



ДОНСКОЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ
УПРАВЛЕНИЕ ДИСТАНЦИОННОГО ОБУЧЕНИЯ И ПОВЫШЕНИЯ
КВАЛИФИКАЦИИ

Кафедра «Научно-технический перевод и профессиональная
коммуникация»

ПРАКТИКУМ

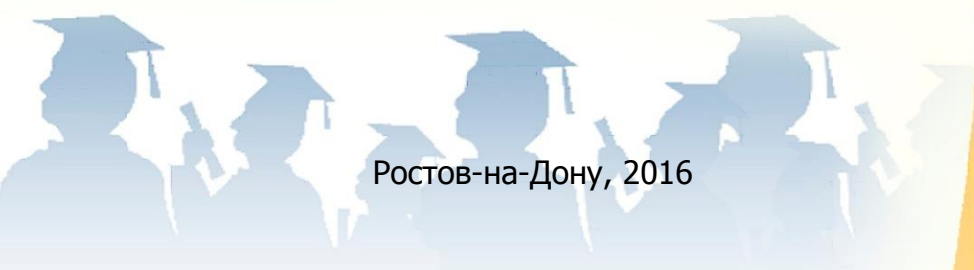
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«Теоретическая грамматика»

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Ростов-на-Дону, 2016





Аннотация

Методические указания к семинарским занятиям по теоретической грамматике английского языка разработаны на кафедре «Научно-технический перевод и профессиональная коммуникация» ДГТУ и имеют целью оказать помощь студентам в организации самостоятельной работы при подготовке к практическим занятиям по данной дисциплине и успешному прохождению итогового контроля (сдаче зачета).

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SEMINAR 1

GRAMMAR IN THE SYSTEMIC CONCEPTION OF LANGUAGE

1. The constituent parts of the language system and their corresponding linguistic disciplines.
2. The difference between the practical and theoretical grammar.
3. The aim of theoretical grammar of a language.
4. The two planes of language: the plane of content and the plane of expression.
5. Syntagmatic and paradigmatic relations of lingual units.
6. The division of units of language into segmental and supra-segmental.
7. Six levels of language and their functions.

Practical assignments:

I. Analyze the sentences and comment on the interaction between the grammatical and lexical levels of language.

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

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

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

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

1. Do you serve crabs here? – We serve anyone, sit down.
2. Call me a taxi, please. – OK, you are a taxi.
3. He kept his dog in his bedroom. He kept looking at us. The girl kept quiet.
4. We try harder. We dry harder.

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5. He married a poor girl. He married a poor man.
6. He gave her dog biscuits.
7. Age is strictly a matter of mind over matter, if you don't mind it doesn't matter.

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

1. This mistake I will never make again.
2. I find very convenient to use a dictaphone.
3. He never wanted that I should be his partner.

SEMINAR 2,3

MORPHOLOGICAL DIVISION OF GRAMMAR OF LANGUAGE

1. The definition of the morpheme. The word and the morpheme, their correlation in the level structure of the language. Intermediary phenomena between the word and the morpheme.

2. Traditional classification of morphemes: positional and functional (semantic) criteria. Roots and affixes. Lexical (derivational, word-building) and grammatical (functional, word-changing) affixes.

3. The IC-analysis of the morphemic structure. Grammatical relevance of derivational affixes; lexical (word-building) paradigms. The peculiarities of grammatical suffixes (inflexions) in English. Outer and inner inflexion.

4. The "allo-emic" theory in morphology: morphs, allomorphs and morphemes. Distributional analysis in morphology; contrastive, non-contrastive, and complementary types of distribution.

5. Distributional classification of morphemes: full and empty (zero morphemes), free and bound, segmental and supra-segmental, additive and replacive, continuous and discontinuous morphemes.

6. The general notion of category. Grammatical form and grammatical meaning. Grammatical category as the system of expressing generalized grammatical meaning by means of paradigmatic correlation of grammatical forms.

