

МИНОБРНАУКИ РОССИИ

Орский гуманитарно-технологический институт (филиал)  
федерального государственного бюджетного  
образовательного учреждения высшего образования  
«Оренбургский государственный университет»  
(Орский гуманитарно-технологический институт (филиал) ОГУ)

Кафедра иностранных языков

**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ИЗУЧЕНИЮ  
ДИСЦИПЛИНЫ**

*«Теоретическая грамматика английского языка»*

Уровень высшего образования  
БАКАЛАВРИАТ

Направление подготовки

44.03.01 Педагогическое образование профиль «Иностранный язык»  
(код и наименование направления подготовки)

44.03.05 Педагогическое образование (с двумя профилями подготовки)  
(код и наименование направления подготовки)

«Английский язык», «Немецкий язык»  
(наименование направленности (профиля) образовательной программы)

Квалификация  
бакалавр

Форма обучения  
очная

Методические рекомендации по изучению дисциплины «Теоретическая грамматика английского языка» предназначены студентам очной формы обучения по направлению подготовки 44.03.01 Педагогическое образование профиль «Иностранный язык», 44.03.05 Педагогическое образование (с двумя профилями) «Английский язык», «Немецкий язык».

Составитель  О.Л. Уткина

Цель освоения дисциплины «Теоретическая грамматика английского языка» - формирование у студентов систематических и углубленных знаний о грамматическом строе английского языка с учетом достижений отечественного и зарубежного языкознания, необходимых для рациональной постановки и непрерывного совершенствования процесса обучения практике речи на изучаемом языке.

Дисциплина состоит из курса лекций (12 часов), которые носят проблемный характер, и практических занятий (22 часа), во время которых студентам представляется возможность проявить свои творческие способности, закрепить полученные знания, получить опыт практического их применения в работе с текстом.

Лекции проблемного характера отличаются углубленной аргументацией излагаемого материала. Они способствуют формированию у студентов самостоятельного творческого мышления, прививают им познавательные навыки. Студенты становятся участниками научного поиска и решения проблемных ситуаций, а также получают необходимую информацию.

При изучении данной дисциплины студентам предлагаются следующие виды самостоятельной работы:

- внеаудиторная подготовка к лекциям и практическим занятиям;
- внеаудиторная подготовка к рубежным контрольным работам и экзамену;
- реферирование, аннотирование научной литературы, составление опорных схем и конспектов;
- выполнение индивидуальных заданий, тренировочных работ;
- подготовка презентаций;
- аудиторное изучение теоретического материала;
- аудиторное выполнение лабораторных работ.

Приступая к выполнению лабораторных работ, студентам предварительно необходимо ознакомиться с теоретическими вопросами и только потом выполнить задание.

## **Practical Tasks to the course of Theoretical Grammar**

### ***Word***

#### **1. Do the morphemic analysis of the words on the lines of the traditional and distributional classifications.**

MODEL: *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, overt, continuous, additive morpheme; the prefix "in-" is bound, overt, continuous, additive; the suffix "-able" is bound, overt, continuous, additive. Unmistakably,*

disfigured, underspecified, surroundings, plentiful, imperishable, oxen, unprecedented, outlandish.

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

*MODEL: insensible – incapable. The morphs “-ible” and “-able” are in a complementary distribution, as they have the same meaning, but are different in their form which is explained by their different environments.*

- a) impeccable, indelicate, illiterate, irrelevant;
- b) undisputable, indisputable;
- c) published, rimmed.

**3. Identify the “s” morpheme (lexical or grammatical). Group the words according to the nature of “s” and the meanings it conveys:**

takes, books, vitals, spectacles, man’s, pants, speaks, fists, ashes, linguistics, odds, stops, tanks, news, stays.

**4. Analyse the following oppositions; define the morphological categories realized in each pair, state the markers:**

girl – girl’s, look – is looking, cat-cats, speak – will speak, small – smaller, to build – to be built, go-went-gone, interesting-more interesting – the most interesting.

**5. Group the following forms into: a) synthetical forms, b) analytical forms, c) free word combinations. Add some examples of your own to each group.**

Is looking, more difficult, the man, has played, bigger, to go, goes, going.

**6. Suggest your own examples of:**

- a) outer inflexion – look/looks, .....
- b) inner inflexion (partial suppletivity) – meet/met, .....
- c) suppletivity – go/went, .....

**7. Characterise the grammatical categories: state if they are a) immanent or reflective, b) closed or transgressive, c) constant feature or variable feature categories:**

- the category of number in English nouns
- the category of tense in English verbs
- the category of gender in English nouns
- the category of number in English verbs

## **Noun**

**1. 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) I found him an excellent listener.
- 5) A dog is a man’s best friend.
- 6) High above the city, on a tall column, stood the statue of the Happy Prince.

**2. Characterize the nouns according to their lexico-grammatical status**

*MODEL: teacher – common, animate, human, countable, concrete noun.*

Love, cat, family, Mary, department, lady.

**3. 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, drake, sire, bridegroom, horse, actor, bull-calf, man-producer, master, wizard, count, baron, bachelor, sultan, cock, buck, cock, sparrow, he-bear, jack-ass, businessman, executor, peacock, marquis, maharajah, beau.

**4. Give the plural forms of the following nouns and group them in several subgroups a) productive forms of the plural, b) suppletive forms, c) forms with archaic suffixes, d) forms with borrowed suffixes, e) plural forms homonymous with the singular:**

louse, mother-in-law, grouse, child, maid-servant, spoonful, Swiss, antenna, stand-by, passer-by, go-between, goose, stimulus, tableau, species, pick-up, gin-and-tonic, Japanese, criterion, swine, chief, sheaf, lay-by, corps, man-servant, ox.

