

## ТЕМЫ И ЗАДАНИЯ ДЛЯ ПОДГОТОВКИ К СЕМИНАРСКИМ ЗАНЯТИЯМ

(VI СЕМЕСТР)

### Тема 1. The scope of theoretical grammar. Basic linguistic notions.

1. Language as a semiotic system.
2. Theoretical grammar and its subject.
3. The hierarchy of linguistic levels and their basic units.
4. Interrelation of theoretical grammar to different branches of linguistics.
5. Methods of linguistic analysis.

*Термины:* phoneme, morpheme, allophones, allomorphs, word, word-forms, sentence, utterances, text, phonology, lexicology, linguistics, practical grammar, theoretical grammar, semiotic system

*Выполнить:*

1. Study the main and additional literature of the subject.
2. Give the definitions to the terms above (phoneme, morpheme ...).
3. What is Language and Speech?
4. What scholars and linguists investigated theoretical grammar?
5. What language levels do these units refer to? (1) a wonderful girl, (2) un-, (3) /t/, (4) bachelor, (5) this is my husband, (6) if he were here now, he would help us, (7) – hood, (8) language, (9) a blue sky, (10) /ei/.

*Литература:* [[1 – P. 7 – 11, 445 – 466; 9 – P. 4 – 19; 10 – P. 4 – 8; 4 – P. 8 – 10; 7 – P. 8 – 13](#)].

### Тема 2. Grammatical meaning and categories. Morphemes.

1. The notion of ‘grammatical meaning’.
2. Types of grammatical meaning.
3. Grammatical categories.
4. The notion of opposition.
5. Transposition and neutralization of morphological forms.
6. Types and classification of morphemes.

*Термины:* lexical meaning, grammatical meaning, thingness, countableness, verbiality, qualitiveness, adverbiality, uncountableness, explicit grammatical meaning, implicit grammatical meaning, general grammatical meaning, dependent grammatical meaning, transitivity, intransitivity, terminativeness, stativeness, animateness, grammatical categories, opposition, synthetic grammatical categories, analytic grammatical categories, sound alternations, suppletive formations, transposition, neutralization, homonyms, zero morphemes, derivation morphemes, inflection morphemes, inanimate.

*Выполнить:*

1. Study the main and additional literature of the subject.
2. Give the definitions to the terms above (lexical meaning, grammatical meaning ...).
3. Why are some classes of words devoid of any lexical meaning and possess the grammatical meaning only?
4. Write types of oppositions.
5. Analyse the morphemic structure of the following words: *writers, advantageously, unforgettable, directors, dogs, careless, inactive, to criticise, to reconstruct, removable, sweetish,*

*removed, paralinguistic, immaterial, imperious, irrepressible, irresponsible, restlessness, irretrievable, supernaturalistically, prehistorical, unaffected, unassing.*

6. Find all homonymous, synonymous and antonymous morphemes and write them down.
7. Give five synthetic and five analytic grammatical forms in Modern English.

*Литература:* [[2 – P. 17 – 26](#); [5 – P. 8 – 16](#)].

### **Тема 3. Morphemes. Parts of speech. The noun.**

1. Types and classification of morphemes.
2. Parts of speech. Principle of classification.
3. Notional and functional parts of speech.
4. The noun. General characteristics: semantic, morphological and syntactic properties.
5. The category of number.
6. The category of case.
7. The problem of gender in English.

*Термины:* nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, interjections, notional parts of speech, functional parts of speech, auxiliary verb, proper nouns, common nouns, animate, inanimate, countable nouns, uncountable nouns, subject, predicate, pluralia and singularia tantum, case, genitive case, gender.

*Выполнить:*

1. Study the main and additional literature of the subject.
2. Give the definitions to the terms above (nouns, pronouns ...).
3. Analyse the morphemic structure of the following words: *doctors, irregular, disharmonious, contraband, postscript, download, golden, cruelty, combinability, servant, popularisecalmly*.
4. Write the examples of:
  - *nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, interjections*
  - *common and proper nouns*
  - *animate and inanimate nouns*
  - *countable and uncountable nouns*
  - *singularia tantum*
  - *pluralia tantum*
5. Tell the morphological structure of these words : *nurse, misdeed, wisdom, blackbird, attention, policeman, merry-go-round, girlhood, usefulness, fortune, friendship, statesman, brother-in-law, population, fellow-boarder, smelling-salt*.
6. Analyse the nouns as in the example : *love, cat, family, Mary, department, lady*  
**Teacher**—common, animate, human, countable.

*Литература:* [[9 – P. 14 – 34](#); [3 – P. 146 – 158](#); [4 – P. 18 – 24, 30 – 33](#); [12 – P. 1 – 27](#)].

### **Тема 4. Verb. General characteristics. Categories of tense.**

1. Semantic, morphological and syntactic features of the verb.
2. Classifications of English verbs.
3. Categories of Tense.
4. The category of aspect.
5. The place of perfect forms in the system of the verb.
6. The category of person and number.

