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THEORETICAL ENGLISH GRAMMAR



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Олий ва ўрта махсус, касб-хунар таълими илмий методик бирлашмалари фаолиятини мувофиқлаштирувчи кенгаш томонидан нашрга тавсия этилган.

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Мазкур дарслик бакалавриатура ва магистратура талабаларига ҳозирги замон инглиз тили морфологияси ва синтаксисининг энг муҳим масалаларини етакчи тамойиллар ва методларни қўллаш йўли билан таҳлил қилишга, ўргатишга бағишланган. Алоҳида эътибор грамматик ҳодисаларни энг сўнги методларидан фойдаланилган ҳолда тасвирлаш масаласига қаратилган. Дарслик ОТМлар инглиз филологияси йўналиши, бакалавриатура, магистратура босқичи талабалари учун мўлжалланган.

В данном учебнике рассматриваются важнейшие проблемы морфологии и синтаксиса современного английского языка в свете ведущих принципов, направлений и методов языкознания. Особое внимание уделяется системному описанию грамматических явлений путем применения новейших методов лингвистического анализа. Учебник предназначен студентам бакалавриатуры и магистратуры филологических направлений.

The present textbook is aimed at analyzing the English morphology and syntax using the leading principles and methods of present day linguistics. A special attention is paid to the systemic description of grammatical structures and phenomena applying the latest methods of investigation. The course book is recommended for the Bachelor's and Master's Degree students of the Universities which train English Language teachers.

INTRODUCTION

In the past decade there has been rapid progress towards all the stages of education in our country. The Government of Uzbekistan has issued two Decrees (1) to improve the quality of education including teaching foreign languages, especially, English, which is the lingua – franca. (1), (2).

With the expansion of higher education, new challenges emerge, such as training of highly qualified trainers for all the stages of education including higher educational Institutions of the country. All these pose necessities to train specialists both in the fields of theory and practice since “good teaching practice is based on good theoretical understanding. There is indeed nothing so practical as a good theory” (Wardhaugh: 1969).

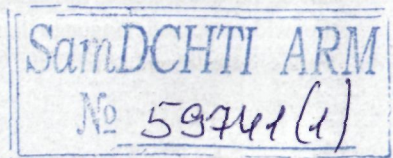
This course-book is, first of all, addressed to the students of higher educational Institutions which train teachers for educational Institutions and to anyone who is prepared to give some thought to an understanding of what lies behind the language practices of the language learners. The mentioned above Government Decrees actually urge the future teachers of foreign languages to become scientific and to rely on the languages sciences and on their research. There's one more very important point to be mentioned here: much of what is addressed in this course book to foreign languages teachers may be useful and applicable to native language teaching as well, to compare the languages for revealing identity and differences as well.

Taking into account the tasks put forward by the two Presidential decrees the State Educational Standards have been reconsidered and new generation of textbooks are developed. “Theoretical English Grammar” is one of them.

The book consists of two parts. The first part is designed for students of bachelor's degree and the second half is intended for students of master's degree and it may also be of interests to others who are concerned with these issues: teacher trainers, language pedagogy and researchers.

The textbook also provides a summary of brief linguistic terms in English, Uzbek and Russian.

The authors designed a second special booklet in which achievement tests are provided to evaluate students' knowledge.



CHAPTER 1

ENGLISH IN THE SYSTEM OF GENETIC AND MORPHOLOGICAL CLASSIFICATION OF LANGUAGES

This topic covers a particular aspect of general linguistics with a strong emphasis on practical activities of students of higher educational institutions who have chosen the profession of foreign language teachers.

In both types of language typology, i.e. in genetic/genealogical and morphological classification of languages, special attention will be given to the English Language which is the lingua franca (auxiliary language), a language that is used internationally for communication between different ethnic groups.

The teachers of English will have to know how the human languages work, in which ways they are alike and in which ways they are different, how languages and their relatives have spread across the world. Which is the subject matter of genetic / genealogical classification of languages.

