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ТЕОРЕТИЧЕСКАЯ ГРАММАТИКА СЕМИНАРЫ

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Пособие включает систематизированный материал по изучаемым темам, список обязательной и дополнительной литературы, список ключевых терминов, а также упражнения. Пособие обеспечит студентов материалом для самостоятельной работы, подготовки к семинарским занятиям и экзамену по теоретической грамматике английского языка. Для проверки знаний по изучаемым темам предлагаются контрольные работы и тесты.

Предназначено для студентов бакалавриата, изучающих английский язык в рамках профессиональной подготовки по направлению подготовки 45.03.02 «Лингвистика».

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ВВЕДЕНИЕ

Данное пособие предназначено для студентов, обучающихся по направлению подготовки 45.03.02 «Лингвистика» (уровень бакалавриата). Оно может быть использовано при изучении дисциплины «Теоретическая грамматика».

Учебно-методическое пособие является дополнением к учебному пособию Т.Г. Никитиной «Морфология и синтаксис современного английского языка» и основано на пособии Т.Г. Никитиной «Seminars in Theoretical Grammar of English».

Цель настоящего пособия – обеспечить студентов материалом для самостоятельной работы, подготовки к семинарским занятиям и экзамену по теоретической грамматике. Содержательная часть пособия направлена на ознакомление студентов с теорией грамматики, объяснение основной терминологии, составляющей инструментарий исследователя данного раздела лингвистики, на развитие навыков выявления и описания грамматических явлений в речи.

Пособие включает методические указания по изучению дисциплины, вопросы для обсуждения и задания для семинарских занятий, список обязательной и дополнительной литературы, глоссарий. Задания для семинарских занятий направлены на формирование навыков самостоятельного исследования языкового материала с применением грамматических методов анализа. Пособие снабжено списком литературы, которой можно пользоваться для проведения обзора теории по теме исследования и углубления знаний по изучаемой тематике. В материалах практических заданий использованы тексты произведений классиков английской и американской литературы.

Изучение дисциплины «Теоретическая грамматика» предполагает ознакомление с терминологией курса, развитие умения пользоваться этой терминологией для обсуждения проблематики данной отрасли лингвистики, формирование навыков грамматического анализа и описания грамматических единиц. Важной задачей курса является формирование умения работать с научной литературой, аналитически осмысливать и обобщать теоретические положения, что необходимо лингвисту-переводчику. Изучение теоретической грамматики позволяет заложить базу для успешного написания

рефератов, курсовых и дипломных работ по актуальным проблемам лингвистики.

В результате изучения дисциплины «Теоретическая грамматика» студенты знают основные направления исследования английского языка и представляют морфологию и синтаксис языка как систему. Изучение дисциплины позволяет сформировать навыки анализа и систематизации научного материала, развивать умения вычленения релевантной информации при чтении специальной научной литературы в области теоретической грамматики, представлять эту информацию в научном дискурсе, совершенствовать навыки работы со справочной и научной литературой. Теоретическая грамматика тесно связана с другими лингвистическими дисциплинами, изучаемыми в ходе подготовки бакалавра по направлению «Лингвистика»: «Основы языкознания», «Лексикология и терминоведение», «Стилистика и основы редактирования». Знания, полученные в ходе изучения теоретической грамматики, важны при дальнейшем изучении переводческих дисциплин: «Перевод в СМИ», «Практический курс перевода первого иностранного языка», «Устный перевод», «Коммерческий перевод».

Пособие включает описание разделов дисциплины, задания для семинарских занятий, методические указания для студентов, материалы для подготовки к экзамену, список обязательной и дополнительной литературы, интернет-источники. Задания для семинарских занятий представлены в виде вопросов и подтем, литературы для изучения, мини-гlossария по теме и практических заданий для прикладного аспекта теоретической грамматики. Задания могут использоваться для работы на семинаре и для самостоятельной работы. Пособие содержит описание интерактивных форм работы и рекомендации студентам по наиболее оптимальной организации работы над материалом.

МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ПРЕПОДАВАТЕЛЕЙ ПО ПРОВЕДЕНИЮ СЕМИНАРСКИХ ЗАНЯТИЙ

Обучение дисциплине «Теоретическая грамматика» строится в форме лекций, семинарских занятий и самостоятельной работы студентов. Семинарское занятие рекомендуется начинать с обсуждения теоретических вопросов, затем переходить к выполнению практических заданий, которые позволяют продемонстрировать теоретические понятия на речевом материале. Важную роль играет использование интерактивных форм занятий (выполнения кейс-задачи, защита докладов и рефератов, презентации по тематике курса). При обсуждении результатов выполнения таких заданий следует знакомить студентов с критериями оценивания и привлекать их к оценке результатов. Упражнения пособия, подобранные из аутентичного речевого материала, могут быть дополнены преподавателем. Поскольку самостоятельная научно-исследовательская работа особенно эффективна при изучении дисциплины, следует побуждать студентов участвовать в такой работе. В частности, студенты могут приготовить выступления на студенческих научно-практических конференциях, подготовить статьи по тематике курса.

Курс теоретической грамматики ведется на английском языке, что способствует формированию речевых навыков и умений. Например, в области чтения формируются навыки понимания аутентичных текстов по тематике курса, вырабатываются навыки работы с текстами. В области говорения формируются навыки монологической речи в форме устных сообщений и докладов, диалогической речи в форме аргументированного обсуждения. В области аудирования развивается умение понимать основное содержание учебных текстов в пределах программного материала, умение выделять значимую информацию при прослушивании лекций, выступлений, бесед. В области письма формируются навыки составления плана, тезисов, текста доклада. В области перевода студент формирует глоссарий переводческих соответствий для перевода грамматических терминов на русский язык.

За время изучения теоретической грамматики студент должен овладеть системой лингвистических знаний, включающих знание основных фонетических, лексических, грамматических, слово-

образовательных явлений и закономерностей функционирования английского языка; овладеть основными способами выражения семантической, коммуникативной и структурной преемственности между частями высказывания — композиционными элементами текста; научиться использовать понятийный аппарат теоретической грамматики для решения профессиональных задач; овладеть основами современной информационной и библиографической культуры; научиться выдвигать гипотезы и последовательно развивать аргументацию в их защиту.

Для ведения семинарских занятий необходимо опираться на систему дидактических единиц. В конце изучения темы или на следующем занятии рекомендуется провести контроль знаний на основе тренировочных тестов, которые содержатся в разделе каждого семинарского занятия. Для формирования навыков морфологического и синтаксического анализа речевого материала рекомендуется пользоваться операционным методом и применять информационные технологии для поиска аутентичного речевого материала. Для восприятия грамматических явлений следует использовать перцептивный метод и опору на контекст.

Целесообразно использовать комбинированные формы проведения семинарских занятий: практическое занятие с элементами кейс-задачи, коллоквиум в сочетании с опросом, представление доклада в сочетании с обсуждением, практическое занятие с элементами дискуссии и т. п. Следует применять как индивидуальные, так и групповые формы работы.

МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ СТУДЕНТОВ ПО ИЗУЧЕНИЮ ДИСЦИПЛИНЫ И ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Курс теоретической грамматики предполагает овладение прикладными методами теоретического исследования для выполнения профессиональных задач, стоящих перед лингвистами и переводчиками. Поэтому важное место в изучении теоретической грамматики занимает самостоятельная работа. Она включает усвоение теоретического материала, подготовку к семинарам, выполнение практических заданий, подготовку к текущему и межсеместровому тестированию, к зачету и экзамену.

Самостоятельная работа помогает приобрести *знания* об основных положениях теории грамматики английского языка, составляющие основу теоретической и практической профессиональной подготовки специалистов по данному направлению; о терминологии курса, об особенностях грамматической организации и функционирования английской речи; об особенностях грамматических средств, используемых в разных стилистических регистрах речи для достижения определенных коммуникативных задач. Эта работа важна не только для получения знаний по дисциплине, но и для дальнейшей самостоятельной научно-исследовательской деятельности.

Систематическая самостоятельная работа помогает приобрести необходимые для лингвиста-переводчика практические *навыки и умения*:

- навыки подготовки научных обзоров, составления рефератов и библиографических списков по тематике теоретической грамматики, владения приемами библиографического описания;
- навыки участия в научных дискуссиях, в выступлениях с сообщениями и докладами;
- умение самостоятельно ставить исследовательские задачи и находить методы их решения.

Работа над данным курсом должна быть последовательной, она включает не только усвоение теоретического материала, но и выполнение заданий, которые позволяют применить полученные умения и навыки в практике мини-исследований, используя методики

грамматического анализа. Такими заданиями являются кейс-задача, доклады, рефераты и проектные задания.

Кейс-задача – самостоятельное изучение языкового аутентичного материала для определения основных тенденций развития грамматического строя языка. В ходе освоения дисциплины «Теоретическая грамматика» предлагается изучить сложное предложение, пунктуационный аспект в приложении к современному контексту средств массовой информации. Выполнение задания способствует развитию навыков использования прикладных аспектов теоретической грамматики при обсуждении проблемы и выработке решения в ситуации профессионального общения в сфере лингвистики.

Участники – группа студентов из трёх-четырёх человек. Общее время проведения в аудитории 15 мин.

Необходимо выполнить следующие задания:

– изучить проблему использования пунктуации в современном английском языке и мнения лингвистов по поводу нормативной пунктуации;

– собрать из материалов современной прессы и современной литературы примеры высказываний, в которых пунктуация связана с функциональной перспективой английского предложения;

– выявить связь пунктуационного оформления английской речи и ее синтаксического построения;

– сформулировать ответы на вопросы в форме устного сообщения длительностью 1–2 минуты, объемом 20–25 предложений, подкрепляя ответы собранными примерами.

1. What are the main functions of punctuation marks?
2. What punctuation marks are important for understanding, what marks are irrelevant?
3. How can the wrong use of punctuation cause misunderstanding?
4. What can be recommended for the use of punctuation in advertisements, announcements and mass media texts?

Материалы для выполнения кейс-задачи можно найти на следующих сайтах:

- 20 Images that Prove that Grammar and Punctuation are Important. URL: <https://pleated-jeans.com/2012/08/16/20-images-that-prove-grammar-and-punctuation-are-important/> (дата обращения: 17.03.2018);

- 16 Unfortunate Misuses of Punctuation. URL: <https://mashable.com/2012/09/24/misuses-punctuation/#5HOut8dcbGqU> (дата обращения: 17.03.2018);
- A light-hearted look at how punctuation can change meaning. URL: <https://cybertext.wordpress.com/2012/11/22/a-light-hearted-look-at-how-punctuation-can-change-meaning/> (дата обращения: 17.03.2018);
- Six Common Punctuation Errors that Bedevil Bloggers. URL: <https://www.copyblogger.com/punctuation-mistakes/> (дата обращения: 17.03.2018);
- A Humorous Look at The Importance of Punctuation. URL: <https://www.vappingo.com/word-blog/the-importance-of-punctuation/> (дата обращения: 17.03.2018);
- 38 Examples Of Why We Need To Be More Careful With Grammar. URL: https://www.buzzfeed.com/adamdavis/examples-proving-we-need-to-be-more-careful-with-grammar?utm_term=.xdmg6RVm7#.rpL5JMnZ2 (дата обращения: 17.03.2018).

При оценивании кейс-задачи учитывается:

- объем фактического материала для кейс-задачи, умение прокомментировать использование пунктуации в примерах;
- качество выступления, логичность, понятность;
- умение ответить на вопросы преподавателя и студентов.

Студен получает **5** баллов, если он собрал и представил фактический материал для кейс-задачи, выступил с индивидуальным анализом представленного материала, определил роль пунктуации в собранном речевом материале. Студент получает **3** балла, если он не подготовил фактический материал или подготовил его без самостоятельного анализа, но смог ответить на вопросы преподавателя и продемонстрировал знание общих положений, касающихся вопросов пунктуации.

Доклад – сообщение научного характера, обобщающее и систематизирующее научный материал. Доклад выполняется индивидуально. Докладчик должен приготовить сообщение продолжительностью не более 5 минут и ответить на вопросы студентов и преподавателя по теме доклада. Необходимо выполнить следующие задания:

- проанализировать аутентичные научные источники по морфологии (синтаксису) английского языка;

– подготовить устное сообщение по проанализированной тематике по схеме:

- 1) тема доклада;
- 2) научные источники;
- 3) краткое изложение сути вопроса (5 мин);
- 4) ответ на вопросы по докладу.

В конце прослушивания студенты проводят оценку докладов и выбирают лучший доклад в конкурсе докладов по критериям: актуальность темы, четкость, понятность изложения, иллюстративность, умение отвечать на вопросы, вести дискуссию. Также учитывается объем (3–5 мин), полнота представления теоретического вопроса в соответствии с названием доклада, логичность и четкость структуры научного доклада, качество языковой презентации (фонетическая, грамматическая, лексическая правильность, беглость речи), презентационные навыки (контакт с аудиторией, громкость, четкость).

