**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

**НАЦІОНАЛЬНА МЕТАЛУРГІЙНА АКАДЕМІЯ УКРАЇНИ**

**РОБОЧА ПРОГРАМА**

**методичні вказівки та індивідуальні завдання**

**до вивчення дисципліни «Теоретична граматика англійської мови» для студентів спеціальності 035.041 - філологія**

**(бакалаврський рівень)**

Друкується за Планом видань навчальної та методичної літератури,

затвердженим Вченою радою НМетАУ

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Робоча програма, методичні вказівки та індивідуальні завдання до вивчення дисципліни «Теоретична граматика англійської мови» для студентів спеціальності 035.041 - філологія (бакалаврський рівень) / Укл. Н. Ф. Шаркова. – Дніпро: НМетАУ, 2019. – 22 с.

Викладені робоча програма, методичні вказівки та індивідуальні завдання з дисципліни «Теоретична граматика англійської мови» містять перелік тем лекційних занять та завдання для самостійної роботи, питання для самоконтролю та термінологічний мінімум, необхідний для успішного засвоєння курсу, список рекомендованої літератури.

Призначена для студентів спеціальності 035.041 – Філологія (бакалаврський рівень) заочної форми навчання.

Друкується за авторською редакцією.

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Редакційно-видавничий відділ НМетАУ

**1. ХАРАКТЕРИСТИКА ДИСЦИПЛІНИ**

Навчальна дисципліна «Теоретична граматика англійської мови» входить до циклу лінгвістичних дисциплін, що формують філологічну базу перекладача. Вона призначена для студентів,які вже мають загальну підготовку та засвоїли курс нормативної практичної граматики англійської мови і спрямована на ознайомлення студентів з базовими категоріями англійської граматики на більш високому понятійному рівні. Дисципліна викладається англійською мовою.

***Мета вивчення дисципліни* –**узагальнення наукових тлумачень основних граматичних явищ та понять у галузі теоретичної граматики; усвідомлення структури та закономірностей функціонування сучасної англійської мови; розкриття змісту поняття граматичної категорії сучасної англійської мови; аналіз основних підходів до вивчення синтаксичної будови англійського речення.

Основне завдання дисципліни – навчити студентів орієнтуватися у науковій лінгвістичній інформації та розуміти природу граматичних явищ англійської мови; володіти високим рівнем граматичної правильності у різних видах мовленнєвої діяльності.

В результаті вивчення дисципліни студент повинен

**Знати:**

* сучасні теоретичні положення лінгвістики щодо природи граматичних явищ та процесів сучасної англійської мови;
* особливості граматичної будови англійської мови з використанням категоріально-понятійного апарату лінгвістики;
* основні положення класичних і сучасних лінгвістичних напрямів і підходів до граматичного аналізу мовних одиниць.

**Вміти:**

* орієнтуватися в науковій лінгвістичній інформації;
* надавати пояснення й обґрунтування граматичним явищам у зв’язному викладенні;
* самостійно аналізувати англомовний граматичний матеріал;
* адекватно передавати граматичні структури англійської мови при перекладі на українську і навпаки;
* за результатами виконання аналізу мовного матеріалу інтерпретувати та робити узагальнення про граматичні процеси, характерні для сучасної англійської мови та ілюструвати їх конкретними мовними прикладами.

**Критерії успішності** – отримання позитивної оцінки при написанні контрольної роботи та усному опитуванні.

**Засоби діагностики успішності навчання** – комплекти контрольних робіт, екзаменаційних білетів.

Основні поняття та терміни, якими оперує «Теоретична граматика», згадуються **під час викладання інших дисциплін:**«Практична граматика англійської мови», «Українська мова», «Порівняльна граматика англійської та української мов», «Проблеми перекладу науково-технічної літератури», «Практика перекладу з англійської мови», «Редагування технічного перекладу».

