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**SEMINARS IN THE
THEORETICAL COURSE OF THE
ENGLISH LANGUAGE**

Teaching Aid for Students

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Навчально-методичні матеріали з освітнього компоненту «Теоретичний курс англійської мови» призначені для студентів факультету іноземної філології, які навчаються за першим (бакалаврським) рівнем вищої освіти: галузь знань 01 «Освіта/Педагогіка», спеціальність 014 «Середня освіта (Англійська мова та зарубіжна література)», освітньо-професійна програма «Середня освіта. Англійська та друга іноземна мови. Зарубіжна література»; галузь знань 03 «Гуманітарні науки», спеціальність 035 «Філологія», освітньо-професійна програма «Мова і література (німецька). Переклад»; галузь знань 03 «Гуманітарні науки», спеціальність 035 «Філологія», освітньо-професійна програма «Мова і література (французька). Переклад». Навчально-методичні матеріали включають завдання до семінарських занять з теоретичного курсу англійської мови, які охоплюють питання для обговорення на практичних заняттях, глосарій до певної теми, питання для самоконтролю, різноманітні види вправ та завдань, рекомендовану літературу для самостійного опрацювання. Навчально-методичні матеріали також містять тестові завдання та список рекомендованої літератури. Видання спрямоване на оптимізацію засвоєння теоретичного матеріалу та вироблення умінь та навичок практичної роботи з мовним матеріалом.

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PREFACE

“Seminars in the Theoretical Course of the English Language: Teaching Aid for Students” is intended to assist the students who begin the study of the theoretical aspects of the English language through observing, analyzing and interpreting language phenomena and to arouse curiosity about the English language in general.

The manual contains extended outlines used at twelve seminars, all of them dedicated to these problems: Linguistics as a Science; Basic Notions of Theoretical Grammar; Morphology. The Noun. The Adjective. The Verb; Syntax as a Branch of Theoretical Grammar; Etymological Peculiarities of the English Word-Stock; the Morphological Structure of English Words; Word-Formation; Semasiology, Change of Meaning; Semantic Groups of Words; English Phraseology; Stylistics as a Branch of Linguistics. Functional Styles; Stylistic Peculiarities of the English Vocabulary; Stylistic Expressive Means and Devices.

Each section follows a regular pattern: Issues for Discussion; Glossary with definitions of essential linguistic terms; Suggested Questions covering various problems to revise the topic; Exercises, which reveal paradigmatic and syntagmatic relations between/among language units and help to promote students’ analytical abilities and linguistic insights; Reading & Summary, where students can choose some good references to use.

The teaching aid also comprises training tests that are designed to help students expand their abilities to reflect upon and analyze linguistic phenomena. The Recommended Literature section comprises the essential and optional resources useful for those engaged in the theory of the English Language.

Current materials help students with comprehension of the English language, especially with the enrichment of vocabulary, and the development of communication skills, which in their turn, lead to a higher level of competence in English.

SEMINAR 1

LINGUISTICS AS A SCIENCE

Issues for Discussion

1. Linguistics as a science.
 - 1.1. The nature of the language and its functions.
 - 1.2. Language as a system of signs.
 - 1.3. Hierarchic structure of language.
2. Methods and procedures of linguistic research.
 - 2.1. Methods of comparative study of languages.
 - 2.2. Structural methods of analysis.
 - 2.3. Methods of semantic analysis.
 - 2.4. Methods of communicative functional analysis and textual study.
 - 2.5. Methods of cognitive analysis.
 - 2.6. Quantitative methods of analysis.

Glossary

Comparative method studies the correspondences between languages that have a common origin.

Conceptual analysis is aimed at studying the associative connections of the lexical item designating the concept.

Contextual method is based on the assumption that difference in meaning of linguistic units is indicated by a difference in environment.

Contrastive method is aimed at finding out similarities and differences in both related and non-related languages.

Descriptive method envisages making an inventory list of language units and explaining the peculiarities of their structure and functioning in synchrony.

Distributional analysis is one of structural methods which is used to denote the immediate lexical, grammatical and phonetical environment of a lexical unit.

Frame – a cognitive model which represents knowledge pertaining to specific and frequently recurring situations.

Frame analysis is aimed at establishing frames – unified frameworks of knowledge, cognitive models which represent knowledge.

Immediate constituents (IC) analysis is aimed at revealing the hierarchical structure of a linguistic unit.

Language – social phenomenon, a system of signs the main function of which is as a means of communication.

Linguistics – a science about human being's language.

Method is a planned way of analyzing linguistic data.

Method of componential analysis attempts to reduce meaning to its smallest components. The semantic structure of a word is represented as a combination of elementary senses.

