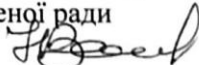


МІНІСТЕРСТВО ФІНАНСІВ УКРАЇНИ
ДЕРЖАВНИЙ ПОДАТКОВИЙ УНІВЕРСИТЕТ

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Кафедра мовної підготовки та соціальних комунікацій

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Методичні рекомендації
до проведення семінарських занять
з навчальної дисципліни «Теоретична граматики основної
іноземної мови»
для підготовки здобувачів вищої освіти першого (бакалаврського) рівня
(денної та заочної) форми навчання
галузь знань 03 «Гуманітарні науки»
спеціальність 035 «Філологія»
ОПП «Германські мови та літератури (переклад включно)»
статус дисципліни: обов'язкова

Ірпінь – 2022

Методичні рекомендації складені на основі робочої програми навчальної дисципліни «Теоретична граматики основної іноземної мови», затвердженої Науково-методичною радою Університету від 20.01.2022, протокол №2

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2. ПЕРЕДМОВА

Методичні рекомендації до проведення практичних занять з навчальної дисципліни «Теоретична граматики англійської мови», складені на основі робочої програми навчальної дисципліни «Теоретична граматики англійської мови» для підготовки здобувачів вищої освіти першого (бакалаврського) рівня галузі знань 03 «Гуманітарні науки» спеціальності 035 «Філологія» спеціалізації 035.04 «Германські мови та літератури (переклад включно)», затвердженої вченою радою Навчально-наукового інституту гуманітарних наук у 2021 році, яка передбачає комплексну реалізацію практичної, розвиваючої, загальноосвітньої та виховної цілей під час навчання іноземної мови.

Курс «Теоретична граматики англійської мови» є необхідною складовою частиною вивчення курсу базових філологічних дисциплін для бакалаврів за спеціальністю «Філологія». Він надає можливість сформувати практичні навички вільного володіння усною та письмовою англійською мовою, підвищити філологічну компетенцію шляхом вдосконалення навичок використання практичної граматики, втілення теоретичних знань з фонетики, лексикології, порівняльної стилістики на практиці, поширення загального та міжкультурного кругозору студентів, поповнення словникового запасу через ознайомлення з художніми текстами та текстами мас медіа загальноосвітньої і популярної тематики.

Курс «Теоретична граматики англійської мови» розрахований на студентів 3-4 курсів навчально-наукового інституту гуманітарних наук, спеціальності «Філологія». Оволодіння видами мовленнєвої діяльності здійснюється через послідовне й системне формування у студентів 1-2 курсів відповідних практичних вмінь та навичок.

Теми практичних занять з навчальної дисципліни «Теоретична граматики англійської мови» відповідають навчальному плану підготовки бакалаврів за спеціальністю 035 «Філологія» і є необхідною складовою частиною вивчення англійської мови. Вони дають можливість практичного оволодіння англійською мовою в різних видах мовленнєвої діяльності та збільшити лексичний запас студента.

Навчання здійснюється на основі діяльнісно-орієнтованого підходу відповідно до вимог Загальноєвропейських Рекомендацій з мовної освіти. Реалізація цього підходу у навчальному процесі з іноземної мови означає, що формування і розвиток іншомовних навичок і вмінь студентів відбувається шляхом і завдяки виконанню ними мовленнєвих дій в межах видів мовленнєвої діяльності (аудіювання, читання, говоріння, письмо).

«Теоретична граматики англійської мови» - одна з основних нормативних лінгвістичних дисциплін в системі професійного навчання майбутніх філологів. Теоретична граматики вивчає мовні явища, одиниці мови та мовлення на різних рівнях мови з точки зору їхнього функціонального взаємозв'язку. Зазначений курс покликаний розвивати у студентів теоретико-гіпотетичне мислення, формувати навички екстраполяції основних мовознавчих понять на суміжні дисципліни, сприяти розумінню діалектичної суті базових положень мовознавства.

Навчальні цілі для кожного рівня володіння мовою є типовими за характером. Вони включають у себе професійні комунікативні компетенції, які складаються із загальних мовленнєвих/навчальних вмінь, мовних знань, соціолінгвістичної та прагматичної компетенцій.

Основна мета вивчення курсу «Теоретична граматики англійської мови» – навчити студентів основним принципам та закономірностям граматичної будови сучасної англійської мови в аспекті її структури та функціонування, класичним та сучасним підходам до аналізу мовних одиниць та явищ, а також розвинути у студентів науковолінгвістичне мислення, уміння орієнтуватися в науковій лінгвістичній інформації, розуміння природи граматичних явищ та процесів.

Учбовий матеріал має на меті ознайомлення студентів з основними поняттями курсу теоретичної граматики, системним та структурним підходами до вивчення граматичних явищ та особливостями морфологічної системи сучасної англійської мови. Курс теоретичної граматики передбачає також систематизацію знань студентів з синтаксису сучасної

англійської мови і включає в себе вивчення словосполучення, речення та текстових категорій у світлі сучасних граматичних теорій. Курс читається англійською мовою.

Навчальна дисципліна складається з 11 лекцій (22 години) та 9 семінарських занять (18 годин), самостійної роботи (78 годин), індивідуальної роботи (2 години) та іспиту (4 години).

Навчальний матеріал дисципліни структурований за модульним принципом і складається з 1 навчального модуля та 2 змістових модулів, тематика яких представлена у структурі навчальної дисципліни.

3. ЦІЛЬ ТА МЕТА

Метою навчальної дисципліни «Теоретична граматики англійської мови» є формування уявлення про граматичний стрій сучасної англійської мови як системи, забезпечити наукове розуміння особливостей класів слів у граматичному вимірі та синтаксичних структур сучасної англійської мови: від словосполуки до складного синтаксичного цілого, ознайомити з методами сучасних досліджень у царині граматики.

