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**«Юго-Западный государственный университет»
(ЮЗГУ)**

Кафедра теоретической и прикладной лингвистики



ТЕОРИЯ ГРАММАТИКИ ПЕРВОГО ИНОСТРАННОГО ЯЗЫКА

**Методические указания к практическим занятиям и СРС для преподавателей и студентов направлений подготовки
45.03.03 – Фундаментальная и прикладная лингвистика
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Методические рекомендации содержат материалы, необходимые преподавателю для проведения практических занятий по дисциплине «Теория грамматики первого иностранного языка», и указания студентам по организации самостоятельной работы для подготовки к практическим занятиям. Включают выстроенную систему практических заданий, обеспечивающих формирование и закрепление знаний и навыков по изучаемой дисциплине.

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ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 1

ТЕМА: Grammar in the Systemic Conception of Language (2 часа)

Цель занятия: сформировать представление о грамматике как разделе науки о языке и уровне системы языка, о языке как системе языковых единиц, о синтаксисе и морфологии.

СОДЕРЖАНИЕ

1. Индивидуальные выступления студентов с последующим групповым обсуждением вопросов:

- Language and its constituent parts.
- Grammar as a linguistic science.
- Syntagmatic and paradigmatic relations as the fundamental type of relations between the units of language.
- Levels of segmental language units.

2. Выполнение практических заданий:

Say which of the strings are synchronic and which are diachronic:

- 1) gospel, the holy, as, say;
- 2) gospel, godspel, holy, halis
- 3) the, baet, says, 8636;
- 4) swaeswa baet halise godspel 8636.

ЗАДАНИЯ ДЛЯ СРС №1

1. *Повторите теоретический материал лекции 1.*
2. *Изучите теоретический материал У-5: стр. 7 – 11 и ответьте на вопросы:*
 - ✓ What are the determining features of a system? How do they apply to language?
 - ✓ What is the functional relevance of the language unit?
 - ✓ What conceptual correlation is the language-speech dichotomy based on?
 - ✓ What is the correlation of syntagmatic and paradigmatic relations?
 - ✓ What is the difference between segmental and suprasegmental units?
 - ✓ What language levels are identified in the language system?
 - ✓ What conditions the non-overlapping of language levels?
 - ✓ What functions do the language units, representatives of the six language levels, perform?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 2

ТЕМА: Morphemic Structure of the Word. Categorical Structure of the Word (2 часа)

Цель занятия: познакомить с базовыми понятиями морфологии: морф, морфема, алломорф, слово, грамматическое значение, грамматическая категория и др.; сформировать понимание разницы между словом и морфемой и взаимосвязи свойств морфемы, грамматического значения и грамматической категории.

СОДЕРЖАНИЕ

1. Индивидуальные выступления студентов с последующим групповым обсуждением вопросов:

- The notions of the morpheme and the word.
- The properties of the morpheme and the word.
- Classifications of morphemes.
- Connection of morphemic feature with grammatical meaning and grammatical category.
- The means of building up grammatical forms.
- Changeability of grammatical categories.

2. Выполнение практических заданий:

I. Define the type of the morphemic distribution according to which the given words are grouped.

MODEL: *insensible – incapable*

The morphs "-ible" and "-able" are in complementary distribution, as they have the same meaning but are different in their form which is explained by their different environments.

- a) *impeccable, indelicate, illiterate, irrelevant;*
- b) *undisputable, indisputable;*
- c) *published, rimmed;*
- d) *seams, seamless, seamy.*

II. Group the words according to a particular type of morphemic distribution.

MODEL: *worked - bells - tells -fells - telling - spells - spelled - spelt -felled - bell.*

spells - spelled: the allomorphs "-s" and "-ed" are in contrastive distribution (= *fells - felled*);

bell - bells: the allomorph "-s" and the zero allomorph are in contrastive distribution;

spelt - spelled: the allomorphs "-t" and "-ed" are in non-contrastive distribution;

worked - spelled: the allomorphs "-ed" [t] and "-ed" [d] are in complementary distribution, etc.

a) *burning - burns - burned - burnt*;

b) *dig - digs - digging - digged - dug - digger*;

"c) *light - lit - lighted - lighting - lighter*;

d) *worked - working - worker - workable - workoholic*.

