



ХМЕЛЬНИЦЬКА ОБЛАСНА РАДА
ХМЕЛЬНИЦЬКИЙ УНІВЕРСИТЕТ УПРАВЛІННЯ ТА ПРАВА
ІМЕНІ ЛЕОНІДА ЮЗЬКОВА

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Рішення методичної ради університету
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протокол №1.

Перша проректорка, голова методичної
ради університету, кандидатка наук з
державного управління, доцентка

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НАВЧАЛЬНО-МЕТОДИЧНІ МАТЕРІАЛИ
з навчальної дисципліни
«ТЕОРЕТИЧНА ГРАМАТИКА»
для підготовки на першому освітньому рівні
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Доцентка кафедри мовознавства
кандидатка педагогічних наук, доцентка

Ольга ОРЛОВСЬКА

26 серпня 2025 року

СХВАЛЕНО

Рішення кафедри мовознавства
26 серпня 2025 року, протокол № 1.

Завідувачка кафедри, докторка
педагогічних наук, професорка

Ольга НАГОРНА

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Декан факультету управління та економіки,
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адміністрування

Тетяна ТЕРЕЩЕНКО

26 серпня 2025 року

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1. Структура вивчення навчальної дисципліни

№ теми	Назва теми	Кількість годин											
		усього	Денна форма					усього	Заочна форма навчання				
			у тому числі						у тому числі				
1	2	3	л	п/с	лаб.	інд	с.р.	9	Л	п/с	лаб.	інд	с.р.
1	Introductory to the theoretical study of the English Language Grammar	19	2	6	-	-	11	-	-	-	-	-	-
2	Structure of the Word. Problem of Parts of Speech	19	2	6	-	-	11	-	-	-	-	-	-
3	The Noun and the Problem of English Article	19	2	6	-	-	11	-	-	-	-	-	-
4	The Verb and Non-Finite Forms of the Verb	20	2	6	-	-	12	-	-	-	-	-	-
5	Phrase (Word-combination)	19	2	6	-	-	11	-	-	-	-	-	-
6	Sentence	24	2	8	-	-	14	-	-	-	-	-	-
	Всього годин	120	12	38	-	-	70	-	-	-	-	-	-

1.2 Лекції

№ з/п	Назва і план теми	Кількість годин	
		Денна форма	Заочна форма
1	2	3	4
1.	Introductory to the theoretical study of the English Language Grammar	2	-
1.1.	Theoretical grammar and its subject.		
1.2.	General principles of grammatical analysis.		
1.3.	General characteristics of language as a functional system.		
1.4.	General characteristics of linguistic units.		
1.5.	Paradigmatic and Syntagmatic relations.		
1.6.	General characteristics of the grammatical structure of language.		
1.7.	Types of grammatical meaning. Grammatical categories.		
2.	Structure of the Word. Problem of Parts of Speech	2	-
2.1.	The notions of the Word and the Morpheme.		
2.2.	Principles of subdivision of parts of speech.		
2.3.	Classification of parts of speech.		
2.4.	Theory of the field structure of the word.		
2.5.	Parts of speech and the principles of their classification.		
2.6.	Classical (logical-inflectional) approach.		
2.7.	Functional approach.		
2.8.	Distributional approach.		
2.9.	Complex approach.		
1	2	3	4
3.	The Noun and the Problem of English Article	2	
3.1.	General characteristics of the Noun.		
3.2.	Its Grammatical Meaning, syntactic functions and the system of word formation.		
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3.7.	The problem of the number of articles		
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4.2.	Word-formative and word-changing systems of the Verb.		
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4.4.	Semantic classification of verbs		
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5.5.	A preposition-like phrase.		
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6.2.	Classification of sentences.		
6.3.	Structural Approach. Semantics of the Sentence.		
6.4.	The simple sentence. Simple complicated sentence.		
6.5.	Elliptical and one-member sentence.		
6.6.	The main parts of a simple sentence.		
6.7.	The secondary parts of the sentence.		
6.8.	The composite sentence. Principles of classification of subordinate clauses.		
	Усього годин:	12	

1.3. Практичні заняття

Практичне заняття 1-3

Тема 1. Introductory to the theoretical study of the English Language Grammar

Питання для усного опитування та дискусії

1. What is the difference between “prescriptive” and “theoretical” grammar? Which of them is subjective?
2. What type of grammar is given in grammar manuals?
3. What are the determining features of a system? How do they apply to language?
4. What is the functional relevance of the language unit?
5. What conceptual correlation is the language-speech dichotomy based on?
6. What is the correlation of syntagmatic and paradigmatic relations?
7. What is the difference between segmental and suprasegmental units?
8. What language levels are identified in the language system?
9. What conditions the non-overlapping of language levels?
10. What functions do the language units, representatives of the six language levels, perform?
11. What are the two main parts Grammar falls into? What does each of them study?
12. Who wrote the first grammar books and why? 3. What types of grammar do you know? How to differentiate between them? Which of them is objective? Which of them is subjective? Why?

Аудиторна робота

Виконання студентами усних та письмових (тестових) завдань з питань теми заняття.

Методичні вказівки

Ключовими термінами, на розумінні яких базується засвоєння навчального матеріалу теми, є: theoretical grammar, grammatical analysis, characteristics of language, functional system, linguistic units, the phonological system, the lexical system, the grammatical system, linguistics, practical grammar, theoretical grammar, grammar system, grammar elements, grammar structure.

З метою глибокого засвоєння навчального матеріалу при самостійному вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

Language incorporates the three constituent parts ("sides"), each being inherent in it by virtue of its social nature. These parts are the phonological system, the lexical system, the grammatical system. Only the unity of these three elements forms a language; without any one of them there is no human language in the above sense. Each of the three constituent parts of language is studied by a particular linguistic discipline. Thus, the phonological description of language is effected by the science of phonology; the lexical description of language is effected by the science of lexicology; the grammatical description of language is effected by the science of grammar. The term “grammar” goes back to a Greek word that may be translated as the “art of writing”. But later this word acquired a much wider sense and came to embrace the whole study of language. Now it is often used as the synonym of linguistics. A question comes immediately to mind: what does this study involve?

Grammar may be practical and theoretical. The aim of practical grammar is the description of grammar rules that are necessary to understand and formulate sentences. The aim of theoretical grammar is to offer explanation for these rules. Generally speaking, theoretical grammar deals with the language as a functional system. Theoretical Grammar is a section of linguistics that studies grammar system of language. Grammar system of language refers to the whole complex of conformities to natural laws where the latter defines ways of words' alterations and also ways of word combinations in phrases and sentences. As any complex object Grammar is a complex system that is presented by elements and structure in their mutually dependent organization. Grammar elements refer to morphemes, words, word-combinations and sentences. Grammar structure implies relations and connections among grammar elements or inner organization of the language grammar system.

The subject of English Theoretical Grammar refers to the study of the English Language grammar organization as a system parts of which are mutually connected with definite relations of different types of complexity (complication, complicacy). The main task of Theoretical Grammar is an adequate systematic (methodic) description of language facts and also their theoretical interpretation.

The difference between Practical and Theoretical Grammar refers to the following peculiarities:

1) Practical Grammar prescribes definite rules for the use of a language (gives instructions for the use of language data, teaches how to speak and write);

2) Theoretical Grammar analyzes language data, interprets that, expounds the data but does not give instructions as for the use of them.

