МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное учреждение высшего образования
«ИВАНОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»
Шуйский филиал ИвГУ

Кафедра романо-германских языков и методики обучения

ОДОБРЕНО:
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(подпись)

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Рабочая программа дисциплины

ТЕОРЕТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА

Уровень высшего образования:	бакалавриат
Квалификация выпускника:	бакалавр
Направление подготовки:	44.03.05 Педагогическое образование (с двумя профилями подготовки)
Направленность (профиль) образовательной программы:	Английский язык; Русский язык как иностранный

Шуя

1. Цели освоения дисциплины

Цель освоения дисциплины «Теоретическая грамматика английского языка» - сформировать у студентов научное представление о грамматическом строе изучаемого языка на разных этапах его исторического развития, а также об отдельных единицах грамматического строя и закономерностях их функционирования в речи

2. Место дисциплины в структуре ОП

Дисциплина «Теоретическая грамматика английского языка» является обязательной для изучения, относится к части, формируемой участниками образовательных отношений блока дисциплин Б1, входит в предметно-методический модуль.

Успешное освоение данной дисциплины будет способствовать готовности обучающихся к освоению дисциплин: «Практика устной и письменной речи», производственная практика, педагогическая (комплексная) практика; производственная практика, научно-исследовательская работа

Студент, приступающий к изучению данной дисциплины, должен:

Знать:

– грамматический строй изучаемого языка, включающий в себя морфологию, синтаксис;

Уметь:

– пользоваться грамматическими элементами, формами и структурами изучаемого языка в устной и письменной речи в различных сферах и ситуациях межкультурного общения;

Владеть:

– коммуникативными навыками и умениями в чтении, аудировании, говорении и письменной речи на изучаемом языке.

3. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения образовательной программы

3.1. Компетенции, формированию которых способствует данная дисциплина

При реализации дисциплины формируются следующие компетенции в соответствии с ФГОС ВО по данному направлению подготовки:

а) универсальные компетенции (УК) и индикаторы их достижения:

Наименование категории (группы) универсальных компетенций	Код и наименование универсальной компетенции выпускника	Код и наименование индикатора достижения универсальной компетенции
Коммуникация	УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.1. Использует различные формы, виды устной и письменной коммуникации на русском и иностранном (ых) языке (ах). УК-4.2. Свободно воспринимает, анализирует и критически оценивает устную и письменную деловую информацию на русском и иностранном (ых) языке (ах). УК-4.3. Владеет системой норм русского литературного языка и нормами иностранного (ых) языка

		(ов). УК-4.4. Использует языковые средства для достижения профессиональных целей на русском и иностранном (ых) языке (ах). УК-4.5. Выстраивает стратегию устного и письменного общения на русском и иностранном (ых) языке (ах) в рамках межличностного и межкультурного общения.

в) профессиональные компетенции (ПК) и индикаторы их достижения:

Код и наименование профессиональной компетенции выпускника	Код и наименование индикатора достижения профессиональной компетенции	Основание (ПС, анализ опыта)
Тип задач профессиональной деятельности: проектный		
ПК-6. Способен проектировать содержание образовательных программ и их элементов	ПК-6.1. Участвует в проектировании основных и дополнительных образовательных программ. ПК-6.2. Проектирует рабочие программы учебного предмета «Английский язык» и рабочие программы учебных дисциплин в области обучения русскому языку как иностранному для соответствующих уровней образования, план-конспект и /технологическую карту урока английского языка и урока русского языка как иностранного	Профессиональный стандарт 01.001 «Педагог (педагогическая деятельность в сфере дошкольного, начального общего, основного общего, среднего общего образования) (воспитатель, учитель)»

3.2. Планируемые результаты обучения по дисциплине, соотнесенные с индикаторами достижения формируемых компетенций

В результате освоения дисциплины обучающийся должен:

В результате освоения дисциплины обучающийся должен:

Знать:

– основные нормы русского и иностранного(-ых) языков в области устной и письменной речи; основные различия лингвистических систем русского и иностранного(-ых) языков; основные особенности слушания, чтения, говорения и письма как видов речевой деятельности; основные модели речевого поведения (УК-4 (индикаторы – 1,2,3,4,5);

– различные элементы и уровни языковой системы, их взаимодействие в речевых процессах; единицы языка в их системно-структурированных связях; основные закономерности, типичные явления и переходные случаи языковых явлений; различные аспекты лингвистического анализа текста; теорию и методику создания текстов, относящихся к различным функциональным стилям и различным жанрам (ПК-6 (индикаторы – 1,2).

Уметь:

– реализовывать различные виды речевой деятельности в учебно-научном общении на русском и иностранном(-ых) языках; вести диалог на русском и иностранном(-ых) языках (УК-4 (индикаторы – 1,2,3,4,5);

– опознавать изученные языковые единицы, определять их характеристики с точки зрения структуры и функционирования; устанавливать взаимосвязь между семантикой текста и системой репрезентирующих ее лингвистических единиц текста; выделять и систематизировать разные виды лингвистических знаков в тексте и разные виды текстовой информации (ПК-6 (индикаторы – 1,2).

Владеть:

– различными видами и приемами слушания, чтения, говорения и письма; языковыми средствами для достижения профессиональных целей на русском и иностранном(-ых) языках (УК-4 (индикаторы – 1,2,3,4,5);

– методикой проведения всех видов лингвистического разбора; официальным и неофициальным регистром общения (ПК-6 (индикаторы – 1,2).

4. Объём и содержание дисциплины

Очная форма обучения

Объём дисциплины составляет 4 зачётные единицы (108 час.)

Контактная работа 28,83 час.

Самостоятельная работа 79,17 час.

Виды учебных занятий и формы промежуточной аттестации	9 сем.	
	Контактная работа с преподавателем	Самостоятельная работа обучающегося
Лекции	13,5	54
Практические занятия	13,5	
Зачёт		
Групповые консультации перед экзаменом	1,5	
Экзамен	0,33	25,17
Всего	28,83	79,17

4.1. Содержание дисциплины по разделам (темам), соотнесенное с видами и объемом учебных занятий

Очная форма обучения

№ п/п	Раздел (тема) дисциплины	Семестр	Виды учебных занятий, включая самостоятельную работу обучающихся и объем (в часах)			Формы текущего контроля успеваемости Формы промежуточной аттестации
			Занятия лекционного типа	Занятия семинарского типа пр.	Самостоятельная работа обучающегося	

	МОРФОЛОГИЯ					
1	Грамматика в уровневой теории языка	9	1,5	1,5	4,5	
2	Морфемная структура слова	9	1,5	1,5	4,5	Текущий контроль № 1
3	Грамматическая форма слова. Структурный тип языка	9	1,5	1,5	4,5	
4	Теория частей речи.	9	1,5		4,5	
5	Существительное и его морфологические категории	9	1,5	1,5	4,5	
6	Глагол и его морфологические категории. Неличные формы глагола и их категории	9	1,5	1,5	4,5	
7	Прилагательное и наречие	9	1,5	1,5	4,5	
	СИНТАКСИС					
8	Словосочетание как синтаксическая единица	9		1,5	6	
9	Простое предложение: парадигматическая структура, актуальное членение предложения, коммуникативные типы предложений	9	1,5	1,5	4,5	
10	Сложное предложение как полипредикативная конструкция	9	1,5		6	Текущий контроль № 2
11	Синтаксис текста	9		1,5	6	
	Итого за 9 семестр:		13,5	13,5	54	Экзамен

4.2. Развернутое описание содержания учебного материала по разделам (темам)

Тема 1 – Грамматика в уровневой теории языка. Проблема единиц языка и уровней языка. Сегментные и сверхсегментные единицы языка. Понятие сегментного уровня языка. Кортемные (дознаковые) уровни языка, их формальная и функциональная характеристики: фонема, слог. Сигнемные уровни языка, их формальная и функциональная характеристики (морфема, слово, член предложения, предложение, высказывание). Морфология и синтаксис в их отношении к уровневой структуре языка.

Тема 2 – Морфемная структура слова. Определение и выделение морфемы. Морфемика как раздел грамматики. Традиционная (позиционно-функциональная) классификация морфем. Морфема в дескриптивной лингвистике. Окружение и дистрибуция в выделении морфем. Дистрибутивная классификация морфем.

Тема 3 – Грамматическая форма слова. Структурный тип языка Способы выражения грамматического значения: а) синтаксические средства (аффиксация, звуковое чередование,

супплетивность), в) аналитические средства. Тенденции в развитии аналитических форм. Корреляция между синтетическими и аналитическими формообразующими средствами в современном английском языке.

Определение и выделение грамматической категории. Грамматическая категория как общая система выражения некоторого обобщенного значения посредством соотнесения и противопоставления соответствующих грамматических (категориальных) форм. Грамматический признак (форматив). Синтетические и аналитические грамматические формы. Структурный тип языка, выделяемый по соотносительной доле указанных форм.

Тема 4 –. Теория частей речи. Различные подходы к классификации. Численность частей речи и принципы их классификации в грамматике современного английского языка. (семантический, структурный функциональный). Знаменательные и функциональные (служебные) части речи. Междометия. Числительные. Проблема морфологической категоризации модальных слов.

Тема 5 – Существительное и его морфологические категории Существительное как главное назывное слово лексикона. Подклассы существительных. Категория числа. Оппозиционное замещение по категории числа. Категория падежа. Основные теории падежа в английских грамматических описаниях. Теория 2-х падежей от H.Sweet до R.Quirk. Теория 4-х падежей у G.Curme. Теория подстановки, Теория аналитических предложных форм. Семантическая теория падежей, Теория полного отрицания падежных форм в современном английском языке, Категория рода. Деривация.

Тема 6 – Глагол и его морфологические категории. Неличные формы глагола и их категории. Глагол как доминантная часть речи. Типы и формы. Категория времени. Абсолютные и релятивные временные формы английского глагола. Категория вида. Предельные и длительные глаголы. Осложнения при определении категории вида и времени.

Категория залога. Субъектные и объектные глаголы. Различные конструкции страдательного залога. Причины употребления страдательного залога в английском и русских языках. Возвратный и взаимный залоги. Проблема промежуточного залога в английском языке.