ЗАДАНИЯ ДЛЯ СРС №2

1. *Повторите теоретический материал лекции 2.*

2. *Изучите теоретический материал У-5: стр. 45 – 47 и ответьте на вопросы:*

- ✓ What is the correlation between notional and functional words?
- ✓ What is the basic difference between the morpheme and the word as language units?
- ✓ What is a morph?
- ✓ What does the difference between a morpheme and an allomorph consist in?
- ✓ What principles underlie the traditional study of the morphemic composition of the word?
- ✓ What principles is the distributional analysis of morphemes based on?
- ✓ What are the determining features of the three types of distribution?
- ✓ In what way are the two notions - "grammatical category" and "opposition" - interconnected?
- ✓ What grammatical elements constitute a paradigm?
- ✓ What are the differential features of privative, gradual, and equipollent oppositions?
- ✓ What enables linguists to consider the privative binary opposition as the most important type of oppositions?
- ✓ What makes neutralization stylistically colourless?
- ✓ What ensures a stylistic load of transposition?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 3

ТЕМА: Grammatical Word Classifications (2 часа)

Цель занятия: познакомить с грамматическими классификациями слов: традиционной классификацией частей речи

и синтактико-дистрибуционной классификацией слов;
сформировать представление о субкатегоризации частей речи.

СОДЕРЖАНИЕ

1. Индивидуальные выступления студентов с последующим групповым обсуждением вопросов:

- The principles of traditional parts of speech classification of words.
- The subcategorization of parts of speech.
- The syntactico-distributional classification of words

2. Выполнение практических заданий:

I. Build up the lexical paradigm of nomination.

MODEL: *high: high - height - heighten - highly (high)*

1) fool, to criticize, slow, fast;

1) new, work, to fraud, out;

3) to cut, sleep, brief, hard;

4) down, beauty, to deceive, bright.

II. Define part-of-speech characteristics of the underlined words.

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

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

3. To out-Herod Herod.

4. If jfs and ans were pots and pans there'd be no need of tinkers.

5. Poor dears, they were always worrying about examinations... (Christie)

6. "After all, I married you for better or for worse and Aunt Ada is decidedly the worse." (Christie)

7. Good thing, too. He'd have gone to the bad if he'd lived (Christie).

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

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

10. The little work-table dispossessed the whatnot - which was relegated to a dark corner of the hall (Christie).

11. "But -" Tuppence broke in upon his "but" (Christie).

12. "Look here, Tuppence, this whole thing is all somethings and someones. It's just an idea you've thought up." (Christie)

13. Tommy came back to say a breathless goodbye (Christie).

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

15. I thought it was something wrong when his wife suddenly up and left him (Christie).

ЗАДАНИЯ ДЛЯ СРС №3

1. *Повторите теоретический материал лекции 3.*

2. *Изучите теоретический материал У-5: стр. 79 – 83 и ответьте на вопросы:*

- ✓ What is the grammatical essence of the term "part of speech"?
- ✓ What are the strong and weak points of the traditional (polydifferential) classification of words?
- ✓ What are the advantages and disadvantages of the syntactico-distributional (monodifferential) classification of words?
- ✓ What are the main principles of the three-layer classification of words?
- ✓ What parts does the whole of the lexicon consist of?
- ✓ What is the differential feature of the notional part of the lexicon?
- ✓ What is the notional part of the lexicon represented by? What demonstrates the unity of the notional part of the lexicon?
- ✓ What is the role of suppletivity in the lexical paradigm of nomination?
- ✓ What functions do the words of the second and third layers of the lexicon perform in the production of speech?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 4

ТЕМА: The Notional Parts of Speech and Their Features. (2 часа)

Цель занятия: сформировать представление о знаменательных частях речи иностранного языка и их признаках.