7. Oppositional basis of the grammatical category. Oppositional analysis of the grammatical forms. The types of oppositions: binary and supra-binary oppositions, privative, equipotent and gradual oppositions.

8. Privative binary opposition as the most important type of categorial opposition in grammar; its structure. The strong (marked) and the weak (unmarked) members of the opposition.

9. Grammatical category in communication: the problem of oppositional reduction (neutralization and transposition) of grammatical forms in the process of their functioning.

10. Synthetical and analytical grammatical forms. The types of synthetical grammatical forms: inner- inflectional, outer-inflectional, suppletive. The types of analytical grammatical forms: strong and weak. Their place in the grammatical system of the English language.

Practice Assignment

State according to what type of word-form derivation

the following word-forms were derived.

boys	is invited	met	mice
will come	better	arrived	oxen
written	nicer	does not like	is eating
lady's	more difficult	me	taken
went	children	the most attractive	worse

II. State what types of oppositions are formed by the following groups of words.

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

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

- burned, burnt;
- working, worker;
- impossible, invisible, illegal, irregular;
- ruthful, ruthless;
- learning, learnt;
- worked, played;
- agreeable, invincible;
- cells, caps;
- formulas, formulae;
- inexperienced, unexperienced.

IV. Give examples to illustrate different types of morphemes.

V. Comment on the terms.

Opposition, opposites, marker, marked member, zero-marker, free morpheme, bound morpheme, word-form, paradigm, syntagma.

SEMINAR 4

PARTS OF SPEECH: THEIR ESSENTIAL FEATURES AND APPROACHES TO THEIR CLASSIFICATION

1. The notion of a part of speech as a lexico-grammatical class of words. Grammatically relevant properties of words - criteria for differentiating the classes of words: semantic, formal and functional criteria.

2. Principles of grammatical classification of words. The traditional classification of parts of speech. Notional and functional parts of speech in the traditional classification. The problem of grammatical relevance of the traditional classification of parts of speech.

3. Polydifferential and monodifferential (heterogeneous and homogeneous) classifications.

4. The syntactico-distributional classification of words (Ch. Fries).

5. The combination of the syntactico-distributional and the traditional classifications: three main layers (supra-classes) of lexicon - notional parts of speech, substitutional parts of speech (pronouns and numerals), and functional parts of speech.

6. Supra-classes, classes, and sub-classes of words. Functional differences between the three layers of lexicon; their openness and closedness. Intermediary phenomena between the three major layers.

7. The field approach in the classification of parts of speech.

Practice Assignment

Decide to what part of speech the underlined words may be assigned.

1. He is given sight only after dusk, when he can witness his captors and saviours.

2. They told him that it was in an old nunnery, taken over by the Germans, then converted into a hospital after the Allies had laid siege to it.

3. Mason ceased talking, waiting for the doctor to say something.

4. They just want somebody to track him down. And you're the somebody.

5. The smell of the dead is the worst.

6. Each night she climbed into the khaki ghostline of hammock she had taken from a dead soldier, someone who had died under her care.

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7. Gerry, I didn't know the real you. I'm sorry if I was a beast to you.

8. There was no justice for men, for they were ever in the dark!

9. They walked down a corridor, dark, smelly and sinister.

10. Mr. Bannock had a one-man office and I did all of the typ-
ing.

11. Before, when it had been cold, they had had to burn things.

12. He was out most evenings now, usually returning a few hours before dawn.

13. His eyes took in the room before they took her in, swept across it like a spray of radar. 14. Julian Bannock interrupted her by shaking his head.

15. And she has seen, he knows, even though now he is naked, the same man she photographed earlier in the crowded party, for by accident he stands the same way now, half turned in surprise at the light that reveals his body in the darkness.