За выполнение доклада выставляется максимум **10** баллов, исходя из следующих критериев:

- 1) объем: 3–5 мин для доклада, полнота представления теоретического вопроса в соответствии с названием доклада – максимум 2 балла;
- 2) логичность и четкость структуры научного доклада – максимум 2 балла;
- 3) объем проработанного научного материала в основе доклада – максимум 2 балла;
- 4) качество языковой подготовки доклада (фонетическая, грамматическая, лексическая правильность, беглость речи) – максимум 2 балла;
- 5) представление доклада (контакт с аудиторией, громкость, четкость) – максимум 2 балла.

Темы докладов по теоретической грамматике

Модуль 1. Морфология английского языка

1. Приложение в современном английском языке.
2. Английские предлоги со значением темпоральности.
3. Валентность глагольных основ в отглагольном словопроизводстве.
4. Атрибутивные словосочетания в английской прессе.

5. Средства выражения долженствования в английском языке.
6. Модальный глагол **can** в английском языке.
7. Словообразовательная валентность глагольных основ.
8. Наречия на **-ly**.
9. Средства выражения долженствования в английском языке.
10. Модальный глагол **can** и способы его перевода на русский язык.
11. Диахроническая характеристика модальных глаголов в английском языке.
12. Формы совершенного вида в английском языке.

Модуль 2. Синтаксис английского языка

1. Способы выражения категории рода в современном английском языке.
2. Вводные конструкции в английском языке.
3. Лингвистические особенности газетных статей (на материале английской прессы).
4. Английские предлоги со значением местоположения.
5. Атрибутивные словосочетания в английской прессе.
6. Эпистемическая модальность и способы ее выражения.
7. Герундиальные объективные конструкции.
8. Причастные объективные конструкции.
9. Инфинитивные объективные конструкции.
10. Абсолютный причастный оборот.
11. Осложнение английского предложения.
12. Текст как объект синтаксиса.

Для подготовки доклада можно воспользоваться списком интернет-источников в конце данного пособия.

Реферат – обзор научной литературы по проблематике изучаемой дисциплины. Реферат пишется на английском языке. Объем реферата 7–10 страниц. В тексте студент должен показать умение обобщать и представлять теоретический материал по избранной теме, изучать и обобщать литературные источники, делать выводы и предложения. Содержание реферата должно соответствовать выбранной теме, оформление – требованиям к композиционному построению. Реферат должен содержать титульный лист, основную часть, библиографический список. На титульном листе должно

присутствовать название вуза, института, кафедры и направления подготовки (рис. 1).

ТОЛЬЯТТИНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
Гуманитарно-педагогический институт
Кафедра «Теория и практика перевода»
Направление 45.03.02 «Лингвистика»
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год выполнения работы

Рис. 1. Образец оформления титульного листа реферата

Требования к форматированию текста следующие: текст печатается на одной стороне стандартного листа через 1,5 интервала. Размер левого поля – 30 мм, правого – 15 мм, верхнего – 20 мм, нижнего – 20 мм. Шрифт Times New Roman, размер шрифта 14 пт. Выравнивание по ширине. Все страницы нумеруются начиная с титульного листа, но на титульном листе обозначение не ставится. Нумерация начинается с цифры 2. Цифру, обозначающую номер страницы, располагают в середине нижнего поля страницы. Каждый раздел работы начинается с новой страницы. Название каждого раздела выделяется жирным шрифтом.

Библиографический список оформляется в соответствии с ГОСТ Р 7.0.100–2018.

Примеры оформления ссылок в тексте реферата

Текст, текст, текст [номер в библиографическом списке, страница или страницы] или [номер в библиографическом списке].

Andrews studies grammar with different methods [5].

Grammar is studied by Andrews with different methods [5].

The Method of Grammatical Analysis presupposes morphological and syntactic description [5, p. 2].

The Method of Grammatical Analysis is used for different purposes [5, pp. 6–8].

Примеры оформления библиографического списка

1. *Книга*: Author Surname, Name Abbreviated. Name of the Source. – Place of Publishing: Publishing House. – Year. – Number of pages.

Пример: Lynch, T., Kenneth, A. Grammar for Academic Writing. – University of Edinburgh: English Language Teaching Centre. – 2013. – 94 p.

2. *Статья из журнала*: Author Surname, Name Abbreviated. Name of the Article // Name of the Journal, volume, no. – Year. – Page numbers.

Пример: Andrews, R. Knowledge about the teaching of sentence grammar: The state of play // *English Teaching: Practice and Critique*, vol. 4, no. 3. – 2005. – Pp. 69–76.

3. *Интернет-источник*: Author Surname, Name Abbreviated. Name of the Article // Name of the Journal, volume, no. – Year. – Pages. – URL: (Accessed date: day.month.year).

Пример: Tabbert, R. Parsing the Question “Why Teach Grammar?” // *The English Journal*, vol. 73, no. 8. – 1984. – Pp. 38–42. – URL: <http://links.jstor.org/sici?sici=0013-8274%28198412%2973%3A8%3C38%3AP TQ%22TG%3E2.0.CO%3B2-7> (дата обращения: 17.03.2018).

Реферат должен включать следующие содержательные компоненты:

- 1) введение в научную тему (проблему);
- 2) формулировку задачи данного реферата;
- 3) обзор 3–4 теоретических источников по проблематике. Достоверными научными источниками считаются учебники по теоретической грамматике, научные статьи в периодических изданиях, авторефераты диссертаций. При обзоре теоретических источников необходимо описать основные положения источников, провести сравнение различных точек зрения, отметить сходство и различие в понимании научной проблематики;
- 4) выводы.

Для подготовки реферата можно воспользоваться интернет-источниками, указанными в конце пособия.

Темы рефератов по теоретической грамматике

Модуль 1. Морфология английского языка

1. Теоретические подходы к изучению грамматики.
2. Морфемы английского языка.
3. Категории английского языка.
4. Категория времени в современном английском языке.
5. Категория числа в современном английском языке.
6. Категория рода в английском языке.
7. Категория залога в современном английском языке.
8. Категория наклонения в современном английском языке.
9. Категория вида в современном английском языке.
10. Множественное число имен существительных в английском языке.
11. Категория рода в современном английском языке.
12. Категория сравнения в современном английском языке.
13. Модальные глаголы и их семантика.
14. Категории и оппозиции в современном английском языке.
15. Полнозначные глаголы и их характеристики.
16. Предлог и его функции в современном английском языке.
17. Местоимение в диахроническом аспекте.
18. Грамматическая характеристика древнеанглийского языка.
19. Грамматическая характеристика английского языка в среднеанглийский период.
20. Грамматическая характеристика новоанглийского языка.

Модуль 2. Синтаксис английского языка

1. Типы английских предложений.
2. Причастные конструкции.
3. Герундиальные конструкции.
4. Инфинитивные конструкции.
5. Сложносочиненное предложение.
6. Сложноподчиненное предложение.
7. Диахронический аспект развития английского предложения.
8. Пунктуационная система английского языка.
9. Актуальное членение английского предложения.
10. Грамматические аспекты перевода.
11. Типология английского синтаксиса.

12. Разговорный синтаксис.
13. Стилистический синтаксис.
14. Предложения с однородными членами.
15. Связь предложений в абзаце.
16. Структура абзаца и грамматические средства ее обозначения.
17. Грамматические средства текстовой категории цельности.
18. Грамматические средства текстовой категории связности.
19. Грамматика текста.

За выполнение реферата выставляется максимум **10** баллов, исходя из следующих критериев:

- 1) объем: 5–7 страниц – максимум 2 балла;
- 2) соответствие композиции реферата – максимум 2 балла;
- 3) 3–4 источника для анализа – максимум 2 балла;
- 4) качество языковой подготовки реферата (фонетическая, грамматическая, лексическая правильность, беглость речи) – максимум 2 балла;
- 5) оформление реферата в соответствии с требованиями – максимум 2 балла.

Важной частью самостоятельной работы является развитие навыков самостоятельных исследований, которые должны познакомить студентов с теми направлениями в теоретической грамматике, которые не изучаются в ходе данного курса подробно, но могут быть важны при дальнейшем углублении профессиональной подготовки. Такая работа предполагает обращение к интернет-ресурсам по лингвистике и переводоведению.

Проектные задания – вид самостоятельной работы, при котором студенты разрабатывают определенную тему, связанную с теоретической грамматикой, самостоятельно определяя объем материала и форму итогового представления.

Проектные задания предполагают самостоятельное знакомство с теорией грамматики в течение курса обучения. Они могут выполняться как индивидуально, так и в группе. Работа над проектом включает следующие этапы:

- 1) определение темы и цели проекта;
- 2) определение заданий в группе студентов при работе над проектом (сбор информации, координация работы, подготовка презентации и т. п.);

3) представление результата проектной деятельности: презентация, викторина, электронный словарь, электронный ресурс, представление доклада на научной конференции, публикация научной статьи.

Важной частью проектной работы является самостоятельность при определении направления проектной работы. Возможные темы проектов по дисциплине «Теоретическая грамматика»:

- деятельность ученых-грамматистов в области современной теории грамматики (дискурс, семантическая теория предложения, коммуникативная грамматика и т. п.);
- тезаурус определенной сферы теоретической грамматики (теория частей речи, диахроническая грамматика, сопоставительная грамматика, теория словосочетания, теория предложения, теория текста, теория дискурса) с определениями и иллюстративной частью;
- современные тенденции в морфологии и синтаксисе современного английского языка;
- стилистические аспекты грамматики современного английского языка.

За участие в проектной деятельности студент может получить максимум **15** баллов.

Проекту дается оценка:

- 5 баллов – проект имеет практический результат, который был представлен группе студентов (презентация, показанная в группе, викторина, проведенная в группе);
- 10 баллов – проект имеет практический результат, который был представлен для массового ознакомления (результаты представлены в Интернете для широкого ознакомления, на научной конференции, в периодическом издании);
- 15 баллов – проект получил признание на конкурсе или конференции и награжден дипломом.

Самостоятельная работа студентов включает также подготовку к экзамену и подготовку к тестированию.

Изучение грамматики будет эффективным при выполнении всех самостоятельных заданий курса.

СОДЕРЖАНИЕ РАЗДЕЛОВ ДИСЦИПЛИНЫ «ТЕОРЕТИЧЕСКАЯ ГРАММАТИКА»

Модуль 1. Морфология

1. Грамматика как раздел лингвистики

Грамматика как раздел лингвистики. Грамматическая система и грамматическая структура. Проблема синхронии и диахронии в грамматике. Основные единицы грамматического уровня языковой структуры: морфема, словоформа, словосочетание, предложение, текст.

Основные грамматические понятия: грамматическая форма и грамматическое значение. Понятие синтагматических и парадигматических связей. Парадигма английской части речи. Синонимия и омонимия в грамматике. Основные подходы к изучению теоретической грамматики. Прескриптивизм, системная грамматика, коммуникативная грамматика, генеративная грамматика, трансформационная грамматика. Грамматические универсалии.

2. Исторические изменения в грамматическом строе английского языка

Основные различия между синтетическими и аналитическими языками. Древнеанглийский язык, его грамматическое сходство с древнегерманскими языками. Основные части речи в древнеанглийский период. Склонение и спряжение. Супплетивизм. Изменения в грамматическом строе в среднеанглийский и новоанглийский период. Черты синтетизма и аналитизма в современном английском языке.

3. Морфология. Основные понятия морфологии. Морфологическая и категориальная структура слова

Морфология, ее предмет и задачи. Основные понятия морфологии. Грамматическая категория как значимая оппозиция грамматических форм. Понятие морфемы и алломорфа (варианта морфемы). Различие между формообразованием и словообразованием. Средства образования грамматических форм. Синтетические и аналитические средства. Регулярные и нерегулярные синтетические средства формообразования. Аналитические средства. Связь аналитических и синтетических форм. Аналитизм как характерная черта

современного английского языка, его проявление в различных частях системы.

Грамматические категории. Виды категорий. Категориальная оппозиция. Оппозиционная редукция.

4. Части речи и их классификации

Части речи, основные понятия. Различные подходы к выделению классов слов. Основные группировки частей речи и их соотношение. Слова знаменательные и служебные.

Имя существительное, его характеристика как части речи. Проблема категории рода в английском языке. Грамматическая категория числа. Семантика форм единственного и множественного числа существительных. Грамматическая категория падежа. Различные теории падежей в современном английском языке. Артикль, проблема статуса артикля. Количество артиклей в английском языке и их происхождение. Значение и функции артиклей.

