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Кафедра английского языка

ТЕОРЕТИЧЕСКАЯ ГРАММАТИКА
Учебно-методический комплекс

для студентов, обучающихся по специальности
050303.00 «Иностранный язык»

Горно-Алтайск
РИО Горно-Алтайского госуниверситета

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В работе представлены учебно-методические материалы по дисциплине «Теоретическая грамматика», в том числе рабочая программа, методические указания студентам, содержание и порядок проведения зачетов и экзаменов. Дисциплина «Теоретическая грамматика» является дисциплиной федерального компонента для студентов 3-4 курсов специальности «Иностранный язык».

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I. ОРГАНИЗАЦИОННО-МЕТОДИЧЕСКИЙ РАЗДЕЛ

1. Квалификационная характеристика специалиста

Квалификация выпускника - учитель иностранного языка.

Нормативный срок освоения основной образовательной программы подготовки учителя иностранного языка по специальности **033200 Иностранный язык** при очной форме обучения 5 лет. Выпускник, получивший квалификацию учителя иностранного языка, должен быть готовым осуществлять обучение и воспитание обучающихся с учетом специфики преподаваемого предмета; способствовать социализации, формированию общей культуры личности, осознанному выбору и последующему освоению профессиональных образовательных программ; использовать разнообразные приемы, методы и средства обучения; обеспечивать уровень подготовки обучающихся, соответствующий требованиям Государственного образовательного стандарта; осознавать необходимость соблюдения прав и свобод учащихся, предусмотренных Законом Российской Федерации "Об образовании", Конвенцией о правах ребенка, систематически повышать свою профессиональную квалификацию, участвовать в деятельности методических объединений и в других формах методической работы, осуществлять связь с родителями (лицами, их заменяющими), выполнять правила и нормы охраны труда, техники безопасности и противопожарной защиты, обеспечивать охрану жизни и здоровья учащихся в образовательном процессе.

Область профессиональной деятельности: Среднее общее (полное) образование.

Объект профессиональной деятельности: Обучающийся.

Виды профессиональной деятельности:

- учебно-воспитательная;
- социально-педагогическая;
- культурно-просветительная;
- научно-методическая;
- организационно-управленческая.

2. Компетенции выпускника

В результате изучения курса обучаемые должны

знать:

концептуальные положения теоретической грамматики английского языка, составляющие основу теоретической и практической профессиональной подготовки обучаемого специалиста;

основные особенности грамматического строя современного английского языка и основные направления и методы его исследования;

уметь:

использовать полученные теоретические знания в своей практической деятельности - обучению английскому языку или переводческой деятельности; использовать современные методы и приемы исследования при анализе грамматического материала;

II. РАБОЧАЯ ПРОГРАММА

1. Пояснительная записка

Изучение теоретической грамматики английского языка является необходимым условием подготовки специалиста с квалификацией «Учитель иностранного языка». Теоретическая грамматика английского языка – раздел лингвистики, который изучает грамматический строй английского языка, его морфологию и синтаксис как единую интегративную систему речеобразования.

Основной целью курса теоретической грамматики является обеспечение комплексного описания грамматического строя современного английского языка, введение студентов в проблематику современных грамматических исследований и методику теоретического анализа языкового материала.

Основными задачами курса теоретической грамматики являются следующие:

- теоретически осветить основы грамматического строя современного английского языка и выработать у студентов четкое представление о системном характере языка и его динамическом устройстве, обеспечивающем способность языка к выполнению его основной функции – служить средством получения, хранения и передачи знания в процессе коммуникации;
- ввести студентов в основные проблемы современной научной парадигмы – системно-функциональной и когнитивно-дискурсивной;
- выработать у студентов умение применять полученные теоретические знания в практическом преподавании английского языка и в собственной англоязычной речевой деятельности;
- показать в процессе изучения грамматического строя английского языка тесную взаимосвязь и взаимозависимость языка и культуры нации, вскрыть социокультурный потенциал грамматического строя языка и научить студентов учитывать этот потенциал в целях обеспечения успешной коммуникации в межкультурном пространстве;
- развить у студентов научное критическое мышление, привить навыки работы с теоретической литературой по лингвистике, выработать навыки критического анализа различных точек зрения на сложные проблемы грамматической теории и умение формулировать собственную точку зрения, а также навыки наблюдения над фактическим материалом и его описания на основе применения современных методов и приемов лингвистического исследования.

Для эффективного выполнения полного комплекса перечисленных задач необходимо, в процессе преподавания курса, с одной стороны, создать у студентов четкое представление о языке как динамической системе взаимосвязанных элементов и их свойств (фактологическая часть

курса), а с другой, ввести студентов в исследовательскую сферу предмета, которая осложняется различными трактовками изучаемых явлений в рамках различных школ и направлений (проблемно-дискуссионная часть курса).

Процесс преподавания должен быть построен таким образом, чтобы обеспечить органическое освоение обеих отмеченных частей курса. Изучение курса, с одной стороны, имеет своей целью подготовку студентов к ведению научно-исследовательской работы в области теоретической грамматики, а с другой, к использованию полученных теоретических знаний в практике преподавания английского языка для объяснения многих сложных вопросов из области практической грамматики, а также в переводческой деятельности. В процессе преподавания курса осуществляются межпредметные связи с курсами общего языкознания, теоретической фонетики, лексикологии, истории языка, стилистики, а также с практикумом по культуре речевого общения.

Место дисциплины в учебном процессе

Данный курс входит в комплекс теоретических дисциплин по специальности и связан с ними как ретроспективной, так и проспективной связью. Ретроспективно он связан, прежде всего, с курсом «Введение в языкознание» и опирается на знания, полученные студентами при изучении данного курса: общее представление о системном характере языка, его уровневой принадлежности, определение основных единиц языка и т.д. Связь с курсом лексикологии осуществляется при изучении таких вопросов, как «Парадигматические и синтагматические отношения в языке», «Типы служебных морфем», «Разграничение грамматического и лексического значения и их взаимосвязь», «Части речи и их взаимодействие». Связь с курсом теоретической фонетики реализуется при изучении вопроса об уровневой стратификации языка и уровневом взаимодействии, при изучении проблемы актуального членения предложения и т.д.

Проспективно курс теоретической грамматики связан с курсом стилистики английского языка: при описании семантики грамматических форм выявляется их экспрессивный потенциал и, таким образом, затрагиваются вопросы стилистической морфологии и стилистического синтаксиса; рассматриваются такие явления, как транспозиция на уровне грамматических категорий, частей речи и членов предложения и ее стилистический потенциал. Проспективная связь осуществляется также с курсом истории английского языка при изучении таких проблем, как «Аналитический характер английского языка», «Категории числа и падежа имен существительных и местоимений», «Структурный аспект предложения» и т.д.

На протяжении всего курса осуществляется связи с курсом методики преподавания английского языка: проводятся межъязыковые параллели,

выявляются случаи сходства и различия в системе грамматических форм и синтаксических явления и отмечаются условия, обеспечивающие перенос знаний и навыков из области родного языка в английский, а также случаи расхождения, создающие условия для интерференции родного языка – подобные случаи включаются в практические задания для семинаров. При рассмотрении социокультурного потенциала отдельных грамматических явлений (категория времени, модальности, отрицания) осуществляется связь с курсом «Введение в теорию межкультурной коммуникации», который изучается параллельно с курсом теоретической грамматики и, таким образом, осуществляется горизонтальная связь.

Постоянная горизонтальная связь осуществляется также и курсом практической грамматики – студентам прививаются навыки использования теоретических знаний при объяснении сложных случаев из курса практической грамматики. Также осуществляется постоянная связь с курсом «Практикум по культуре речевого общения», поскольку основная прикладная задача курса теоретической грамматики состоит в том, чтобы способствовать формированию у студентов навыков успешной коммуникации «поверх границ культур».

Курс теоретической грамматики входит в число базовых теоретических курсов обучения студентов, для которых английский язык является профилирующей дисциплиной специализации. В соответствии с требованиями программы, данный курс ставит своей целью, вместе с комплексным описанием грамматического строя современного английского языка, ввести студентов в проблематику современных грамматических исследований и в методику научного анализа грамматического материала.

Основным требованием к данному курсу является его соответствие комплексу задач по подготовке квалифицированных специалистов по направлению «Иностранный язык». Согласно требованиям ГОС ВПО от «31» января 2005г., номер государственной регистрации № 713 пед/сп (новый), дисциплина должна содержать грамматический материал, необходимый для формирования лингвистической компетенции обучаемых.

2. Требования к обязательному минимуму содержания дисциплины

Предмет грамматики как науки. Грамматический строй языка. Грамматическая форма и грамматическое значение, грамматические категории. Морфология и синтаксис, их основные единицы. Виды морфем. Морфемный состав слова. Части речи и их морфологические категории. Предложение в его отношении к языку и речи. Типы предложений. Структура предложений. Члены предложения. Порядок слов. Грамматика текста. Теория актуализации. Понятие ядра и периферии в языке. Методы грамматического анализа. Этапы развития теоретической грамматики.

Технологическая карта учебного курса

Факультет: иностранных языков

Кафедра: английского языка

Курс обучения: 4

Семестр: 7

Всего часов по учебному плану: 90

В том числе по формам обучения: очная

- лекции: 25

- практикум: 20

- самостоятельная работа: 45

Формы итогового контроля знаний: экзамен

№ п/п	Разделы дисциплины	Всего часов	Лекции	Практические занятия, семинары	Самост. работа
	Модуль 1				
1.	Грамматический строй изучаемого языка. Основные разделы грамматики – морфология и синтаксис, их соотношение. Методы описания грамматического строя.	8	2	2	4
2.	Морфология. Основные единицы морфологического уровня: словоформа, морфема. Особенности грамматического строя изучаемого языка. Части речи, их классификация. Грамматические категории частей речи.	32	10	12	10
	Модуль 2				
3.	Синтаксис. Основные единицы синтаксического уровня: синтаксическая позиция слова, словосочетание, предложение, текст.	12	2	2	8
4.	Простое предложение. Главные и второстепенные члены. Синтагматические и парадигматические связи. Категории предложения. Коммуникативное членение предложения.	16	7	2	7
5.	Сложносочиненное и сложноподчиненное предложение. Их классификация.	10	2	2	6
6.	Текст, его основные единицы: высказывание, сверхфразовое единство. Семантическая, структурная, коммуникативная целостность текста. Категории текста. Категория дискурса.	12	2	-	10

4. Содержание учебного курса

№ п/п	Тема и содержание
1	2
I раздел – Морфология	
1.	Введение в морфологию. Уровни языка и их взаимодействие. Место грамматики в системе языка. Специфика грамматического строя английского языка.
2.	Основные понятия морфологии: морфема, грамматическое значение, грамматические формы, грамматическая категория, оппозиция, функционально-семантическая категория.
3.	Проблемы частей речи и их взаимодействие. Критерии выделения частей речи. Когнитивный подход к исследованию частей речи. Прототипическое строение частей речи. Проблема взаимодействия частей речи. Синтаксическая транспозиция как одна из форм частеречного взаимодействия и ее функции.
4.	Существительное и его грамматические категории. Место существительных в системе частей речи. Проблема рода в существительных. Грамматическая категория числа и падежа.
5.	Глагол и его грамматические категории. Место глагола в системе частей речи. Подклассы глаголов. Проблема грамматической категории времени. Грамматическая категория вида и временной отнесенности. Грамматическая категория наклонения. Наклонение и модальность. Система наклонения в английском языке в ее сопоставлении с русским. Категория залога. Залог и переходность. Специфика грамматической категории залога в английском языке. Факторы, определяющие выборы залоговых конструкций.
6.	Прилагательное и наречие как классы признаков слов. Место прилагательного в частеречной системе. Прототипический принцип строения класса прилагательных. Гетерогенность наречий как отличительная черта данного класса. Статус единиц на –ly.
7.	Служебные части речи: артикль, предлоги, союзы, частицы, модальные слова, междометия
8.	II раздел – Синтаксис
9.	Основные единицы синтаксического уровня языка. Простое предложение как центральная единица синтаксиса. Проблемы его определения. Основные аспекты предложения: структурный, семантический и коммуникативный / прагматический. Предложение и высказывание. Основные категории предложения: предикативность, модальность и отрицание. Культурная обусловленность категории

	<p>модальности. Категория вежливости и ее отражение в специфике употребления средств т.н. субъективной модальности.</p>
10.	<p>Структурный аспект предложения. Классификация предложений по структуре. Понятие валентности и структурного минимума предложения. Элементарное предложение как инструмент синтаксического анализа. Синтаксические процессы развертывания и свертывания элементарного предложения.</p>
11.	<p>Семантический аспект предложения. Понятие семантической или глубинной структуры предложения. Семантическое моделирование в синтаксисе. Соотношение формальной и семантической структур предложения.</p>
12.	<p>Коммуникативный аспект предложения и его актуальное членение. Классификация предложений по цели высказывания. Транспозиция в сфере коммуникативных типов предложения. Актуальное членение предложения. Средства выражения компонентов актуального членения.</p>
13.	<p>Синтаксис членов предложения. Проблема выделения главных и второстепенных членов предложения. Соотношение: часть речи – член предложения – семантическая функция. Семантические функции членов предложения. Маргинальные явления в системе членов предложения.</p>
14.	<p>Синтаксис словосочетания. Определение словосочетания. Принципы классификации словосочетания. Грамматические способы выражения синтаксических отношений между компонентами словосочетания.</p>
15.	<p>Сложносочиненные и слитносочиненные предложения. Типы семантических отношений между частями сложносочиненного предложения.</p>
16.	<p>Сложноподчиненные и слитноподчиненные предложения. Краткая характеристика типов придаточных предложений и их синтаксических синонимов – конструкций с неличными формами глагола.</p>
17.	<p>Синтаксис текста. Текст и дискурс. Основные категории текста. Textoобразующие потенции грамматических категорий.</p>

5. Курс лекций по дисциплине

ЛЕКЦИЯ № 1

THE POSITION OF GRAMMAR IN THE STRUCTURE OF LANGUAGE

1. Language as a many-sided phenomenon. The problem of its definition.
2. The levels of language and the relations between them. The position of grammar in the structure of language.
3. General characteristic of the grammatical structure of the English language

1. Language can be represented in three ways: language as text, language as system, and language as competence.

The definitions of language are also directly related to its main functions and its internal systemic properties. Viewed from the point of its cognitive function (which is now in the focus of linguistic attention) language is defined as a means of forming, storing and transmitting information (knowledge). Language is actively studied today as a means of reconstructing cognitive processes which are not accessible for direct observation but can be understood on the basis of analyzing lingual facts. Viewed from its social function language is defined as a means of communication. It is essential to remember that the aim of any meaningful communication is to exchange information from which it follows that the two functions of language: cognitive and communicative are closely interrelated - we communicate in order to exchange thoughts and information. Viewed from the point of its internal properties language is defined as a structured system of signs and thus it is a part of semiotics. Thus with respect to its internal properties and its main functions **language may be defined as a structured system of signs used for forming, storing and exchanging information in the process of human communication.**

2. A level can be defined as a subsystem of language which presents a totality of homogeneous units and a set of rules regulating their use and classification (ЛЭС 1990, 539). Language structure consists of three main domains: phonetics, lexicon and grammar which are further subdivided and form six levels: phonemic, morphemic, lexemic, phrasemic, sentential, or proposemic and suprasentential, or dictemic.

3. The peculiarities of the grammatical structure of English that constitute the 'special design' of the English language. They are the following:

a). The present-day English is a very flexible language which is the result of a loss of a great number of inflections in the course of its historical development. Many words in English have a simple morphological structure and no special part-of-speech markers and therefore can be put to any variety of uses within a sentence. Words in English are compared to a huge collection of beads of all shapes and colours that can be strung on to various sentence patterns and express different meanings. E.g. *Let's round the conversation. They had another*

round of talks yesterday. Her face was round and cheerful. He suddenly turned round. They live just round the corner. Due to the morphological simplicity of many words they are easily converted from one part of speech into another. E.g. *“Darling”, he began. “Don’t darling me, Producer” (I. Shaw); The families oohed and aahed (A. Miller); We had a pleasant supper and figs for afters (D. Smith).* Describing this feature of the English language Steven Pinker says: *“English is a zany, logic-defying language, in which one drives on a parkway and parks in a driveway, plays at a recital and recites at a play” [Pinker 1994, 84].*

b). The two most specific features that penetrate all levels of the English language and that are directly related to the simplicity of morphological structure of words and the scarcity of form building means are polysemy and homonymy. These two features make the English language a very good tool for creating various paradoxes and puns, e.g. *Then he had tried selling dry sherry. That did not answer; the sherry was a little too dry (O. Wilde).* Or: *“Order, children, order!” “OK, a coke and a hamburger, please!”*

c). As the grammatical meaning of a word often manifests itself through its syntactic position in the sentence English is a fixed word-order language, and more specifically, it is a *Subject-Verb-Object (SVO)* language. In Russian the grammatical relations between the words in a sentence are expressed by the morphological markers and therefore the word-order is relatively free. Because of this fundamental difference between the languages Russian learners of English are expected to fumble with the word-order in an English sentence, especially at the beginners’ level. A specific feature of English which is absolutely unthinkable in Russian is the ability of the preposition to be placed at the end of a sentence which is related directly to the fixed word-order. Since the first word in the sentence is usually the subject it is always prepositionless and if the preposition is required it is placed at the end of the sentence, e.g. *He was taken a good care of* d). It is a subject-prominent language which means that all sentence must have a subject, even if it is a dummy one, as in *It’s never too late to learn; There is no getting away from it.*

e). English has a predominantly analytical character and a limited number of inflections whereas the Russian language is predominantly inflectional. Most of the tense-aspect forms of the English verb are analytical formations.

f). Speaking in terms of preferences scholars point out that English appears to have a marked tendency towards nominalization. For this reason R. Lees described it as *a nominalizing language* and Germans point out that the English have *a noun disease*. An English speaker often prefers a nominal form of expression where Russian speakers employ a verb. Compare: *Make a guess! – Угадай! She gave him a surreptitious look - Она взглянула на меня украдкой.*

ЛЕКЦИЯ № 2

THE BASIC NOTIONS OF MORPHOLOGY

1. The morpheme, types of morphemes.
2. The grammatical meaning, its comparison with the lexical meaning. Paradigmatic and syntagmatic meanings of a grammatical form.
3. The grammatical form, types of form building in English.
4. The grammatical category, types of grammatical categories. The opposition as the basis of the grammatical category and the method of its analysis. Neutralization and transposition as two syntagmatic processes which take place in the oppositions.
5. The functional semantic category and its structure. The role of functional-semantic approach to the analysis of lingual facts.