16. As he repeatedly kicked the twisted metal, Langdon recalled his earlier conversation with Sophie.

17. Virginia, looking at the carbon copies now ragged at the edges from the gnawing of mice, thinking of the care she had taken with those papers when she had typed them, felt like crying.

18. I made it pretty clear that there was to be no nonsense about it.

19. He was suddenly aware that she had a good deal more than a pretty face and a good figure.

20. It was a huge bedroom with rose tapestry, indirect lighting, a king-sized bed with a telephone beside it, half a dozen comfortable chairs, an open door to a bathroom and another door leading to the corridor.

SEMINAR 5

NOUN: CHARACTERISTIC FEATURES, FUNCTIONAL PROPERTIES AND GRAMMATICAL CATEGORIES

1. The general characteristics of the noun as a part of speech. "The cannon ball problem". The subclasses of the noun.
2. The problem of the category of gender in English, its oppositional structure.
3. Lexical gender distinctions.
4. The category of number. The semantic difference between singular and plural forms.
5. Singularia tantum (only singular) and pluralia tantum (only plural) nouns.
6. The category of case, its oppositional presentation, its peculiarity in the English language.
7. Article determination.

Practical assignments

I. Identify the syntactical functions of the underlined nouns.

1. The ship got under way.
2. He was certainly the best hated man in the ship.
3. I gave him a pound. Twelve dollars are enough for the man.
4. A dog is a man's best friend.
5. High above the city, on a tall column, stood the statue of the Happy Prince.

II. Give the feminine counterparts for the following masculine gender nouns and comment on the lexical means of expressing the category of gender.

boy-friend, landlord, lion, bridegroom, horse, actor, man-producer, master, wizard, count, baron, bachelor, sultan, cock, he-bear, jack-ass, businessman, executor, marquis.

III. Group the following nouns into: 1) regular countable nouns, 2) Singularia Tantum, 3) Pluralia Tantum. Consult the dictionary.

Sail, book, suspenders, contents, measles, watch, the Thames, suds, means, gallows, hoof, news, bellows, breeches, tweezers, foolishness, rickets, pincers, whereabouts, ashes, billiards, ceramics, police, Wales, the Netherlands, the United States.

IV. State the subclasses of the following nouns, com-

ment on the meaning of number.

a table, a man, sugar, music, a family, spectacles, police, wines, Physics, Linguistics.

V. Identify the main functions of the Indefinite article (nominating, classifying, generalizing and numeric).

1. I am a school teacher.
2. A complex sentence has two or more clauses.
3. A friend in need is a friend indeed.
4. Of course, I won't say a word.
5. I've read a novel and a detective story.
6. A tram runs on rails, a bus does not.
7. He was a man I would be glad to spend half my time in hell with.
8. The Indian summer returned for a day.
9. A man who looks after a library is called a librarian.
10. A bird in the hand is worth two in the bush.

VI. Define the functions of the Definite article (specifying and generic).

1. The tiger is danger of becoming extinct.
2. Somebody moved in the room above.
3. The man standing by the window is my uncle.
4. The atom was known to the ancient Greeks.
5. We got into the wrong train.

SEMINAR 6,7

THE VERB: OUTWARD STRUCTURE, GRAMMATICAL CATEGORIES, SEMANTICS AND LEXICO-GRAMMATICAL FEATURES

1. A general outline of the verb as a part of speech.
2. Classification of verbs (notional verbs/semi-notional verbs/functional verbs)
3. Grammatical subcategorization of notional verbs (actional / statal / processual; limitive / unlimitive).
4. The valency of verbs (complementive / uncomplementive verbs; transitive / intransitive verbs).
5. The category of person.
6. The category of number.
7. The category of tense. Modern conceptions of English tenses.
8. The category of aspect.
9. The category of temporal correlation: traditional and modern approaches.
10. The category of voice.

Practice Assignment

I. Analyze the morphological structure of the following verbs.

To man, to give in, to belittle, to lip-read, to ill-treat, to darken, to put down, to towel, to bleed, to undermine, to transport.