Language is regarded as a system of elements (or: signs, units) such as sounds, words, etc. These elements have no value without each other, they depend on each other, they exist only in a system, and they are nothing without a system. System implies the characterization of a complex object as made up of separate parts (e.g. the system of sounds). Language is a structural system. Structure means hierarchical layering of parts in `constituting the whole. In the structure of language there are four main structural levels: phonological, morphological, syntactical and supersyntactical. The levels are represented by the corresponding level units:

The phonological level is the lowest level. The phonological level unit is the phoneme. It is a distinctive unit (bag – back).

The morphological level has two level units:

- a) the morpheme – the lowest meaningful unit (teach – teacher);
- b) the word - the main naming (nominative) unit of language.

The syntactical level has two level units as well:

- a) the word-group – the dependent syntactic unit;
- b) the sentence – the main communicative unit.

The supersyntactical level has the text as its level unit.

All structural levels are subject matters of different levels of linguistic analysis. At different levels of analysis we focus attention on different features of language. Generally speaking, the larger the units we deal with, the closer we get to the actuality of people's experience of language.

Практичне заняття 4-6

Тема 2. Structure of the Word. Problem of Parts of Speech

Питання для усного опитування та дискусії

1. What is the correlation between notional and functional words?
2. What is the basic difference between the morpheme and the word as language units?
3. What is a morph?
4. What does the difference between a morpheme and an allomorph consist in?
5. What principles underlie the traditional study of the morphemic composition of the word?
6. What principles is the distributional analysis of morphemes based on?
7. What are the determining features of the three types of distribution?
8. Do the morphemic analysis of the words on the lines of the traditional and distributional classifications.
9. Does the notion of the Part of Speech reflect the norm?
10. What is the basic difference between the Pronoun and the Noun?
11. What Parts of Speech are common to all national languages in the world?
12. Read up on the history of studying the other parts of speech. What has changed in their understanding through history?
13. Analyse the parts of speech and their categories in the sentences below:
 - 1) *A black cat was quickly chasing five little mice in the darkest corner of the basement.*
 - 2) *Love gives me wings, and hope is my air. That is the first law of my life.*
 - 3) *Do you know Tom's best friend from the States? – Oh, it's Bob! He has just lent us fifty dollars. – What a kind soul!*
 - 4) *The strict boss ordered that silence be kept and nobody said a word.*
 - 5) *The blind usually walk with canes.*

Аудиторна робота

Виконання студентами усних та письмових (тестових) завдань з питань теми заняття.

Ключовими термінами, на розумінні яких базується засвоєння навчального матеріалу теми, є: notions of the Word, notions of the Morpheme, principles, subdivision, parts of speech, classification of parts of speech, theory, field structure of the word, principles of their classification,

classical (logical-inflectional) approach, functional approach, distributional approach, complex approach.

З метою глибокого засвоєння навчального матеріалу при самостійному вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

The words of the language, depending on various formal and semantic features, are divided into grammatically relevant sets of classes. The parts of speech are classes of words, all the members of these classes having certain characteristics in common which distinguish them from the members of other classes. Parts of speech are lexico-grammatical categories of words. The term was introduced in ancient Greece, where there was no strict differentiation between the word as a vocabulary unit and the word as a functional element of the sentence.

The problem of word classification into parts of speech still remains one of the most controversial problems in modern linguistics. The attitude of grammarians with regard to parts of speech and the basis of their classification varied a good deal at different times. Only in English grammarians have been vacillating between 3 and 13 parts of speech. There are four approaches to the problem: 1) classical (logical-inflectional); 2) functional; 3) distributional; 4) complex.

Classical (logical-inflectional) approach.

The classical parts of speech theory goes back to ancient times. It is based on Latin grammar. According to the Latin classification of the parts of speech all words were divided dichotomically into declinable and indeclinable parts of speech. This system was reproduced in the earliest English grammars. The first of these groups, declinable words, included nouns, pronouns, verbs and participles, the second – indeclinable words – adverbs, prepositions, conjunctions and interjections. The logical-inflectional classification is quite successful for Latin or other languages with developed morphology and synthetic paradigms but it cannot be applied to the English language because the principle of declinability/indeclinability is not relevant for analytical languages.

Functional approach.

A new approach to the problem was introduced in the XIX century by Henry Sweet. He took into account the peculiarities of the English language. This approach may be defined as functional. He resorted to the functional features of words and singled out nominative units and particles. To nominative parts of speech belonged noun-words (noun, noun-pronoun, noun-numeral, infinitive, gerund), adjective-words (adjective, adjective-pronoun, adjective-numeral, participles), verb (finite verb, verbals – gerund, infinitive, participles), while adverb, preposition, conjunction and interjection belonged to the group of particles. However, though the criterion for classification was functional, Henry Sweet failed to break the tradition and classified words into those having morphological forms and lacking morphological forms, in other words, declinable and indeclinable.

Distributional approach.

A distributional approach to the parts to the parts of speech classification can be illustrated by the classification introduced by Charles Fries. He wanted to avoid the traditional terminology and establish a classification of words based on distributive analysis, that is, the ability of words to combine with other words of different types. At the same time, the lexical meaning of words was not taken into account. According to Charles Fries, the words in such sentences as 1. Woggles ugged diggles; 2. Uggs woggled diggs; and 3. Woggs diggled uggles are quite evident structural signals, their position and combinability are enough to classify them into three word-classes. In this way, he introduced four major classes of words and 15 form-classes. Let us see how it worked. Three test frames formed the basis for his analysis:

Frame A – The concert was good (always);

Frame B – The clerk remembered the tax (suddenly);

Frame C – The team went there.

It turned out that his four classes of words were practically the same as traditional nouns, verbs, adjectives and adverbs. What is really valuable in Charles Fries' classification is his investigation of 15 groups of function words (form-classes) because he was the first linguist to pay attention to some of their peculiarities.

All the classifications mentioned above appear to be one-sided because parts of speech are discriminated on the basis of only one aspect of the word: either its meaning or its form, or its function.

Complex approach.

In modern linguistics, parts of speech are discriminated according to three criteria: semantic,

formal and functional. This approach may be defined as complex. The semantic criterion presupposes the grammatical meaning of the whole class of words (general grammatical meaning), e.g. noun-things. The formal criterion reveals paradigmatic properties: relevant grammatical categories, the form of the words (e.g. -s, 's – nouns), their specific inflectional and derivational features (e.g. -ness, -tion – nouns). The functional criterion concerns the syntactic function of words in the sentence and their combinability (e.g. verb combines with a noun (write a letter), with an adverb (write quickly) and in the sentence functions as a predicate). Thus, when characterizing any part of speech we are to describe: a) its semantics; b) its morphological features; c) its syntactic peculiarities.

The linguistic evidence drawn from our grammatical study makes it possible to divide all the words of the language into:

- a) those denoting things, objects, notions, qualities, etc. – words with the corresponding references in the objective reality – notional words;
- b) those having no references of their own in the objective reality; most of them are used only as grammatical means to form up and frame utterances – function words, or grammatical words.

It is commonly recognized that the notional parts of speech are nouns, pronouns, numerals, verbs, adjectives, adverbs; the functional parts of speech are articles, particles, prepositions, conjunctions and modal words.

The division of language units into notion and function words reveals the interrelation of lexical and grammatical types of meaning. In notional words the lexical meaning is predominant. In function words the grammatical meaning dominates over the lexical one. However, in actual speech the border line between notional and function words is not always clear cut. Some notional words develop the meanings peculiar to function words – e.g. seminotional words – to turn, to get, etc.