Add your own examples to each subgroup.

**5. Explain the difference in the meanings of the plural forms of the grammatical doublets (different plural forms have different meanings):**

brother, genius, index.

**6. 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, billiard, ceramics, police, Wales, the Netherlands, the United States.

**7. Translate the following nouns into Russian and comment on the differences of Singularia Tantum, Pluralia Tantum and regular countable nouns in English and in Russian:**

advice, clothes, money, greens, yeast, chess, progress, odds.

**8. Comment on the oppositional reduction of the category of number:**

1) There are *three greenflies* on my hand. 2) There were *two quails* for sale.

3) *The group were assigned* different tasks. 4) We visited the exhibition of Georgian *wines*.

**9. Identify the meaning of the genitive in the following phrases:**

his brother's house; his brother's friend; his brother's arrival; his brother's business; his brother's opinion; his brother's curiosity; his brother's arrest; his brother's team; his brother's paper.

**10. Identify the main functions of the Indefinite article (classifying, generic and numerical):**

I am a school teacher.

A complex sentence has two or more clauses.

A friend in need is a friend indeed.

Of course, I won't say a word.

I've read a novel .

A tram runs on rails, a bus does not.

He was a man I would be glad to spend half my time in hell with.

The Indian summer returned for a day.

A man who looks after a library is called a librarian.

### **11. Define the functions of the Definite article (specifying and generic)**

The tiger is danger of becoming extinct.

Somebody moved in the room above.

The man standing by the window is my uncle.

The atom was known to the ancient Greeks.

We got into the wrong train.

### **Verb**

**1. State what subclasses the following verbs belong to. Mind, different lexico-semantic variants of the same verb can belong to different groups. Make up your own sentences to illustrate each case.**

**MODEL: to grow** – 1) *notional verb (actional, unlimitive, complementive)*

– *I grow vegetables in my garden.*

2) *specifying link verb: She grew pale.*

To start, to do, to have, to be, to fall, to become, to expect, must, to turn, to mention.

**2. State the difference between the marked verbs in the following sentences and identify the subclasses the verbs belong to.**

1) She entered the room and *started to discuss* the acute problems. 2) She entered the room and *started* the discussion of the acute problems. 3) She *failed to pass* the exams successfully. 4) She *failed* her exams to the University. 5) I *began to feel* better. 6) You *try to look cleverer* than you are. 7) The moon *rose* red. 8) I *began to feel better*. 9) You *try to look* cleverer than you are. 10) She *grew* pale.

**3. Use the appropriate person-number form of the verb, justify your choice**

1) The police ... on his track (to be). 2) The fish ... plentiful there (to be). 3) There ... a lot of people in the hall (to be). 4) The army ... (to be retreating). 5) A series of windows ... (to look) out in the garden.

**4. Comment on the semantics of the Present Tense forms:**

1) We all leave in the epoch of great changes.

2) Most dogs bark.

3) On Sundays we stay at home.

4) Snow melts at 0 C.

5) I live in this beautiful town.

**5. Identify whether the constructions *shall/will* + Infinitive, *should/would* + Infinitive bare the modal or the purely future meanings:**

1) The car won't start. I wonder what's wrong with it.

2) I've tried to advise her but she won't listen.

3) Oh, I've left the door open. I will go and shut it.

4) The can wouldn't open.

5) You should help her to solve this problem.

6) I shall be replaced by someone from the New York office.

- 7) I shall take care of everything for you.
  - 8) I will never forget you.
  - 9) Oh, look at this dress. I will buy it.
  - 10) We shall probably go to Scotland for our holiday
- (R. Murphy English Grammar in Use intermediate, P. 44).

**6. Comment on the cases of the oppositional reduction:**

- 1) Were you wanting my help? 2) Excuse me, I left my book at home. 3) You are constantly laughing at my lessons. 4) This room smells. Let's open the window. 5). Listen! Can you hear something?

**7. Identify the category of voice in the following sentences:**

- 1) We help our friends. 2) We were met by the chief executive of the company. 3) I had asked no questions, of course; but then, on the other hand, I had been asked one. 4) They saw but were not seen. 5) Unfortunately mass production and marketing haven't been invented yet. 6) Today the calculators we use are probably made by Casio. 7) It was Apple that developed the personal computer market.

**8. Comment on the medial meanings of the active forms of the verb.**

- 1) Glass breaks easily. 2) They embraced when they met after so many years of departure. 3) He shaved, drank some coffee and left the apartment. 4) They never argued in other people's presence. 5) The newspaper sells well.

**9. Compare the homonymous constructions with the Participle II used as a predicative and passive constructions. Explain the difference between them.**

- 1) He **is** quite **convinced** that it is true. 2) The door opened and the doctor **was shown in**. 3) She read Byron to him and **was** often **puzzled** by the strange interpretations he gave to some passages. 4) **I am prepared** to believe you. 5) The whole affair **was** soon **forgotten**. 6) Tea **was finished** in silence. 7). The front door **was** slowly **closed**.

**11. Identify the type of the Subjunctive.**

- 1) Let him finish his dinner first. 2) Do be careful with the children!. 3) If I won a lot of money, I would fly to the Moon. 4) If you had visited us yesterday, you would have known what to do. 5) Oh, if only I knew what to do.