II. Dwell upon the categorial features of verbs in the following sentences.

1. Months before, with an architect at their elbows, the three had worked over the detailed plans for each section which would have its home in the new wing.

2. "Doctors!" said James, coming down sharp on his words: "I've had all the doctors in London for one or another of us. There's no satisfaction to be got out of them; they'll tell you anything. There's Swithin, now. What good have they done him? There he is; he's bigger than ever; he's enormous; they can't get his weight down. Look at him!"

3. "So you're going to Wales to-morrow to visit your young man's aunts? You'll have a lot of rain there. This isn't real old Worcester." He tapped the bowl. "Now, that set I gave your mother when she married was the genuine thing."

4. All I know is that other girls not half so sweet and attrac-

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tive get partners. Martha Carey, for instance, is stout and loud, and her mother is distinctly common. Roberta Dillon is so thin this year that she looks as though Arizona were the place for her. She's dancing herself to death.

5. It so happened that the night before I had been present at a rather cheery little supper, and I was feeling pretty rocky.

6. "I've been using the same blade for six weeks," he added untruthfully.

7. He recollected with satisfaction that he had bought that house over James's head.

SEMINAR 8

A GENERAL OUTLINE OF VERBALS: THE CATEGORIAL SEMANTICS, CATEGORIES, SYNTACTIC FUNCTIONS

1. The category of finitude: finite and non-finite forms of the verb (finites and verbids). Problematic status of the non-finite forms of the verb in the classification of parts of speech.

2. Verbids as phenomena of mixed (hybrid, intermediary) nature; their verbal and non-verbal features.

3. The Infinitive as a verbal form of mixed processual-substantive nature and the basic form of verbal paradigms. Semi-predicative Infinitive constructions.

4. The Gerund as a verbal form of mixed processual-substantive nature.

5. The Infinitive, the Gerund and the Verbal noun: their correlation in expressing processual semantics (the lexico-grammatical category of processual representation).

6. The Participle as a verbal form of mixed processual-qualitative nature. The distinctions between two types of Participles: Participle I (present participle) and Participle II (past participle).

7. Semi-predicative Gerundial constructions. Semi-predicative Participial constructions.

8. Functional differences between participle I and the gerund.

Practice Assignment

I. Analyze the form of verbals in the following sentences:

1. But now, with the main planning completed, the focus of attention was on the practical matter of getting the money.

2. I will therefore briefly set down the circumstances which led to my being connected with the affair.

3. There are many questions before the older man admits having known her before the war.

4. Crippled forever, knowing he could never have any children, Clifford came home to the smoky Midlands to keep the Chatterley name alive while he could.

5. Having no near relations or friends, I was trying to make up my mind what to do, when I ran across John Cavendish.

6. She looks in on the English patient, whose sleeping body is probably miles away in the desert, being healed by a man who

continues to dip his fingers into the bowl made with the joined soles of his feet, leaning forward, pressing the dark paste against the burned face. 7. He started pacing the floor.

II. State the functions of the non-finite forms in the following sentences:

1. O'Donnell considered suggesting that the chairman leave him some time for surgery, otherwise he might have trouble meeting his own quota.

2. I remember talking with his brother and telling him that the papers should be kept. I remember now, I wanted him to keep the filing cases intact.

3. Slim quiet Negroes passed up and down the street and stared at him with darting side glances. He was worth looking at.

4. He had no wife or family and he spent four or five evenings a week in his office, working until ten or eleven o'clock. But the modern idea of keeping track of time by the hour just never occurred to him.

5. Then he looked quickly around to see if anyone was watching.

6. Living alone and being independent grew on you after a while, and he doubted sometimes if he could adjust to anything else.