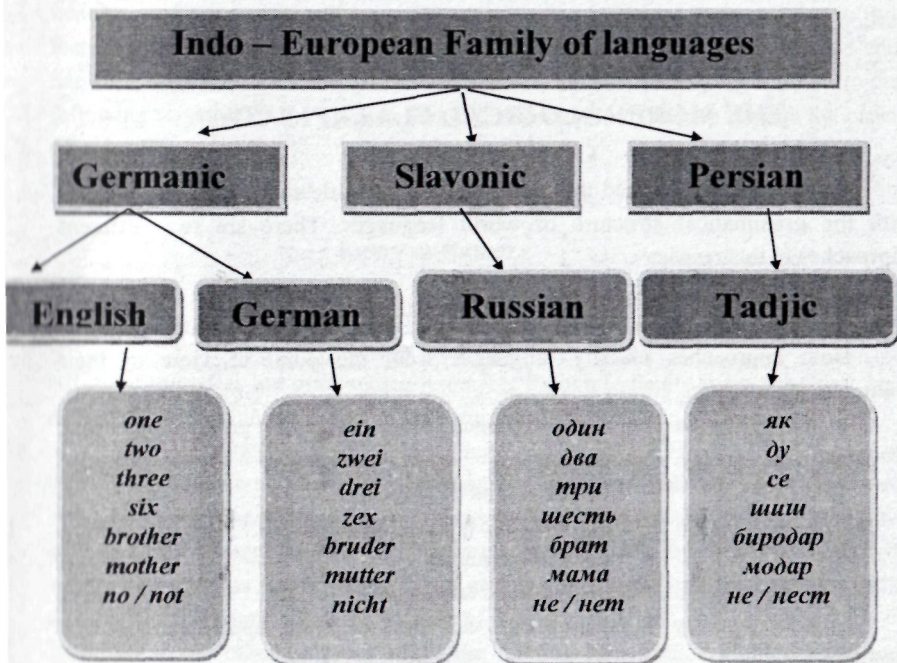
The initial scientific attempts to define the history of languages were made at the beginning of the 19th century. Linguists started comparing languages in a detailed systematic way to prove a historical relationship, to find correspondences between them which would prove that they have developed from a common source. The first evidence of a common origin was Latin. The widespread European languages like Spanish, Italian, French and some other Romanic languages proved to have descended from this common source. In the same way other groups of Indo-European family of languages have been established. In such a way as other language families and their branches have been revealed.

In the morphological classification the languages are compared from the point of view of their grammatical structure, grammatical peculiarities.

THE GENETIC TYPOLOGY OF LANGUAGES

The genetic classification or typology deals with the origin of languages. There are many languages in the world which relate to many language families. No one so far could define the exact number of languages and language families. But the widest spread language families are Indo – European, Chinese – Tibetan, Turkic, Semitic and others.

The biggest language family is the Indo – European family of languages. They have descended from a language which is generally thought to have been spoken by tribes many centuries ago. So far no one knows where the initial tribes of this language lived. There are some ideas but the last one is: that they lived somewhere to the east of Europe and in the territory of Iraq (Ivanov, Rteveladze, 1996). In the course of time they split up and some moved westward to Europe, others moved towards Asia, towards India. Their languages changed and became different from one-another, though they kept words and ways of using them which had been passed from the original Indo-European mother language. Some tribes became particularly powerful which stretched over the Europe, including the British Isles. Today there are more than ten widespread Indo-European groups of languages, some of them are: Slavonic/Slavic, Romance, Germanic, Indian, Persian, Baltic and others which are descended from Proto-Indo-European language, which may also be called as a source language. Modern English is one of the Germanic group of Indo-European family of languages. Nowadays it is not difficult to prove that the mentioned languages are related to each other. Compare the examples given below:



There's no doubt that above – mentioned words have common root

Some words about the Uzbek language. Uzbek is said to be a Turkic language. In modern linguistics there are two different approaches in classifying Turkic languages. Some linguists use the "term" "Turkic" while others use the term Altaic. Those who use the term "Turkic family" they keep in mind the languages like Uzbek, Turkish, Kazakh, Kirghiz, Tatar, Uyghur, Azari, Yakut and some others while those who use the term "Altaic" family they include the languages like Japanese, Mongolian and Korean too. The languages that are included into the Turkic family are very similar both from the point of view of vocabulary and grammar. But it is not that easy to prove that Japanese is related to Uzbek, Turkish, Turkmen and other Turkic languages. The similarity may be observed in the grammatical structure which maybe said to be an agglutinating language but so far as to the vocabulary much has to be proved. There are some words like "uchi" and "soto" which may be related to Turkic languages, compare:

"uchi" (Japanese) – "ichi" (Uzbek) both of which are translated as "inside".
"Soto" (Japanese) – "satkhi" (Uzbek) – "outside". Since initial Turkic tribes lived in Siberia there's no doubt that some of them moved to the territory of Japan, Korea & Mongolia which are much closer than Central Asia, the territory of Turkey.

THE MORPHOLOGICAL CLASSIFICATION OF LANGUAGES

As has been mentioned the morphological classification of languages deals with the grammatical structure of world languages. There are two different approaches in this respect:

- European approach
- American approach

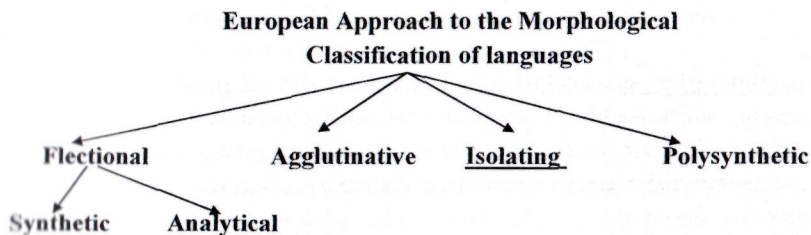
Both approaches classify languages from the point of view of their grammatical structure.