СОДЕРЖАНИЕ

1. Индивидуальные выступления студентов с последующим групповым обсуждением вопросов:

- Noun: general information, gender, number, case, article determination.
- Verb: general information, finite and non-finite forms, person, number, tense, aspect, voice, mood.
- Adjective: notion, meaning and function.
- Adverb: notion, meaning and function.
- Numeral: notion, meaning and function.
- Pronoun: notion, meaning and function.

2. Выполнение практических заданий:

I. Point out Participle I, gerund or verbal noun:

1. Curtis Hartman came near dying from the effects of that night of waiting in the church... (Anderson)

2. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication (O.Henry).

3. The stewardess announced that they were going to make an emergency landing. All but the child saw in their minds the spreading wings of the Angel of Death. The pilot could be heard singing faintly... (Cheever)

4. Soapy, having decided to go to the Island, at once set about accomplishing his desire. There were many easy ways of doing this (O.Henry).

III. Account for the peculiarity of the underlined word-forms:

1. I am the more bad because I realize where my badness lies.

2. Wimbledon will be yet more hot tomorrow.

3. The economies are such more vulnerable, such more weak.

4. Certainly, Ann was doing nothing to prevent Pride's finally coming out of the everything into the here.

5. He turned out to be even more odd than I had expected.

6. That's the way among that class. They up and give the old woman a friendly clap, just as you or me would swear at the missus.

7. "You see, by this time we was on the peacefulest of terms." (O.Henry)

8. "Well, you never could be fly," says Myra with her special laugh, which was the provokingest sound I ever heard except the rattle of an empty canteen against my saddle-horn (O.Henry).

ЗАДАНИЯ ДЛЯ СРС №4

1. *Повторите теоретический материал лекции 4.*
2. *Изучите теоретический материал У-5: стр. 109 – 113, 140 – 147, 166 – 171, 217 - 222 и ответьте на вопросы:*
 - ✓ What are the "part of speech" properties of a noun?
 - ✓ What does the peculiarity of expressing gender distinctions in English consist in?
 - ✓ What differentiates the category of gender in English from that in Russian?
 - ✓ Why don't lexical gender markers annul the grammatical character of English gender?
 - ✓ What ensures a peculiar status of "-s"?
 - ✓ What are the main approaches to the treatment of the article?
 - ✓ What are the categorial meanings of the three articles?
 - ✓ What is the general categorial meaning of the verb?
 - ✓ What grammatical categories find formal expression in the outward structure of the verb?
 - ✓ What grammatical categories does the infinitive distinguish?
 - ✓ What grammatical categories does the gerund have?
 - ✓ What grammatical categories differentiate the present participle from the past participle?
 - ✓ What considerations are relevant for interpreting the half-gerund as gerundial participle?
 - ✓ What is specific to the categories of person and number in English?
 - ✓ What does the person-number deficiency of the finite regular verb entail?
 - ✓ What categorial meanings do continuous forms and non-continuous forms express?
 - ✓ What category do the perfect forms express?
 - ✓ What makes the expression of voice distinctions in English specific?
 - ✓ What does the category of mood express?
 - ✓ What categorial meaning does the adjective express?
 - ✓ What does the category of adjectival comparison express?
 - ✓ What is the categorial meaning of the adverb?
 - ✓ What does the similarity between the adjectival degrees of comparison and adverbial degrees of comparison find its expression in?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 5

ТЕМА: The Functional Parts of Speech and Their Features (2 часа)

Цель занятия: сформировать представление о служебных частях речи иностранного языка и их признаках.

СОДЕРЖАНИЕ

1. Индивидуальные выступления студентов с последующим групповым обсуждением вопросов:

- Article: notions, meanings and functions.
- Preposition: notions, meanings and functions.
- Conjunction: notions, meanings and functions.
- Particle: notions, meanings and functions.
- Modal word: notions, meanings and functions.
- Interjection: notions, meanings and functions.