Notional words constitute the bulk of the existing word stock while function words constitute a smaller group of words. Although the number of function words is limited (there are only about 50 of them in Modern English), they are the most frequently used units.

Generally speaking, the problem of words' classification into parts of speech is far from being solved. Some words cannot find their proper place. The most striking example here is the class of adverbs. Some language analysts call it a ragbag, a dustbin (Frank Palmer), Russian academician V.V.Vinogradov defined the class of adverbs in the Russian language as мусорная куча. It can be explained by the fact that to the class of adverbs belong those words that cannot find their place anywhere else. At the same time, there are no grounds for grouping them together either. Compare: perfectly (She speaks English perfectly) and again (He is here again). Examples are numerous (all temporals). There are some words that do not belong anywhere – e.g. after all. Speaking about after all it should be mentioned that this unit is quite often used by native speakers, and practically never by our students. Some more striking examples: anyway, actually, in fact. The problem is that if these words belong nowhere, there is no place for them in the system of words, then how can we use them correctly? What makes things worse is the fact that these words are devoid of nominative power, and they have no direct equivalents in the Ukrainian or Russian languages. Meanwhile, native speakers use these words subconsciously, without realizing how they work.

Практичне заняття 7-9

Тема 3. The Noun and the Problem of English Article

Питання для усного опитування та дискусії

1. What are the "part of speech" properties of a noun? •
2. What does the peculiarity of expressing gender distinctions in English consist in?
3. What differentiates the category of gender in English from that in Ukrainian?
4. Why don't lexical gender markers annul the grammatical character of English gender?
5. Why is the interpretation of the categorial meaning of the nounal pluralform as "more than one" considered not well grounded?
6. What is the modern interpretation of the categorial semantics of the plural form of the noun?
7. What makes the category of case in English disputable?
8. What are the strong and weak points of the "prepositional", "positional", and "postpositional"

case theories?

9. What ensures a peculiar status of "-s"?

10. What are the main approaches to the treatment of the article?

11. What shows the intermediate (between the word and the morpheme) status of the article?

12. What does the oppositional representation of the articles reveal?

13. What are the categorial meanings of the three articles?

Аудиторна робота

Виконання студентами усних та письмових (тестових) завдань з питань теми заняття.

Ключовими термінами, на розумінні яких базується засвоєння навчального матеріалу теми, є: General characteristics, Noun, Grammatical Meaning, syntactic functions, the system of word-formation, subcategorization of the Noun, grammatical categories, the problem of the Gender, the category of Number, the category of the Case, interpretation, English Article, the problem of the number of articles, functions, significance.

З метою глибокого засвоєння навчального матеріалу при самостійному вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

The noun is the central lexical unit of language. It is the main nominative unit of speech. As any other part of speech, the noun can be characterised by three criteria: semantic (the meaning), morphological (the form and grammatical categories) and syntactical (functions, distribution).

Semantic features of the noun. The noun possesses the grammatical meaning of thingness, substantiality. According to different principles of classification nouns fall into several subclasses:

1. According to the type of nomination they may be proper and common;
2. According to the form of existence they may be animate and inanimate. Animate nouns in their turn fall into human and non-human.
3. According to their quantitative structure nouns can be countable and uncountable.

This set of subclasses cannot be put together into one table because of the different principles of classification.

Morphological features of the noun. In accordance with the morphological structure of the stems all nouns can be classified into: simple, derived (stem + affix, affix + stem – *thingness*); compound (stem+ stem – *armchair*) and composite (the Hague). The noun has morphological categories of number and case. Some scholars admit the existence of the category of gender.

Syntactic features of the noun. The noun can be used in the sentence in all syntactic functions but predicate. Speaking about noun combinability, we can say that it can go into right-hand and left-hand connections with practically all parts of speech. That is why practically all parts of speech but the verb can act as noun determiners. However, the most common noun determiners are considered to be articles, pronouns, numerals, adjectives and nouns themselves in the common and genitive case.

The grammatical category of number is the linguistic representation of the objective category of quantity. The number category is realized through the opposition of two form-classes: the plural form :: the singular form. The category of number in English is restricted in its realization because of the dependent implicit grammatical meaning of countableness/uncountableness. The number category is realized only within subclass of countable nouns.

The grammatical meaning of number may not coincide with the notional quantity: the noun in the singular does not necessarily denote one object while the plural form may be used to denote one object consisting of several parts. The singular form may denote:

- a) oneness (individual separate object – *a cat*);
- b) generalization (the meaning of the whole class – *The cat is a domestic animal*);
- c) indiscreteness (нерасчлененность or uncountableness – *money, milk*).

Gender plays a relatively minor part in the grammar of English by comparison with its role in many other languages. There is no gender concord, and the reference of the pronouns *he, she, it* is very largely determined by what is sometimes referred to as 'natural' gender for English, it depends upon the classification of persons and objects as male, female or inanimate. Thus, the recognition of gender as a grammatical category is logically independent of any particular semantic association.

According to some language analysts (B. Ilyish, F. Palmer, and E. Morokhovskaya), nouns have no category of gender in Modern English. Prof. Ilyish states that not a single word in Modern English shows any peculiarities in its morphology due to its denoting male or female being. Thus, the words *husband* and *wife* do not show any difference in their forms due to peculiarities of their lexical meaning. The difference between such nouns as *actor* and *actress* is a purely lexical one. In other words, the category of sex should not be confused with the category of gender, because sex is an objective biological category. It correlates with gender only when sex differences of living beings are manifested in the language grammatically (e.g. *tiger – tigress*). Still, other scholars (M. Blokh, John Lyons) admit the existence of the category of gender. Prof. Blokh states that the existence of the category of gender in Modern English can be proved by the correlation of nouns with personal pronouns of the third person (*he, she, it*). Accordingly, there are three genders in English: the neuter (non-person) gender, the masculine gender, the feminine gender.

Практичне заняття 10-12

Тема 4. The Verb and Non-Finite Forms of the Verb

Питання для усного опитування та дискусії

1. What is the general categorial meaning of the verb?
2. What does the processual categorial meaning of the verb determine?
3. What grammatical categories find formal expression in the outward structure of the verb?
4. What criteria underlie the subclassification of notional verbs?
5. What does aspective verbal semantics find its expression in?
6. What is peculiar to the English lexical aspect?
7. What combinability characteristics does the verb have?
8. What are the mixed lexico-grammatical features of the verbids revealed in?
9. What is peculiar to the predication expressed by the verbids?
10. Which of the verbids is considered the head-form of the whole paradigm of the verb?
11. What grammatical categories does the infinitive distinguish?
12. What grammatical categories does the gerund have?
13. What grammatical categories differentiate the present participle from the past participle?
14. What considerations are relevant for interpreting the half-gerund as gerundial participle?

Аудиторна робота

Виконання студентами усних та письмових (тестових) завдань з питань теми заняття.

Ключовими термінами, на розумінні яких базується засвоєння навчального матеріалу теми, є: Grammatical Meaning, Verb, word-formative, word-changing systems, morphological classification, semantic classification, syntactic classification, grammatical categories, Non-Finite forms, the Paradigm, functions and significance of the Non-Finite Forms.