1. Traditionally grammar is divided into two parts: **morphology** (the grammar of words) and **syntax** (the grammar of the sentence). The role of these parts in the grammatical structure of different languages is different and depends on the type of the language.

The morpheme is **the smallest meaningful unit of the language** (not a *part* of the word), which as it appears may be larger than a word in the case of analytical forms of words.

Like the phoneme, the morpheme is always an abstraction and presents a sum of its variants which are called ***allomorphs***.

2. Grammatical meaning (further referred to as GM) can be defined as a general abstract meaning which unites classes of forms or words and finds its expression through formal markers thus placing a linguistic unit in a grammatical category or a grammatical class of words (a part of speech). The paradigmatic meaning is the primary, invariant, context-independent meaning of a grammatical form. Syntagmatic meanings are secondary, variant, context-dependent meanings.

3. The grammatical meaning finds its expression in **a grammatical form which can** be defined as a means of expressing a grammatical meaning.

4. The grammatical category as “a system of expressing a generalized grammatical meaning by means of paradigmatic correlation of grammatical forms.

5. Systems of heterogeneous means of the language constituted on the basis of common semantic contents (a common semantic function) are called functional-semantic categories.

ЛЕКЦИЯ № 3

THE PROBLEM OF PARTS OF SPEECH AND THEIR INTERACTION

1. The position of parts of speech in the system of the language.
2. The criteria of classifying the lexicon into parts of speech.

3. The cognitive-discursive approach to parts of speech.
4. The system of parts of speech in English. Notional and functional words. The borderline between notional and functional words.
5. The field (prototypical) structure of parts of speech. Interaction between parts of speech. Syntactic transposition as a means of parts-of-speech interaction in English. The functions of transposition.

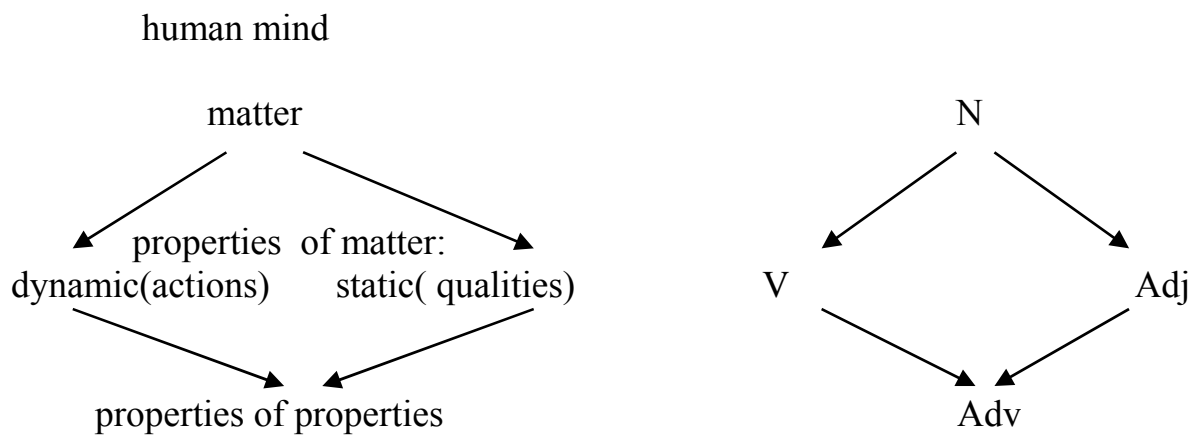
1. Parts of speech occupy the central position in the language system as they present the meeting point of the two main domains of the language: its lexicon and grammar. Therefore they are indispensable for both the theory of the language and the language acquisition. It is impossible to present a word in a dictionary without placing it into a certain part of speech. Nor is it possible to explain the meaning of a word in the process of teaching a language, especially a foreign language without identifying its part-of-speech belonging.

2. The word, like any unit of language, possesses three main aspects: meaning, form and function. None of these three aspects taken isolatedly from the other two appears to be sufficient. The most adequate classification should be based on the combination of these three aspects of a word, therefore most of the classifications presented by grammarians are polydifferential.

3. The development of cognitive linguistics which considers linguistic phenomena as representations of cognitive structures and which states that language as the totality of all its elements reflects the conceptual picture of the world brought about the necessity to analyze the parts of speech from the cognitive point of view. Considered from this aspect parts of speech are considered to be the main vectors through which the humans perceive, cognize and verbalize the world and their place in it. The cognitive approach to the analysis of linguistic fact is closely related to the communicative approach, as the cognitive function of language is correlated with its communicative function- language is a means of forming, storing and transmitting information (knowledge) in the process of communication. The cognitive approach to parts of speech, at least in this country, came as the further development of the onomasiological approach which focused on the correlation between parts of speech and the phenomena of the world (words were treated as entities reflecting the objective world) [Кубрякова 1978]. The object of analysis in cognitive linguistics is ‘the world in our minds’, i.e. the conceptual picture of the world. Analyzed from the cognitive point of view parts of speech are treated as linguistic units which are correlated with certain structures of knowledge and which reflect this knowledge in their categorial semantics. On the other hand parts of speech are created for their further participation in the process of communication. Cognitive linguistics treats parts of speech as special cognitive-discursive units which represent the two main aspects of language - cognitive and discursive (communicative) which are closely correlated and which have a deep conceptual basis. The attribute ‘cognitive’ implies that parts of speech are

related to psychic, mental and cognitive processes and primarily to certain structures of knowledge and present the projection of the conceptual picture of the world into the system of language. The term ‘discursive’ implies the other main aspect of parts of speech: they are created to participate in the process of communication and therefore are projected into certain positions in the structure of the sentence as the main unit of communication.

The system of parts of speech



ЛЕКЦИЯ № 4 THE NOUN AND ITS GRAMMATICAL CATEGORIES

1. The general characteristic of the noun and its position in the system of parts of speech.
2. Gender distinctions in the English nouns.
3. The grammatical category of number in the English noun.
4. The grammatical category of case in the English noun.

1. The noun is a part of speech which unites words with the general categorical meaning of substance, or thingness. Substance is a very wide notion. Any concept starting with the most concrete and ending with the most abstract may be verbalized in a substantive form. Therefore the semantic space of substance, or thingness is very heterogeneous and the class of nouns unites names of objects and persons that make up the center of the class as well as the names of qualities (*generosity, viability* etc), processes (*conversation, debate*), states (*illness, oblivion*), abstract notions (*freedom, love*), manner of action (*way, manner*) which make up the periphery of the class and by means of which the noun interacts with the other parts of speech. This is the most numerous

class of words (in English nouns make up about 42% of all words) and it is also the most frequently used part of speech. According to statistics, every fourth word used in our speech belongs to the class of nouns (Johabson, Hofland 1989, 15). It is also a very open and hospitable part of speech which constantly draws into its sphere units of other classes of words, phrases and even sentences that may derive occasional nouns.

2. Turning to the analysis of the ways of expressing gender in English nouns we find a number of means for expressing gender distinctions: suffixes (*a waiter - a waitress, a steward- a stewardess, a bachelor- a bachelorette, a widow - a widower*), oppositions of lexemes (*a boy- a girl, a niece - a nephew, a bull- a cow, a stallion - a mare, a monk - a nun*, components of compound words used as gender indicators (*a boy-friend- a girl-friend, a he-bear - a she-bear, a Tom-cat - a Tabby-cat, a landlord - a landlady, a writer - a lady-writer, a male nurse - a female nurse* etc.).

All these are lexical means of expressing gender distinctions. The grammatical expression of gender distinctions is manifested in the fact that there exists a certain gender correlation between nouns denoting animate things and personal pronouns replacing them.

3. The grammatical category of number in the English noun is conceptual in its nature and presents a specific linguistic reflection of quantitative relations between homogenous objects of reality conceptualized by the human mind. It is constituted by the binary privative opposition of singular and plural forms. Semantically the forms of the plural are not homogenous either. The paradigmatic meaning of plurality is represented by a number of syntagmatic variants, such as: discrete plurality (*books, houses*), indiscrete plurality (*hours, miles*), partitive plurality

4. In modern linguistics case is understood as a semantic category which presents the underlying set of relations between the action and its participants. This understanding of case as a semantic category, a category of deep syntax was first introduced by Charles Fillmore in his "Case for Case" and later in "Case for Case Reopened" [Филлмор 1981]. Due to its valency the verb predetermines the number and the character of other parts of the sentence and first and foremost the semantic role of the nouns that accompany the verb in the sentence. *So case appears to be a nominal category which is closely related to the syntactic and semantic valency of the verb.*

The general paradigmatic meaning of possessivity is represented by a number of syntagmatic meanings which appear as the result of the interaction between the semantics of the noun in the Possessive case and the semantics of the head-noun. The most common syntagmatic meanings of the Possessive case are the following:

1. pure possessivity (*my sister's money*);
2. agent, or subject of the action (*my brother's arrival*);
3. object of the action (*the criminal's arrest*);

4. authorship (*Shakespeare's sonnets*);
5. destination (*a sailor's uniform*);
6. measure (*a day's wait*);
7. location (*at the dean's*);
8. description, or comparison (*a lion's courage*).

ЛЕКЦИЯ № 5

THE VERB AND ITS GRAMMATICAL CATEGORIES

1. The position of the verb in the system of parts of speech.
2. Subclasses of verbs.
3. The grammatical category of tense.
4. The grammatical category of aspect.
5. The grammatical category of time correlation.
6. The grammatical category of mood.
7. The grammatical category of voice

1. With the analysis of the nouns we have covered a large area of English grammar. Nouns as we have stated play the primary role in giving names to various phenomena of the world. In nouns we can very clearly observe the nominating function of the language. Now we must turn our attention to the other major part of speech, the verb. Some linguists (e.g. E.Sapir) believe that the noun and the verb are the only two really universal parts of speech. Whereas the noun plays the main role in naming the objects of the world, the verb fulfils a no less important function in language. It occupies a very special place in the system of parts of speech which is predetermined by the syntactic nature of the verb. The verb is the only part of speech which has a unique feature called valency. **Valency is the ability of the verb to determine the number and the character of other parts of the sentence.** The nature of the verb is actually responsible for the rest of the sentence, i.e. what nouns and other parts of speech will accompany it and how they will be semantically specified.

2. Verbs are classified in grammar according to three main aspects: form, function and grammatical semantics. According to their formal properties English verbs are divided into two classes: regular and irregular. According to their function (which is basically determined by the character of their meanings) verbs are subdivided into notional and functional. In between these two subclasses there are the so-called semi-notional verbs. Here belong modal (*can, may, must, should, ought* etc.), modalized (*seem, appear, happen, chance, turn out, prove*), aspective verbs (*begin, continue, stop* etc.). According to their grammatical semantics verbs are divided into dynamic and static, transitive and intransitive, durative and terminative.

3. The grammatical category of tense is usually defined as a category which expresses the relation between the time of the action and the moment of

speech (now) or any other point of reference taken for the basis of temporal relations (then). Due to its complexity the problem of the grammatical category of tense has always been in the focus of linguistic discussions. Linguists differ greatly in the questions related to the scope of this category and, consequently, to the number of categorial forms they find in English. This number varies from two to twelve in various interpretations. The controversy of opinions is related to two main factors: 1) the relations between tense and the other two verbal categories in which the concept of time is represented (aspect and time correlation) and 2) the status of shall/will + Infinitive, i.e. the problem of Future tense.

The present-day paradigm of tense comprises three categorial forms: present, past and future. The present tense expresses an action simultaneous to the time of communication, the past tense - an action prior to the time of communication and the future - an action subsequent to the time of communication.

The description of the English system of tenses would be incomplete without mentioning the fact that it actually consists of two subsystems: absolute and relative tenses. Absolute tenses are correlated to the moment of speech whereas the relative tenses are correlated to some moment in the past taken for the reference point of temporal relations.

Absolute tenses (correlated to 'now')	Relative tenses (correlated to 'then')
Present: He is married.	He said he was married.
Past: He was married.	He said he had been married.
Future: He'll be married soon.	He said he would be married soon.

The existence of relative tenses finds its manifestation in the grammatical rule known as sequence of tenses. The grammatical system of the Russian verb does not have a similar system of relative tenses and mistakes in the use of relative tenses are quite predictable for Russian learners of English, therefore sequence of tenses requires a lot of training till this rule becomes habitual.

4. Another grammatical category of the verb, also related to the concept of time, is aspect. Aspect is a general name given to verb forms and it is used to denote certain ways in which an event placed in time is viewed or experienced. An event placed in time can be seen as a completed whole, as developing in progress, or as being repeated intermittently. It is connected with further elaboration of the concept of time by the grammatical means of language. Aspect involves different ways of viewing the internal temporal consistency of a situation and presenting it by the verbal forms. The grammatical category of aspect in English has at its basis a different feature of action, that of duration and is constituted on the basis of the opposition of Indefinite and Continuous forms of the verb. This opposition embraces the whole class of English verbs (with

very few exceptions like the verbs *to contain*, *to consist* whose semantics is incompatible with the idea of limited duration), both the finite forms and the forms of the Infinitive.

5. There is one more category in the English verb in which the concept of time finds its grammatical expression. It is the category of time correlation which deals not with the relation between the action and the moment of communication, but with the temporal correlation of actions. The grammatical category of time correlation is constituted by the opposition of perfect and non-perfect forms. The marked member of the opposition ‘Perfect :: Non-perfect’ is built with the help of a discontinuous morpheme ‘have ----- ed’ in which the second element has a lot of variants. The semantic marker, i.e. the meaning of the Perfect form includes two interrelated components: priority (or precedence) and correlation to another action or point of time in the present, past or future.

6. The grammatical category of mood has the reputation of being one of the most controversial categories. The never ending debates of linguists about the essence of this category and its scope lead some of the linguists to the conclusion that it is “hardly possible to arrive at any more or less convincing and universally accepted conclusion concerning it.

Mood is traditionally defined as a grammatical category which expresses the relation of the action to reality as stated by the speaker. As follows from the definition mood seems to be the only morphological category which includes the category of the speaker in its definition. It means that it is one of the most speaker-oriented categories. The forms of the moods serve the needs of the speaker to present the action as real, unreal (contradicting the state of things in reality) or hypothetical. The category of mood presents the interpretation of the action by the speaker from the point of view of its relation to reality.

The action is presented as:			
Real	Hypothetical		Unreal
The type of mood			
Indicative	Imperative	Subjunctive I Suppositional	Subjunctive II Conditional

7. The grammatical category of voice is a complicated category and its study involves a number of grammatical problems, such as the problem of transitivity, derivational morphology, the actual division of the sentence, discourse arrangement etc. It occupies a very special place in the verbal categories. Its specificity lies in the fact that, unlike the other verbal categories, the change of voice is accompanied by the reconstruction of the whole sentence.

It is a grammatical category which involves the relations between the action, its doer and its object (the semantic level) and between the predicate, subject and object of the sentence (syntactic level. In fact the category of voice

reflects the relations between the two structures of the sentence; the surface, or syntactic structure and the deep or semantic structure.

The category of voice is constituted by the binary privative opposition: Passive to Non-passive. The formal marker of the Passive voice is the auxiliary *be* and the morpheme of PII.

ЛЕКЦИЯ № 6 **THE ADJECTIVE**

1. The position of adjective in the system of parts of speech.
2. The prototypical structure of the class of adjectives. Subclasses of adjectives.
3. The interaction of the adjective with the other parts of speech.

1. Though the adjective is traditionally referred to as one of the four cardinal parts of speech, its position differs considerably from that of the noun and the verb which form two opposite poles and which are considered by some linguists to be the only two really universal parts of speech. The noun represents the concept of substance (thingness), the verb represents the dynamic property of substance (actions, states, processes) and the adjective represents the static, or permanent property of substance (quality or its relation to another substance). But as we shall later see the degree of permanence in different adjectives can vary considerably. Considered from the point of view of their communicative function the adjective and the verb constitute a class of the so called predicative words which are opposed to the so called identifying words (pronouns, proper names and common nouns which are by-functional and can function as both identifying and predicative words). The noun represents the concept of substance (thingness), the verb represents the dynamic property of substance (actions, states, processes) and the adjective represents the static, or permanent property of substance (quality or its relation to another substance). But as we shall later see the degree of permanence in different adjectives can vary considerably. Considered from the point of view of their communicative function the adjective and the verb constitute a class of the so called predicative words which are opposed to the so called identifying words (pronouns, proper names and common nouns which are by-functional and can function as both identifying and predicative words).

2. The class of adjectives has a distinct prototypical structure. The center of the class is taken up by the units of pure categorial semantics which reveal parallelism, or symmetry of their semantic, morphological and syntactic properties. We refer to the prototypical adjectives the units of the following semantic subclasses: adjectives denoting age (*young, old*), dimension (*big, small*), form, or shape (*round, square*), colour (*red, white*), human qualities (*kind, clever*), weight (*heavy, light*), appearance (*beautiful, ugly*), complexity (*difficult, easy*). These adjectives denote permanent quality, most of them have a

simple morphological structure and degrees of comparison, and they are bifunctional, i.e. can be used in both predicative and attributive positions. Relative adjectives occupy the near periphery: they denote permanent relational property and they are bifunctional but as they denote relational property (substantive relations) therefore are not gradeable (they lack degrees of comparison). As they express property related to substance, they are closer to the class of nouns than qualitative adjectives. Their proximity to the class of nouns is manifested in their derivational characteristics - most of the relative adjectives are derived from noun stems.

The periphery adjacent to the class of verbs is taken up by several subclasses of adjectives which occupy the periphery at a different distance from the center. These adjectives are characterized by the syncretism of their categorial semantics; they combine adjectival features with verbal. The subclass of adjectives which is closest to the verb are the so called statives (*awake, asleep, afoot, afraid, ablaze, glad, ill, sorry* etc.).

