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Министерство науки и высшего образования Российской Федерации
ФГБОУ ВО «Тверской государственный университет»

Утверждаю:
Руководитель ООП
Л.М. Сапожникова


«5» сентября 2024 г.


Рабочая программа дисциплины (с аннотацией)

Теоретическая грамматика английского языка (на английском языке)

Направление подготовки

45.03.02 ЛИНГВИСТИКА

Профиль

**Теория и методика преподавания
иностраннных языков и культур**

Перевод и переводоведение

Для студентов 3 курса очной формы обучения

Составитель:
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Тверь 2024

Ministry of Science and Higher Education of the Russian Federation
Federal State Budget Educational Institution of Higher Education "Tver State
University"

Approved by
Head of the degree program

« _____ » _____ 20____.

Syllabus of the discipline (with annotation)
Theoretical Grammar

Area of study 45.03.02 "Linguistics"

Concentration

"Theory and Methodology of Teaching Foreign Languages and Cultures"

"Translation and Translation Studies"

For 3rd year full-time students

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Tver, 2024

I. Annotation

1. Purpose and objectives of the discipline

The purpose of the discipline is to master the system of linguistic knowledge, including knowledge of basic grammatical, word-formation phenomena and regularities of functioning of the English language, the ability to use the conceptual apparatus of theoretical and applied linguistics to solve professional problems. The objectives of mastering the discipline are:

To have an idea of:

- the subject of grammar and the grammatical structure of language,
- Current problems of general and English grammar and current theories on these problems;
- integral structure, meaning and function of units of morphological and syntactic levels of modern English,
- the role and achievements of domestic and foreign linguists in the development of grammatical science and solving its problems,
- stages in the development of theoretical grammar;

To understand:

- The sentence in its relation to language and speech,
- The role of morphological and syntactic units in the organization of English grammatical space,
- the nature of morphosyntactic phenomena,

To know:

- basic units of morphology and syntax,
- types of morphemes and morpheme composition of a word,
- parts of speech and their morphological categories,
- sentence theory,
- basic grammatical phenomena and regularities of their functioning;
- tasks and methods of comparative-typological study of languages,
- methods of classification, structural description of grammatical system, actualization theory,
- names and most important works of the representatives of the leading grammatical trends;

To be able to

- express thoughts freely, adequately using a variety of grammatical means,
- Analyze the structure and types of sentences,

- Conduct transformational analysis,
- Identify the type and pattern of a sentence;
- compare the microsystems of English and Russian languages on the basis of the method of opposition;

To Possess:

- by morphological analysis,
- by syntactic analysis,
- the main ways of expressing semantic, communicative and structural continuity between the parts of an utterance.

2. Place of the discipline in the structure of the Program

Theoretical grammar is a compulsory part of the curriculum. Logically and content-methodologically interconnected with such disciplines as theoretical phonetics, history of language. The level of initial training of the learner for successful mastering of the discipline "Theoretical Grammar:

- *Have an understanding of* basic grammatical categories;
- *Know the* basic parts of speech and sentence members,
- *be able to* analyze the grammar of a text

In content "Theoretical Grammar" lays the foundations of knowledge for mastering such disciplines as "Lexicology" and "Stylistics", forming professional competencies, as well as for practice and state final certification.

3. Scope of the discipline: 3 credit units, 108 academic hours, including:

contact classroom work: lectures 16 hours, practical classes 16 hours;

independent work: 49 hours, including control 27.

For part-time students: 3 credit units, 108 academic hours, **including:**

contact classroom work: lectures 6 hours, practical training 4 hours

contact extracurricular work: control of independent work 12 hours, including coursework _____;

independent work: 86 hours, including control 9.