2. Выполнение практических заданий:

I. Account for the article determination of the given casual phrases:

- a) a soldier's bag, a ten miles' forest, the Prime Minister's speech;
- b) Travolta's first role, expensive teenagers' T-shirts, the man who was run over yesterday's daughter;
- c) week's work, a new men's deodorant, a hundred miles' run;
- d) within a stone's throw, a child's dream, Christ's Church.

ЗАДАНИЯ ДЛЯ СРС №5

1. *Повторите теоретический материал лекции 5.*

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 6

ТЕМА: Syntagmatic Connections of Words (2 часа)

Цель занятия: сформировать представление о синтагматических связях слов и их видах; познакомить с типами сочетаний знаменательных слов.

СОДЕРЖАНИЕ

1. Индивидуальные выступления студентов с последующим групповым обсуждением вопросов:

- The kinds of syntagmatic word groupings.
- The types of notional words groupings.

2. Выполнение практических заданий:

I. Define the properties of word-groupings on the lines of different classifications.

MODEL: "a self-reliant student"

It is a notional, dominational, consecutive, completive monolateral, qualifying attributive phrase. It comprises an article, an adjective, and a noun.

1. to fully understand
2. is seriously ill
3. for us to expect
4. claimed the land
5. young, nonchalant, charming
6. a cat licking milk
7. the "I'm sorry" response
8. rather doubtful
9. think of an idea
10. happy but not quite

ЗАДАНИЯ ДЛЯ СРС №6

1. *Повторите теоретический материал лекции 6.*
2. *Изучите теоретический материал У-5: стр. 245 – 249 и ответьте на вопросы:*
 - ✓ What are the differential features of the phrase?
 - ✓ What are the differential features of the sentence?
 - ✓ What makes the sentence the main object of syntax?
 - ✓ What functions does the sentence perform?
 - ✓ In what way does the notion of nominative aspect of the sentence specify the notion of predication?
 - ✓ What are the strong points of the traditional classification of phrases?
 - ✓ What does agreement as a syntactic relation consist in?
 - ✓ What differentiates government from agreement?
 - ✓ What principles is the nominative classification of phrases based upon?
 - ✓ What syntactic relations of the phrase constituents does enclosure imply?
 - ✓ What type of syntagma is adjoinment typical of?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 7

ТЕМА: Sentence as a Unit of Speech (2 часа)

Цель занятия: дать представление о предложении как единице языка и речи; познакомить с актуальным членением предложения: понятиями темы и ремы; познакомить с коммуникативной типологией предложений.

СОДЕРЖАНИЕ

1. Индивидуальные выступления студентов с последующим групповым обсуждением вопросов:

- The notion of the sentence.
- Actual division of the sentence.
- Communicative types of sentences.

2. Выполнение практических заданий:

1. Dwell upon the actual division of the sentences and the language means used to mark it.

MODEL: a) *The time came for her to dance with Adams.*

T2-»R2

This sentence represents a case of double theme-rheme construction:

T2->R2.

b) *As for la_Falterpna, she had a natural and healthy contempt for the arts.*

The antetheme "la Falterona" is introduced with the help of the phrase "as for"; the theme of the sentence is "she", the rheme is "had a natural and healthy contempt for the arts".

1. I must take some definite actions tonight (Doyle).
2. I cannot allow the examination to be held if one of the papers has been tampered with (Doyle).
3. The situation must be faced (Doyle).
4. "In that case, your Grace, since you have yourself stated that any unhappiness in your married life was caused by his presence, I would suggest that you make such amends as you can do to the Duchess, and that you try to resume those relations which have been so unhappily interrupted." "That also I have arranged." (Doyle)
5. He heard her singing in her snatchy fashion (Lawrence).
6. "Teddilinks, light a fire, quick." (Lawrence)
7. Why don't you sew your sleeve up? (Lawrence)
8. With a little flash of triumph, she lifted a pair of pearl ear-rings from the small box (Lawrence).