Завдання курсу:

- ознайомити з основними напрямками та методами досліджень у граматичних студіях;
- забезпечити засвоєння основних фактів з історії розвитку граматичних теорій та основних одиниць метамови дисципліни;
- визначити принципи виокремлення класів слів (частин мови) та їхні граматичні характеристики в сучасній англійській мові;
- ознайомити з основними положеннями синтаксису, принципами виокремлення синтаксичних структур та структурного аналізу речень різних типів.

В результаті вивчення дисципліни, фахівець повинен знати:

основні факти з історії розвитку граматичних теорій; напрями та методи досліджень у царині граматики; принципи виокремлення класів слів (частин мови) та їхні граматичні характеристики в сучасній англійській мові; основні положення синтаксису, принципи виокремлення синтаксичних структур та структурного аналізу речень різних типів.

Підготовлений фахівець повинен вміти:

застосовувати методи структурної та генеративної лінгвістики для аналізу граматичних явищ; встановлювати класи слів з урахуванням диференційних ознак; визначати імпліцитні та експліцитні показники граматичних категорій класів слів, встановлювати типи синтаксичних структур на рівні словосполучень і речень; робити конституентний аналіз речення з урахуванням синтаксичної семантики та прагматичного синтаксису.

Міждисциплінарні зв'язки: аналіз явищ і процесів у мові здійснюється на основі законів загального мовознавства і постійно взаємодіє з такими 5 лінгвістичними дисциплінами, як історія мови, мовна типологія, порівняльне мовознавство, лінгвістична географія, діалектологія тощо.

В основу даних методичних рекомендацій покладено процес розвитку та удосконалення мовленнєвих умінь студентів. Метою рекомендацій є організація ефективної навчальної та методичної роботи щодо оволодіння студентами основними поняттями курсу теоретичної граматики, системним та структурним підходами до вивчення граматичних явищ та особливостями морфологічної системи сучасної англійської мови. Курс теоретичної граматики передбачає також систематизацію знань студентів з синтаксису сучасної англійської мови і включає в себе вивчення словосполучення, речення та текстових категорій у світлі сучасних граматичних теорій.

4. ПОЯСНЕННЯ ЗА РОЗДІЛАМИ ТА ТЕМАМИ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

МОДУЛЬ 1.

Змістовий модуль 1. ENGLISH MORPHOLOGY

Тема 1. Introduction to the course of theoretical grammar

1. Stages of the history of grammar studies.
2. Theoretical grammar vs. practical grammar. Morphology and syntax as two parts of linguistic description. Models of linguistic description.
3. Language as a semiotic system. Classification of lingual units into unilateral and bilateral, segmental and suprasegmental. Segmental language levels. Isomorphism in organization of lingual units.
4. Language as a system and a structure. Systemic and structural approaches to language.
5. Language and speech. Paradigmatic and syntagmatic relations between lingual units.

Тема 2. Morphemic structure of the word. Categorial structure of the word.

1. Morphology and syntax as two major divisions of grammar. The problem of defining the word.
2. Notion of the morpheme and its interpretation by different linguistic schools.
3. Traditional classification of morphemes.
4. Alloemic theory. The distributional analysis. Types of distribution.
5. Distributional classification of morphemes.

Тема 3. Parts of speech

1. Notion of parts of speech. Approaches to differentiating parts of speech.
2. Traditional criteria for parts of speech.
3. Notional and functional parts of speech.
4. Problem of the pronoun and the three-layer division of the lexicon.
5. Theory of syntactic classes of words.

Тема 4. The grammatical properties of the noun.

1. General characteristic of the noun.
2. Grammatically relevant subclasses of the noun.
3. Category of substantival number. Different meanings of the plural form. Relative and absolute number. Singularia tantum and Pluralia tantum nouns. Oppositional reduction of the category of number.
4. Interpretations of case. The meanings of the genitive case.
5. Problem of the category of gender. Blokh's classification. Personification as the oppositional reduction of gender. Gender in the works of English grammarians.
6. Analysis of the article.

Тема 5. The grammatical properties of the adjective and the adverb.

1. General characteristic of the adjective. Subclasses of adjectives.
2. The problem of statives.
3. General characteristic of the adverb. Subclasses of adverbs.
4. The problem of the status of qualitative adverbs. Differentiation of adverbs of hard and hardly type.
5. The problem of the second component of constructions of give up type.
6. The category of comparison. The problem of analytical forms of comparison.
7. The notion of the elative and lexicalization of the forms of comparison.
8. Evaluative and specificating functions of adjectives.
9. Substantivization, adjectivization, and adverbilization as the result of interclass migration of notional parts of speech.

Тема 6. The grammatical characteristic of the finite verb. The verbids.

1. General characteristic of the verb.
2. Verb classifications.
3. Subclasses of notional verbs.
4. Subclasses of functional verbs.
5. Categories of person and number of the verb.
6. The notion of tense. The subcategories of primary and prospective time. Grammatical and lexical denotations of time. Oppositional reduction of tense forms. The problem of the future tense and the future-in-the past.
7. The notion of aspect of the verb. Grammatical oppositions of aspect forms and their oppositional reduction. Lexico-syntactic classification of aspect forms.
8. The notion of voice and the opposition of active and passive voice forms. Functions of the passive voice, means of its expression and types of the passive. The problem of the “medial” voice. The problem of be + Participle II constructions.
9. The category of mood. The problem of the imperative mood. Classifications of the subjunctive mood.
10. The definition of verbids. The problem of the category of tense of verbids.

