

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
(МИНОБРНАУКИ РОССИИ)

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ  
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
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УТВЕРЖДАЮ  
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### РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Теоретическая грамматика  
(наименование дисциплины)

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(код, специальность)

Профессионально-ориентированный перевод  
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(очная, очно-заочная, заочная)

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## 1 Цели и задачи изучения дисциплины

*Цели дисциплины:* обеспечение комплексного описания грамматического строя современного английского языка, введение студентов в проблематику современных грамматических исследований и методику теоретического анализа языкового материала. Данная дисциплина призвана сформировать и углубить лингвистическую подготовку студентов, привить студентам прочные и глубокие знания, раскрывающие представление о строе языка в совокупности и взаимосвязи его разных сторон, необходимых для рациональной постановки и непрерывного совершенствования процесса обучения практике речи на изучаемом языке (стандарт РР).

*Задачи:*

– теоретически осветить основы грамматического строя современного английского языка и выработать у студентов четкое представление о системном характере языка и его динамическом устройстве, обеспечивающем способность языка к выполнению его основной функции – служить средством получения, хранения и передачи знания в процессе коммуникации;

– ввести студентов в основные проблемы современной научной парадигмы – системно-функциональной и когнитивно-дискурсивной; познакомить студентов с достижениями отечественных и зарубежных лингвистов в области теоретической грамматики английского языка;

– оказать в процессе изучения грамматического строя английского языка тесную взаимосвязь и взаимозависимость языка и культуры нации, вскрыть социокультурный потенциал грамматического строя языка и научить студентов учитывать этот потенциал в целях обеспечения успешной коммуникации в межкультурном пространстве.

*Дисциплина направлена на формирование общепрофессиональной (ОПК-1) компетенции выпускника.*

## **2 Место дисциплины в структуре ОПОП ВО**

Логико-структурный анализ дисциплины – курс входит в обязательную часть БЛОКА 1 «Дисциплины (модули)», подготовки студентов по специальности 45.05.01 Перевод и переводоведение.

Дисциплина реализуется кафедрой теории и практики перевода.

Основывается на базе дисциплин: «Основы языкознания», «Стилистика первого иностранного языка», «История первого иностранного языка» «Основы теории межкультурной коммуникации» Постоянная горизонтальная связь осуществляется с курсом практической грамматики.

Является основой для изучения следующей дисциплины: «Практикум по культуре речевого общения первый иностранный язык», «Практический курс первого иностранного языка».

Для изучения дисциплины необходимы компетенции, сформированные у студента для решения профессиональных задач деятельности, связанных с чтением и говорением на иностранном языке.

Курс является фундаментом для обеспечения всесторонней подготовки специалиста в области перевода, обучения культуре иноязычного общения на основе развития общей, лингвистической, прагматической и межкультурной компетенций; способствует расширению кругозора студентов, а также формированию их языковой ориентации; совершенствует тактическую подготовку по английскому языку за счет расширения языкового кругозора.

Общая трудоемкость освоения дисциплины составляет 3 зачетных единиц, 108 ак. часа. Программой дисциплины предусмотрены лекционные (18 ак.ч.), практические (36 ак.ч.) занятия и самостоятельная работа студента (54 ак. ч.).

Дисциплина изучается на очной форме на 3 курсе в 6 семестре. Форма промежуточной аттестации – экзамен.

### 3 Перечень результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения ОПОП ВО

Процесс изучения дисциплины «Теоретическая грамматика» направлен на формирование компетенции, представленной в таблице 1.

Таблица 1 – Компетенции, обязательные к освоению

Содержание компетенции	Код компетенции	Код и наименование индикатора достижения компетенции
Способен применять знания иностранных языков и знания о закономерностях функционирования языков перевода, а также использовать систему лингвистических знаний при осуществлении профессиональной деятельности	ОПК-1	<p>ОПК-1.1 Знает основные подходы к описанию строения и организации языковой системы, основные явления на всех уровнях языка, основные характеристики разных функциональных стилей, функциональные особенности знаковой системы, закономерности функционирования изучаемых языков; психолингвистические основы уровневого строения языковой системы, закономерности функционирования изучаемых языков.</p> <p>ОПК-1.2 Умеет использовать изучаемые языки для решения профессиональных задач; отбирать языковой материал, соответствующий коммуникативной ситуации с использованием перевода; использовать этикетные формы в ходе осуществления профессиональной деятельности.</p> <p>ОПК-1.3 Владеет навыком выражения содержания мысли с использованием соответствующего языкового материала; навыком грамматически правильного построения высказывания; навыком определения.</p>

#### 4 Объём и виды занятий по дисциплине

Общая трудоёмкость учебной дисциплины составляет 3 зачетные ед., 108 ак.часов.