З метою глибокого засвоєння навчального матеріалу при самостійному вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

As was mentioned in the previous unit, on the upper level all verbal forms fall into two major sets: finite and non-finite. Non-finite forms of the verb, the infinitive, the gerund, participle I (present participle) and participle II (past participle), are otherwise called "verbals", or "verbids". The term, introduced by O. Jespersen, implies that they are not verbs in the proper sense of the word, because they combine features of the verb with features of other notional parts of speech. Their mixed, hybrid nature is revealed in all the spheres of the parts-of-speech

characterization: meaning, formal features, and functions. The non-verbal features of verbids are as follows: they do not denote pure processes, but present them as specific kinds of substances and properties; they are not conjugated according to the categories of person and number, have no tense or mood forms; in some contexts they are combined with the verbs like non-verbal parts of speech; they never function as independent predicates; their functions are those characteristic for other notional parts of speech. The verbal features of verbids are as follows: their grammatical meaning is basically processual; like finites, they do have (at least, most of them have) aspect and voice forms and verbal combinability with direct objects and adverbial modifiers; they can express predication in specific semi-predicative constructions. Thus, verbids can be characterized as intermediary phenomena between verbs and other non-verbal parts of speech. The opposition between finite and non-finite forms of verbs expresses the category of “finitude”. The grammatical meaning, the content of this category is the expression of verbal predication: the finite forms of the verb render full (primary, complete, genuine) predication, the non-finite forms render semi-predication, or secondary (potential) predication. The formal differential feature is constituted by the expression of verbal time and mood, which underlie the predicative function: having no immediate means of expressing time-mood categorial semantics, the verbids are the weak member of the opposition.

The infinitive as the basic form of verbal paradigms.

The Infinitive is the most generalized, the most abstract form of the verb, serving as the verbal name of a process; it is used as the derivation base for all the other verbal forms. That is why the infinitive is traditionally used as the head word for the lexicographic entry of the verb in dictionaries. The infinitive combines verbal features with features of the noun. It has voice and aspect forms, it can be combined with nouns and pronouns denoting the subject or the object of the action, and with the adverbial modifiers. The non-verbal properties of the infinitive are displayed in its syntactic functions and its combinability. The infinitive performs all the functions characteristic of the noun – that of a subject, of a predicative, of an object, of an attribute, of an adverbial modifier. In these functions the infinitive displays substantive combinability with finite verbs. If the subject of the action denoted by the infinitive is named, in the sentence it forms a secondary predicative line with the infinitive. Syntactically, semi-predicative infinitive constructions may be free or bound to the primary predicative part of the sentence. The “for + to infinitive” construction in free use (either as a subject or as any other substantive notional part of the sentence) includes the infinitive and its own, inner subject, e.g.: For him to be late for the presentation was unthinkable. The constructions known as “complex object with the infinitive” and “complex subject with the infinitive” (the passive transformation of the complex object constructions) intersect with the primary predicative part of the sentence: the inner subject of the secondary predicative part forms either the object or the subject of the primary predicative part, e.g.: I saw her enter the room; She was seen to enter the room. In most cases the infinitive is used with the particle “to”, which is its formal mark; it is called a “marked infinitive” and can be treated as an analytical form of the verb. In certain contexts, enumerated in detail in practical grammar text-books, the infinitive is used without the particle “to” and is called a “bare infinitive”, or “unmarked infinitive”; the “bare infinitive” is used when it is combined with functional and semi-functional predicator-verbs to build the analytical forms of the finite verbs (the “bound” use of the infinitive) in some fixed constructions, etc., e.g.: Will you go there? Why not go there? I’d rather stay at home; etc. The particle, just like any other auxiliary component of analytical forms, can be separated from the infinitive by an adverbial modifier, e.g.: to thoroughly think something over. These cases are usually stylistically marked and are known as the “split infinitive”.

The gerund as a verbal form of mixed processual-substantive nature.

The gerund is another verbid that serves as the verbal name of a process and combines verbal features with those of a noun; the gerund, like the infinitive, can be characterized as a phenomenon of hybrid processual-substantive nature, intermediary between the verb and the noun. It is even closer to the noun, because besides performing the substantive functions in a sentence like the infinitive, it can also be modified by an attribute and can be used with a preposition, which the infinitive can not do, e.g.: Thank you for listening to me; Your careful listening to me is very much appreciated. The functions of the gerund in the sentence are as follows - that of a subject, of a predicative, of an object, of an adverbial modifier. In these functions the gerund displays nounal combinability with verbs, adjectives, and nouns, especially in cases of prepositional connections. As for the verbal features of the gerund, first of all, there is no denying the fact, that its meaning is basically processual, which is evident when the gerund is compared with the nouns, cf.: Thank you for helping me. – Thank you for your help; in addition, the gerund distinguishes some aspect and voice forms. Like the finites, it can be combined with nouns and pronouns denoting the subject and the object of the action, and with modifying adverbs. The verbal features distinguish the gerund from the verbal noun, which may be homonymous with the indefinite active form of the gerund, but, first, it has no other verbal forms (passive or perfect); second, cannot take a direct object, but only prepositional objects like all other nouns, cf.: reading the letter (gerund) – the reading of the letters (verbal noun); and, third, like most nouns can be used with an article and in the plural, cf.: my coming (gerund) – his comings and goings (verbal noun). In the correlation of the three processual-substantive phenomena, which constitute a continuum of transitions between the verb and the noun – the infinitive, the gerund, and the verbal noun, the

infinitive is the closest to the verb, as it is more dynamic and possesses fewer substantive features, the gerund is somewhere in between the two, semantically semi-dynamic, and the verbal noun is the closest to the noun, semantically static, possessing practically all the features of normal nouns. They can be treated as the three stages of a lexico-grammatical category of processual representation which underlies various situation-naming constructions in the sphere of syntactic nominalization, cf.: He helped us. □ for him to help us □ his helping us □ his help to us. Another difference between the gerund and the infinitive involves the category of so-called ‘modal representation’: the infinitive, unlike the gerund, has a certain modal force, especially in the attributive function, e.g.: There was no one to tell him the truth (= There was no one who could tell him the truth). The gerund can express secondary predication, when the gerundial sentence-part, or the semi-predicative gerundial construction has its own, separate subject. The subject of the secondary predicative part of the sentence can be expressed either by a possessive pronoun or by a noun in the genitive case, if it denotes an animate referent, e.g.: Mike’s coming back was a total surprise to us. It can also be expressed by a noun in the common case form or an objective pronoun, e.g.: She said something about my watch being slow.

Participle I (present participle) is fully homonymous with the gerund: it is also an ‘ing-form’ (or, rather, four ‘ing-forms’, cf.: writing, being written, having written, having been written). But its semantics is different: it denotes processual quality, combining verbal features with features of the adjective and the adverb; participle I can be characterized as a phenomenon of hybrid processual-qualifying nature, intermediary between the verb and the adjective/adverb. The triple nature of participle I finds its expression in its mixed valency and syntactic functions. The verb-type combinability of participle I is revealed in its combinations with nouns denoting the subject and the object of the action, e.g.: her entering the room, with modifying adverbs and with auxiliary verbs in the analytical forms of the verb; the adjective-type combinability of participle I is manifested in its combinations with modified nouns and modifying adverbs of degree, e.g.: an extremely maddening presence; the adverb-type combinability of the participle is revealed in its combinations with modified verbs, e.g.: to speak stuttering at every word. In its free use, participle I can function as a predicative, e.g.: Her presence is extremely maddening to me; as an attribute, e.g.: The fence surrounding the garden was newly painted; and as an adverbial modifier, e.g.: While waiting he whistled.

