**Seminar 7. The main notions of theoretical English grammar**

1. Theoretical grammar in the system of linguistic sciences

- The subject-matter of the theoretical and practical grammar.

- Grammar in the systemic conception of language.

2. The main notions of theoretical English grammar

- The grammatical form and morphological means of its expression.

- The grammatical category.

- The grammatical paradigm.

3. Classifications of parts of speech.

4. Notional parts of speech.

5. Functional parts of speech

6. Syntax as a branch of theoretical grammar and its basic notions:

- syntactic unit

- syntactic meaning

- syntactic form

- syntactic function

- syntactic relations

7. The phrase

8. The sentence

**Do the practical assignment:**

**Part I**

**Exercise 1**. Match the following terms with their definitions:

**Terms:** *Language, morphology, syntax, grammatical category, theoretical grammar, opposition, practical grammar, grammatical paradigm,* ***t****he grammatical form.*

**Definitions:**

…deals with paradigmatic and syntagmatic properties of morphological units – morphemes and words.

…deals with the way words are combined. It is concerned with the functions of words and their relationship to other words within word-groups, sentences and texts.

…is concerned with the description of grammar rules that are necessary to understand and formulate sentences.

…deals with the language as a functional system.

…includes three constituent parts – the phonological system, the lexical system, the grammatical system.

…is the form of a word in a sentence or speech utterance.

**…**the opposition between two form-classes expressing the generalized grammatical meaning by means of paradigmatic correlation

… the relation between two grammatical forms.

… the ordered set of grammatical forms, which are united by the generalized grammatical meaning and opposed to each other by different aspects of their grammatical meanings.

**Exercise 2**. Give 5 synthetic and 5 analytical grammatical forms in Modern English. Provide sentences to illustrate ther usage.

**Exercise 3.** Pick out a complex sentence from your home reading material, mark in it notional and functional parts of speech. Comment on the grammatical categories of the nouns in this sentence.

**Exercise 4.** Define the language means used to mark the gender distinctions of the nouns:

* 1. The sound reminded me a rumble of a tom-cat purring.
  2. In the wild, where cats have huge territories, the chances of a tom-cat coming across a female in her den with her kittens is remote, so there is little opportunity for either paternal care or paternal infanticide.

2. It gives you a panoramic impression of the vastness of Canada and the smallness of her population.

3. Britain would be a pleasanter place if its climate was more Mediterranean.

4. The yacht had an air of being well used, yet she obviously had an owner who kept right on top of the maintenance and defects list.

5. The Mole had been working very hard all the morning, spring-cleaning his little home.

**Exercise 5.** Arrange the phrases into two columns on the principle of differentiating between possession and qualification:

Doctor’s diary, Facebook’s headquarters, Adobe’s Flash Player, young man’s thesis, tomorrow’s important press-confer­ence, mile’s distance, Hemingway’s last novel, yesterday’s mistakes, last interview of Steve Jobs, new children’s books, hour’s walk, two weeks’ voyage, day’s rest, men’s health, women’s magazine, five minutes’ rest.

**Exercise 6.** Make up the Plural forms of the nouns, grouping them into the following classes:

а) regular productive Plural forms; b) suppletive forms; c) forms with archaic suffixes; d) forms with the borrowed suffixes; e) Plural forms, which are homonymous with the Singular forms:

*Foot, crisis, child, horse, stimulus, deer, louse, formula, man, pupil, ox, brother, cloth, terminus, trout, cow, swine, goose, datum, sheep, cactus, cello, antenna, leaf, hoof.*

**Exercise 7.** Define in the following sentences the cases of oppositional reduction. Translate them into Ukrainian:

1) Fortunately, the crew were not then aware that in recent recorded history three men had perished trying to walk the same route in midwinter. 2) A control group were asked to name the first vegetable they thought of. 3) ‘Four coffees, two beers, one mineral water!’ he called to the barman. 4) So now they walk in finest silk which many a woman in England would give much to obtain. 5) The Royal Family are no different from any other family going through the strains of marriage break-up. 6) When fully grown, a lion is bigger than a lioness.

**Part II**

**Exercise 1.** Point out the classification features of the adjectives and adverbs in the following sentences:

1. They were to be prepared for their maternal duties and given material assistance to maintain a higher standard of motherhood.

2. Pictures were completely and utterly silent except for the whirr of the projector.

3. The land speculation lobby is extremely powerful both economically and politically.

4. “Give me your private address and telephone number,” Eloise said.

5. The height of the cold war was also the period which has come to be known as the golden age of capitalism.

6. Her beautiful golden hair had been permanently waved, and lay in rigid loops along her cheeks.

**Exercise 2.** Open the brackets using the forms of degrees of comparison:

1. Behaving peacefully on a personal level will make life much (pleasant) but, by itself, it will not stop war.

2. The (much) I learnt, the (much) I thought, and the (unhappy) I became.

3. Unlike the preceding species this plant is much (manageable) as it is (vigorous).

4. It must be one of the (sad) announcements made by any Prime Minister in modern times.

5. We have to take tough decisions and the (soon) we face up to them the (good).

6. He made no enquiries about travelling any (far) than that.

**Exercise 3.** Paraphrase the following phrases using word combinations of the pattern Adj + N:

1. animals with four legs

2. youths with long hair

3. a juice that is slightly bitter

4. behavior typical of monkeys

5. dishes painted by hand

6. newspaper that appears regularly every week

7. relations like those between brothers

**Exercise 4.** Comment on the morphological features of the verbs in the following sentences. Analyze grammatical categories of these verbs (person, number, tense, aspect, voice, mood, correlation). State the formative elements expressing these categories:

1. The news was greeted with astonishment.

2. On Friday she is actually going to be with Lucy at a conference on ecology and the arts.

3. For this trade the industry had failed to maintain its former competitiveness.

4. The family must have experienced a lot of conflict with George's school.

5. Finally, I should like to ask the Secretary of State what progress has been made in this area.

**Exercise 5.** Distribute the numerals according to semantic subgroups they belong to:

Sixty, pair, four times, eleventh, two-thirds, whole, half, once, each person, third, thirty-seven, every third student, twice, triad, thrice, sixty- fifth, dozen, every other week, twin, billion, both, one and a half.

**Exercise 6.** Comment on the semantic subgroups of pronouns and their grammatical categories in the following sentences:

1. Certainly none of these technologies can provide an instant cure-all for the problems inherent in the current nuclear balance of terror.

2. As can be the case with such creative minds, many of the ideas are regarded as crazy, but occasionally some are crazy enough to lead to real breakthroughs.

3. The answer is potentially everyone, but more particularly your neighbours, friends, and acquaintances anybody with whom you have dealings, and especially those you envy because of their success, or fear because of your good fortune.

4. There followed a silence in which Agnes imagined them glaring at each other.

5. The sand where he had stood was undisturbed, and there was neither sight of him nor his camels.

6. The way forward should be for both sides to try and understand one another, to recognise each others’ rights, feelings and beliefs.

**Evaluation criteria**

- content of the report 20 p.\*

- accuracy 20 p

- range of vocabulary and grammar 20 p.

- delivery of presentation (speaking/reading/pronunciation)  20 p.

- slide organization and design 10 p.

- concluding remarks (summarizing/emphasizing the key ideas) 10 p.

Total 100 p.

\* 20 points maximum are given for the content of the report if it contains a piece of original research and language illustration material from authentic resources.

**References**

Lecture notes 9 - 13 <https://learn.ztu.edu.ua/mod/folder/view.php?id=188446>

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