Змістовий модуль 2. ENGLISH SYNTAX

Тема 7. The word-group

1. Minor and major syntax.
2. The definition of the word-group. The word-group and the sentence.
3. Criteria for classifying word-groups.
4. Coordinate and subordinate word-groups.
5. Objective and qualifying relations in subordinate word-groups. Semantic schemes of word-groups N+N. Multinominal chains.
6. Means of expressing syntactic relations in subordinate word-groups and their correlative relevance in modern English.

Тема 8. Theories of the simple sentence in modern linguistics.

1. The notion of the sentence; its distinction from the word and the word-group.
2. Classifications of the sentence.
3. The traditional model of parts of the sentence. The problem of the secondary parts and their characteristic. Independent elements of the sentence.
4. The verbocentric conception of the sentence. Obligatory and optional relations in the sentence. The notion of the elementary simple sentence.
5. The IC model of the sentence.
6. The paradigmatic study of the simple sentence. Kernel and transform sentences. Derivational procedures.
7. Sentence studies in cognitive linguistics.

Тема 9. The actual division of the sentence and the problem of defining sentence communicative types

1. The informative structure of the sentence. The notions of the theme, the rheme and the transition. The direct and inverted actual division of the sentence.
2. Means of rhematisation of the sentence parts.
3. The traditional division of the sentence in accord with the communicative purpose of the speaker.
4. Ch. Fries’s theory of communicative division of the sentence.
5. Communicative types of the sentence in the light of the actual division.
6. Intermediary communicative types of the sentence.

Тема 10. The composite sentence. The semi-composite sentence.

1. The notion of the composite sentence.

2. Differentiation of complex and compound sentences.
3. The problem of the compound sentence. Types of coordination.
4. Classification of complex sentences. One-member and two-member complex sentences. Monolithic and segregative complexes. Types of subordination.
5. Classification of complex sentences in cognitive linguistics.
6. The surface and the deep structures of the sentence. The notion of the semicomposite sentence.
7. Sentences with homogeneous parts.
8. Sentences with secondary predication structures.
9. Sentences with a dependent appendix and “pseudo-complex” sentences.
10. M. Blokh’s classification of semi-composite sentences.
11. The problem of direct, indirect and represented speech.

Тема 11. The syntax of the text.

1. Notions of the superphrasal unity and the paragraph.
2. Monologue and dialogue unities in the text.
3. The notion of the cumuleme and the occurseme. Prospective and retrospective cumulation.
4. Parcelled and segmented constructions.
5. Investigations of the text in modern linguistics. Categories of textuality.
6. Expressive syntactic constructions.

5. МЕТОДИКА ВИКОНАННЯ ПРАКТИЧНОГО ЗАВДАННЯ

SAMPLE TEST

10 minutes

Your test consists of 10 numbered items. Each of them contains a question and four variants of answers to it, or the beginning of a statement and four ways of ending it, or a term and four possible definitions. Only one choice is correct. On your answer sheet, find the number of the question and circle the letter that stands for the answer you have chosen. If more than one letter is marked in one number, the answer is considered to be wrong anyway. Start with writing you name and the number of the group on the reverse side of the answer sheet and begin the test.

1. The core linguistic disciplines are:
 - a. Morphology and Syntax
 - c. a + b
 - b. Phonology and Lexicology
 - d. c + Stylistics, History of Grammar
2. Tense is a _____ category.
 - a. grammatical
 - c. phonetic
 - b. lexical
 - d. textual
3. Which of the following categories is not morphological?
 - a. nouns
 - c. the subject
 - b. proper names
 - d. a+b
4. What kind of morpheme is free- in freedom?
 - a. a free stem
 - c. word-building
 - b. a bound stem
 - d. form-building
5. What kind of morpheme is -dom in freedom?
 - a. a free stem
 - c. derivational

- b. a bound stem
 - d. inflexional
6. The allomorph is _____ .
 - a. a morpheme
 - c. the smallest bilateral unit
 - b. a positional variant of a morpheme
 - d. none of the above
 7. The phoneme is _____ .
 - a. a morpheme
 - c. the smallest bilateral unit
 - b. a positional variant of a morpheme
 - d. none of the above
 8. Which morphemes have the most abstract meaning?
 - a. lexical
 - c. grammatical
 - b. derivational
 - d. they are all equally abstract
 9. A morph is _____ .
 - a. a unit of language
 - c. an abstraction
 - b. a unit of speech
 - d. none of the above
 10. The levels of language structure are _____ .
 - a. phonemic, morphemic, lexemic
 - c. b + morphological
 - b. a + syntactic
 - d. none of the above

Sample Module Test Assignments

Variant A

1. The theoretical grammar is a science, that ...
 - a) explains fundamentals of structure of language in accordance with the latest developments in linguistics;
 - b) has its own object of investigation, aims and approaches of investigation;
 - c) introduces the most important problems of the grammatical structure of language;
 - d) studies the importance of grammatical structure.
2. Language in the narrow sense of the word is ...
 - a) the manifestation of the system of language in the process of intercourse;
 - b) a system of means of expression;
 - c) a nominative unit of language;
 - d) a context for itself;
 - e) the hierarchy of language levels
3. What is the morpheme?
 - a) It is the smallest meaningful segmental component of the word.
 - b) It is a nominative unit of language.
 - c) It is the form of the word which expresses the grammatical meaning.
 - d) It is a class of lexemes characterized by some specific features.
 - e) It is a class of words which have their variants of own.
4. What are the main characteristics of the notional parts of

