (to prove) that he could run the Marathon.
3. What've been up to? For a month now, I (to hear) strange reports about you.
4. The little boy (to miss) for a fortnight now.
5. Your son (to grow) very tall in the last year.
6. At nine o'clock that evening a long black Packard roadster drew up to her door, and Arnie stepped out of the front seat where he (to sit) with the driver and a girl between them.
7. Mrs. Banty put down the telephone receiver. She (to ring) twice and each time the answer was the same: Mrs. Marple was out.
8. He told me that an American Signore (to stay) there for three months.
9. She (to hold) an open book as though she (to read).
10. Mr. Moore now (to sit) silent for several minutes. (11)

### **Variant 3.**

When I (to open) the door, I (to see) a man on his knees. He clearly (to listen) to our conversation and I (to wonder) how much he (to hear). When I (to ask) him what he (to do), he (to say) that he (to drop) a 50 p. piece outside the door and (to look) for it. I (not to see) any sign of the money, but I (to find) a small notebook and pencil which he probably (to drop) when the door (to open) suddenly. (14)

### **Variant 4.**

When he (to see) his wife off at the station, he (to return) home as he (not have) to be at the airport till 9.30. He (not have) to pack, for his wife already (to do) that for him and his case (to be) ready in the hall. He (not have) to check the doors and windows either, for his wife always (to do) that before she (to leave) the house. (10)

### **Variant 5.**

1. It was true that we (to know) one another almost intimately for five and twenty years.

2. He (not to eat) since nine that morning and his stomach (to growl) with hunger.

3. I think he showed me about thirty canvases. It was the result of the six years during which he (to paint).

4. Kong (to shave) and (to wash) him and (to change) the shorts and singlet in which he (to lie) ever since he (to fall) ill.

5. For years Susie (to lead) the monotonous life of a mistress in a school for young ladies... when a legacy from a distant relative (to give) her sufficient income to live modestly upon her means.

6. The newspaper (to lie) about for a fortnight and she (to know) that he (to look) it through and through.

7. But Kitty (to see) that her eyes (to be) swollen. She (to cry). (16)

### **ASSIGNMENT III**

Complete the sentences using one of the Oblique moods and name them.

#### **Variant 1.**

1. He ordered that ...
2. It is most important that ...
3. If he offered me some money ...
4. ... you like another cup of coffee?
5. He suggested that...
6. When there was no sign of him she began to be worried lest he ...
7. He wished...
8. If I were you I...
9. He sounded as though ...
10. The poor little woman will stand up for her brother whatever he ...

#### **Variant 2.**

1. He is anxious that everyone...
2. ... the pain return take one of these pills.
3. I wish you ...
4. It was decided that...
5. He insisted that...
6. She went straight towards him, as if she...
7. If only he...
8. My only terror was lest...
9. I suggest that he ...
10. Soon I said that it was time I ...

#### **Variant 3.**

1. He was afraid that...
2. You speak of it as if ...
3. I'll gratify all your wishes, however unreasonable they...
4. You must have it all ready so that...

5. The teacher's request is...
6. It is dreadful that ...
7. If anything happened to him...
8. She had a conviction that...
9. I wish you...
10. Mr. Johnson would propose to me if...

**Variant 4.**

1. We feared lest...
2. John wished to suggest that...
3. He wondered what Bob would say if ...
4. I should tell your son to keep away from him if ...
5. She proposed that ...
6. If it were not for the rain ...
7. It is important that ...
8. The dean's order is ...
9. We are going to the seashore, so that the children ...
10. He behaved as if ...

**Variant 5.**

1. The dean demanded that...
2. It is advisable that...
3. If I died tomorrow...
4. It would be better for you if...
5. But for the weather...
6. If you had worked harder...
7. The nurse shut the window lest...
8. It seemed strange that...
9. She spoke as if...
10. I'd rather...

## ASSIGNMENT IV.

Translate into English using Oblique Moods.

### Variant 1.

1. Желательно, чтобы доклад обсудили перед конференцией.
2. Мне кажется сомнительным, чтобы она забыла о таком важном деле.
3. Разве не удивительно, что она успешно сдала экзамены, несмотря на болезнь.
4. Я не понимаю, почему он так рассердился.
5. Я далек от того, чтобы осуждать вас, но сам бы я так не поступил.
6. Мы бы относились к нему лучше, если бы он не был таким высокомерным.
7. Вы могли бы приобрести больше опыта, если бы работали вместе с нами.
8. Мы бы попытались убедить ее, если бы надеялись, что она последует нашим советам.
9. Если бы только он мог помочь нам!
10. Вода сегодня холодная. Детям лучше бы не купаться.

### Variant 2.

1. Его поразило, что такое еще возможно в наше время.
2. Декан распорядился, чтобы во время собрания в зал никого не пускали.
3. Он пришел в ярость при мысли, что все это время за ним следили.
4. Если поезд вдруг будет опаздывать, позвоните мне.
5. Если вам доведется побывать в нашем городе, дайте нам знать.
6. Он сожалел, что не пошел с нами вчера в лес. Мы набрали много грибов и ягод.
7. Пора бы детям приниматься за уроки. Уже 6 часов, а они еще ничего не сделали.