9. The exterior of the building was a masterpiece of architecture, elegant and graceful (Sheldon).

ЗАДАНИЯ ДЛЯ СРС №7

1. *Повторите теоретический материал лекции 7.*
2. *Изучите теоретический материал У-5: стр. 267 – 269 и ответьте на вопросы:*

- ✓ What sentence elements can be called "thematic"?
- ✓ What language means mark the theme of the sentence?
- ✓ What is understood by the rheme of the sentence?
- ✓ What language means are used to express the rheme of the sentence?
- ✓ In what do you see the connection of the actual division and the communicative sentence types?
- ✓ What actual division pattern is typical of the declarative sentence?
- ✓ What actual division pattern characterizes the imperative sentence?
- ✓ What kind of rheme is peculiar to the interrogative sentence?
- ✓ In what way does the actual division help reveal the differential features of intermediary communicative sentence types?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 8

ТЕМА: Simple Sentence (2 часа)

Цель занятия: сформировать представление о составных частях простого предложения, парадигматической структуре простого предложения.

СОДЕРЖАНИЕ

1. Индивидуальные выступления студентов с последующим групповым обсуждением вопросов:

- Constituent structure of the simple sentence.
- Paradigmatic structure of the simple sentence.

2. Выполнение практических заданий:

I. State the structural type of the sentences.

MODEL: "Who is poor in love? No one. "

The first sentence is a complete two-member (two-axis) sentence, the second sentence is elliptical (one-axis).

1. If you wish to destroy yourself, pray do so. Don't expect me to sit by and watch you doing so (Hardwick).

2. "Don't they look nice?" she said. "One from last year and one from this, they just do. Save you buying a pair." (Lawrence)
3. She intended to come on Sunday. But never did (Lawrence).
4. "They came as valentines," she replied, still not subjugated, even if beaten. "When, to-day?" "The pearl ear-rings to-day - the amethyst brooch last year." (Lawrence)
5. Waves. Small sounds as of soft complaint. Cedars. Deep-blue sky. He was suddenly aware of a faint but all-penetrating sense of loss (Fitzgerald).
6. Scene I. A room in Harley Street furnished as the Superintendent's office in a Nursing Home (Christie).
7. "How on earth did she do a thing like that?" "Does it for fun. Always doing it." (Christie)
8. "Don't get rattles, Peter." (Chesterton)

II. Build up the constructional paradigm based on the two primary sentences.

MODEL: *He was annoyed. His sister was at home.*

- 1) As his sister was at home, he was annoyed.
- 2) His sister was at home, so he was annoyed.
- 3) He was annoyed because his sister was at home.
- 4) He was annoyed at his sister's being at home.
- 5) He was annoyed at his sister's presence at home.
- 6) His sister's presence at home annoyed him.
- 7) His annoyance was caused by his sister's being at home, etc.

- 1 . We stayed a bit longer. Mike enjoyed it.
2. Jennifer heard him. He walked downstairs.
3. She was sure. Her husband didn't meet anyone in London.

ЗАДАНИЯ ДЛЯ СРС №8

1. *Повторите теоретический материал лекции 8.*
2. *Изучите теоретический материал У-5: стр. 309 – 311, 337 – 339 и ответьте на вопросы:*
 - ✓ What do the structural classifications of simple sentences reveal?
 - ✓ What does the difference between the one-member and the two-member sentence consist in?

- ✓ What makes up the basis for identifying the elliptical sentence?
- ✓ What sentence parts are usually identified?
- ✓ What criteria is the description of sentence parts based on?
- ✓ What does the IC-model of the sentence show?
- ✓ What does syntactic derivation imply?
- ✓ What is considered to be the basic element of syntactic derivation?
- ✓ What do the constructional relations of the kernel sentence consist in?
- ✓ What syntactic units are formed by the processes of clausalization, phrasalization, and nominalization?
- ✓ What is realized on the basis of the predicative derivation?
- ✓ What does the difference between lower and higher predicative functions consist in?
- ✓ What oppositions are used to describe the predicative semantics of the sentence? Make up a list of them.
- ✓ In what way does the notion of the "predicative load" of the sentence help describe the predicative semantics of the sentence?
- ✓ In what do you see the correlation between the two notions: the "loaded sentence" and the "strong predicative meaning"?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 9

ТЕМА: Composite Sentence (2 часа)

Цель занятия: сформировать представление о сложном предложении как полипредикативной конструкции; познакомить с типами сложных предложений.