- speech?
- a) They unite words of complete nominating meaning and are unchangeable.
 - b) They unite words of incomplete nominating meaning and are unchangeable.
 - c) They unite words of complete nominating meaning, they are changeable, play independent functions in the sentence.
 - d) They are changeable, unite words of incomplete nominating meaning, play independent function in the sentence.
 - e) They are immediate parts of phrases.
5. What is the word?
 - a) It is the smallest segmental component of the word.
 - b) It is a nominative unit of language.
 - c) It is the form of the word which expresses the grammatical meaning.
 - d) It is a class of lexemes characterized by some specific features.
 - e) It is a type of word form derivation.
 6. According to their meaning the verbs can be:
 - a) dynamic and stative;
 - b) transitive and intransitive;
 - c) notional and structural;
 - d) terminative and durative;
 - e) auxiliary and seminotional.
 7. Which of the following is not a feature of the sentence?
 - a) The sentence is a ready-nude unit.
 - b) The sentence is a unit of speech, which is intonationally delimited.
 - c) The sentence is characterized by predication.
 - d) The sentence is a unit of speech.
 - e) The sentence is a nominal element consisting of some components.
 8. What is the elliptical sentence?
 - a) A sentence which contains only one predicative line.
 - b) A sentence full of homogeneous members.
 - c) A sentence with one or more of its parts left out, which can be easily restored.
 - d) An unexpanded sentence.
 - e) An expanded sentence.
 9. How many grammatical categories do the finite forms of the verb have?
 - a) four (tense mod. number, person);
 - b) three (case, person, gender);
 - c) two (voice, tense);
 - d) seven (tense, voice, mood, person, number, aspect, timecorrelation);
 - e) one (degrees of comparison).
 10. What is O. Jespersen's viewpoint on the problem of the members of the sentence?
 - a) The direct object must be treated as a part of a predicate.
 - b) The predicate is not an independent part of the sentence as it agrees with the third person singular of the subject in present time sphere.
 - c) He introduced semi-notional members of the sentence connectives, specifies and parenthesis.
 - d) The subject and the object are of the same rank in the structure of the sentence, for they participate in conveying —the principal thought.
 - e) The subject and the predicate are of the same rank.

Variant B

1. What is the purpose of the theoretical grammar of the English language?
 - a) To present a systematic study of the grammatical structure of Modern English and to introduce different views of language.
 - b) To prescribe a set of normative rules based on the so-called standard English.
 - c) To investigate different methods of teaching English.
 - d) To help the students to learn as many words and phrases as possible.
2. O. Jespersen is a representative of ...
 - a) the pre-normative grammar;
 - b) the normative grammar;
 - c) the prescriptive grammar;
 - d) the classical scientific grammar;
 - e) the textual linguistics.
3. The main criteria of classification of parts of speech are:
 - a) meaning, form and semantic.
 - b) meaning, form and function.
 - c) grammatical meaning, grammatical form and grammatical category.
 - d) exchangeability, combinability and nominating meaning.
 - e) independence of the other grammatical categories.
4. Traditional classification of the morpheme is a division of the word into...
 - a) a root morpheme and a suffix.
 - b) a root morpheme and an overt.
 - c) a root morpheme and derivational morphemes.
 - d) inner inflexion and outer inflexion.
 - e) a root morpheme and a bound one.
5. According to their meaning and function in a sentence the verbs are classified into ...
 - a) countable and uncountable;
 - b) plural and singular;
 - c) notional and structural;
 - d) dynamic and stative;
 - e) dynamic and durative.
6. What is —predication?
 - a) It is a relation between the subject and the verb.
 - b) It is the expression of the relation of the utterance to reality.
 - c) It is a predicative link word.
 - d) It is a modal verb.
 - e) It is an analytical form.
7. From the point of view of their structure, sentences can be:
 - a) affirmative, declarative, negative;
 - b) simple and composite;
 - c) subordinate and principle;
 - d) simple, composite and semi-composite;
 - e) predicative and composite.
8. Give a full classification of the following phrase: I have never heard so much despair fine voice.
 - a) subordinate, progressive, adjective phrase;
 - b) cumulate, one-class, noun phrase;
 - c) subordinate, regressive, adverb phrase ;
 - d) subordinate, regressive, noun phrase;
 - e) coordinate, absolute, abstract.
9. Which of the following pronouns do not possess the category of case?
 - a) possessive;
 - b) interrogative;
 - c) reciprocal;

- d) indefinite;
 - e) personal.
10. Which of the following is a definition of the subject?
- a) It is a unit that indicates who or what is engaged in carrying out the action specified by the verb.
 - b) It is a member of predication containing the mood and the tense components of predicativity.
 - c) It answers the question —who||, —whom||, —what|| and denotes an object.
 - d) It is a part of a sentence which qualifies a noun, a pronoun or any other part of speech.
 - e) It is connected with the members of the sentence.

5.1. МЕТОДИКА ПРОВЕДЕННЯ СЕМІНАРСЬКИХ ЗАНЯТЬ З КУРСУ

SEMINAR 1.

Fundamentals of Theoretical Grammar.

Issues to be discussed:

1. What is the subject matter of grammar?
2. How does morphology correlate with syntax?
3. What kind of relations exist between grammar and lexicology? What is the problem area?
4. What is the definition of language and linguistic levels?
5. Describe the relations between the levels. Give example of interaction between the levels.
6. Define the grammatical meaning. Is there any difference between grammatical and lexical meanings? Explain how these two types of meanings interact.
7. Give the examples of difference between paradigmatic and syntagmatic meanings.
8. What is a grammatical form? Name and characterize the types of form-building in English
9. What is the grammatical category? What are its types?
10. Give the definition of the opposition. Why is opposition the basis of the grammatical category?
11. What is the essence of two processes – transposition and neutralization? Give your examples of both.