8. Казалось, мои слова рассердили его.

9. Хорошо бы сейчас оказаться дома. Нам всем пора отдохнуть. Я бы тут же лег спать и проспал целые сутки.

10. Если бы я получил необходимые данные на прошлой неделе, я бы закончил работу завтра.

### **Variant 3.**

1. Повторите ваши инструкции еще раз, чтобы я ничего не напутал.

2. Ни к чему постоянно выглядывать в окно, чтобы вас в конце концов заметили.

3. Мы решили взять большой запас провизии на случай, если придется задержаться.

4. В случае если тебе придется неожиданно уехать, оставь мне записку.

5. Пожалуйста, оставайтесь с больным. Если он вдруг попросит чего-нибудь, скажите доктору.

6. Если бы мы заказали билеты заранее, мы могли бы отправиться на юг на этой неделе.

7. Как жаль, что идет дождь. Дети могли бы пойти погулять.

8. Если бы только он мог помочь нам!

9. Ей хотелось бы владеть английским лучше. Тогда она могла бы читать английские книги в оригинале.

10. Ты ведешь себя как маленький ребенок. Пора тебе быть серьезнее.

### **Variant 4.**

1. Я буду дома весь вечер на случай, если ты передумаешь.

2. Если вдруг возникнут трудности, позвони мне.

3. Я оставил письмо на столе, чтобы он увидел его, как только вернется.

4. Он любит шутить, и что бы он ни сказал, не обижайся на него.

5. Мы требуем, чтобы все условия были соблюдены.

6. Как жаль, что я не умею кататься на коньках так же хорошо, как она. Когда смотришь на нее, кажется, будто она летит.

7. Мы бы не опоздали, даже если вышли бы на 15 минут позже.

8. Было похоже, что она плакала, хотя она делала вид, что ничего не случилось.

9. Если бы он пришел сюда завтра, мы бы обсудили эту проблему.

10. Предположим, он написал бы вам, вы бы стали отвечать?

### **Variant 5.**

1. Да сопутствует вам успех.

2. Необходимо, чтобы все документы были подготовлены заранее.

3. Странно, что он не смог ответить на такой простой вопрос.

4. Мы все боялись, чтобы мост не обрушился под тяжестью машины.

5. Будете проходить мимо, непременно загляните к нам.

6. Если бы он пришел вчера, мы бы решили эту проблему.

7. Если бы только он успел прийти вовремя!

8. Я думаю, вам лучше сказать им об этом сразу.

9. У него был такой вид, как будто он вот-вот расплчется.

10. Я вовсе не хочу идти на дискотеку. Ведь мне не двадцать лет!

### **ASSIGNMENT V.**

Choose the correct form of a verbal (gerund, infinitive, participle) and comment upon its grammatical categories (tense, voice, aspect) if any.

#### **Variant 1.**

1. Next time we go (house-hunt), remember (ask) the agent for clear directions. I wasted hours (look) for the last house.

2. Every feature seemed (sharpen) since he saw her last.

3. We suggested (sleep) in hotels but the children were anxious (camp) out.



4. They don't allow (smoke) in the auditorium; they don't want (risk) (set) it on fire, but you can (smoke) in the foyer during the interval.

5. I had to smile as if I didn't mind (insult). (11)

**Variant 2.**

1. He hasn't come yet, he must (work) in the reading hall.

2. The old miser spent all his time (count) his money and (think) up new hiding-places.

3. He kept (move) it about because he was terrified of (rob).

4. He used (get) up at night sometimes (make) sure it was still there.

5. My roommate says I have a terrible voice, so I stopped (sing) in the shower.

6. No one likes (to keep) waiting.

7. I tried (to tell) you the truth but you wouldn't listen. (10)

**Variant 3.**

1. We could hear the noise of furniture (move).

2. He would not stop (ask) questions until he made it all clear.

3. He is said (put away) a small fortune.

4. But there is nothing now ( wait) for.

5. (leave) their camp with the first light they reached the peak at dusk.

6. I don't like your way (talk).

7. He appeared (listen).

8. Young Herndon had done preparatory work at college for a year, but, (not to admit) to the college proper, returned home.

9. She looks tired, she must (to work) since morning.

10. It's no good (to deny) that. (10)

**Variant 4.**

1. A twelve year-old girl was the first (attract) his attention or (attract) by him.

2. While (obey) my instructions he glanced at me now and then.
3. (be) away so long he was happy (come) back.
4. (wound) in the leg he limped a little.
5. I remember (lock) the door before I left but I forgot (shut) the windows.
6. Please remember (post) the letter.
7. At that hour she was unaccustomed (to disturb) by anyone.
8. She said she was sorry (to miss) it. (11)

**Variant 5.**

1. (to see) that no one else was coming, Mr. Lincoln rose.
2. Not for the moment did he show surprise at the wedding gift (to present) to him personally.
3. Jack broke the key (to attempt) to lock the door.
4. I just totally forgot (to pay) the phone bill.
5. My job involves (to travel) in the Far East a lot.
6. We regret (to inform) you that your request has been denied.
7. From there he had a clear view of the room, with the advantage that he could avoid (to observe).
8. Sorry, I didn't phone you. I tried (to find) a phone but there wasn't one around.
9. She seemed (to misunderstand) you.
10. George denied (to give) Dick any money. (10)

**ASSIGNMENT VI.**

Find Predicative constructions, name them and comment on their functions.