Like any other verbid, participle I can form semi-predicative constructions if it is combined with the noun or the pronoun denoting the subject of the action; for example, complex object with participle I, e.g.: I saw her entering the room; complex subject with participle I (the passive transformation of the complex object constructions), e.g.: She was seen entering the room. In addition, participle I can form a detached semi-predicative construction, known as the absolute participial construction, which does not intersect in any of its components with the primary sentence part, e.g.: The weather being fine, we decided to take a walk; I won’t speak with him staring at me like that. In complex object and complex subject constructions the difference between the infinitive and participle I lies in the aspective presentation of the process: participle I presents the process as developing, cf.: I often heard her sing in the backyard. – I hear her singing in the backyard.

Participle II, like participle I, denotes processual quality and can be characterized as a phenomenon of hybrid processual-qualifying nature. It has only one form, traditionally treated in practical grammar as the verbal “third form”, used to build the analytical forms of the passive and the perfect of finites, e.g.: is taken; has taken. The categorial meanings of the perfect and the passive are implicitly conveyed by participle II in its free use, for example, when it functions as a predicative or an attribute, e.g.: He answered through a firmly locked door (participle II as an attribute); The room was big and brightly lit (participle II as a predicative). The functioning of participle II is often seen as adverbial in cases like the following: When asked directly about the purpose of her visit she answered vaguely. But such constructions present cases of syntactic compression rather than an independent participle II used adverbially, cf.: When asked directly □ When she was asked directly... Thus, participle II can be characterized as a verbid combining verbal features (processual semantics and combinability) with the features of the adjective. Like any other verbid, participle II can form semi-predicative constructions if combined with the inner subject of its own; they include complex object with participle II, e.g.: I’d like to have my hair cut; We found the door locked; complex subject with participle II (the passive transformation of the complex object constructions), e.g.: The door was found firmly locked; and absolute participial construction with participle II, e.g.: She approached us, head half turned; He couldn’t walk far with his leg broken.

The meaning of the perfect is rendered by participle II in correlation with the aspective lexico-grammatical character of the verb: with limitive verbs participle II denotes priority (“relative past”) while participle I denotes simultaneity (“relative present”), cf.: burnt leaves (‘the leaves have already been burnt’; relative past) – burning leaves (‘the leaves are burning now’; relative present); hence the alternative terms: participle I – present participle, participle II – past participle. With unlimitive verbs this difference is neutralized and participle II denotes simultaneity, e.g.: a brightly lit room. In addition, participle I and participle II are sometimes opposed as the active participle and the passive participle, cf.: the person asked (passive) – the person asking the question (active); though participle II also participates in the structural formation of the passive and the perfect of participle I, e.g.: being asked, having asked. This, together with the other differential properties, supports the status of participle II as

a separate verbid.

Практичне заняття 13-15 **Тема 5. Phrase (Word-combination)**

Питання для усного опитування та дискусії

1. What are the differential features of the phrase?
2. What are the differential features of the sentence?
3. What makes the sentence the main object of syntax?
4. What functions does the sentence perform?
5. In what way does the notion of nominative aspect of the sentence specify the notion of predication?
6. What are the strong points of the traditional classification of phrases?
7. What does agreement as a syntactic relation consist in?
8. What differentiates government from agreement?
9. What principles is the nominative classification of phrases based upon?
10. What syntactic relations of the phrase constituents does enclosure imply?
11. What type of syntagma is adjoinment typical of?

Аудиторна робота

Виконання студентами усних та письмових (тестових) завдань з питань теми заняття.

Ключовими термінами, на розумінні яких базується засвоєння навчального матеріалу теми, є: phrase, word-combination, the problem of the definition of word-combination (phrase), types of phrases, kinds of phrases, classification of word-combinations, types of subordinative relations, components of subordinative phrases, preposition-like phrase.

З метою глибокого засвоєння навчального матеріалу при самостійному вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

The grammatical structure of language comprises two major parts – morphology and syntax. The two areas are obviously interdependent and together they constitute the study of grammar.

Morphology deals with paradigmatic and syntagmatic properties of morphological units – morphemes and words. It is concerned with the internal structure of words and their relationship to other words and word forms within the paradigm. It studies morphological categories and their realization.

Syntax, on the other hand, deals with the way words are combined. It is concerned with the external functions of words and their relationship to other words within the linearly ordered units – word-groups, sentences and texts. Syntax studies the way in which the units and their meanings are combined. It also deals with peculiarities of syntactic units, their behavior in different contexts.

Syntactic units may be analyzed from different points of view, and accordingly, different syntactic theories exist.

Kinds of syntactic theories.

Transformational-Generative Grammar. The Transformational grammar was first suggested by American scholar Zellig Harris as a method of analyzing sentences and was later elaborated by another American scholar Noam Chomsky as a synthetic method of ‘generating’ (constructing) sentences. The main point of the Transformational-Generative Grammar is that the endless variety of sentences in a language can be reduced to a finite number of kernels by means of transformations. These kernels serve the basis for generating sentences by means of syntactic processes. Different language analysts recognize the existence of different number of kernels (from 3 to 39). The following 6 kernels are commonly associated with the English language:

- (1) NV – John sings.
- (2) NVAdj. – John is happy.
- (3) NVN – John is a man.
- (4) NVN – John hit the man.
- (5) NVNN – John gave the man a book.
- (6) NVPrep.N – The book is on the table.

It should be noted that (3) differs from (4) because the former admits no passive transformation.

Transformational method proves useful for analysing sentences from the point of their deep structure:

the same unit: his broad back, a back district, to go back, to back sm. Syntactic relations are syntagmatic relations observed between syntactic units. They can be of three types – coordination, subordination and predication.

Syntactic relations.

The syntactic units can go into three types of syntactic relations.

1. Coordination (SR1) – syntagmatic relations of independence. SR1 can be observed on the phrase, sentence and text levels. Coordination may be symmetric and asymmetric. Symmetric coordination is characterized by complete interchangeability of its elements – pens and pencils. Asymmetric coordination occurs when the position of elements is fixed: ladies and gentlemen. Forms of connection within SR1 may be copulative (you and me), disjunctive (you or me), adversative (strict but just) and causative-consecutive (sentence and text level only).

2. Subordination (SR2) – syntagmatic relations of dependence. SR2 are established between the constituents of different linguistic rank. They are observed on the phrase and sentence level. Subordination may be of three different kinds – adverbial (to speak slowly), objective (to see a house) and attributive (a beautiful flower). Forms of subordination may also be different – agreement (this book – these books), government (help us), adjournment (the use of modifying particles just, only, even, etc.) and enclosure (the use of modal words and their equivalents really, after all, etc.).

3. Predication (SR3) – syntagmatic relations of interdependence. Predication may be of two kinds – primary (sentence level) and secondary (phrase level). Primary predication is observed between the subject and the predicate of the sentence while secondary predication is observed between non-finite forms of the verb and nominal elements within the sentence. Secondary predication serves the basis for gerundial, infinitive and participial word-groups (predicative complexes).