**2. РОБОЧА ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ «ТЕОРЕТИЧНА ГРАМАТИКА АНГЛІЙСЬКОЇ МОВИ» для студентів спеціальності 035.041 – Філологія**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Нормативні дані, форма навчання | Курс | Всього  годин | Лекції | Самостійна  робота | Підсумковий  контроль |
| Заочна | 4 | 72 | 8 | 64 | диф. залік |

**СТРУКТУРА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ**

**Лекційний курс 8 годин**

|  |  |  |
| --- | --- | --- |
| № з/п | Назва розділу/теми та її зміст | Тривалість годин |
| 1 | **Grammatical classes of words**  The definition of parts of speech. Three-criterion principle. Syntactico-distributional classification. | 2 |
| 2 | **The noun**  The noun as a part of speech. The category of gender. The category of number. | 2 |
| 3 | **The verb**  Definition of the verb. Types of verbs. The category of person and number. | 2 |
| 4 | **Composite sentence**  The definition of complex sentence. The definition of compound sentence. | 2 |

**ОПРАЦЮВАННЯ РОЗДІЛІВ ПРОГРАМИ, ЯКІ НЕ**

**ВИКЛАДАЮТЬСЯ НА ЛЕКЦІЯХ – 64 години**

|  |  |  |
| --- | --- | --- |
| №№ з/п | Назва теми та ії зміст | Тривалість  (годин) |
| 1  1 | **The noun**  Word-building distinctions: suffixes, compound stem models, conversion patterns. The category of case: possessive, genitive, common. Positional and prepositional theories of cases.  [1; 2; 4; 6] | 10 |
| 2  2 | **The verb**  Word-building distinctions: simple, sound-replacive, stress-replacive, expanded, composite, and phrasal verb stems. Tense as a function of a finite verb. Lexical and grammatical expression of time. Absolutive and non-absolutive time denotation. Aspect: the category of development, the category of retrospective coordination. [1; 2; 4; 6] | 10 |
| 3  3 | **The adjective**  The definition of adjective, its combinability with other parts of speech. The derivational features of adjectives. Plural and singular adjectives. The difference between qualitative and quantitative adjectives. The category of comparison. [1; 2; 4; 6] | 8 |
| 4  4 | **The adverb**  The definition of adverbs. Word-building distinctions: simple and derived adverbs. Qualitative, quantitative, circumstantial adverbs. [1; 2; 4; 6] | 10 |
| 5  5 | **Conveying the contextual meaning of articles**  Realization of contextual meanings of the definite article. Realization of contextual meanings of the indefinite article. [5] | 8 |
| 6  6 | **The complex sentence**  The complex sentence of minimal composition. The structural features of clauses. The division of subordinate clauses into 3 categorial-semantic groups: substantive-nominal, qualification-nominal, adverbial. [1; 2; 4; 6] | 8 |
| 77 | **The compound sentence**  Types of connection: coordinating conjunctions, adverbial coordinators. Semi-compound sentences. [1; 2; 4; 6] | 8 |

**3. САМОСТІЙНА РОБОТА**

Самостійна робота є складовою підготовки протягом навчального семестру. Метою самостійного опрацювання навчального матеріалу є опанування навичок роботи з основною і додатковою літературою, набуття знань та умінь в аспекті контрастивної граматики. Передбачаються наступні види роботи:

* вивчення кожної теми лекційного курсу за навчально-методичною літературою;
* підготовка до лекційних занять;
* засвоєння термінологічної лексики;
* виконання тестових завдань;
* підготовка до контрольних робіт;
* підготовка до екзамену.

**4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ**

**Основна література**

1. Блох М.Я. Теоретические основы грамматики. Москва: Высшая школа, 1986. – 159 с.
2. Иванова И.П., Бурлакова В.В., Почепцов Г.Г. Теоретическая грамматика современного английского языка: Учебник. Москва: Высшая школа, 1981. – 285 с.
3. Качалова К.Н., Израилевич Е.Е. Практическая грамматика английского языка. Москва: ЮНВЕС, 1995. – 555 с.
4. Кобрина Н.А., Болдырев Н.Н., Худяков А.А. Теоретическая грамматика современного английского языка: Учебное пособие. Москва: Высшая школа, 2007. – 368 с.
5. Корунець І.В. Теорія і практика перекладу. Київ: Вища школа, 1986. – 174с.
6. Худяков А.А. Теоретическая грамматика английского языка: Учеб. Пособие для студ. филол. фак. и фак. ин. яз. высш. учебн. заведений. Москва: Издательский центр «Академия», 2005. – 256 с.
7. Swan M. Practical English Usage. Oxford University Press, 2002. – 654 p.