**Variant 1.**

1. No child of his thought of running to him to have a shoe tied or a button fastened. (Du Marier)

2. And...she stole away home having no heart to see him dance with his water-nymph. (Galsworthy)

3. I walked to the wood, but it was too wet for me to go inside. (Hansford Johnson)

4. I was afraid of hurting... Mrs. Micawber's feelings, she being very sensitive... (Dickens)

5. He was very attentive to her comfort; she never expressed the slightest with without his hastening to gratify it. (Maugham)

6. At times he was seen driving with her by people who knew him in a social and commercial way. (Dreiser)

7. My heart seemed to be rising and sinking within me. (Baldwin)

8. I can't imagine your coming to see me at a time when you are fully satisfied with your life and work. (Caldwell)

### **Variant 2.**

1. He arose very cautiously, as if fearing to find every bone broken. (Hansford Johnson)

2. That evening the instinct... caused him to pack his things and go to Cannes. (Galsworthy)

3. When Paul entered... he found her lying in her old dressing-gown, her eyes averted, her face flushed and exhausted. (Lessing)

4. When she happened to feel ill no one could have been kinder or more thoughtful. (Maugham)

5. The visitor was heard walking restlessly backwards and forwards. He was also heard talking to himself. (Hartley)

6. On his will being opened, after a decent interval, it was found to consist of two portions. (James)

7. Kate sat in absolute dismay, waiting for the other woman to recover herself. (Lawrence)

8. Before I go, I insist on your answering a question I put to you some time ago. (Wilde)

**Variant 3.**

1. He glanced up to see the chairman watching him. (Wilson)

2. He treated her not as Kitty had seen most men treat their wives, but as though she were a fellow-guest in a country-house. (Maugham)

3. Of all conceivable persons you... are the most likely to understand. (Wells)

4. He lay in bed, dressed, with the light burning, until he heard the clock strike three. (Faulkner)

5. Shut up in her room she could be heard chattering away hour after hour. (Maugham)

6. She was thinking of Roger coming to her, marrying her. (Snow)

7. I still don't think it would be wise for you to oppose it. (Sanders)

8. You can have no idea of... how I have missed the thought of your being near me somewhere! (Horgan)

**Variant 4.**

1. Wilson looked around and saw Goldstein sitting alone at the next tent, writing a letter. (Mailer)

2. Perhaps having written this to you I may never show it to you or leave it for you to see. (Wells)

3. He had called there three times now without her being able to see him. (Galsworthy)

4. She seemed to do him a favour when she gave him the opportunity of doing something tiresome for her. (Maugham)

5. It was so frightening that Kitty, her nerves failing her, opened her mouth to scream. (Maugham)

6. He suffered from dyspepsia, and he might often be seen sucking a tablet of pepsin. (Maugham)

7. Then suddenly he heard the gate close. (Galsworthy)

8. What can be the possible use of Larry's learning dead languages?  
(Maugham)

### **Variant 5.**

1. It seemed shameful to Wilson for them to drink without including anyone else in the squad. (Mailer)

2. That angry afternoon appeared to have happened so long ago that to apologize now for what had been said was foolish. (Wilson)

3. I lit a cigarette and watched the red end mirrored in the water. (Snow)

4. They saw the white china knob of the handle slowly turn. (Maugham)

5. She was being observed, and by someone who resented her being here.  
(Lessing)

6. She leaned against him, her knees shaking, and he was afraid that she would faint. (Maugham)

7. Martha was seen staring at the tree. (Lessing)

8. She heard Miss Reba's voice booming from somewhere and listened to her toiling slowly up the stairs. (Faulkner)

## **ASSIGNMENT VII.**

Translate into English using predicative constructions.

### **Variant 1.**

1. Было слышно, как они разговаривают друг с другом.

2. Она сидела и наблюдала, как люди спешат на работу.

3. Я настаиваю на том, чтобы ты приходил домой вовремя.

4. Мама хотела бы, чтобы мы навестили ее в воскресенье.

5. Так как работа была закончена, мы решили отдохнуть.

### **Variant 2.**

1. Собаку нашли привязанной к дереву.
2. Я видел, как их машину остановил полицейский
3. Нужно приготовить комнату до приезда Джона.
4. Вы хотите, чтобы я сказала ему об этом?
5. Когда все деньги были истрачены, мы начали искать работу.

### **Variant 3.**

1. Чемодан в последний раз видели стоящим в коридоре.
2. Я не хочу, чтобы для него что-либо делали.
3. Я не помню, чтобы он мне это говорил.
4. Говорят, что он лучший доктор в этом городе.
5. Поскольку проблема решена, можно начинать эксперимент.