Practical Assignments

1. Read the definitions of language cited below. Think over the principles they are based upon:
 - a) Language is the expression of thought by means of words, that is, by means of signs of a particular sort made with the vocal organs. (James B. Greenbough)
 - b) Language is a system of arbitrary vocal symbols by means of which a social group cooperates.
 - c) Language is not an assemblage of unconnected patterns but a system which is integrated in a high degree. (H. Leason)
 - d) Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntary produced symbols. (E. Sapir)
 - e) Language is first and foremost a means of transmitting information, and its study is a branch of the study of the signs and objects that they symbolize. /.../ Language is also a form of social behaviour. (J. Whatmough)
2. State according to what type of word-form derivation the following word-forms were derived:
 - boys is invited met mice
 - will come better arrived oxen
 - written nicer does not like is eating
 - lady's more difficult me taken
 - went children the most attractive worse
3. State what types of oppositions are formed by the following groups of words:

feed - feet dog - dogs fast - faster -fastest man - men least - list -lest cat - cat's Pete - pit - pet - pat
to take - to be taken bob - mob am - are - is invites - is inviting go - will go leak - league come -
came child - children makes - has made lug - luck liked - had liked look - looked men – men's

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

1) gospel, the holy, as, say;

2) gospel, godspel, holy, halis;

3) the, baet, says, 8636;

4) swaeswa baet halise godspel 8636.

5. Single out cases of phatic communion and explain the functions of the phatic elements:

1. *"Nice day again, isn't it? Hm-hm. By the way, Jones, ... wouldn't you do me a favour? The fact is, I'm sort of hard-up. So... could you? I mean, I need a few shillings... Could you lend me - say - ten bob?"*

2. *"Good morning, Missis Partridge! How's your leg, better?" "If you want to ask me money again, I am not inclined to give you any more!" "No-no, I just wanted to ask how's your leg, that's all." "Much better, thank you.*

SEMINAR 2.

The Morphological Level of the Language.

Issues to be discussed:

1. The study of morph, morpheme and allo-morpheme.

2. The principles of morphemes' classification. Derivation and inflection morphemes. 3. What is a homonymous morpheme? What is a zero morpheme? Give the definition of the morpheme adopted by descriptivists.

4. Explain the difference between —suffix‖ and —inflection‖.

5. Define distribution. What types of distribution exist?

6. What is the purpose of the distributional analysis? What terms appeared due to the distributional analysis?

7. What does the —allo-emic‖ theory consist in?

8. What does the morphemic analysis consist in?

Practical Assignments

1. Define the type of morphemic distribution according to which the given words are grouped: a) burned, burnt; b) working, worker; c) impossible, invisible, illegal, irregular; d) ruthless, ruthless; e) learning, learnt; f) worked, played; g) agreeable, invincible; h) cells, caps; i) formulas, formulae; j) inexperienced, unexperienced.

2. Define the type of the morphemic distribution according to which the given words are grouped. Model: insensible – incapable The morphs —-ible‖ and —-able‖ are in complementary distribution, as they have the same meaning but are different in their form which is explained by their different environments.

a) impeccable, indelicate, illiterate, irrelevant;

b) undisputable, indisputable;

c) published, rimmed;

d) seams, seamless, seamy.

3. Give examples to illustrate different types of morphemes.

4. Can –i in alumni be considered an allomorph of the plural-building morpheme?

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

Model: Do the morphemic analysis of the word "inseparable". On the lines of the traditional classification the word —inseparable‖ is treated as a three-morpheme word consisting of the root —separ-‖, the prefix —in-‖ and the lexical suffix —-able‖.

On the lines of the distributional analysis the root —separ-‖ is bound, overt, continuous, additive morpheme; the prefix —in-‖ is bound, overt, continuous, additive; the suffix "-able" is bound, overt, continuous, additive.

- a) unmistakably, children's (books), disfigured, underspecified, surroundings, presume, kingdom, brotherhood, plentiful, imperishable, unprecedented, oxen, embodiment, outlandish;
- b) hammer, students' (papers), sing – sang – singing – singer, really, proficient – deficient – efficient, gooseberry, unproved, incomparable;
- c) quiet, perceptions, vvhewaterina, bell, unbelievably, glassy, uncommunicative, inexplicable, infamy, strenuousness;
- d) inconceivable, prefigurations, southernism, semidarkness, adventuress, insurmountable, susceptibility, ineptitude, unfathomable, insufficiency, to prejudge, cranberry.

SEMINAR 3.

The Verb and Verbal Categories.

Issues to be discussed:

1. A general outline of the verb as a part of speech.
2. Classification of verbs (notional verbs/semi-notional verbs).
3. A general outline of verbals: the categorial semantics, categories, syntactic functions.
4. The infinitive, the gerund, the present and past participle. Their categories and properties.
5. The category of person and number: traditional and modern interpretations.
6. The category of tense: the basic notions connected with the category of tense. Modern conceptions of English tenses.
7. The category of aspect. The problems of the aspective characterization of the verb; 8. The category of voice.
9. Language means of expressing modality. The category of mood.