Категория наклонения и ее корреляция с категорией модальности. Количество наклонений в английском языке. Повелительное и изъявительное наклонение. Сослагательное наклонение. Условное наклонение. Проблема наклонения, выражающегося предположение. Свободное и зависимое употребление глагольных форм, выражающих нереальность действия. Неличные формы глагола. Общая характеристика, их категории и функциональная дифференциация

Тема 7 – Прилагательное и наречие. Прилагательное. Семантическая, морфологическая и синтаксическая характеристика прилагательного как части речи, определяющей имя существительное. Различные подклассы и типы прилагательных. Степени сравнения. Проблема аналитических форм сравнения. Субстантивированные прилагательные. Слова, обозначающие состояние объекта как разновидность прилагательного.

Наречие — слово вторично-признаковой семантики (признак процесса, признак признака). Подклассы наречий. Наречия знаменательные и местоименные. Наречия количественные. Наречия оценочные и уточняющие. Особенности деривации наречий в парадигме номинации. Категория сравнения наречий.

Тема 8 –Словосочетание как синтаксическая единица. Дефиниция фразы. Частеречные типы подчинительных словосочетаний: глагольно-объектное, глагольно-обстоятельственное, субстантивно-адъективное, адъективно-адвербиальное и др. Проблема соединения подлежащего и сказуемого в его отношении к статусу словосочетания. Связи слов в подчительном словосочетании. Отличие фразы от слова и предложения. Экзоцентричные и

эндоцентричные фразы. Понятие паратаксиса (сочинения) и гипотаксиса (подчинения). Типы синтаксической связи в подчинительном словосочетании: согласование, управление, примыкание, замыкание.

Тема 9 – Простое предложение: парадигматическая структура, актуальное членение предложения, коммуникативные типы предложений. Предложение как основная единица синтаксиса. Дефиниция предложения. Отличие предложения от слова или словосочетания. Методы анализа предложений (традиционный, дистрибутивный, подстановочный, трансформативный, генеративный). Модель непосредственных составляющих предложения. Трансформация и парафраза.

Актуальное членение предложения. Членение предложения на исходно-информационную часть (тема) и ядерно-информационную часть (рема). Актуальное членение и контекст. Переходный элемент в актуальном членении. Актуальное членение прямое и инвертированное. Средства формирования актуального членения (выделение ремы). Интонация в формировании актуального членения.

Коммуникативные типы предложений. Типы вопросов. Эмоциональность и восклицание. Проблема синтаксического статуса восклицательных типов. Функциональная транспозиция коммуникативных типов вокативные, метакомуникативные, междометийные высказывания. Структурная классификация предложений. Эллиптические (неполные) предложения. Роль порядка слов в английском предложении. Средства выражения отрицания. Членение предложения в традиционной грамматике и критика такого подхода. Проблема главных и второстепенных членов предложения. Общая характеристика подлежащего и сказуемого. Второстепенные члены предложения (их классификация, функции и морфологическая инкарнация (воплощение)). Независимые элементы предложения.

Тема 10 – Сложное предложение как полипредикативная конструкция, построенная двумя или более базовыми предложениями, соединенными по принципу координации (сочинения) или субординации (подчинения).

Сложноподчиненное предложение. Сложноподчиненное предложение как конструкция подчинительной полипредикации. Деривация сложноподчиненного предложения. Главное предложение и придаточное предложение. Классификация сложноподчиненных предложений по типам придаточных: первичных номинативных функций, вторичных номинативных функций, адвербиальных функций, вводных функций.

Сложносочиненное предложение. Союзные и бессоюзные сочинение предложений. Предикативная полнота. Соединительная связь. Типы сочинения и разнообразие сочинительной связи. Сочинительные союзные средства: служебные и полузнаменательные.

Осложненное предложение. Понятия полной (первичной) и неполной (вторичной) предикации. Осложненное предложение как полипредикативное предложение с комплексом (осложнением) неполной предикации. Деривация осложненного предложения. Осложненносочиненное предложение и его типы: полипредикатный, полисубъектный. Осложненноподчиненное предложение и его типы: сложно-субъектный, сложно-объектный, адъективного осложнения, адвербиального осложнения (сочлененного типа, абсолютного типа), номинализационного осложнения (инфинитивного, герундиального).

Тема 11 – Синтаксис текста. Понятие текста в лингвистике. Основные черты, формы и границы текста. Проблема текстуальной типологии. Микротекст. Семантика текста. Понятие и роль лексико-тематических линий. Текст, контекст и предположение. Прагматика предложения. Объект прагматического синтаксиса. Понятие коммуникативной интенции. Коммуникативные интенции и предположения. Прагматизация речи через коммуникативную ситуацию. Три основных компонента вербальной интеракции. Теория

речевых актов. Классификация речевых актов. Прямая и косвенная речь. Проблемы экспрессивного синтаксиса. Перфоматив как специфические речевые акты.

5. Образовательные технологии, в том числе перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине

При реализации различных видов учебной работы предусматривается использование активных и интерактивных форм занятий: деловых игр, проектных методик, решение аналитических задач в мини группах в сочетании с внеаудиторной работой.

Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине: мультимедиа технологии, сбор, хранение, систематизация и выдача информации; подготовка, технологии визуализации, конструирование и презентация итогов аналитической деятельности; самостоятельный поиск дополнительной информации.

6. Учебно-методическое обеспечение самостоятельной работы обучающихся

Усилению практико-ориентированности учебной дисциплины способствуют различные виды самостоятельной работы студентов:

1) выполнение домашних практических заданий;

2) подготовка презентации по темам;

3) повторение разделов программы с целью подготовки к промежуточной аттестации.

Доступ к методическим материалам осуществляется через сайт Шуйского филиала ИвГУ, в том числе через ЭБС Шуйского филиала ИвГУ на платформе «Руконт».

Полностью весь методический материал по обеспечению самостоятельной работы студентов приводится в Приложении 1 к Рабочей Программе.

7. Характеристика оценочных средств для текущего контроля успеваемости и промежуточной аттестации по дисциплине

Для текущего контроля успеваемости используются разноуровневые задания, которые выполняются самостоятельно. На экзамене по дисциплине «Теоретическая грамматика английского языка» контролируемые знания, умения и владения, характеризующие этапы формирования компетенций в процессе освоения образовательной программы, проверяются заданиями в тестовой форме (контрольная работа), используется устная форма проведения экзамена, а также рейтинговая (накопительная) система оценивания результатов обучения. Максимальное количество баллов, которое возможно получить на экзамене – 30 баллов.

Текущий и промежуточный контроль осуществляется с использованием рейтинговой системы оценивания результатов обучения. Текущий контроль 1 и текущий контроль 2 проводятся в форме теста. Студент может получить по результатам текущей работы оценку «удовлетворительно» при следующих условиях:

- набора не менее 61 балла
- выполнения всех видов работ, предусмотренных программой дисциплины
- успешного прохождения текущего контроля 1 и 2

Если студент не набрал нужного количества баллов (не справился с заданиями текущего контроля/ не выполнил какого-либо вида работу), он обязан явиться на зачет/экзамен.

Тестирование (контрольная работа) проводится на последнем аудиторном занятии семестра в течение 90 минут. Количество заданий варьируется в зависимости от объема проходимого материала и оценивается по 10-ти балльной шкале:

Критерии оценки:

1-9% выполнения заданий теста – 1 балл
10-19% выполнения заданий теста – 2 балла
20-29% выполнения заданий теста – 3 балла
30-39% выполнения заданий теста – 4 балла
40-49% выполнения заданий теста – 5 баллов
50-59% выполнения заданий теста – 6 баллов
60-69% выполнения заданий теста – 7 баллов
70-79% выполнения заданий теста – 8 баллов
80-89% выполнения заданий теста – 9 баллов
90-100% выполнения заданий теста – 10 баллов

Покажем пример расчета балла студента на примере . Критерий зачета соответствует 56/56. Студент выполнил 43 позиции из 56. 43 делим на 56 =0,76. За тест студент должен получить 10 баллов, таким образом, в данном конкретном случае студент получает 8 баллов из 10.

Устная часть представляет собой диалог между студентом и преподавателем. Студент получает 2 теоретических вопроса. Каждый вопрос оценивается в **10 баллов**. Максимальное количество баллов: **20**.

Критерии оценки устного ответа:

9-10 баллов ставится за правильный ответ в полном объеме, иллюстрированный убедительными примерами. Студент владеет грамотной, логически верно и аргументировано построенной устной речью, ориентируется в ситуации общения.

- точность ответа – 3 балла
- полнота ответа – 3 балла
- аргументированность, четкость и последовательность изложения материала – 2 балла
- соблюдение норм английского литературного языка при изложении материала – 2 балла

7-8 баллов выставляется за правильный ответ. Снабженный примерами. Допускается упущение несущественного аспекта лингвистического явления, по которому преподаватель задает вопрос и студент дает исчерпывающий ответ.

5-6 баллов ставится за неполный ответ, в котором, однако, раскрыта сущность лингвистического явления. На наводящие вопросы преподавателя студент не дает убедительного ответа, допускает отсутствие примеров.

3-4 балла выставляется, если студент может назвать безошибочно только примеры лингвистического явления и не может четко сформулировать его сущность.

1-2 балла ставятся за иллюстрацию языкового явления примерами не в полном объеме.

Критерии оценки:

Оценка результатов освоения дисциплины при рейтинговой системе оценивания формируется по 100-балльной шкале из результатов текущего контроля успеваемости и результатов, полученных на экзамене.

Оценка на экзамене выставляется по следующей шкале:

Шкала оценки результатов освоения дисциплины
«Теоретическая грамматика английского языка»

при рейтинговой системе оценивания

Повышенный уровень	Базовый уровень	Пороговый уровень	Ниже порогового уровня
Отлично	Хорошо	Удовлетворительно	Неудовлетворительно
85-100 баллов	71-84 балла	61-70 баллов	60 и менее баллов

Фонд оценочных средств по дисциплине «Практическая грамматика английского языка» в полном объёме представлен в Приложении 2 к рабочей программе.