### **Variant 4.**

1. Можно было слышать, как Джон поет в соседней комнате.
2. Он нашел ее на платформе в ожидании поезда.
3. Вам нет смысла здесь оставаться.
4. С того времени вы, кажется, очень сильно изменились.
5. Если позволит погода, мы отправимся на прогулку.

### **Variant 5.**

1. Сейф нашли запертым.
2. Он молчал, ожидая, когда мальчики уйдут из комнаты.
3. Это произошло уже после того, как они ушли.
4. Она говорила достаточно громко, чтобы все могли ее слышать.
5. Так как было уже очень поздно, я отправился домой.

## Образец выполнения контрольной работы № 2.

### Глагол

#### ASSIGNMENT I.

1. Mr. Smith' and I never travel anywhere without a bottle of aspirin.

- Travel – notional, objective, intransitive, dynamic.

#### ASSIGNMENT II.

1. At last she showed me the letter he had written.

- had written – the past perfect tense indicates the priority of one past action (had written) to the other past action (showed);
- the Common aspect represents the action as a fact;
- the Active voice form indicates that the subject of the sentence is the doer of the action expressed by the predicate (had written).

#### ASSIGNMENT III.

1. He suggests that I (to try) something of a more serious nature.

He suggests that I should try (try) something of a more serious nature

- should try – the Suppositional; Mood Present express an unreal problematic action, not contrary to fact, used in an object clause after verbs of suggestion, recommendation, other, request;
- try – Subjunctive I represents an action as problematic and desirable, but not contrary to fact. It is normally used in “that” – clauses when the main clauses contains an expression of recommendation, resolution, demand and so on.

#### ASSIGNMENT IV.

1. Нам пора бы идти.

It's time we were off.

#### ASSIGNMENT V.

1. I thought myself a fool for not (to guess) it months before.

I thought myself a fool for not having guessed it months before.

- (for) not having guessed – gerund, perfect, active.
- The perfect gerund denotes the action prior to the action expressed by the finite form of the verb (thought);
- the active gerund indicates that the subject of the sentence (I) is the doer of the action.

#### ASSIGNMENT VI.

1. He watched the people hurrying towards the trains.

- the people hurrying – the Objective – with – the – participle (the Objective Participle Construction) used as a Complex Object.

#### ASSIGNMENT VII.

1. Когда я уходил, они разговаривали о политике.

I left them discussing politics.

### Контрольная работа № 3. Синтаксис

#### ASSIGNMENT I.

State to what type the boldfaced subjects belong and comment on their morphological expression. (8)

#### Variant 1.

1. **There** was another door at the end of the room, and I went to it and opened it. **It** was only a boat store after all. (du Maurier)

2. **It** was true that **she** would have liked to marry again. (Maugham)

3. He was the sort of man who was willing to put his hand to anything. **You** would not trust him out of your sight. **You** could rely on him for nothing but to do you down. (Maugham)



4. The boat looked very small for so long a voyage. **It** was a little more than fifty feet long. (Maugham)

5. At that moment **footsteps** were heard **coming** across the hall. (Murdoch)

6. **It** was between one and two in the morning. (Maugham)

### **Variant 2.**

1. I'm sorry I was such a time, **it** was Jasper's fault, he kept barking all the time. (du Maurier)

2. **For you to come here** is impossible. (Galsworthy)

3. **It** was not hard to believe that in youth he had been as beautiful as **people** said. (Maugham)

4. He glanced at his watch. **It** was a little after nine. (Maugham)

5. The weather was wet and cool for quite a week, as **it** often can be in the west country in early summer. (du Maurier)

6. **There** was no getting anything out of him. (Galsworthy)

7. A nice girl, but just a trifle what **one** might call silly. (Christie)

### **Variant 3.**

1. The din in the entrance hall was continued, and more **vehicles** could be heard **arriving**. (Murdoch)

2. Meanwhile he was very happy where he was, he could save money, which **you** couldn't do in Shanghai, and have a good time. (Maugham)

3. **It** was a large, prestigious firm, one that young **lawyers** dreamed of being invited to join. (Sheldon)

4. **It** was impossible **to hate** Las Vegas or to like it. **It** was like no other city in the world. **One** had to look upon it as a phenomenon, an alien civilization with its own language, laws and morals. (Sheldon)

5. **It** was very quiet in the café. (Mansfield)

#### **Variant 4.**

1. I could see the sea from the terrace. **It** looked grey and uninviting, great rollers sweeping in to the bay past the beacon. (du Maurier)

2. **It** was difficult **for my friends to follow** the logic of my life. (Spark)

3. A certain **ship** belonging to the Armada ...is known **to contain** a vast amount of treasure in the form of gold from the Spanish Main. (Maugham)

4. Outside, **one** could just see through the dusk that **it** had begun to snow. (Mansfield)

5. **It** was a very select, very fashionable affair. (Mansfield)

6. **He** listened. **There** was no wind. (Galsworthy)

#### **Variant 5.**

1. **It** was only a small handkerchief, quite a scrap of a thing. **It** had been rolled in a ball and put away in the pocket and forgotten. **There** was a monogram in the corner. **I** turned it over in my hand. (Du Maurier)