4. Planned learning outcomes of the discipline, correlated with the planned results of the educational program mastering

Planned results of mastering the educational program (formed competences)	Planned learning outcomes of the discipline
<p>OPK-1. Able to apply a system of linguistic knowledge about basic phonetic, lexical, grammatical, word-formation phenomena, spelling and punctuation, about the regularities of functioning of the foreign language under study, its functional varieties.</p>	<p>OPK-1.1. Interprets basic phonetic, lexical, grammatical, word-formation phenomena, rules of spelling and punctuation, identifies the regularities of functioning of the studied foreign language.</p> <p>Possesses the categorical apparatus of grammar, methodological foundations of grammatical analysis of linguistic phenomena taking into account the actual form of their speech realization (oral / written) and regularities of functioning in modern English.</p>
	<p>OPK-1.2. Orientates in modern scientific paradigms, schools, and concepts of linguistics</p> <p>Knows the historical conditions of formation of grammar as a science, its interrelation with other disciplines of humanitarian and natural science cycle, understands the importance of the discipline to maintain the culture of speech in the performance of professional tasks. Possesses the conceptual apparatus of related disciplines.</p>
	<p>OPK-1.3. Compares and analyzes linguistic phenomena, functional varieties of language</p> <p>Has a clear idea about functional and stylistic differentiation of language, about varieties of modern language. Is able to correlate the language and speech form with the current context, to design an utterance in accordance with the specific situation of communication. Knows the rules of speech (grammatical) etiquette.</p>
	<p>OPK-1.5. Analyzes the use of linguistic means in the text and in the process of speech activity</p> <p>Determines the functional style of text belonging by its grammatical features; possesses the skill of determining the grammatical form (syntactic structure) and its components; makes a complex grammatical parsing of different types of sentences.</p>

5. Form of interim certification and semester of passing: 6 semester, exam.

6. Teaching language: Russian, English

II. The content of the discipline, structured by topics (sections), indicating the number of academic hours and types of training sessions allocated to them

		Contact work (hours)	
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Curriculum - names of sections and topics	Total (hour.)	Lectures		Practical exercises		Control of independent work (including coursework)	Independe nt work, including Control (h.)
		total	including practical training	total	including practical training		
1. Introduction. The subject of grammar as a systematic science of language	25	3		3		7	12
1.1. Grammar as the grammatical structure of language and grammar as the theory of grammatical structure. Morphology and syntax are the two parts of grammar	8	1		1		2	4
1.2. Morphemic composition of the word. Morpheme Definition. Traditional (positional- functional) classification of morphemes. Morpheme in descriptive linguistics.	8	1		1		2	4

1.3 Grammatical form and grammatical meaning. Defining and highlighting a grammatical category. Grammatical category as a general system of expression of generalized meaning by means of correlation and opposition of corresponding grammatical forms.	9	1		1		3	4
2. Parts of speech theory	33	7		7		7	12
2.1. The theory of parts of speech. Parts of speech as grammatical ("lexico-grammatical") classes of words. Denominative and service parts of speech. Three criteria for distinguishing parts of speech in modern linguistics	5	1		1		1	2

2.2. The noun as a word of subject semantics. Subclasses of nouns. Selective syntagmatic combinability. Number Category. The main theories of case in English grammatical descriptions. The problem of case formative. The problem of the category of gender in English. The article as an indicator of the category of articular determination of a noun. The article paradigm of a noun.	5	1		1		1	2
2.3. The adjective as a word of feature semantics. Subclasses of adjectives. Qualitative and relative, evaluative and qualifying adjectives. The category of comparison and the main oppositions of this category	5	1		1		1	2

2.4. The verb as a word of process semantics. The personal verb as the structural center of the sentence. Denominative verbs, service verbs and their subclasses. Categories of the personal verb and oppositions on these categories. Dissecting the grammatical expression of tense and kind.	7	1		1		2	3
2.5. Impersonal forms of the verb and their categories.	7	1		1		2	3
3. The sentence in its relation to language and speech	31	6		6		7	12

3.1. A collocation ("phrase") is a syntactic unit of complex-nominative semantics. A sentence is a syntactic unit of nominative-predicative semantics. Types of sentences. The problem of the predicative aspect of the sentence. A simple sentence is a sentence of mono-predicative structure. Members of the sentence: major, minor, third, isolated. Types of simple sentence by the nature of the subject: personal (definite-personal, indefinite-personal), impersonal. Types of simple sentences by the nature of the predicate (verbal, nominal). Word order	15	3		3		3	6
3.2. A model of the immediate constituents of a proposal. Actual sentence membership. Communicative sentence types. Complicated sentence. Compound sentence. Compound sentence.	16	3		3		4	6
4. Grammar of the text	19					6	13