**Додаткова література**

1. Dooley G., Evans V. Grammarway 3. Express Publishing, 2000. – 216 p.
2. Dooley G., Evans V. Grammarway 4. Express Publishing, 1999. – 224 p.
3. Hashemi L., Murphy R. English Grammar in Use Supplementary Exercises. Cambridge University Press, 1995. – 126 p.
4. Murphy R. English Grammar in Use. Cambridge University Press, 1995. –350p.
5. Raimes A. Universal Keys for Writers. Houghton Mifflin Company, Boston, New York, 2004. – 932 p.
6. Swan M., Walter C. How English Works. Oxford University Press, 2002. – 358p.

**5. ЗМІСТ ДИСЦИПЛІНИ**

**Лекція 1. Grammatical classes of words.**

The definition of parts of speech: from Ancient Greece to modern linguistics. The analysis of the parts of speech according to semantic, formal and functional criteria, i.e. three-criterion principle. The syntactico-distributional classification of words on the basis of their combinability. The definition of notional and functional parts of speech according to the mentioned above principles. **(2 год.)**

Рекомендована література: [1, 2, 4, 6].

**Лекція 2. The noun.**

The definition of the noun. The subcategorization of nouns into proper/ common, animate/ inanimate, countable/ uncountable, concrete/ abstract. The category of gender: human/ non-human nouns; feminine/ masculine/ neuter/ common gender. The category of number: productive/ non-productive ways of expressing the number opposition; countable/ uncountable nouns; absolute singular/ absolute plural; correlative or common singular/ correlative or common plural/ multitude plural. **(2 год.)**

Рекомендована література: [1, 2, 4, 6, 7].

**Лекція 3. The verb.**

The categorial meaning of the verb. Notional and semi-notional or functional verbs. Auxiliary verbs, modal verbs, linking verbs. Actional and statal verbs. Transitive (predicative, objective, adverbial) and intransitive verbs. The category of person and number of a verb. **(2 год.)**

Рекомендована література: [1, 2, 3, 4, 6].

**Лекція 4. Composite sentences: general outline**

The definition of complex sentence: base/ insert sentences; principal/ subordinate clauses. Various types of subordinate clauses. Subordinate clauses of primary and secondary nominal positions.

The definition of compound sentence. The main semantic relations between the clauses: copulative, adversative, disjunctive, causal, consequential, resultative. Leading and sequential clauses. **(2 год.)**

Рекомендована література: [1, 2, 4, 6, 7 ].

**6.ТЕРМІНОЛОГІЧНИЙ МІНІМУМ**

Перекладіть наступні терміна на рідну мову, наведіть приклади, які ілюструють ці поняття:

Parts of speech (notional/ functional):

Noun (proper/ common/ collective, animate/ inanimate, countable/ uncountable)

Verb (notional/ auxiliary/ linking verb, fully predicative/ partially predicative, factive/ evaluative)

Adjective (positive/ comparative/ superlative)

Adverb (qualitative/ quantitative/ circumstantial)

Numeral (cardinal/ ordinal/ fractional)

Pronoun (personal/ possessive/ reflexive/ demonstrative/ interrogative/ reciprocal/ relative/ conjunctive/ negative/ indefinite)

Article (definite/ indefinite)

Conjunction (coordinate/ subordinate)

Preposition Interjection

Modal word Particle

Word:

Root stem

Derivative homonym

Etymology polynomination

Lexicon/ lexis/ vocabulary/ dictionary

Possessive/ common case nominative/ objective case

Gender (neuter) verbals/ verbids (non-finite form of the verb)

The sentence:

Clause (principal/ subordinate, base/ insert, deficient)

Parts of the sentence (principal/ secondary)

Inherent properties positional relations

Interchangeable subdivision

Semantic relations between the clauses (copulative, adversative, disjunctive, causal, consequential, resultative)

Shift position in the sentence turn smth. into smth.