8. Учебно-методическое и информационное обеспечение дисциплины

Учебная и учебно-методическая литература:

– основная литература:

1. Блох, М. Я. Теоретическая грамматика английского языка : учебник / М. Я. Блох. - 4-е изд. ; испр. - Москва : Высшая школа, 2003. - 424 с.
2. Викулова, Е. А. Теоретическая грамматика современного английского языка : учебное пособие / Е. А. Викулова ; Уральский федеральный университет им. первого Президента России Б. Н. Ельцина. – Екатеринбург : Издательство Уральского университета, 2014. – 89 с. : ил. – Режим доступа: по подписке. – URL: https://biblioclub.ru/index.php?page=book&id=276564. – Библиогр. в кн. – ISBN 978-5-7996-1172-9. – Текст : электронный.
3. Смолина-Степович, Л. Ю. Теоретическая грамматика. Английский язык : курс лекций : учебно-методические материалы / Л. Ю. Смолина-Степович ; Министерство образования и науки РФ; ФГБОУ ВО "ИвГУ"; Шуйский филиал ИвГУ. - Шуя : Изд-во Шуйского филиала ФГБОУ ВПО "ИвГУ", 2018. - 146 с.

– дополнительная литература:

1. Бочкарев, А. И. Теоретическая грамматика английского языка: морфология : учебное пособие / А. И. Бочкарев ; Новосибирский государственный технический университет. – Новосибирск : Новосибирский государственный технический университет, 2016. – 92 с. : ил. – Режим доступа: по подписке. – URL: https://biblioclub.ru/index.php?page=book&id=576143. – Библиогр. в кн. – ISBN 978-5-7782-2880-1. – Текст : электронный.
2. Грамматика английского языка. Морфология. Синтаксис : учебник для студентов вузов / Н. А. Кобрина [и др.]. - 2-е изд. ; испр. и доп. - Санкт-Петербург : Перспектива : Союз, 2008. - 528 с. - (Изучаем иностранные языки).
3. Гуревич, В. В. Теоретическая грамматика английского языка: сравнительная типология английского и русского языков : учебное пособие : [12+] / В. В. Гуревич. – 11-е изд., стер. – Москва : ФЛИНТА, 2022. – 169 с. – Режим доступа: по подписке. – URL: https://biblioclub.ru/index.php?page=book&id=69163. – ISBN 978-5-89349-422-8. – Текст : электронный.
4. Дмитриева, И. В. Теоретическая грамматика английского языка=Teory of English Grammar : учебное пособие : [12+] / И. В. Дмитриева, Н. П. Петрашкевич. – Минск : РИПО, 2017. – 224 с. – Режим доступа: по подписке. – URL: https://biblioclub.ru/index.php?page=book&id=487909. – Библиогр. в кн. – ISBN 978-985-503-717-1. – Текст : электронный.
5. Крылова, И. П. Грамматика современного английского языка : учебник для студентов институтов и факультетов иностранных языков / И. П. Крылова, Е. М. Гордон. - 12-е изд. - Москва : Книжный дом "Университет", 2006. - 448 с. - На английском языке.

6. Левицкий, Ю. А. Теоретическая грамматика современного английского языка : учебное пособие / Ю. А. Левицкий. – Москва : Директ-Медиа, 2013. – 156 с. – Режим доступа: по подписке. – URL: https://biblioclub.ru/index.php?page=book&id=210501. – ISBN 978-5-4458-2976-8. – DOI 10.23681/210501. – Текст : электронный.
7. Науменко, М. Г. Теоретическая грамматика английского языка=Theoretical Grammar of the English Language : учебное пособие / М. Г. Науменко ; Южный федеральный университет, Институт филологии, журналистики и межкультурной коммуникации. – Ростов-на-Дону ; Таганрог : Южный федеральный университет, 2017. – 117 с. : ил. – Режим доступа: по подписке. – URL: https://biblioclub.ru/index.php?page=book&id=499883. – Библиогр. в кн. – ISBN 978-5-9275-2611-6. – Текст : электронный.
8. Теоретическая грамматика. Английский язык : учебно-методические материалы / авт.-сост. Л. Ю. Смолина-Степович, Н. Н. Прохоров. - Шуя : Изд-во Шуйского филиала ФГБОУ ВПО "ИвГУ", 2016. - 72 с.

Интернет-ресурсы:
http//www.englishclub.com/pronunciation/index.htm
http//www.englishclub.com/webguide/Pronunciation/htm
http//www.antimoon.com/how/pronunc.htm
http//www.fonetics.org/

Современные профессиональные базы данных и информационно-справочные системы:
ЭБС «Университетская библиотека онлайн»;
Коллекция Шуйского филиала ИвГУ на национальном цифровом ресурсе «Руконт».

Программное обеспечение:
В процессе изучения дисциплины используются офисные пакеты Microsoft Office, Open Office, программа для просмотра и чтения файлов PDF Adobe Acrobat Reader DC, программа для воспроизведения флэш-анимации в браузерах Adobe Flash Player, вэб-обозреватели Google Chrome, Opera, Антивирус Касперского, 1С университет.

9. Материально-техническое обеспечение дисциплины

1. Учебная аудитория для проведения занятий лекционного типа, укомплектованная специализированной мебелью и техническими средствами обучения, служащими для предоставления учебной информации большой аудитории.

2. Учебная аудитория для проведения занятий семинарского типа, укомплектованная специализированной мебелью и техническими средствами обучения.

3. Учебная аудитория для проведения групповых и индивидуальных консультаций, укомплектованная специализированной мебелью и техническими средствами обучения.

4. Учебная аудитория для проведения текущего контроля и промежуточной аттестации, укомплектованная специализированной мебелью и техническими средствами обучения.

5. Помещение для самостоятельной работы, оснащенное специализированной мебелью, компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду организации.

6. Учебно-наглядные пособия для занятий лекционного типа, обеспечивающие тематические иллюстрации: электронные пособия (презентации, таблицы, плакаты).

Автор(ы) рабочей программы дисциплины: Л. Ю. Смолина-Степович, старший преподаватель кафедры романо-германских языков и методики обучения.

Программа рассмотрена на заседании кафедры романо-германских языков и методики обучения

«23» января 2025 г., протокол № 5

Программа обновлена
протокол заседания кафедры № _____ от «_____» _____20 __ г.
Согласовано:
Руководитель ОП _____ М.В. Бурлакова
(подпись)

Программа обновлена
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Согласовано:
Руководитель ОП _____ М.В. Бурлакова
(подпись)

Приложение 1

Методические указания для обучающихся по освоению дисциплины

Практическое занятие 1

Грамматика в уровневой теории языка
Systemic Conception of Language

1. The systemic conception of language. The approaches towards language treatment. The notion of system. The communicative principle in the consideration of language.
2. The definition of a sign. The specific nature of language signs. Types of signs.
3. Paradigmatic and syntagmatic relations of language units. The role of F.de Saussure and I.A.Beaudoin de Courtenay in the development of linguistic theory. The notion of synchrony and diachrony.
4. Language levels and language units. The correlation of word, phrase, sentence, dicteme (utterance). The peculiar status of phoneme. Word and sentence as basic units of language.
5. The word as a nominative unit. The notion of referent. The opposition of notional and functional words.

Reference List of Texbooks:

1. Blokh M.Y. A Course in Theoretical English Grammar.- M.,2000.-P.6-26.
2. Блох М.Я. Вопросы изучения грамматического строя языка.-М.,1976.
3. Блох М.Я. Теоретические основы грамматики.-М.,2000.
4. Соссюр Ф.де. Труды по языкознанию.- М.,1977.
5. Eco U. The Role of the Reader (Explorations in the Semiotics of Text).- Bloomington: Indiana UP, 1984.- P.175-180.
6. Firth J.R. Papers in Linguistics. 1934-1951.-London,1957.-P.27-31.
7. Haas W. Linguistic Relevance//In Memory of J.R.Firth.-London,1966.-P.116-199.
8. Lyons J. Semantics.- V.1.-Cambridge,1978.-P.32-35.
9. Palmer F.R. Semantics. A New Outline.- Cambridge:CUP,1977.-P.46-54
10. Robins R.H. General Linguistics. An Introductory Survey.-London,1964.-P.5-15.
11. Sweet H. The Practical Study of Languages.-Oxford,1964.-P.123-128.

Практическое занятие 2

Морфемная структура слова
Morphemic Structure of the Word

1. The morphemic structure of the word. The notion of morph, morpheme, allomorph.
2. The traditional classification of morphemes.
3. The allo-emic classification of morphemes.
4. The notion of distribution, types of distributieon.
5. The principle of identifying free/bound, overt/covert,additive/replacive, continuous/discontinuous morphemes.
6. The notion of zero morpheme.

Reference List of Textbooks:

1. BLokh M.Y. A Curse in Theoretical English Grammar.-M.,2000.-P.18-27.

2. Бархударов Л.С. Очерки по морфологии современного английского языка .-М., 1975.- С.6-32.
3. Гуревич В.В. Теоретическая грамматика английского языка.-М.: МГПУ,2001.- 96, 99-103.
4. Иванова И.П.., Бурлакова В.В., Почепцов Г.Г. Теоретическая грамматика современного английского языка.-М., 1981.-С.4-9,13-14.
5. Francis W.N. The Structure of American English.- N.Y.,1958.
6. Harris Z. Structural Linguistics.-Chicago,1960.
7. Ilyish B. The Structure of Modern English.- L.,1971.-P.5-23.
8. Nida E. Morphology.- Ann Arbor,1965.

Практическое занятие 3

Грамматическая форма слова. Структурный тип языка.
Categorial structure of the Word.

1. The basic notions concerned with the analysis of the categorical structure of the word: grammatical category, opposition, paradigm. Grammatical meaning and means of its expression.
2. The Prague linguistic school and its role in the development of the systemic conception of language. The theory of oppositions, types of oppositions: privative, gradual, equipollent$ binary, ternary, etc. Oppositions in grammar.
3. The notion of oppositional reduction. Types of oppositional reduction: neutralization and transposition.
4. Synthetical and analytical forms. The principle of identifying an analytical form. The notion of suppletivity.

Reference List of Textbooks:

1. Blokh M.Y. A Course in Theoretical Grammar.-M., 2000. – P.27-37.
2. Бархударов Л.С. Очерки по морфологии современного английского язык. – М.,1975.-С.41-48, 67-70.
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9. Wierzbicka A. A Semantic Basis for Grammatical Typology// Discourse Grammar and Typology/ Ed. By A.T. Givon, S.A.Thompson.-Cambridge, 1995.-P.202-204

Практическое занятие 4

Теория частей речи.
Grammatical Classes of Words

1. Principles of grammatical classification of words. The traditional classification of words.
2. The syntectico-distributional classification of words.
3. The theory of three ranks (O. Jespersen).