Method of oppositional relations (Oppositional analysis) is one of structural methods of analysis. It is based on opposition which is defined as a relationship of partial difference between two partially similar elements of language.

Paradigmatic relations link members of different classes of linguistic units “formed by mental association”. They reveal themselves in the sets of forms constituting a **paradigm** (from the Greek *paradeigma* “pattern”, from *paradeiknunai* “to show side by side”).

Speech is the manifestation of language, or its use by speakers or writers of the given language.

Statistical analysis embraces such statistical methods as chi-square (χ^2), contingency coefficient, correlation analysis, coefficient of concordance, etc. application of which make the investigation more rigorous.

Syntagmatic relations are based on the linear character of speech: sentences are linear entities, which are in effect chains of words; words are characterized by a linear arrangement of morphemes; morphemes are chains of phonemes constituting their acoustic form.

Transformational analysis is repatterning of distributional structures in order to discover difference or sameness of meaning of practically identical distributional patterns.

Suggested Questions

1. What are the main language functions?
2. What are the main features of the sign?
3. Why is language considered to be a systemic-structural phenomenon?
4. Dwell upon the main language levels.
5. Comment on paradigmatic relations.
6. What is the difference between language and speech?
7. Dwell upon syntagmatic relations.
8. What relations are called paradigmatic? What does “in absentia” mean?
9. Give comments on the validity of distributional analysis of words.
10. Give comments on the validity of ICs analysis. How can relationships between ICs be defined?
11. Be ready to discuss the validity of transformational analysis as a method of experiment.
12. Comment on the significance of componential analysis in the referential meanings of words.
13. Comment on the significance of statistical analysis.

Exercises

Exercise 1. Match the left-hand words with the right-hand definitions.

1	Language is	a	the aspect of the study of language units within the utterance
2	Speech is	b	the branch of science that studies the language
3	Paradigmatics is	c	the system of units used in the process of speaking
4	Syntagmatics is	d	the manifestation of language
5	Semiotics is	e	the smallest meaning unit of language
6	Linguistics is	f	the aspect of the study of language units referring to a vertical set of items that can be substituted for one another
7	Phoneme is	g	the branch of science which studies sign processes
8	Morpheme is	h	the smallest phonetic unit that is capable to convey distinctions in meaning
9	Word is	i	a unit of language that functions as a principal carrier of meaning
10	Sentence is	j	the main communicative unit of language

Exercise 2. Comment on the term “cognates”. Give cognates to words expressing family relations and numerals.

Sanskrit	pitār	mātar	bhrātar	dvāu	trayas
Gothic	fadar				
Latin	pater				
Modern English	father				
Modern German					
Modern French					
Modern Ukrainian					

Exercise 3. Comment on the contrastive analysis the aim of which is to reveal the peculiarities of one language system in comparison with the other one. Analyse the following pairs of English and Ukrainian set expressions and define whether they are 1) congruents; 2) absolute equivalent; 3) partial equivalent (with different componential or grammatical structure, denotational figurativeness, functional stylistic connotation, expressive emotional connotation).

1) prodigal son – блудний син; 2) to be in one’s shows – бути в чийсь шкірі; 3) to play with fire – гратися з вогнем; 4) strike the iron while it is hot – куй залізо, поки гаряче; 5) Rome was not built in one day – Рим був побудований не за один день; 6) the devil knows – лихий їх знає; 7) the early bird catches a worm – хто рано встає, тому Бог дає; 8) let sleeping dogs lie – не чіпай лиха, поки тихо; 9) the more, the better – чим більше, тим краще.

Exercise 4. Find privative, gradual, and equipollent oppositions in the following examples.

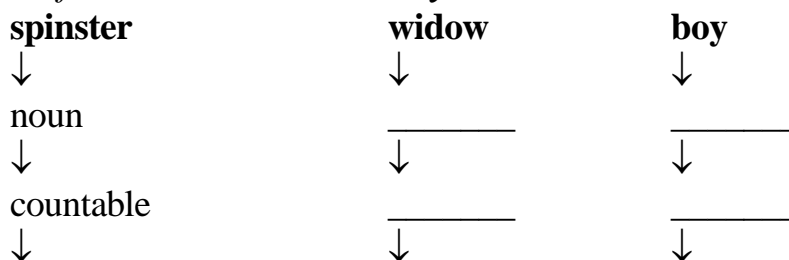
- [p] :: [t]; [f] :: [k]; sky :: heavens :: firmament :: welkin; make :: realize; differentiate :: divide.
- [t] :: [d]; [k] :: [g]; [p] :: [b]; strong :: weak; high :: low; able :: unable; girl :: lass; go :: went.
- [a] :: [o] :: [u]; dislike :: hate :: detest; good :: better :: the best; hot :: warm :: cold; white :: grey.