Theme/ rheme conditional sentence

Parenthetical construction referent

Sentence introducers utterance

Attention-getting words substitute

Constitute direct and oblique

Colloquial speech disjunctive question

Alternative question embedded question

Denotation connotation

Conjugation tense (sequence of tenses/ shifting of tenses)

Mood (imperative/ conditional/ subjunctive)

Durative event draw a conclusion

Mistakes:

Agreement diction

Coherence wordy

Typo transpose

Omit distinguish

Person distinction indication

Formal sign contracted form

alteration flexible division

Punctuation marks:

Comma full stop

Semicolon colon

Inverted commas/ quotation marks apostrophe

Hyphen/ dash brackets

Slash hash

**7. ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ**

**Grammatical classes of words**

*Exercise 1.* Complete the following table that reflects the meaning, form and function of the given parts of speech.

|  |  |  |  |
| --- | --- | --- | --- |
| Part of speech | Meaning | Form | Function in the sentence |
| Noun | Thingness |  |  |
| Verb |  | Person, number, tense, aspect, voice, mood. |  |
| Adjective |  | Degree of comparison, attitude to a noun; suffixes. |  |
| Adverb | Property of a process |  | Adverbial modifier |
| Pronoun | Indication | Categorical changeability and word building | Substantival and adjectival, subject |
| Numeral |  | Simple numerals, compound numerals, suffixes, | Numerical attitude, subject |

**The noun**

*Exercise 1.* Circle the right verb form.

1. A group of teenagers in the town (*has/have*) organized a scheme to help old people with their shopping.
2. A number of people (*has/have*) complained about the noise.
3. Do you think three pounds (*is/are*) a big enough tip?
4. Hamburger and chips (*is/are*) not a very healthy lunch.
5. Two kilos (*is/are*) pretty small for a newborn baby.
6. Our teenage son thinks there (*is/are*) a number of good reasons for staying up late and having a good time.
7. More than one house in our street (*has/have*) been broken into recently.
8. A couple of dangerous-looking men (*is/are*) waiting for you outside.
9. The majority of the children’s parents (*is/are*) unemployed.

10. Tom and Rosie were late, but the rest of us (*was/were*) on time.

*Exercise 2.*Use the correct possessive pronoun form. In each of the following sentences, correct any errors in the use of possessive forms and pronouns. Some sentences may be correct.

E.g. Bonhoeffer tried to convince other Germans to oppose Nazi views of racial purity, and him (his is correct) playing gospel records in Nazi Germany required courage.

1. When Dietrich Bonhoeffer was a visiting pastor at Harlem’s Abyssinian Baptist Church in 1931, the congregation with him learning to love gospel music.
2. As a white German Protestant among African American worshippers, Bonhoeffer at first worried that his life was too different from them.
3. When Bonhoeffer returned to Germany, something of their’s went with him: members of the church gave him several gospel records.
4. Dietrich Bonhoeffer’s opposition to the Nazi regime led to him putting his life on the line by participating in the plot to assassinate Hitler in 1944; it’s failure resulted in his imprisonment and execution.
5. Bonhoeffer’s influence still appears in today’s Germany, where the popularity of gospel music is still growing as a result of his championing of it decades ago.

**The verb**

*Exercise 1.*Use correct verbs and verb forms. In the following passage, correct any errors in verbs and verb forms.

Can money makes people happy? A well-known proverb says, “Money can’t buy happiness”, but some people probably would to agree that money is important for a happy life. A survey by Andrew Oswald and Jonathan Gardner of the University of Warwick in England has investigating the connection between money and happiness for eight years. The results are surprised. If people suddenly get money that they not expecting – from the lottery, for example – they generally feel more satisfying with their lives.

In general, according to the study, receiving about $75,000 must mean the difference between being fairly happy and being very happy. However, people who admitted to be miserable before they had money needed to get $1.5 million before they considered themselves happy. But Oswald and Gardner advise to recognize that the study is not finished. They not admit knowing whether the happiness from receiving unexpected money lasts for a long time.