4.1. Text as a product of speech activity. The problem of text definition. The problem of the grammatical aspect of the text. The elementary (basic) unit of a text is the dicteme (statement). Functions of dictemas.						3	6
4.2. Monologic, dialogic text. Dialogical unity and its structure. The polylogical text, the problem of its isolation. Categories of text. Coherence and cohesion of the text	10					3	7
TOTAL	108	16		16		27	49

FJL

Curriculum - names of sections and topics	Total (hour.)	Contact work (hours)				Independent work, including Control (h.)
		Lectures		Practicum/. Laboratory work		Control of independent work (including coursework)
		total	including practical training	total	including practical training	
1. Introduction. The subject of grammar as a systematic science of language	36	2		2		4
						28

1.1. Grammar as the grammatical structure of language and grammar as the theory of grammatical structure. Morphology and syntax are the two parts of grammar	11	1		1			9
1.2. Morphemic composition of the word. Morpheme Definition. Traditional (positional-functional) classification of morphemes. Morpheme in descriptive linguistics.	11	1		1			9
1.3 Grammatical form and grammatical meaning. Defining and highlighting a grammatical category. Grammatical category as a general system of expression of generalized meaning by means of correlation and opposition of corresponding grammatical forms.	14					4	10
2. Parts of speech theory	36	2		2		4	28

2.1. The theory of parts of speech. Parts of speech as grammatical ("lexico-grammatical") classes of words. Denominative and service parts of speech. Three criteria for distinguishing parts of speech in modern linguistics	11	1		1			9
2.2. The noun as a word of subject semantics. Subclasses of nouns. Selective syntagmatic combinability. Number Category. The main theories of case in English grammatical descriptions. The problem of case formative. The problem of the category of gender in English. The article as an indicator of the category of articular determination of a noun. The article paradigm of a noun. The adjective as a word of feature semantics. Subclasses of adjectives. Qualitative and relative, evaluative and qualifying adjectives. The category of comparison and the main oppositions of this category	11	1		1			9

2.3. The verb as a word of process semantics. The personal verb as the structural center of the sentence. Denominative verbs, service verbs and their subclasses. Categories of the personal verb and oppositions on these categories. Dissecting the grammatical expression of tense and kind. Impersonal forms of the verb and their categories.	14					4	10
3. The sentence in its relation to language and speech	36	2				4	30

3.1. A collocation ("phrase") is a syntactic unit of complex-nominative semantics. A sentence is a syntactic unit of nominative-predicative semantics. Types of sentences. The problem of the predicative aspect of the sentence. A simple sentence is a sentence of mono-predicative structure. Members of the sentence: major, minor, third, isolated. Types of simple sentence by the nature of the subject: personal (definite-personal, indefinite-personal), impersonal. Types of simple sentences by the nature of the predicate (verbal, nominal). Word order	18	1				2	15
3.2. A model of the immediate constituents of a proposal. Actual sentence membership. Communicative sentence types. Complicated sentence. Compound sentence. Compound sentence.	18	1				2	15
TOTAL	108	6		4		12	86

III. Educational technologies

Curriculum - names of sections and topics (<i>in strict accordance with Section II of the RPA</i>)	Type of lesson	Educational technologies
1. Introduction. The subject of grammar as a systematic science of language	<i>Active listening</i>	<i>Discussion technologies</i>
2. Parts of speech theory	<i>Lecture (traditional, problem lecture, lecture-visualization, lecture-two, lecture-consultation)</i>	<i>Informational (digital). Critical thinking technologies</i>
3. The sentence in its relation to language and speech	<i>Classes with the use of hindering conditions</i>	<i>Debate</i>
4. Grammar of the text	<i>Portfolio</i>	<i>Distance education technologies</i>

IV. Assessment materials for current and interim certification

Current certification

Sample:

Choose the statement (A, B, C) which you think is correct and mark it respectively.

1. Morphology deals with the study of:

A - semantics;

B – form-building;

C - regularities determining the combination of words and sentences.

2. The synthetic form-building means in English are:

A – suffixation and suppletion;

B – sound interchange;

C - suffixation, sound interchange and suppletion.

3. *Explain the ambiguous sentence:* Sergeant: “Who likes moving pictures?”

(Most of the men eagerly stepped forward.)

"All right, you fellows carry the pictures from the basement to the attic."

4. *In response to the husband's remark, construct a sentence using the following phrases:*

"Why do you feed any tramp who comes along? They never do any work for you," said the husband angrily.

"No," said the wife, "but..."