4. The notion of lexical paradigm of nomination.
5. Functional words and their properties in the light of
- the traditional classification
- the syntectico-distributional classification
- the mixed approach.
6. Pronouns and their properties in the light of
- the traditional classification
- the syntectico-distributional classification
- the mixed approach.

Reference List of Textbooks:

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7. Hill A. Introduction to Linguistic Structures.- N.Y., 1958.
8. Gleason H. Linguistics and English Grammar.- N.Y., 1961.
9. Ilyish B. The Structure of Modern English.- L., 1971.- P. 27-35, 66-72.
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11. .Quirk R., Greenbaum S., Leech G., Svartvik J. A University Grammar of English.- M., 1982.
12. . Strang B. Modern English Structurew.- London,1962.

Практическое занятие 5

Существительное и его морфологические категории
Noun and Its Categories

1. The general characteristics of the noun as a part of speech. Classification of nouns.
2. The category of gender: the traditional and modern approaches to the category of gender. Gender in Russian and English.
3. The category of number. Traditional and modern interpretations of number distinctions of the noun. Singularia Tantum and Pluralia Tantum nouns.
4. The category of case: different approaches to its interpretation. Case distinctions in personal pronouns.
5. The specific status of proper names. Transposition of proper names into class nouns.

Reference List of Textbooks:

1. Blokh M.Y. A Course in Theoretical English Grammar.- M., 2000.- P. 48-83.
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3. Блох М.Я., Семенова Т.Н. Имена собственные личные в синтагматике, парадигматике и прагматике.- М.: Готика, 2001.

4. Гуревич В.В. Теоретическая грамматика английского языка.- М.: МГПУ, 2001.- С.6-21.
5. Иванова И.П., Бурлакова В.В., Почепцов Г.Г. Теоретическая грамматика современного английского языка.- М., 1981.- С. 21-33.
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7. Gardiner A. The Theory of Proper Names.- Oxford: Oxford University Press, 1954.- P. 43-54.
8. Ilyish B. The Structure of Modern English.- L., 1971. – P. 36-63.
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10. Strang B. Modern English Structure.- London,1962.

Практическое занятие 6

Глагол и его морфологические категории. Неличные формы глагола и их категории
Verb: General. Non-Finite Verbs. Verb and Its Categories.

1. A general outline of the verb as a part of speech.
2. Classification of verbs (notional verbs / semi-notional verbs / functional verbs).
3. Grammatical subcategorization of notional verbs (actional / statal / processual; limitive / unlimitive).
4. The lexical aspect in English and in Russian.
5. The valency of verbs (complementive / uncomplementive verbs; transitive / intransitive verbs).
6. The category of person and number: traditional and modern interpretations.
7. The category of tense: the basic notions connected with the category of tense (lexical / grammatical denotation of time; “ the present moment”). Modern conceptions of English tenses.
8. The category of aspect:
a) the problems of the aspective characterization of the verb;
b) lexical aspective / grammatical aspective meanings;
c) treatment of aspect in Modern Linguistics;
9. The category of retrospect:
a) the “tense view”;
b) the “aspect view”;
c) the “tense-aspect blend view”;
d) the “time correlation view”;
e) the “retrospective coordination view”;
10. The category of voice.
11. Language means of expressing modality. The category of mood.
12. The oppositional reduction of the verbal categories. Neutralization and transposition of verbal forms.
13. A general outline of verbals; the categorical semantics, categories, syntactic functions.
14. The infinitive and its properties. The categories of the infinitive. Modal meanings of infinitival complexes.
15. The gerund and its properties. The categories of gerund. The notion of half-gerund.
16. The present participle, the past participle, and their properties.

Reference List of Textbooks:

1. Blokh M.Y. A Course in Theoretical English Grammar.- M., 2000.- P. 83-127.
2. Бархударов Л.С. Очерки по морфологии современного английского языка.-М.,1975.- С.97-154.
3. Гуревич В.В. Теоретическая грамматика английского языка.- М.: МГПУ,2001.-С. 25-55.
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8. Graustein G., Hoffmann A., Schentke M. English Grammar. A University Handbook.- Leipzig: VEB Verlag Enzyklopadie, 1977.- P. 174-175.
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10. Ilyish B. The Structure of Modern English.- L., 1971.- P. 76,123-129, 130-131.
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12. Strang B. Modern English Structure.- London,1962.
13. BiberD., Johansson S., Leech G., Conrad S., Finegan E. Longman Grammar of spoken and Written English.- Harlow: Pearson Education Limited, 2000.-P.198-200, 358-364
14. Gordon E.M., Krylova I.P. The English Verbals.- L.,1971.-P.76, 130-131.

Практическое занятие 7

Прилагательное и наречие
Adjective and Adverb

1. A general outline of the adjective.
2. Classification of adjectives.
3. The problem of the stative.
4. The category of adjectival comparison.
5. A general outline of the adverb.
6. Structural types of adverbs. Modern interpretations of the “to bring up”type of adverbs.
7. The lexemic subcategorizations of the adverbs ending in “-ly”.

Reference List of Textbooks:

1. Blokh M.Y. A Course in Theoretical English Grammar.- M., 2000.- P. 197-222.
2. Иванова И.П., Бурлакова В.В., Почепцов Г.Г. Теоретическая грамматика современного английского языка.- М., 1981.- С.34-39, 87-89.
3. Гуревич В.В. Теоретическая грамматика английского языка.- М.: МГПУ,2001.
4. Francis W.N. The Structure of American English.- N.Y., 1958.- P.268-288.
5. Ilyish B. The Structure of Modern English.- L., 1971.- P. 58-65, 146-158.
6. Quirk R., Greenbaum S., Leech G., Svartvik J. A University Grammar of English.- M., 1982.

Практическое занятие 8

Простое предложение: парадигматическая структура, актуальное членение и коммуникативные типы

Simple Sentence: Constituent Structure. Simple Sentence: Paradigmatic Structure. Actual Division of the Sentence. Communicative Types of Sentences.

1. The notion of sentence. The sentence as a language unit. The two aspects of the sentence. The notion of predication and modality.
2. Structural classification of simple sentences:

a) one-member and two-member sentences; different approaches to the interpretation of one-member sentences; the notion of a predicative line;

b) complete and elliptical sentences: representation and substitution; the problems of differentiation of one-member and elliptical sentences;

c) structural classification of simple sentences: according to the number of predicative lines, according to the type of the subject; the notions of an elementary sentence and of an extended sentence.

3. Sentence parts classification:

a) the traditional scheme of sentence parsing; the main sentence parts (the subject and the predicate, their types); secondary sentence parts (attribute, object, adverbial modifier, parenthetical enclosure, addressing enclosure, interjectional enclosure);

b) the model of immediate constituents (the IC-model).

4. Functional classification of sentence constituents.
5. Actual division of the sentence. The notion of theme and rheme. The notion of transition. The notions of topic and comment. Topicalization. The notion of presupposition.
6. Language means of expressing the theme.
7. Language means of expressing the rheme.
8. Actual division of sentences with non-finite forms of the verb. Constructions with double/ triple rheme. Double theme-rheme constructions.
9. Classification of sentences according to the purpose of communication: traditional classification, Ch. Fries' classification. Modern classification of communicative sentence types. The problem of exclamatory sentences. Actual division and communicative sentence types.

Reference List of Textbooks:

1. Blokh M.Y. A Course in Theoretical English Grammar.- M., 2000.- P. 197-229-236, 236-261, 261-272.
2. Бархударов Л.С. Структура простого предложения современного английского языка.-М.,1982.
3. Блох М.Я. Теоретические основы грамматики.-М.,2000.-С.97-105.
4. Гуревич В.В. Теоретическая грамматика английского языка.-М.:МГПУ,2001.-С.55-59, 59-69.
5. Долинина И.Б. Системный анализ предложения.-М.,1977.
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7. Почепцов Г.Г. Конструктивный анализ структуры предложения.-Киев,1971.
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15. Nida E. Morphology.- Ann Arbor,1965.
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17. Strang B. Modern English Structure.- London,1962.
18. Wells R.S. Immediate Constituents // Language.-1947.-№ 2.-P.81-117
19. Николаева Т.М. Актуальное членение- категория грамматики текста// вопросы языкознания.-1972.-№2.
20. Шевякова В.Е. Актуальное членение предложений.-М.,1976.

Практическое занятие 9

Сложное предложение как полипредикативная конструкция
Composite Sentence

1. Classification of sentences according to the number of predicative lines: simple sentence, composite sentence, semi-composite sentence.
2. Compound sentence. Semantico-syntactic relations rendered by coordination.
3. Complex sentence. The notion of matrix sentence and insert sentence. The main principles of classifying subordinate clauses. Monolithic and segregative sentences. Parallel and consecutive subordination.
4. Semi-composite sentence: semantico-syntactic types.
5. The notions of linking and binding. Types of logical relations between clauses: elaboration, extension, enhancement.

Reference List of Textbooks:

1. Blokh M.Y. A Course in Theoretical English Grammar.- M., 2000.- P. 282-351.
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5. Bryant M. A Functional English Grammar.-Boston, 1945.-P. 105-108,154.
6. Curme G.O. A Grammar of the English Language.- Vol.3.-London,N.Y., 1931.- P. 175.
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8. Ganshina M.A., Vasilevskaya N.M. English Grammar.-M.,1964.-P.398-425.
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10. Lock G. Functional English Grammar.- Cambridge:CUP,1996.-P.246-261.
11. Quirk R., Greenbaum S., Leech G., Svartvik J. A University Grammar of English.- M., 1982.-P.228-232,269-289.
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13. Sweet H.A. A New English Grammar, Logical and Historical.- Part I.-Oxford,1903.-P.160-168.

Задания для самостоятельной работы

Тема 1 - *Systemic Conception of Language. Language and Speech Levels.*

1. Define the following notions:

system, phonological system of language, lexical system of language, grammatical system of language, language, speech, phoneme/phone, morpheme/morph, lexeme/lex, corteme, signeme, phonemic level of language, lexemic level of language, morphemic level of language, denotemic level of language, topicalization level of language, syntagmatic relations, paradigmatic relations, grammatical paradigm, allo-term, eme-term, syntactic sintagma.