Практичне заняття 16-19

Тема 6. Sentence

Питання для усного опитування та дискусії

1. What are the main principles of the actual division of the sentence?
2. What sentence elements can be called "thematic"?
3. What language means mark the theme of the sentence?
4. What is understood by the rheme of the sentence?
5. What language means are used to express the rheme of the sentence?
6. In what do you see the connection of the actual division and the communicative sentence types?
7. What actual division pattern is typical of the declarative sentence?
8. What actual division pattern characterizes the imperative sentence?
9. What kind of rheme is peculiar to the interrogative sentence?
10. In what way does the actual division help reveal the differential features of intermediary communicative sentence types?
11. Find examples of different syntactic structures in your favourite songs or movies, share and analyse them in class.
12. Find examples of secondary structures of predication in your favourite songs or movies, share and analyse them in class. Transform them into primary structures of predication.
13. In what functional style do you think secondary structures of predication will be the most frequent? Why?
14. In the sentences below, find secondary structures of predication, define their types and functions and try to unwind them:
 - A. *I was dusting the saloon, and I saw him pass, and his face was white.*
 - B. *Norah found Robert curled in the arm-chair.*
 - C. *After our carving the pumpkin, Mother decided to put it on the porch.*
 - D. *Sam getting ready for the exam, I decided to turn the music down.*
 - E. *Kelly happened to be reading a book when the phone rang.*

Аудиторна робота

Виконання студентами усних та письмових (тестових) завдань з питань теми заняття.

Ключовими термінами, на розумінні яких базується засвоєння навчального матеріалу теми, є: sentence, characteristics of the sentence, notion, models, classification of sentences, structural approach, semantics of the sentence, relevant model, the simple sentence, Ssimple complicated sentence, elliptical sentence,, one-member sentence, the main parts of a simple sentence, the secondary parts of the sentence, the composite sentence, principles of classification, subordinate clauses, types of subordinate clauses.

З метою глибокого засвоєння навчального матеріалу при самостійному вивченні теми студенту варто особливу увагу зосередити на таких аспектах:

The composite sentence, as different from the simple sentence, is formed by 2 or more predicative lines. Being a polypredicative construction, it expresses a complicated act of thought, i.e. an act of mental activity which falls into two or more intellectual efforts closely combined with one another. In terms of situations and events this means that the composite sentence reflects two or more elementary situational events viewed as making up a unity. The logical sequence of simple sentences is not evident, so if we transform a composite sentence into a chain of simple sentences: When I sat down to dinner I looked for an opportunity to slip in casually the information that I had by accident run across the Driffields; but news travelled fast in Blackstable. If we place the sentences in their temporal succession, it will destroy the original purpose of communication.

The use of composite sentences is characteristic of literary written speech rather than colloquial oral speech. The three reasons for this relate to the actual needs of expression, the possibilities of production and the conditions of perception. This type of speech deals with lengthy reasoning, descriptions, narrations, details. Situational foreground and background, sequence of events is interrupted by cross-references and comments. From the point of view of the possibilities of production the written speech is edited, prepared, and from the point of view of the possibilities of perception, the written speech can neglect the limits of the recipient's immediate memory.

The classification of subordinate clauses offers special difficulties and remains the area of syntax where we find different linguistic approaches with some important disputable points open to thought and discussion. Much still remains to be done in this field of grammar learning. This is one of many ranges of linguistic structure in which we find borderline cases where the lexico-grammatical organisation of complex syntactic units presents special difficulties. Contexts are of extreme importance in understanding syntax.

Various kinds of contextual indication, linguistic or situational, and intonation in actual speech resolve structural ambiguity in homonymic patterns on the syntactic level.

As we shall further see, the significant order of sentence elements, as an important factor of syntax, will also merit due consideration in describing the distributional value of various kinds of subordinate clauses.

It is to be noted that disagreement over the classification of sub-clauses is based not on conflicting observations in language learning but rather on different linguistic approaches to the study of syntax.

There are obvious reasons for describing sub-clauses proceeding from the similarity of their functions with those of parts of the sentence. Analysis of clause patterns from this angle of view seems most helpful and instructive.

The traditional distinction between the main and the subordinate clause is familiar in grammar learning, but students of language should be prepared to meet it under other names. Emphasising the structural position of sub-clauses, Ch. Fries, for instance, adopted the term included sentence as a compromise between Ch. Fries's included sentence and the term of traditional grammar, W. N. Francis offered the name included clause. Logically, the term *clause* itself would be a sufficiently distinct term, because it is not used here for any larger class of forms of which included clauses are a subclass.

To express subordination of one syntactic unit to another in a complex sentence English uses the following means: a) conjunctions; b) conjunctive words; c) asyndeton; d) sentence-order, i. e. the position of syntactic structures relative to one another; e) correlative words.

1.4. Самостійна робота студентів

Самостійна робота студента є однією з основних складових оволодіння навчальним матеріалом і виконується в позааудиторний час, передбачений тематичним планом навчальної дисципліни.

Під час вивчення навчальної дисципліни студенти повинні навчитися самостійно мислити, поглиблювати засвоєні на практичних заняттях знання, опанувати практичні навички спілкування за професійним спрямуванням.

Форма контролю самостійної роботи – перевірка конспекту або обговорення на практичному занятті. Питання самостійної роботи виносяться на поточний і підсумковий семестровий контроль.

Тема 1. Introductory to the theoretical study of the English Language Grammar

Питання для самостійної роботи

1. The notion of category in grammar. Conceptual categories and ways of their lingual representations.
2. Types of grammatical categories. The notion of grammatical paradigm.
3. Time in terms of field structure and its semantic interpretation.
4. Aspect in terms of field structure and its semantic interpretation.
5. REPORT: “*Grammatical Representation of Time Relations in the English and Ukrainian Grammars*”.

Тема 2. Structure of the Word. Problem of Parts of Speech

Питання для самостійної роботи

1. What is a part of speech? Problems of understanding, ancient grammar ians (Greek, Roman, & British) about parts of speech.
2. The existing inventory classifications of parts of speech (given by H. Sweet, O. Jespersen, Ch Fries, British and American Grammar modern books, M.Ganshina and N.Vasilevskaya, Kaushanskaya et al., B. Ilyish, B.Khaimovich et al., etc)
3. The Category of State, or the Stative : pro and contra arguments.
4. The existing definitions of the Noun in classical Latin Grammar books, after R. Lowth, H. Sweet, Ch. Fries, J. Nesfield, O. Jespersen, M. Ganshina et N. Vasilevskaya, V. Kaushanskaya et al. What differences have you noticed?
5. REPORT: “*Ferdinand de Saussure. Life and Scientific Input*”

Тема 3. The Noun and the Problem of English Article

Питання для самостійної роботи

1. The existing definitions of the noun in classical Latin grammar books, after R. Lowth, H. Sweet, Ch. Fries, J. Nesfield, O. Jespersen, M. Ganshina & N. Vasilevskaya, V. Kaushanskaya et al., M. Swan, Cobuild Grammar, R. Hudson & G. Pullum, etc. What differences have you spotted?
2. What are the basic characteristics of the noun? What is the basic difference between the noun and the pronoun?
3. The problem of classification of nouns. The existing classifications and their drawbacks.
4. The noun and the noun-adjective, the attributive noun. The stone-wall problem.
5. REPORT: “*The Noun in English and Ukrainian Grammars: Similarities and Differences in the Linguistic Treatment*”.

Тема 4. The Verb and Non-Finite Forms of the Verb

Питання для самостійної роботи

1. What are the basic characteristics of the Verb? What is the main difference between the Notional Verb and the Non-Finite Verb?
2. The Problem of Classification of Verbs. The existing classifications and their drawbacks.

3. The Verb, its definition in prescriptive and theoretical grammar books.
4. Three approaches to the interpretations of the conceptual meaning of the Verb (name the scientists).
5. What are the basic characteristics of the noun & the verb?
6. REPORT: “*Verbo- or Nomenocentric Organisation of the Language*”.