- | | |
|---------------------|-------------------------------------|
| 1) to be satisfied; | 3) to eat a meal |
| 2) to see a man; | 4) to find faults with the cooking. |

5. *Construct a cue with seven predicative centers using the following language units:*

"I...," explained a lady to an applicant for a post in the household.

"You are looking for a husband, ma'am, not for a servant!" said the seeker for work.

- | | |
|------------------------------------|------------------------|
| 1) to want a man; | 5) to be always ready; |
| 2) to do odd jobs round the house; | 6) to do; |
| 3) to run errands; | 7) to bid. |
| 4) to never answer back; | |

Scoring criteria in points:

The three correct answers are 3;

two correct answers - 2;

one correct answer is 1;

not a single correct answer - 0.

Group the words according to a particular type of morphemic distribution:

1. mice, leapt, appendices, kittens, cats, witches, leaping, children, leaped, leaps, formulae, stimuli, matrices, sanatoria;
2. geese, dogs, chickens, deer, mats, bade, bid, bid, phenomena, formulae, formulas, genii, geniuses, scissors;
3. genera, brethren, brothers, trout, gestures, blessed, blest, tins, pots, matches, antennae, antennas;

4. anthems, classes, lice, handkerchiefs, handkerchieves, bereft, bereaved, grouse, cleaved, cleft, clove.

Scoring criteria in points:

Not a single mistake - 4;

1-2 errors - 3;

3-4 errors - 2;

5 errors - 1;

more than 5 errors - 0.

Construct oppositions of categorical forms and identify types of oppositions:

efficient, have defined, they, information, he, more efficient, vessel, we, define, the most efficient, are defined, I, vessels, will define, bits of information, defined, less efficient, a most efficient.

Scoring criteria in points:

Not a single mistake - 3;

1-2 errors - 2;

3 errors - 1;

more than 3 errors - 0.

Topics recommended for writing essays

Methods of grammatical analysis.

Signem levels of language, their formal and functional characterization.

The method of direct word constituents.

Grammatical category as a general system of expression of some generalized meaning by means of correlation and opposition of corresponding grammatical forms.

Grammatical opposition as a structural-functional basis of grammatical category.

The problem of the category of gender in English.

The article as an indicator of the category of articular determination of a noun.

The category of comparison and the main oppositions of this category.

The problem of the predicative aspect of the sentence.

A model of the immediate constituents of a proposal.

Actual sentence membership.

The problem of text definition.

Functions of dictemas.

The polylogical text, the problem of its isolation.

Informational types of text.

Intermediate certification

List of topics and assignments to be completed:

Sample: THE CLASSIFICATION OF WORDS

Problems for discussion

1. The traditional grammatical classes of words – parts of speech. Why is this term conventional?
2. The criteria on the basis of which parts of speech are discriminated in modern linguistics. The merits and drawbacks.
3. The syntactico-distributional classification of words, its comparison with the traditional part of speech division.
4. The problem of notional and formal words.
5. The determining words of half-notional semantics.
6. The problem of statives.
7. The prepositions, conjunctions, particles, modals, interjections and words not included in the classification.

Recommended reading:

1. Ivanova T.P., Burlakova V.V., Pocheptsov G.G. Theoretical Grammar of Modern English. - M: Higher. Shk. , 1981, C. 14-20.
2. Iofik L.L., Chakhoyan L.P., Pospelova A.G. Chrestomathy on theoretical grammar of the English language. - JL: Enlightenment, 1981, P. 41-57.
3. Vasilieva A.K. On the nature of parts of speech as a system of classes of full-valued words // Philolog. nauki. - 1973. - № 6. - C. 66-74.
4. Slyusareva N.A. Problems of functional morphology of modern English. - M.: Nauka, 1986. - 215 c.

5. Theoretical Grammar of the English Language / Editor-in-Chief. V.V. Burlakov. - Л.: Izd. of Leningrad University, 1983. - С.29-118.
6. Linguistic Encyclopedic Dictionary / Editor-in-Chief. V.N. Yartseva. - М.: Sov. Encyclopedia, 1990.
7. Blokh M.Y. A Course in Theoretical English Grammar. - М: Vysshaya Shkola, 2000, Ch. IV.
8. Ilyish B.A. The Structure of modern English. – Л.: Prosveschenie, 1971, Ch II, IV, VII, XVIII, XIX, XX, XXI, XXII.