7. That too was a gesture belonging to the ancient time.

8. Having suffered so much, the capacity for suffering had to some extent left him.

9. Langdon had always considered the Tuileries to be sacred ground.

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

11. George, on hearing the story, grinned.

SEMINAR 9,10

THE ADJECTIVE. THE ADVERB

1. The adjective as a part of speech.
2. Classifications of adjectives.
3. The problem of the stative.
4. The category of comparison.
5. The adverb as a part of speech.
6. Classifications of adverbs. Structural types of adverbs.
7. The problem of verb-adverb combinations.

Practice Assignment

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

Well-off, amazing, sunny, noticeable, little, bad-tempered, ill-bred, handsome, good-looking, common, pleasant, magnificent, far-fetched.

II. State the classification features of the adjectives in the following sentences:

1. Julia, smiling good-naturedly, looked at her with ingenuous eyes.
2. He was tall and homely, wore horn-rimmed glasses, and spoke in a deep voice.
3. She was very fond of him, but he was so elegant, so well-bred, so cultured, she could not think of him as a lover.
4. He advanced with unmistakable authority on squat, powerful legs.
5. Surely there is not another language that is so slipshod and systemless, and so slippery and elusive to the grasp.

III. State from what part of speech the following adverbs were produced and name the way of derivation:

touchingly naïve, strikingly beautiful, seemingly confused, vertically challenged, to take anywhere, to behave drunkenly, to smile self-deprecatingly, to walk upward, to be dressed old-fashionedly.

IV. State the classification features of the adverbs in the following sentences:

1. She loved Michael more passionately than ever and would gladly have married him there and then, but his good sense prevailed.

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2. Ralph disentangled himself cautiously and stole away through the branches.

3. Before they had entirely stopped moving they opened again, violently, outwards.

4. He was clambering heavily among the creepers and broken trunks when a bird, a vision of red and yellow, flashed upwards with a witch-like cry; and this cry was echoed by another.

5. The Citroën swerved left now, angling west down the park's central boulevard.



SEMINAR 11

THE PHRASE: PRINCIPLES OF CLASSIFICATION

1. The phrase in the hierarchy of language units.
2. The structural and the semantic properties of the phrase.
3. Classifications of phrases.
4. Types of syntactic connections: coordination, subordination, accumulation.
5. Agreement and government as two main types of syntactic relations.
6. Adjoinment and enclosure as special means of expressing syntactic relations.

Practice Assignment

I. Define the properties of the following phrases:

For us to come; (made) him feel tired; denied the accusations; seriously damaged; pride and prejudice; a wedding dress; naïve country (girls); to kiss tenderly; over the net; beauty, grace, elegance; he runs; proud of the success; early riser; perfectly sure; a feeling of disgust; rich in copper ore; love of God; (caught) the boy snooping around; my old (shoes); the book falling out of her hands; junk food; to stably reproduce; we trust; new blue (jacket); on the table.

II. State the type of syntactic relations (agreement, government, adjoinment, enclosure):

A negative answer, these books, he comes, to fully understand, to know them, on me, they agreed, lovely face, your lovely smile, with him, to speak quietly, that shop, gave to him.

SEMINAR 12

THE SENTENCE: GENERAL. THE SIMPLE SENTENCE

1. The notion of sentence. The sentence as a language unit. Predication and modality.

2. Communicative types of sentences.

3. Structural types of sentences.

Practice Assignment

I. Define whether the structures in italics are one-member or elliptical sentences.

State the type of one-member sentences.

1. Glad to hear it.

2. I don't write. Not such a fool.

3. To be alive! To have youth and the world before one.

4. Living room in the house of Philip Phillimore.

5. Looks to me for all the world like an alf-tame leopard.

6. A scandal! A possible scandal!

7. She could think of him now with indifference. She loved him no longer. Oh, the relief and the sense of humiliation!

8. To receive so flattering an invitation! To have her company so warmly solicited!

9. Soames stole a glance. No movement in his wife's face.

10. She was going to bed at last. Ah! Joy and pleasant dreams!

II. State structural and communicative types of the following sentences:

1. Well, there they were!

2. What do you mean by that?

3. Careful! You'll break it

4. What could he have been thinking of?

5. She had gone out a quarter of an hour before. Out at such a time of night, into this terrible fog!

6. Who had done this barbarous deed?

7. It hadn't changed at all.

8. He was not used to being talked to like that.

9. Forgotten!

10. Mr. Dursley sat frozen in his armchair. Shooting stars all over Britain? Owls flying by daylight? Mysterious people in cloaks all over the place? And a whisper, a whisper about the Potters...