СОДЕРЖАНИЕ

1. Индивидуальные выступления студентов с последующим групповым обсуждением вопросов:

- Composite sentence as a polypredicative construction.
- Complex sentence.
- Compound sentence.
- Semi-complex sentence.
- Semi-compound sentence.

➤ Sentence in the text.

2. Выполнение практических заданий:

1. Define the types of clauses constituting the following sentences:

1. She was looking for a place where they might lunch, for Ashurst never looked for anything (Galsworthy).

2. They were fleeing as one of the glimmering or golden visions one had of the soul in nature, glimpses of its remote and brooding spirit (Galsworthy).

3. Life no doubt had moments with that quality of beauty, of unbidden flying rapture, but the trouble was, they lasted no longer than the span of a cloud's flight over the sun: impossible to keep them with you, as Art caught beauty and held it fast (Galsworthy).

4. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest (O.Henry).

5. While they were driving he had not been taking notice... (Galsworthy)

6. And a sudden ache beset his heart: he had stumbled on just one of those past moments in his life, whose beauty and rapture he had failed to arrest, whose wings had fluttered away into the unknown... (Galsworthy)

7. "Can you tell us if there's a farm near here where we could stay the night?" (Galsworthy)

8. "It is a pity your leg is hurting you." (Galsworthy)

9. That he was wealthy went without saying, but beyond a few such deductions John knew little of his friend, so it promised rich confectionery for his curiosity when Percy invited him to spend the summer at his home "in the West" (Fitzgerald).

ЗАДАНИЯ ДЛЯ СРС №9

1. *Повторите теоретический материал лекции 9.*

2. *Изучите теоретический материал У-5: стр. 359 – 361, и ответьте на вопросы:*

✓ What is the main principle of differentiating between the simple sentence and the composite sentence?

✓ What are the two main syntactic types of clause connection?

✓ What are the differential features of the compound sentence?

✓ What semantic relations underlie coordinative clauses?

✓ What are the differential features of the complex sentence?

- ✓ What principles are used for classifying subordinate clauses?
- ✓ What sentence is termed "semi-composite"?
- ✓ What is the nature intermediary syntactic character of the semi-composite sentence?
 - ✓ What types of semi-composite sentences are singled out?
 - ✓ What are the differential features of the semi-complex sentence?
 - ✓ What is peculiar to the semi-compound sentence?

Учебная литература

Основная литература

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2. Левицкий Ю. А. Теоретическая грамматика современного английского языка [Электронный ресурс] : учебное пособие / Ю. А. Левицкий. – М.: Директ-Медиа, 2013. – 156 с. – Режим доступа: // https://biblioclub.ru/index.php?page=search_red

Дополнительная литература

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7. Иванова И. П. Теоретическая грамматика современного английского языка [Текст] : учебник / И. П. Иванова, В. В. Бурлакова, Г. Г. Почепцов. - М. : Высшая школа, 1981. - 285 с.
8. Минченков А. Г. English Grammar in Depth: Verbals = Употребление неличных форм глагола в английском языке [Электронный ресурс] : учебное пособие / А. Г.

Минченков. – 2-е изд., доп. – СПб.: Антология, 2014. – 160 с. –
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9. Кобрина Н.А. Теоретическая грамматика современного английского языка [Текст] : учебное пособие / Н.А. Кобрина, Н.Н. Болдырев, А.А. Худяков. – М.: Высшая школа, 2007. – 368 с.
10. Прибыток И. И. Теоретическая грамматика английского языка [Текст] : учебное пособие для студ. вузов / И.И. Прибыток. – М.: Академия, 2008. – 384 с.
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