2. I some times think **it's** a shame **for people to spend** so much money this way. (Dreiser)

3. It was a beautiful day, and **it** was good to be alive. (Maugham)

4. **One** would not have been surprised if the door had opened and the Virgin Mary had come in. (Mansfield)

5. "**It's** raining," she murmured. (Mansfield)

#### **ASSIGNMENT II.**

Point out the predicate, state its type, comment on its morphological expression. (8)

#### **Variant 1.**

1. His melancholy face **was impassive**. (Maugham)

2. Just for a moment both of them **stood silent** in that leaping light. (Mansfield)

3. You'll **have to begin making** things for the baby. (Maugham)

4. Oh, come, daughter, the time **has passed** for foolishness. You **must be realistic**. (Maugham) (2)

4. That is all that can be said for them. (Wilde)

5. I began to stammer my apologies. (Du Maurier)

6. There was a silence but not an uncomfortable one. (Braine)

### **Variant 2.**

1. There were more people about than in the morning. (Maugham)

2. When she **opened** the door and saw him standing there she **was more pleased** than ever before, and he, too, as he followed her into the studio, **seemed very happy** to have come. (Mansfield) (3)

3. That was what they **had wanted** since their sun had died, a son-in-law, who **was strong** and hefty and **could take** over when they **grew too old** to do more. (Maugham) (3)

4. She keeps talking about it. (Kahler)

5. I must begin living all over again. (Du Maurier)

### **Variant 3.**

1. You **may be sure** that Miss Amelia **would never have been so bold** as to come singing into the room. (Thackeray) (2)

2. He **pushed away** his cup and **began to speak** very fast. (Mansfield) (2)

3. Just for a moment both of them **stood silent** in that leaping light. (Mansfield)

4. But I've got to have a word with him. (Prichard)

5. I've been thinking of nothing else since I knew. (Maugham)

6. He had to keep on resisting the impulse to turn round. (Lindsay)

### **Variant 4. +**

1. In those famous days every gazette had a victory in it, and the two gallant young men **longed to see** their own names in the list, and cursed their

unlucky fate to belong to a regiment which **had been** away from the chances of honour. (Thackeray) (2)

2. At last the door **was opened** by a sad-face woman in black, but when they asked to see the doctor she **began to cry**. (Maugham)

3. She was small and slight in person. (Thackeray)

4. Some of the wounded lay unconscious. (Wailer)

5. He tried to be both firm and friendly. (Lindsay)

6. The place looked deserted, quite untouched. (Du Maurier)

### **Variant 5.**

1. By that time we **were** both fairly **drunk**, and he **began to sing** his song. (Mansfield) (2)

2. Her eyes **were shining** brilliantly, but her face **had lost** its colour. (O'Henry) (2)

3. We were to be married after the war. (Maugham)

4. Morning broke quiet and hushed. (Abrahams)

5. He began to feel ashamed of himself. (Galsworthy)

6. It must seem very funny for you. (Galsworthy)

7. We must begin here and now to show. (Buck)

### **ASSIGNMENT III.**

Differentiate between elliptical and one-member sentences. (5-6)

#### **Variant 1.**

1. The village is situated on the west coast of Cornwall. **A very wild and rocky spot**. (Christie)

2. "Have you read it?" – "**A hundred years ago**." (Maugham)

3. Take me away, Dorian, take me away with you! (Wilde)

4. The garden, an old-fashioned one, full of roses. Time of year, July. (Wilde)

5. “Are you longing for tea?” – “**No. Not longing.**” – “**Well, I am.**”  
(Manfield)

**Variant 2.**

1. Hold out your other hand, sir! (Thackeray)

2. “Are you not expecting anybody?” – “**Nobody at all.**” (Mansfield)

3. **Cruelty!** Had he been cruel? (Wilde)

4. “I’m sorry he died.” – “**Shot in cold blood by his German jailers.**”

(Maugham)

5. Spring! (Galsworthy)

**Variant 3.**

1. He laughed. “That shocks you. Doesn’t it?” – “**To the bone,**” said she.

(Mansfield)

2. **Come to the big apple tree tonight,** after they’ve gone to bed.

(Galsworthy)

3. A beautiful day, quite warm. (Galsworthy)

4. The men who write it – traitors, traitors. **Bought, bought every one of them – bought with German money. The swine.** (Maugham)

5. Oh, do let’s have an end to it. Please let everything be all right. (Du Maurier)

**Variant 4.**

1. “Who is he?” “**An Englishman. From London.**” (Mansfield)

2. And then the silence and the beauty of this camp at night. The stars. The music shadow water. The wonder and glory of all this. (Dreiser)

3. He had crisply curling hair and a laughing look in his eyes. **Just her type.** (Maugham)

4. Come now, my dear... try and make the effort. Put on this charming blue. Think of Maxim. (Du Maurier)

5. “I hear you are better” he said. “**Much, thanks.**” (Maugham)