ЛЕКЦИЯ № 7 – 8

THE SIMPLE SENTENCE AND ITS CATEGORIES

1. The problem of the sentence definition and its level belonging.
2. The main categories of the sentence:
 - a) predicativity: its role in the sentence; types of predication: primary vs. secondary; explicit vs. implicit predication;
 - b) modality: its heterogeneous nature; the two types of modality: primary (objective) and secondary (subjective); the culture- and gender-sensitive character of modality;
 - c) negation and its types: complete vs. partial; grammatical vs. lexical; explicit vs. implicit; direct vs. transferred negation; negation and the communicative type of the sentence; the specific features of negation in English.

1. The word 'syntax' is derived from the Greek 'syntaxis' which literally means 'composition', or 'order'. It is a part of grammar which studies ways of arranging words into phrases and sentences in order to produce speech. We communicate only with the help of sentences and it brings many linguists to a conclusion that syntax is the core, or the heart of grammar and morphology is subordinated to it as it serves the needs of syntax. The main units of the syntactic level of the language are: 1) the word in its syntactic position in the sentence (a part of the sentence); 2) the phrase which is a combination of two or more notional words arranged according to the rules of a particular language; 3) the simple sentence as the minimum unit of communication; 4) the composite sentence which is a combination of two or more clauses based either on

coordinate (a compound sentence) or subordinate (a complex sentence) relations; 5) the text as the highest unit of language.

As we can see from the list of syntactic units the simple sentence occupies the central position in syntax: the two lower units serve as the building material for making a simple sentence and the two higher units are composed from simple sentences. Being the central unit of syntax the simple sentence has always been in the focus of linguistic attention. The sentence is a many-sided phenomenon and can be studied from several aspects. Its main aspects are: form which deals with the problem how the sentence is built; meaning which tells us *what* the sentence is about, and function which is correlated with the question *what for* the sentence was pronounced. The definition and the understanding of the sentence largely depend on the viewpoint of the linguist and the aspect of the sentence which is in the focus of the linguist's attention. Studied from the formal point of view the sentence is defined as a group of words based on predicative relations. From the view point of its meaning the sentence is defined as an expression of a complete thought or a judgment about an event of reality. Considered from its function aspect the sentence is defined as a minimum unit of communication and each sentence is uttered with a certain communicative aim: either to produce a statement, or to make a request, or to ask for information. Perhaps the most exhaustive definition would be the one that would embrace all the three aspects.

a) There exist as many definitions of predicativity as of the sentence. V.G.Gak points out three main approaches to the understanding of predicativity: logical, denotational (semantic) and formal (syntactic). In our course we accept the following definition of predicativity: **predicativity is a category which refers the nominative contents of the sentence to reality.**

b). The second sentential category is **modality**. It is one of the most complicated linguistic categories which has various forms of its expression in the language. It also has a lot of various definitions and interpretations. In the Linguistic Encyclopedic Dictionary modality is defined as a functional-semantic category which expresses different types of the relations between the utterance and reality as well as different types of subjective evaluation of the information contained in the utterance]. As we can see from the definition, modality expresses two types of relations and consequently includes two levels. For this reason scholars usually differentiate between two types of modality: objective, or primary and subjective, or secondary. These two types of modality were first introduced on the material of the Russian language by V.V.Vinogradov.

c). The next sentential category is negation which shows that the relations established between the components of the sentence do not exist in reality, from the speaker's point of view (A.M. Peshkovsky) , or that the speaker denies the truth of the proposition (Ch. Bally). The definition of the essence of negation appears to be rather difficult because, as it is justly pointed out by E.V. Paducheva, negation belongs to one of the universal, basic, semantically

indivisible conceptual categories (semantic primitives - L.K.) which cannot be defined through more simple semantic components.

ЛЕКЦИЯ № 9 THE STRUCTURAL ASPECT OF THE SENTENCE

1. Classification of sentences according to their structure.
2. The notions of valency, structural minimum and the elementary sentence.
3. The syntactic processes of extending and compressing the elementary sentence.

1. The sentence as we stated above possesses three main aspects: structural (it says **how** the sentence is built, semantic (it says **what** the sentence is about), and communicative (it says **what for** the sentence was pronounced and what is most important information it contains).

The structural aspect of the sentence deals with the structural organization of the sentence, it reveals the mechanisms of deriving sentences and structural types of sentences.

According to their structure sentences are classified into simple (monopredicative structures) and composite (polypredicative structures) which are further subdivided into complex (based on subordination) and compound (based on coordination). Clauses within the structure of a composite sentence may be connected with the help of formal markers (conjunctions and connectives: relative pronouns and relative adverbs - syndetically) and without any formal markers - asyndetically.

2. The theory of valency was worked out by the German scholar G. Helbig, the French scholar L. Tesniere and the Russian scholars S.D. Katznelson, N.I. Filitcheva and B.A. Abramov. **Valency is understood as the ability of the verb to combine with other parts of the sentence for the verb to realize its lexical meaning and thus become the semantic and structural centre of the sentence.** L. Tesniere says that a sentence presents a little drama in the centre of which is the action (the verb), the main characters (he calls them actants) and there may also be minor characters (he calls them circonstants) [Теньер, 1988]. Thus it is necessary to differentiate between the obligatory valency and obligatory parts of the sentence without which the sentence is ungrammatical and optional valency and optional parts of the sentence which give additional information about the event described in the sentence.

The minimum structure of the sentence which includes the predicate and the obligatory parts of the sentence forms the structural minimum, or the structural scheme of the sentence. The structural scheme of the sentence belongs to the level of the language. The sentence based on this structural scheme is called the elementary sentence and it serves as the instrument of the syntactic analysis. A set of structural schemes specific of a language constitutes the

syntactic basis of the language which serves for building up all the innumerable sentences as units of speech. Here are some of the most typical structural schemes of sentences in English:

1. N - V intr. - *The plane disappeared.*
2. N - V trans. - Obj direct - *I like bananas.*
3. N - V trans. - Obj. indirect - Obj. direct - *I bought myself a present.*
4. N - V intr. - Adv. Mod. of place - *He lives in France.*
5. N - V trans. - Obj. direct - Adv. mod. of manner - *He treated the boy cruelly.*
6. N - V intrans. - Adv. mod. of manner/ comp. - *She behaved like an angel.*

The number of these structural schemes is limited for every language and constitutes its syntactic base. All the variety of sentences that occur in speech appear as the result of various modifications of the elementary sentence. These modifications may either extend or compress the elementary sentence. There are several processes of extending and compressing the elementary sentence and they may form various combinations. The most important processes of extending the elementary sentence, according to G. Pocheptsov are the following: extension, expansion, compounding, contamination, detachment and parcellation.

ЛЕКЦИЯ № 10

THE SEMANTIC ASPECT OF THE SENTENCE

1. The notion of the semantic, or the deep structure of the sentence.
2. The problem of semantic modelling. The semantic types of sentences.
3. The relations between the formal (surface) and the semantic (deep) structures of the sentence.

1. The syntactic explorations of the last 40 years have been marked by the renewed interest in the semantics of the sentence. The judgment once made by N. Chomsky that semantics begins where syntax ends seems to be given to oblivion because of its absolute inappropriateness. Therefore the generative syntax which started as purely transformational very soon became semantic generative syntax, as the scholars had to admit that any kind of the transformation of the sentence manifests a change its meaning. Semantics is no longer the Cinderella of linguistics; it's more like the Queen of linguistics. Today linguists are preoccupied in the study of covert categories, such as presupposition, implication, inference etc. which are not given directly in the syntactic structure of the sentence and can be revealed only in the process of the semantic interpretation of sentences.

The central notion of the semantic aspect of the sentence is that of the semantic (deep) structure of the sentence. On analogy with the word the

sentence as a unit of the language is treated as a linguistic sign and like a word it possesses form, denotation and signification. The denotatum of a word is an object of reality, and its significatum is a concept of this object in our minds. The denotatum of a sentence is a situation, or an event of reality and what is the significatum of a sentence? To answer this question let us turn to the semantic analysis of the following sentences. *The student was writing his project. The professor had to reexamine the student. The grandmother did not finish her knitting.*

The analysis shows that in spite of the difference in lexicon, tense, aspect and modality these sentences share certain information, i.e. all the three sentences name an action and its two participants: the agent and the object. This information constitutes the basis of the semantic, or the deep structure of the sentence. So the **semantic structure of the sentence can be defined as the generalized semantic contents, revealed in the analysis of semantically homogeneous sentences.**

2. The semantic classification of sentences worked out by N.D.Arutyunova has at its basis the logical types of situations reflected in the sentence [АРУТЮНОВА 1976]. In accordance with these types it is possible to point out four semantic types of sentences: 1) sentences of nomination - *The inevitable happened*; 2) sentences of existence - *Once upon a time there lived a blind poet*;

3) sentences of characterization - *He was a real gentleman*; 4) sentences of identification - *So you are the Holmes*. As the problem of semantic modelling in syntax is comparatively new we may expect more and more classifications of semantic types of sentences to arrive.

3. So we can see that the sentence possesses the syntactic (formal, or surface) structure which can be observed directly and semantic (deep) structure which is not given by direct observation and can be revealed by means of semantic interpretation of the sentence and its parts. The consistent differentiation between the formal and the semantic structures of the sentence makes it possible to analyze the relations between them. These relations may be of two kinds: symmetrical and asymmetrical.

ЛЕКЦИЯ № 11

THE COMMUNICATIVE ASPECT OF THE SENTENCE AND ITS ACTUAL DIVISION

1. Classification of sentences according to the purpose of communication
2. The problem of exclamatory sentences.
3. Transposition on the level of communicative types of sentences.
4. The actual division of the sentence. The central notions of the actual division: the theme and the rheme. Dirhemic and monorhemic utterances.
5. The system of means for expressing the components of actual division.

6. The peculiarities of actual division in different communicative types of sentences. The text forming function of actual division.

1. From the point of view of its role in discourse the sentence is defined as a minimum unit of communication. Every sentence is uttered with a certain communicative aim: either to share information with the listener, or to ask for information, or to induce the listener to some action.

According to their communicative aim sentences are divided into three types: declarative, interrogative and imperative. As a rule one communicative type differs from another not only in the purpose of communication, but also in structure, intonation and the listener's response.

2. In some grammar books, mostly in practical grammar manuals the authors point out one more communicative type - exclamatory sentences. However, a closer look at the exclamatory sentences shows that they can hardly be placed on the same level with the three communicative types because they differ in their communicative status. If the function of the declarative sentence is to give information, the function of interrogative sentences is to ask for information, the function of imperative sentences is to induce the speaker to an action, the function of exclamatory sentences is just to express the speaker's emotions and that shows very clearly their difference from the three communicative types. The emotive charge, expressed by exclamatory sentences presents an additional feature that may accompany the communicative types. So each communicative type of the sentence may be exclamatory and non-exclamatory, e.g.

Non-exclamatory:

It was a silly mistake.

*Why did you keep it back from me?
back from me?!*

Try to speak sensibly.

Exclamatory:

What a silly mistake it was!

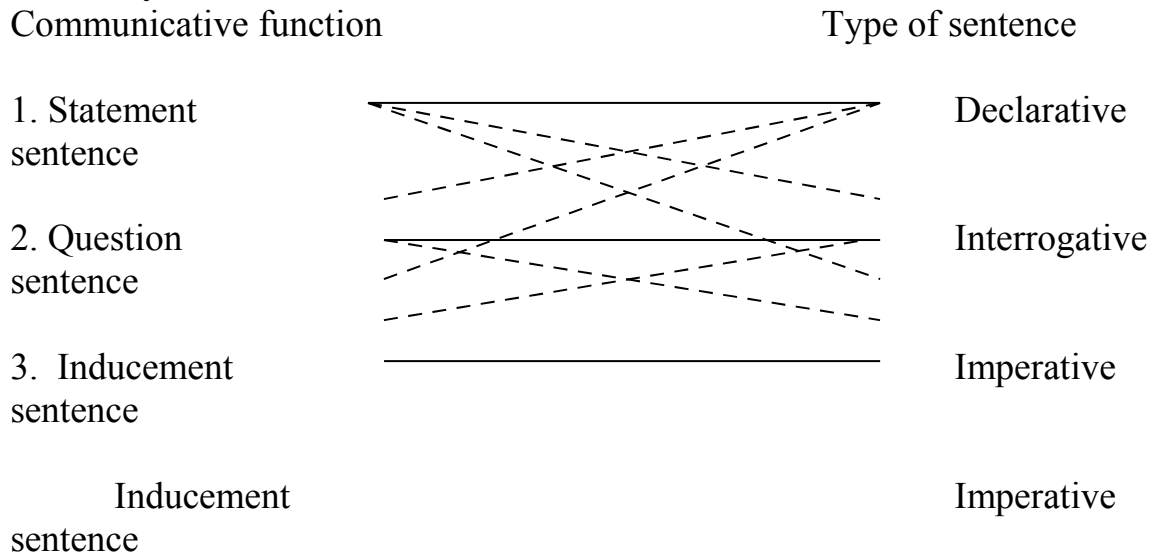
Why on earth did you keep it

Do try to speak sensibly!

3. The analysis of communicative types of sentences from the aspect of syntactic structures in which the communicative aims are realized reveals a fundamental parallelism between a communicative function and a syntactic structure. Yet this parallelism is not absolute and in the process of real communication each of the communicative types of sentences may carry out secondary communicative functions, i.e. be transposed into the sphere of other communicative types. D. Bolinger is absolutely right in supposing that grammatical functions probably started as social (communicative L.K.) functions thousands of years ago, but as societies grew more complex the simple social functions became diversified and the old forms had to be adopted for new purposes [Bolinger 1975, 157]. As a result we have questions that do not really ask, statements that do not really assert, imperatives that do not really command, that is we observe the use of one communicative type of sentences in the

function of another communicative type, i.e. we observe the phenomenon of transposition on the level of communicative types of sentences.

The dynamic character of relations between a communicative type of sentence and its ability to actualize both its primary and its secondary communicative functions is presented in the following scheme where the straight lines correspond to the primary functions and the dotted lines - to the secondary functions:



The phenomenon of transposition on the level of communicative types of sentences can be correlated to the theory of speech acts where it is described in terms of direct and indirect speech acts (for more detail see: [Серль 1986])

4. In the process of communication one and the same sentence may be used for making different utterances. Thus the sentence *William Shakespeare was born in Stratford-upon-Avon* may produce three utterances. If it is used as an answer to the question “*Where was William Shakespeare born?*” it is pronounced with the logical stress on the adverbial modifier or the other parts of the sentence may be deleted. If it is used as an answer to a question “*Did William Shakespeare live all his life in London?*” it is pronounced with the logical stress on the predicate, or the particle *only* is introduced before the predicate. And finally, if it is used as an answer to a question “*Who was born in Stratford-upon-Avon?*” it has the logical stress on the subject and the other parts of the sentence may be deleted. These utterances, though identical in their syntactic and semantic structures and their communicative functions (all of them are declarative) carry out different functions in the process of communication. They differ in their informative value. This aspect in the sentence analysis is known as the actual division, or the functional perspective of the sentence.

ЛЕКЦИЯ № 12

THE PARTS OF THE SENTENCE

1. The general characteristic of the parts of the sentence
2. The relations between parts of the sentence and parts of speech, parts of the sentence and semantic actants.
3. The system of parts of the sentence in English
4. Borderline cases in the system of parts of the sentence

1. Analyzing the sentence from the point of view of its constituents we come down to the minimal units of syntactic analysis. These minimal syntactic units distinguished on the basis of their formal features (morphological forms and position in the sentence) and their syntactic function in the structure of the sentence are called parts of the sentence. A part of the sentence, in fact, presents the realization of a notional word in the sentence, a syntactic form of a notional word. The theory of parts of speech has a long history, its basic positions were worked out by the traditional syntax and it was further elaborated by the semantic syntax with its focus on the relations between the syntactic (surface) and the semantic (deep) structures of the sentence. The theory of parts of the sentence was subjected to criticism by structural syntax and attempts were made to replace the traditional parts of the sentence by such notions as immediate constituents, tagmemes, strings etc., but the theory of parts of the sentence survived and no syntactic analysis is possible without addressing the notions of the subject, predicate and the other parts of the sentence. The vital necessity in this theory probably lies in the fact that, on the one hand, parts of the sentence reveal the peculiarities of the sentence structure, and, on the other, they are related to the elements of objective reality conceptualized by the human mind and reflected in the semantic structure of the sentence.

2. Thus parts of the sentence establish the correlation between the two planes of the language: the formal and the semantic planes. From the point of view of their semantic aspect parts of the sentence denote certain elements of the situation which carry out their typical functions in the events described in the sentence and, consequently, certain typical functions in the semantic structure of the sentence which serves as a generalized representation of the event (such functions as the action, the agent, the object, the instrument). From the point of view of their formal properties parts of the sentence are characterized by certain formal features, such as their position in the sentence and also the fact that these positions are designed for words as representatives of certain parts of speech. (When we discussed parts of speech we characterized them as cognitive-discursive formations which, on the one hand, are designed for naming certain concepts, and on the other, for certain positions in the utterance).

Thus in the study of the parts of the sentence we have to consider the relations between: 1) the parts of the sentence and the parts of speech; 2) the

parts of the sentence as components of the syntactic, or formal structure of the sentence and the semantic actants (semantic functions) as elements of the semantic, or deep structure.

ЛЕКЦИЯ № 13

THE SYNTAX OF THE PHRASE

1. The definition of the phrase and the main problems in the study of phrases.
2. The problem of phrase classification.
3. Nominalization and its functions in the language.
4. Grammatical means of expressing syntactic relations between the components of the phrase.

1. If we look attentively at the structure of a sentence we shall see that in fact it is not composed of separate words but rather that words are first grouped into phrases and then these phrases serve as prefabs for making a sentence. E.g. *The little man looked in our direction.* The prefabs for making the sentence are: the noun phrases *the little man* and *in our direction*, then the verb phrase *looked in our direction* and then the N-phrase and the V-phrase are combined to produce a sentence. Thus if we compare a sentence with a building we may conclude that it is built not out of bricks (words) but rather out of prefabs (phrases). **The phrase is a group of two or more syntactically related notional words within the structure of the sentence based on certain grammatical relations between its components, which itself is not a sentence.** This definition of the phrase is based on the understanding of the phrase shared by many scholars on the material of different languages (V.V.Vinogradov, L.S.Barkhudarov).