In the European approach languages of the world are grouped into four subtypes:

- Flexional type of languages
- Agglutinative type of languages
- Isolating languages
- Polysynthetic languages

In contemporary linguistics one can find different approaches to this classification.

The most widespread opinion to the mentioned types of languages are as follows:



Flectional (there are other terms like inflecting, fusional) languages to connect words in sentences most often use grammatical inflections. The European linguists divide the flectional languages into two subtypes: flectional synthetic and flectional analytical languages.

The flectional –synthetic languages are rich in grammatical inflections which are of primary importance in connecting words in sentences and due to this feature these languages have relatively free order of words. All the Slavonic and Semitic languages are said to be flectional – synthetic languages too. In the following sentence of the Russian language the speaker is free to change the order of words.

- Он читает книгу.
- Он книгу читает.
- Книгу он читает.
- Книгу читает он.
- Читает он книгу.
- Читает книгу он.

All these sentences are grammatically correct though logically there may be some difference. These languages widely use prefixes, infixes and postfixes.

The flectional analytical languages have relatively less grammatical inflections. English is one of such languages. Usually in such languages the order of words is of primary importance. When speaking about the grammatical structure of this type of languages all other grammatical means come after the order of words. The Russian sentence mentioned above is translated into English: He reads a book. But one cannot change the order of words in English.

There are other opinions about the flectional languages. Some specialists think that a language in which the form of a word changes to show a change in meaning of grammatical function often there is no clear distinction between the

basic part of the word and the part which shows a grammatical function such as number or tense. For example:

mice = mouse + plural

came = come + past tense (Fromkin and Rodman 1983)

Agglutinating or agglutinative languages are morphological type of languages in which words in sentences are mostly combined by the help of grammatical inflections. These languages also have many grammatical inflections. But these means differ greatly from the grammatical inflections of the flectional languages.

In the agglutinative type of languages one grammatical inflection expresses most often one grammatical meaning. All the Turkic languages are said to be agglutinative type of language. Compare the following examples:

Мен шошяпман (Uzbek). Я снежу (Russian).

The predicates in both languages express the following grammatical meanings: The first person, the present tense and the singular number. But in the Russian language all these grammatical meanings are expressed by the inflection “-y” while in the Uzbek language each of these grammatical meanings have their own grammatical means to express them. Compare:

Russian		Uzbek
- y	the present tense	- яп
	the first person	- м
	the singular number	- ан

It is very important to point out that in the Uzbek language one has to follow or to keep to the succession of the grammatical inflections in speech.

In the isolating languages word forms do not change which means that these languages do not have grammatical inflections. They have three grammatical means: tone, functional words and word order. One and the same word may be pronounced by four different tones which will express both lexical and grammatical meanings of the word. Functional words are characteristic to all the languages. Absence or lack of grammatical inflections presupposes the existence of other grammatical means. Chinese – Tibetan languages are said to be isolating.

In the polysynthetic languages all the language elements that participate in sentences are written together or by means of dash. Compare the following three examples from three different polysynthetic languages:

Wametulipa (“They have paid us”) the Swahili language

in which wa (they) + me (perfective marker) + tu (us) + lipa (pay).

Another example from an American Indian language:

Inialudam – I came to give it to her.

In an Australian Aborigine language, the word – sentence

Kenguru means “I do not understand you”.

Finalizing the morphological classification of world languages, we cannot but mention that because of this type of classification the linguistic science developed such branches of linguistics as language typology and language universals. The structural features that all or the most language have in common are called language universals. The differences in the structural features of languages are the subject-matter of typology. It is worth mentioning that both approaches are actually complementary, though sometimes they are associated with different theoretical conceptions of linguistics.

Discussion questions:

1. What is the most reliable language means that helps to define the genealogical identity of languages: phonetic, lexical or grammatical means, spelling of words?
2. What's the reason of splitting of tribes referring to the same family?
3. What is the reason of language changes that have developed from the same source language?
4. Why languages borrow words from other languages?
5. What do you understand when you hear others say that languages are still on the move?
6. What can you say about the equality of languages? Try to prove your arguments by examples.
7. The morphological classification of languages: what is the reason of using the term “morphological”?
8. What are the intensions of linguists when they classify world languages from the point of view of their grammatical structure?
9. The trainees will have to explain the difference between English and their students' mothertongue. Those who know other languages but English, Uzbek, Russian will have to try to compare those languages with English.
10. What are the characteristic features of flectional languages?
11. What's the difference between flectional–synthetic and flectional analytical languages?
12. What is the main difference between flectional and agglutinating/agglutinative languages? Are there any common features between them?

13. What can you say about similarities and differences in the field of word-order between the two mentioned types of languages?
14. What type of languages refer to Isolating ones? What are the most important grammatical features of this type of languages?
15. What can you say about Polysynthetic type of languages? Is there any similarity between agglutinating and polysynthetic types of languages?

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