### **Variant 5.**

1. Take a look at the home. A furnished flat at 8 dollars per week.  
(O. Henry) (2)
2. “How often do you see him?” “**Every day.**” (Wilde)
3. “**Stop** where you are. I want to talk to you.” – “**Talk.** I am a woman and defenceless.” (Maugham)
4. “What does he say?” asked Perier. – “**Nothing of importance.**”  
(Maugham)

### **ASSIGNMENT IV.**

Classify the following phrases according to the syntactic relations between the components, describe their structure, comment on their morphological characteristics. (8)

#### **Variant 1.**

doctor’s hand, me and Fred, for them to understand, much money, to see a paper, caught me, this book, the white man

#### **Variant 2.**

kill snakes, calm and blue, with him, three chickens, human nature, a peculiar charm, Joe standing, those eyes

#### **Variant 3.**

you did, give him, manner and appearance, the illustrated papers, that child, for me, smiled cheerfully, each week

#### **Variant 4.**

leaving them, the old man, the sea and the jungle, you to go, this boat, hurt himself, with her, special luxury

#### **Variant 5.**

Swedish accent, told them, the young girl, for the children to see, mind and power, that day, to me, give presents

## ASSIGNMENT V.

State types of conjunctions and conjunctive words. (10)

### Variant 1.

1. The thing **that** struck me first was **that** Mark Twain was an elderly man; **yet**, after a minute's thought, I perceived that it was otherwise. (Kipling) (3)

2. I understand all that, **but what** I want to know is **whether or** not you have lost faith in me? (London) (4)

3. Ever **since** you appeared on the scene, you have, for reasons **which** remain obscure to me, behaved towards me with hostility, **and** in two instances you have deliberately done me harm. (Murdoch) (3)

### Variant 2.

1. **Whether** he had turned his head to look at me I do not know, **for** I watched the road ahead... **but** suddenly he put out his hand and took hold of mine... **and** then he threw his handkerchief on my lap, **which** I was too ashamed to touch. (Du Maurier) (5)

2. He had a feeling in his heart **that** he was not **as** guilty **as** they all seemed to think. (Dreiser) (2)

3. She had no idea **how** long she stood there in the gradually failing light. (Caldwell)

4. All the trains – the few **that** were there – stopped at all the stations. (Huxley)

5. He had sandy hair, gone very thin now **so that** he had to wear it very long on one side. (Maugham)

### Variant 3.

1. I will never come to see you **when** I am grown up; **and if** any one asks me **how** I liked you... I will say... **that** you treated me with miserable cruelty. (Bronte) (5)

2. Such light **as** there was from the little lamp fell now on his face, **which** looked horrible – **for** it was all covered with blood. (Pristley) (3)

3. The only person **who** appears too have seen the young man is the captain of that little steam boat **that** runs from Three Mile Bay to Sharon. (Dreiser) (2)

#### **Variant 4.**

1. Her voice sounded to her **as if** she had shouted, but the man, to **whom** she had been speaking, evidently not hearing a word she had said, continued staring thoughtfully into his beer. (Caldwell) (2)

2. You'll **either** sail this boat correctly **or** you'll never go out with me again. (Dreiser)

3. **Although** it happened to him so many times, Rainsborough could never resist himself to the idea **that** people should visit him simply to find out all **that** he knew about Mischa Fox. (Murdoch) (3)

4. **How** she would reach the villa **and what** she would find there **when** she arrived, she had not even dared to imagine. (Lawrence) (4)

#### **Variant 5.**

1. He decided later that **if** she did not want him to know what she was doing, perhaps it was best **that** he should not. (Dreiser) (2)

2. It was early afternoon, **but** very dark outside, **and** the lamps had already been turned on. (Murdoch) (2)

3. Gretta regarded him with a look on her face **that** was unrevealing of her thoughts. (Caldwell)

4. Even **after** Glenn had nodded urgently to her, she continued to look **as if** she did not know whether to run away from him **or** to walk back to **where** he stood. (Caldwell) (4)

5. That was **what** I came to find out. (London)



## ASSIGNMENT VI.

State types of subordinate clauses. (10)

### Variant 1.

1. But of course the probability was **that Captain Nichols preferred dirty work to clean.** (Maugham)

2. **Where he was going** was home. (Abrahams)

3. **What I suffer in that way** no tongue can tell. (Jerome)

4. All three incidents had resulted from the fact, **of which he himself was well aware** but which he was unable to overcome, **that he was unstable and unreliable and a misfit in his profession.** (Caldwell) (2)

5. I haven't thought of any one or anything else **since I saw you last.** (Dreiser)

6. She is crying **because she could not go out with the Missis in the carriage.** (Bronte)

7. The shutters were closed, **so that nothing of the interior could be seen.** (Hardy)

8. The intervals were never as long **as they had seemed.** (Green)

9. Roy was stretched to his full length moaning sometimes **as if he were in pain.** (Aldridge)

### Variant 2.

1. I am sorry I was so short with you **when you asked if you could have a passage on this boat.** (Maugham) (2)

2. It is probable **that you will very shortly hear from us again.** (Doyle)

3. All she saw was **that she might go to prison for a robbery she had committed years ago.** (Christie) (2)

4. The idea **that his only son could be haled half across the world on charge of a murder** was as horrible as a nightmare. (Galsworthy)