Глагол, его характеристика как части речи. Омонимия в системе глагольных форм. Личные и неличные формы глагола. Категория времени и ее общая характеристика. Количество категориальных форм времени. Категория залога. Проблема количества залоговых форм в английском языке. Причины широкого распространения пассивного залога в английском языке. Категория вида. Грамматические и лексические средства выражения видовых характеристики глагола. Категория временной отнесенности. Место перфекта в системе категорий глагола. Категория наклонения. Вопрос о количестве категориальных форм наклонения в английском языке. Различные системы косвенных наклонений и принципы их выделения. Модальность и наклонение. Модальные глаголы как средство выражения модальности. Категории числа и лица глагола. Типы согласования в числе подлежащего и сказуемого.

Неличные формы глагола, их двойственная природа. Проблема количества неличных форм в современном английском языке, грамматические категории неличных форм в современном английском языке. Неличные формы глагола как основа предикативных сочетаний.

Прилагательное и наречие. Классификация. Категория наклонения. Особая роль местоимений и числительных в структуре частей речи.

Служебные части речи. Грамматикализация. Функции модальных слов, модальных глаголов, междометий, артиклей, предлогов, союзов.

Модуль 2. Синтаксис

5. Синтаксис. Основные единицы синтаксиса

Синтаксис, его предмет и задачи. Собственно синтаксические единицы. Иерархическая структура синтаксических единиц. Взаимосвязь синтаксических единиц. Предложение и словосочетание (основные различия). Средства выражения предикации. Основные типы синтаксической связи. Способы выражения синтаксической связи.

Краткая характеристика синтагмы, предложения, словосочетания, сверхфразового единства (СФЕ), синтаксического единства, текста, дискурса.

Предложение. Классификация предложений по коммуникативной цели высказывания (повествовательные, вопросительные, побудительные). Классификация предложений по составу (количеству предикативных групп). Предложения простые и сложные. Предложения полные и неполные. Понятие эллиптических предложений. Члены предложения. Главные члены предложения (подлежащее и сказуемое). Различные классификации типов сказуемого. Второстепенные члены предложения, трудности их выделения. Порядок слов в современном английском языке.

6. Словосочетание, основные структурные типы и категории

Словосочетание. Различные трактовки термина «словосочетание». Общая классификация словосочетаний по типу синтаксической связи. Категориальная форма словосочетаний. Соотношение словосочетания и предложения. Понятие устойчивости словосочетаний. Факторы устойчивости.

7. Теория предложения. Основные типы предложения. Синтаксический, семантический, прагматический аспекты предложения

Основные принципы синтаксического моделирования предложения. Теоретические модели предложения. Недостатки и преимущества основных теоретических моделей предложения. Семантический аспект предложения. Поверхностная и глубинная структура предложения. Актуальный аспект предложения. Понятие коммуникативной (функциональной) перспективы предложения. Основное коммуникативное членение предложения на тему и рему. Прагматический аспект предложения. Коммуникативно-функциональное назначение и использование предложений в речевых актах.

Сложносочиненные и сложноподчиненные предложения. Различные подходы к трактовке сложносочиненных предложений. Сложноподчиненное предложение. Понятие главного и придаточного предложения и ступенчатого подчинения. Принципы классификации придаточных предложений. Союзное и бессоюзное присоединение. Дополнительные придаточные предложения. Косвенная речь как вид дополнительного придаточного предложения. Предложные дополнительные придаточные предложения. Союзное и бессоюзное присоединение дополнительных придаточных предложений к главному. Основные типы обстоятельственных предложений (времени, причины, условия, уступки, следствия, образа действия, сравнения, цели, места). Союзы, вводящие обстоятельственные придаточные предложения.

8. Текст. Общая характеристика текста как структурной и семантической единицы языковой коммуникации

Общая характеристика текста как структурной и семантической единицы языковой коммуникации. Смысловая структура и коммуникативная целостность текста. Коммуникативные функции разных типов высказывания в тексте. Когезия и цельность текста. Текст как единица синтаксиса. Категории текста и роль грамматики в оформлении текста. Грамматические средства связи в тексте. Основные лингвистические подходы и принципы грамматического описания текста: формальный и функциональный. Общие сведения по методике грамматического анализа.

9. Дискурс

Семантика, прагматика и референция в дискурсе. Дискурс как информационный континуум (континуальное единство темы, участников, времени, места, действия). Теория фреймов, ее грамматический аспект. Пресуппозиция, ее грамматический аспект. Маркеры дискурса. Компоненты дискурса. Текст и дискурс. Роль грамматических средств в распределении дискурсивной информации. Грамматическая характеристика разговорного дискурса.

ЗАДАНИЯ СЕМИНАРСКИХ ЗАНЯТИЙ

Seminar 1. Theoretical Grammar, its Basic Directions and Purposes

Questions for discussion

1. What is the object of theoretical grammar?
2. What is the difference between language and speech?
3. What do morphology and syntax study?
4. What are the main ideas of prescriptive approach to studying grammatical structure of language?
5. What are the main ideas of systemic approach to studying grammatical structure of language?
6. What are the main ideas of comprehensive approach to studying grammatical structure of language?
7. What are the main ideas of descriptive approach to studying grammatical structure of language?

Subtopics

1. The Subject of theoretical grammar.
2. Object of studying theoretical grammar.
3. The distinction between language and speech.
4. Language as a semiotic system: its functions, elements and structure.
5. The levels of lingual units, their structural and functional features. Hierarchical relations between units of different levels.
6. Morphology and syntax – the two main sections of grammar.
7. Grammar as a branch of linguistics.
8. Theoretical and practical grammar.
9. Syntagmatic and paradigmatic relations between lingual units; syntagmatic and paradigmatic relations in grammar.
10. Questions of formation of grammatical theory.
11. Prescriptive approach to studying grammatical structure of language.
12. Systemic approach to studying grammatical structure of language.
13. Comprehensive approach to studying grammatical structure of language.

14. Descriptive approach to studying grammatical structure of language.
15. Results of grammatical research.
16. The main notions of theoretical grammar.

Обязательная литература

Никитина Т.Г. Morphology and Syntax of Modern English = Морфология и синтаксис современного английского языка : электронное учебное пособие / Т.Г. Никитина. – Тольятти : Изд-во ТГУ, 2018. – С. 10–24.

Дополнительная литература

Викулова Е.А. Теоретическая грамматика современного английского языка : учебное пособие / Е.А. Викулова. – Екатеринбург : Уральский федеральный университет, 2014. – 88 с.

Glossary to Seminar 1

transformational grammar	language	syntaxemic
universal grammar	speech	semantic
prescriptive grammar	paradigmatic	phrasemic
comprehensive grammar	syntagmatic	grammar
descriptive approach	paradigm	morphology
generative grammar	systemic approach	syntax
general grammar	morphemic	phonemic

Task 1. Read introductions to popular grammars and determine what theoretical approach is the basis of it.

MODEL: The introduction is based on the approach of... because the main theoretical principles are.... This can be proved by the sentences...

A. From *Cambridge Grammar of English*.

What is grammar?

Grammar is concerned with how sentences and utterances are formed. In a typical English sentence, we can see the two most basic principles of grammar, the arrangement of items (syntax) and the structure of items (morphology):

I gave my sister a sweater for her birthday.

Acceptable and unacceptable forms

Grammar is concerned with acceptable and unacceptable forms and the distinctions of meaning these forms create. The fact that sweater means ‘knitted outer garment worn on the upper part of the body for warmth’ and that sister means ‘female sibling’ are matters of vocabulary (lexis), but the distinction between present and past, one and more than one, subject and object, possession and non-possession, etc., are matters of grammar. In every language, some forms are acceptable and others are not. So, in English, we can create arrangements of our example sentence which are not acceptable, either syntactically or morphologically:

I my sister gave a sweater for birthday her.

Gave I my sister a sweaters for his birthday.

I gives my sisters sweater a for her birthday.

In this grammar book, we indicate unacceptable forms with a line through the text:

I my sister gave a sweater for birthday her.

B. From *Syntax: Structure, Meaning And Function* by Robert D. Van Valin and Randy J. Lapolla

This book is about some of the devices users of human languages employ to put meaningful elements together to form words, words together to form phrases, phrases together to form clauses, clauses together to form sentences, and sentences together to form texts. The emphasis here will be on the construction of units larger than words, in particular clauses and sentences. This has often been viewed primarily as the domain of syntax... Much of the work done in linguistics during the first half of the twentieth century was devoted to discovering and refining the basic tools of linguistic description. ... In morphology this meant Bloomfield and Harris, among others, working out the concepts of morph, morpheme and allomorph, and in addition there was the crucial problem of the interface between phonology and morphology, morphophonemics, and its implications for the analysis of the two levels. The fundamental constructs in syntactic analysis (constituent and immediate constituent, construction, and transformation, among others) were the result of Bloomfield’s, Hockett’s and Harris’ efforts to extend the methods of structural analysis employed on the phonemic and morphemic levels to syntax, and of Jespersen’s theorizing derived from his detailed study of English. Finally, important contributions to the study of syntax, especially in terms of the perspective to be adopted here, have come

from the work of linguists in the Prague School, beginning with Mathesius in the third decade of this century. ... Linguistic description is vitally important, for two reasons. First, language is a major part of our common human heritage, and languages are vanishing as their last speakers die or they are supplanted by a socioculturally dominant language, just as plant and animal species are becoming extinct. Documenting the diversity of human languages is a necessary and crucial aspect of linguistics. This directly relates to the second reason: all of the other goals presuppose this one. Developing serious explanatory theories of language is impossible in the absence of descriptions of the object of explanation. Understanding the cognitive basis of language is impossible in the absence of an adequate cross-linguistic characterization of linguistic behavior. We cannot explain or posit cognitive mechanisms for something unless it has first been described.

C. From *Language* by L. Bloomfield

Adequate descriptive information about languages is a prerequisite for historical understanding. It is apparent even now that we can see historical change in human affairs most intimately in the change of language, but it is evident also, that we shall have to know far more both of practical (that is, extra-linguistic) events and of linguistic changes that have actually occurred, before we can reach the level of scientific classification and prediction.

Even now it is clear that change in language tends toward shorter and more regularly constructed words: sound-change shortens the word, and analogic change replaces irregular derivatives by regular. The speed and the consistent direction of this process differ in different times and places. Starting from a common parent language, we find modern English with greatly shortened words and simple morphology, but Lithuanian with fairly long words and a complex morphology. The result of this simplification seems to be a greater number of words in response to like practical situations; modifying and relational features and substitute forms that were once expressed by affixes or other morphologic features, appear later in the shape of separate words.

The ultimate outcome may be the state of affairs which we see in Chinese, where each word is a morpheme and every practical feature that receives expression receives it in the shape of a word or phrase. The methods and results of linguistics, in spite of their modest scope, resemble those of natural science, the domain in which science has been most successful. It is only a prospect, but not hopelessly remote, that the study of language may help us toward the understanding and control of human events.

HOMETASK

Prepare a report on theoretical approaches to English grammar.

Make a case study of famous grammarians and present them in class in short (15–20 sentences description):

Alexander Murray, Noam Chomsky, George Lakoff, Richard Perle, Hilary Putnam, Willard Quine, Edward Sapir, Leonard Bloomfield, Charles Bally.

Seminar 2. Historical Changes in English Grammar

Questions for discussion

1. What is the difference between diachrony and synchrony; diachronic and synchronic relations in grammar?
2. What is the difference between analytical and synthetic languages?
3. What are the main features of Old English language?
4. What are the main features of Middle English language?
5. What are the main features of New English language?

Subtopics

1. The notions of diachrony and synchrony; diachronic and synchronic relations in grammar.
2. Analytical and synthetic languages.
3. Proto-Germanic language and its influence on the formation of syntactic structure of English language.
4. Old English language. Morphological and syntactic structure. Changes in a grammatical system of language of analytical character.
5. Middle English language. Morphological and syntactic structure. Changes in a grammatical system of language of analytical character.
6. New English language. Morphological and syntactic structure. Changes in a grammatical system of language of analytical character.
7. Features of synthetic structure in modern English language.

Обязательная литература

Никитина Т.Г. Morphology and Syntax of Modern English = Морфология и синтаксис современного английского языка : электронное учебное пособие / Т.Г. Никитина. – Тольятти : Изд-во ТГУ, 2018. – С. 25–39.

Дополнительная литература

Телегин Л.А. История английского языка : учебное пособие для бакалавров / Л.А. Телегин, Д.А. Телегина, Е.Д. Павлычева. – 2-е изд., стер. – Москва : Флинта, 2016. – 160 с.

Glossary to Seminar 2

active languages	fixed order of words	nominative languages
agglutinative	flexible word order	Old English
analytical	grammaticalization	suppletion
analytical forms	incorporating	SVO
declensions	inflectional	synchronic variation
diachronic variation	isolating	synthetic
ergative languages	Middle English	typology

Task 1. Make comparison of texts from Old, Middle and modern English. Find diachronic variations.