People who do not expect getting a large amount of money can find other reasons not to despair. The researchers say that money is not the most important factor in whether a person is happy or not. People who married are happier than those who are not: the researchers estimate that a lasting marriage makes the partners as happy as an extra $100,000 a year can. Perhaps looking for love is as important as trying to make – or win – a large amount of money.

*Exercise 2.* Correct verb errors. Edit the following passage by correcting any verb errors, including the use of unnecessary passive voice. Underline any verbs that you change.

The legend of Prester John was a fable that had circulated throughout most Christian countries of Europe for several centuries during the Middle Ages. The legend first appears in the twelfth century, and it continued to reappear until at last the sixteenth century. Stories about an immensely wealthy Christian ruler of a vast land somewhere in Asia were brought back to Europe by people who had claimed to have traveled to the mysterious East, and a large audience was entertained by these stories.

Some stories attach to Prester John are typical medieval marvel tales – travellers’ tall tales about unusual people and creatures in exotic foreign lands. Through a popular letter supposedly written by Prester John himself, credulous Europeans learned that John’s country has a province full of horned men with one eye in the front of their heads and three or four in the back. The letter also describes “wild bills of seven horns, white bears, and the strangest lions of red, green, black, and blue colour.”

In many other stories, the life of Prester John resembled the life of Alexander the Great, which also circulated regularly in legends during the Middle Ages. Like Alexander, Prester John was suppose to have acquire his massive kingdom by defeating armies in Asia. Christian crusaders in medieval Europe, who feared the growing power of Islam, must found the idea of a Christian conqueror in Asia comforting, even if it never proved to be true. Then, after Europeans became aware of the Christian kingdom of Abyssinia (now Ethiopia), many stories stated that the kingdom of Prester John laid in Africa.

Although scholars are now knowing that many of the travelogues disseminated in medieval Europe were pure fiction, many people of the time had believed the story of Prester John, perhaps simply because they wanted it to be true. In the media-saturated world of the twenty-first century, sophisticated readers may find it easy to laugh at those who were believing in the existence of Prester John. However, the tall tales, urban legends, and Internet hoaxes that have been circulating today demonstrate that modern life produced its own unstoppable legends.

**The adjective**

*Exercise 1.* Use adjectives in the correct order. In each of the following sentences, make any necessary changes in the order of adjectives.

E.g.Dark, winter, short (short dark winter) days can cause some people to become depressed.

1. In northern states in wintertime, many office workers spend most of the daylight hours indoors.
2. Architects are beginning to design some commercial new buildings to admit as much natural light as possible.
3. A building with features such as skylights, large windows, or an atrium reduces the need for artificial light, but the most money-saving important benefit of outside light is its effect on many workers.
4. A recent architectural study demonstrated that workers in buildings with natural light were happier more productive employees than workers in dark or artificially lighted offices.
5. Concerned employers can help their office workers maintain a positive outlook through the long dreary winter months by ensuring that workplaces are brightly lit, preferably with natural light.

*Exercise 2.* Use comparative and superlative forms correctly. In the following passage, correct any errors in comparative and superlative forms of adjectives and adverbs.

E.g. Before farmers and fishermen in India had access to cell phones, they fared worst (worse) when marketing their goods than they do today.

In the United States, the first people to have cellular telephones were the most rich members of the population. In India, in contrast, many poor and working-class people have been among the people who have adopted cell phone technology the quickest. Many of these people live and work in areas that are not served by traditional land telephones, and they are finding that cell phones are one of the usefullest inventions for improving a small business. Fishermen in western India, for example, have no other access to telephones from their boats, and calling the markets before heading to shore with the day’s catch allows them to find the most high prices. Growers or producers in rural areas are also beginning to rely on cell phones to find the most high prices for their wares.

Indian cellular companies are responding to a real need in the country – there are far more few telephones per household in India than in the industrialized world – but they are also creating more greater demand. The cell phone markets have made a tremendous effort to increase the number of cellular telephones in the country, offering new customers efficienter service than land lines provide while also making cell phones calls widelier available and most affordable. For the time being, at least, the introduction of cell phone technology has created totally unique opportunities for both cell phone marketers and consumers in India.