Practical Assignments

1. Analyze the morphological structure of the following verbs: 99 To man, to give in, to belittle, to lip-read, to ill-treat, to darken, to put down, to towel, to bleed, to undermine, to transport.
2. Dwell upon the categorial features of verbs in the following sentences:
 1. "Did you ever see such a collection of rumty-too people?" (J. Galsworthy)
 2. It so happened that the night before I had been present at a rather cheery little supper, and I was feeling pretty rock y. (P. Wodehouse)
 3. „I've been using the same blade for six weeks," he added untruthfully. (G. Orwell)
 4. He recollected with satisfaction that he had bought that house over James's head. (J. Galsworthy)
 5. Months before, with an architect at their elbows, the three had worked over the detailed plans for each section which would have its home in the new wing. (A. Hailey)
3. 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.
4. Choose infinitive or gerund and give your reasons:
 1. As some water had got in, the engine of the boat couldn't but... working (to stop).
 2. I'm afraid our camera wants ... (to repair).
 3. This is not the way ... children (to treat).
 4. I 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 neighbour (to talk).
 10. Remember ... the gas-stove before leaving the fiat (to turn off).
5. Define the modal meanings actualized by the infinitive and infinitival complexes (possibility, necessity, desire, 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. It was a sound to remember (Lawrence).

SEMINAR 4.

Syntax. Its Subject and Methods.

Issues to be discussed:

1. The basic units of syntax: the phrase and the sentence.
2. The phrase in the hierarchy of language units.
3. Differential features of the phrase and of the sentence.
4. The notion of collocation and its semantic status.
5. The traditional part of speech classification of phrases. Nominative classification of phrases.
6. Types of syntactic connections: coordination, subordination, accumulation.
7. Agreement and government as two main types of syntactic relations.
8. Classification of word combinations in structuralism.
9. Adjoinment and enclosure as special means of expressing syntactic relations.

Practical Assignments

1. Define the properties of the following phrases: For us to come; (made) him feel tired; denied the accusations; seriously damaged; pride and prejudice; a wedding dress; naïve country (girls); to kiss tenderly; over the net; beauty, grace, elegance; he runs; proud of the success; early riser; perfectly sure; a feeling of disgust; rich in copper ore; love of God; (caught) the boy snooping around; my old (shoes); the book falling out of her hands; junk food; to stably reproduce; we trust; new blue (jacket); on the table.
2. State the type of syntactic relations (agreement, government, adjoinment, enclosure): A negative answer, these books, he comes, to fully understand, to know them, on me, they agreed, lovely face, your lovely smile, with him, to speak quietly, that shop, gave to him.
3. 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. the train moved;
 2. can come, supposedly;
 3. cakes and ale;
 4. a stifling weather;
 5. projected onto the token;
 6. the world beyond;
 7. really amazing;
 8. laughed a little;
 9. familiar noise;
 10. to feel foolish.
4. Account for the peculiarity of the following sentences.

1. You might write to Miss What's-her-name and say we're coming (Christie).
2. It's the "Save Mrs. Lancaster" that I'm going to be busy with (Christie).
3. He felt much less vulnerable in jeans and a MEET ME IN FAIR VIEW T-shirt... (King).
4. The idea that such off-the-wall-things as gypsy curses exist at all... is anathema to everything Michael Houston has ever believed in (King).
5. This last was in a lower I'm-talking-to-myself voice, and was followed by a thump as Ginelli threw his shoulder against the door (King).
6. Thinner, just that one word, but it was malediction enough, Halleck saw, because everyone in this affluent upperclass-commute-to-the-city-and-have-a-few-drinks-in-the-club-caron-the-way-home suburb, everyone in this pretty little new England town set squarely in the heart of John Cheever country, everyone in Fairview was starving to death (King).

SEMINAR 5.

Constituent Structure of the Sentence.

Issues to be discussed:

1. The notion of the sentence. The sentence as a language unit. Predication and modality.
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. The basic principles of sentence division.
7. Actual division of the sentence. The notion of theme and rheme.
8. The notion of transition. The notions of topic and comment. Topicalization. The notion of presupposition.
9. Language means of expressing the theme and the rheme.
10. Actual division of sentences with non-finite forms of the verb. Constructions with the double/triple rheme.
11. Classification of sentences according to the purpose of communication: traditional classification, Ch. Fries' classification.
12. Modern classification of communicative sentence types. The problem of exclamatory sentences.

Practical Assignments

1. Define whether the structures in italics are one-member or elliptical sentences. State the type of one-member sentences.
 1. "Glad to hear it." (Th. Dreiser)
 2. I don't write. Not such a fool. (J. Galsworthy)
 3. To be alive! To have youth and the world before one. (Th. Dreiser)
 4. Living room in the house of Philip Phillimore. (L. Mitchell)
 5. Looks to me for all the world like an alf-tame leopard. (J. Galsworthy)
 6. A scandal! A possible scandal! (J. Galsworthy)
 7. To receive so flattering an invitation! To have her company so warmly solicited! (J. Austen)
 8. Soames stole a glance. No movement in his wife's face. (J. Galsworthy)
 9. "Had an autopsy. Took longer than I figured." (A. Hailey)
 10. She was going to bed at last. Ah! Joy and pleasant dreams! (J. Galsworthy)
2. State structural and communicative types of the following sentences:
 1. Well, there they were! (J. Galsworthy)
 2. „What do you mean by that?“ (W. S. Maugham)
 3. "Careful! You'll break it!" (W. Golding)
 4. What could he have been thinking of? (J. K. Rowling)
 5. She had gone out a quarter of an hour before. Out at such a time of night, into this terrible fog! (J. Galsworthy)