The definition points out two most important specific features of the -phrase:

1) it is a combination of two or more notional words, from which it follows that a combination of notional word with a functional word (e.g. in the yard, from the town etc.) are considered to be not phrases, but the syntactic forms of the word (see a different opinion in: [Ilyish 1971, 171]). We consider that being functional words (or grammatical lexicon, as they are called by S.D. Katsnelson) functional words do not establish phrases with notional words but they participate in establishing grammatical relations between the components of a phrase as we shall see later;

2) the phrase is basically different from the sentence. The principal difference between the phrase and the sentence lies in the fact that the sentences a unit of communication whereas the phrase is not. The sentence has a nominating function (it names an event or a situation of reality) and a communicative function (it is used with a certain communicative aim) whereas

the phrase has only a nominating function - it names some phenomena or processes and in this respect it is closer to a word.

2. There are several ways of classifying phrases based on different principles: structural, morphological, semantic and derivational.

3. Nominalization plays a very important role in the grammatical structure of English. The English language has a marked tendency towards nominalization. Robert Lees called English “a nominalizing language” and pointed out that due to nominalization the English language is 25% more economical than German [Lees, 1960]. To this we may add that English is also more economical than Russian due to the tendency towards nominalization.

4. In the process of building a phrase the components of a phrase are not just put together but the relations between them are based on certain types of grammatical relations characteristic of a particular language. There are four grammatical means of expressing syntactic relations between the components of a phrase: agreement, government, adjoining and connection (the arrangement of a phrase with the help of functional words).

ЛЕКЦИЯ № 14

THE COMPOUND SENTENCE

1. The nature of the composite sentence. The peculiarities of the structural, semantic and communicative aspects of the composite sentence.
2. The types of the composite sentence. The problem of asyndetic type of connection between the clauses in a composite sentence.
3. The compound sentence. The semantic relations between the components of a compound sentence.
4. The semicompound sentence.

1. The composite sentence is a polypredicative syntactic unit composed from two or more clauses (analogous in their syntactic structures to simple sentences) which constitute a syntactic, semantic and communicative whole. A composite sentence is built on the basis of simple sentences, but it is not a mere combination of simple sentences, but a qualitatively new syntactic unit of a higher syntactic sublevel. Simple sentences united into the structure of a composite sentence have a special name in English - they are called clauses. Being a qualitatively new syntactic unit the composite sentence is characterized by certain structural, semantic and communicative peculiarities. From the structural point of view the composite sentence is characterized by the presence of two or more primary predicative lines. It is a polypredicative structure whereas the simple sentence is a monopredicative structure. From the semantic point of view the difference between the simple and the composite sentence lies in the fact that the simple sentence denotes one situation of reality (unless it

contains implicit predication) and thus has one underlying semantic structure whereas the composite sentence denotes two or more situations of reality and expresses various relations between them which reflects various types of logical relations between events of reality perceived and conceptualized by our mind.

2. According to the basic semantic difference in the relations between clauses, that of coordination/subordination the composite sentence is divided into two types: the compound sentence based on coordinative semantic relations between the clauses, and the complex sentence based on the semantic relations of subordination. Coordination reflects the most general types of logical relations between situations and events: conjunction, disjunction, juxtaposition, cause and consequence. Subordination reflects various relations of dependence between events: condition, result, cause etc. As a rule, the principal clause presents the main event and the subordinate clause - the dependent event which explains or modifies the main event. The meaning of coordination/subordination is manifested by special words - the conjunctions and conjunctive adverbs and pronouns which carry a double function: 1) they connect the clauses into one whole; 2) they specify the type of semantic relations between the clauses.

3. The compound sentence is a syntactic unit which consists of two or more clauses joined together on the basis of coordinate relations. Coordination reflects equal relations between two or more thoughts integrating them into one syntactic whole. Though the sentences name two or more events of reality which are not subordinated to one another, yet when they are joined together and make up a compound sentence they partially lose their independent status and become clauses. The first sentence becomes the "leader clause" and the others are "sequential clauses". The leader clause is structurally more independent whereas the successive clauses are more dependent which is manifested by the fact that they may contain anaphoric elements, substitutes and they may be elliptical

In general the semantic elaboration of coordination is less elaborate than subordination. Traditionally scholars point out four types of semantic relations between the clauses of compound sentences which are marked by the prototypical conjunctions: 1) copulative (the conjunction *and*), adversative (*but*), disjunctive (*or*), causative-consecutive (*for, therefore, so*).

ЛЕКЦИЯ № 15

THE COMPLEX SENTENCE

1. The general characteristic of the complex sentence.
2. Different approaches to the classification of subordinate clauses. The classification of subordinate clauses on the functional basis.
3. Semicomplex sentences. Functional synonymy between subordinate clauses and structures of secondary predication.

4. Secondary semantic functions of the complex sentence.

1. As we have already pointed out in the previous chapter the complex sentence is a polypredicative syntactic structure built on the basis of two or more simple sentences. The relations between the components of the complex sentence are based on the principle of subordination which reflects the logical relations of dependence between the events of reality established by the speaker. These relations of dependence include characterization and specification, condition, concession, cause, time and they lie at the basis of different types of subordinate clauses. As a rule, the principal clause presents the main event and the subordinate clauses - the depending events, subordinated to the main one. It should be stressed that the choice is always made by the speaker and is conditioned by his/her communicative intention and his/her own vision and interpretation of events. Therefore, two identical events of reality may be presented differently by different speakers and even by one and the same speaker depending on what kind of logical relations they establish between them.

The relations of subordination are expressed by the conjunctions and conjunctive words (pronouns and adverbs), asyndetically, by the order of clauses: with the exception of some adverbial clauses the principal clause usually precedes the subordinate one. Subordination also finds manifestation on the morphological level (sequence of tenses and the use of special forms of the mood in certain types of subordinate clauses).

We shall follow the functional approach to the classification of subordinate clauses because it enables to take into consideration both the formal (the syntactic role of the subordinate clause in the structure of the principal clause) and the semantic properties (the semantic relations between the principal and the subordinate clauses).

ЛЕКЦИЯ № 16 **THE GRAMMAR OF THE TEXT**

1. The factors that brought about the necessity in the emergence of the text grammar.
2. The many-sided nature of the phenomenon of the text and problem of its definition. The notions of the micro- and macro-text. Cohesion as the main characteristic of the text and the means of achieving it.
3. The main categories of the text and the means of their expression. The text-forming functions of the language units.

In the course of linguistic analysis of various grammatical and lexical phenomena it has long been noticed and remarked that very often the essence of

these phenomena and their functions in language cannot be understood and interpreted adequately enough if we stay within the boundaries of one isolated sentence. Such grammatical phenomena as pronouns, articles, elliptical sentences, repetition, word order, actual division and even the use of different verbal and nominal forms can be best explained only if we exceed the boundaries of the sentence and turn to the context larger than the sentence.

On the one hand the necessity to go beyond the boundaries of the sentence and study the text is necessitated by the fact that many linguistic facts can be best understood only on the level of the text, and on the other, considered from the view of speech-and thought activity it is the text but not an isolated sentence that best reflects the process of thinking and verbal representation of our thoughts.

The studies in the text linguistics were also stimulated by more general factors, such as: 1) the growing interest in the role of 'the human factor' in language, the tendency to study not only the structural, but also the semantic and communicative/pragmatic aspects of language, the tendency to explore language in the process of its functioning as a means of human interaction, from the aspect of the communicative intentions of the speakers and the means of their presentation; 2) the transition from the studies of linguistic phenomena immediately observed, or overt to the covert categories not given in direct observation. They are such categories as presupposition, implication, sequence and they can be revealed and interpreted only on the level latter than the sentence; 3). The interest in the human factor, or anthropocentrism brought about the necessity in the linking linguistic studies with other humanities, such as socio- and psycholinguistics, the theory of speech activity, pragmalinguistics, linguoculturology, and (especially) studies in literature.

The term 'text' is very wide and it refers to both a combination of two or more sentences and a whole story, novel or a many-volume work. Therefore it is necessary to differentiate between two types of texts, the so-called micro- and macrotext. The microtext is referred to as "complex syntactic whole" (N.S. Pospelov), 'a supra-phrasal unit' (O.I. Moskalskaya), 'a dicteme' (M.Y. Blokh), a suprasentential structure. The macrotext is a whole product of speech activity: a story, a novel a newspaper article or a scientific research. The main object of syntactic studies is usually (though not always) the microtext, i.e. the suprasentential structure which may be defined as a combination of two or more sentences characterized by the structural, semantic and communicative cohesion (coherence). Such units present one theme (thus the term 'dicteme' introduced by M.Y. Blokh) and the transition from one theme to another signalizes the boundaries of the suprasentential structure. Cohesion or coherence appears to be the main feature differentiating a suprasentential structure from a random set of sentences.

Speaking about the relations between the units of language, M. Halliday points out three kinds of relations: ideational which reflect the speakers'

experience of the real world, including the inner world of the speaker's consciousness; interpersonal enabling the speaker to interact with others; and, finally, textual relations i.e. the relations between the units of language which enable it to express the other two types of relations [Halliday 1985, Introduction]. These relations are correlated with the three aspects of language that we pointed out at the beginning our course: semantics, pragmatics and syntactics all of which are integrated in the act of communication. Cohesion, then, is a feature which finds its manifestation in all the three aspects: semantic, syntactic and pragmatic (communicative).

6. Вопросы и задания для семинарских занятий

СЕМИНАРСКОЕ ЗАНЯТИЕ № 1

Продолжительность занятия – 2 часа.

Тема: The Position of Grammar in the Structure of Language. The Basic Notions of Morphology

Discussion Points on the position of grammar in the structure of language:

1. Compare various definitions of language and explain the reasons for the multitude of definitions. Enumerate the main functions of language and try to define language with regard to its functions.
2. Give the definition of the language level. Enumerate the levels of language and characterize their roles in the system of language. What is the main function of grammar in the system of language?
3. Describe the relations between the language levels, give example of interaction between the levels.
4. Speak about the main aspects in the study of language in semiotics: syntactics, semantics and pragmatics.
5. Enumerate and characterize the peculiarities of the grammatical structure of English. Give your own examples to illustrate these peculiarities.

Recommended Reading:

1. M.Blokh. A Course in Theoretical English Grammar. M., 2000. – С. 6 – 17.
2. Лингвистический энциклопедический словарь. М., 1990. Статьи: Язык, грамматика, уровни языка.
3. Блох М.Я. Диктема в уровневой структуре языка // Вопросы языкознания, 2000, №4.
4. Козлова Л.А. Теоретическая грамматика английского языка. – С. 5 –18.
5. Блох М.Я., Семенова Т.Н., Тимофеева С.В. Практикум по теоретической грамматике. М., 2004, С. 7 – 11.

Practical assignments:

- I. Analyze the sentences and comment on the interaction between the grammatical and lexical levels of language.
 1. He stopped reading and put the book aside. He saw an advertisement and stopped to read it.
 2. He went on speaking as if nothing had happened. After a short introduction he went on to speak about the situation on the stock exchange.
 3. He can't join us right now as he is talking over the phone. He is constantly talking over the phone.

II. Disambiguate the meaning of the sentences by reading them in two different ways and comment on the interaction between the prosodic and syntactic levels of the language.

1. I have instructions to leave.
2. She spoke with a pretty French accent
3. He gave her dog biscuits.

III. Analyze the sentences and point out the peculiarities of the grammatical structure of English manifested in them.

1. Do you serve crabs here? – We serve anyone, sit down
2. Call me a taxi, please. – OK, you are a taxi.
3. He kept his dog in his bedroom. He kept looking at us. The girl kept quiet.
4. We try harder. We dry harder.
5. He married a poor girl. He married a poor man.
6. He gave her dog biscuits.
7. Age is strictly a matter of mind over matter, if you don't mind it doesn't matter.

IV. Translate the sentences into English and point out the peculiarities of the grammatical structure of English manifested in them.

1. Этого я Вам никогда не обещал.
2. Заседание посетил Генеральный Секретарь ООН.
3. Она ничего не сказала и лишь строго посмотрела на нас.
4. Сегодня будете говорить вы, а я буду лишь слушать.
5. Моя жена не любит, когда Библию выносят из дома.
6. Он как раз тот человек, который может нам помочь.
7. В доме было пусто и холодно.
8. Со мной никогда прежде так не разговаривали.
9. Он медленно соображает.

V. Find and correct mistakes in the following sentences and point out their causes.

1. This mistake I will never make again.
2. No one likes being interfered.
3. I find very convenient to use a dictaphone.
4. He never wanted that I should be his partner.

Discussion points on the basic notions of morphology:

1. Compare several definitions of the morpheme and choose the one that you consider the most adequate.
2. What is an allomorph? Give examples of allomorphs of different morphemes.
3. Speak about the classification of morphemes.
4. Define the grammatical meaning. What is difference between grammatical and lexical meanings? How do these two types of

- meanings interact? Explain the difference between paradigmatic and syntagmatic meanings and give examples of both.
5. What is a grammatical form? Enumerate and characterize the types of form building in English.
 6. Give the definition of the grammatical category. Explain the difference between conceptual and formal grammatical categories.
 7. Speak on the theory of oppositions. Describe the processes of neutralization and transposition. Give examples of both.
 8. What is the functional-semantic category? Give examples of various FSC.

Recommended Reading:

1. Blokh M.Y. A Course in Theoretical English Grammar. – P. 17 – 37.
2. Козлова Л.А. Теоретическая грамматика английского языка. С. 18 – 36.
3. Иванова И.П., Бурлакова В.В., Почепцов. Г.Г. Теоретическая грамматика современного английского языка. – С. 4 – 14.
4. Бархударов Л.С. Очерки по морфологии современного английского языка. – С. 6 – 48.
5. Блох М.Я., Семенова Т.Н., Тимофеева С.В. Практикум по теоретической грамматике. – С.45 – 47, 65 – 68.

Practical Assignments:

- I. Give the morphemic analysis of the following words: musicals, postimpressionists, reevaluated, teenagers, Afro-Americans, homecomings.
- II. Analyze the sentences and comment on the interaction between the lexical and grammatical meanings.
 1. He will arrive tomorrow at 5 p.m.
 2. She is watching TV. She is constantly watching TV.
- III. Analyze the oppositions and say what grammatical categories they constitute: has::has had; will have:: will be having; is done:: has been done; will have:: will be had; is writing:: was writing:: will be writing; goose::geese; men::men's; he:: him.
- IV. Point out cases of neutralization and transposition and the role of neutralizers and transpositors.
 1. As I smoked a pipe before going to bed I turned over in my mind the possible reasons for which Roy might want to lunch with me (S.Maugham).
 2. Rennie changes some money, then she waits while a tired uniformed woman pokes through her purse and bags (M.Atwood).
 3. That fellow was always coming to their place! (J. Galsworthy).
 4. Well before he arrived he knew he had not wasted the journey (J.Fowles).

5. The men joshed and joked as ever while Big Billie munched his way through the pile of door step sandwiches his wife had prepared for him (F. Forsyth).
- V. Give reasons for grouping the following units:
1. Sheep, they, majority, a lot, geese, abundance
 2. Would come, might arrive, my guess is, perhaps, imperative, her would -be sister -in -law, workable, probability.

СЕМИНАРСКОЕ ЗАНЯТИЕ № 2

Продолжительность занятия – 2 часа.

Тема: The Problem of Parts of Speech in English and Their Interaction

Discussion Points:

1. Give the definition of a part of speech and a short survey of the parts-of-speech theory.
2. Speak about different approaches to the classification of vocabulary into parts of speech: monodifferential and polydifferential. Which do you find the more adequate?
3. Characterize the essence of the cognitive approach the study of parts of speech and show its correlation with the traditional approach.
4. Speak about the system of parts of speech in English. Point out the difference between notional and functional words. Enumerate and give a short characteristic of each part of speech.
4. Speak about the field approach to the study of parts- of- speech structure. Try to draw a parallel between the theory of field and the prototype theory. What parts of speech are considered to be cardinal and why? How are they connected to one another? What is the paradigm of lexical nomination? Point out the central (prototypical) and marginal (peripheral) units within parts of speech. Speak about the interaction between parts of speech. What is the syntactic transposition and what are its functions in the language?

Recommended Reading:

1. M.Y. Blokh. A Course in Theoretical English Grammar. M., 1983. Ch.4.
2. B.A. Ilysh. The Structure of Modern English. pp.27-35.
1. языка. М.,1981,с.14-20.
3. Козлова Л.А. Теоретическая грамматика английского языка. – С. 37 – 52.
4. И.П. Иванова и др. Теоретическая грамматика современного английского языка. с. 14-20.
5. Вежбицкая А. Семантические универсалии и описание языков. М., 1999.с. 134-170.

Practical Assignments:

I. Translate the sentences into Russian and point out the cases of cross-linguistic asymmetry in the parts of speech.

1. Why are you reluctant to reveal the sources? (J. Fowles).
2. He suspected that the girls were after something exploiting the old man's weaknesses (J. Fowles).
3. Since then I bank no more (S. Leacock).
4. She was silent, torn-apart silent (R.J. Waller).
5. Afterward he took her to a fancy restaurant for lunch (R.J. Waller).
6. I gravely doubt that the boss did any sleeping for two weeks. That is bed sleeping (R.P. Warren).
7. He gave her a rueful nod. "I suspect I am being a bloody nuisance. For you. (J. Fowles).
8. There was only one showing of the lion's claws (J. Fowles).
9. The initial employee was back (V. Nabokov).
10. Cohn wanted some changes. If I agreed, the film would be doable, he said (A. Miller).
11. After Uncle Mose had gone, Miss Lydia had a good cry (O. Henry)
12. At 2 o'clock he was taking his usual afternoon nap on the veranda.
13. In Germany vacation time is transferable.
14. He was reluctant to go home.
15. If you blend all American workers together, we average around two weeks.
16. She gave him a surreptitious look behind the old man's back.
17. He suspected that the girls were after something, exploiting the old man's weaknesses.
18. That night he did all the talking.

II. Translate the sentences into English and point out the possible cases of cross-linguistic asymmetry in the sphere of parts of speech.

1. В нашей семье у всех есть обязанности по дому: я убираю, мама готовит, а отец закупает продукты.
2. Это расстояние можно пройти пешком.
3. Она чуть-чуть прибрала в доме и помчалась в аэропорт.
4. Эту фразу можно интерпретировать двояко.
5. Он критически осмотрел комнату и кажется, был вполне доволен.

III. Analyze the sentences and point out the cases of syntactic transposition. State the function of the transposition.

After a week we all served ourselves Chinese style...