**The adverb**

*Exercise 1.* Use correct forms of adjectives and adverbs. In each of the following sentences, correct any errors in adjective or adverb forms. Some sentences may be correct.

E.g. Amish adolescents face issues of independence and conformity that are basicly (basically is correct) the same as those confronting other young Americans.

1. People in Amish communities live without electricity or cars, in isolation from the modern world, where technology makes activities such as work and travel go swift.
2. Members of the church live strict by its rules, but a young person in an Amish household does not join the church until adulthood.
3. Amish teenagers are allowed to break church rules and experiment with the outside world; many non-Amish are shocked to learn how widely accepted such behavior is an in the Amish community.
4. The great majority of young Amish do eventually join the church, and those who feel that they are not suited good to a highly regulated life may decide to join a more tolerant Amish group in another area.

A church member who breaks the rules faces excommunication and shunning by others in the community, so Amish groups try hardly to encourage young people to get over their interest in experimentation before they join the church.

**Conveying the contextual meaning of articles**

*Exercise 1.* Fill in the gaps with **a/ an/ the/ nothing** and translate the sentences into Ukrainian:

1. \_\_\_ diplomat is \_\_\_ person who can tell you to go to hell in such a way that you actually look forward to \_\_\_\_ trip. *Caskie Stinnett.*
2. \_\_\_\_ dog is \_\_\_ only thing on earth that loves you more than you love yourself. *Joe Billings.*
3. \_\_\_\_ Americans like \_\_\_ fat books and \_\_\_ thin women. *Russel Baker.*
4. \_\_\_\_ optimist is someone who thinks \_\_\_\_ future is uncertain. *Anonymous.*
5. I love acting. It is so much real than \_\_\_ life. *Oscar Wild.*
6. I always pass on \_\_\_ good advice. It is \_\_\_ only thing to do with it. It is never any use to oneself. *Oscar Wild.*
7. Save \_\_\_\_ water, shower with \_\_\_\_ friend. *Anonymous.*
8. California is \_\_\_\_ great place – if you happen to be \_\_\_ orange.  *F Allen.*
9. Writing about \_\_\_ art is like dancing about \_\_\_ architecture. *Anonymous.*
10. \_\_\_ equality is \_\_\_ lie - \_\_\_ women are better. *Anonymous.*

**The complex sentence**

*Exercise 1.* Match each situation with one of the sentences that follow.

E.g. I have three umbrellas. I bought one of them in Paris. That one needs repairing.

a. The umbrella which I bought in Paris needs repairing.

b. The umbrella, which I bought in Paris, needs repairing.

1. I have one colleague. He works extremely hard. He has few friends.

a. My colleague who works extremely hard is not very popular.

b. My colleague, who works extremely hard, is not very popular.

2. There was only one park in this town. Someone has built over it. We used to play in the park when we were children.

a. The local park where we played as children has been built over.

b. The local park, where we played as children, has been built over.

3. Peter made some sandwiches. They have all been eaten. You made some too. Your sandwiches have not been eaten.

a. The sandwiches which Peter made have all been eaten.

b. The sandwiches, which Peter made, have all been eaten.

4. Only my boyfriend sent me flowers, but I had some other presents, including a vase. I put the flowers in the vase.

a. The flowers which my boyfriend sent look beautiful in my vase.

b. The flowers, which my boyfriend sent, look beautiful in my vase.

5. I took two cameras away with me. You lent me one of them. That’s the one that got broken.

a. The camera which you lent me has been broken.

b. The camera, which you lent me, has been broken.

*Exercise 2.* Read the sentences and underline the correct linking word/ phrase, as in the example.

E.g. She went to bed *because/ in short* she felt ill.

1. It’s John’s birthday, *so/ for example* he is having a party.

2. This car is fast. *In addition to/ However,* it is very expensive.

3. She phoned her friend *in case/ in order to* tell her the news.

4. *All in all/ Although* Simon is young, he is very sensible.

5. I screamed *when/ then* I saw a spider in the bath.

6. Some animals, *such as/ moreover* bears, hibernate during the winter months.

7. We all enjoyed the film, *whereas/ apart from* James, who was bored.

*Exercise 3.* Complete the sentences.