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

1) gospel, the holy, as, say;
2) gospel, godspel, holy, hálig
3) the, pæt, says, seȝð;
4) swæswâ pæt hálige godspel seȝð.

3. Study questions.

1. What are the determining features of a system? How do they apply to language?
2. Why do we have to stratify language and speech?
3. What is the difference between primary and secondary levels?
4. How many basic or primary levels are there in language and speech?
5. Do all the linguists share the same opinion on the stratification of language?
6. What is the difference between language levels and speech levels?
7. Are there special terms for language and speech levels?
8. What does phonological/phonetical level study?
9. What does morphological level study?
10. What does lexicological level study?
11. What does syntax-minor level study?
12. What does syntax-major level study?
13. What is the functional relevance of the language unit?
14. What is the difference between segmental and suprasegmental units?
15. What language levels are identified in the language system by M.Blokh?
16. What conditions the non-overlapping of language levels?
17. What functions do language units, representatives of the six language levels, perform?

Тема 2 – *Morphemic Structure of the Word.*

1. Define the following notions:

lexical morpheme, complementary distribution, affixal morpheme, contrastive distribution, non-contrastive distribution, overt morpheme, additive morpheme, free lexical morpheme, root morpheme, grammatical morpheme, bound morpheme, replacive morpheme, segmental morpheme, empty morpheme,allo-morph, distribution, continuous morpheme, discontinuous morpheme, inflectional suffix, marginal morphemes.

2. Do the morphemic analysis of the words on the lines of the traditional and distributional classifications:

unmistakably, disfigured, surroundings, kingdom, brotherhood, unprecedented, oxen, embodiment, outlandish, plentiful.

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

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

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

a) burning-burns-burned-burnt;

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

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

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

5. Pair off the words which stand to one another in non-contrastive distribution:

Burned, spelled, go, intelligible, spelt, went, discussing, spelling, discussed, profitable, gullible, formulae, discussion, non-advisable, burner, profited, gullable, burnt, formulas.

6. Build up allomorphic sets:

Fifty, spiteful, brethren, trout, pins, ability, goose, nuclei, painful, tempi, foxes, paths, able, full, phenomena, fits, fifteen, mice, pathfinder, five, bought, geese, age, buys, brother.

7. Study questions.

1. What is the correlation between notional and functional words?
2. What is the basic difference between the morpheme and the word as language units?
3. What is a morpheme, a morph, an allomorph?
4. What does the difference between a morpheme and an allomorph consist in?
5. What principles underlie the traditional study of the morphemic composition of the word?
6. What principles is the distributional analysis of morphemes based on?
7. What are the determining features of the three types of distribution?
8. What are the criteria to classify morphemes?
9. What morphemes do you know according to the functional classification?
10. What types of morphemes are distinguished according to the criterion of number correlation between form and content?

Тема 3 – *Categorial Structure of the Word..The Grammatical Structure of a Language..*

1. Define the following notions:

grammatical meaning, grammatical opposition, privative binary opposition, gradual opposition, equipollent opposition, oppositional reduction, inner inflection, outer inflection, suppletivity, immanent grammatical category, reflective grammatical category, declension, conjugation, synthetical-flexional language, flexional-analytical language, word order ,lexical meaning, neutralization, transposition, differential feature

2. Define the types of the oppositions and interpret the categorical properties of their members in privative terms:

a) play – played;

b) he – she, he – they, he – it, we- they;

c) intelligent – more intelligent – the most intelligent;

d) I understand – I am understood;

e) tooth – teeth, pincers – a pair of pincers;

f) am – is;

g) he listens – he is listening;

h) mother – room.

3. Build up the oppositions of the categorical forms and define the types of the oppositions:

efficient, have defined, they, information, he, more efficient, vessel, we, define, the most efficient, are defined, I, vessels, will define, bits of information, defined, less efficient, a most efficient.

4. Study questions.

1. What do we understand by “grammatical structure of a language”?

2. What are the morphological types of languages and what place does the English language occupy in this typology?

3. What are the basic grammatical means of the English language? Describe them.

4. Compare the grammatical structure of English with the grammatical structure of your native language.

5. What is the difference between lexical and grammatical meanings?

6. In what way are the two notions – "grammatical category" and "opposition" – interconnected?

7. What grammatical elements constitute a paradigm?

8. What are the differential features of privative, gradual, and equipollent oppositions?

9. What enables linguists to consider the privative binary opposition as the most important type of oppositions?

10. What makes neutralization stylistically colourless?

11. What ensures a stylistic load of transposition?

Тема 4 - *Grammatical Classes f Words.*

1. Define the following notions:

function, functional part of speech, notional part of speech, part of speech, semi-notional words, semantic criterion, functional criterion, formal criterion, polydifferential classification of words, monodifferential classification of words.

2. Build up the lexical paradigm of nomination.

1) fool, to criticize, slow, fast;

2) new, work, to fraud, out;

3) to cut, sleep, brief, hard;

4) down, beauty, to deceive, bright.

3. Study questions.

1. What is the grammatical essence of the term "part of speech"?

2. What are the strong and weak points of the traditional (polydifferential) classification of words?

3. What are the advantages and disadvantages of the syntactico-distributional (monodifferential) classification of words?

4. What are the main principles of the three-layer classification of words?

5. What parts does the whole of the lexicon consist of?

6. What is the differential feature of the notional part of the lexicon?

7. What is the notional part of the lexicon represented by? What demonstrates the unity of the notional part of the lexicon?

8. What is the role of suppletivity in the lexical paradigm of nomination?

9. What functions do the words of the second and third layers of the lexicon perform in the production of speech?

Тема 5 - *Noun and Its Categories.*

1. Define the following notions:

noun, case, common gender nouns, "descriptive" plural, genitive case, Pluralia Tantum nouns, Singularia Tantum nouns, gender, the category of number , substantive, neutralization of nouns in the category of case, "repetition" plural, article, animate nouns, inanimate nouns, common nouns, proper nouns, neutralization of nouns in the category of number, neutralization of nouns in the category of gender, abstract nouns.

2. Dwell on the numerical features of the nouns.

1. The board of advisers have been discussing the agenda of the next meeting for an hour already.

2. Sonata is not played by an orchestra.

3. It was a tragedy that he died before he could enjoy the fruits of all his hard work.

4. The measles is infectious.

5. Sea-wasp is poisonous.

3. Define the language means used to mark the gender distinctions of the nouns.

1. The tom-cat was sleeping on the window-sill.

2. Australia and her people invoke everyone's interest.

3. Next week we are going to speak about the continent of Australia: its climate and nature.

4. The tale says that the Mouse was courageous, he never let down his friends when they were in danger.

5. Something is wrong with my car, I can't start her.

6. I saw a car left on the beach; its windows were broken.

7. A woman-doctor was to operate on the patient.

8. A he-goat is more difficult to tame than a she-goat.

9. They have got five cows and a bull, two cocks and three dozen hens, a drake and ten ducks.

10. His new yacht is very expensive; he paid about a million dollars for her.

4. Arrange the phrases into two columns according to the type of their casal semantics (on the principle of differentiating between possession and qualification) and use the proper articles with them:

officer's cap, yesterday's unexpected storm, hour's walk, last poem of Shelley, young man's thesis, tomorrow's important press-conference, mile's distance, Wilde's last epigram, new children's shop, two weeks' journey, day's work, in two months' period, nice children's caps, new women's magazine, boys who played yesterday in the yard's toys, three hours' walk.

5. Open the brackets and account for the choice of the casal form of the noun.

1. [The plane + safety] was not proved.

2. [For + convenience + sake] he decided to travel light.

3. [Birds + killing] is barbarous.

4. [Delegation + arrival] was unexpected.

5. No one managed to swim [five miles + distance] in such nasty weather.

6. [Bride + bridegroom + their relatives] luggage was so bulky that they had to hire another car.

7. [Boy + Smith] broke a leg.

8. You'd better go to [nearest + greengrocer].

6. Account for the use of the articles.

1. The dog was tamed by man a long time ago.

2. He felt pity as he knew that living with him didn't give her pleasure. It would have been a surprise to hear that she felt attached to him.

3. A group of boys were playing volleyball.

4. The woman who teaches us Italian now is not a teacher.

5. The theatre showed us a new Oscar Wilde, not the great Wilde, but a man in despair, full of doubts.

6. It was better to have a sulky Arthur than no Arthur at all.

7. She was no woman, she was a servant.

7. Study questions.

1. What are the "part of speech" properties of a noun?

2. What does the peculiarity of expressing gender distinctions in English consist in?

3. What differentiates the category of gender in English from that in Russian?

4. Why don't lexical gender markers annul the grammatical character of English gender?

5. Why is the interpretation of the categorical meaning of the nounal plural form as "more than one" considered not well grounded?

6. What is the modern interpretation of the categorical semantics of the plural form of the noun?

7. What makes the category of case in English disputable?

8. What are the strong and weak points of the "prepositional", "positional", and "postpositional" case theories?

9. What ensures a peculiar status of "-s" ?

10.What are the main approaches to the treatment of the article?

11. What shows the intermediate (between the word and the morpheme) status of the article?

12. What does the oppositional representation of the articles reveal?

13. What are the categorical meanings of the three articles?

14. What do you understand by regular and irregular formation of the plural number of nouns?

15. What means of irregular formation of plural meaning do you know?

Тема - 6 *Verb and Its Categories. Non-Finite verbs.*

1. Define the following notions:

verb, predicative function, the category of finitude, aspective grammatical meanings, complementive verb, finite verb, half-gerund, limitive verb, non-limitive/unlimitive verb, non-personal verb, objective verb, personal verb, primary predication, retrospective coordination, secondary predication, semi-notional verbs, semi-predicative constructions, transitivity, verbal/verbid, notional verbs, functional verbs, actional verbs, statal verbs, supplementive verbs, the infinitive, the gerund, the present participle, the past participle, the category of mood, the category of voice, the category of tense.