He thinks the world of you.

She was shining black, pure African, devoted to her last drop of blood to the O'Haras.

The phrase could be interpreted two ways.

"You look very tired. A hard day?" – "A nothing day, Herr Bitter"

- He gathered the dinner menu was being discussed.
 A discreet minute or two later David also went upstairs.
 They walk out past the front desk and the English woman's laser-beam-gaze.
4. They can't hurt you any (T. Chamales).
 5. The phrase could be interpreted two ways (G. Greene).
 6. It's a weeding-out system: the weaker get discouraged and fall out (D. Lessing).
 7. They walk out past the front desk and the English woman's lazer beam gaze (M. Atwood).
 8. I want to go somewhere very warm and very far away (M. Atwood).
 9. At last he turned and started walking in the now deserted corridor (E. Segal).
 10. The thought of Nick, once it came fully upon him, began to eat up Michael's consciousness (I. Murdoch).
 11. They marched in darkness that was pitch (J. Heller).

СЕМИНАРСКОЕ ЗАНЯТИЕ № 3

Продолжительность занятия – 2 часа.

Тема: The Noun and its Grammatical Categories

Discussion Points:

1. Give the definition of the noun, point out its semantic, morphological and syntactic features. Characterize the position of nouns in the system of parts of speech. Speak about the interaction of nouns with other parts of speech.
2. Enumerate the ways of expressing gender in English nouns. Analyze the gender opposition and define the nature of these oppositions.
3. Characterize the grammatical category of number in nouns. Point out the peculiarities of number expression in different semantic groups of nouns. Point out the most frequent mistakes in the use of number made by Russian speakers of English. Comment on the cause of these mistakes.
4. Define the grammatical category of case. Point out the disputable problems in the analysis of this category. Give evidence to support your point of view. Analyze the opposition "Common case:: Possessive Case". Enumerate the syntagmatic meanings of the Possessive Case and give examples of these meanings.
5. Speak on the main function of the article.

Reference Materials:

1. M.Y. Blokh. A Course in Theoretical English Grammar, p.p.49-85.
2. Козлова Л.А. Теоретическая грамматика английского языка.- С.52 – 61.
3. В.А. Ilyish. The Structure of Modern English. - p.p.35-57.
4. И.П. Иванова. Теоретическая грамматика ... с.21-34
5. Козлова Л.А. Проблема функционального сближения частей речи с.55-63, 103-138.

Practical Assignments:

1. Speak on the peculiarities of the number expression in the following nouns: arm, penny, snow, money, bison, team.
2. Analyze the use of number in nouns in the following sentences and decide whether count/mass division is a distinction between words or ways of using words:

When I think of that house I think of objects and silences. The silences were almost visible; I pictured them as gray, hanging in the air like smoke (M. Atwood)

If students can learn to write well by studying manuals of errors...classes can go from ten to fifty and tax monies can be released for other purposes. (D.Bolinger)
It is because I like lambs that I don't like lamb. (K.Allan)

Hetty likes to gorge herself on cake. Whenever Hetty gobbles down a cake, her diet 'starts tomorrow'. (K.Allan)

3. Define the syntagmatic meanings of the possessive case in the sentences:

It used to be my sister's room.

Then came a moment's silence.

He was dressed in a sailor's pants.

She watched my approach with a philosopher's superior curiosity (A.Miller)

'You are strangely like Titian's portrait of Francis I in the Louvre'

"With his little pig's eyes" (W.S.Maugham)

...our American is delighted with the attractive French lady's remark.

СЕМИНАРСКОЕ ЗАНЯТИЕ № 4

Продолжительность занятия – 2 часа.

Тема: The Verb. General Characteristics.

The Grammatical Category of Tense

Discussion Points:

1. Characterize the verb from the point of view of its semantic, formal and syntactic properties. Disclose the syntactic nature of the verb and its role in the sentence. Enumerate the productive types of verb building in English and illustrate them with examples.
2. Give the classification of verbs based on their formal, functional and semantic properties.
3. Speak about the grammatical category of tense:
 - a) give the definition of the category; point out the specific character of this category in the English language; enumerate the main problems that arise in the analysis of this category in English and suggest their possible solutions;
 - b) analyze the opposition constituting the category of tense in English; describe the paradigmatic and syntagmatic meanings of each member of the opposition;

point out the most typical mistakes that occur on the use of tense forms in the speech of Russian learners of English and the causes of these mistakes.

Recommended Reading:

1. M.Y. Blokh. A Course in Theoretical Grammar. pp.85-102, 137-155.
2. Козлова Л.А. Теоретическая грамматика английского языка.- С.62 – 81.
2. В.А. Ulyish. The Structure of Modern English. pp. 86-89
3. И.П. Иванова и др. Теоретическая грамматика современного английского языка. С. 46-53

Practical Assignments:

i. State the function of the underlined verbs:

1. It had all sounded so romantic (E. Bombeck).
2. He looked white and beaten and ready to faint (S. Leacock).
3. She's jealous, Craig thought wonderingly. Go figure women out (I. Shaw).
4. I never told a woman I admired her when I didn't (J. Galsworthy).
5. "Henry's asking if you paint abstracts." "Well yes. I'm ... afraid I do." (J.Fowles)
6. After my grandfather's death she began to deteriorate. That's how my mother would put it when she would come to visit (M. Atwood).
7. In less than two years, as always in America, a lot would change. McCarthyism was on the wane (A. Miller).
8. How much do you think I make a week? - I don't know. - Take a guess. (P. Roth)
9. Mrs. Thatcher continued her election-date guessing game (MS).
10. The weather continued dry and cold.
10. She was seventeen and singing with a local band in Texas (J. Susan).

II. Comment on the use of tense forms, point out cases of neutralization and transposition.

1. Experience fades. Memory stills (Ch. Romney-Brown).
2. "There is no news in Jesse Craig this season, Miss" (I.Shaw).
3. And then, on the night of the banquet, she appears in her emeralds (M. Mitchell).
4. "She wants you back and she'll do anything she can to get you back". "She's not going to get me back" (I.Shaw).
6. "We can't take our things, and we were just wondering whether there are any articles in your home you and Mrs. Henry would care to buy. You could have anything you wished, and I could make you a very reasonable price
7. The night was cool as nights will be in an essential desert (Ch. Armstrong)
8. But accidents, he said, will happen (D.Lessing).

СЕМИНАРСКОЕ ЗАНЯТИЕ № 5

Продолжительность занятия – 2 часа.
**Тема: The Verb. The Grammatical Categories
of Aspect and Time Correlation**

Discussion Points:

1. Analyze the grammatical category of aspect in English:
 - a) give the definition of the category, point out the features which can be taken as the basis for constituting the grammatical category of aspect in different languages;
 - b) Analyze the opposition ‘Common:: Continuous aspects’, describe the paradigmatic and syntagmatic meanings of its members, point out the cases and the conditions for the neutralization of the opposition;
 - c) Characterize the text-forming function of the Indefinite and Continuous forms of the verb in English, find examples in your books for Home reading or Individual reading to illustrate the text-forming function of the aspective forms of the verb.
2. Speak about the grammatical category of time-correlation in English:
 - a) analyze different interpretations of the opposition ‘Perfect::Non-Perfect and give your assessment of these interpretations;
 - b) analyze the opposition ‘Perfect-Non-Perfect’, enumerate and illustrate out the paradigmatic and syntagmatic meanings of the Perfect forms, point out the cases and the conditions for the neutralization of the opposition’, the analysis of its members, the cases and conditions for the neutralization of the opposition;
 - c) Characterize the role of Perfect forms in the text, give your own examples of the text-forming function of perfect forms.

Recommended Reading:

1. Blokh M.Y., A Course in Theoretical English Grammar, ch. 15
2. Козлова Л.А. Теоретическая грамматика английского языка. – С 81 – 93.
2. Iyish B.A. The Structure of Modern English. Ch.8,10.
3. Смирницкий А.И. Морфология английского языка. М., 1959. С. 274-316.

Practical Assignments:

- I. Analyze the meanings of aspect and time correlation forms, point out cases of neutralization and transposition.
 1. The American party, sitting in a restaurant full of people on their feet, was getting hostile glares. “Do they expect us to stand?” Sally Forest said. “I’m not standing”, Rhoda said (H. Wouk).
 2. “Are you in a hurry?” -”I was going out”. “I want you this evening” (D.H. Lawrence).
 3. “I don’t like tourists. They’re always complaining about the food, and they throw up too much” (M.Atwood).

4. I'm always saying stupid things, because I don't think before I say them (E. O'Brien).
5. He always dressed in brown, to brown shoes, brown ties and even brown shirts; he was always reading enormous brown books on economics and politics and had a generally brown outlook on life, believing that America was a doomed society, rapidly going under (H. Wouk).
6. She was being very Russian tonight, clapping her hands and screaming with laughter (A. Christie).
7. He had authority in that house - authority limited, but very real while it lasted (R. Kipling).
8. There's an open window, through it Renny can hear her mother and her aunts singing hymns in the kitchen while they do the dishes (M. Atwood).
9. "You're thinking someone walked in from Lesser Springburn?" It was a possibility, she said (E. George).
10. Hardly in a sporting mood, Sheila went to walk along the beach. The shore was empty. Far up the beach, a solitary child was playing in the sand. But that was all (E. Segal).
11. It had been warm and sunny in New Orleans. But it was winter in Washington (J. Susan).
12. Less than quarter of an hour before Martin Snell discovered the crime scene, he was delivering milk (E. George).
13. The earth floor shook a little as they passed, and they had gone (G. Greene).
14. Martin's habit had long been to chat companionably with his photograph of the queen (E. George).
15. "If you're thinking a phone call's the key, then his family must have known where Fleming was going as well. He had to cancel the trip to Greece, didn't he? Or at least postpone it. He would have told them something. He had to have told them something since the son... what was his name.. did not phone" (E. George).
16. That was the way it had always been - when I had come home from school, when I had come back from camps, when I had come back from college, when I had come back from jobs - and that was the way it was that late rainy afternoon, on the borderline between winter and spring, back in 1933, when I came back home again after not coming home for a long time (R.P. Warren)

СЕМИНАРСКОЕ ЗАНЯТИЕ № 6

Продолжительность занятия – 2 часа.

Тема: The Grammatical Categories of Mood and Voice

Discussion Points:

1. Define the grammatical category of mood and point out its specific character in the system of verbal categories. Point out and discuss the main problems that arise in the study of this category and the classification of moods in English. Substantiate your point of view on the number of moods in English.

2. Characterize the system of moods in English from the following aspects: form, meaning and contexts of use.
3. Compare the systems of moods in English and Russian and point out the main difficulties in the use of oblique moods which may arise for Russian learners of English.
4. Point out the specific character of the category of voice as compared to the other verbal. Enumerate different approaches to the study of voice of English. Characterize the essence of the category of voice in terms of the diateze.
5. Analyze the opposition Active :: Passive in English. Characterize the relations between transitivity and the ability of the verb to passivize. Point out the specific features of English in the sphere of voice.
6. Point out and analyze the semantic, pragmatic and syntactic factors which determine the use of the Passive voice in English.
7. Enumerate and characterize other means of expressing voice-like distinctions in English.

Recommended Reading:

1. M.Y.Blokh. A Course in Theoretical Grammar. Ch.16, 17.
2. Козлова Л.А. Теоретическая грамматика английского языка. С.93 – 109.
2. В.А.Ilyish. The Structure of Modern English. Ch.11 -12.
3. И.П. Иванова и др. С.68- 80.
4. Л.С. Бархударов. Очерки по морфологии современного английского языка. С.129-136.
5. А.И.Смирницкий. Морфология английского языка. С. 257 -273; 341-357.

Practical Assignments:

- I. State the form of the mood and its meaning in the following sentences:
 1. If it wasn't for my pipes I don't know how I should manage to keep on (E. Waugh).
 2. It would be worde than before if I should lose you now (G.Greene).
 3. Some of these stories, it is understood, are not to be passed on to my father, because they would upset him (M.Atwood).
 4. She had suggested that Abraham arrive precisely at one-thirty (I.Stone)
 5. If such men would only rule the world, I should have no conflicts to write about (J. le Carre).
 6. “So you went to catch a thief alone? What if there had been more than one? (L.S. Robinson).
 7. I went back to the room and thought,” i might as well have told them both that I was going.”...My lie would even ease his conscience (G.Greene).
 8. “I lied to you, Phuong. I have been ordered home” “But you won't go?” “If I refused what would we live on?” “I could come with you. I would like to see London” (G. Greene).
 9. I wished she would not always treat me as a child (D. du Maurier).

10. No doubt life had many strange secrets. Perhaps it was essential that somebody should investigate them (Th. Dreiser).

11. He insisted that the boy remain in bed (A.J.Cronin).

II. Analyze the sentences and differentiate between the grammatical homonyms - the forms of the Passive voice and the compound nominal predicate.

1. The piano is not tuned. The piano has not been tuned for years.

2. He came up to the door to discover it was locked. After they set off the doors and the windows were locked.

3. She went round the house to see if everything was prepared for the ball. The house was being prepared for the ball.

4. "How do you find the cooking?" "Unchanged. When the cook was hired, your aunt gave her ten menus and they have never varied since".

5. The dinner was announced and they were invited to the dining room.

6. The house was large and beautifully furnished.

7. They are made from real sapphires which were brought from India many years ago.

III. Analyze the sentences and point out the factors that necessitated the use of the passive voice.

1. Don't count your chickens before they are hatched.

2. His wife was found in the grounds nearly half a mile from the house... No weapon was found near her. The crime seems to have been committed late in the evening and the body was found by a gate keeper about 11 o'clock (A. Conan Doyle).

3. Many sentences were pronounced in that darkened room and the prisoners often needed cheering (R. Kipling).

4. Hungry people are easily led (K.Mansfield).

5. It is to be hoped that the President will respond to this in a positive way.

6. When it became known that he had made reservations for the entire Festival this year many eyebrows were raised (I.Shaw).

7. Many attempts have been made to find central or basic meanings for each modal that can explain their common and effortless use (F.Catamba).

8. The public was being lied to and knew it (D.Bolinger).

9. He was accompanied to the house by his wife, his son, his daughter and his servants.

10. Such a behaviour is not accepted in our company.

IV. Translate the sentences into English and compare the use of voice forms in English and in Russian.

1. На день рождения ей подарили чудное ожерелье из жемчуга.

2. Вас обслуживают?

3. В этом доме уже много лет никто не живет.

4. Наше собрание посетил представитель известной международной организации.
5. О его последней работе очень хорошо отзываются.
6. У вас хорошее пианино, но его нужно настроить.
7. После двух лет работы в компании его повысили в должности.
8. Как только он вышел из здания театра, его окружили многочисленные репортеры.

СЕМИНАРСКОЕ ЗАНЯТИЕ № 7

Продолжительность занятия – 2 часа.

Тема: The Simple Sentence and Its Essential Features. The Parts of the Sentence. The Syntax of the Phrase

Discussion Points on the simple sentence:

1. Give the definition of syntax and its subject matter. Enumerate the sublevels of syntax and the main units of syntactic analysis.
2. Analyze various definitions of the simple sentence and decide on the most adequate one. Comment on the reasons for the controversy of opinions about the essence and the definition of the sentence.
3. Speak about the category of predicativity. Differentiate between the primary and secondary predication, explicit and implicit predication.
4. Characterize the category of modality. Differentiate between the primary (objective) and secondary (subjective) types of modality and speak about the means of expressing different types of modality. Speak about the specificity of modality across cultures and across genders.
5. Point out the essential features of the category of negation. Characterize different types of negation: complete and partial, grammatical and lexical, explicit and implicit. Point out the specificity of expressing negation in English.

Recommended Reading:

1. Blokh M.Y. A Course in Theoretical English Grammar. Ch.21.
2. Козлова Л.А. Теоретическая грамматика английского языка. – С. 132 – 146.
3. Иванова И.П., Бурлакова В.В., Почепцов Г.Г. Теоретическая грамматика современного английского языка. С. 164-173.
4. Бархударов Л.С. Проблема предложения в трактовке различных грамматических направлений // Вопросы языкознания. 1976. №3.
5. Беляева Е.И. Принцип вежливости в речевом общении // Иностранные языки в школе. 1985. №2.
- 5 Lakoff. R. You are what you say // Tapestry. Global Views. Boston, Massachusetts, 1993.
6. Coates J. Gossip Revisited: Language in All-Female Groups// Language and Gender. Blackwell Publishers, 1998.

Exercises:

I. Analyze the following sentences and point out cases of secondary and implicit predication and comment on the ways of their expression. Translate the sentences into Russian.

1. I guessed her to be about twenty-two or three (J.Fowles).
2. She must now imagine herself to have been his first great influence and inspiration (E.George).
3. With rage and hatred in my heart I finished (E.George).
4. He sat with his coffee undrunk (G.Greene).
5. I had seen Mr. Kellada vehement and voluble before, but never so voluble and vehement (S. Maugham).
6. She kissed me for my silence (P.Taylor).
7. Mr Kellada stopped with his mouth open (S.Maugham).
8. I never saw you for a quitter (E. George).
9. With all their cleverness they had never mastered the secret of finding out what another human being was thinking (G. Orwell).
10. When once more alone, I reviewed the information (Ch. Bronte).
11. He likes his women thin (J. Susann).

II. Point out the means of expressing secondary modality in the sentences. Comment on the modal meanings of these means and their pragmatic value.

1. "It was an accident!" "It must have been" (J. Galsworthy).
2. I am afraid I'll have to ask you to leave (I.Shaw).
3. I suppose you wouldn't know whether the land about there was freehold? (J.Galsworthy).
4. Lynley appeared to consider his sergeant's words. "The telephone", he said reflectively. "What about it?" "The conversation Fleming had with Mollison. He may have mentioned his Kent plans to him." "If you are thinking a phone call's the key, then his family must have known where Fleming was going as well. He had to cancel the trip to Greece, didn't he? Or at least postpone it. He would have told them something. He *had* to have told them something since the son... what was his name?" "Jimmy". "Right. Since Jimmy didn't phone Mrs. Whitelaw on Wednesday when his dad failed to show. And if Jimmy knew why the trip was cancelled he may have told his mum. That would have been natural" (E. George).
5. Her husband was there. "I expect he'd like a cup of tea," he said. "Oh, I think it's rather late for tea, isn't it?" She looked at me gently, her mild, rather fine eyes full of kindness. "You don't want any tea, do you?" I was thirsty and hungry, for my lunch consisted only of a scone and butter and a cup of coffee, but I did not like to say so. I refused tea (S. Maugham).
6. "I don't think for a moment that you are in love with you husband. I think you dislike him. I shouldn't be surprised if you hated him. But I'm quite sure that you're afraid of him (S.Maugham).