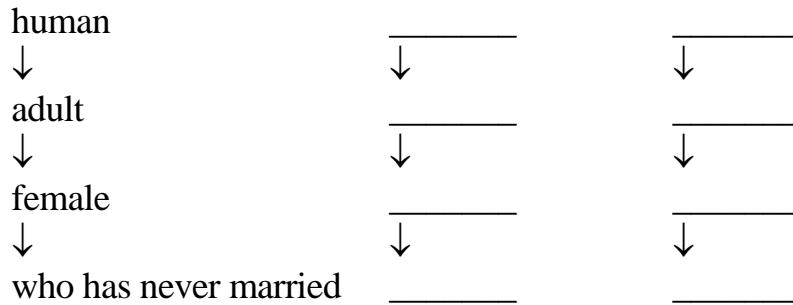
Exercise 5. The distribution of a linguistic element helps us to identify the class-membership and the function of an element in the concrete conditions of its actual environment. Identify the word **question** in its class-membership, state its function, combinability, and distribution.

1) No other question was so disputable than the one about food supplies. 2) The officer questions the prisoner in due time. 3) The path in question led up behind the house. 4) He knew he should not put the question, but he could hold it back no longer. 5) She thought about a trip to Spain but dismissed it as out of the question. 6) The exchange of courtesies seemed to answer the questions that troubled me. 7) Andrew had discovered something about Noah which, ugly and unpleasant, brought into question the older man's competence to practice medicine. 8) "There is", he said, "the question of my equipment". 9) By the way, if it's not too personal a question, do you have fifty thousand dollars? 10) In recent times this kind of approach has been questioned. 11) It is assumed without question by most constitutional writers and authorities. 12) A well-guarded secret on Mr Nixon's schedule was his visit to the Commons during question time.

Exercise 6. Using transformational procedures demonstrate the difference in meaning in the following items: **birthday card, business card, credit card, graduation card, health card, identity card, invitation card, library card, playing card, visiting card.**

Exercise 7. Comment on the method of componential analysis. Fill in the empty slots with corresponding semantic components in the diagram below representing componential analysis of the words **widow** and **boy**.





Exercise 8. *Piece, slice, and lump* are synonyms. How can componential analysis help to differentiate between them? (use B. Pottier's chart)

Exercise 9. In the following extract taken from a conversation, there are several distinctive features typical of conversation. Study the example and try to identify these features.

Well I had some people to lunch on Sunday and – they turned up half an hour early – (laughs) – I mean you know what [g] getting up Sunday's like anyway and – I'd – I was behind in any case – and I'd said to them one o'clock – and I almost phoned them up and said come a bit later – and then I thought oh they've probably left by now – so I didn't – and – twelve thirty – now that can't be them – and it was – and they'd they'd left plenty of time for all their connections and they got all their connections at once – and it was annoying cos they came with this – child – you know who was running all over the place and they kept coming in and chatting to me and I couldn't get on with things and I I get really erm – you know when when I'm trying to cook – and people come and chat I I get terribly put off – can't get on with things at all erm – and yet you feel terribly anti-social if you you do just stay in the kitchen anyway.

Reading & Summary

1. Сухорольська С. М., Федоренко О. І. Методи лінгвістичних досліджень: Навч. посібник. 2-ге вид., перероб. і доп. Львів: Інтелект-Захід, 2009. 348 с.
2. Федоренко О. І., Сухорольська С. М., Руда О. В. Основи лінгвістичних досліджень: підручник. Львів: Видавничий центр ЛНУ імені Івана Франка, 2009. 296 с.
3. Litosseliti, Lia. (2010) *Research Methods in Linguistics*. London: Continuum Books. 227 p.
4. Podesva, Robert J., Sharma, D. (2013) *Research Methods in Linguistics*. Cambridge University Press. 525 p.

SEMINAR 2
BASIC NOTIONS OF THEORETICAL GRAMMAR.
MORPHOLOGY. THE NOUN

Issues for Discussion

1. Morphology and syntax as two parts of linguistic description.
 - 1.1. Grammatical meaning.
 - 1.2. Grammatical categories.
2. The parts of speech problem. Word classes.
3. The noun.
 - 3.1. The category of number.
 - 3.2. The category of case.
 - 3.3. The problem of gender in English.

Glossary

Case is a morphological category of the noun manifested in the forms of noun declension and showing the relations of the nounal referent to other objects and phenomena.

Conjunctions are functional words that connect separate words, word combinations, clauses or sentences.

Grammatical categories are made up by the unity of identical grammatical meanings that have the same form (e. g. singular : plural). Due to dialectal unity of language and thought, grammatical categories correlate, on the one hand, with the conceptual categories and, on the other hand, with the objective reality.