6. Who had done this barbarous deed? (A. Conan Doyle)
 7. It hadn't changed at all. (R. Dahl)
 8. "Piggy! Piggy!" (W. Golding)
 9. He was not used to being talked to like that. (R. Chandler)
 10. Forgotten! (J. Galsworthy)
3. Analyze the semantic structure of the following sentences defining the semantic roles of the underlined elements:
1. The attacker aimed his gun again. (D. Brown)
 2. She handed him the baggage checks. (E. S. Gardner)
 3. Almost immediately, a heavy fist pounded on Langdon's door. (D. Brown)
 4. The book lay on her lap. (M. Ondaatje)
 5. Horace shook his head. (F. S. Fitzgerald)
 6. He was indefatigable. (W. S. Maugham)
 7. He opened the door. (A. Huxley)
 8. He soaks his face with water and shaves his beard. (J. Cheever)
 9. He would flog her to death with a rubber truncheon. (G. Orwell)
 10. She shrugged her shoulders. (W. S. Maugham)
4. Analyze the actual division of the sentences and the language means used to mark it:
1. All her life they had been watching her. (R. Dahl)
 2. The girl with dark hair was sitting immediately behind. (G. Orwell)
 3. It was Mrs. Eccles I particularly wanted to see. (A. Christie)
 4. There is a form to fill in. The form is placed before them, and a pen. (J. Coetzee)
 5. No, he had never written about Paris. Not the Paris he cared about. (E. Hemingway)
 6. Across the fire from Horace was another easychair. (F. S. Fitzgerald)
 7. The situation must be faced. (A. C. Doyle)
 8. How simple it all was! (J. Cheever)
 9. Sunday was a holiday for Dad, not for Mum. (S. Leacock)
 10. The Brotherhood, its name was supposed to be. (G. Orwell)
5. Define the communicative sentence type, dwell on the actual division of the following sentences. Define the speech-act features of these sentences.
1. Oh, Mr. Holmes, you must save him – you must save him! I tell you that you must save him! (Doyle)
 2. "Mrs. Hudson," I said, going out to her, "I want you to pack my bags, please." (Hardwick)
 3. I suppose you were in a convent? (Hemingway)
 4. "Listen," George said to Nick. "You better go see Ole Anderson." (Hemingway)
 5. Thanks for coming to tell me about it (Hemingway).
 6. Don't you want me to go and see the police? (Hemingway)
 7. "Why don't you try to go to sleep?" (Hemingway)
 8. "Don't be melodramatic, Harry, please," she said (Hemingway).
 9. "How do you feel?" she said. "All right." (Hemingway)
 10. "Who likes to be abused?" (Sheldon)

6. ПЕРЕЛІК КОНТРОЛЬНИХ ПИТАНЬ

1. Stages of the history of grammar studies.
2. Theoretical grammar vs. practical grammar. Morphology and syntax as two parts of linguistic description. Models of linguistic description.
3. Language as a semiotic system. Classification of lingual units into unilateral and bilateral, segmental and suprasegmental. Segmental language levels. Isomorphism in organization of lingual units.
4. Language as a system and a structure. Systemic and structural approaches to language.

5. Language and speech. Paradigmatic and syntagmatic relations between lingual units.
6. Morphology and syntax as two major divisions of grammar. The problem of defining the word.
7. Notion of the morpheme and its interpretation by different linguistic schools. Traditional classification of morphemes.
8. Alloemic theory. The distributional analysis. Types of distribution.
9. Distributional classification of morphemes.
10. Notion of parts of speech. Approaches to differentiating parts of speech.
11. Traditional criteria for parts of speech.
12. Notional and functional parts of speech.
13. Problem of the pronoun and the three-layer division of the lexicon.
14. Theory of syntactic classes of words.
15. General characteristic of the noun.
16. Grammatically relevant subclasses of the noun.
17. Category of substantival number. Different meanings of the plural form. Relative and absolute number. Singularia tantum and Pluralia tantum nouns. Oppositional reduction of the category of number.
18. Interpretations of case. The meanings of the genitive case.
19. Problem of the category of gender. Blokh's classification. Personification as the oppositional reduction of gender. Gender in the works of English grammarians.
20. Analysis of the article.
21. General characteristic of the adjective. Subclasses of adjectives.
22. The problem of statives.
23. General characteristic of the adverb. Subclasses of adverbs.
24. The problem of the status of qualitative adverbs. Differentiation of adverbs of hard and hardly type.
25. The problem of the second component of constructions of give up type.
26. The category of comparison. The problem of analytical forms of comparison.
27. The notion of the elative and lexicalization of the forms of comparison.
28. Evaluative and specificating functions of adjectives.
29. Substantivization, adjectivization, and adverbilization as the result of interclass migration of notional parts of speech.
30. General characteristic of the verb.
31. Verb classifications.
32. Subclasses of notional verbs.
33. Subclasses of functional verbs.
34. Categories of person and number of the verb.
35. The notion of tense. The subcategories of primary and prospective time. Grammatical and lexical denotations of time. Oppositional reduction of tense forms. The problem of the future tense and the future-in-the past.
36. The notion of aspect of the verb. Grammatical oppositions of aspect forms and their oppositional reduction. Lexico-syntactic classification of aspect forms.
37. The notion of voice and the opposition of active and passive voice forms. Functions of the passive voice, means of its expression and types of the passive. The problem of the "medial" voice. The problem of be + Participle II constructions.
38. The category of mood. The problem of the imperative mood. Classifications of the subjunctive mood.
39. The definition of verbids. The problem of the category of tense of verbids.
40. The infinitive as the initial form of the verb, its nounal and verbal features. The role of the infinitive in the expression of modality. The split infinitive. The marked and unmarked infinitive. The problem of the infinitival "particle" to.
41. The gerund as compared to the infinitive. Nounal and verbal features of the