SEMINAR 13, 14

THE STRUCTURE OF THE SENTENCE

1. The traditional scheme of sentence parsing.
2. The main sentence parts: the subject and the predicate, their types.
3. The secondary sentence parts: attribute, object, adverbial modifier.
4. The structural scheme of the sentence. The elementary sentence.
5. Syntactic processes: expansion, compression, addition, specification, complication, contamination, development, adjunction, inclusion, isolation, substitution, representation and ellipsis.

Practice Assignment

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

1. My father was not a black sheep.
2. He must be mad!
3. His laugh grew almost awkward.
4. The young man had turned quite solemn.
5. He must have remained sufficiently grave about it.
6. Strether was left musing on many things.
7. The words sounded a trifle odd.
8. She remained perfectly good-natured.
9. Strether himself should have kept silent a little.
10. Waymarsh and I sat guzzling.
11. He sat massive.
12. Little Jeanne wasn't, doubtless, to die young.

II. State the type of the subject in the following sentences:

1. I've got lovely things to look back on.
2. The death has been announced of one of the world's best-selling novelists.
3. "Cider with Rosie" is an autobiography.
4. It was quite a long flight.
5. Presley was raised in Memphis.
6. Growing flowers requires care and devotion.
7. Was there a light on?
8. The collapse of the Berlin Wall was one of the seminal events

of the twentieth century.

9. It's not worth waiting any longer.
10. The third may not be taken into account.
11. To get through to her is next to impossible.
12. It's on the upper shelf.

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

1. He admitted attempting to smuggle diamonds into the country.

2. Have you ever heard Doris talking about her emotional life before?

3. She came across an old friend.
4. I'm looking for Jane.
5. What did you buy?
6. He gave me 10 seconds to make up my mind.
7. I'll make it up with him again.

8. She insisted on all her employees coming to the Christmas lunch.

9. I wasn't expecting you to help.
10. Which number did you dial?
11. Stop waiting for things to happen.
12. Sing a song of sixpence, a pocket full of rye; four and twenty

blackbirds baked in a pie.

IV. Name the parts of the following sentences:

1. She has been in Canada since September.
2. Are you definitely going to the party tomorrow?
3. I'll never do it.
4. Bye, Andy.
5. The oldest church in town was built in the 16th century.
6. Sometimes, however, the parenthesis refers to a secondary part of the sentence.
7. Darling, are you listening to me?
8. On Monday I'm going to Moscow.
9. Her father, Nigel, left home three months ago.
10. Feeling tired, I went to bed early.
11. Tom looked at me sadly.
12. To be frank with you, Harvey, I may have made a mistake.

V. State what syntactic processes are observed in the following sentences. Reconstruct the corresponding elementary sentences:

1. The hat had obviously been worn as a practical joke! He

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himself was a connoisseur of such.

2. They found him tiresome and ridiculous.
3. Timothy, indeed, was seldom seen.
4. That makes the pathologist's work difficult. Usually.
5. I badly wanted a cigarette, but did not like to light one.
6. It is a product of greed, avarice, hate, revenge, or perhaps

fear.

7. Larry seated himself at the writing-table and began to count.
8. Isabel, a little scared, took hold of my hand.
9. You must retrieve the stone for me. Immediately. Tonight.
10. The autopsy-room doors swung open.