E.g. In spite of the rain, the football match took place. – Although it was raining, the football match took place.

1. Even though we were late, we stopped to have something to eat.

Despite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Even though they are good friends, they argue a lot.

In spite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. In spite of having a lot of money, they are very mean.

Although \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. In spite of winning competition, he was not satisfied.

Even though \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Even though he woke up early, he was late for his appointment.

Despite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**The compound sentence**

*Exercise 1.* Underline the correct linking word/ phrase.

Doreen is 77 years old. She has white hair (1) *and/ also* blue eyes. She is a kind, friendly lady (2) *who/ which* likes talking to people (3) *and/ but* making new friends. (4) *As well as/ in addition*, she enjoys going shopping. (5) *However/ Moreover*, she cannot walk very far (6) *as a result/ due to* her age. (7) *In case/ so* her daughter takes her to town every Saturday. They look in the shops, (8) *then/ after* this go for a coffee together.

*Exercise 2.* Put the beginnings and ends together.

*Beginnings Ends*

Although he was very bad-tempered after you had a meal.

Always brush your teeth and I’ll hit you.

Always wash your hands before you have a meal.

As Liz told you but everybody liked him.

Because I knew her family, he had lots of friends.

Talk to me like that again I did what I could for her.

Don’t do that again her mother left for Berlin last Friday.

He had a terrible temper, or I’ll hit you.

Liz explained to you so I tried to help her.

I was sorry for her, that her mother went back home last week.

If you do that again, unless you stop that.

There’ll be trouble you’ll be sorry.

*Exercise 3.* Analyze the following sentences according to the given scheme.

1. **ФОРМИ КОНТРОЛЮ**

З метою систематизації вивченого матеріалу і закріплення теоретичних знань проводяться наступні види контролю:

* опитування на лекційних заняттях;
* тестування і проведення контрольних робіт;
* проведення екзамену.

Форма атестаційного контролю – диференційований залік.

1. **КОНТРОЛЬНІ РОБОТИ**
   1. **КОНТРОЛЬНА РОБОТА ВАРІАНТ 1**

**1**. Which of the following terms define parts of speech?

a) noun; b) subject; c) auxiliary verb; d) object; e) predicate

**2**. Which of the following nouns are plural?

a) jeans; b) person; c) people; d) sportsmen; e) glasses

**3**. Which of the following verbs are fully predicative?

a) sail; b) take; c) may; d) be; e) predict

**4**. Which of the following words are adjectives?

a) hard; b) hardly; c) backwards; d) bright; e) dim

**5**. Match pronouns with their examples

a) subject pronouns; b) possessive pronouns; c) reflexive

i) him; ii) he; iii) himself; iv) his; v) he’s

**6**. From the following list choose the possessives which are not right:

a) Italy’s largest city; b) car’s owner; c) page’s top; d) Jack and Jill’s wedding; e) yesterday’s newspaper; f) editor’s-in-chief study; g) fish’s fins; h) world’s population

**7.** Group the following nouns according to their gender:

a) neuter; b) common; c) masculine; d) feminine

*i) flower, ii) hostess, iii) teacher, iv) friend, v) friendship, vi) bull-frog, vii) committee, viii)aunt, ix) love, x fly*

**8.** Define which part of the sentence the underlined word is.

I gave the student a book.

a) direct object; b) indirect object; c) complement; d) indirect subject

**9.** Which of the following sentences is a) complex; b) compound; c) composite.

1) If a thing is worth doing, it is worth doing well. (Traditional)

2) You can get much further with a kind word and a gun that you can with a kind word alone. (Al Capone)

3) Keith seemed gentle, but there was something cruel underneath.

**10.** Label the parts of the following sentence as well as parts of speech which define them.

We’ve had this car for six months.