MODEL: Old English “Se” is no longer used in English, it is substituted by the article *the*. The adjective “wisa” from Old English has an ending *-a*, which is not used in Modern English.

A. <i>Old English</i>	<i>Modern English</i>
<i>Se wisa wer timbrode his hus ofer stan.</i>	<i>The wise man built his house on stone.</i>
<i>Ɔa com Ɔær micel flod, and Ɔær bleowon windas, and ahruron on Ɔæt hus, and hit ne feoll: soƆlice, hit wæs ofer stan getimbrod.</i>	<i>Then a great flood came there, and winds blew there, and fell down upon the house, and it did not fall: truly, it was built on stone.</i>
<i>Ɔa timbrode se dysiga wer his hus ofer sandceosol. Ɔa rinde hit, and Ɔær com flod, and bleowon windas, and ahruron on Ɔæt hus, and Ɔæt hus feoll; and his hryre wæs micel.</i>	<i>Then the foolish man built his house on sand [lit sand-gravel]. Then it rained, and a flood came there, and winds blew, and fell down upon the house, and the house fell; and its fall was great.</i>

B. <i>Middle English text from King Arthur's Death: The Middle English Stanzaic</i>	<i>Modern English translation of some words</i>
<i>Now grete glorious God through grace of Himselven</i>	<i>great</i>
<i>And the precious prayer of his pris Moder Sheld us fro shamesdeede and sinful workes</i>	<i>excellent shameful deeds</i>
<i>And give us grace to guie and govern us here In this wretched world through virtuous living, That we may kaire til his court, the kingdom of heven</i>	<i>guide go to</i>
<i>When our soules shall part and sunder fro the body</i>	<i>from</i>
<i>Ever to beld and to bide in bliss with Himselven; And wisse me to warp out some word at this time That nother void be ne vain but worship til Himselven</i>	<i>dwel; abide teach; utter neither; honor</i>
<i>Plesand and profitable to the pople that them heres.</i>	<i>Pleasing; people; hear</i>

HOMETASK

Find similar examples of diachronic variations from the following sources:

1. Readings in Early English. Old English Texts. – URL: <http://www.arts.gla.ac.uk/stella/readings/OE/OE.HTM>. – Includes Old English texts and modern English translations (дата обращения: 17.03.2018).
2. Old English Reader. – URL: <http://people.ucalgary.ca/~mmcgilli/OEReaders/> (дата обращения: 17.03.2018).

Prepare a report on grammatical phenomenon in a particular period of English language development.

Seminar 3. Morphemic and Categorial structure of an English Word

Questions for discussion

1. What is a morpheme?
2. What are the peculiarities of grammatical suffixes (inflexions) in English?
3. What is typical for the morphemic structure of English language?
4. What is a grammatical category?
5. What is the balance of synthetic and analytical grammatical forms in English?
6. What are three main classes of parts of speech in English?
7. What is polyfunctionality of English syntactic words and their results?
8. Describe notional parts of speech on three criteria: semantic, formal, and functional criteria.
9. What is the traditional classification of parts of speech?
10. What new aspects were introduced by the communicative approach to the classification of parts of speech?

Subtopics

1. The definition of the morpheme.
2. The word and the morpheme, their correlation in the level structure of the language.
3. Lexical (derivational, word-building) and grammatical (functional, word-changing) affixes.
4. The peculiarities of grammatical suffixes (inflexions) in English.
5. Distributional classification of morphemes: full and empty (zero morphemes), free and bound, continuous and discontinuous morphemes.
6. Morphemic structure of English language.
7. The borrowed and primordial morphemes in Modern English language.
8. Grammatical morphemes and their polysemy. Grammatical meaning and the means of its expression.
9. Grammatical category as a system of expressing a generalized grammatical meaning. Oppositional analysis of grammatical category.
10. The strong (marked, positive) and the weak (unmarked, negative) members of the opposition, their formal and functional features.
11. The two types of oppositional reduction: neutralization and transposition.

12. Synthetic and analytical grammatical forms.
13. Structural classification of parts of speech.
14. The Functional approach to classification of parts of speech.
15. Service parts of speech.
16. Significant parts of speech.
17. Polyfunctionality of English syntactic words.
18. The notion of a part of speech as a lexico-grammatical class of words.
19. Grammatically relevant criteria for differentiating the classes of words: semantic, formal, and functional criteria.
20. Traditional classification of parts of speech.
21. Notional and functional parts of speech in traditional classification.
22. Communicative approach in the classification of parts of speech.

Обязательная литература

Никитина Т.Г. Morphology and Syntax of Modern English = Морфология и синтаксис современного английского языка : электронное учебное пособие / Т.Г. Никитина – Тольятти : Изд-во ТГУ, 2018. – С. 40–50.

Дополнительная литература

Викулова Е.А. Теоретическая грамматика современного английского языка : учебное пособие / Е.А. Викулова. – Екатеринбург : Уральский федеральный университет, 2014. – 88 с.

Glossary to Seminar 3

morpheme	masculine	marked member
stem	neuter	gradual opposition
root	degree (comparison)	equipollent opposition
affixes	absolute	oppositional reduction
prefixes	comparative	neutralization
polyfunctional	superlative	transposition
morphemes	mood	parts of speech
free	indicative	notional
bound	imperative	functional
semi-free	subjunctive	semi-notional
morph	aspect	article
allomorph	perfect	preposition

lexical	Indefinite	conjunction
lexico-grammatical	Continuous	particle
grammatical	Perfect Continuous	modal word
morphemes	tense	interjection
suppletion	opposition	modal verbs
grammatical categories	binary	numeral
person	privative binary	pronoun
number	opposition	noun
nominative	singular	adjective
possessive	plural	adverb
	case	verb
	gender	feminine

Task 1. Perform morphemic analysis of the words on the lines of the traditional and distributional classifications.

MODEL: Perform 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 a bound, continuous, lexical morpheme; the prefix *in-* is bound, continuous, lexical; the suffix *-able* is bound, continuous, lexico-grammatical.

word-building	mistressmanship
expressive	expressiveness
intensifying	twofold
non-productive	remarkable
indivisible	constructions
swallowed	modifications
invariants	substitution
variables	significance
interrelation	artistic
commonly	used

Task 2. Classify all parts of speech from the extract.

MODEL: question – noun, inanimate, concrete, countable; seemed – verb, unlimitive, stative, finite.

From *Caffeine* by Ryan Grabow

The question seemed to trap me. With each passing day, I felt more that I would need to face it, or that it would destroy me.

I ran my hand along the surface of the old poster: an advertisement for one of Thomas Edison's famous inventions, one of the first devices to capture a moving image. I knew that its simple films were fantastic marvels to an older generation. I thought of their old sense of wonder, and how it was preserved in that place. I envied them. I spent a long moment feeling the surface of the poster with my fingertips, wondering why it didn't seem as real anymore. A small piece of card-paper scraped against my nose.

"You? Staring off into space? I'm impressed."

I took the orange ticket from Vair's hand and managed to smile. "I thought you hated musicals."

"With a passion," she said, glancing to what I had been staring at. "Vitascope," she read, smiling as she tapped her finger on the poster. "C'mon, Brandon, we're in Technicolor now."

The sights and sounds that day were familiar and powerful. Sometimes it seemed as if the pictures were the only joy I had left in life, the only thing that could comfort me in difficult times. We all took to our seats as the chandelier lights dimmed and *The March of Time* filled the silver screen with images of the European continent at war. Isn't this the sort of thing we want to forget?

Task 3. Point out in the given situations the reduced grammatical forms, state the type of the oppositional reduction.

MODEL: "cigarette second guessed". In this phrase we observe an unusual order of words and the use of the numeral second in unusual combination with the participle.

January Drought by Conor O'Callaghan

It needn't be tinder, this juncture of the year,
a cigarette second guessed from car to brush.

The woods' parchment is given
to cracking asunder the first puff of wind.

Yesterday a big sycamore came across First

and Hawthorne and is there yet.
The papers say it has to happen,
if just as dribs and drabs on the asbestos siding.
But tonight is buckets of stars as hard and dry as dimes.
A month's supper things stacks in the sink.
Tea brews from water stoppered in the bath
and any thirst carried forward is quenched thinking you,
piece by piece, an Xmas gift hidden
and found weeks after: the ribbon, the box.
I have reservoirs of want enough
to freeze many nights over.

(From *Poetry Foundation*)

Training test I

Choose the right variant.

1. Morphemic structure of the word “revolution” is

- a) root + suffix
- b) root + suffix + ending
- c) root + ending
- d) prefix + root

2. Morphemic structure of the word “unbending” is

- a) root + suffix
- b) root + suffix + ending
- c) root + ending
- d) prefix + root + ending

3. In the word “steamboat” the morpheme “steam-” is

- a) free
- b) bound
- c) reduced
- d) zero

4. In the word “modulation” the morpheme “-tion” is

- a) free
- b) bound
- c) reduced
- d) zero

5. In the word “garments” the morpheme “garment-” is
- a) lexical
 - b) grammatical
 - c) lexico-grammatical
 - d) phonemic

6. In the word “uncertain” the morpheme “un-” is
- a) lexical
 - b) grammatical
 - c) lexico-grammatical
 - d) phonemic

7. In the form “was” we can see such categories as
- a) voice, mood, person
 - b) person, number, tense
 - c) aspect, tense, voice
 - d) voice, mood, number

8. In the form “be trusted” we can see such categories as
- a) voice, mood, person
 - b) person, number, tense
 - c) aspect, voice
 - d) voice, mood, number

9. In the form “homes” we can see such categories as
- a) number, gender, case
 - b) comparison
 - c) person, case
 - d) person, number

10. In the form “best” we can see such categories as
- a) number, gender, case
 - b) comparison
 - c) number
 - d) person, number

HOMETASK

From your individual reading find examples of words with different kinds of morphemic structure, make an analysis of morphemes, constituting them.

From your individual reading find examples of different parts of speech, classify them.

Morphological analysis

1. Morphemic structure, characteristics of every morpheme.
2. Part of speech and subclass.
3. Grammar form.

MODEL:

seemed

- Root – seem – lexical, free
- Ending – ed – grammatical, bound
- Verb
- Unlimitive, intransitive, stative
- Past Indefinite Active, Indicative Mood

adjustments

- Root – adjust – free, lexical
- Suffix – ment – lexico-grammatical, bound
- Ending – s – grammatical, bound
- Noun
- Abstract, inanimate, non-human, countable, common
- Nominative case, neutral gender, plural

Seminar 4. Noun. Adjective

Questions for discussion

1. What are the main classes of English nouns?
2. what are the peculiarities of the category of number in English?
3. what are the peculiarities of the category of gender in English?
4. what are the peculiarities of the category of case in English?
5. what are the main classes of English adjectives?
6. what are the peculiarities of the category of comparison in English?
7. What reverse comparison?

Subtopics

1. Classification of English nouns.
2. The category of number.
3. The category of gender.

4. The category of case.
5. Noun as the central nominative lexemic unit of language.
6. Formal characteristics of noun. Syntactic functions of noun.
7. Noun as an attribute.
8. The grammatical peculiarities of different groups of nouns.
9. Syntagmatic combinability of different groups of nouns.
10. Classification of English adjectives.
11. The category of comparison.
12. Reverse comparison.
13. Double and triple comparison.
14. Neutralisation of comparison.

Обязательная литература

Никитина Т.Г. Morphology and Syntax of Modern English = Морфология и синтаксис современного английского языка : электронное учебное пособие / Т.Г. Никитина. – Тольятти : Изд-во ТГУ, 2018. – С. 51–65.

Дополнительная литература

Викулова Е.А. Теоретическая грамматика современного английского языка : учебное пособие / Е.А. Викулова. – Екатеринбург : Уральский федеральный университет, 2014. – 88 с.

Glossary to Seminar 4

proper	human	relative adjectives
common	non-human	qualitative adjectives
concrete	countable	reverse comparison
abstract	uncountable	superlative degree
animate	Pluralia tantum	comparative degree
inanimate	Singularia tantum	positive degree
	historical gender	

Task 1. Classify all nouns from the extract:

MODEL: *boy* – human, animate, concrete, countable;

experience – non-human, inanimate, abstract, uncountable.

From *The Black Echo* by Michael Connelly

The boy couldn't see in the dark, but he didn't need to. Experience and long practice told him it was good. Nice and even. Smooth strokes, moving his whole arm while gently rolling his wrist. Keep the marble moving. No runs. Beautiful. He heard the hiss of the escaping air and could sense the roll of the marble. They were sensations that were comforting to him. The smell reminded him of the sock in his pocket and he thought about getting high. Maybe after, he decided. He didn't want to stop now, not until he had finished the tag with one uninterrupted stroke.