SEMINAR 15

ACTUAL DIVISION OF THE SENTENCE

1. Semantic roles.
2. Actual division of the sentence. The notion of theme and rheme.
3. Language means of expressing the theme. Topicalization.
4. Language means of expressing the rheme.

Practice Assignment

I. Analyze the semantic structure of the following sentences defining the semantic roles of the underlined elements:

1. The attacker aimed his gun again.
2. She handed him the baggage checks.
3. Almost immediately, a heavy fist pounded on Langdon's door.
4. The book lay on her lap.
5. He had been hugged by a complete stranger.
6. The witness reached in his pocket and produced a folded document.
7. Horace shook his head.
8. He was indefatigable.
9. He opened the door.
10. He soaks his face with water and shaves his beard.
11. She shrugged her shoulders.

II. Analyze the actual division of the sentences and the language means used to mark it:

1. All her life they had been watching her.
2. The girl with dark hair was sitting immediately behind.
3. It was Mrs. Eccles I particularly wanted to see.
4. There is a form to fill in. The form is placed before them, and a pen.
5. No, he had never written about Paris. Not the Paris he cared about.
6. The situation must be faced.
7. How simple it all was!
8. And again, perhaps it was not even unorthodoxy that was written in his face, but simply intelligence.
9. Sunday was a holiday for Dad, not for Mum.
10. There was a sofa, a piano covered in a grey sheet, the head of a stuffed bear and high walls of books.

SEMINAR 16, 17

THE COMPOSITE SENTENCE

1. The composite sentence vs. the simple sentence.
2. The compound sentence.
3. Coordination. Types of coordinating connectors.
4. The complex sentence.
5. Subordination. Types of subordinating connectors.
6. Asyndetic sentences.
7. Semi-composite sentences.
8. Mixed types of composite sentences.

Practice Assignment

I. State the type of connectors in the following compound sentences:

1. The cognac tasted salty, but Rémy didn't care.
2. You've got to come, or else I'll pull your hair.
3. The rain was getting heavier now, and he tucked the cryptex deep in his right-hand pocket to protect it from the dampness.
4. And, as a matter of fact, it wasn't technically called a monastery, but only a seminary; nevertheless it shall be a monastery here despite its Victorian architecture or its Edward VII additions, or even its Woodrow Wilsonian, patented, last-a-century roofing.
5. The stuff was like nitric acid, and moreover, in swallowing it one had the sensation of being hit on the back of the head with a rubber club.
6. You keep your hands off my wife, or I'll bust your pretty little nose.
7. He knew himself to be old, yet he felt young; and this troubled him.
8. And this is reasonable, for upon the accuracy of his estimates the whole policy of his life is ordered.
9. We were locked together this way for maybe a couple of seconds; then the sound of the mill jumped a hitch, and something commenced to draw her back away from me.
10. It was Saturday, so they were early home from school: quick, shy, dark little rascals of seven and six, soon talkative, for Ashurst had a way with children.

II. Comment on the relations between clauses in the following asyndetic sentences:

1. He did not leave town; Irene refused to go away.

2. Teacher had heard the poem, he had known the answer.
3. The Teacher recalled a small announcement sign he had seen on his way into the abbey.
4. We had half imagined George was dead.
5. She shivered slightly: they were like dead men.
6. He still hoped she might once more become a comfort to himself.
7. You needn't worry, I shall be careful all right.
8. She had asked Phil to dinner many times; his invariable answer had been "Too busy".
9. It was the piece of evidence they had all unconsciously been waiting for.