5. We took our umbrellas, **because we were afraid** it would rain. (Sweet)

6. So heavy was the stress of the storm just at this place **that I had the hardest task to win my way up the hill.** (Wells)

7. It proved more difficult to get out of the Phat Diem area **than it had been to get in.** (Green)

8. The sun was hot now **although the breeze was rising.** (Hemingway)

### **Variant 3.**

1. If you convince the police authorities that there is no possible case against you, I do not know that there is any reason **that the details should find there way in the papers.** (Doyle) (3)

2. It was a pity **Celia couldn't understand, because he wanted her to.** (Abrahams) (2)

3. But the fact is **that the Indian Ocean and everything that it has** has lost its charm for me. (Cronin) (2)

4. Poor Daisy had to listen to this every morning **after she had sent the boy to school.** (Bellow)

5. Dr. Bessner is anxious to reach Assuan **so that his leg can be X-rayed and the bullet removed.** (Christie)

6. **And though I had been to school in the cities and had come to Europe,** I was still a son of the tribe. (Abrahams)

### **Variant 4.**

1. When we reached the landing all the old women turned their heads, and **as soon as we had passed,** their voices rose and fell **as though they were singing together.** (Green) (2)

2. One day after her first week's rehearsal, **what she expected** came openly to the surface. (Dreiser)

3. One of her first thoughts **that came to her now** was **where her husband was.** (Dreiser) (2)

4. We seem to interfere in **what is not our business.** (Abrahams)

5. Somewhere in her head or her heart was the lazy, nebulous hope **that things would change.** (Parker)

6. He refused to take money **because he couldn't give any guarantees** that the treatment would help. (Carter)

7. I am at once to warn her **so that she may rise quickly**. (Cronin)

8. **Even though it was winter**, flowers were blooming on the rockery.  
(O'Brien)

#### **Variant 5.**

1. Money for the illegal fur **which Jean Andrew sold** she kept for Roy; and she kept it tight **so that he could never get at it when he was drunk**.  
(Aldridge) (3)

2. It's funny **how anxious these women are to get on the stage**. (Dreiser)

3. My only terror was **lest my father should follow me**. (Eliot)

4. And finally, they must consider **who had dragged the body towards the house**. (Sayers)

5. Again Dinny had the feeling **that Fleur had once suffered as she was suffering now**. (Galsworthy) (2)

6. Her father... was always telling her that she only drank China tea **because it was a fashion**. (Galsworthy)

7. She was so amused by his bland impudence **that she laughed and overlooked his past misdeeds**. (Mitchell)

### **ASSIGNMENT VII.**

Parse the sentence. (7-9 clauses)

#### **Variant 1.**

If I were going to kill anyone, which, of course, I wouldn't dream of doing for a minute, because it would be very wicked, and besides, I don't like killing, not even wasps, though I know it has to be, and I am sure the gardener does it as humanely as possible, well, I shouldn't be at all satisfied to trust to fright. (Christie) (9)

### **Variant 2.**

He was developing a sense of humour, and found that he had a knack of saying bitter things which caught people on the raw; he said them because they amused him, hardly realizing how much they hurt, and was much offended when he found that his victims regarded him with active dislike. (Maugham) (8)

### **Variant 3.**

Mrs. Crisp was summoned from Buxton and abruptly carried off her darling boy; but the idea... caused a great flutter in the breast of Miss Pinkerton, who would have sent away Miss Sharp, if she were not bound to her under a forfeit, and who never could thoroughly believe the young lady's protestations that she had never exchanged a single word with Mr. Crisp, except under her own eyes on the two occasions when she had met him at tea. (Thackeray) (7)

### **Variant 4.**

He knew the friendliness she showed him was due only to the provisions he brought with him, but he didn't care; it was enough that she was mannerly, and that she was prepared to be so as long as she could get something out of him. (S. Maugham) (9)

### **Variant 5.**

She wrote me dreadful letters when she heard that I was to be married, and to tell the truth the reason why I had the marriage celebrated so quietly was that I feared lest there might be a scandal in the church. (Doyle) (7)

## **Образец выполнения контрольной работы № 3. Синтаксис**

### **ASSIGNMENT I.**

1. There was an impatient knock at the front door... (A. Bennet)

“there” – the subject, structurally it is simple, semantically formal expressed by the introductory “there”

## **ASSIGNMENT II.**

1. Presently Troutham grew tired of his punitive task... (Th. Hardy)

“grew tired” – the predicate, structurally it is compound, semantically – nominal, morphologically it consists of the link verb “grew” and the predicative “tired” (part. II).

## **ASSIGNMENT III.**

1. ... Soames took his watch. Past four! (J. Galsworthy)

“Past four” – an elliptical sentence.

## **ASSIGNMENT IV.**

1. “his flower”:

- syntactically it is subordinate; means of syntactic subordination between the head (flower) and the adjunct (his) – adjoinment;
- morphologically it is a noun phrase: the head “flower” – common, concrete, inanimate, class noun, countable, sg.; the adjunct “his” – a possessive pronoun in a conjoint form, the 3<sup>d</sup> p., s., m.