But then he stopped – when the sound of an engine was heard above the hiss of the spray can. He looked around but saw no light save for the moon's silvery white reflection on the reservoir and the dim bulb above the door of the pump house, which was midway across the dam.

But the sound didn't lie. There was an engine approaching. Sounded like a truck to the boy. And now he thought he could hear the crunching of tires on the gravel access road that skirted the reservoir. Coming closer. Almost three in the morning and someone was coming.

Task 2. Perform morphological analysis of adjectives from the extract.

MODEL: *the clearest* – superlative degree, *easy* – positive degree.

From *Neighbourhood Watch* by Greg Egan

Being, I have discovered, has certain disadvantages. I intend seeking compensation, just as soon as the time is right. In the dazzling, clear mornings, in the brilliant, cloudless afternoons, children play in the park, barely half a mile from me. They know I've arrived; part of me comes from each one of their nightmares, and each of their nightmares comes partly from me. It's day time now, though, so under safe blue skies they taunt me with foolish rhymes, mock me with crude imitations, tell each other tales of me which take them almost to the edge of hysterical fear, only to back away, to break free with sudden careless laughter. Oh, their laughter! I could put an end to it so quickly..

Task 3. Perform morphological analysis of nouns.

MODEL: *disadvantages* – neuter gender, plural number, nominative case.

drinks	work	horizon
lion	research	rays
kids	back	shade
model	the dance	handbasket
Coca Cola	charleston	star
rock-and-roll	life	hell

HOMETASK

From your individual reading find examples of nouns and adjectives, make morphemic analysis.

Seminar 5. Verb. Adverb

Questions for discussion

1. What are the main classes of English verb?
2. What are peculiarities of the category of time in English?
3. What are peculiarities of the category of aspect?
4. What are peculiarities of the category of mood?
5. What are peculiarities of the category of voice?
6. What are the main classes of English adverbs?
7. What are peculiarities of non-finite forms?
8. What are the main features of gerund?
9. What are the main features of participle?
10. What are the main features of infinitive?

Subtopics

1. Classification of English verbs.
2. The category of time.
3. The category of aspect.
4. The category of voice.
5. The category of mood.
6. The category of number and person.

7. Classification of English non-finite forms of the verb.
8. The category of voice.
9. The category of aspect.
10. Constructions with non-finite forms of a verb.
11. Classification of English adverbs.
12. The category of degrees of comparison.

Обязательная литература

Никитина Т.Г. Morphology and Syntax of Modern English = Морфология и синтаксис современного английского языка : электронное учебное пособие / Т.Г. Никитина. – Тольятти : Изд-во ТГУ, 2018. – С. 66–81.

Дополнительная литература

Обвинцева Н.В. Verbal Relations in English Grammar : учебное пособие / Н.В. Обвинцева. – Екатеринбург : Уральский федеральный университет, 2016. – С. 22–34.

Glossary to Seminar 5

Transitive	Finite	Transposition
Intransitive	Non-finite	Qualitative adverbs
Actionable	Stress-replacive	Quantitative adverbs
Stative	Sound-replacive	Intensifiers
Limitive	Active Voice	Downtoners
Unlimitive	Passive Voice	Circumstantial adverbs

Task 1. Classify all verbs from the extract.

MODEL: *reads* – **unlimitive, actional, finate**; *like* – **unlimitive, stative, perceptive, finate**.

From *Caffeine* by Ryan Grabow

As usual, Vair casually began shoveling popcorn into her mouth. I found my hand resting on her free one, the contact making me feel anchored to something I needed, as if it were more real than I was, something I could admire but never understand.

There was a flash in the corner of my eye.

“Not again,” Vair said under her breath.

We knew that the glitches held nothing good for us and let the moment pass, hoping that they would go away on their own, or at least stay small enough to be ignored.

Task 2. *Perform morphological analysis of verbs from the extract.*

MODEL: *worked* – Present Indefinite, active voice, indicative mood, the 3-d person, singular.

From *Caffeine* by Ryan Grabow

On screen, reality and war were replaced by images of fantasy and imagination: a story grounded in a humble family farm in Kansas. The mood of the room softened as we were drawn into the dilemmas of a girl named Dorothy. I put my arm around Vair, knowing that she would already be engrossed in the plot, musical or no. I reached for some of her popcorn, hoping that I would be fast enough. My hand got smacked. Such things always amused her. I plopped my fedora on her head and pulled it over her eyes. She plucked it off, bit onto the brim and whispered that it needed salt.

“I used to have a neighbor just like her,” she said as we saw Miss Gulch seize Dorothy’s dog, Toto, having claimed that the dog bit her.

“Seriously, I think she even hated dogs that much.”

“Probably a cat person,” I replied.

“More like she hated all living things beside herself.”

Task 3. *Classify and analyze all non-finite forms of the verb from the extract.*

MODEL: *to be working* – infinitive, continuous aspect, active voice.

From *The Black Echo* Michael Connelly

On the table next to the chair were the companions of insomnia: playing cards, magazines, and paperback mystery novels – these only lightly thumbed and then discarded. There was a crumpled pack of cigarettes on the table and three empty beer bottles – assorted brands that had once been members of six-packs of their own tribe. Bosch was fully dressed, right down to a rumpled tie held to his white shirt by a silver tie tack. <...>

He walked to the kitchen, where the phone was on the counter. He wrote “Sunday, 8:53 A.M.” in a notebook he took from his jacket pocket before dialing. After two rings a voice said, “Los Angeles Police Department, Hollywood Division. This is Officer Pelch, how can I help you?”

Bosch said, “Somebody could die in the time it took to get all that out. Let me talk to the watch sergeant.”

Task 4. Classify all adverbs from the extract and define grammar form.

MODEL: *hardly* – quantitative, downtoner; *fast* – qualitative, positive degree.

abruptly	enough	mildly	terribly
absolutely	everywhere	naughtily	there
after	exactly	never	today
almost	excitedly	now	too
always	expectantly	openly	underground
before	gently	poorly	upstairs
boldly	heartily	quickly	very
briskly	here	quite	willingly
carefully	horribly	randomly	yearly
certain	inside	rather	yesterday
cheerfully	later	really	
completely	lightly	sadly	
deliberately	loudly	so	

Task 5. Perform morphological analysis of non-finite forms of the verb from the extract.

MODEL: *being asked* – gerund, indefinite aspect, passive voice.

From *The Black Echo* Michael Connelly

“Patrol’s out. ME, SID notified. My people don’t know what they got, except a DB. Stiff’s about thirty feet into this pipe there. They don’t want to go all the way in, mess up a possible crime scene, you know? I had ’em page your partner but he hasn’t called in. No answer at his phone either. I thought maybe the two of you was together or something. Then I thought, nah, he ain’t your style. And you ain’t his.”

“I’ll get ahold of him. If they didn’t go all the way in, how they know it’s a DB and not just some guy sleeping it off?”

“Oh, they went in a bit, you know, and reached in with a stick or something and poked around at the guy pretty good. Stiff as a wedding night prick.”

“They didn’t want to mess up a crime scene but then they go poking around the body with a stick. That’s wonderful. These guys get in after they raised the college requirement, or what?”

“Hey, Bosch, we get a call, we’ve got to check it out. Okay? You want for us to transfer all our body calls directly to the homicide table to check out? You guys’d go nuts inside a week.”

Bosch crushed the cigarette butt in the stainless steel sink and looked out the kitchen window. Looking down the hill he could see one of the tourist trams moving between the huge beige sound studios in Universal City. A side of one of the block-long buildings was painted sky blue with wisps of white clouds; for filming exteriors when the natural L.A. exterior turned brown as wheat.

Bosch said, “How’d we get the call?”

HOMETASK

From your individual reading find examples of 20 different verbs and adverbs, classify them. Perform morphological analysis. Example of analyses is at hometask of seminar 3.

Get ready for a report in morphology. Pay attention to the following aims:

- *Understanding what the articles/chapters from the textbook are about;*
- *Understanding the debate on the topic;*
- *Clarity, logics and accuracy of writing and speaking;*
- *Suitable evidence and examples from scholarly or corpus sources.*

Criteria of the report are:

- *Quality of theory review;*
- *Structure and logics;*
- *Presentation skills;*
- *Correctness.*

Seminar 6. Word Combination

Questions for discussion

1. What are three main types of a word-combinations?
2. What are the main features of a syntagma?
3. What are the main types of connection within word-combinations?
4. What are the main categories of word-combinations?

Subtopics

1. The Basic structural types of word-combinations.
2. Categories of word-combinations.
3. The parity of a word-combination with others units of syntax.
4. Syntagma as a unit of syntax.
5. Phonetical aspects of syntagmas.
6. Factors of syntagmatic organization of English.

Обязательная литература

Никитина Т.Г. Morphology and Syntax of Modern English = Морфология и синтаксис современного английского языка : электронное учебное пособие / Т.Г. Никитина. — Тольятти : Изд-во ТГУ, 2018. — С. 89—97.

Дополнительная литература

Викулова Е.А. Теоретическая грамматика современного английского языка : учебное пособие / Е.А. Викулова. — Екатеринбург : Уральский федеральный университет, 2014. — 88 с.

Glossary to Seminar 6

syndatic	predicative	connotation
asyndatic	adverbial	free
coordinative	attributive	fixed
dominational	monolateral	idiomaticity
equipotent	bilateral	clich
objective	cultural basis	complex name

Task 1. Determine categorial structure of word-combinations:
international treaty; international words; Big Ben; Big Expectations; big business, Big Sam; Blue Moon; Blue Ray; blue ink, blue stocking, blue eye, blue face, blue eyes.

Task 2. Determine the structural type of word-combinations according to the presence of meaning.

MODEL: had definitely been – 1. – functional + notional + notional ($f + n + n$)

- 1) a summer wedding
- 2) came in to ask
- 3) the butcher and the grocer
- 4) might correspond
- 5) eavesdropping, ingenuity, or anything else
- 6) the “I’m sorry” response
- 7) rather doubtful
- 8) think of an idea
- 9) happy but not quite

Task 3. Determine the structural type of word-combinations according to the number of elements.

MODEL: the train moved – 3-member

- 1) can come, supposedly
- 2) cakes and ale
- 3) a stifling weather
- 4) projected onto the token
- 5) in spite of anything
- 6) almost insignificant
- 7) extremely tempting
- 8) eggs and cheese
- 9) delivered for a friend

Task 4. Determine the structural type of word-combinations according to the status of words.

MODEL: the world beyond – dominational

- 1) a wedding or a christening
- 2) laughed a little

- 3) familiar noise
- 4) time-tables, books, maps, and what not
- 5) sanity and rationality
- 6) a man, having no scruples
- 7) pleased, or almost so
- 8) enthusiastic but not cultured
- 9) ought to give up

Task 5. Determine the structural type of word-combinations according to relations between words.

MODEL: *sat in a chair* – indirect objective

- 1) the baby's high chair
- 2) the chair of philosophy
- 3) has accepted a University chair
- 4) the chairman of the meeting
- 5) The Minister announced
- 6) to feel foolish
- 7) a flowery hat
- 8) kicking off the shoes
- 9) really amazing

Training test II

Choose the right variant.

1. Syndatic connection between words can be exemplified by a word-combination

- a) this toast
- b) banquet room
- c) full of journalists
- d) public successes

2. Syndatic connection between words can be exemplified by a word-combination

- a) widely reprinted
- b) following weeks
- c) preceded by part
- d) mixed feelings

3. Syndatic connection between words can be exemplified by a word-combination

- a) transcript is good
- b) paper left out
- c) risque jokes
- d) easy on problems

4. Asyndatic connection between words can be exemplified by a word-combination

- a) places are marked
- b) can be accessed by clicking
- c) copies to mother
- d) was epitomized by Mrs. Mary Fairbanks

5. Coordinative connection between words can be exemplified by a word-combination

- a) widely reprinted
- b) weeks and weeks
- c) preceded by part
- d) mixed feelings

6. Dominational connection between words can be exemplified by a word-combination

- a) places are marked
- b) by clicking, strutting
- c) copies and references
- d) was epitomized and marked

7. Word-combination “this toast” is

- a) attributive
- b) direct objective
- c) indirect objective
- d) predicative

8. Word-combination “banquet room” is

- a) primary adverbial
- b) secondary adverbial
- c) semi-predicative
- d) attributive

9. Idiomatic word-combinations can be exemplified by

- a) this toast
- b) banquet room
- c) full of beans
- d) public successes

10. Culturally marked word-combinations can be exemplified by

- a) transcript is good
- b) paper left out
- c) Punch and Judy
- d) easy on problems

HOMETASK

Study the table of word-combinations from mass media. Compile a similar one from your individual reading.