Самостоятельная работа студента (СРС) включает проработку материалов лекций, подготовку к практическим занятиям, текущему контролю, самостоятельное изучение материала и подготовку к экзамену.

При организации внеаудиторной самостоятельной работы по данной дисциплине используются формы и распределение бюджета времени на СРС для очной формы обучения в соответствии с таблицей 2.

Таблица 2 – Распределение бюджета времени на СРС

Вид учебной работы	Всего ак.ч.	Ак.ч. по семестрам
		6
Аудиторная работа, в том числе:	54	54
Лекции (Л)	18	18
Практические занятия (ПЗ)	36	36
Лабораторные работы (ЛР)	-	-
Курсовая работа/курсовой проект	-	-
Самостоятельная работа студентов (СРС), в том числе:	54	54
Подготовка к лекциям	4	4
Подготовка к лабораторным работам	-	-
Подготовка к практическим занятиям / семинарам	18	18
Выполнение курсовой работы / проекта	-	-
Расчетно-графическая работа (РГР)	-	-
Реферат	-	-
Домашнее задание	10	10
Подготовка к контрольной работе	4	4
Подготовка к коллоквиуму	-	-
Аналитический информационный поиск	6	6
Работа в библиотеке	4	4
Подготовка к экзамену	4	4
Промежуточная аттестация – экзамен (Э)	Э (2)	Э (2)
Общая трудоемкость дисциплины		
ак.ч.	108	108
з.е.	3	3

## **5 Содержание дисциплины**

С целью освоения компетенции, приведенной в п.3 дисциплина разбита на 8 тем:

- тема 1 (The position of grammar in the structure of language);
- тема 2 (Fundamentals of grammar);
- тема 3 (Functional Parts of Speech. The noun and its typological characteristics in compared languages);
- тема 4 (Typological Characteristics of the English and Russian Verb);
- тема 5 (The Adjective. The Adverb);
- тема 6 (Functional words);
- тема 7 (The Sentence: General);
- тема 8 (The Composite Sentence).

Виды занятий по дисциплине и распределение аудиторных часов для очной и заочной формы обучения приведены в таблице 3 и 4 соответственно.

Таблица 3 – Виды занятий по дисциплине и распределение аудиторных часов

№ п/п	Наименование темы (раздела) дисциплины	Содержание лекционных занятий	Трудоемкость в ак.ч.	Темы практических занятий	Трудоемкость в ак.ч.	Тема лабораторных занятий	Трудоемкость в ак.ч.
1	The position of grammar in the structure of language.	Grammatical category. Grammatical meaning. Grammatical form. Theory of oppositions. Types of oppositions. Oppositions in morphology. Morpheme. Derivation morphemes and inflection morphemes.	2	Language as a many-sided phenomenon. The problem of its definition. The levels of language and the relations between them. The position of grammar in the structure of language. Syntagmatic Relations in Grammar. Distributional analysis. Morphemic analysis. IC-analysis.	4	—	—
2	Fundamentals of grammar.	Grammatical category. Grammatical meaning. Grammatical form. Theory of oppositions. Types of oppositions. Oppositions in morphology. Morpheme. Derivation morphemes and inflection morphemes. Distributional analysis. Morphemic analysis.	2	Grammatical category. Grammatical meaning. Grammatical form. Theory of oppositions. Types of oppositions. Oppositions in morphology. Morpheme. Derivation morphemes and inflection morphemes. Distributional analysis. Morphemic analysis. IC-analysis.	4	—	—
3	Functional Parts of Speech. The noun and its typological characteristics in	A general outline of functional parts of speech. The noun and its typological characteristics in compared	2	A general outline of functional parts of speech. The noun and its typological characteristics in compared languages.	4	—	—