OPK-1. Able to apply a system of linguistic knowledge about basic phonetic, lexical, grammatical, word-formation phenomena, spelling and punctuation, about the regularities of functioning of the foreign language under study, its functional varieties.

GENERAL CHARACTERISTICS OF COMPETENCY: professional competence of the graduate of the educational program of the level of higher education in the direction "Linguistics" (Bachelor's degree)

CORRESPONDENCE OF STAGES (LEVELS) OF MASTERING THE COMPETENCE

PLANNED LEARNING OUTCOMES AND CRITERIA FOR THEIR ASSESSMENT

Stage (level) of mastering the competence	Planned learning outcomes	Criteria for assessing learning outcomes				
		1	2	3	4	5
OPK-1.2: Orientates in modern scientific paradigms, schools, and concepts of linguistics Knows the historical conditions of formation of grammar as a science, its interrelation with other disciplines of humanitarian	To know the historical conditions of grammar formation as a science, its interrelation with other disciplines; to understand the importance of grammatical knowledge for maintaining the culture of speech, for solving	Doesn't know	Has a general idea.	Has a general understanding of traditional word classification only. Has difficulty assessing the meaning of the principles of grammatical classification of words.	Has an inadequate understanding of traditional word classification and syntactic-distributive word classification. Correctly assesses the meaning of the principles of grammatical	Knows the historical conditions of the formation of traditional word classification, syntactic-distributive word classification, and other approaches to word classification; understands the significance of the principles

and natural science cycle, understands the importance of the discipline to maintain the culture of speech in the performance of professional tasks. Possesses the conceptual apparatus of related disciplines.	professional problems.				classification of words.	of grammatical word classification.
	Be able to use the conceptual apparatus of related disciplines to solve professional problems.	He doesn't	Has a very rough understanding of concepts such as category, complementarity, distribution, element, contrastive, reduction, paradigm, system.	Has a general understanding of the possible uses of concepts such as category, complementarity, distribution, element, contrastive, reduction, paradigm, and system.	Has an understanding of the possible uses of concepts such as category, complementarity, distribution, element, contrastive, reduction, paradigm, and system.	Is able to use concepts such as category, complementarity, distribution, element, contrastivity, reduction, paradigm, system.
	Possess the conceptual apparatus of related disciplines used by grammatical theory	Doesn't own	Does not have a clear understanding of the relationship between conceptual categories and grammatical categories	Generally has an understanding of how conceptual and semantic categories relate.	Possesses basic types of conceptual categories; may allow for minor errors of terminology.	Possesses the basic types of conceptual categories; and knows how they relate to the grammatical system of language.

			(word meaning)			
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Intermediate certification (*competence OPK-1.1*):

Sample: Choose the statement (A, B, C) which you think is correct and mark it respectively.

1. The majority of grammarians recognize the following principles of classification of words into parts of speech:

A – morphological;

B – semantic, morphological and syntactic;

C - semantic and syntactic.

2. Group the following words:

mice, better, reading, narrower, teeth, went, took, are, books - in three columns depending on the form-building means used in them:

a) suffixation

b) sound-interchange

c) suppletion

V. Educational, methodical and informational support of the discipline

Primary Literature:

Blokh M.Y., Semenova T.N., Timofeeva S.V. Theoretical English Grammar: Seminars / Practicum on theoretical grammar of the English language. M. 2007

Iofic LL et al. A textbook on the theoretical grammar of English. JL, 1981

Supplementary Literature:

Aleksandrova O.V., Komova T.A. Modern English: Morphology and Syntax. Moscow 1998

Barkhudarov L.S. Essays on morphology of the modern English language. M., 1975.

Barkhudarov L.S. The structure of a simple sentence of the modern English language. M., 1966.

Vorontsova G.N. Essays on the grammar of the English language. M., 1960.