Structural types	<i>adj. + noun</i>	international relations; international tension; orbital station; joint research
	<i>verb + noun</i>	to strengthen peace; to ban nuclear tests; to stop the arms race
	<i>noun + noun</i>	arms limitation talks
Cliches	<i>adj. + noun</i>	peaceful means; legitimate interests; great powers; nuclear powers; super powers; juvenile delinquency; big business
	<i>verb + noun</i>	to maintain peace; to have priority
	<i>noun + noun</i>	arms race; blanket ban
	<i>verb + prep. + noun</i>	to be in effect; to sit in the cabinet
Syntactic connection	predicative	The Minister announced; Big boss killed
	attributive	great event; hasty declaration
	objective	issued a resolution; prevented a summit

Seminar 7. English Sentence

Questions for discussion

1. Give definitions to simple and composite sentences.
2. Give definitions to a one-member and two-member sentence.
3. What are primary and secondary sentence parts?
4. What is predicativity?
5. What is modality?
6. How can you classify predicates and actants?
7. What types of ellipsis do you know?
8. What types of inversion do you know?
9. What types of substitution do you know?
10. What are the ways of emphasizing theme and rheme?
11. What is a composite sentence?
12. What is the structure of composite sentence?
13. How are composite sentences classified?
14. What is a semi-composite sentence?

Subtopics

1. Structural classification of sentences.
2. Communicative aspect of classification.
3. Parts of the English sentence.
4. Theory of Bally in the description of actualization of the sentence.
5. The role of a modality in realization of the sentence.
6. Predicativity.
7. Types of predicates and actants.
8. Presupposition and proposition.
9. One-member and two-member sentences.
10. Ellipsis.
11. Substitution.
12. Words-substitutes.
13. Inversion and its expressive opportunities.
14. Structural types of inversion.
15. Place of a composite sentence in sentence classification.
16. Structure of composite sentence.
17. Distribution of theme and rheme in a composite sentence.

18. Classification of composite sentences.
19. Realization of a syntactic link between parts of the sentence.

Обязательная литература

Никитина Т.Г. Morphology and Syntax of Modern English = Морфология и синтаксис современного английского языка : электронное учебное пособие / Т.Г. Никитина. – Тольятти : Изд-во ТГУ, 2018. – С. 98–126.

Дополнительная литература

Викулова Е.А. Теоретическая грамматика современного английского языка : учебное пособие / Е.А. Викулова. – Екатеринбург : Уральский федеральный университет, 2014. – 88 с.

Glossary to Seminar 7

modality	parenthesis	predicates
predicativity	adverbial modifier	actants
subject	inversion	proposition
predicate	substitution	speech act
object	ellipsis	declarative
attribute	imperative	interrogative

Task 1. Read through sentences from the story of Joyce, find, what means of expression of a modality are used in them, what meanings they render.

MODEL: “Then a man from Belfast bought the field and built houses in it” – the verb forms “bought” and “built” in indicative mood denote the fact.

1. Still they seemed to have been rather happy then.
2. Now she was going to go away like the others, to leave her home.
3. Perhaps she would never see again those familiar objects from which she had never dreamed of being divided.
4. He is in Melbourne now.
5. Was that wise?
6. Of course she had to work hard, both in the house and at business. What would they say of her in the Stores when they found out that she had run away with a fellow?
7. Say she was a fool, perhaps; and her place would be filled up by advertisement.

8. She would not cry many tears at leaving the Stores.
9. But in her new home, in a distant unknown country, it would not be like that. Then she would be married – she, Eveline. People would treat her with respect then. She would not be treated as her mother had been.
10. She was about to explore another life with Frank.
11. She must escape! Why should she be unhappy? She had a right to happiness. Could she still drawback after all he had done for her?
12. Come!
13. No! No! No! It was impossible.

Task 2. Find predicative lines.

MODEL: “The tasks of the students were brought to the Writing Centre for correction” – predicative line is “tasks were brought”.

1. He was the only son left to his widowed mother. 2. The sun is darting its rays from the edge of that cloud. 3. The king himself was willing to surrender. 4. The firm sent him out on a voyage of discovery. 5. Who steals my purse steals trash. 6. He deserves all the success that he can get. 7. The earnest endeavour of the Czar was to secure peace. 8. He called them up to explain to them his decision. 9. What to say or do at such a time was a puzzle. 10. Sir Isaac Newton explained the ebb and flow of the tides.

Task 3. Find the actants, determine their type.

MODEL: “The tasks of the students were brought to the Writing Centre for correction” – actants are “tasks” (objective), “Writing Centre” (locative).

1. This is what they call a very modest request. 2. The pen is between the books. 3. The thief was ordered to be locked up. 4. The night being now far spent, we must go no further. 5. The father and I sought the sorrowing. 6. It is easy to be wise after the event. 7. Whatever he says is right in his own opinion. 8. I cannot foresee what the consequences will be. 9. They sat themselves down on the bank to rest. 10. Fare thee well! 11. Why is there so much wailing on board your ship? 12. They found the soldiers encamped on Salisbury Plain. 13. There are very few houses to let in this town. 14. They questioned him eagerly about the voyage. 15. It is never too late to mend. 16. The righteous shall be bad in everlasting remembrance. 17. He gave his eldest son the first choice. 18. Praising a man is not always to his benefit. 19. He told me with much sorrow what he had done. 20. I hope soon to take up the study of history.

Task 4. Find the predicates, determine their type.

MODEL: “The tasks of the students were brought to the Writing Centre for correction” – predicate is “were brought” (actional).

1. He who complies against his will is of the same opinion still. 2. Being so far from her own country, she begged me to take her back in my ship. 3. The above remarks are well worthy of attention. 4. I prefer riding a bicycle to riding a horse. 5. The old woman told him the sad story weeping. 6. One day he went to work in the garden. 7. His father died when he was ten years old. 8. He failed to fulfill his engagement punctually. 9. To place pleasure before duty is the mark of a fool. 10. I never knew any one so difficult to manage. 11. What puzzles me most is his quickness of hand. 12. My friend’s carpenter’s health has improved since yesterday. 13. The life of a hunter has no attractions for me. 14. He told me how, when, and where to find the thief. 15. I am not able to satisfy your curiosity. 16. Shortly after, he fitted out another ship for himself. 17. Youth and experience seldom exist together. 18. Digging is a very healthy form of exercise. 19. His jealousy for the honour of his calling is commendable. 20. How to answer such a question is beyond me.

Task 5. Find cases of agreement.

MODEL: “The tasks of the students were brought to the Writing Centre for correction” – the subject “tasks” agrees with the predicate “were brought” in number.

1. That tree is above a hundred feet high. 2. He walked ten miles without once sitting down. 3. What you have still to learn is perseverance. 4. The poor are always amongst us. 5. The sailors overslept themselves next morning. 6. A thief should not go unpunished. 7. We were afloat on the river by 4 o’clock. 8. The result that we had so long waited for is out at last. 9. Though all his friends deserted him, he stood firm. 10. Many of us had no sleep last night.

Task 6. Apply all transformations to the sentences. Comment on changes of semantics.

MODEL: “The tasks of the students were brought to the Writing Centre for correction” – morphological arrangement: “The tasks of the students are brought to the Writing Centre for correction”; deletion: “The tasks of

the students were brought to the Writing Centre”; addition: “The tasks of all the students were brought to the Writing Centre for correction”.

1. My son has learnt how to ride a bicycle. 2. The proof of the pudding is in the eating. 3. They appointed him trustee of the estate. 4. The ship having anchored, we can go ashore. 5. Alexander the Great, the son of Philip, conquered the king of Persia. 6. A man to carry my box must be sent for. 7. How he could have made such a mistake is a mystery. 8. There is no happiness without health. 9. A resting place could not be found. 10. What has made him so down-hearted is unknown to us.

Task 7. Classify the sentences.

1. To work and rest alternately is the common lot of man. 2. He loved nothing but vain and foolish pursuits. 3. He does not deserve to be more liberally treated. 4. Jonathan, the friend of David, refused the kingdom. 5. The excuse he made was not accepted. 6. God’s ways are different from ours. 7. All men think all men mortal but themselves. 8. Those days have passed never to return. 9. However much you may try you will not deceive me. 10. He went away meditating on what he had heard. 11. To start in business without capital is almost impossible. 12. The firm has taken me into partnership. 13. On the completion of his schooling he was sent out to one of the colonies. 14. The last voyage of Sir Walter Raleigh was to the Orinoco river. 15. What we have seen is not what we expected.

Task 8. Classify all composite sentences. Perform syntactic analysis.

MODEL: “The tasks (subject) of the students (attribute) were brought (predicate) to the Writing Centre (adverbial modifier) for correction (adverbial modifier)”. Simple sentence, two-member, extended.

1. We were meant to eat it, that’s just the way people are.
2. There are a few factual touches, though: we writhe on a plain of ice, and I am draped in chains.
3. It’s a strange kind of feedback, to see your dreams made flesh, and then to dream of what you saw.
4. Can she really believe that the solid, sweating creature in the fall-out shelter is no more and no less than the insubstantial lover who knows her every wish?
5. In her dream I am a noble protector, keeping her and her daughters safe from bandits, her son safe from pushers, her domestic appliances safe from thieves; and yes, I do these things.

6. Let her believe that I'm content to keep the wolves at bay.
7. Decent people are not out after eleven, and decent people should not have to witness what I do.
8. This suburb is a hole, you have my deepest sympathies.
9. Only those who break the law, says the contract.
10. Parking offences, breaking the speed limit and cheating on income tax are not included; decent people are only human, after all.
11. Knows some karate, once did a little boxing, he has no reason to be afraid.
12. He walks around like he owns the night.
13. He wants to figure this out for himself, but I can't help giving him hints, so the lace of his left sand-shoe comes undone.
14. The ground, it seems, is breathing.
15. He squats beside it, leans over, strains his eyes but makes out nothing.
16. She is Chairman of the local Citizens Against Crime, those twelve fine men and women from whose dreams I was formed.
17. The initial contract, you understand, is only for three months, but I'm almost certain we'll want to extend it.
18. We all agreed from the start that that was the proper relationship. But you do like it here, don't you?
19. "We can't increase the payment, you know. Six thousand a month, well, we've really had to scrape to manage that much. Worth every cent, of course, but..."
20. That's a massive lie, of course: six thousand is the very least they could bring themselves to pay me.
21. Anything less would have left them wondering if they really owned me.
22. The money helps them trust me, the money makes it all familiar: they're used to buying people.
23. If they'd got me for free, they'd never sleep at night. These are fine people, understand.
24. "Relax, Mrs Bold. I won't ask for another penny. And I expect to be here for a very long time."
25. You've no idea how hard it's been for the small retailers.
26. "You're so kind, Mrs. Bold, but for now I do have to stay here."
27. The red, wet flesh is disgustingly cold, but I'm far too polite to refuse any offering.

28. Red meat has had such a bad name lately, with all those stupid scientists scaremongering, saying it causes this and that, but I personally can't see how any one can live without it and feel that they're having a balanced diet.

HOMETASK

From your individual reading find examples of simple sentences and classify them.

Syntactic analysis includes:

- 1) defining sentence type; sentence parts; types of coordination and types of subordinate clauses;
- 2) defining ellipsis, inversion, substitution.

MODEL:

People seemed complacent about Britain's decline, reluctant to make the painful adjustments that might be necessary to reverse it.

Composite, complex with subordinate attributive clause. Declarative.
Substitution: *adjustments – that.*

Seminar 8. Text and Discourse

Questions for discussion

1. What is a text from grammatical point of view?
2. What is a dicteme?
3. What is a cumuleme?
4. What are the means of prospection and retrospection?
5. What are grammatical means of cohesion and unity?
6. What is discourse?
7. What is a frame?
8. What is pre-supposition?
9. What are grammatical means of the organizing the frame.
10. What are discourse markers?

Subtopics

1. Definition of the text and its parity with other units of syntax.
2. The Role of the sentence in organization of the supra-phrasal unity.
3. Organization of supra-phrasal units in the text.
4. Categories of cohesion and unity, grammatical means of their realization.

5. Definitions of a discourse.
6. Structure of a discourse.
7. Concept of a proposition.
8. The theory of the frame.
9. The role of grammatical means in the organization of the frame.
10. Discourse markers.

Обязательная литература

Никитина Т.Г. Morphology and Syntax of Modern English = Морфология и синтаксис современного английского языка : электронное учебное пособие / Т.Г. Никитина. – Тольятти : Изд-во ТГУ, 2018. – С. 127–146.

Дополнительная литература

Викулова Е.А. Теоретическая грамматика современного английского языка : учебное пособие / Е.А. Викулова. – Екатеринбург : Уральский федеральный университет, 2014. – 88 с.