№ п/п	Наименование темы (раздела) дисциплины	Содержание лекционных занятий	Трудоемкость в ак.ч.	Темы практических занятий	Трудоемко- сть в ак.ч.	Тема лабораторных занятий	Трудоемкость в ак.ч.
	compared languages.	languages. Typological Features of the Noun as a Part of Speech. Morphological Categories of the Noun. The Category of Case and its Realisation in English and Russian. The Category of Definiteness and Indefiniteness.		Typological Features of the Noun as a Part of Speech. Morphological Categories of the Noun. The Category of Case and its Realisation in English and Russian. The Category of Definiteness and Indefiniteness.			
4	Typological Characteristics of the English and Russian Verb The Verb: General.	Classification of verbs. The category of person. The category of number. The category of tense. The category of aspect. The category of temporal correlation.	2	A general outline of the verb as a part of speech. Classification of verbs. The category of person. The category of number. The category of tense. The category of aspect. The category of temporal correlation.	4	—	—
5	The Adjective. The Adverb.	A general outline of the adjective. Classification of adjectives. The problem of the stative. The category of comparison. A general outline of the adverb. Classification of adverbs (semantic features).	2	A general outline of the adjective. Classification of adjectives. The problem of the stative. The category of comparison. A general outline of the adverb. Classification of	4	—	—



№ п/п	Наименование темы (раздела) дисциплины	Содержание лекционных занятий	Трудоемкость в ак.ч.	Темы практических занятий	Трудоемкос ть в ак.ч.	Тема лабораторных занятий	Трудоемкость в ак.ч.
				adverbs (semantic features).			
6	Functional words.	The preposition. The conjunction. The particle. The interjection. The modal word. The Numeral.	2	Functional words. The preposition. The conjunction. The particle. The interjection. The modal word. The Numeral.	4	—	—
7	The Sentence: General.	General characteristics of syntax. A sentence. Structural types of sentences. The sentence as a language unit. Simple sentences.	2	The Sentence: General. General characteristics of syntax. A sentence. Structural types of sentences. The sentence as a language unit. Simple sentences.	4	—	—
8	The Composite Sentence.	The nature of the composite sentence. The types of the composite sentence. The problem of asyndetic type of connection between the clauses in a composite sentence. The compound sentence. The semantic relations between the components of a compound sentence.	4	The nature of the composite sentence. The peculiarities of the structural, semantic and communicative aspects of the composite sentence. The types of the composite sentence. The compound sentence. The semantic relations between the components of a compound sentence.	8	—	—
Всего аудиторных часов			18		36	—	

## **6 Фонд оценочных средств для проведения текущего контроля успеваемости и промежуточной аттестации по итогам освоения дисциплины**

### **6.1 Критерии оценивания**

В соответствии с Положением о кредитно-модульной системе организации образовательного процесса ФГБОУ ВО «ДонГТУ» ([https://www.dstu.education/images/structure/license\\_certificate/polog\\_kred\\_modul.pdf](https://www.dstu.education/images/structure/license_certificate/polog_kred_modul.pdf)) при оценивании сформированности компетенций по дисциплине используется 100-балльная шкала.

Перечень компетенций по дисциплине и способы оценивания знаний приведены в таблице 5.

Таблица 5 – Перечень компетенций по дисциплине и способы оценивания знаний

Код и наименование компетенции	Способ оценивания	Оценочное средство
ОПК-1	экзамен	Комплект контролирующих материалов для экзамена

Всего по текущей работе в семестре студент может набрать 100 баллов, в том числе:

- тестовый контроль или устный опрос на практических занятиях или лекциях (2 работы) – всего 60 баллов;
- практические работы – всего 40 баллов;

Экзамен проставляется автоматически, если студент набрал в течении семестра не менее 60 баллов и отчитался за каждую контрольную точку. Минимальное количество баллов по каждому из видов текущей работы составляет 60% от максимального. Экзамен по дисциплине «Теоретическая грамматика» проводится по результатам работы в семестре. В случае, если полученная в семестре сумма баллов не устраивает студента, во время зачетной недели студент имеет право повысить итоговую оценку либо в форме устного собеседования по приведенным ниже вопросам (п.п. 6.5), либо в результате тестирования.

Шкала оценивания знаний при проведении промежуточной аттестации приведена в таблице 6.

Таблица 6 – Шкала оценивания знаний

Сумма баллов за все виды учебной деятельности	Оценка по национальной шкале зачёт/экзамен
0-59	Не зачтено/неудовлетворительно
60-73	Зачтено/удовлетворительно
74-89	Зачтено/хорошо
90-100	Зачтено/отлично

## 6.2 Домашнее задание

В зависимости от наполняемости содержания темы курса домашнее задание варьируется.

В качестве домашнего задания студенты выполняют:

- анализируют механизмы словообразования;
- анализируют причины особенности грамматической структуры предложения.

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

He stopped reading and put the book aside. He saw an advertisement and stopped to read it.

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.

He can't join us right now as he is talking over the phone. He is constantly talking over the phone.