*Термины:* verbiality, regular and irregular verbs, predicate, transitive and intransitive verbs, stative and dynamic verbs, terminative and durative verbs, auxiliaries.

*Выполнить:*

1. Study the main and additional literature of the subject.
2. Give the definitions to the terms above (verbiality, regular and irregular verbs ...).
3. The problem of the future and future-in-the-past. Why do some scholars do not recognize the existence of future tense?
4. What grammar form is it: *is reading, children, decided, Anna's, was having*.
5. Fill in the table.

<b>Tenses in Russian and English compared</b>	
<b>Russian</b>	<b>English</b>

*Литература:* [ [8 – P. 25 – 45](#); [3 – P. 5 – 48](#); [4 – P. 55 – 66](#); [7 – P. 63 – 79](#)].

**Тема 5. Verb. The category of voice and mood.**

1. The category of voice.
2. The problem of the number of voices.
3. Peculiarities of English passive constructions.
4. The category of mood.
5. Imperative.
6. The problems of subjunctive.

*Термины:* mood, voice, imperative, subjunctive, modality, the infinitive, the gerund, the present participle, the past participle.

*Выполнить:*

1. Study the main and additional literature of the subject.
2. Give the definitions to the terms above (mood, voice ...).
3. Write down and describe non-finite forms of the verb.
4. What types of verbs do you see here: notional, auxiliaries, modal, link-verbs:  
 She went into the drawing-room and lighted the fire; then, picking up the cushions, one by one, that Mary had disposed so carefully, she threw them back onto the chairs and the couches. That made all the difference; the room came alive at once. As she was about to throw the last one she surprised herself by suddenly hugging it to her, passionately, passionately. But it did not put out the fire in her bosom. Oh, on the contrary!  
 The windows of the drawing-room opened onto a balcony overlooking the garden. At the far end, against the wall, there was a tall, slender pear tree in fullest, richest bloom; it stood perfect, as though becalmed against the jade-green sky. Bertha couldn't help feeling, even from this distance, that it had not a single bud or a faded petal. Down below, in the garden beds, the red and yellow tulips, heavy with flowers, seemed to lean upon the dusk. A grey cat, dragging its belly, crept across the lawn, and a black; one, its shadow, trailed after. The sight of them, so intent and so quick, gave Bertha a curious shiver. Really – really – she had everything. She was young. Harry and she were as much in love as ever, and they got on together splendidly. She

had an adorable baby. They didn't have to worry about money. They had this absolutely satisfactory house and garden. (Mansfield)

*Литература:* [ [1 – P. 140 – 216](#); [8 – P. 25 – 45](#); [3 – P. 77 – 110](#); [6 – P. 14 – 28](#); [7 – P. 82 – 110](#)].

**Тема 6. The adjective. The adverb.**

1. A general outline of the adjective. Semantic, morphological, syntactic features.
2. Classification of adjectives.
3. The problem of the stative.
4. The category of comparison.
5. A general outline of the adverb. Semantic, morphological, syntactic features.
6. Classification of adverbs.

*Термины:* qualitative(or gradable, descriptive) and relative adjectives, stative and dynamic adjective, emphasizers, amplifiers, the positive, the comparative, and the superlative forms of adjectives, restrictive adjectives, verbless clause, qualitative, quantitative and circumstantial adverbs.

*Выполнить:*

1. Study the main and additional literature of the subject.
2. Give the definitions to the terms above (qualitative and relative adjectives ...).
3. Fill in the table. Add examples.

<b>The Adjective</b>	
<b>gradable</b>	← →
<b>stative</b>	<div style="border: 1px solid black; padding: 2px;">- intensifying: 1)emphasizers; 2) amplifiers</div> <div style="border: 1px solid black; padding: 2px;">- restrictive, or particularizing</div> <div style="border: 1px solid black; padding: 2px;">-</div>

4. Match the types of the adverbs to the examples.

<b>Non-derived or simple</b>	here, to give up, homewards, there, apart, so, quick, why, how, where, very, rather, slowly, sideways, away, ahead, across, nowhere, anyhow, at least, when, at most, at last, then, to and fro, sometimes, upside down, to give in, to set forth, to set down, now, clockwise
<b>Derived</b>	
<b>Composite forms of the adverb</b>	
<b>Phrasal forms of the adverb</b>	
<b>Preposition-adverb like elements</b>	

5. Suffixes changing nouns to adjectives

<b>Suffixes</b>	<b>Example</b>
- (i)al	monument →monumental
-ar	
-ary or -ery	
-ed	
-en	
-esque	
-ful	
-ic(al)	
-ish	
-istic	

-less	
-like	
-ly	
-ous	
-ward	
-wide	
-y	

6. Tell the morphological structure of these adjectives: *well-timed, homeless, shaky, courageous, panic-stricken, blindfold, Portuguese, newly-baked, antique, peace-making, forlorn, illegible, abundant, red-haired, small, deep-blue, bookish, snow-white, respectable-looking, beautiful.*
7. Form degrees of comparison. What type is it – synthetic, analytic, suppletive ? a) wet, merry, real, far; b) kind-hearted, shy, little, friendly; c) certain, comical, severe, well-off; sophisticated, clumsy, old-fashioned, good-looking.
8. Identify the semantic category of each of the adverbs in these sentences.
  - 1) Don't worry, he can't have gone far.
  - 2) I almost believed it.
  - 3) We should be extremely cautious.
  - 4) He is dead serious all the time.
  - 5) It's quite interesting.
  - 6) She always eats the onion.
  - 7) Automatically she backed away.
  - 8) ...her tears dropping hotly among the quietly flowing dead leaves.