Glossary to Seminar 8

frame	prospection	dicteme
stimulus	retrospection	occuseme
response	cohesion	cumuleme
sytle	coherence	connectors
deixis	unity	reference
pragmatic markers	supra-phrasal unity	response tokens

Task 1. Find grammatical means of cohesion and unity from the extract.

From *Oceanic* by Greg Egan

The swell was gently lifting and lowering the boat. My breathing grew slower, falling into step with the creaking of the hull, until I could no longer tell the difference between the faint rhythmic motion of the cabin and the sensation of filling and emptying my lungs. It was like floating in darkness: every inhalation buoyed me up, slightly; every exhalation made me sink back down again.

In the bunk above me, my brother Daniel said distinctly, “Do you believe in God?”

My head was cleared of sleep in an instant, but I didn't reply straight away. I'd never closed my eyes, but the darkness of the unlit cabin seemed to shift in front of me, grains of phantom light moving like a cloud of disturbed insects.

“Martin?”

“I'm awake.”

“Do you believe in God?”

“Of course.” Everyone I knew believed in God. Everyone talked about Her, everyone prayed to Her. Daniel most of all. Since he'd joined the Deep Church the previous summer, he prayed every morning for an enlightenment before dawn. I'd often wake to find myself aware of him kneeling by the far wall of the cabin, muttering and pounding his chest, before I drifted gratefully back to sleep.

Our family had always been Transitional, but Daniel was fifteen, old enough to choose for himself. My mother accepted this with diplomatic silence, but my father seemed positively proud of Daniel's independence and strength of conviction. My own feelings were mixed. I'd grown used to swimming in my older brother's wake, but I'd never resented it, because he'd always let me in on the view ahead: reading me passages from the books he read himself, teaching me words and phrases from the languages he studied, sketching some of the mathematics I was yet to encounter first-hand. We used to lie awake half the night, talking about the cores of stars or the hierarchy of transfinite numbers. But Daniel had told me nothing about the reasons for his conversion, and his ever-increasing piety. I didn't know whether to feel hurt by this exclusion, or simply grateful; I could see that being Transitional was like a pale imitation of being Deep Church, but I wasn't sure that this was such a bad thing if the wages of mediocrity included sleeping until sunrise.

Task 2. Define the role of sentences in the extract (dicteme, occurseme, cumuleme).

Cameron hints at giving ground on GP NHS control

David Cameron sought to reassure critics of the Government's NHS reforms this morning as he hinted that hospital doctors, nurses and elected councillors are likely to have a say in how GPs control budgets. Launching a two-month “listening exercise” in an attempt to ease tension and engage

with people over the plans, the Prime Minister told staff at a hospital in Surrey that they could expect a role in commissioning and structuring services. Mr. Cameron, who was accompanied by Nick Clegg and Andrew Lansley, the Health Secretary, reiterated that legislation would take on board their concerns. Mr. Clegg added that the pause in the process of the Health and Social Care Bill was “unusual”.

Task 3. Comment on the comment on the structure of supra-phrasal unity in the extract.

The Inflation Debate

Thirty years ago Alan H. Guth, then a struggling physics postdoc at the Stanford Linear Accelerator Center, gave a series of seminars in which he introduced “inflation” into the lexicon of cosmology. The term refers to a brief burst of hyperaccelerated expansion that, he argued, may have occurred during the first instants after the big bang.

Its *raison d'être* is to fill a gap in the original big bang theory. The basic idea of the big bang is that the universe has been slowly expanding and cooling ever since it began some 13.7 billion years ago. This process of expansion and cooling explains many of the detailed features of the universe seen today, but with a catch: the universe had to start off with certain properties. For instance, it had to be extremely uniform, with only extremely tiny variations in the distribution of matter and energy. Also, the universe had to be geometrically flat, meaning that curves and warps in the fabric of space did not bend the paths of light rays and moving objects.

Task 4. Analyse the dialogue for discourse markers.

MODEL:

“More caviar?” Daniel Cliff gestured at the serving dish and the cover irised from opaque to transparent. “It’s fresh, I (reference to participants) promise you (reference to participants). My chef had it flown in from Iran this morning (reference to time).”

“No thank you.” Julie Dehghani touched a napkin to her lips then laid it on her plate with a gesture of finality.

Daniel said, “I’d like to show you something.” He led her into the adjoining conference room. On the table was a wireless keyboard; the wall screen showed a Linux command line interface. “Take a seat,” he suggested.

Julie complied. “If this is some kind of audition, you might have warned me,” she said.

“Not at all,” Daniel replied. “I’m not going to ask you to jump through any hoops. I’d just like you to tell me what you think of this machine’s performance.”

She frowned slightly, but she was willing to play along.

“That’s extraordinary,” she said. “Is this whole building packed with networked processors, with only the penthouse for humans?”

Daniel said, “You tell me. Is it a cluster?”

“Hmm.” So much for not making her jump through hoops, but it wasn’t really much of a challenge.

Julie said, “All right, it’s a single processor. Now you’ve got my attention. Where is it?”

“Turn the keyboard over.”

Revision test

Choose the right variant.

1. Theoretical grammar studies

- a) the rules of using the words in the language
- b) the grammatical structure of the language and the way the utterances are formed
- c) the tonic structure of utterances
- d) informal speech peculiarities

2. Two main branches of theoretical grammar are

- a) morphology and syntax
- b) syntax and theory of the text
- c) normative and structural grammar
- d) prescriptive and comprehensive grammar

3. Syntagmatic relations appear

- a) between words in a line of speech
- b) between words united by common features
- c) between any elements of the language
- d) between different grammatical forms

4. Paradigmatic relations appear

- a) between words in a line of speech
- b) between words united by common features
- c) between any elements of the language
- d) between morphemic elements within a word

5. Paradigm is

- a) all the possible derivative forms of the word
- b) all the possible grammatical forms of the word
- c) all the possible phonetical forms of the word
- d) a grammatical element within one word

6. Synchronic variations are

- a) variants of the word form, existing at different time
- b) variants of the word form, existing at the same time
- c) variants of the word form, expressing different categorial structure
- d) different morphemes, used for the word derivation

7. Diachronic variations are

- a) systemic changes in the language structure
- b) variants of the word form, existing at the same time
- c) variants of the word form, expressing different categorial structure
- d) variants of the word form, existing at different time

8. Systemic approach to grammar study relies upon the notion that

- a) the language is a fixed, unchangeable system
- b) the language is a system of phonetical, grammatical and lexical signs
- c) the language is not a system
- d) language should be studied systematically

9. Analytical languages have

- a) a free order of words
- b) a fixed order of words
- c) an inverted order of words
- d) no definite rules about the order of words

10. Modern English is

- a) a purely synthetic language
- b) a purely analytical language

- c) an analytical language with some elements of synthetic structure
- d) neither synthetic nor analytical

11. The structure of the number category can be presented as

- a) an opposition
- b) a system
- c) a unity
- d) a triple structure

12. The ending **-s** used in the structure of nouns indicates the plural of nouns

- a) always
- b) in some cases
- c) in no cases
- d) in exceptions

13. The role of connective elements in the sentence, equal to the role of conjunctions, can be played by

- a) verbs
- b) adverbs
- c) nouns
- d) articles

14. Communicative types of sentences are

- a) declarative, imperative, interrogative
- b) declarative, imperative, demonstrative
- c) declarative, indefinite, interrogative
- d) declarative, definite, interrogative

15. Composite sentence consists of

- a) 1 predicative line
- b) 1 predicate
- c) 2 or more predicative lines
- d) no less than 3 predicative lines

16. In compound sentence clauses are connected by the principle of

- a) subordination
- b) coordination
- c) prevalence
- d) conversion

17. Chain and parallel are the ways of connecting clauses in

- a) complex sentences
- b) compound sentence
- c) simple sentence
- d) elliptical sentences

18. Ellipsis is

- a) omission of sentence parts
- b) omission of text parts
- c) omission of word parts
- d) omission of sounds

19. The use of a shorter word instead of a phrase or a clause is called

- a) inversion
- b) substitution
- c) fronting
- d) ellipsis

20. Addition, morphological arrangement, deletion are

- a) transformations of the grammatical structure of the sentence
- b) variants of the grammatical structure of the sentence
- c) rules of the grammatical structure of the sentence
- d) syntactic categories

HOMETASK

From your individual reading find examples of text categories and pragmatic markers.

Write a summary of at least three scholarly articles on a syntax topic.

Take into account the following aims:

Your summary deals with syntax issues.

The articles are rendered in your own words, not the author's words.

Grammar and spelling are correct.

Your summary is well organized and logical, contains an introduction, a thesis and a conclusion.

Your summary reflects that you understand the topic well.

ПОДГОТОВКА К ЭКЗАМЕНУ ПО ТЕОРЕТИЧЕСКОЙ ГРАММАТИКЕ

Подготовка к экзамену предполагает как изучение теории грамматики, так и овладение прикладными навыками грамматического анализа речевого материала.

Вопросы для повторения

1. What are the aims of theoretical grammar?
2. What is difference between Old English and Modern English Grammar?
3. What are the most popular theoretical approaches to grammar?
4. What grammatical morphemes are there in the English language?
5. What 2 main classes of words do you know? What is the difference between them?
6. What notional parts of speech are there in the English language?
7. What functional parts of speech are there in the English language?
8. What categories has the noun? How are they expressed in English grammar?
9. What categories has the adjective? How are they expressed in English grammar?
10. Give in example of a grammatical paradigm.
11. What are the main functions of the article **the** in the English language?
12. What are the main functions of the article **a** in the English language?
13. What categories has the adverb?
14. What are the two main classes of the English numerals and how are they formed?
15. What are the subclasses of the English pronouns? Give examples.
16. What are the categories of the verb and how are they expressed?
17. What kinds of verbs do you know?
18. What are the functions of the verbs in the English sentence?
19. Which classes of words are the most independent in the word combinations of the English language?
20. What is a sentence?
21. What are the theme and the rheme in a sentence? Give examples.
22. What are the main communicative types of the sentence?
23. What is a simple sentence? Give examples.

24. What is the composite sentence? Give examples.
25. What is the compound sentence? Give examples.
26. What is the complex sentence? Give examples.
27. What kinds of subordinate classes in a complex sentence do you know?
28. What are elliptical sentences? Give examples.
29. What Tense and Voice peculiarities of the verbs do you know?
30. What parts of a sentence do you know? Give examples.

Темы для подготовки к экзамену

1. Grammar as a science approaches to its study.
2. Grammatical structure of Middle English.
3. Grammatical structure of Old English.
4. Grammatical structure of New English.
5. Morphemic structure of the word.
6. Classification of morphemes.
7. Categorical structure of the word.
8. Grammatical categories of English language.
9. Parts of speech classification.
10. Notional parts of speech. General characteristics.
11. Functional parts of speech. General characteristics.
12. Preposition and conjunction.
13. Noun: general characteristics, classification, category of case.
14. Verb: general characteristics, classification.
15. Verb: categorical structure.
16. Adjective: general characteristics, classification, category.
17. Adverb: general characteristics, classification, category.
18. Pronoun: general characteristics, classification, category.
19. Article: general characteristics, classification, usage.
20. Noun: categories of gender, number.
21. Verbals: general characteristics, structures.
22. Numeral. General characteristics.
23. Adjective: category of comparison.
24. Gerund: general characteristics, structures.
25. Infinitive: general characteristics, structures.
26. Participle: general characteristics, structures.
27. Category of mood and category of modality.

28. Modal words and modal verbs.
29. Interjection. Classification and functions.
30. Verb. Categories of tense and aspect.
31. Syntagmatic connection of words: structural aspect.
32. Syntagmatic connection of words: semantic aspect.
33. Syntagma as a unit of syntax.
34. Sentence theory: general characteristics, structure, theory.
35. Classification of sentences.
36. Semantic aspect of a sentence.
37. Communicative aspect of a sentence.
38. Structural aspect of a sentence.
39. Complex sentence.
40. Compound sentence.
41. Punctuation: general classification, hyphen, apostrophe.
42. Punctuation: full stop, colon, semicolon, brackets, parenthesis.
43. Punctuation: capitalization, italicizing, emphasizing.
44. Syntagmatic connection of sentences in a supra-phrasal unity.
45. Text as a unit of syntax.
46. Discourse theory.
47. Deixis category.
48. Types of subordinate clauses.
49. Theory of predicates and actants.
50. Predicativity and modality as the main categories of the sentence.
51. Ellipsis in English sentence.
52. Inversion in English sentence.
53. Substitution in English sentence.
54. Pragmatic markers of English discourse.
55. Cohesion and unity as grammatical categories.
56. Units of major syntax.
57. Types of coordination.
58. Colloquial morphology and syntax.
59. Stylistic aspect of grammar.
60. Grammatical transformations in translation.