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

Do you serve crabs here? – We serve anyone, sit down

Call me a taxi, please. – OK, you are a taxi.

He kept his dog in his bedroom. He kept looking at us. The girl kept quiet.

We try harder. We dry harder.

He married a poor girl. He married a poor man.

3) Group the following words into pairs according to the type of morphemic distribution:

Kisses, kiss, loudest, tactful, working, burned, worker, tactless, burnt, irresistible, toys, louder, toy.

4) Group the following word forms into oppositions and state their types:

Chairs, nicest, played, am, build, is going, plays, starts, are built, nice, come, chair, are, girl, goes, has started, will come, girl's, is, nicer.

5) State according to what type of word-form derivation the following word-forms were derived:

Has come, mice, better, will go, desks, nicer, mine, was done, is coming, likes, worst, fastest, will be released, came, girls, geese.

6) State the meaning of the s-morpheme in each particular case:

Glass – glasses, look – looks, thrill – thrills, custom – customs, sand – sands, arm – arms, like – likes, arm – arms, water – waters, spade – spades.

7) Give the plural form of the nouns in brackets. Group regular plurals into three groups according to the way the plural-building morpheme is pronounced:

1) [s],

2) [z], 3) [ɪz].

1. There was a high dado of white wood and a green paper on which were (etching)-s by Whistler in neat black (frame). The green (curtain) with their peacock design, hung in straight (line), and the green carpet, in the pattern of which pale (rabbit) frolicked among leafy (tree), suggested the influence of William Morris. There was blue delft on the chimneypiece. At that time there must have been five hundred (dining-room) in London decorated in exactly the same manner. (W. S. Maugham)

8) Analyze the morphological structure of the following verbs (Morphological classification):

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.

9) 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.

### **6.3 Оценочные средства для самостоятельной работы и текущего контроля успеваемости**

#### *Тема 1 The position of grammar in the structure of language*

Теоретические вопросы:

- 1) How can Language be represented?
- 2) What is a level of the L? Name the levels.
- 3) What is Phonetics (the subject of it)?
- 4) What does the term morphology refer to?
- 5) What is Lexicology concerned with?
- 6) What is Pragmatics concerned with?
- 7) What is Comparative Grammar?

- 8) How do you understand Syntagmatic relations?
- 9) Name four main types of notional syntagmas?
- 10) What are semantic PRs based on?
- 11) What are formal PRs based on?
- 12) Which parts is grammar divided into?
- 13) What is morpheme?
- 14) What is called allomorphs? Give examples of allomorphs of different morphemes.

Пример практического задания:

1) Compare various definitions of language and explain the reasons for the multitude of definitions. Enumerate the main functions of language and try to define language with regard to its functions.

2) Give the definition of the language level. Enumerate the levels of language and characterize their roles in the system of language. What is the main function of grammar in the system of language?

3) Describe the relations between the language levels, give example of interaction between the levels.

4) Speak about the main aspects in the study of language in semiotics: syntactics, semantics and pragmatics.

5) Enumerate and characterize the peculiarities of the grammatical structure of English. Give your own examples to illustrate these peculiarities.

1) Analyze the sentences and comment on the interaction between the grammatical and lexical levels of language (Tense, Aspect-Gr.; Vocabulary (shortening, neologisms, borrowings etc. – lexical level).

Example: In the first sentence, the verb "stop" in the past tense + gerund and the phrase means "stop doing something.

He stopped reading and put the book aside. He saw an advertisement and stopped to read it.

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.

He can't join us right now as he is talking over the phone. He is constantly talking over the phone.

2) Analyze the sentences and point out the peculiarities of the grammatical structure, semantics manifested in them.

Example: to serve – 1. to provide food or drinks (Вы здесь подаете крабов? – Мы обслуживаем кого угодно, садитесь)

Do you serve crabs here? – We serve anyone, sit down.

Call me a taxi, please. – OK, you are a taxi.

He kept his dog in his bedroom. He kept looking at us. The girl kept quiet.  
 We try harder. We dry harder.  
 He married a poor girl. He married a poor man.

## *Тема 2 Fundamentals of grammar*

Теоретические вопросы:

- 1) What is the subject matter of grammar? What is the sphere of morphology? What is the sphere of syntax?
- 2) What are the basic characteristics of English as an analytical language?
- 3) What is grammatical category, grammatical form and grammatical meaning?
- 4) Describe the types of oppositions.
- 5) What is oppositional reduction? What is the difference between neutralization and transposition?
- 6) What is a morpheme? What types of morphemes are there?
- 7) List types of word-form derivation.
- 8) What is distribution? What is the purpose of distributional analysis?
- 9) What does the “allo-emic” theory consist in?
- 10) What is a part of speech?