## **ASSIGNMENT V.**

1. The man who had wanted to pay then bought me a drink. (J. Cooper)

“who” – a conjunctive word, a relative pronoun.

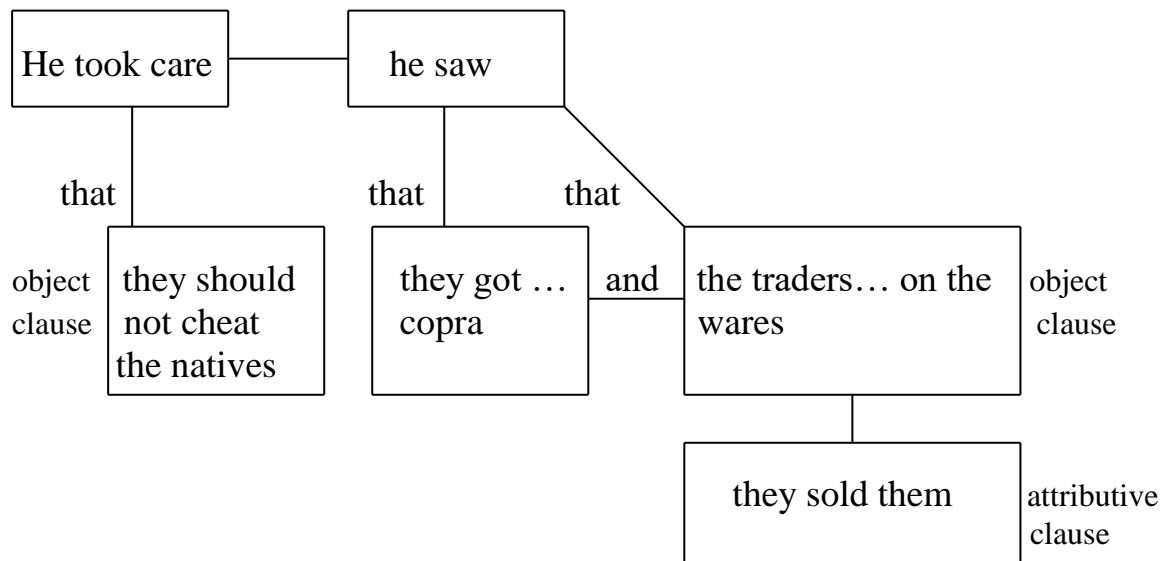
## **ASSIGNMENT VI.**

1. I did it in order that she might rest. (E. Wilson)

“in order that she might rest” – an adverbial clause of purpose.

## **ASSIGNMENT VII.**

He took care that they should not cheat the natives; he saw that they got a fair reward for their work and their copra and that the traders made no extravagant profit on the wares they sold them. (S. Maugham)



A compound-complex sentence; it consists of six clauses: two coordinate clauses, joined asyndetically; three object clauses are joined by the subordinating conjunction “that” and a relative limiting (restrictive) clause joined asyndetically.

## **ОБРАЗЕЦ И ПЛАН АНАЛИЗА ПРЕДЛОЖЕНИЯ НА ЭКЗАМЕНЕ ПО СИСТЕМАТИЗИРУЮЩЕМУ КУРСУ ГРАММАТИКИ**

### **I. Characterize the sentence from the point of view of its structure:**

“Structurally the sentence is (complex, compound or of a mixed structure: compound-complex, complex-compound)”.

### **II. Draw a structural scheme of the sentence. Define types of subordinate clauses. Comment on the means of connection between them:**

“This is an object clause joined by the subordinating conjunction “that”.

### **III. Parse the underlined clause according to sentence parts. Comment upon their morphological expression:**

“The dog...” it is the simple definite personal subject. Structurally the subject is simple because it is expressed by a single countable common animate class noun in the common case singular, semantically it is definite personal because it denotes a concrete living being who is the doer of the action.

### **IV. Comment upon the morphological types of underlined phrases and syntactic relations between the components (agreement, government, adjoinment, enclosure):**

“These books” is a subordinate phrase. “Books” is the head, “these” is an adjunct, which is subordinated to the head. Structurally the phrase is simple because the adjunct is unextended. The components of the phrase are joined by means of agreement (they agree in number).

**СИСТЕМАТИЗИРУЮЩИЙ КУРС ГРАММАТИКИ**  
**Учебно-методические материалы**  
**для студентов II-III курсов факультета английского языка**  
**(отделение заочного обучения)**

Составители: Валентина Ильинична Курышева  
Надежда Николаевна Лисенкова

Редакторы: А.О. Кузнецова  
Д.В. Носикова  
А.С. Паршаков

Лицензия ПД № 18-0062 от 20.12.2000

---

Подписано к печати			Формат 60 x 90 1/16
Печ. л.	Тираж	экз.	Заказ
Цена договорная			

---

Типография ФГБОУ ВПО «НГЛУ»  
603155, Н. Новгород, ул. Минина, 31а