2. Dwell upon the categorical features of the verbs in the following sentences:

1." Well, I am an honest man, though not a very rich one. I gave only 15 shillings for the bust, and I think you ought to know that before I take 18 pounds from you." (Doyle)

2. I thought you might be interested to meet Mr. Anstruther. He knows something of Belgium. He has lately been hearing news of your convent. (Christie)

3. "What is it?" she said confusedly."What have I been saying?" "It is nothing," said Rose. "You are tired. You want to rest. We will leave you."(Christie)

4. In one of my previously published narratives I mentioned that Sherlock Holmes had acquired his violin from a pawnbroker in the Tottenham Court Road, for the sum of 55 shillings. To those who know the value of Stradivarius, it will be obvious that I was being less than candid about the matter. (Hardwick)

5. Perhaps she wasn't an actress at all. Perhaps the police were looking for her. (Christie)

6. "I think, Mr.Holmes, it is time that we were leaving for Euston." "I will order a four-wheeler. In a quarter of an hour we shall be at your service." (Doyle)

7. "What he will divulge I cannot tell, but I have no doubt that your Grace could make him understand that it is to his interest to be silent. From the police point of view he will have kidnapped the boy for the purpose of ransom." (Doyle)

8. "Mr. Holmes!" cried Mrs. Hudson indignantly. "How many times have I said that I won't tolerate your indoor shooting?" (Hardwick)

9. By the way, I shall be grateful if you will replace this needle. It is getting rather blunt. (Hardwick)

10. She wondered if any Warrenders lived here still. They'd left off being buried here apparently. (Christie)

11. My future is settled. I am seeing my lawyer tomorrow as it is necessary that I should make some provision for Mervyn if I should pre-decease him which is, of course, the natural course of events. (Christie)

12. "Yes, it was old Mrs. Carraway. She's always swallowing things." (Christie)

13. "Wouldn't you like something? Some tea or some coffee perhaps?.." "No, no, not even that. We shan't be stopping very much longer." (Christie)

14. "Oh! It's lovely. It's too good for me, though. You'll be wanting it yourself-" (Christie)

15. "Somebody was being poisoned last time we were here, I remember," said Tuppence. (Christie)

16. A lot of signposts are broken, you know, and the council don't repair them as they should. (Christie)

3. Define the modal meanings actualized by the infinitive and infinitive complexes (possibility, necessity, expression of an actual fact):

1. There is a Mr. Anthony Rizzoli here to see you. (Sheldon)
2. I have a regiment of guards to do my bidding. (Haggard)
3. I'll send a man to come with you. (Lawrence)
4. I never saw anybody to touch him in looks. (Haggard)
5. There is nothing in that picture to indicate that she was soon to be one of the most famous persons in France. (Christie)
6. There were several benches in advantageous places to catch the sun… (Christie)
7. "Why don't you get married?" she said. "Get some nice capable woman to look after you." (Christie)
8. "Pity she hadn't got a fortune to leave you," said Tuppence. (Christie)
9. I've got everything laid out tidily for you to look through. (Christie)
10. There is really very little to tell. (Christie)
11. Three sons were too much to burden yourself with. (Christie)
12. "There is nothing to find out in this place – so forget about Mrs. Blenkinsop." (Christie)
13. She must have been a tartar to look after, though. (Christie)
14. But it's not the police she wants, it's a doctor to be called – she's that crazy about doctors. (Christie)

4. Rephrase the sentences so as to use a gerund as an object:

1. I insist on it that you should give up this job immediately.
2. They were surprised when they didn't find any one at home.
3. He went on speaking and was not listening to any objections.
4. When the boy was found he didn't show any signs of being alive.
5. Do you admit that you have made a mistake by divorcing her?
6. They suspect that he has been bribed.

5. Choose infinitive or gerund and give your reasons.

1. As some water had got in, the engine of the boat couldnt but … working (to stop).
2. I'm afraid our camera wants … (to repair).
3. This I not the way … children (to treat).
4. I soon regretted … the doctor's recommendations (not to follow).
5. I regret … that I can't come to your wedding (to say).
6. Did they teach you … at school (to dance)?
7. Who has taught you…so well (to dance)?
8. She demanded … the whole truth (to tell).

9. On her way home she stopped … with her neighbor (to talk).

10. Remember … the gas-stove before leaving the flat (to turn off).

6. Point out participle I, gerund or verbal noun:

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

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

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

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

5. "There was a girl standing there – an imported girl with fixings on – philandering with a croquet maul and amusing herself by watching my style of encouraging the fruit canning industry." (O.Henry)

6. At first cocktail, taken at the bar, there were many slight spillings from many trembling hands, but later, with the champagne, there was a rising tide of laughter and occasional bursts of song. (Fitzgerald)

7. Cutting the last of the roses in her garden, Julia heard old Mr. Nixon shouting at the squirrels in his bird-feeding station. (Cheever)

7. Account for the use of Complex Subject and Complex Object Constructions.

1. He's talked about himself, making no sense at all, seeming to say only that it was a lonely thing to be a writer, it was a painful thing to be no longer the writer you were… (Saroyan)

2. Mrs. Wiley gathered her two rosy-cheeked youngsters close to her skirts and did not smile until she had seen Wiley laugh and shake his head. (O.Henry)

3. When Julia called him to come down, the abyss between his fantasy and the practical world opened so wide that he felt it affect the muscles of his heart. (Cheever)

4. The waiter poured something in another glass that seemed to be boiling, but when she tasted it it was not hot. (O.Henry)

5. This time there was no rush. It was a puff, as of wind that makes a candle flicker and the flame go tall. (Hemingway)

6. "Sit down on that stool, please. I didn't hear horse coming." (O.Henry)

7. Stunned with the horror of his revelation, John sat there open-mouthed, feeling the nerves of his body twitter like so many sparrows perched upon his spinal column. (Fitzgerald)

8. Willie Robins and me happened to be in our – cloakroom, I believe we called it – when Myra Allison skipped through the hall on her way downstairs from the girls' room. (O.Henry)

9. He heard a woman say in French that it would not astonish her if that commenced to let fall the bombs. (Fitzgerald)

10. He had expected the man to look like a giant, and to act something like one, but the old writer had looked like a bewildered child … (Saroyan)

8. Study questions.

1. What is the general categorical meaning of the verb?
2. What does the processual categorical meaning of the verb determine?
3. What grammatical categories find formal expression in the outward structure of the verb?
4. What criteria underline the subclassification of notional verbs?
5. What does aspective verbal semantics find its expression in?
6. What is peculiar to the English lexical aspect?
7. What combinability characteristics does the verb have?

8. What are the mixed lexico-grammatical features of the verbids revealed in?
9. What is peculiar to the predication expressed by the verbids?
10. Which of the verbids is considered the head-form of the whole paradigm of the verb?
11. What grammatical categories does the infinitive distinguish?
12. What grammatical categories does the gerund have?
13. What grammatical categories differentiate the present participle from the past participle?
14. What features in common with finite forms of the verb do the infinitive, the *ing*-form, and the participle have? Which of them coincide only partly with those of the finite forms?
15. What syntactic functions do the verbals perform?
16. What is specific to the categories of person and number in English?
17. What does the immanent character of the category of tense imply?
18. What is the main weak point of the traditional "linear" interpretation of tenses?
19. What is the main point of difference between the two categories of tense: the category of primary time and the category of prospect?
20. What categorical meanings do continuous forms and non-continuous forms express?
21. What category do the perfect forms express?
22. What accounts for the peculiar place of the category of voice among the verbal categories?
23. What makes the expression of voice distinctions in English specific?
24. What complicates the analysis of English mood forms?
25. What does the category of mood express?
26. What is the status of the so-called "imperative mood" in English?
27. What does the term "phase" imply?

Тема 7 - *Adjectives and Adverbs*

1. Define the following notions:

adjective, qualitative adjective, quantitative adjective, the category of adjectival comparison, positive degree, comparative degree, superlative degree, evaluative adjective, specificative adjective, gradual ternary opposition, "reverse" comparison, substantivization of adjectives, adverb, stative, circumstantial adverbs, qualitative adverb, quantitative adverb, "orientative" adverbs, synthetic degree of comparison, analytical degrees of comparison.

2. Give the forms of degrees of comparison and state whether they are formed in a synthetic, analytical or suppletive way:

a) wet, merry, real, far;
b) kind-hearted, shy, little, friendly;
c) certain, comical, severe, well-off;
d) sophisticated, clumsy, old-fashioned, good-looking.

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

1) I am <u>the more bad</u> because I realize where my badness lies.
2) Wimbledon will be yet <u>more hot</u> tomorrow.
3) The economies are <u>such more vulnerable</u>, <u>such more weak</u>.
4) Certainly, Ann was doing nothing to prevent Pride's finally coming out of <u>the everything</u> into <u>the here.</u>
5) He turned out to be even <u>more odd</u> than I had expected.
6) That's the way among that class. They <u>up</u> and give the old woman a friendly clap, just as you or me would swear at the missus.
7) "You see, by this time we were on the <u>peacefullest</u> of terms.

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

4.**Point out the classificational features of the adjectives and adverbs:**

1) Her maternal instinct never betrayed her.

2) They were of the same age but he treated her with paternal gentleness.

3) The Russians are believed to be very inventive people.

4) The boy’s parents are sure that his intellectual potential is great but so far he hasn’t shown any signs of an extremely intelligent child.

5) They are discussing now if the land of the country should be common or private property.

6) In our private talk he told me about his decision to give up composing music for our theatre.

7) The 17th century was the golden age of Dutch painting.

8) Everyone admired her golden hair.

5. Intensify the expressiveness of the utterances:

1) You have been kind to me, I appreciate this.

2) His position in the firm is better now than before.

3) If you try to press him, the situation will not be easier for you.

4) Davy was the more talented of the two brothers.

5) Of the two brothers, Nick behaves the more wisely.

6) Her Italian is now better than before.

6. Translate the word combinations into English using Adjective + Noun or Noun + Noun patterns where possible:

a) зубная боль, зубной врач, зубной согласный;

b) железная воля, железная дорога, железный век;

c) золотая рыбка, золотая валюта, золотая середина, золотое сердце, золотое шитье, золотые волосы, золотой песок, золотой шанс, золотой треугольник. золотые прииски, золотые пляжи;

d) женская одежда, женская школа, женская походка, существительное женского рода, женское (феминистское) движение, женские руки, женская литература;

e) смертный приговор, смертная казнь, смертный час, смертное существо, смертельная рана, смертельный враг, смертельный яд, мертвые, смертельная болезнь, смертный грех, умирающий, смертельное оружие, похоронный марш, Мертвое море, смертельно обиженный, смертельная схватка, смертельная опасность, бессмертный, детская смертность, смертельная доза наркотика.