Пример практического задания:

- 1) Group the following words into pairs according to the type of morphemic distribution:

Kisses, kiss, loudest, tactful, worked, burned, work, tactless, burnt, toys, louder, toy.

Contrastive distribution:

Non-contrastive distribution:

Complementary distribution:

- 2) Group the following word forms into oppositions and state their types:

The privative morphological opposition is based on a morphological differential feature which is present in its strong member and absent in its weak member (eg. present – past).

The binary privative opposition is most frequently used in grammar to establish grammatical categories. e.g. the binary privative opposition [a book-books] expresses the category of number the marked member is books. Equipollent oppositions in the system of English morphology constitute a minor type and are mostly confined to formal relations only (eg. am – are – is).

Gradual oppositions in morphology are not generally recognized. They can be identified as a minor type at the semantic level only (eg. strong – stronger –

strongest).

Chairs, nicest, played, am, build, is going, plays, starts, are built, nice, come, chair, are, girl, goes, has started, will come, girls, is, nicer.

3) Give examples to illustrate different types of morphemes.

Free morphemes:

Roots and affixational morphemes:

Zero morphemes:

Derivation morphemes:

Inflection morphemes:

State according to what type of word-form derivation the following word-forms were derived:

Has come, mice, better, will go, desks, nicer, mine, was done, is coming, likes, worst, fastest, will be released, came, girls, geese.

Synthetic Types:

Sound Alternations:

Analytical Types:

Suppletive Formations:

*Тема 3 Functional Parts of Speech. The noun and its typological characteristics in compared languages*

Теоретические вопросы:

1) Characterize the noun as a part of speech. List its semantic, morphological and syntactical properties.

2) Comment on various interpretations of number distinctions of the English noun.

3) Describe the category of case in terms of oppositions.

4) List the meanings of the genitive. Comment on the peculiarities of the genitive case in English.

5) Comment on the problem of gender.

6) Comment on the linguistic status of the article.

Пример практического задания:

1) State the meaning of the s-morpheme in each particular case:

Glass – glasses, look – looks, thrill – thrills, custom – customs, sand – sands, arm – arms, like – likes, arm – arms, water – waters, spade – spades. 2) Check the spelling of the elements in bold type. Are they words, collocations or word combinations?

2) Give the plural form of the nouns in brackets. Group regular plurals into three groups according to the way the plural-building morpheme is pronounced:

1) [s], 2) [z], 3) [ɪz].

There was a high dado (цоколь) of white wood and a green paper on which were (etching)-s гравирование by Whistler in neat black (frame). The green (curtain) with their peacock design, hung in straight (line), and the green carpet, in the pattern of which pale (rabbit) frolicked among leafy (tree), suggested the influence of William Morris. There was blue delft on the chimneypiece. At that time there must have been five hundred (dining-room) in London decorated in exactly the same manner. (W. S. Maugham)

3) Speak on the peculiarities of the number expression in the following nouns: arm, penny, snow, money, bison, team.

4) Analyze the use of number in nouns in the following sentences and decide whether count/mass division is a distinction between words or ways of using words:

When I think of that house I think of objects and silences. The silences were almost visible; I pictured them as gray, hanging in the air like smoke (M. Atwood)

If students can learn to write well by studying manuals of errors...classes can go from ten to fifty and tax monies can be released for other purposes.

It is because I like lambs that I don't like lamb.

Hetty likes to gorge herself on cake. Whenever Hetty gobbles down a cake, her diet 'starts tomorrow'.

#### *Тема 4 Typological Characteristics of the English and Russian Verb. The Verb: General*

Теоретические вопросы:

1) Characterize the verb as a part of speech.

2) Speak about the existing classifications of verbs.

3) What is specific to the categories of person and number in English?

4) What does the immanent character of the category of tense imply?

5) What does the problem of the future tense consist in?

6) What are the weak points of the traditional "linear" interpretation of tenses?

7) What categorial meanings do continuous and non-continuous forms express?

8) What category do the perfect forms express? Describe the existing approaches to the problem of perfect forms.

9) How many voices are there in English?

Пример практического задания:



1) Analyze the morphological structure of the following verbs (Morphological classification):

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.

2) Dwell upon the categorial features of verbs in the following sentences: the categories of tense, aspect, voice, mood. (Past, Non-Cont, Active, Verbs have three moods—indicative, imperative, and subjunctive).