Grammatical meaning is the meaning of the whole class or a subclass.

Interjection is a grammatically unchangeable part of speech that expresses human emotions, states of mood and volition without naming them.

Morphology deals with the internal structure of words, peculiarities of their grammatical categories and their semantics

Noun is a part of speech which has the categorical meaning of “substance” or “thingness”.

Number is a morphological category of the noun which is the linguistic representation of the objective category of quantity.

Parts of speech – classes of words, all the members of which have certain characteristics in common.

Practical grammar describes grammar rules that are necessary to understand and formulate sentences.

Theoretical grammar offers explanation for the rules that are necessary to understand and formulate sentences.

Suggested Questions

1. What is the difference between practical grammar and theoretical grammar?
2. What is the subject-matter of theoretical grammar?
3. Dwell on the types of linguistic relations and models of linguistic description.
4. What is the difference between analytical and synthetic grammatical forms?
5. Comment on the grammatical meaning of words.
6. Dwell on grammatical categories.
7. Comment on the problem of parts of speech.
8. What are the main indications of the noun as a part of speech?
9. What grammatical categories characterize the noun?
10. What do we call the category of case?
11. Comment on the peculiarities of the category of number in Modern English.
12. Dwell upon the so-called *Singularia Tantum* and *Pluralia Tantum* nouns.
13. Give comment on the functions of the Noun in Modern English.

Exercises

Exercise 1. *Decide what part of speech the italicized words may be ascribed to. Give your arguments taking into consideration their distribution.*

1. His *work* began at eight. He went to bed at midnight, too tired to *work*, and <...> simply vaguely satisfied that he had *just* managed to complete the minimum. 2. I looked down over the rails. There, *just* below me, stood three men, *just too* big to be called lads. 3. Don't *trouble* about *trouble* till *trouble* troubles you, it's only double *trouble* and other *trouble* is *trouble too*. 4. *Exactly*, she did *exactly* everything *exactly*. 5. *Just* a *just* man has *just* come.

Exercise 2. *Comment on the category of number in English. Give plurals of the following nouns:*

Antenna, crisis, criterion, datum, goose, index, penny, phenomenon, sanatorium, tooth.

Exercise 3. *Give examples of *Pluralia Tantum* and *Singularia Tantum* nouns in English and Ukrainian.*

Exercise 4. *Paraphrase the following word-combinations using the Genitive case:*

The window of this room; the pen that belongs to Jack; the bicycle of Tom; the books that belong to her pupils; the arrival of the actors; the banks of the river; the coat that belongs to his brother; the order of the captain.

Exercise 5. *Comment on the scope of meanings rendered by the Genitive case. Arrange the following genitives into groups according to their meanings: a) possessive Genitive,*

b) subjective Genitive, c) objective Genitive, d) adverbial Genitive, e) equation Genitive, f) Genitive of destination, g) mixed group.

1. An hour's detention; 2. a week's holidays; 3. Britain's government; 4. children's arrival; 5. children's diet; 6. children's education; 7. children's language; 8. children's nursery; 9. a mile's trip; 10. Jane's suggestion; 11. London's streets; 12. my brother's article; 13. my brother's business; 14. my brother's friend; 15. my brother's generosity; 16. my brother's house; 17. the murderer's victim; 18. the trade union's declaration; 19. the governments departments; 20. this event's name; 21. yesterday's newspaper.

Exercise 6. Comment on the problem of gender in English. Compare English and Ukrainian means of expressing sex differences. Arrange these means into a) lexical, b) lexico-morphological, c) lexico-syntactical.

- | | |
|--------------------------------|---------------------|
| 1) cock-sparrow – hen-sparrow, | he-goat – she-goat, |
| 2) dog – bitch, | king – queen, |
| 3) duck – drake, | lion – lioness, |
| 4) god – goddess, | monk – nun, |
| 5) he-cat – she-cat, | tiger – tigress. |

Exercise 7. Make up 5 sentences with the noun “London” in different syntactic functions (subject, predicative, object, attribute, adverbial modifier).

Reading & Summary

1. Гороть Є. І., Єфремова Н. В., Малімон Л. К., Павлюк А. Б. Загальний теоретичний курс другої іноземної мови (англійської). Луцьк: Вежа-Друк, 2015. С. 37–46.

2. Ковальчук Л. В. Практикум з теоретичної граматики англійської мови: навчально-методична розробка. Луцьк: Вежа-Друк, 2020. 28 с.

3. Харитонов І. К. Теоретична граMATика англійської мови. Вінниця: Нова книга, 2008. 352 с.