Схема грамматического разбора предложения

1. Морфологическая структура выделенных слов, характеристика выделенных морфем.
2. Определение части речи и подкласса анализируемого слова.
3. Определение грамматической формы данного слова.
4. Определение типа предложения в соответствии со структурной, функциональной и коммуникативной классификациями.
5. Определение частей предложения, указание на их выражение.
6. Определение количества и типа придаточных для предложений с подчинительной связью.
7. Указание на эллипсис, замещение, инверсию, если таковые наличествуют в предложенном материале.

Оценка экзаменационного ответа

В ответе на теоретический вопрос необходимо полно осветить все теоретические аспекты вопроса, продемонстрировать знание основной проблематики вопроса, дать определение основной терминологии темы, привести необходимые примеры, уметь ответить на уточняющие вопросы по теме. При выполнении практического задания билета – грамматического разбора предложения – необходимо правильно назвать морфологические и синтаксические характеристики предлагаемого материала.

Отлично. Студент полно осветил проблематику вопроса, знает терминологию темы, с легкостью приводит примеры на приведенные положения, понимает и освещает уточняющие вопросы. Проведен полный правильный грамматический разбор предложения по приложенной схеме.

Хорошо. Студент осветил часть проблематики вопроса, знает терминологию темы, может привести примеры на отдельные положения, затрудняется в ответах на уточняющие вопросы. Проведен полный грамматический разбор по предложенной схеме, студент допустил отдельные неточности в определении структурных и содержательных элементов.

Удовлетворительно. Студент осветил лишь основы вопроса, затрудняется в определении терминологии, с трудом приводит примеры на отдельные положения, не может ответить на уточняющие

вопросы. Грамматический разбор предложения проведен частично, наличествуют многочисленные ошибки и неточности.

Неудовлетворительно. Студент отказывается отвечать на вопрос или незнаком с проблематикой вопроса, не знает терминологию темы, не может привести примеры на приведенные положения, не понимает уточняющие вопросы и не может на них ответить. Грамматический разбор не выполнен или выполнен большей частью неправильно.

Примеры экзаменационных заданий

I. Выполните синтаксический анализ предложений по схеме и образцу на стр. 56.

1. Little more than a century ago, Britain was “the workshop of the world”. It had as many merchant ships as the rest of the world put together and it led the world in most manufacturing industries. This did not last long. By 1885 one analysis reported, “We have come to occupy a position in which we are no longer progressing, but even falling back.... We find other nations able to compete with us to such an extent as we have never before experienced.” Early in the twentieth century Britain was overtaken economically by the United States and Germany. After two world wars and the rapid loss of its empire, Britain found it increasingly difficult to maintain its position even in Europe.

2. Britain struggled to find a balance between government intervention in the economy and an almost completely free-market economy such as existed in the United States. Neither system seemed to fit Britain’s needs. The former seemed compromised between two different objectives: planned economic prosperity and the means of ensuring full employment, while the latter promised greater economic prosperity at the cost of poverty and unemployment for the less able in society. Neither Labour nor the Conservatives doubted the need to find a system that suited Britain’s needs, but neither seemed able to break from the consensus based on Keynesian economics.

3. People seemed complacent about Britain’s decline, reluctant to make the painful adjustments that might be necessary to reverse it. Prosperity increased during the late 1950s and in the 1960s, diverting attention from Britain’s decline relative to its main competitors. In 1973 the Conservative Prime Minister Edward Heath warned, “The alternative to expansion is

not, as some occasionally seem to suppose, an England of quiet market towns linked only by steam trains puffing slowly and peacefully through green meadows. The alternative is slums, dangerous roads, old factories, cramped schools, stunted lives.” But in the years of worldwide recession, 1974–79, Britain seemed unable to improve its performance.

4. By the mid 1970s both Labour and Conservative economists were beginning to recognise the need to move away from Keynesian economics, based upon stimulating demand by injecting money into the economy. But, as described in the Introduction, it was the Conservatives who decided to break with the old economic formula completely. Returning to power in 1979, they were determined to lower taxes as an incentive to individuals and businesses to increase productivity; to leave the labour force to regulate itself either by pricing itself out of employment or by working within the amount of money employers could afford; and, finally, to limit government spending levels and use money supply (the amount of money in circulation at any one time) as a way of controlling inflation.

5. As Prime Minister Margaret Thatcher argued in the Commons, “If our objective is to have a prosperous and expanding economy, we must recognise that high public spending, as a proportion of GNP [gross national product], very quickly kills growth.... We have to remember that governments have no money at all. Every penny they take is from the productive sector of the economy in order to transfer it to the unproductive part of it.” She had a point: between 1961 and 1975 employment outside industry increased by over 40 per cent relative to employment in industry.

6. During the 1980s the Conservatives put their new ideas into practice. Income tax was reduced from a basic rate of 33 per cent to 25 per cent. (For higher income groups the reduction was greater, at the top rate from 83 per cent to 40 per cent.) This did not lead to any loss in revenue, since at the lower rates fewer people tried to avoid tax. At the same time, however, the government doubled Value Added Tax (VAT) on goods and services to 15 per cent.

7. The most notable success of ‘Thatcherism’ was the privatization of previously wholly or partly government-owned enterprises. Indeed, other countries, for example Canada, France, Italy, Japan, Malaysia and West Germany, followed the British example. The government believed that privatisation would increase efficiency, reduce government borrowing, increase economic freedom, and encourage wide share ownership.

By 1990 20 per cent of the adult population were share owners, a higher proportion than in any other Western industrialized country. There was no question of taking these enterprises back into public ownership, even by a Labour government.

II. Выполните морфологический анализ выделенных слов по схеме и образцу на стр. 37.

(1) This **paper** critically examines **Third** Wave feminist linguistics, a form of analysis, which challenges Second Wave feminist linguistics' analysis of the language of women and men as homogeneous groups.

(2) Rather than **assuming** that men and women necessarily **speak** in different ways, men being direct and forceful, women being hesitant, polite and apologetic, Third Wave feminist linguistics analysis the complex negotiations undertaken by women and men with gendered domains.

(3) In this **article**, we **contrast** Second and Third Wave feminist linguistics, broadly speaking, Second Wave feminism focusing on the language of women as a subordinated group and Third Wave feminism challenging the homogeneity of women as a group and focusing instead on localised studies.

(4) We **challenge** the notion that these forms of analysis are simply chronological so that Third Wave feminism supersedes and supplants Second Wave **feminism**; rather we argue that Third Wave feminism is best seen as a development from Second Wave feminism, which nevertheless depends on the basic framework of Second Wave feminism for its theoretical integrity.

(5) In order **to contrast** the way in which these two **approaches** work and to demonstrate that each tendency can be put to work in particular contexts, we examine the way the difficulties, which each approach finds with the analysis of sexism.

(6) The term "Third Wave feminism" has developed **relatively** recently to describe a form of analysis which is critical of Second Wave feminism.

(7) It seems to be part of a wider postmodernist-influenced theoretical position where big **stories** are bad, little stories are good, but, unlike some other forms of analysis, such as post-feminism, it locates itself within a feminist trajectory [Potter 1996].

(8) Second Wave feminism **has achieved** a great deal: feminist **campaigning** and consciousness raising in the 1960s and onwards have

changed attitudes to the role of women and have resulted, in Western Europe and the US, in equal opportunities legislation, greater access to work within the public sphere, access to childcare, access to contraception and abortion. However, this campaigning was largely focused on the needs of straight white middle class women.

(9) The **linguistic** work, which stemmed from Second Wave feminism, focused on the stereotypical speech of these same women and made **generalisations** about all women's language on the basis of anecdotal evidence [Spender 1980; Lakoff 1975].

(10) Thus, **women were assumed** to be oppressed in similar ways by men and by a patriarchal social system; research drew attention to the way in which women's use of language exhibited powerlessness.

(11) Lakoff and **Spender characterised** women's speech as hesitant, deferent and polite and suggested that elements such as tag-questions and back-channel behaviour were more likely to be found in the speech of women than in men, and that men interrupted women more than vice versa.

(12) Deborah Tannen **challenged** this work by suggesting that women and men's speech was characterised by a difference in style rather than a **difference** in power and that misunderstandings occurred between men and women because women try to establish empathy with their interlocutors in speech through the use of what Tannen terms "rapport talk", whilst men try to establish a place for themselves within a hierarchy, through the use of information-laden talk, what Tannen terms "report-talk" [Tannen 1991]. Lakoff, Spender and Tannen's Second Wave feminist research assumed that women's and men's language are necessarily different even though they often disagreed as to the cause of that difference.

(13) This focus on **global gender** differences has been criticised by a number of feminist linguists who have suggested that what is needed is a form of analysis which is less focused on the individual woman or man and trends of speech in the society as a whole, and more focused on the way that context and individual mutually shape the way that interaction takes place.

(14) Third Wave feminist linguistics **does not make** global statements about women's language but rather focuses on a more punctual analysis, that is one which can analyse the way that one's gendered **identity** varies from context to context.

МАТРИЦА ТЕМ TOPIC MATRIX

GENERAL THEORY			
Theoretical grammar	Historical changes in English grammar	Linguistic levels	Linguistic units
morphology and syntax prescriptive systemic comprehensive descriptive universal transformational generative paradigm paradigmatic syntagmatic language, speech	diachronic and synchronic variations analytical and synthetic languages Old English Middle English New English ablaut suppletion conjugation declension agreement	phonemic morphemic sememic phrasemic syntaxemic textual communicative	phoneme morpheme word (part of speech) word-combination syntagma sentence syntactic unity supra-phrasal unity text discourse
MORPHOLOGY			
Morphemic structure	Parts of speech	Categorial structure	Pronoun, numeral
lexical grammatical lexico-grammatical free bound continuous discontinuous morphemes strong and weak members of the opposition oppositional reduction	notional functional parts of speech noun verb adjective adverb pronoun numeral article auxiliary preposition conjunction particle modal word interjection link verb modal verb	grammatical category innate category acquired category number, gender, case, person, tense mood, voice, aspect, comparison, noun representation opposition binary gradual equipollent	interrogative relative demonstrative negative indefinite personal possessive reflexive cardinal ordinal
Verb	Noun	Adverb	Adjective
tense, aspect, mood, voice, number and person limitive, unlimited actional, statal transitive intransitive	number gender case noun representation countable, uncountable, human	qualitative quantitative circumstantial intensifiers downtoners a-adverbs	relative qualitative a-adjectives category of comparison, reverse comparison,

finite non-finite phrasal sound-replacive, stress-replacive back-shift reflexive voice	proper, common animate, inanimate abstract, concrete part, group, collective, measure Pluralia Tantum Singularia Tantum	grammatical homonyms semantically weakened degrees of comparison	double and triple comparison, neutralisation of comparison, positive, superlative, comparative degree
SYNTAX			
Punctuation	Syntagma as a unit of syntax	Word-combination	Text
external marker, internal marker, period, question mark, exclamation mark, comma, semi- colon, colon, dash, brackets, apostrophe, hyphen quotation marks	phonetical aspects of syntagmas, factors of syntagmatic organization of English, complex attribute non-finite constructions, prepositional structures	dominational, equipotent coordinative cumulative predicative, adverbial (primary, secondary), attributive, objective (direct, indirect)	diceme, occureme, cumuleme, prospection, retrospection syntactic unity supra-phrasal unity cohesion, coherence, unity, modality
Structure of a sentence	Semantics and pragmatics	Compound and complex	Discourse and deixis
subject predicate attribute object adverbial modifier addressing enclosure, parenthesis, interjection one-member, two-member extended, unextended simple, compound, complex, composite, mixed foreshortened: semi- compound, semi- complex ellipsis, substitution, inversion foreshortening	proposition predicates actants theme, rheme, rheme nucleus modality, predicativity declarative, imperative, interrogative mixed types affirmative, negative, exclamatory presupposition actual, virtual	syndatic, asyndatic adversative oppositive causative-consecutive alternative objective subjective predicative adverbial attributive cleft of proportionate agreement appositive	stimulus response cycle theme frame deixis discourse markers references headers tags echo questions follow-up questions vague language approximations exaggeration pragmatic markers response tokens

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Основная

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7. Journal of Linguistics. – URL: <https://www.cambridge.org/core/journals/journal-of-linguistics#> (дата обращения: 17.03.2018).

Ресурсы для поиска речевого материала

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7. NOW Corpus. URL: <https://corpus.byu.edu/now/> (дата обращения: 17.03.2018).
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Ключи к тренировочным тестам

Training test I	Training test II	Revision test	
1. a	1. c	1. b	11. a
2. d	2. c	2. a	12. b
3. a	3. d	3. a	13. b
4. b	4. a	4. b	14. a
5. a	5. b	5. b	15. c
6. a	6. a	6. b	16. b
7. d	7. a	7. d	17. a
8. c	8. d	8. b	18. a
9. a	9. c	9. b	19. b
10. b	10. c	10. c	20. a