* 1. **. КОНТРОЛЬНА РОБОТА ВАРІАНТ 2**

1. Which of the following terms define parts of speech?

a) verb; b) adjective; c) numeral; d) object; e) adverbial modifier

**2**. Which of the following nouns are uncountable?

a) work; b) job; c) money; d) basket; e) ice

**3**. Which of the following verbs are partially predicative?

a) can; b) take; c) may; d) be; e) predict

**4**. Which of the following words are adverbs?

a) hard; b) hardly; c) backwards; d) bright; e) dim

**5**. Match pronouns with their examples

a) personal pronouns; b) demonstrative pronouns; c) interrogative pronouns

i) that; ii) which; iii) himself; iv) this; v) he

**6**. From the following list choose the possessives which are not right:

a) Moscow’s roads; b) garage’s roof; c) street’s name; d) today’s news; e) brother’s-in-law desk; f) horses’ hoofs; g) peasants’ houses; h) government’s decision

**7.** Group the following nouns according to their gender:

a) neuter; b) common; c) masculine; d) feminine

*i) pea-cock, ii) professor, iii) boy-friend, iv) peace, v) cattle, vi) manager, vii) actor, viii) tree, ix) cousin, x) tigress*

**8.** Define which part of the sentence the underlined word is.

He received a letter from his father.

a) direct object; b) indirect object; c) complement; d) adverbial modifier

**9.** Which of the following sentences is a) complex; b) compound; c) composite.

1) I wanted to make a pear tart, but I realized all the pears were going bad.

2) They have just discovered the new fuel – it’s half the price of petrol, and much cleaner.

3) Knowing what you cann*ot* do is more important than knowing what you can do.

**10.** Label the parts of the following sentence as well as parts of speech which define them.

He bought presents for everyone in his family.

1. **ПИТАННЯ ДО ПІДСУМКОВОГО КОНТРОЛЮ ЗНАНЬ СТУДЕНТІВ У ФОРМІ ЕКЗАМЕНУ**

1. Describe the difference between notional and functional parts of speech.

2. Give the definition of the noun, shortly describe its types.

3. Give the definition of the verb, shortly describe its types.

4. Give the definition of the adjective, shortly describe its types.

5. Give the definition of the adverb, shortly describe its types.

6. Give the definition of the complex sentence.

7. Define the principles of classification of subordinate clauses.

8. Give the definition of the compound sentence.

1. **ЗРАЗОК ЕКЗАМЕНАЦІЙНОЇ РОБОТИ**  **ТА КРИТЕРІЇ ОЦІНОК**

**1**. List all parts of speech you know. Group them into *notional* and *functional*. Illustrate your answer with the examples.

**2**. Make sentence:

long/ take/ how/ does/ dinner/ her/ whole/ it/ to/ cook/ family/ for/ the?

**3.** Define which grammar constructions are used in the sentences

If I knew the name, I should tell you.

**4.** Fill in the correct form of the word

He gave the policeman a \_\_\_\_\_\_\_\_\_\_ (describe) of the thieves.

**5.** Define the difference between *factive* and *evaluative* adjectives.

**6.** List four categories that reveal *absolute singular noun*. Illustrate them with the examples.

**7.** Render the sentence from English into Ukrainian

But for the heavy rain, they would have gone out.

**8.** Render the sentence from Ukrainian into English

Ми не дозволяємо студентам розмовляти один з одним під час іспитів.

**9**. Which of the following sentences is a) complex; b) compound; c) composite.

1) She was poor but she was honest.

2) Although she was tired she went to work.

3) I feel as if I am getting a cold.

**10**. Analyze the given sentence. Consider its structure, parts of the sentence, tense, and grammar patterns the central points of the analysis

All I need to make a comedy is a park, a policeman, and a pretty girl. *(Charlie Chaplin)*

**КРИТЕРІЇ ОЦІНОК**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Кількість балів | | | | | | | | | | |
| 0..34 | 35…59 | 60…63 | 64…68 | 69…73 | 74…79 | 80…85 | 86…89 | 90…93 | 94…97 | 98…100 |
| Оцінка | | | | | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Незадовільно | | Задовільно | | | Добре | | | Відмінно | | |

Контрольна / Екзаменаційна робота оцінюється за 100-бальною шкалою:

Питання 1-5 - 8 балів/питання

6-8 - 10 балів/питання

9-10 - 15 балів/питання

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