4. Alexeyeva I. Theoretical English Grammar Course. Vinnytsya: Nova Knyha, 2007. 328 p.

5. Уманець А. В. Theoretical Grammar 4 U: Morphology: Навчальний посібник. Кам'янець-Подільський: Кам'янець-Подільський державний університет, 2007. 50 с.

SEMINAR 3 MORPHOLOGY. THE ADJECTIVE. THE VERB

Issues for Discussion

1. The adjective.

- 1.1. General remarks.
- 1.2. The category of degrees of comparison.
- 1.3. Substantivization of adjectives and adjectivization of nouns.
2. The verb.
 - 2.1. General characteristics of English verbs.
 - 2.2. Classification of English verbs.
 - 2.3. Verbal categories.
 - 2.3.1. The category of tense.
 - 2.3.2. The category of aspect.
 - 2.3.3. The category of mood.
 - 2.3.4. The category of voice.

Glossary

Adjective is a part of speech having the categorical meaning of a relatively permanent property of a substance.

Aspect is a linguistic representation of the objective category of manner of action. In other words it is a morphological category of the verb denoting the way/mode/aspect in which the action is going on (as represented by the speaker).

Mood – a verbal category expressing the relation of the action denoted by the predicate to reality, as stated by the speaker.

Qualitative adjectives denote qualities of size, shape, colour, etc. which an object may possess in various degrees.

Relative adjectives express qualities which characterize an object through its relation to another object.

Tense is a verbal category that reflects the objective category of time. It relates the time of the action, event or state of affairs referred to in the sentence to the time of the utterance.

Verb is a part of speech that conveys a grammatical meaning of an action.

Voice is a verbal category showing whether the person or thing denoted by the grammatical subject is the *doer* or *the sufferer* of the action.

Suggested Questions

1. What is the implicit lexico-grammatical meaning of the adjective as a part of speech?
2. What accounts for the fact that not all adjectives can be used in the comparative and the superlative degree?
3. Challenge or support the view that there are only two degrees of comparison in English.
4. Do you admit the existence of analytical degrees of comparison in Modern English?

5. Do you agree with the statement “To know the English verb is to know English”?
6. How are verbs classified in English?
7. What are the main means of expressing temporality?
8. What is the category of aspect? On what opposition is this category based?
9. What means of expressing modality do you know?
10. What is the category of mood? How many moods are there in English?
11. What is the reason for the existing controversy of views on the essence and the number of moods in Modern English?
12. What do we call the category of voice?
13. What verbs can be used in passive forms in English?

Exercises

Exercise 1. *Comment on the adjectival category of degrees of comparison. Arrange the following adjectives into two groups: A: those which admit of the degrees of comparison, B: those which don't.*

1) big, 2) greenish, 3) wooden, 4) easy, 5) narrow, 6) extreme, 7) difficult, 8) mutual, 9) deaf, 10) little, 11) dead, 12) golden, 13) supreme, 14) far, 15) blind.

Exercise 2. *Give the comparative and the superlative degrees of the following adjectives.*

Bright, pretty, hot, wide, easy, brave, good, strong, beautiful, large, interesting, bad, nervous, fat, profitable, dirty, old, thin, courageous, long, wonderful.

Exercise 3. *Comment on the substantivized adjectives in the sentences below.*

1. The fabulous is always interesting. 2. My Spanish is very poor. 3. He speaks excellent English. 4. The poor were robbed of their lands. 5. Finals were approaching.

Exercise 4. *Arrange the following verbs in groups in accordance with their aspective character: A: terminative verbs, B: non-terminative verbs, C: verbs of double aspective character.*

To bring, to carry, to enjoy, to enter, to exist, to fall, to find, to finish, to go, to jump, to laugh, to lay, to lie, to look, to look for, to mean, to pass, to read, to set, to show, to sleep, to sit, to sit down, to sleep, to throw, to work, to work out, to give a push, to have dinner.

Exercise 5. *Comment on the transitivity and intransitivity of the verbs listed below. Test yourself using these verbs in the N + V and N1 + V + N2 patterns. Provide examples.*

To read, to teach, to address, to run, to walk, to serve, to drop, to smile, to help, to live, to pause, to open.

Exercise 6. Comment on the aspective character of the action expressed by the verb-forms. Discuss the shade of subjective modality in each case (blame, irritation, impatience, reproach, pleasure, surprise).