7. Study questions.

1. What categorical meaning does the adjective express?

2. Why do we have to differentiate the qualitative and relative adjectives?

3. How are the comparative and superlative degrees of adjectives formed?

4. What adjectives form their degrees by both inflections and words *more* and *most*?

5. Are there any adjectives that form their degrees of comparison by means of suppletivity?

6. What do you understand by substantivization?

7. Are the words *more* and *most* lexical or grammatical means when they form the degrees of comparison of adjectives?

8. What adjectives form their comparative and superlative degrees by root-vowel and final consonant change?

9. What does the adjectival specific combinability find its expression in?

10. What proves the lack of rigid demarcation line between the traditionally indentified qualitative and relative subclasses of adjectives?

11. What is the principle of differentiation between evaluative and specificative adjectives?
12. What does the category of adjectival comparison express?
13. What arguments enable linguists to treat the category of adjectival comparison as a five-member category?
14. What does the expressive peculiarity of the elative superlative consist in?
15. What is the categorical meaning of the adverb?
16. What combinability are adverbs characterized by?
17. What is typical of the adverbial word-building structure?
18. What semantically relevant sets of adverbs can be singled out?
19. How is the whole class of adverbs structured?
20. What does the similarity between the adjectival degrees of comparison and adverbial degrees of comparison find its expression in?
21. What are the syntactic functions of adverbs?
22.What is the stative as a part of speech?

Тема 8 - *Syntagmatic Connection of Words. Sentence: General.*

1. Define the following notions:

phrase, sentence, adjunct, grammatical concord, grammatical agreement, consecutive phrase, coordinative phrase, cumulative phrase, dominational phrase, equipotent phrase, formative phrase, grammatical government, syntagma, expanded phrase, extended phrase, paradigmatic relations, syntagmatic relations, subordination, predication, co-ordination, collocation, complement, enclosure.

2. Define the classificational properties of the following word combinations:

1) the eyes flashed, 2) a long row, 3) was a fool, 4) absolutely ruthless, 5) can't call
6) frank, loyal, and disinterested, 7) out of, 8) I suppose, 9) reference being made, 10) considerably damaged

3. Define the types of syntactical relations between the constituents of the following word combinations:

1) saw him, 2) these pearls, 3) insanely jealous

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

MODEL: "a self-reliant student"

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

1) to fully understand, 2) is seriously ill, 3) for us to expect, 4) claimed the land, 5) a cat licking milk, 6) rather doubtful, 7) young, nonchalant, charming, 8) think of an idea, 9) the "I'm sorry" response, 10) happy but not quite, 11) can come, supposedly, 12) in spite of, 13) a man, having no scruples, 14) to feel foolish, 15) sanity and rationality, 16) the world beyond, 17) ought to give up, 18) a flowery hat, 19) time-tables, books, maps, and what not, 20) a wedding or a christening.

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

1) insects with four wings, 2) youths with long hair, 3) a substance that sticks easily, 4) a colour that is slightly red, 5) manners typical of apes, 6) a chain covered with gold leaf, 7) publications that appear regularly every year, 8) relations like those between brothers, 9) behavior typical of men, 10) a colour like that of a human body.

6. Study questions.

1. What are the differential features of the phrase?
2. What are the differential features of the sentence?

3. What makes the sentence the main object of syntax?
4. What functions does the sentence perform?
5. In what way does the notion of nominative aspect of the sentence specify the notion of predication?
6. What are the strong points of the traditional classification of phrases?
7. What does agreement as a syntactic relation consist in?
8. What differentiates government from agreement?
9. What principles is the nominative classification of phrases based on?
10. What syntactic relations of the phrase constituents does enclosure imply?
11. What type of syntagma is adjoinment typical of?

Тема 9 - *Simple Sentence: Constituent and Paradigmatic Structure. Actual Division of the Sentence. Communicative Types of Sentences.*

1. Define the following notions:

theme, rheme, declarative sentence, imperative sentence, exclamatory sentence, interrogative sentence, one-member sentence, two-member sentence, elliptical sentence, predicative line, complete sentence, elementary sentence, extended sentence, addressing enclosure, parenthetical enclosure, interjectional enclosure, simple sentence, model of immediate constituents, deep structure, transformation, surface structure, proposition, modality, immediate constituents, two-axis sentence, one-axis sentence, predicative load.

2. Dwell upon the actual division of the sentences and the language means used to mark it. Define the communicative sentence type.

MODEL: The time came for her to dance with Adams.
T1 → R1 T2 → R2
This sentence represents a case of double theme-rheme construction:
T1 → R1
↓
T2 → R2

1. I must take some definite actions tonight.(Doyle)
2. I cannot allow the examination to be held if one of the papers has been tampered with. (Doyle)
3. He heard her singing in her snatchy fashion. (Lawrence)
4. “Teddilinks, light a fire, quick.” (Lawrence)
5. It was Mr. Eccles I particularly wanted to see. (Christie)
6. Somebody *ought* to be getting rich. Somebody ought to be *seen* to be getting rich. (Christie)
7. For me to get up early was something like a deed.
8. “How long have you lived in Hollowquay?” “Barely a month.”
9. “Red-haired you used to be. Carrots, that’s the colour your hair was.” (Christie)
10. Who does it actually belong to *now*? (Christie)

3. State the structural type of the sentences.

MODEL: *“Who is poor in love? No one.”*

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

1. If you wish to destroy yourself, pray do so. Don’t expect me to sit by and watch you doing so. (Hardwick)
2. Not a soul in sight. Very quiet. (Priestley)
3. “Well, what does she feel for me?” “Indifference, I should say.” (Maugham)

4. “The world moves so quickly and people’s memories are so short. They’ll forget.” “I shan’t forget.” (Maugham)

5. “Let’s not quarrel any more. No matter how nervous we get.” (Hemingway)

6. “Your damned money was my armor. My Swift and my Armor.” “Don’t.” (Hemingway)

7. “I’m full of poetry now. Rot and poetry.” (Hemingway)

8. That was the house she had seen from the train three years ago. The house she had promised to look for someday. (Christie)

9. Something was stirring in the depth of her subconscious. A happy anticipation – a recognition. Measles Yes, measles. Something to do with measles. (Christie)

10. “What was in this? A catalogue of old books? (Hemingway)

4. Define the type of the subject and the predicate of the following sentences.

1. Car’s right outside. You might want to button your coat up, though, it’s freezing out there. (Baldacci)

2. She began to cry again, but he took no notice. (Lawrence)

3. A great flash of anguish went over his body. (Lawrence)

4. He sat motionless. (Lawrence)

5. I’m going to take some railway journeys. (Christie)

6. The train began to slow down. (Christie)

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

8. At any instant the blow might crash into her. (Lawrence)

9. It’s the kind of the house I’d like to live in. (Christie)

10. She might be able to do spells. (Christie)

5. Build up the IC-model of the sentences.

1. The exhausted boy greeted his father unwillingly.

2. The key turned rustily in the lock. (Christie)

3. The pocketknife’s worn bone handle fitted comfortably into his hand. (King)

4. She, slowly, abstractedly closed the door in his face. (Lawrence)

5. The Whistons’ kitchen was of fair size. (Lawrence)

6. Analyze the semantic structure of the following sentences, defining the semantic roles (deep cases) of the underlined constituents.

MODEL: *I am the one to hear it.*

The semantic structure of the given sentence includes the following semantic roles: the agent (the one), the nominative (I), and the object (it).

1. I am not the man to stop behind after serving you for 20 years. (Haggard)

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

3. For 2000 years I had none to converse with.

4. There was nothing to suggest that anyone lived in it. (Christie)

5. She packed the car by the side of the road, got out and went over to look through the ironwork of the gate.

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

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

1) As his sister was at home, he was annoyed.

2) His sister was at home, so he was annoyed.

3) He was annoyed because his sister was at home.

4) He was annoyed at his sister’s being at home.

5) He was annoyed at his sister’s presence at home.

6) His sister’s presence at home annoyed him.

7) His annoyance was caused by his sister’s being at home., etc.

1. We stayed a bit longer. Mike enjoyed it.
2. Jennifer heard him. He walked downstairs.
3. She was sure. Her husband didn't meet anyone in London.
4. We read about it in the newspaper. James Hooligan was acquitted.
5. The girl grew up. She became quite a beauty.

8. Form sentences with greater predicative load taking as the basis the following kernel sentences.

MODEL*: He was upset.*

a. Was he upset ?
b. Wasn't he upset?
c. Can he be upset?
d. Cannot he be upset?
e. He didn't seem to be upset.
f. He can't have been upset.
g. Couldn't he have been upset?

1. The shaft was material. (Chesterton)
2. This man was a gambler. (Chesterton)
3. We played bridge. (Christie)
4. He found an excuse for going off.(Saroyan)
5. They cut down all the trees in the garden. (Doyle)

9. Study questions.

1. What are the main principles of the actual division of the sentence?
2. What sentence elements can be called "thematic"?
3. What language means mark the theme of the sentence?
4. What is understood by the rheme of the sentence?
5. What language means are used to express the rheme of the sentence?
6. What actual division pattern is typical of the declarative sentence?
7. What actual division characterizes the imperative sentence?
8. In what do you see the connection of the actual division and the communicative sentence types?
9. What do the structural classifications of simple sentences reveal?
10. What does the difference between one-member and two-member sentence consist in?
11. What makes up the basis for identifying the elliptical sentence?
12. What sentence parts are usually identified?
13. What criteria is the description of the sentence parts based on?
14. What does the IC-model of the sentence show?
15. What does syntactic derivation imply?
16. What is considered to be the basic element of syntactic derivation?
17. What do the constructional relations of the kernel sentence consist in?
18. What syntactic units are formed by the processes of clausalization, phrasalization, and nominalization?
19. What is realized on the basis of the predicative derivation?
20. What does the difference between lower and higher predicative functions consist in?
21. What oppositions are used to describe the predicative semantics of the sentence? Make up a list of them.
22. In what way does the notion of the "predicative load" of the sentence help to describe the predicative semantics of the sentence?