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. (A. Hailey)

“Doctors!” said James, coming down sharp on his words: “I’ve had all the doctors in London for one or another of us. There is 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!” (J. Galsworthy)

“Vivacious! Good grief! I’ve never heard her say anything to a boy except that it’s hot or the floor’s crowded or that she’s going to school in New York next year. Sometimes she asks them what kind of car they have and tells them the kind she has. Thrilling!” (F. S. Fitzgerald)

“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.” (J. Galsworthy)

“Did you ever see such a collection of rumty-too people?” (J. Galsworthy)

### *Тема 5 The Adjective. The Adverb*

#### Теоретические вопросы:

- 1) What categorial meaning does the adjective express?
- 2) List the semantic, morphological and syntactic features of the adjective.
- 3) What subclasses are adjectives traditionally divided into?
- 4) What does the category of adjectival comparison express?
- 5) What is the categorial meaning of the adverb?
- 6) List the semantic, morphological and syntactic features of the adverb.
- 7) What classes of adverbs are traditionally singled out?
- 8) Where do the degree adverbs belong?

#### Пример практического задания:

1) 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.

2) State the classification features of the adjectives (use semantic classification) in the following sentences:

Julia, smiling good-naturedly, looked at her with ingenuous eyes.

He was tall and homely, wore horn-rimmed glasses, and spoke in a deep voice.

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.

He advanced with unmistakable authority on squat, powerful legs.

Surely there is not another language that is so slipshod and systemless, and so slippery and elusive to the grasp.

3) 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 behave drunkenly, to smile self-deprecatingly, to walk upward, to be dressed old-fashionedly.

4) State the classification features of the adverbs in the following sentences: (use semantic classification)

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

Ralph disentangled himself cautiously and stole away through the branches.

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

### *Тема 6 Functional words*

Теоретические вопросы:

- 1) What parts of speech belong to the class of functional words?
- 2) What does the preposition express?
- 3) What differentiates prepositions from subordinate conjunctions?
- 4) What does the conjunction express? What classes are conjunctions divided into?
- 5) Characterize the particle and the interjection.
- 6) Characterize the Numeral as parts of speech.
- 7) Characterize the Modal Word as a part of speech.

Пример практического задания:

1) State to what part of speech the underlined words belong:

‘Oh, there you are, Mr. Poirot.’

“Come on in then. I ain’t had time to get cleaned up yet,” she whined.  
 “Cops, huh?”.

Yet it was a very ordinary face and its prettiness was strictly assembly line.

‘Given her presents, perhaps?’ – ‘Oh, no, sir, nothing of the kind.’ (A. Christie)

Outside, even through the shut window-pane, the world looked cold. (G. Orwell)

The only aristocratic trait they could find in his character was a habit of drinking Madeira. (J. Galsworthy)

If only it could be kept from him! (J. Galsworthy)

“I may as well tell you that I should have thrown it up, only I’m not in the habit of giving up what I’ve set my mind on.”

2) What means of expressing modality are used in Russian and English in corresponding situations?

Может быть, он спросит тебя об этом (He may ask you about it)

Может быть, он спросил ее об этом

Может быть, он не спросил ее об этом (ему не удалось спросить).

Может быть (возможно), он тебя неправильно понял

Может быть (возможно), он знает об этом.

Может быть, он не знает об этом.

Может быть, он сейчас тебя ждет.

### *Тема 7 The Sentence: General*

Теоретические вопросы:

1) What problems underlie the definition of the sentence? What is the difference between the phrase and the sentence, the sentence and a combination of sentences? 2. What properties does the sentence possess?

3) What criteria are taken into account when sentences are differentiated as simple/composite, one-member/two-member, etc.?

4) What is the difference between elliptical and one-member sentences?

5) What communicative types of sentences are traditionally differentiated?

Give the classification of sentences according to the aim of communication.

Пример практического задания:

1) Define whether the structures are one-member or elliptical sentences or anything else.

State the type of one-member sentences.

‘Glad to hear it.’ (Th. Dreiser) Ex: statement, elliptical sentence, omission of the subject and the copula-verb

I don't write. Not such a fool.

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

Living room in the house of Philip Phillimore.

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

2) Define whether the structures are one-member or elliptical sentences or anything else.

A scandal! A possible scandal! (J. Galsworthy) (Ex. One-member sentence, nominal)

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

To receive so flattering an invitation! To have her company so warmly solicited! (J. Austen)

Soames stole a glance. No movement in his wife's face. (J. Galsworthy)

“Had an autopsy. Took longer than I figured.”