Тема 5. Phrase (Word-combination)

Питання для самостійної роботи

1. The basic units of syntax: the phrase and the sentence. Differential features of the phrase and of the sentence. The phrase in the hierarchy of language units.
2. The notion of collocation and its semantic status.
3. The traditional part of speech classification of phrases. Nominative classification of phrases. The problems of interpretation of predicative phrases.
4. Agreement and government as two main types of syntactic relations.
5. Classification of word combinations in structuralism.
6. Adjoinment and enclosure as special means of expressing syntactic relations.

Тема 6. Sentence

Питання для самостійної роботи

1. The stone-wall problem. Different approaches to singling out parts of speech: a historical outline & modern innovation.
2. The problem of gender: nouns & pronouns. Changes in the 21st century.
3. Syntactic units & their understanding by different scholars: a sentence member, a syntactic phrase, a clause, a syntactic complex, a sentence.
4. Communicative sentence types: Different viewpoints and approaches in English and other languages.
5. Structural sentence types: Different viewpoints and approaches in English and other languages. One and the same sentence analysed differently due to the approach taken (illustrated by examples that are personally collected from the original English texts).

1.4.1. Індивідуальні завдання

Індивідуальні завдання передбачаються у формі рефератів-оглядів. Завдання у формі ІНДЗ обирається студентом добровільно на початку семестру. Виконання індивідуального завдання у формі ІНДЗ може передбачає:

- підбір та опрацювання літератури за темою;
- складання плану і виконання роботи (вступ, *перше питання* - розкриття теоретичних аспектів проблеми, виклад основних ідей та пропозицій авторів; *друге питання* - аналіз фактичних та статистичних даних; висновки; список використаної літератури та інформаційних джерел);

- презентація ІНДЗ на практичних заняттях (виступ до 5 хвилин).

Індивідуальне завдання у формі рефератів-оглядів обирається студентом добровільно на початку семестру і виконується за усталеними вимогами.

Основні вимоги до написання рефератів-оглядів

При виконанні індивідуального завдання необхідно взяти до уваги, що реферат (лат. *refero* – доношу, повідомляю, переказую) – це короткий переказ змісту наукової роботи, книги або вчення, оформлене у вигляді письмової публічної доповіді; доповідь на задану тему, зроблена на основі критичного огляду відповідних джерел інформації (наукових праць, літератури по темі).

Зі свого боку, реферат-огляд складається на основі декількох джерел і зіставляє різні точки зору з досліджуваного питання.

Реферат-огляд, незалежно від теми, містить визначені реквізити: титульна сторінка

встановленого зразка, вступ, розділи, висновки, список використаних джерел і додатки (у разі необхідності).

Обов'язково в тексті повинні бути посилання на джерела, що були використані при написанні реферату. Посилання подаються у квадратних дужках з вказівкою номера джерела, за яким воно внесене у список використаних джерел, та сторінки (якщо подається точна цитата або числові дані), наприклад [3, с.8].

Технічні вимоги: текст має бути набраний шрифтом Times New Roman, 14 кеглем через 1,5 інтервали. Поля: верхнє – 2,0 см, нижнє – 2,0 см, лівє – 3,0 см, правє – 1,0 см. Загальний обсяг реферату-огляду – до 15 сторінок формату А4.

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DEPARTMENT OF MANAGEMENT AND ECONOMY
Movoznavstvo Chair**

Discipline:
English

„ ...Title ... „

Reasercher:
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Department of Management
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Supervisor:
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Doctor of Philosophy (Pedagogics),
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**Khmelnysky
2025**

Темі рефератів-оглядів та науково-дослідних завдань

1. The structure of a simple sentence in modern English.
2. The complex sentence in modern English.
3. Syntax analysis and the problem of language levels.
4. Constructive analysis of sentence structure.
5. Implicit predicativity in modern English.
6. Structural syntax of the English language.
7. Meaning and structure of language.
8. Philosophy of grammar of O. Espersen.
9. Structure of phrase in modern English.
10. Parts of speech in onomasiological aspect.
11. Grammatical categories of the verb in modern English.
12. Leading grammatical theories: a retrospective review and characteristics.
13. Word formation of nouns in modern English.
14. Word-forming features of adjectives in modern English.
15. Functional and grammatical features of parts of speech.
16. Service parts of speech and service words.
17. Semantics and pragmatics of the sentence.
18. General principles of describing word combinations as syntactic units.

** Темі наукових робіт, рефератів, текстів можуть змінюватись викладачем.*

1.5. Підсумковий контроль

Підсумковий семестровий контроль проводиться у формі усного іспиту. Екзаменаційний білет містить 3 питання.

1.5.1. Питання для підсумкового контролю

1. The notion of “Grammar” in the ancient times and at present. Place of grammar among other linguistic sciences.
2. Different types of grammar. Prescriptive and descriptive grammar. Objective and subjective grammar.
3. Historical premises of the origin of theoretical grammar.
4. Periodization of grammar.
5. Early prenormative grammar. Its founders and their input.
6. The English Academy of the 18 c. The first prescriptive grammars and the codification of the English language.
7. Henry Sweet, his postulates and the rise of scientific grammar.
8. Henry Sweet’s understanding of the norm.
9. The development of grammar in the 20 c. The rise of modern theoretical grammar.
10. The development of structural and functional grammars and their best known representatives.
11. The development of transformational and generative grammars and their best-known representatives.
12. The rise of pragmatics and textual grammar.
13. Newest trends in grammar and their most outstanding representatives.
14. Stages and main principles of linguistic analysis.
15. The problem of parts of speech in modern English.
16. Parts of speech classifications: Development in diachrony.
17. The problem of the category of state.
18. The “Stone-Wall” problem and the clue to its solution.

19. The problem of language and speech in modern linguistics.
20. Parts of speech on the levels of language and speech.
21. Traditional understanding of parts of speech. Their definitions. Different sets of parts of speech.
22. The definition of the part of speech given by prof. A.K.Korsakov.
23. The noun. Definition and classification.
24. The problem of the article. Its definition and scientific understanding.
25. The verb. Traditional definition. Different approaches to the problem.
26. Actions, states, processes. Classification of processes. The improved definition of the verb.
27. Members of the sentence. Syntactic structures. Syntactically-structured and syntactically non-structured sentences.
28. The structure of predication. Its constituents. The primary and the secondary structures of predication.
29. The structure of complementation. Its components. Types of complements.
30. The structures of modification and coordination. Their components

1.5.2. Приклад екзаменаційного білета

БІЛЕТ № 00

1. Stages and main principles of linguistic analysis.
2. The verb. Traditional definition. Different approaches to the problem.
3. The structure of predication. Its constituents. The primary and the secondary structures of predication.

2. Схема нарахування балів

2.1. Нарахування балів студентам з навчальної дисципліни здійснюється відповідно до такої схеми:



Обсяг балів, здобутих студентом під час практичних занять, обчислюється за сумою балів, здобутих під час кожного із занять, передбачених навчальним планом, і визначається згідно з пунктом 4.3.5 Положення про організацію освітнього процесу в Хмельницькому університеті управління та права імені Леоніда Юзькова.

З навчальної дисципліни передбачено проведення 6 лекційних занять за денною формою навчання.