Gurevich V.V. Theoretical Grammar of the English Language. Comparative typology of English and Russian languages: textbook. - M.: FLINTA: Science, 2013

- Dolinina I.B. A systematic analysis of the proposal. M., 1977.
- Emelyanova O.V., Zelenshchikov A.V., Maslennikova A.A. et al. Grammar of Modern English. M. - S-Pb., 2011
- Ivanova I.P., Burlakova V.V. Theoretical grammar of modern English. - M., 1981
- Levitsky Y.A. On classes of grammatical units (on the material of English language). Perm, 1987.
- Plotkin V.Ya. The structure of the English language. M., 1989.
- Pocheptsov G.G. Constructive analysis of sentence structure. Kiev, 1971.
- Slyusareva N.A. Problems of functional morphology of modern English. M., 1986.
- Smirnitsky A.I. English Morphology. M., 1959.
- Smirnitsky A.I. English Syntax. M., 1957.
- Structural syntax of the English language / Edited by A.A. Kuznetsov. L.L. Jofik. J., 1972.
- Khaimovich B.S., Rogovskaya B.I. Theoretical grammar of the English language. M., 1967.
- Khlebnikova I.B. Fundamentals of English Morphology. - M., 2001
- Khudyakov A.A. Theoretical grammar of the English language. M., 2010
- Cherviakov L.D. Practicum on theoretical grammar of the English language. M. 2010
- Stehling D.A. Grammatical semantics of the English language. The human factor in language. M., 1996.
- Bloch M.Y. A course in theoretical English grammar. – M., 2000
- Bloch M.Y. A practicum in the course of theoretical English Grammar. – M., 2000
- Ilyish B.A. The structure of Modern English. – L., 1971
- Klimovitch B.S., B.I. Rogovskaya. A course in modern English grammar. – M., 1967

List of resources of information and telecommunication network "Internet", necessary for mastering the discipline

Galchuk L. M. 5D English Grammar in Charts, Exercises, Film-based Tasks, Texts and Tests - English Grammar: Communicative Course: textbook. - M.: A university textbook: INFRA-M, 2017. - 439 c. [Electronic resource]. - Mode of access: <http://znanium.com/catalog.php?bookinfo=559505>

Sheveleva S. A. English Grammar: Study guide for university students / Sheveleva S.A. - M.:UNITI-DANA, 2015. - 423 c. - [Electronic resource]. - Mode of access:<http://znanium.com/catalog.php?bookinfo=872587>

Kuznetsova A. Yu. English grammar: from theory to practice : textbook. - M. : Flinta, 2012. - 152 c. - [Electronic resource]. - Mode of access: <http://biblioclub.ru/index.php?page=book&id=114942>

Drozdova T. Yu. English Grammar= English Grammar: Reference and Practice. Version 2.0. : textbook. - SPb. : Anthology, 2012. - 424 c. - [Electronic resource]. - Mode of access: <http://biblioclub.ru/index.php?page=book&id=213307>

A. A. Karavanov. English verb tenses. System, rules, exercises, tests : textbook. -M. : INFRA-M, 2017. - 212 c. - [Electronic resource]. - Mode of access: <http://znanium.com/catalog.php?bookinfo=898828>

Utevskeya N. I. English Grammar Book. Version 2.0= English Grammar. Version 2.0 : textbook. - SPb. : Anthology, 2012. - 480 c. - [Electronic resource]. - Mode of access: <http://biblioclub.ru/index.php?page=book&id=220163>

VI. Methodological materials for students to master the discipline

Topics of seminars

Topic 1. Grammar in level theory of language (Systemic concept of language. The concept of a system. Paradigmatic and syntagmatic relations of linguistic units. The concept of synchronicity and diachrony)

Topic 2. Morphology and syntax in their relation to the level structure of language (Language Levels and Language Units. Relationship of word, phrase, sentence, text. The special status of phoneme and morpheme. Word and sentence as basic units of language)

Topic 3. Morphemic composition of a word (Traditional classification of morphemes. Allo-omic classification of morphemes. The concept of distribution. Types of distributions. Types of morpheme identification in descriptive grammar. The concept of a null morpheme)

Topic 4. Grammatical form and grammatical meaning (Basic concepts of analyzing the categorial structure of a word: grammatical category, opposition, paradigm. Grammatical meaning and its means of expression)

Topic 5. Grammatical opposition (The Prague school of linguistics and its role in the development of the systemic concept of language. Theory of oppositions, types of oppositions. Opposition in grammar. The concept of oppositional reduction. Types of oppositional reduction. Synthetic and Analytical Forms. The concept of suppletivity)

Topic 6. Theory of parts of speech (Principles of grammatical classification of words. Noun. Verb, Adjective and Adverb)

Topic 7. The sentence in its relation to language and speech (Phrase. Phrase types. Syntactic relations in a phrase. Suggestion. Classification of sentences.