She was going to bed at last. Ah! Joy and pleasant dreams! (J. Galsworthy)

3) State structural and communicative types of the following sentences, define the main sentence parts:

Well, there they were! (J. Galsworthy) (Ex. two-member sentence, exclamation type).

‘What do you mean by that?’

“Careful! You'll break it”

What could he have been thinking of?

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

Who had done this barbarous deed?

It hadn't changed at all.

“Piggy! Piggy!”

He was not used to being talked to like that.

Forgotten!

### *Тема 8 The Composite Sentence*

Теоретические вопросы:

- 1) Define the composite sentence and point out its structure.
- 2) Give a brief characteristic of the two types of composite sentence: the complex and the compound sentence.
- 3) What are types of connection in the composite sentence?
- 4) What is a composite sentence built on?
- 5) What are Compound Sentences with Coordinating Conjunctions?

- 6) What are Compound Sentences with a Semicolon?
- 7) How can Coordinate sentence linkers be grouped?
- 8) What are Complex sentences?
- 9) Name types of subordinate clauses, give examples.

Пример практического задания:

- 1) Analyze the sentences and state their structural types:

Philip took the catalogue from his hands and read for himself.

The man noticed something pass under in the jump, something pale in pre-dawn gloom.

Footsore and downhearted, they were making their way back.

It was a morning jogger, who found the body.

She found it difficult to visit anybody herself.

- 2) Analyze the compound sentences and state the semantic relations between the clauses:

He played the tape to the sergeant and the man shrugged.

Christmas came but it was bleak.

You'll either sail this boat correctly, or you'll never go out with me again.

She often enjoyed Annette's company, yet the child made her nervous.

Time passed and she came to no conclusion, nor did any opportunities come her way for making a closer study of Misha.

- 3) Analyze the complex sentences, point out the principal and subordinate clause, define the type of subordinate clause:

I have no doubt that he is an estimable young man. (A. Christie)

When sharp winds blow and dead leaves fall, and when Soapy moves uneasily on his bench in the park, then you may be certain that winter is near.

Soapy traveled five blocks more before another opportunity presented itself.

#### **6.4 Вопросы для подготовки к экзамену**

- 1) Which parts is grammar divided into?
- 2) What is a morpheme? What types of morphemes are there?
- 3) What is called allomorphs? Give examples of allomorphs of different morphemes.
- 4) What is the subject matter of grammar? What is the sphere of morphology? What is the sphere of syntax?
- 5) What are the basic characteristics of English as an analytical language?
- 6) What is grammatical category, grammatical form and grammatical meaning?

- 7) What is a part of speech?
- 8) Characterize the noun as a part of speech. List its semantic, morphological and syntactical properties.
- 9) Comment on various interpretations of number distinctions of the English noun.
- 10) List the meanings of the genitive. Comment on the peculiarities of the genitive case in English.
- 11) Comment on the problem of gender.
- 12) Comment on the linguistic status of the article.
- 13) Characterize the verb as a part of speech.
- 14) Speak about the existing classifications of verbs.
- 15) What is specific to the categories of person and number in English?
- 16) What does the problem of the future tense consist in?
- 17) What category do the perfect forms express? Describe the existing approaches to the problem of perfect forms.
- 18) What categorial meaning does the adjective express?
- 19) List the semantic, morphological and syntactic features of the adjective.
- 20) What is the categorial meaning of the adverb?
- 21) What parts of speech belong to the class of functional words?
- 22) What does the preposition express?
- 23) What differentiates prepositions from subordinate conjunctions?
- 24) What does the conjunction express? What classes are conjunctions divided into?
- 25) Characterize the particle and the interjection.
- 26) Characterize the Numeral as parts of speech.
- 27) Characterize the Modal Word as a part of speech.
- 28) What is the difference between the phrase and the sentence, the sentence and a combination of sentences?
- 29) What properties does the sentence possess?
- 30) What criteria are taken into account when sentences are differentiated as simple/composite, one-member/two-member?

#### **6.4 Примерная тематика курсовых работ**

Курсовые работы не предусмотрены.