7. The poor things in Washington must not have slept for nights before deciding to gather me into their arms again (A. Miller).

III. Analyze the sentences and comment on the ways of expressing negation in them. Differentiate between the types of negation and its grammatical and pragmatic value.

1. I don't suppose she would like to be reminded of it (S. Maugham).

2. "Aren't you Dostor Page's new assistant?" "That's hardly the point", he answered stiffly (A.J. Cronin).

3. At that moment I did not entirely dislike Mr Kellada (S. Maugham).

4. He was too weak even to move a finger (K. Mansfield).

5. The Medici did not live in a world fuller of intrigue (S. Turow).

6. He was extremely considerate, he was very attentive to her comfort; she never expressed the slightest wish without his hastening to gratify it (S. Maugham).

7. He hardly knew anyone here, did he? (E. Caldwell).

8. "You didn't kill the mule, did you, Jim" "I wasn't nowhere around. It just dropped dead". (E. Caldwell).

9. "I haven't a penny. We can't live on nothing" (G. Greene).

10. He must have failed to turn up in time (E. George).

11. He wasn't a man to idly chat, at least not with me (A. Miller).

Discussion Points on the syntax of a phrase:

1. Give the general outline of the problem of parts of the sentence. Characterize the relations three levels: parts of speech, parts of the sentence and the semantic actants

2. Give a detailed analysis of the parts of the sentence in English according to the following scheme: the role in the sentence, the forms of expression (the structural types), the semantic functions, the typological peculiarities.

3. Point out and characterize the borderline cases in the system of parts of the sentence.

Recommended Reading:

1. Иванова И.П., Бурлакова В.В., Почепцов Г.Г Теоретическая грамматика современного английского языка.- С.186-207.

2. Козлова Л.А. Теоретическая грамматика английского языка. – С.169 – 188.

2. Ilyish B.A. The Structure of Modern English. – P. 198-230.

Practical Assignments:

I. State the syntactic and the semantic functions of the underlined words in the sentence:

1. During the Renaissance Latin was seen as the language of a golden age (L.Berk).
 2. There was a sudden scraping of chairs (J.Fowles).
 3. I took a long and a hot bath (G.Green).
 4. Weekends were usually lonely.
 5. Seattle is often foggy.
 6. I remembered that day of the picnic long back (R.P. Warren).
 8. Forgetting serves a very important function, and it's a by-product of learning.
 9. Eastern parts of Britain will start the day dry and fairly bright with a touch of ground frost in some sheltered areas (MS)
 10. Outrage greeted the Employment Secretary in the Commons as he announced a drastic shake-up in adult jobs for training (MS)
 11. The 1940s and 1950s saw several desperate attempts to answer these and similar questions (R. Matthew).
 12. When I got back from Hungary I did not have the 'why do I live here in Moscow' feeling.
 13. Smoke curled thinly from one of the near chimneys (D. du Maurier).
 14. She bade him a casual and demure good night (J. Galsworthy).
 15. It was his nature to be communicative (D. du Maurier).
 16. For all these years I kept my mouth closed (Amy Tan).
 17. She smiles a pussy cat smile (M. Atwood).
- II. State the type of predicate in the following sentences:
1. He remained away till he was informed by a messenger that his guest had left (S.Maugham).
 2. He was seized with panic (S.Maugham).
 3. He glanced at me irresolute, disturbed (D. du Maurier).
 4. That day I started to think how I would escape this marriage (Amy Tan).
 5. Each person is made of five elements, she told me (Amy Tan).
 6. She gave a surreptitious nod at David (J. Fowles).
 7. He kidnapped child, the one he wouldn't let her have (M.Atwood).
 8. Soon he came to regard her as his property (D.Steel).

Discussion Points:

1. Give the definition of the phrase and outline the main problems in the theory of phrases. Point out the principal difference between the sentence and the phrase.
2. Give the essence of the various classifications of phrases. Dwell on the derivational approach to the classification of phrases.
3. Speak about the process of nominalization. Describe the functions of nominalization. Give proof in support of the opinion that English is a nominalizing language.
4. Characterize the grammatical means of expressing the syntactic relations between the components of the phrase.

Recommended Reading:

1. B.A.Ilyish. The Structure of Modern English. pp. 171-181.
2. Козлова Л.А. Теоретическая грамматика английского языка. – С. 188 – 196.

Practical Assignments:

I. Classify the following phrases on the morphological principle:

ready to faint, to be about to depart, chapter five, a five-story red-brick, loosely joined limbs, vaguely familiar, high above, welcome news, unwelcome news, to wear nothing but a strip of red cotton round their loins, at five sharp, no sign of stopping, red in the face, a literary eleven, that net of yours.

II. Classify the following phrases into primary and secondary: the Flying Dutchman, my dear Eddison, my old friend, an obvious lie, pure truth, mere nonsense, an enigmatic smile, a ghost of a smile.

III. Translate the sentences and comment on the difference between English and Russian in the sphere of nominalization:

1. The doctor made no answer.
2. On weekends they would do some shopping.
3. My husband is a forgetter. I am a rememberer.
4. He badly needed a bath and a shave.
5. There was a “Wet Paint” note on the bench which he did not notice.

СЕМИНАРСКОЕ ЗАНЯТИЕ № 8

Продолжительность занятия – 2 часа.

Тема: The Structural, Semantic and Communicative Aspects of the Sentence

Discussion Points on the structural aspect of the sentence:

1. Give the classification of sentences according to their structure. Point out the marginal structural types of sentences. Characterize the essence and give examples of semicomound and semicomplex sentence.
2. Comment on the term “a simple extended sentence”. Why can it not be used as an instrument of syntactic analysis. Speak about the theory of valency, point out types of valency. What is the structural minimum of the sentence? What is the elementary sentence? Give the list of the most typical structural schemes of sentences in English and elementary sentences based on them.
3. Speak about the processes of extending and compressing the elementary sentence. Give examples of these processes.

Recommended Reading:

1. Blokh M.Y. A Course in Theoretical English Grammar. Ch.24.
2. Козлова Л.А. Теоретическая грамматика английского языка. – С. 146 – 153.
3. Иванова И.П., Бурлакова В.В. Почепцов Г.Г. Теоретическая грамматика современного английского языка.- С. 207-230.
4. Бархударов Л.С.. Структура простого предложения современного английского языка. М., 1966. С. 172-188.
5. Ilyish B.A. The Structure of Modern English. Ch.31.

Practical Assignments:

I. State the structural type of the following sentences.

1. Mysteriously joyful, she went to open the door (A. Carter).
2. The spring came richly and the hills lay deep in grass (J. Steinbeck).
3. I see – Mr. Rochester sitting here, a book and a pencil in his hand; he is writing (Ch. Bronte).
4. She looked first at me, then at the painted lady (Amy Tan).
5. Soames waited breathless at the top of the stairs (J. Galsworthy).
6. Who and what he was Martin never learned (J. London).
7. Stella had been brought up in an orphanage, which my mother seemed to feel was somehow her own fault (A. Miller).
8. One might write a book concerning our flight from the chicken farm into town (Sh. Anderson).
9. They probably try to imagine what it's like living on a barge in the middle of a city (E. George).
10. When I am on trial, I will frequently arrive home at 11 p.m. to find Barnara waiting for me in her housecoat, my dinner warm (S.Turow).
11. With my tuition deducted from a starting teacher's salary, we approached the bureacratc standards for recognized poverty (S.Turow).
12. I found it for the present inexplicable (Ch. Bronte)

II. Point out grammatical and ungrammatical sentences and complete the ungrammatical sentences in accordance with the valency of the verb.

1. I waited.
2. He paused.
3. He bought.
4. Tulips are grown.
5. My mother took.
6. The doctor treated.
7. The teacher treated.
8. She arrived.
9. The dishes clank.
10. She envied.

III. Point out the syntactic processes that underlie the following sentences.

1. Emma reached Wreck Island and sat on it, shivering and worrying about Robbie (M. Atwood).
2. A week later I am visited by a very stylishly dressed young woman (W. Saroyan).
3. No one complimented her on her feat of daring (M. Atwood).
4. I went to a small restaurant for dinner. Alone (I. Shaw).
5. I must keep to my post, however (Ch. Bronte).
6. It wasn't snowing in the morning but clear, blue and cold (I. Shaw).
7. And then the weather breaks. In the past it always has (S. Turow).
8. That is no answer, it is very irritating because it is a very evasive one (Ch. Bronte).
9. "How's work?" "No leads and no results" (S. Turow).
10. I went directly to her office, eleven o'clock one morning (S. Turow).
11. Raay Pearson arose and stood staring (Sh. Anerson).
12. How sweet I roamed, or, rather, used to roam (A. Carter)

Discussion Points on the semantic aspect of a sentence:

1. Point out the scope of problems which are in the focus of semantic syntax. Speak about the semantic structure of the sentence as the central notion of semantic syntax. Compare various definitions of the semantic structure and choose the most adequate.
2. Speak about the problem of semantic modelling in syntax. Analyze various classifications of semantic types of sentences and comment on them.
3. Speak about the relations between the formal (syntactic) and the semantic structures of the sentence. Give examples of these relations.

Recommended Reading:

1. Иванова И.П., Бурлакова В.В., Почепцов Г.Г. Теоретическая грамматика современного английского языка.
2. Курс лингвистической семантики. Спб., 1997. С. 593-606.
3. Тестелец Я.Г. Введение в общий синтаксис. М., 2001. С. 206-215.
4. Chesterman A. Contrastive Functional Analysis. Amsterdam/Philadelphia, 1998. p.72-86.

Practical Assignments:

- I. Analyze the sentences and state the semantic types of sentences they can be referred to:
 1. I struck a match and examined the two massive doors. They were impenetrable (J. Fowles).
 2. The walls were whitewashed and the ceilings were twelve or fourteen feet in height (P. Taylor).

3. The great turkey dance went on for nearly two hours. Wine and more wine, food and more food (R.J. Waller).
 4. What a god-awful place. It smells (J.Fowles).
 5. “Oh, that is the light in which you view it (Ch. Bronte)
 6. There was only one showing of the lion’s claws (J.Fowles).
 7. And for a moment he wanted to run, to ride the shadow somewhere, antwhere. Antwgere that had a warn sun and simple ways (R.J. Waller).
 8. Adele is not answerable for either her mother’s faults or yours (Ch. Bronte).
 9. The voice had sounded familiar, but I knew it wasn’t Caroline’s (P.Taylor).
 10. Apparently there had been few, if any, improvements or alterations since the time they were built (P.Taylor).
- II. Analyze the sentences and comment on the relations between the syntactic and semantic structures in them:
1. Words are like gods. They are widely accepted as means of creation (C. Laird).
 2. Speaking makes a ready man; writing makes a careful man (F. Bacon).
 3. He did nothing but smile, a bitter, cunning, tell-you-nothing smile (T. Chamales).
 4. His voice was full and manly. He told a story well. He was never dull (S.Maugham).
 5. It’s the silences that hurt (R. Kipling).
 6. Once upon a time a whale was eating fishes (R. Kipling).
 7. She watched him pale-facedly (J. Galsworthy).
 8. As he did so there was a cry, an exclamation (J. Fowles).
 9. A phone call to the Yard and two hours’ wait had taken care of the problem (E. George).
 10. She knew she was marrying a loser (A. Hoffman).

Discussion Points on the communicative aspect of a sentence:

1. Give the classification of sentences according to the aim of communication. Dwell on the problem of exclamatory sentences. Decide on whether they should be considered as a separate communicative type or otherwise.
2. Speak about the cases of transposition in the sphere of communicative types of sentences. Relate it to the theory of speech acts. Give examples of indirect speech acts and comment on the possible reasons of their use.
3. What is the actual division of the sentence? Define the components of the actual division and enumerate the means of their promotion.
4. Specify the peculiarities of actual division in different communicative types of sentences.
5. Speak about the context-bound character of actual division and its text-forming function.

Recommended Reading:

1. Blokh M.Y. A Course in Theoretical English Grammar. P.243-268.
2. Козлова Л.А. Теоретическая грамматика английского языка. – С. 158 – 169.
3. Иванова И.П., Бурлакова В.В., Почепцов Г.Г. Теоретическая грамматика современного английского языка. С. 171-183; 236-260; 267-281.
4. Piyish V.A. The Structure of Modern English. Ch.31.
5. Бархударов Л.С. Структура простого предложения современного английского языка. М., 1966. С. 188-196.
6. Блох М.Я. Коммуникативные типы предложения в аспекте актуального членения// ИЯШ, 1976, №5.
7. Серль Дж. Косвенные речевые акты// НЗЛ. Вып. 17. М., 1986. С.195-220.

Practical Assignments:

I. Comment on the communicative aim of the following sentences:

1. “Well, honey, so long as we keep out of it, what do we care who wins?” (H. Wouk).
2. “Why don’t you break down, Dr. Craig, and ask for another cup?”(I.Shaw).
3. “Go on, kid me”, the girl said. “I wasn’t kidding you” (S.G. Hammet).
4. I’ll thank you to stop bothering me (A. Christie).
5. Joke people and you make enemies (E.Hemingway).
6. “My dear, it’s a subject we don’t talk about” (J.Galsworthy).
7. “You have a husband?” “Pardon?”- says Rennie. The question has caught her by surprise; nobody she knows asks it any more (M.Atwood).
8. How can you laugh, Harry? Such a horrid sight! (J. Galsworthy).
9. “Are you expecting somebody?” (J. Galsworthy).

II. Point out the means of promoting the components of actual division in the sentences:

1. It was a different scene I came on (P.Taylor).
2. But how mistaken I was about her soon became clear (P.Taylor).
3. She was thrift itself. Mending. Patching (E.O’Brien).
4. But even though we love you we can’t make you happy. Only you can do this (J. Pederson).
5. Trade with this vast and developing country could provide jobs so badly needed by our people. With trade could go friendship and understanding (MS, October 1984).
6. You should be kissed - and often by someone who knows how (M.Mitchell).
7. But before he reached it the door opened and out into the bright Italian sunshine stepped Evelyn Coates (I.Shaw).
8. It was an hour before the first shark hit him (E.Hemingway).
9. True love I had never had in my life (S.Maugham).
10. The money is not that important, it hasn’t even entered my mind. It has certainly entered Stephen’s mind (J. Archer).

III. Translate the English sentences into Russian and the Russian sentences into English. Comment on the change of means for expressing the actual division.

1. Sometimes a pizza delivery will be arranged (S.Turrow).
2. A look passed between Lily and myself (J. Fowles).
3. An old man sat in the rocking chair reading a newspaper (G.Greene).
4. It isn't only Lily Ann that disturbs me (J. Fowles).
5. I opened the door to a total stranger.
6. Если кто-то действительно мог сказать, чего хотел мистер Поттер, то этой женщиной была миссис Фергюссон.
7. Нашу конференцию посетили многие ученые из российских и зарубежных университетов.
8. Он позвонил мне только через неделю.
9. "Извините, но нам нужен только редактор". "Я и есть редактор".
10. Я совсем не это имел в виду.

СЕМИНАРСКОЕ ЗАНЯТИЕ № 9

Продолжительность занятия – 2 часа.

Тема: The Compound and the Complex sentences. The Grammar of the Text

Discussion points on the compound sentence:

1. Define the composite sentence and point out its structure, semantic and communicative peculiarities.
2. Give a brief characteristic of the two types of composite sentence: the complex and the compound sentence. Speak on the problem of asyndetic type of connection between the clauses in a composite sentence.
3. Give a detailed characteristic of the compound sentence. Point out the semantic relations between the components of a compound sentence.
4. Point out the specificity of the semicompound sentence in the classification of sentences on the structural principle.

Recommended Reading:

1. Plyish B.A. The Structure of Modern English. cl.33.
2. Козлова Л.А. Теоретическая грамматика английского языка. – С.197 – 207.
3. Blokh M.Y. A Course in Theoretical English Grammar. ch.28
4. Иванова И.П., Бурлакова В.В., Почепцов Г.Г. Теоретическая грамматика современного английского языка. – С.230-238.

Practical Assignments:

I. Analyze the sentence and state their structural types.

1. Philip took the catalogue from his hands and read for himself. (D. Lodge)
2. The man noticed something pass under in the jump, something pale in pre-dawn gloom.
3. Footsore and downhearted, they were making their way back (Prichard)
4. It was a morning jogger, who found the body.
5. She found it difficult to visit anybody herself (Prichard)
6. Of its four precincts, Second, Third and Fourth cover the built-up areas, while First Precinct is large and mainly rural.
7. I have this novel I want to write.
8. He stood beside me in silence, his candle in his hand.

II. Analyze the compound sentences and state the semantic relations between the clauses.

1. He played the tape to the sergeant and the man shrugged (F. Forsyth)
2. Christmas came but it was bleak (F. Forsyth)
3. His name was Hugh Lamport, he ran a small consultancy company, he was an honest citizen trying to keep in shape (F. Forsyth)
4. It is a landscape studded with navy and air bases, for here the Roads run out into Chesapeake Bay and thence the Atlantic (F. Forsyth)
5. Morris came to the University most days to work on his "Sense and Sensibility" commentary and at first he appreciated the peace and quiet; but after a while he began to find these amenities oppressively absolute (D. Lodge)
6. You'll either sail this boat correctly, or you'll never go out with me again (Th. Dreiser)
7. She often enjoyed Annette's company, yet the child made her nervous (I. Murdoch)
8. Time passed and she came to no conclusion, nor did any opportunities come her way for making a closer study of Misha (I. Murdoch)

Discussion Points on the complex sentence:

1. Give the general characteristic of the complex sentence. Comment on the fuzzy borderline between the complex and compound sentence. Pick out examples of marginal cases from the books you are reading.
2. Characterize different approaches to the classification of subordinate clauses: functional, morphological, formal and semantic. Give a detailed description of each type of subordinate clause.
3. Speak about the structural and semantic specificity of semicomplex sentences. Characterize the functional synonymy between subordinate clauses and structures of secondary predication.
4. Point out the secondary semantic functions of the complex sentence and illustrate them with your own examples.