1. It's a bad habit. She is always sighing. 2. I don't believe that all people do things for money. I'm always being surprised about it. 3. As far as I know he is often loafing around the bar and drinking a lot. 4. The experience of life shows that people are constantly doing things which must lead to disaster. 5. Oh, my God, you are always giving trouble. 6. I'm sure, tomorrow you'll be asking for money again. 7. I told them about you, and they are dying to have a look at you. 8. I can't be idle any longer, I want to get to work. 9. It seems to me she took to disliking me before I took to disliking her. 10. He is in the habit of borrowing money. 11. All the next day she thought of him. 12. Then she set to work and lovingly composed a vegetable salad. 13. You usedn't to talk that way last year, my darling. 14. He said that? He said that indeed?

Exercise 7. For each example below give the derived passive constructions.

1. Peter hired a taxi for her aunt. 2. Only yesterday I received a copy of the Times for my group. 3. He wrote a letter to the place called the National Museum. 4. Nobody spoke to her about this accident. 5. They just saw you climb into a cherry tree. 6. They should have finished this experiment by Monday.

Reading & Summary

1. Гороть Є. І., Єфремова Н. В., Малімон Л. К., Павлюк А. Б. Загальний теоретичний курс другої іноземної мови (англійської). Луцьк: Вежа-Друк, 2015. С. 46–57.

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SEMINAR 4

SYNTAX AS A BRANCH OF THEORETICAL GRAMMAR

Issues for Discussion

1. Theory of word combination.

- 1.1. Classification of word combinations.
- 1.2. Types of syntactic relations in word combination.
2. The sentence.
 - 2.1. Definition of the sentence.
 - 2.2. The structural aspect of the sentence.
 - 2.3. Quasi-sentences.

Glossary

Adjoining (juxtaposition) is such a means of expressing syntactical connections within a subordinate phrase when the constituents are joined without any specific change of the form of the dependent word, but only by the mutual position, the dependent grammatical function of the tail-word and the meanings of the head-word and tail-word.

Agreement is a means of expressing syntactic dependence when the tail-word takes a grammatical form identical to that of the headword and expresses the same grammatical categories.

Enclosure is placing some component of a subordinate phrase between two other parts of the same phrase.

Government is the use of the dependent word in a certain form required by its head-word.

Predicate is the main predicate of the sentence which denotes the action or property of the thing expressed by the subject.

Quasi-sentences are sentences-addresses or salutation sentences (vocatives), or exclamatory sentences used only to express emotions, or, *formula-like sentences* for metacommunication purposes used for establishing or severing speech communication.

Sentence is the smallest unit of communication consisting of one or more words which is characterized by a definite structural and intonational pattern, predication, modality and conveys a relatively complete thought.

Subject is the main part of a sentence which denotes the thing (in the widest sense of the word) whose action or characteristic is expressed by the predicate.

Syntax is the branch of grammar dealing with the ways in which words are arranged to show connections of meaning within a sentence.

Word combination is a linear language unit that, introduced in speech, may function either as part of a sentence or as whole sentence, pronounced with a certain intonation and stress with a certain communicative purpose.

Suggested Questions

1. What does syntax deal with?
2. What types of syntagmatic relations do you know?
3. What are the different concepts of the phrase (word combination)? Give a definition of the phrase.

4. What types and kinds of phrases do you know?
5. What are the most interesting syntactical patterns of phrases?
6. What is a preposition-like phrase?
7. What are the main constituting features of the sentence? Give the definition of the sentence.
8. What is predication?
9. What is modality? What means of modality do you know?
10. How are sentences classified in Modern English?

Exercises

Exercise 1. Arrange the following word combinations into two groups in accordance with the types of syntactical connection between the components: a) coordinate, b) subordinate.

1) nothing to eat; 2) very nice; 3) a man and a woman; 4) very fashionable; 5) calling for moral and financial support; 6) an afternoon to dream; 7) a good for nothing man; 8) wedding party; 9) heavenly sweet wine; 10) for you to come here; 11) knee deep; 12) a dog-eat-dog world; 13) (see) them approaching; 14) ladies and gentlemen; 15) insects, birds, mammalia.

Exercise 2. Arrange the following word combinations according to their structure into two groups: a) elementary, b) compound.

1) Ann and Peter; 2) a book for me to read; 3) a deep river; 4) a furiously barking dog; 5) black coal; 6) brown rich hair; 7) deep brown fabric; 8) deep green water; 9) export oil; 10) for me to go; 11) Kyiv street traffic regulation rules; 12) man of property; 13) somebody else's book; 14) the book for you to read; 15) the time to live and work; 16) the United Nations disarmament declaration; 17) to look well and fit; 18) to run fast; 19) to see somebody run; 20) to sleep well and soundly; 21) winning and losing; 22) a doctor and his wife.

Exercise 3. Arrange the following subordinate word combinations into groups in accordance with the name of the part of speech representing the nucleus: a) noun phrases, b) verb phrases, c) adjective phrases, d) pronoun phrases.