*Литература:* [ [1 – P. 217 – 244;](#) [3 – P. 179 – 186, 209 – 214;](#) [11 – P. 63 – 76, 106 – 110;](#) [12 – P. 27 – 36, 97 – 106](#)].

### Тема 7. Functional parts of speech.

1. A general outline of functional parts of speech.
2. The preposition. Semantic, morphological, syntactic features.
3. The conjunction. Semantic, syntactic features.
4. The particle.
5. The place of particle in the sentence.
6. The interjection. Semantic, syntactic features.
7. Types of interjections.
8. The modal word. The list of all modal words.

*Выполнить:*

1. Study the main and additional literature of the subject.
2. The most common single-word prepositions are: ...
3. The most common prepositions that consist of groups of words are: ...
4. Several words which are prepositions also belong to the word class of adverbs. These include: ...
5. Some words which are prepositions also function as conjunctions. These include: ...
6. Tell the morphological structure of these prepositions: *in view of, outside, off, into, until, across, according to, with, along, up, inside, out of, owing to, at, regarding.*
7. Decide, whether word in bold is a preposition or an adverb.
  - Please leave your muddy shoes **outside** the front door.
  - I hope to be **inside** by the time the rain starts.
  - This book is **by** my favorite author.

- The dog can go **outside** while we paint the walls.
- While visiting the cathedral, we tried not to walk **over** the tombs in the floor.
- The arrow went right **through** the center of the target.
- The rain came **down** heavily for several hours.
- I want to go to outer space and **beyond**.

8. Find interjections. Describe them.

- *Yowza! That is a fine looking car.*
- *Hurray! It is a snow day and school is cancelled.*
- *It is so exciting, my goodness, I just can't believe it.*
- *Joe was late to school and yikes, the teacher was mad.*
- *Oh! I can't believe how nice you look.*
- *Well, gee, that sure is a kind thing to say.*
- *Boo! I scared you.*
- *Whoops, I dropped the milk and it spilled.*
- *Yay, it is finally Friday and the work week is over.*
- *Oh well, all good things must come to an end.*
- *Geez, even Donald knows that the French Revolution had four principal causes.*
- *Aaron carried four bags of heavy groceries up seven flights. Wow, the boy is in*

*shape.*

- *Eek! A large snake just slithered across the driveway and into our garage.*

9. Find modal words and tell their meaning: 1. Over the ridge she would find him. Surely she would find him. (Wells) 2. He had stopped their mouths, maybe, but at what a cost. (Galsworthy) 3. She's just engaged to him. Of course she is frightfully excited about it, and naturally he wants her to come away and marry. (Wells) 4. Winifred could barely get a word out of him, he ate nothing, but he certainly took his liquor and his face kept getting whiter. (Galsworthy) 5. She was probably dissatisfied just as he was. (Dreiser)

*Литература:* [[9 – P. 89 – 97](#); [3 – P. 215 – 228](#); [12 – P. 107 – 128](#); [6 – P. 36 – 44](#)].

### **Тема 8. The sentence and the utterance.**

1. Different approaches to the study of the sentence.
2. The utterance.
3. Informative structure of the utterance.
4. Functional typology of utterances.

*Выполнить:*

1. Study the main and additional literature of the subject.
2. What type of question is it ?
  - a) "Who is he?" I said. "And why does he sit always alone, with his back to us too?" (Mansfield)
  - b) Did she have a chill?" he asked, his eyes upon the floor. (Cronin)
  - c) You have Mr. Eden's address, haven't you, Mr. Ends? (London)
  - d) Is literature less human than the architecture and sculpture of Egypt? (London)
  - e) We shall be having some sort of celebration for the bride, shan't we, Mr. Crawley? (Du Maurier)
  - f) "Can I see the manager?" I said, and added politely, "alone." (Leacock)
  - g) When had the carriage been back from taking Miss June to the station? (Galsworthy)
  - h) What is the meaning of that? She is going to live in the house, isn't she? (Galsworthy)

- i) couldn't understand what Irene found wrong with him: it was not as if he drank. Did he run into debt, or gamble or swear? (Galsworthy)
- j) Were you talking about the house?

*Литература:* [[2 – P. 236 – 300](#); [9 – P. 164 – 280](#); [4 – P. 80 – 129](#); [5 – P. 50 – 60](#); [6 – P. 67 – 75](#)].