Recommended Reading:

1. Blokh M.Y. A Course in Theoretical English Grammar. Ch. 27, 29.
2. Козлова Л.А. Теоретическая грамматика английского языка. – С. 208 – 228.
3. Ilyish B.A. The Structure of Modern English. Ch. 34-38.
4. Иванова И.П. и др. Теоретическая грамматика современного английского языка. С. 230-238.

Practical Assignments:

- I. Analyze the complex sentences, point out the principal and subordinate clause, define the type of subordinate clause.
 1. How they could get through it all had often amazed Mrs. Allen; and when Catherine saw what was necessary here, she began to be amazed herself. (J. Austen)
 2. The only comforting feature of the whole business is that he didn't pay for our dinner. (Linklater)
 3. It had seemed certain that their meeting was fortunate. (B. West)
 4. What I am positive about is that he never expected a wife who would please the family.
 5. I have no doubt that he is an estimable young man. (A. Christie)
 6. While the photographer worked on one task, Dexter returned to the cybercafé, enquired after the United Arab Emirates and downloaded everything he could get. (F. Forsyth)
 7. In Spanish there is a word for which I can't find a counterword in English. (J. Steinbeck)
 8. In a few weeks she felt much better which was a great relief.
 9. Clever as he was he failed to grasp the idea.
 10. Nobody can appreciate it more than I do. (G.B. Shaw)
 11. He looked as if he were about to faint.
- II. Join the sentences into one (complex sentence or semicomplex), expressing various logical relations between the clauses.
 1. He tried very hard. He succeeded at last.
He didn't succeed.
 2. The judge has already made up his mind. Further defense is useless.
 3. They gave the explanation. I didn't believe it.
 4. He listened carefully. He was afraid to miss a word.
 5. We walked home. We discussed our plans for the coming weekend.
 6. He returned home. He discovered that the family business was ruined.
 7. I have committed myself. I must go through with it.
 8. He is very rich. He can buy the whole London tomorrow.
 9. He saw the man. He had been following the man for six months.
 10. He can do this. He will try.

Discussion Points on the grammar of the text:

1. Analyze the factors that led to the emergence of the text grammar.
2. Compare different definitions of the text and choose the one you consider the most adequate. Differentiate between the notions 'text' and 'discourse', 'micro-' and 'macrotext'. Analyse the notion of 'dicteme' introduced by M.Y. Blokh.
3. Speak about cohesion as the main characteristic of the text and the means of achieving it.
4. Characterize the main categories of the text and the main lingual means of their expression.

Recommended Reading:

1. Blokh M.Y. A Course in Theoretical English Grammar. Ch. 31.
2. Козлова Л.А. Теоретическая грамматика английского языка. Ch. 9.
3. Блох М.Я. Диктема в уровневой структуре языка // Вопросы языкознания, 2000, №4. С. 56-67.
4. Holliday M.A.K., Hasan R. Cohesion in English // Blokh M.Y., Semenova T.M., Timofeyeva S.V.. Theoretical English Grammar. Seminars. M., 2004. p. 408-411.

Practical assignment:

Analyze the text and point out the means of achieving cohesion. Point out the text categories that find actualization in the text and the means of their expression.

This is how I got here, says Rennie.

It was the day after Jake left. I walked back to the house around five. I'd been over at the market and I was carrying the shopping basket as well as my purse. There wasn't as much to carry now that Jake wasn't there any more, which was just as well because the muscles in my left shoulder were aching, I hadn't been keeping up the exercises. The trees along the street had turned and the leaves were falling onto the sidewalk, yellow and brown, and I was thinking, Well, it's not so bad, I'm still alive.

My next-door neighbour, an old Chinese man whose name I didn't know, was tidying up his front yard. The yard in front of my house had been covered over with paving stones so you could park a car on it. That meant the street was going up rather than down, and in a few years I'd have to move; though I'd stopped thinking in years. My neighbour had pulled up the dead plants and was raking the earth into a raised oblong. In the spring he'd plant the things I didn't know the names for. I remember thinking it was time I learned the names, if I was going to live there.

I did notice the cruiser, which they'd left beside a meter like any other car, no flashing lights, but it was a few doors away so I didn't pay much attention to it. You see more police cars down there than you might farther north.

The front door was open, which wasn't out of place on such a warm day. The downstairs neighbour, an old woman who isn't the landlady but behaves like one, has cats and likes to leave the outside door ajar so they can get it and go through the cat door. "Cat hole" Jake calls it; used to call it.

My own door at the top of the stairs was open too. There were people inside, men, I could hear them talking, and then a laugh. I couldn't think who it could be, it wasn't Jake, but whoever it was didn't seem to care who knew they were there. The key was under the mat where I always leave it, but the edge of the doorframe was splintered, the lock was shoved right out of it. I went into the living room, which was still piled with the boxes of books Jake had packed but not collected. Nothing had been moved. Through the kitchen doorway I could see feet and legs, shining feet, pressed legs.

Two policemen were sitting at the table. I had that quick rush of fear, late for school, caught on the boys' stairs, caught out. The only thing I could think of was that they were after the pot, but there were no drawers pulled open and the tea and coffee canisters were where they should be. Then I remembered that Jake had taken the whole stash with him. Why not? It was his. Anyway, surely they'd stop worrying about that, everyone does it now, even the police, it's almost legal.

Margaret Atwood, *Bodily Harm*

СЕМИНАРСКОЕ ЗАНЯТИЕ № 10

Продолжительность занятия - 2 часа.

Повторение материала, подготовка и выполнение итогового теста.

7. Глоссарий курса

A **functional-semantic categories** are systems of heterogeneous means of the language constituted on the basis of common semantic contents or a common semantic function.

A **grammatical form** which can be defined as a means of expressing a grammatical meaning.

The **grammatical category** as “a system of expressing a generalized grammatical meaning by means of paradigmatic correlation of grammatical forms.

Systems of heterogeneous means of the language constituted on the basis of a common semantic contents (a common semantic function) are called **functional-semantic categories**.

Language may be defined as a structured system of signs used for forming, storing and exchanging information in the process of human communication.

A **level** can be defined as a subsystem of language which presents a totality of homogeneous units and a set of rules regulating their use and classification.

The **morpheme** is the smallest meaningful unit of the language (not a part of the word), which as it appears may be larger than a word in the case of analytical forms of words.

The **noun** is a part of speech which unites words with the general categorial meaning of substance, or thingness.

Valency is the ability of the verb to determine the number and the character of other parts of the sentence.

The grammatical category of **tense** is usually defined as a category which expresses the relation between the time of the action and the moment of speech (now) or any other point of reference taken for the basis of temporal relations (then).

Aspect is a general name given to verb forms and it is used to denote certain ways in which an event placed in time is viewed or experienced.

The category of **time correlation** which deals not with the relation between the action and the moment of communication, but with the temporal correlation of actions.

Mood is traditionally defined as a grammatical category which expresses the relation of the action to reality as stated by the speaker.

The category of **voice** reflects the relations between the two structures of the sentence; the surface, or syntactic structure and the deep or semantic structure.

The **paradigmatic meaning** is the primary, invariant, context-independent meaning of a grammatical form.

Parts of speech are large lexico-grammatical classes of words differentiated on the basis of their semantic, morphological and syntactic properties.

Predicativity is a category which refers the nominative contents of the sentence to reality.

The **phrase** is a group of two or more syntactically related notional words within the structure of the sentence based on certain grammatical relations between its components, which itself is not a sentence.

Pragmatic transfer is the transition of native procedures and lingual means of speech act performance to interlanguage communication.

The **rheme** is a part of the utterance that presents new information for the sake of which the utterance is made, it is the focus of the utterance, its communicative center.

Syntagmatic meanings are secondary, variant, context-dependent meanings.

Speech act is a form of interpersonal communication which is distinguished by a specific communicative intention of the speaker and its own linguistic markers.

The **semantic structure** of the sentence can be defined as the generalized semantic contents, revealed in the analysis of semantically homogeneous sentences.

The **complex sentence** is a polypredicative syntactic structure built on the basis of two or more simple sentences.

Tense is a grammatical category which expresses the relation between the time of the action and the moment of speech (now) or any other point of reference taken for the basis of temporal relations (then).

The term '**text**' is very wide and it refers to both a combination of two or more sentences and a whole story, novel or a many-volume work.

The **theme** is a part of the utterance that contains given, familiar information which serves as the starting point of the utterance.

Time correlation is a grammatical category which expresses a specific type of temporal relations correlating actions in their relation to one another on the time axis.

Transformation is the transition from one syntactic pattern to another syntactic pattern with the preservation of its notional parts.

Transitivity is the ability of a verb to take a direct object.

Transposition is the use of a language element in the contextual conditions typical of its oppositional counter-member by which it fulfills two functions simultaneously.

Voice is a grammatically marked diateze, i.e. the regular indication of the relations between the units of the syntactic and the semantic levels of the sentence by the form of the verb.

8. Рекомендуемая литература

Основная литература

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2. Козлова, Л.А. Теоретическая грамматика английского языка / Л.А. Козлова. - Барнаул: БГПУ, 2005. – 247 с.

Дополнительная литература

3. Бархударов, Л.С. Очерки по морфологии английского языка / Л.С. Бархударов. - М.: Высшая школа, 1975. – 235 с.
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5. Блох, М.Я. Теоретические основы грамматики / М.Я. Блох. - М.: Высшая школа, 2000. – 321 с.
6. Вопросы когнитивной лингвистики. Периодическое издание.
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8. Козлова, Л.А. Проблемы функционального сближения частей речи / Л.А. Козлова. - Барнаул: БГПУ, 1997. – 200 с.
9. Корнеева, Е.А. Грамматика английского глагола / Е.А. Корнеева. - СПб.: Издательство «Союз», 2000. – 448 с.
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11. Кубрякова, Е.С. Краткий словарь когнитивных терминов / Е.С. Кубрякова, В.З. Демьянков и др. - М.: МГУ, 1996. – 245 с.
12. Монк, Б. Английский язык. Времена глагола / Б. Монк. М.: Дрофа, 2000. – 384 с.
13. Смирницкий, А.И. Морфология английского языка / А.И.Смирницкий. - М.: Изд-во лит-ры на иностр. языках, 1957. – 440 с.
14. Федосова, Т.В. Темпоральная структура текста как компонент идиостиля автора (на материале произведений К. Воннегута и Дж. Фаулза) / Т.В. Федосова. – Горно-Алтайск: РИО ГАГУ, 2006. – 145 с.
15. . Pylsh, В.А. The Structure of Modern English / В.А. Pylsh. - Л.: Просвещение, 1971. – 366 с.
16. Longman Grammar of Contemporary English. London., 1982 – 278 с.

III. САМОСТОЯТЕЛЬНАЯ РАБОТА СТУДЕНТОВ

1. План самостоятельной работы

№ п/п	Темы	Кол-во часов	Формы отчетности	Сроки
1	Артикли в английском языке.	4	коллоквиум	Коллоквиум «Морфология»
2	Неличные формы английского глагола	4	доклад	Доклад, семинар №5
3	Имя прилагательное и наречие, их характеристики	4	сообщение	Сообщение, семинар №3
4	Актуальное членение предложения	4	сообщение	Сообщение, семинар №6
5	Грамматика текста. Категории текста	5	доклад	Доклад, семинар №9
6	Этапы развития грамматики как науки	4	доклад	Доклад, семинар №1
7	Сложносочиненное и сложноподчиненное предложения	4	эссе	Эссе, конец 7-го семестра
8	Морфологическая структура слова	4	сообщение	Сообщение, семинар №2
9	Члены предложения и их отношения к частям речи	4	сообщение	Сообщение, семинар №7
10	Глагол и его категории	4	сообщение	Сообщение, семинар №6

Вопросы и задания для самостоятельной работы студентов

1. Чем обусловлено множество определений языка? Каковы основные функции языка?
2. Что такое языковой уровень? Назовите уровни языка и их единицы. В чем заключается взаимодействие языковых уровней?
3. Какое место занимает грамматика в уровневой стратификации языка? Каковы основные особенности грамматического строя современного английского языка?
4. Что такое: морфема, грамматическая категория, грамматическое значение, парадигматическое и синтагматическое значение, функционально-семантическая категория, нейтрализация, транспозиция, лексикализация грамматической формы, грамматикализация слова?
5. Что такое часть речи? По каким критериям осуществляется классификация лексикона языка по частям речи? В чем состоит различие между знаменательной и служебной лексикой? В чем состоит сущность когнитивного

подхода к рассмотрению частей речи? Как происходит взаимодействие в сфере частей речи? В чем заключается сущность транспозиции в сфере частей речи? Какие функции выполняет синтаксическая транспозиция в сфере частей речи?

6. Какое место занимает существительное в системе частей речи и чем обусловлено это место? Какие суффиксы, используемые для образования существительных, являются наиболее продуктивными? Как выражаются родовые различия в современном английском языке? Является ли категория рода английских существительных грамматической в своей основе? Какова сущность грамматической категории числа? Назовите основные подгруппы неисчисляемых существительных, относящихся к т.н. *singularia tantum* и *pluralia tantum*. Какие факторы влияют на нестандартное числовое поведение существительных? Какие аргументы можно привести в доказательство того, что категория падежа существует в английском языке? Каково происхождение морфемы 's? Каковы основные синтагматические значения притяжательного падежа? Каковы основные тенденции в употреблении притяжательного падежа в современном английском языке?

7. Какую роль выполняет глагол в организации предложения? По каким критериям осуществляется разбиение глаголов на подклассы? Сколько грамматических категорий имеет глагол в английском языке? Что такое грамматическая категория времени? Каково соотношение категорий времени, временной соотнесенности и вида в системе английского глагола? Что такое абсолютные и относительные времена? Какой признак лежит в основе грамматической категории вида в английском языке? Какое значение лежит в основе грамматической категории временной соотнесенности? Какую текстообразующую функцию выполняют формы перфекта? Что выражает грамматическая категория наклонения? Сколько косвенных наклонений существует в английском языке и каковы их значения? В чем заключается специфика грамматической категории залога? В чем состоит основное различие в образовании залоговых конструкций в английском и русском языках? Какие факторы определяют выбор залоговых форм?

8. Каковы основные единицы синтаксиса? Что такое предложение? Является ли предложение единицей языка или единицей речи? Перечислите основные категории предложения. Что такое предикация? Вторичная предикация? ИмPLICITная предикация? Что такое модальность? Чем выражается первичная объективная) и вторичная (субъективная) модальность? В чем состоит специфика категории отрицания в английском языке?

9. Что такое валентность? Элементарное предложение? Каковы основные процессы расширения и свертывания элементарного предложения?

10. Что такое семантическая (глубинная) структура предложения? Каковы отношения между семантической (глубинной) и синтаксической (поверхностной) структурами предложения?

11. Каковы основные коммуникативные типы предложения? Является ли восклицательное предложение отдельным коммуникативным типом

предложения? Что такое актуальное членение предложения? Каковы основные средства выражения компонентов актуального членения предложения?

12. Что такое член предложения? Каково соотношение между частями речи и членами предложения? Каковы основные структурные и семантические особенности подлежащего и сказуемого в английском языке? Каковы основные структурные и семантические типы дополнений в английском языке? Что такое «родственное дополнение»? Что такое «смещенные» члены предложения?

13. Что такое словосочетание? По каким принципам проводится классификация словосочетаний? Каковы основные способы выражения грамматических отношений между компонентами словосочетания? Что такое номинализация? Каковы ее функции?

14. Каково основное различие между сложносочиненными и сложноподчиненными предложениями? Образуют ли бессоюзные предложения самостоятельный, третий тип сложных предложений? Что такое слитносочиненное и слитноподчиненное предложение? Каковы основные семантические отношения между компонентами сложносочиненного предложения? Перечислите основные типы придаточных предложений?

15. Что такое микро- и макротекст? Каковы основные категории текста и каковы средства их выражения? Что такое дискурс и каково его отличие от текста?

Задания для самостоятельной работы:

1. Подготовка к семинарским занятиям и тестам;
2. Работа с дополнительной литературой;
3. Подготовка докладов и сообщений по отдельным вопросам курса на основе дополнительных источников теоретической литературы (статьи в периодических изданиях по лингвистике, авторефераты диссертаций, Интернет-источники);
4. Подбор иллюстративного материала из текстов.

2. Рекомендации по выполнению самостоятельной работы

Самостоятельная работа студентов по курсу направлена на закрепление и углубление знаний, полученных на лекционных и семинарских занятиях, а также на развитие у студентов творческих навыков, инициативы, умения организовывать свое время. При выполнении плана самостоятельной работы студенту необходимо прочитать теоретический материал не только в учебниках и учебных пособиях, указанных в библиографических списках, но и познакомиться с дополнительной литературой.

Для подготовки к семинарским занятиям необходимо рассмотреть контрольные вопросы и разобрать задания, обратиться к рекомендуемой

учебной литературе. Курсовую работу нужно выполнять в соответствии с рекомендациями учебного пособия по курсовой работе с использованием рекомендуемой справочной литературы.

Студент, изучивший дисциплину, должен:

- знать основные особенности грамматического строя современного английского языка, основные направления и методы его исследования;
- уметь использовать полученные теоретические знания в своей практической деятельности - обучению английскому языку или переводческой деятельности; использовать современные методы и приемы исследования при анализе грамматического материала;
- владеть навыками работы с теоретической литературой по предмету и ее критического анализа, а также навыками грамматического анализа языкового материала на основе полученных теоретических сведений и использования современных методов анализа.

На лекциях по теоретической грамматике необходимо осмысленно воспринимать материал, делать краткие записи, задавать вопросы в случае непонимания отдельных положений, т.е. работать в интерактивном режиме с лектором.

При подготовке к семинарским занятиям необходимо стремиться не к заучиванию материала лекции или учебника, а к его осмыслению, попытке связать изучаемый материал со знаниями из области практической грамматики, а также других теоретических дисциплин: введения в языкознание, лексикологии, теоретической фонетики.

При чтении художественных или иных текстов на английском языке целесообразно научиться осуществлять т.н. reading for Grammar, т.е. отмечать и выписывать из текста различные примеры, связанные с тем или иным грамматическим феноменом и использовать этот материал при ответе на вопросы на семинарских занятиях и экзамене. Подобная работа служит также хорошей подготовкой для написания курсовой работы по филологии в 8 семестре.