## **7 Учебно-методическое и информационное обеспечение дисциплины**

### **7.1 Рекомендуемая литература**

#### *Основная литература*

1. Galbraith, Daniel. Optimal Linking Grammar: A Theory of Morphosyntax Cambridge University Press, 2023. – 317 p. – URL. : <https://b.eruditor.link/file/3958475/> (дата обращения 03.03.2024)
2. Санникова, С.В. Основы теоретической грамматики английского языка. Краткий курс / С.В. Санникова. Учебное пособие. – Челябинск: Издательство Южно-Уральского государственного гуманитарно-педагогического университета, 2020. – 126 с. – URL. : <https://b.eruditor.link/file/3495705/> (дата обращения 03.03.2024)

#### *Дополнительная литература*

1. Смолина-Степович, Л.Ю. Теоретическая грамматика. Английский язык. Курс лекций / Л.Ю. Смолина-Степович. – URL: <https://b.eruditor.link/file/2992999/> (дата обращения 03.03.2024)
2. Шабанова, Т.Д., Юсупова, Ю.Р. Теоретическая грамматика английского языка: Морфология / Т.Д. Шабанова, Ю.Р. Юсупова. – URL. : <https://b.eruditor.link/file/3868296/> (дата обращения 03.03.2024)

### **7.2 Базы данных, электронно-библиотечные системы, информационно-справочные и поисковые системы**

1. Научная библиотека ДонГТУ : официальный сайт. — Алчевск. — URL: [library.dstu.education](http://library.dstu.education). — Текст : электронный.
2. Научно-техническая библиотека БГТУ им. Шухова : официальный сайт. — Белгород. — URL: <http://ntb.bstu.ru/jirbis2/>. — Текст : электронный.
3. Консультант студента : электронно-библиотечная система. — Москва. — URL: <http://www.studentlibrary.ru/cgi-bin/mb4x>. — Текст : электронный.
4. Университетская библиотека онлайн : электронно-библиотечная система. — URL: [http://biblioclub.ru/index.php?page=main\\_ub\\_red](http://biblioclub.ru/index.php?page=main_ub_red). — Текст : электронный.
5. IPR BOOKS : электронно-библиотечная система. — Красногорск. — URL: <http://www.iprbookshop.ru/>. — Текст : электронный.

## 8 Материально-техническое обеспечение дисциплины

Материально-техническая база обеспечивает проведение всех видов деятельности в процессе обучения, соответствует требованиям ФГОС ВО.

Материально-техническое обеспечение представлено в таблице 7.

Таблица 7 – Материально-техническое обеспечение

Наименование оборудованных учебных кабинетов	Адрес (местоположение) учебных кабинетов
<i>Специальные помещения:</i> Компьютерный класс учебно-научной лаборатории «Технического перевода». Магнитно-маркерная доска (стационарно) мультимедийный проектор (стационарно), интерактивная доска (стационарно), акустическая система (стационарно)	ауд. <u>519</u> , корп. <u>5</u>
<i>Аудитории для проведения практических занятий, для самостоятельной работы</i> Аудитория. Доска для написания мелом	ауд. <u>504</u> , корп. <u>5</u>



## Лист согласования РПД

Разработал

старший преподаватель кафедры  
теории и практики перевода  
 (должность)

  
 (подпись)

Е.А. Борзых  
 (Ф.И.О.)

\_\_\_\_\_  
 (должность)

\_\_\_\_\_  
 (подпись)

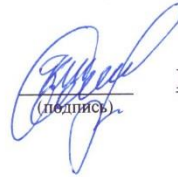
\_\_\_\_\_  
 (Ф.И.О.)

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 (должность)

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 (подпись)

\_\_\_\_\_  
 (Ф.И.О.)

И.о. заведующего кафедрой  
 теории и практики перевода

  
 (подпись)

В.П. Каткова  
 (Ф.И.О.)

Протокол № 12 заседания  
 кафедры теории и  
 практики перевода

от 01.07 2024 г.

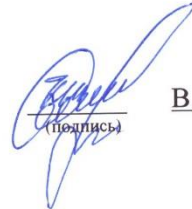
И.о. декана факультета ЭУиЛС

  
 (подпись)

Э.Р. Самкова  
 (Ф.И.О.)

Согласовано

Председатель методической  
 комиссии по специальности  
 подготовки 45.05.01  
 Перевод и переводоведение

  
 (подпись)

В.П. Каткова  
 (Ф.И.О.)

Начальник учебно-методического центра

  
 (подпись)

О.А. Коваленко  
 (Ф.И.О.)

## Лист изменений и дополнений

Номер изменения, дата внесения изменения, номер страницы для внесения изменений	
ДО ВНЕСЕНИЯ ИЗМЕНЕНИЙ:	ПОСЛЕ ВНЕСЕНИЯ ИЗМЕНЕНИЙ:
Основание:	
Подпись лица, ответственного за внесение изменений	