- gerund. The process as expressed by the infinitive, the gerund and the verbal noun
42. Verbal, adjectival and adverbial features of the participle. Constructions of the fused participle or half-gerund. Means of differentiating the participle, the gerund and the verbal noun.
 43. Minor and major syntax.
 44. The definition of the word-group. The word-group and the sentence.
 45. Criteria for classifying word-groups.
 46. Coordinate and subordinate word-groups.
 47. Objective and qualifying relations in subordinate word-groups. Semantic schemes of word-groups N+N. Multinominal chains.
 48. Means of expressing syntactic relations in subordinate word-groups and their correlative relevance in modern English.
 49. The notion of the sentence; its distinction from the word and the word-group.
 50. Classifications of the sentence.
 51. The traditional model of parts of the sentence. The problem of the secondary parts and their characteristic. Independent elements of the sentence.
 52. The verbocentric conception of the sentence. Obligatory and optional relations in the sentence. The notion of the elementary simple sentence.
 53. The IC model of the sentence.
 54. The paradigmatic study of the simple sentence. Kernel and transform sentences. Derivational procedures.
 55. Sentence studies in cognitive linguistics.
 56. The informative structure of the sentence. The notions of the theme, the rheme and the transition. The direct and inverted actual division of the sentence.
 57. Means of rhematisation of the sentence parts.
 58. The traditional division of the sentence in accord with the communicative purpose of the speaker.
 59. Ch. Fries's theory of communicative division of the sentence.
 60. Communicative types of the sentence in the light of the actual division.
 61. Intermediary communicative types of the sentence.
 62. The notion of the composite sentence.
 63. Differentiation of complex and compound sentences.
 64. The problem of the compound sentence. Types of coordination.
 65. Classification of complex sentences. One-member and two-member complex sentences. Monolithic and segregative complexes. Types of subordination.
 66. Classification of complex sentences in cognitive linguistics.
 67. The surface and the deep structures of the sentence. The notion of the semicomposite sentence.
 68. Sentences with homogeneous parts.
 69. Sentences with secondary predication structures.
 70. Sentences with a dependent appendix and "pseudo-complex" sentences.
 71. M. Blokh's classification of semi-composite sentences.
 72. The problem of direct, indirect and represented speech.
 73. Notions of the superphrasal unity and the paragraph.
 74. Monologue and dialogue unities in the text.
 75. The notion of the cumuleme and the occurseme. Prospective and retrospective cumulation.
 76. Parcelled and segmented constructions.
 77. Investigations of the text in modern linguistics. Categories of textuality.
 78. Expressive syntactic constructions.

7. ТЕМАТИКА ЗАВДАНЬ ДЛЯ ПОГЛИБЛЕНОГО ВИВЧЕННЯ КУРСУ

Topics for individual reports

Choose one of the topics suggested and write a four-or-five page report. Your report should have well-defined structure: an introduction, the main body and a conclusion summarizing the ideas described. A list of references is also a MUST (see my list below for typography (оформление списка литературы). The Internet is allowed but do not overuse it.

1. The contemporary methods of linguistic analysis.
2. Types of morphemes.
3. The problems of field structure.
4. The categories of case and number.
5. The verb and its grammatical categories.
6. The categories of tense and aspect.
7. The categories of mood, voice and correlation.
8. Functional parts of speech and functional words.
9. Adjective (general characteristics). Ways of expression.
10. Syntax and its subject matter. Units of syntax.
11. Word-combinations. The phrase.
12. Sentence and its structural types.
13. Main parts of a simple sentence.
14. Secondary parts of the sentence.
15. Composite sentence.
16. Types of subordinate clauses.
17. Sentence semantics.
18. Pragmatic aspect of the sentence.
19. Cognitive aspects of language.
20. Semi-complex and semi-compound sentences.
21. Language as a semiotic system: its functions and structure.
22. Lingual elements (units) as signs, their levels, structural and functional features.
23. Language and Speech.
24. Paradigmatic and syntagmatic relations between language units.
25. Interrelation of Theoretical Grammar with other branches.
26. Morphology and its main notions: a grammatical meaning, a grammatical form, a paradigm, a grammatical category.
27. Main units of morphology: a word and a word-form, a morpheme and its types.
28. Parts of speech in English. The three-criterion principle of their discrimination.
29. Fries's classification of word classes.
30. The noun: lexical-grammatical groups of noun. The category of number.
31. The noun: the category of case and the category of gender.
32. The adjective, main subclasses. The problem of the stative.
33. The adverb, main subclasses. The problem of modal words.
34. The main grammatical classes of verbs. Their semantic, syntactic and morphological peculiarities.
35. The category of tense. The problem of the future tense.
36. The category of aspect and the category of time correlation.
37. The category of mood. Different approaches to the number of moods.
38. The category of voice. The status of medial, reflexive and reciprocal structures.
39. The phrase: its types, relations between its elements, and comparison with the sentence.
40. The sentence, its definition and main features. The sentence and non-sentence utterances.
41. Main communicative types of sentences.
42. The simple sentence. Its main types and the problem of elliptical sentences.
43. The immediate constituents of a sentence. A kernel sentence.
44. The compound sentence. Ranks of its constituents. The problem of its existence as a separate

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45. The complex sentence and its types.

46. Predication and secondary predication. Secondary predication: semi-complex structures, their types and functioning.

47. Main parts of the sentence. The problem of their hierarchy.

48. Main characteristics of the subject.

49. Main types of the predicate.

50. Secondary parts of the sentence. The object. The adverbial modifier. The attribute.

51. The semantic structure of the sentence. Actants and their semantic roles (deep cases).

52. Functional sentence perspective in text\discourse analysis.

8. РЕКОМЕНДОВАНА ЛІТЕРАТУРА

Основна

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Допоміжна

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<http://www.m-w.com/home.htm> (сторінка видавництва "Merriam-Webster")

<http://www.m-w.com/netdict.htm> (електронна версія словника "Merriam-Webster")

<http://www.oed.com/> (сторінка видавництва „Oxford English Dictionary”)

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