Подготовка к экзамену должна осуществляться на основе лекционного материала, материала семинарских занятий с обязательным обращением к основным учебникам по курсу. Данный подход позволит исключить ошибки в понимании материала, облегчит его осмысление, позволит проанализировать иллюстративный материал.

Если материал разобран и понятен, то нет необходимости посещать консультации перед экзаменом. Консультации предназначены лишь для уяснения непонятных моментов. При оценке Вашей работы по курсу теоретической грамматики используется рейтинговая система, которая учитывает Вашу работу во время лекций (в конце лекции предлагаются вопросы, требующие кратких ответов), на семинарских занятиях (учитываются как полные ответы, так и дополнения, вопросы, выполнение практических задания к семинарским занятиям), оценки за текущие и итоговые тесты.

IV. ТЕМЫ КУРСОВЫХ РАБОТ

1. Нестандартное числовое поведение английских существительных
2. Специфика функционирования видовременных форм глагола в поэтическом тексте.
3. Экспрессивный потенциал видовременных форм глагола и его актуализация в тексте.
4. Абстрактные существительные и их роль в тексте.
5. Прототипическое строение класса прилагательных.
6. Семантика, синтактика и прагматика прилагательных с суффиксом –able в современном английском языке.
7. Семантический потенциал единиц на –ly и его актуализация в тексте.
8. Факторы, определяющие выбор залоговой формы в тексте.
9. Характер отношений между семантической и синтаксической структурами предложения.
10. Лакуны в лексической парадигме номинации и способы их заполнения.
11. Семантика сложного будущего времени в английском языке.
12. Концепт «время» в русской и английской концептуальных системах.
13. Психологический компонент времени в современном английском дискурсе.
14. Пространственно-временные отношения в художественном тексте.
15. Классификация глаголов чувственного восприятия в английском языке.
16. Грамматические и неграмматические способы выражения времени в английском языке.
17. Категория темпоральности и категория художественного времени в тексте современной прозы.
18. Основные стилистико-грамматические черты идиостиля автора.
19. Семантика сложного предложения в современном английском языке.
20. Информационная нагрузка имен собственных в художественном тексте.

V. КОНТРОЛЬНЫЕ ВОПРОСЫ, ВЫНОСИМЫЕ НА ЭКЗАМЕН

Part I. Introduction into the Theory of Grammar

1. Language and its definition. Aspects in the study of language.
2. The levels of the language interaction between them. The position of grammar in the language structure.
 1. The grammatical meaning and its specific features. Paradigmatic and syntagmatic grammatical meanings.
 2. The grammatical form. Types of form building in English.
 3. The morpheme. Classification of morphemes.
 4. The grammatical category. Types of grammatical categories.
 5. The oppositional analysis. Types of oppositions. Neutralization and transposition.
 6. The functional-semantic category and its structure.
 7. The main features of the grammatical structure of English.

Part II. Morphology

8. The parts of speech theory. The criteria of classifying the vocabulary into parts of speech.
9. The system of parts of speech in English. Notional and functional parts of speech. Interaction between parts of speech in English.
10. The noun and its general characteristics. The problem of gender in English nouns.
11. The grammatical category of number in English nouns.
12. The grammatical category of case in English nouns.
13. The verb and its general characteristics. Subclasses of verbs.
14. The grammatical category of tense.
15. The grammatical category of aspect.
16. The grammatical category of time-correlation.
17. The grammatical category of mood.
18. The grammatical category of voice.

Part III. Syntax

19. The simple sentence and its essential features: predicativity.
20. Modality and its types.
21. Negation as a sentential category.
22. The structural aspect of the sentence. Classification of sentences according to their structure. The structural minimum of the sentence. The elementary sentence.
23. The syntactic processes of extending and compressing the elementary sentence.
24. The semantic aspect of the sentence:
25. The communicative aspect of the sentence. Classification of sentences according to the purpose of communication. The position of exclamatory sentences in this classification.

26. Transposition on the level of communicative types of sentences.
27. The actual division of the sentence. The system of means for expressing the components of actual division.
28. Parts of the sentence: subject and predicate.
29. Parts of the sentence: object.
30. Parts of the sentence: attribute.
31. Parts of the sentence: adverbial modifier.
32. The syntax of the phrase: the definition of the phrase, classification of phrase.
33. The theory of the phrase: nominalization and its role in English.
34. The syntax of the phrase: means of expressing syntactic relations between the components of the phrase.
35. The compound sentence.
36. The complex sentence.
37. Semicompond and semicomplex sentences.
38. The grammar of the text. The categories of the text.

VI. КОНТРОЛЬНО-ИЗМЕРИТЕЛЬНЫЕ МАТЕРИАЛЫ ПО МОДУЛЬНО-РЕЙТИНГОВОЙ СИСТЕМЕ ОЦЕНКИ ЗНАНИЙ

1. Оценка знаний студентов по модульно-рейтинговой системе при изучении курса

7 семестр (форма контроля - экзамен)

Таблица 1

Количество баллов МРС по блокам и видам аттестаций при дифференцированных оценках (экзамен)

Блок	Первая промежуточная аттестация	Вторая промежуточная аттестация	Всего
Теоретический	20	20	40
Практическо- исследовательский	16	16	32
Учебно- организационный	14	14	28
Итого	50	50	100

Перевод баллов, набранных по МРС в традиционную систему оценок, осуществляется по ниже представленной шкале таблица 2.

Таблица 2

Шкала приведения балльных оценок по МРС в традиционную систему оценок

Шкала МРС	Традиционная шкала (оценки)
Менее 50 баллов	Неудовлетворительно
60-70	Удовлетворительно
70-90	Хорошо
90-100	Отлично

Первый блок – теоретический

Теоретический блок состоит из двух модулей. Здесь оцениваются теоретические знания студентов (таблица 3).

Таблица 3

Структура теоретического блока

№ модуля	Название модуля	Форма контроля	Баллы	Сроки аттестации
1	Морфология	тестирование	20	02.11 – 05.11
2	Синтаксис	тестирование	20	22.12 – 25.12

Второй блок – практичеcко-исследовательский

Перечень видов работ на практических занятиях приведен в таблице 4.

Таблица 4

Максимальное количество баллов МРС по результатам выполненной работы на семинарских занятиях

Виды работ	Первая промежуточная аттестация (02.11 – 05.11)	Вторая промежуточная аттестация (22.12 – 25.12)
Выполнение письменного задания семинара	12 (12 заданий)	12 (12 заданий)
Устный ответ	4 (4 занятий)	4 (4 занятий)
Итого:	16	16

Третий блок – учебно-организационный

Работа студента по данному блоку оценивается на основе анализа посещаемости лекционных и практических занятий. При уважительных причинах пропуск занятий в расчет не принимается.

Количество баллов по МРС определяется по формуле:

$$\text{МРС}_{\text{У}} = n - \frac{n \times X}{\text{общее количество занятий}}$$

n - количество баллов по учебно-организационному блоку (таблица 1)

Подведение итога аттестации

После определения количества баллов МРС, набранных студентом по каждому блоку, происходит их суммирование по формуле:

$$\text{МРС}_{\text{О}} = \text{МРС}_{\text{Т}} + \text{МРС}_{\text{ПИ}} + \text{МРС}_{\text{У}}$$

После завершения изучения курса и проведения всех аттестаций преподаватель может «премировать» студента по своему усмотрению прибавлением к набранному количеству баллов (МРС_р) дополнительных. Количество «премиальных» баллов (МРС_р) не может превышать 15 баллов МРС. Таким образом, преподаватель отмечает особые заслуги студента (активность на занятиях, подготовка сообщений и др.)

Итоговое количество баллов МРС, заработанных студентом определяется по формуле:

$$\text{МРС}_{\text{итог}} = \text{МРС}_{\text{о}} + \text{МРС}_{\text{р}}$$

Данные промежуточных и итоговой аттестаций отражаются в ведомости и подаются в деканат.

2. Примерные тесты

TEST ON INTRODUCTION INTO THE THEORY OF GRAMMAR

I. *Give the definitions of:* the level of language; the morpheme; morph; allomorph; the paradigmatic and syntagmatic meanings; the grammatical category; the functional-semantic category.

II. *Analyze the sentences and point out the peculiarities of the grammatical structure of English manifested in them:*

1. Teacher: Do you know who built the ark?

Student: No.

Teacher: Correct.

2. – Did you know that Job spoke when he was just a baby?

– Where does it say that?

– It says: “Job cursed the day he was born.”

3. They are going to get going at once.

4. She gave me a little nod and went out.

5. Don't trouble trouble until trouble troubles you.

III. *Analyze the following oppositions and state what grammatical categories they constitute:*

1) had:: had had; 2) will do:: will have done; 3) will do:: will be done; 4) cats:: cats'; 5) she:: her

IV. *Differentiate between the processes of neutralization and transposition in the sphere of morphological categories:*

1. The human race is forever taking one step forward and one step back.

2. While we drove through the town I made a few snapshots.

3. I was walking through the hall ten minutes ago and suddenly his door bumps open...

4. The room needed airing.

5. – Will you stay for dinner?

– No, I am leaving in an hour.

V. *Find a mistake and explain the cause:*

1. I try to do my shopping on weak days because on weekends the shops are overcrowded.

2. There was a little town near the ocean. And in this town lived a fisherman.

3. Nobody likes to be meddled.

4. This problem I can't solve alone.

5. I didn't like that my name would appear in press.

6. The evening was warm and windless and I decided to walk.

FINAL TEST ON MORPHOLOGY

Give the definitions of the following:

the level of the language;
the morpheme; the allomorph;
the grammatical category;
the functional semantic category
neutralization, transposition.

Give a detailed answer to one of the following problems:
The peculiarities of the grammatical structure of English.
The grammatical category of Number in English Nouns.
The factors which determine the choice of Voice form in English.

Do the following practical assignments:
What peculiarity of the grammatical structure of English is manifested in the following sentences: He kept his thoughts to himself. He kept smiling. He keeps us waiting.
a) homonymy; b) polysemy.

Analyze the following oppositions and state what grammatical categories they constitute:
dog – dog's
is coming – will be coming
is done – is being done.

Differentiate between neutralization and transposition in the following sentences:
The piano needs tuning.
She is always sulking and pouting her lips.
As I waited in the hall I turned over the events in my mind.

Point out and define the case of syntactic transposition in the sphere of parts of speech.
E.g. The army. It does things its own way. – NAdv
The best die young.
You look very tired. A hard day? – A nothing day.
After a week we all served ourselves Chinese style.

Supply the forms of the plural:
bison –
radius –
genius –
penny -

6) Define the syntagmatic meanings of the Possessive Case:

She gave me a veteran's look.
Then came a minute's silence.
She wore a soldier's cap.

7) State the function of the underlined verb

We found him a very cynical man.

Now she is jealous. Go figure women out.

What is to become of him?

He looked tired and ready to faint.

8) State the form of the Mood in the following sentences:

I walked cautiously lest I should disturb the silence.

I wished the boat had been given a different name.

I would be worse than before if I should lose you now.

I suggest the matter be dropped.

TEST ON SYNTAX

I. Define the following grammatical phenomena:

valency, the phrase, non-derivational phrases, the actual division of the sentence, the semi-compound sentence

II. State the syntactic and semantic functions of the underlined words in the sentence:

1. There was a bit of a battle to be fought between the two women (Lawrence).

2. I wish I had Tommy here to talk to (Christie).

3. That was the house she had seen from the train three years ago (Christie).

4. There's something peculiar attractive to the reader in the murder of a middle-aged gentleman of spotless reputation (Maugham).

5. There is nothing to be alarmed about (Christie).

III. State the type of the predicate in the following sentences:

1. It made his mad desire to destroy her come back (Lawrence).

2. Good gracious, Mr. Holmes, you are surely not going to leave me in this abrupt fashion! (Doyle).

3. Mrs. Forrester began to be discouraged (Maugham).

4. Miriam, walking home with Geoffrey, watched the moon rise big and red and misty (Lawrence).

5. The house must be lived in, but now, at this moment, it was empty ((Christie).

IV. Classify the following phrases into primary and secondary:

an empty hotel, an utter delight, a complete idiot, a perfect example, bad news

V. Point out the means of promoting the rheme in the sentences:

1. One Sunday afternoon I heard a thumping on our back steps followed by a firm knock.
2. “What’s your name?” “Bob”.
3. You should be thankful for who you are and the things you do have.
4. Only to me did John send a postcard.
5. I agree with every word you have said – every single word.

VI. State the structural type of the sentence and define the type of the subordinate clauses:

1. She walked away from the wall towards the fire, dizzy, white to the lips, mechanically wiping her small, bleeding mouth (Lawrence).
2. There are two reasons why she should under no circumstances be his wife (Doyle).
3. I saw a middle-aged Frenchman with a big black beard, streaked with grey, a sunburned face, and large, shining eyes (Maugham).
4. A further knowledge of facts is necessary before I would venture to give a final opinion (Doyle).
5. The newcomer was pleasant in his manners and exceedingly well dressed even for St. Midas’, but for some reason he kept aloof from the other boys (Fitzgerald).

VII. Define the processes of extending or/and compressing the elementary sentences:

1. “She is so tired” – “She looks it”.
2. “Who discovered the body, sir?” – “One of these fresh-air, early-morning old colonels”.
3. We used to be friends at school.
4. We parted enemies.
5. There was nothing magical about their lives, nothing rare and unusual.

3. Общие положения по выполнению курсовых работ

1. Тематика курсовых работ по филологии, включающих работы по теоретической фонетике, теоретической грамматике, лексикологии и стилистике, утверждается на заседаниях кафедр в начале сентября. Студент выбирает тему и научного руководителя.
2. Научный руководитель на консультации даёт рекомендации по содержанию работы, рекомендует основные библиографические источники, источники практического материала, разъясняет требования к работе, помогает снять трудности понимания сложных теоретических проблем, учит пользоваться методами научного исследования.
3. Студент самостоятельно составляет план работы, находит дополнительные источники теоретического и практического материала, проводит исследование, делает выводы, осуществляет редактирование работы, предоставляет научному руководителю черновик работы для комментирования и конкретных рекомендаций.
4. Окончательный вариант работы – отредактированный и скреплённый в папке – должен быть сдан научному руководителю не позднее, чем за 7 дней до начала экзаменационной сессии. За это время научный руководитель проверяет работу и выставляет оценку в зачётную ведомость и зачётную книжку. Критерии оценки:
 - Соответствие содержания заявленной теме
 - Логичность изложения теории, широта познаний в области исследования и глубина понимания исследуемой проблемы
 - Степень самостоятельности в работе над темой
 - Качество анализа самостоятельно найденных примеров
 - Соблюдение требований к содержанию и оформлению
 - Грамотность и стиль изложения
5. Курсовая работа не возвращается студенту. Она хранится в институте и при необходимости может быть выдана на руки на ограниченный срок под документ.

Основные требования к содержанию и стилю:

1. Курсовая работа состоит из титульного листа, содержания, введения, двух глав (теория и практика), заключения и списка литературы. Возможно наличие приложения. Оптимальный объём работы – 30-35 страниц. Работа выполняется на русском языке.
2. В содержании указываются номера и названия глав и разделов работы и страницы. Введение и заключение не озаглавливаются. Главы озаглавливаются обязательно. Названия глав и разделов должны отражать их суть; нельзя использовать названия

- «Теоретическая часть» или «Практическая часть»; не следует формулировать название в виде вопроса.
3. Во введении обосновывается актуальность темы, формулируются цели и задачи, указывается объект и предмет исследования, приводятся источники практического материала и его объём, указываются методы исследования. Оптимальный объём – 1-2 страницы.
 4. Первая глава представляет собой теоретическую базу исследования. Здесь освещаются имеющиеся в научной литературе подходы и современное состояние рассматриваемой проблемы, формулируются рабочие определения, рассматриваются классификации, функции, особенности исследуемых явлений и т. п. Обязательно наличие ссылок. Цитаты из англоязычных теоретических источников переводятся на русский язык. Оптимальный объём главы – 15 страниц.
 5. Вторая глава – самостоятельное исследование, выполненное на основе англоязычного материала (книги, газеты, журналы, словари, фильмы, телепередачи, устная речь носителей языка, Интернет-источники и т. д.). Анализируемые примеры приводятся на английском языке (возможен перевод, если это обусловлено задачами работы). Результаты количественного анализа (если таковой проводится) желательно дать в процентах. Оптимальный объём главы – 12-15 страниц.
 6. В заключении даются чёткие и лаконичные выводы по всей работе. В заключении не должно быть новой информации, примеров и т.п., которых не было в основной части. Оптимальный объём – 1-2 страницы.
 7. Библиографический список должен содержать не менее 20 источников (не считая источников практического материала).
 8. Стиль изложения в курсовой работе – научный.

Основные требования к оформлению курсовой работы:

1. Работа предоставляется в печатном варианте, шрифт Times New Roman, 14 кегль, между строк 1,5 интервала, поля стандартные для А4, нумерация страниц начинается с содержания (это страница 2). Выравнивание основного текста – по ширине страницы. Перенос слов не рекомендуется. Текст печатается только на одной странице листа.
2. Титульный лист, содержание, библиография, ссылки и пр. должны быть оформлены строго по образцу (см. приложение).
3. Введение, главы, заключение, библиография, приложение (если есть) начинаются с новой страницы. Разделы внутри глав не начинаются с новой страницы, достаточно строчного пробела между ними.

4. Названия глав и разделов с их номерами приводятся в тексте работы жирным шрифтом и должны совпадать с теми названиями, которые указаны в содержании. После названия следует строчный пробел.
5. В работе могут присутствовать схемы, рисунки, диаграммы, таблицы (если они заимствованы, обязательно должна быть ссылка на источник). Все они нумеруются и озаглавливаются.
6. Библиографические списки составляются в алфавитном порядке по фамилиям авторов. В тексте работы должны быть ссылки на все источники, указанные в библиографии.
7. В списке электронных ресурсов даются ссылки на конкретные сайты, а не на поисковые системы, указываются фамилии авторов цитируемых статей.

НЕСТАНДАРТНОЕ ЧИСЛОВОЕ ПОВЕДЕНИЕ
СУЩЕСТВИТЕЛЬНЫХ В АНГЛИЙСКОМ ЯЗЫКЕ

Курсовая работа

Выполнила студентка 173 группы

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к.ф.н., доц. Семёнов И.И.

Оценка _____

Подпись _____

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