23. In what do you see the correlation between the two notions: the “loaded Sentence” and the “strong predicative meaning”?

24. What should be done to transform an unloaded sentence into a loaded one? Give an example of the transformation in question

24. What should be done to transform an unloaded sentence into a loaded one? Give an example of the transformation in question.

Тема 10 - *Composite Sentence.*

1. Define the following notions:

Composite sentence, compound sentence, complex sentence, hypotaxis, parataxis, semi-composite sentence, polypredicative construction, coordination, cleft sentence, subordination, copulative conjunctions, adversative conjunctions, disjunctive conjunctions, causal conjunctions, consequential conjunctions, resultative conjunctions, asyndetic connection, syndetic connection, subject clause, predicative clause, object clause, attributive clause, adverbial clause, subordinate clause ,matrix sentence, insert sentence, semi-compound sentence, semi-complex sentence.

2. Define the relations between the clauses of the compound sentences.

1. She was outlined against the sky, carrying a basket, and you could see that sky through the crook of her arm. (Galsworthy)

2. It was Saturday, so they were early home from school: quick, shy, dark little rascals of seven and six, soon talkative, for Ashurst had a way with children. (Galsworthy)

3. “You’ve got to come, or else I’ll pull your hat!” (Galsworthy)

4. You were equipped with good insides so that you did not go to pieces that way, the way most of them had, and you made an attitude that you cared nothing for the work you used to do, now that you could no longer do it. (Hemingway)

5. She remained faithful to the Elegy, and the Sonnet claimed much of her attention; but her chief distinction was to revive the Ode, a form of poetry that the poets of the present day somewhat neglect. (Maugham)

6. Africa was where he had been happiest in the good time of his life, so he had come out here to start again. (Hemingway)

7. There was no hardship; but there was no luxury and he had thought he could get back into training that way. (Hemingway)

8. She had been married to a man who never bored her and these people bored her very much.

9. It was very pleasant and we were great friends. The next year came inflation and the money he had made the year before was not enough to buy supplies to open the hotel and he hanged himself. (Hemingway)

10. But that night he was caught in the wire, with a flare lighting him up and his bowels spilled out into the wire, so when they brought him in, alive, they had to cut him loose. (Hemingway)

3. Define the types of clauses constituting the following sentences.

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

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

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

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

5. “Can you tell us if there’s a farm near here where we could stay the night?” (Galsworthy)

6. “It’s a pity your leg is hurting you.” (Galsworthy)

7. “A further knowledge of facts is necessary before I would venture to give a final and definite opinion.” (Doyle)

8. “Can you ask me, then, whether I am ready to look into any new problem, however trivial it may prove?” (Doyle)

9. “I know it looks as if I’ve got you here on false pretences but we really ought to be thinking about the possible dates.” (James)

10. “I am about to write your cheque, however unwelcome the information which you have gained may be to me.” (Doyle)

11. Did it matter where he went, what he did, or when he did it? (Galsworthy)

12. “It’s I who am not good enough for you.” (Galsworthy)

13. If he were drowned they would find his clothes. (Galsworthy)

14. On the face of it the case is not a very complex one, though it certainly presents some novel and interesting features. (Doyle)

15. She could not understand why, instead of smiling at such good news, Miss Elizabeth covered her eyes with her hands and groaned. (Forster)

16. I never noticed anything in what she said that sounded particularly destructive to a man’s ideas of self-consciousness; but he was set back to an extent you could scarcely imagine. (O.Henry)

17. In the bewildering, still, scentless beauty of the moment he almost lost memory of why he had come to the orchard.

18. At that adoring look he felt his nerves quiver, just as if he had seen a moth scorching its wings. (Galsworthy)

19. And he uttered a groan which made a nursemaid turn and stare. (Galsworthy)

20. “There is trout there, if you can tickle them.” (Galsworthy)

4. Study questions.

1. What is the main principle of differentiating between the simple sentence and the composite sentence?
2. What are the two main syntactic types of clause connection?
3. What are the differential features of the compound sentence?
4. What semantic relations underlie coordinative clauses?
5. What are the differential features of the complex sentence?
6. What principles are used for classifying subordinate clauses?
7. What sentence is termed “semi-composite”?
8. What is the nature intermediary syntactic character of the semi-composite sentence?
9. What types of semi-composite sentences are singled out?
10. What are the differential features of the semi-complex sentence?
11. What is peculiar to the semi-compound sentence?

Тема 11 - *Linguistics of the Text*

1. Define the following notions:

text, coherence, discourse, narrative, description, dialogue, cohesion, reiteration, collocation, anaphora, cataphora, deixis, cumuleme, occurseme, dicteme, binding, topic, stylization, endophoric relations, person deixis, place deixis, temporal deixis, textual deixis, social deixis, absolute deixis, relational deixis.

2. Dwell on the means of cohesion in the given text fragments.

MODEL: *Ten minutes later, with face blanched by terror, and eyes wild with grief, Lord Arthur Savile rushed from Bentinck House, crushing his way through the crowd of fur-coated footmen that stood round the large striped awning, and seeming not to see or hear anything. The night was bitter cold, and the gas-lamps round the square flared and flickered in the keen wind; but*

his hands were hot with fever, and his forehead burned like fire. On and on he went, almost with the gait of a drunken man. A policeman looked curiously at him she passed, and a begger, who slouched from an archway to ask for alms, grew frightened, seeing misery greater than his own. Once he stopped under a lamp, and looked at his hands. He thought he could detect the stain of blood already upon them, and a faint cry broke from his trembling lips.

Murder! That is what cheiromantist had seen there. Murder! The very night seemed to know it, and the desolate wind to howl it in his ear. The dark corners of the streets were full of it. It grinned at him from the roofs of the houses.

First he came to the Park, whose somber woodland seemed to fascinate him. He leaned wearily up against the railings, cooling his brow against the wet metal, and listening to the tremulous silence of the trees. "Murder! murder!" he kept repeating, as though iteration could dim the horror of the word. The sound of his own voice made him shudder, yet he almost hoped that Echo might hear him, and wake the slumbering city from its dreams. He felt a mad desire to stop the casual passer-by, and tell him everything.

(from O.Wild "Lord Arthur Savile's Crime")

The principle means of textual cohesion in this fragment is repetition of different kinds: 1) **lexical repetition** (repetition of the key word): "Murder! That is what the cheiromantist had seen there. Murder!" the repetition of the pronouns: "he" and "it" (substituting "the murder"), repetition of the words used to describe the background: "night", "dark", "wind"; 2) **lexical synonymic repetition**: "with the face blanched by terror", "the horror of the word"; "eyes with grief", "seeing misery greater than his own" , 3) **repetition of the verbs of motion**: "rushed, crashed the way through, on and on he went, he passed, came to the Park."

Among other means we find substitution (Lord Arthur Savile – he, his; the murder – it, the word, everything) and **representation**: "Murder! murder! he kept repeating" – "iteration".

Besides, the function of **connectors** is performed by conjunctions (but, and, yet) Another means of textual cohesion is **contrast**: "the night was bitter cold, and the gas-lamps round the square flared and flickered in the keen wind; but the hands were hot with fever, and his forehead burned like fire."

The whole piece deals with the description of the main character's agitated state of mind after he had learned his fate. The following lexical units contribute to the thematic unity of the text: *face blanched by terror, eyes wild with grief, rushed, crushing his way, seemed not to see or hear anything, his hands were hot with fever, his forehead burned like fire, the gait of a drunken man, misery, could detect the stain of blood, a faint cry, trembling lips, desolate wind, leaned wearily, the horror of the word, shudder, a mad desire.*

1. It was 2 p.m. on the afternoon of May 7, 1915. The Lusitania had been struck by two torpedoes in succession and was sinking rapidly, while the boats were being launched with all possible speed. The women and children were being lined up awaiting their turn. Some still clung desperately to husbands and fathers; others clutched their children closely to their breasts. One girl stood alone, slightly apart from the rest. She was quite young, not more than eighteen. She didn't seem afraid, and her grave, steadfast eyes looked straight ahead.

"I beg your pardon."

A man's voice beside her made her start and turn. She had noticed the speaker more than once amongst the first-class passengers. There had been a hint of mystery about him which had appealed to her imagination. He spoke to no one. If anyone spoke to him he was quick to rebuff the overture. Also he had a nervous way of looking over his shoulder with a swift, suspicious glance.

She noticed now that he was greatly agitated. There were beads of perspiration on his brow. He was evidently in a state of overmastering fear. And yet he did not strike her as the kind of man who would be afraid to meet death!

(from A. Christie "The Secret Adversary")

2. My mother was sitting by the fire, but poorly in health, and very low in spirits, looking at it through her tears, and desponding heavily about herself and the fatherless little stranger, who was already welcomed by some grosses of prophetic pins, in a drawer upstairs, to a world not at all excited on the subject of his arrival; my mother, I say, was sitting by the fire, that bright, windy March afternoon, very timid and sad, and very doubtful of ever coming alive out of the trial that was before her, when, lifting her eyes as she dried them, to the window opposite, she saw a strange lady coming up the garden.

My mother had a sure foreboding at the second glance, that it was Miss Betsey. The setting sun was glowing on the strange lady, over the garden fence, and she came walking up to the door with a fell rigidity of figure and composure of countenance that could have belonged to nobody else.

When she reached the house, she gave another proof of her identity. My father had often hinted that she seldom conducted herself like any ordinary Christian; and now, instead of ringing the bell, she came and looked in at that identical window, pressing the end of her nose against the glass to that extent, that my poor dear mother used to say it became perfectly flat and white in a moment.

She gave my mother such a turn, that I have always been convinced I am indebted to Miss Betsey, looking round the room, slowly and inquiringly, began on the other side, and carried her eyes on, like a Saracen's Head in a Dutch clock, until they reached my mother. Then she made a frown and a gesture to my mother, like one who was accustomed to be obeyed, to come and open the door. My mother went.

(from Ch. Dickens "David Copperfield")

3. Study questions.

1. What definition of text is syntactically relevant?
2. What are the principles of identifying textual units?
3. What is the basic difference between a cumuleme and an occurance?
4. What is the role of the dicteme in the formation of text?
5. What basic functions are performed by the dicteme?
6. What textual categories do scholars usually identify?
7. What enables linguists to regard topical unity and semantic-syntactic cohesion as the basic textual categories?