1) an exercise to do; 2) nothing to do; 3) full of hope; 4) a barking dog; 5) very interesting; 6) to work hard; 7) to meet requirements; 8) nice of you; 9) keen on music; 10) to live happily; 11) to move slowly; 12) to accept the proposal; 13) too late; 14) a shirt of pure cotton; 15) extremely expensive; 16) somebody to help; 17) final decision; 18) the letter to be sent.

Exercise 4. Taking into account the mutual position of the head and the

dependent element of the word combination arrange the following word combinations into two groups: a) progressive word combinations, b) regressive word combinations, c) word combinations with the head in the centre.

1) lost generation; 2) state of affairs; 3) to die a violent death; 4) bird cage; 5) her elderly cousin; 6) a respectable young man of thirty-five; 7) a winding path to the house; 8) rather pretty; 9) good at mathematics; 10) a thick pile of envelopes; 11) afraid of water; 12) to buy an extremely expensive car; 13) items of clothing; 14) a serious disease of heart; 15) to stay calm; 16) an interesting book for you to read; 17) a beautiful small mediaval round black Italian wooden table; 18) some articles highlighting the event; 18) the latest researches done in the field.

Exercise 5. *Point out two-member (complete or incomplete (elliptical)) and one-member sentences.*

(From "Treasure Island" by R. L. Stevenson)

1. I went down on my knees at once. 2. "Is Dr. Livesey in?" I asked. – "No," she said. 3. "And who's that?" cried the squire. "Name the dog, sir!" 4. "Where are we?" I asked. "Bristol," said Tom. "Get down." 5. "You didn't know his name, did you?" – "No, sir." 6. "Mr. Silver, sir?" I asked, holding out the not. "Yes, my lad," said he. 7. "Who did you say he was?" he asked. "Black what?" – "Dog, sir," said I. "So?" cried Silver. "In my house! Ben, run and help Harry." 8. "And you don't like Mr. Arrow?" – "I don't, sir." 9. "Thank you, my man," says Captain Smollett. 10. The hills ran up clear above the vegetation in spires of naked rock. 11. "And who is?" asked the squire. "Silver, sir," returned the captain. 12. I could tell the direction of the speakers pretty exactly. 13. "Who are you?" I asked. "Ben Gunn," he answered. 14. "Did you hit your man?" asked the captain. "No, sir," replied Joyce. "I believe not, sir." 15. "Round the house, lads! Round the house!" cried the captain. 16. "Much hurt?" I asked him. 17. "Some wine?" I said. 18. "Kill that boy? Not me, mates! And number three?"

Exercise 6. *Analyze the means of connecting clauses in the following compound sentences.*

1. There was once a king, and he had a queen. 2. The light went out, the curtains opened, and a man came on the stage. 3. Simon was confused, he did not know what to say. 4. We looked at each other for a moment and then I turned away. 5. I shut my eyes, and a bit later I heard the door close. 6. He watched her go: he went to his window and watched her cross the courtyard. 7. I knocked on the door and there was no answer, otherwise I wouldn't have gone into the room. 8. Who did you speak to and what did you say?

Exercise 7. Define the types of the subordinate clauses in the following complex sentences.

1. They did not marry until she was forty. 2. Should you see him, give him my regards. 3. That she is a real art-lover goes without saying. 4. Since you are here, we may begin our talk. 5. I like when people are nice to me. 6. The fact was that he had forgotten about us. 7. From where he stood he could see nothing. 8. She looked at me as if nothing was wrong. 9. Although the weather was bad, we went for a walk. 10. The ball was so large that the child couldn't hold it.

Reading & Summary

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SEMINAR 5 ETYMOLOGICAL PECULIARITIES OF MODERN ENGLISH VOCABULARY

Issues for Discussion

1. General remarks concerning the etymology of the English vocabulary. Words of native origin, their specific features.
2. The foreign element in the English vocabulary.
 2. 1. Causes and ways of borrowing.
 2. 2. Criteria of borrowing.
3. Classification of borrowings according to the language they were borrowed from.
 3. 1. The Celtic element in the English vocabulary.
 3. 2. Romanic borrowings. The classical element in the English vocabulary.
 3. 3. Germanic borrowings.
 3. 4. Various other elements in the English vocabulary.
4. Assimilation of borrowings.
5. Etymological doublets. Etymological hybrids. International words.

Glossary

Etymology is a branch of Lexicology that studies the origin and history of words.

Borrowing is 1) the process of adopting foreign words; 2) the result of this process.

Assimilation is used to denote a particular or total conformation to the phonetic, graphical and morphological standards of the receiving language and its semantic structure.

Translation Loans are words or word combinations which are formed from the material of a given language but after the foreign pattern by means of literally morpheme-for-morpheme (word-for-word) translation.