Communicative and structural types of sentences. The functional perspective of a sentence. Types of simple sentence. Transition from a simple to a compound sentence. Secondary predication. Simple sentence: the immediate constituents of a sentence. Logico-grammatical relations of conceptual constituents of a sentence. Pragmatic sentence structure. Core sentences as part of a predicative system. Syntactic paradigmatics. Compound sentences. Types of adjectival sentences. Punctuation)
 Topic 8. The grammar of the text (Discourse. Discourse Analysis)

Independent work

No	Name of sections and the more	Packs hours	Forms of work
1.	Grammar as the grammatical structure of language and grammar as the theory of grammatical structure	4	Reviewing and summarizing literature on the topic, identifying issues of concern and preparing- The following are some of the k points. The vocabulary of grammatical ter mines
2.	Grammar in a level-based theory of language	5	Literature review on the topic, preparation of answ answering questions, picking • pro- Problem questions, schematizing theoretical material
3.	Morphology and syntax in their relation to the level structure of language	5	Reviewing and outlining- literature on the topic, question answering The following table summarizes following matic terms
4.	Morphemic composition of the word	5	Working through the theoretical material, test- exercises and tasks
5.	Grammatical form and grammatical meaning	5	Literature review on the topic, preparation of answ answering questions, picking • pro- problematic issues
6.	Grammatical opposition	5	Taking notes on the literature on topic, doing exercises and tes selecting your own examples
7.	Parts of speech theory	5	Literature review on the subject, answering questio

			drafting questions for discussions
8.	Parts of speech and their morphological categories	5	Literature review on topic, highlighting issues-- The following issues, fulfillment of the stipulations of the and the selection of examples
9.	The offer in its relation- The importance of language and speech	5	Literature review on the subject, answering questions exercise performance
10.	Grammar of the text	5	Literature review on the topic, working with questionnaire, doing exercises, you- problem segmentation for ob- judgment, text analysis

Independent work of students within the framework of this course includes the study of theoretical material and practical tasks on each of the studied topics.

Students take notes on scientific and academic literature and keep a vocabulary of the main concepts of the course. Dictionaries and notes are checked by the instructor during the semester.

When preparing for classes, students should use not only the main textbook, but also original scientific literature in Russian and English.

Each section involves studying the main and additional topic using recommended materials and performing practical tasks aimed at internalizing new theoretical material.

Additional tasks

Sample: The problem of deixis in modern Linguistics

Recommended reading

- 1) Burlakova V.V. Deixis // Disputable questions of English grammar / Ed. by V.V. Burlakova. V.V.Burlakov. - Л.: Izd. of Leningr. un-sta, 1988.- P. 74-88.
- 2) Weikhman G.A. New in English grammar. - M.: Higher School, 1990. - C. 9-21.
- 3) Vorontsova G.N. Essays on the grammar of the English language. - M.: Izd. lit. in foreign languages, 1960. - C. 157-162.

Practical Tasks

Sample: 1. Find in the book for your home reading the examples illustrating the given problems.

2. *State what part of speech the words in bold type belong to.*

Light moves quickest of all. My room is large and **light**. To **light** a cigarette one must have a match. 2. They are as **like** as two peas. My new coat cost me something **like** 300 roubles. Did you ever see the **like** of that? Children don't **like** to go to bed early. 3. The earth is **round**. The doctor begins his **round** early in the morning. The pebbles in the sea are **rounded** by the water. Go straight, don't look **round**! I should like to travel **round** the world. 4. One can't **iron** the linen with a cold **iron**. **Iron** goods are made at **iron**-works.

Maximum sum of rating points for the discipline: **100 points** (**60 points** are allocated for the current control of the student's academic work, including 2 test papers, **40 points** - for the exam. For admission to the examination in the discipline, the student must score a total of at least **20 points**).

VII. Material and technical support

Classroom with multimedia equipment, computer class and NetClassPro network computer class, MOODLE learning platform, Center of Educational and Methodical Literature of the Faculty of Languages and MK.

VIII. Information on updating the syllabus of the discipline

No. of p.p.s.	Updated section of the syllabus of the discipline	Description of changes made	Details of the document that approved the changes
1.			
2.			