III. State the type of subordinate clauses in the following complex sentences:

1. On sunny afternoons, Londoners picnic beneath the willows and feed the pond's resident pelicans, whose ancestors were a gift to Charles II from the Russian ambassador.
2. Since he had neglected to do it on first coming to the estate, their quitting his house might be looked on as the most suitable period for its accomplishment.
3. As the Teacher approached the front passenger door of the parked limousine, Rémy leaned across and opened the door.
4. Even if she hated him, he at all events ought not to put himself in the wrong by neglecting this ancient rite.
5. What she thought of her brother's guests I can only imagine.
6. The grey light clung about the trees of the square, as though Night, like a great downy moth, had brushed them with her wings.
7. Though he had not seen the architect since the last afternoon at Robin Hill, he was never free from the sense of his presence—never free from the memory of his worn face with its high cheek bones and enthusiastic eyes.
8. But he put his knee over my ankles, so that I couldn't move.
9. He was looking at his wife's face when he came to this conclusion.
10. The boy didn't dare look at his father lest he should scold and punish him.

ВОПРОСЫ К ЗАЧЕТУ

1. Грамматическая система языка.
2. Морфологическая система языка.
3. Классификации морфем.
4. Проблема определения слова.
5. Грамматическое значение и его типы.
6. Грамматическая категория и способ ее выявления.
7. Проблема классификации частей речи.
8. Структура частей речи.
9. Знаменательные и служебные части речи.
10. Взаимодействие частей речи в современном английском языке.
11. Имя существительное в системе частей речи. Категориальные особенности английского существительного.
12. Основные грамматические категории английского существительного (категории числа, падежа и рода).
13. Категория артиклевой детерминации английского существительного.
14. Имя прилагательное и наречие в системе частей речи. Категориальные особенности английских прилагательных и наречий.
15. Глагол в системе частей речи. Категориальные особенности английского глагола.
16. Грамматические категории английского глагола (лицо, число, наклонение, залог).
17. Видовременная система английского глагола.
18. Категориальные особенности неличных форм английского глагола.
19. Система служебных частей речи в современном английском языке.
20. Синтаксический уровень языка.
21. Классификация словосочетаний.
22. Предложение – основная единица синтаксиса.
23. Основные черты предложения.
24. Теория предложения в отечественной и зарубежной лингвистике.
25. Классификация предложений.
26. Члены предложения.
27. Основные модели членов предложения.
28. Актуальное членение предложения.

Теоретическая грамматика

29. Текст как лингвистическая категория.
30. Единицы текста и текстовые категории.

ТЕМЫ РЕФЕРАТОВ И ПРЕЗЕНТАЦИЙ

1. Артикль, его свойства. Типы артиклей в английском языке. Их анализ в свете теории оппозиций.
2. Статус категории рода.
3. Проблема «категории состояния» в современном английском языке.
4. Основные функции местоимений.
5. Проблема статуса будущего времени.
6. Различные взгляды на сущность перфектных форм.
7. Соотношение форм страдательного глагола и составного именного сказуемого.
8. Проблема сослагательного наклонения, различные подходы к его классификации.
9. Соотношение инфинитива и герундия.
10. Соотношение герундия и причастия.
11. Проблема лексического и грамматического значений предлогов.
12. Проблема лексического и грамматического значений союзов.
13. Модальные слова как лексико-грамматические классы слов, их семантические типы.
14. Предложение как единица номинации, ее отличие от номинативной сущности слова и словосочетания.
15. Коммуникативная интенция предложения.
16. Прагматические типы предложений.
17. Проблема имплицитной предикативности.
18. Понятие темы и способа ее выражения в английском языке.
19. Понятие ремы и способы ее выражения в английском языке.
20. Многозначность форм родительного падежа.
21. Проблема статуса частиц.
22. Принципы классификации словосочетаний.
23. Понятие синтаксической парадигмы, различные подходы к ее выделению.
24. Односоставные и эллиптические предложения.
25. Традиционная модель деления предложения на главные и второстепенные члены, ее достоинства и недостатки.
26. Дистрибутивная модель анализа предложения, ее достоинства и недостатки.

Теоретическая грамматика

27. Модель анализа предложения по непосредственно составляющим, ее достоинства и недостатки.

28. Проблема классификации бессоюзных сложных предложений.

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