№ з/п	Форма навчання	Кількість лекцій за планом	Кількість відвіданих лекцій					
			1	2	3	4	5	6
1	Денна	6	1,7	1,7	1,7	1,7	1,7	1,7

З навчальної дисципліни передбачено проведення 19 практичних занять за денною формою навчання.

Обсяг балів, здобутих студентом під час практичних занять з навчальної дисципліни, визначається за формулою $\sum c = B_1 + B_2 + \dots + B_n / n \times K$, де:

$\sum c$ – загальна сума балів;

B – кількість балів, отриманих на одному занятті;

n – кількість семінарських (практичних, лабораторних) занять, визначених робочою програмою;

K – коефіцієнт, який, дорівнює 11 (з урахуванням специфіки навчальної дисципліни).

За результатами практичного заняття кожному студенту до відповідного документа обліку успішності виставляється кількість балів від 0 до 5 числом, кратним 0,5, яку він отримав протягом заняття.

1.2. Під час проведення семінарських (практичних, лабораторних) занять студентам виставляються бали, яким відповідає рівень знань студентів, поданий у табл. 4.2. Положення про організацію освітнього процесу в Хмельницькому університеті управління та права імені Леоніда Юзькова.

1.3. Під час проведення семінарських (практичних, лабораторних) занять студентам виставляються бали, яким відповідає рівень знань студентів, поданий у табл. 4.2. Положення про організацію освітнього процесу в Хмельницькому університеті управління та права імені Леоніда Юзькова.

Таблиця 4.2.

Критерії поточного оцінювання знань студентів

Оцінка за одне заняття	Зміст критеріїв оцінки			
	Усні виступи	Письмові нетестові завдання	Тестові завдання	
			однакового рівня складності	різних рівнів складності
1	2	3	4	5
5	Студент у повному обсязі володіє навчальним матеріалом, вільно самотійно та аргументовано його викладає під час усних виступів та письмових відповідей, глибоко та всебічно розкриває зміст теоретичних питань та практичних завдань, використовуючи при цьому обов'язкову та додаткову літературу. Правильно вирішив усі або не менше 90 % письмових завдань.		Студент правильно вирішив усі або не менше 90 % тестових завдань.	Студент набрав не менше 90 % від максимально можливої кількості балів.
4,5	Студент досить повно володіє навчальним матеріалом, обґрунтовано його викладає під час усних виступів та письмових відповідей, в основному розкриває зміст теоретичних питань та практичних завдань, використовуючи при цьому обов'язкову літературу. Однак під час викладання деяких питань допускаються при цьому окремі несуттєві неточності. Правильно вирішив 82-89 % письмових завдань.		Студент правильно вирішив 82-89 % тестових завдань.	Студент набрав 82-89 % від максимально можливої кількості балів.

4	Студент достатньо повно володіє навчальним матеріалом, обґрунтовано його викладає під час усних виступів та письмових відповідей, в основному розкриває зміст теоретичних питань та практичних завдань, використовуючи при цьому обов'язкову літературу. Однак під час викладання деяких питань не вистачає достатньої глибини та аргументації, допускаються при цьому окремі несуттєві неточності та незначні помилки. Правильно вирішив 74-81 % письмових завдань.	Студент правильно вирішив 74-81 % тестових завдань	Студент набрав 74-81 % від максимально можливої кількості балів.
3,5	Студент в цілому володіє навчальним матеріалом, викладає його основний зміст під час усних та письмових відповідей, але з не зовсім глибоким та всебічним аналізом, обґрунтуванням та аргументацією, з недостатнім використанням необхідної літератури, допускаючи при цьому окремі несуттєві неточності та помилки. Правильно вирішив 64-73 % письмових завдань.	Студент правильно вирішив 64-73 % тестових завдань.	Студент набрав 64-73 % від максимально можливої кількості балів.
3	Студент в цілому володіє навчальним матеріалом, викладає його основний зміст під час усних та письмових відповідей, але без глибокого всебічного аналізу, обґрунтування та аргументації, без використання необхідної літератури, допускаючи при цьому окремі суттєві неточності та помилки. Правильно вирішив 60- 63 % письмових завдань.	Студент правильно вирішив 60-63 % тестових завдань.	Студент набрав 60-63 % від максимально можливої кількості балів.
2 – 2,5	Студент не в повному обсязі володіє навчальним матеріалом. Фрагментарно, стисло без аргументації та обґрунтування викладає його під час усних виступів та письмових відповідей, поверхово розкриває зміст теоретичних питань та практичних завдань, допускаючи при цьому суттєві неточності. Правильно вирішив 35-59 % письмових завдань.	Студент правильно вирішив 35-59 % тестових завдань.	Студент набрав 35-59 % від максимально можливої кількості балів.

0 – 1,5	Студент частково володіє навчальним матеріалом, не у змозі викласти зміст більшості питань теми під час усних виступів та письмових відповідей, допускаючи при цьому суттєві помилки. Правильно вирішив 0-34 % письмових завдань.	Студент вирішив 0-34 % тестових завдань.	Студент набрав 0-34 % від максимально можливої кількості балів.
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Перерозподіл кількості балів в межах максимально можливої кількості балів за самостійну роботу студентів та виконання індивідуальних завдань, наведено в наступній таблиці:

№ з/п	б тем	Номер теми						Усього балів
		1	2.	3	4	5.	6	
1.	Максимальна кількість балів за самостійну роботу	2	3	3	3	3	2	16
2.	Максимальна кількість балів за індивідуальне завдання	4						4
	Усього балів:							20

3. Рекомендовані джерела

3.1. Основні джерела

1. Морозова І. Б. Парадигматичний аналіз структури і семантики елементарних комунікативних одиниць у світлі гештальт-теорії в сучасній англійській мові : монографія. Одеса : Друкарський дім, 2009. 384 с.
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3. Ткаченко Л. Л. Теоретична граматики англійської мови : курс лекцій для студентів IV курсу напряму підготовки 6.020303 «Філологія. Мова та література (англійська)». Херсон : Вид-во РВВ «Колос» ХДАУ, 2012. 80 с.
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5. Alexeyeva I. Theoretical English grammar course. Vinnytsia : Nova Knyha, 2007. 208 p.
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3.2. Допоміжні джерела

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6. Hurford J. R. The origins of grammar : language in the light of evolution. Oxford : Oxford University Press, 2022. 231 p.
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8. Langacker R. W. Foundations of cognitive grammar. Vol. 1, Theoretical prerequisites. Stanford : Stanford University Press, 1987. 540 p.

9. Martynyuk O. V., Orlovska O. V. Introducing active language learning techniques into a virtual classroom: reflection on the American practices. *Порівняльна професійна педагогіка*. 2023. Т. 13, № 1. С. 44–52.

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4. Інформаційні ресурси в Інтернеті

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3. What is grammar? (For a linguist). [Електронний ресурс]. – Режим доступу: https://www.youtube.com/watch?v=Ns9Lf0N6wEk&t=86s&ab_channel=SnapLanguage
4. What's wrong with (traditional) grammar? [Електронний ресурс]. – Режим доступу: https://www.youtube.com/watch?v=MblRSSMNpHg&ab_channel=SnapLanguage
5. Morphology. [Електронний ресурс]. – Режим доступу: https://www.youtube.com/watch?v=mv7t6Q0uebY&ab_channel=EvanAshworth
6. Syntagmatic & Paradigmatic - analysis of language. [Електронний ресурс]. – Режим доступу: https://www.youtube.com/watch?v=LutRWGv4au0&t=38s&ab_channel=Yurembam