Etymological Hybrids are words whose elements are derived from different languages.

Etymological Doublets are two or more words borrowed from the same source at different times and, therefore, having different forms and meaning.

International Words are words of identical origin, which occur in several languages as a result of simultaneous or successive borrowing from the same ultimate source.

Suggested Questions

1. Prove, that the vocabulary of Modern English is a product of many epochs.
2. Comment on the main characteristic features of the native words in ME vocabulary.
3. Comment on the term “borrowing”.
4. What are the main criteria of borrowings?
5. Comment on the phenomenon of assimilation of borrowings.
6. What can you say about the words of Celtic origin that are found in English? Give examples of such words.
7. Comment on the periods of Latin borrowings.
8. Review your knowledge of Greek borrowings in the English vocabulary.
9. Give comments on French borrowings in the English vocabulary.
10. Comment on the principal phonetic peculiarities of later adoptions from French.
11. Comment on the contribution of Scandinavian borrowings in the English vocabulary.
12. Comment on Slavonic borrowings.
13. Comment on minor borrowings in the English vocabulary.
14. What is meant by etymological hybrids?
15. What words are considered to be etymological doublets?
16. What is meant by the term “translation loans”?
17. What words belong to the stock of international words?

Exercises

Exercise 1. Arrange the following words into the following groups: a) native words, b) Latin borrowings, c) Greek borrowings.

Absolute, acacia, album, and, animal, apple, ask, atmosphere, autobiography, bake,

barometer, be, bear, begin, berry, bird, biscuit, board, bread, brother, brown, but, by, calculate, can, character, child, church, cold, come, concrete, conscious, continuous, cow, create, crisis, cup, curriculum, daughter, day, delicate, devil, dog, door, duck, emotion, end, equal, expect, father, field, fish, four, fox, from, genius, girl, go, green, hand, hen, history, home, horse, knight, land, life, lord, manuscript, may, meat, mile, milk, noon, nun, of, old, organization, palm, panic, paper, pipe, plum, pound, propaganda, queen, rain, rector, red, reduce, room, say, shall, sheep, sing, six, spoon, spring, stimulus, system, tell, wall, water, we, wine, winter, wolf, work, you.

Exercise 2. *Comment on the phonetic and graphic peculiarities of the following French borrowings.*

1. Champagne, chic, chauffeur, machine.
2. Cadet, cigarette, coquette, etiquette, gazette, silhouette.
3. Beige, bourgeois, bourgeoisie, garage, genre, prestige, regime, sabotage.
4. Closure, exposure, leisure, measure, pleasure, seizure, treasure.
5. Conservatoire, memoirs, repertoire, reservoir.
6. Ballet, bouquet, corps, debris, debut, depot.
7. Attaché, café, cliché, fiancé, fiancée, résumé, foyer, communiqué.
8. Balloon, cartoon, platoon, saloon.
9. Antique, critique, physique, technique.
10. Employee, referee.

Exercise 3. *Arrange the following French borrowings into three groups according to the degree of their assimilation: a) fully assimilated, b) partially assimilated, c) unassimilated.*

Act, admiral, aim, arm, art, autumn, ball, bank, beauty, beef, beige, blindage, bon mot, branch, brilliant, butcher, camouflage, capital, captain, chandelier, chateau, chauffeur, city, close, colleague, command, commence, coup d'état, count, courage, crime, cry, debris, decide, degree, delight, emperor, employee, etiquette, exposure, face, fatigue, financé, foyer, fruit, garage, gazette, honour, hour, large, legal, leisure, machine, magazine, marine, measure, minister, mutton, naive, nation, nice, office, pass, pleasure, poet, prestige, restore, rouge, sergeant, soup, supreme, toast, troops, vessel.

Exercise 4. *Mind the following Italian borrowings. Comment on the sphere of life they are used in.*

Adagio, allegro, alt, aria, baritone, bass, bust, colonnade, conceit, corridor, fresco, granite, influenza, libretto, macaroni, miniature, opera, operetta, piano, primadonna, quartet, revolt, solo, sonata, soprano, studio, tempo, trio.

Exercise 5. *Arrange the following borrowings of Scandinavian origin in groups according to the part of speech they belong to.*

Anger, birth, both, call, cast, clip, die, doze, fellow, fir, fit, flat, gate, get, glitter,

happen, happy, hasten, heaven, hit, husband, ill, knife, lift, loose, low, meek, odd, raise, root, saga, same, scatter, sister, skill, skin, sky, sly, smile, struggle, take, they, though, till, ugly, want, weak, window, wing, wrong.

Exercise 6. Comment on etymological doublets. Explain the origin and formation of the following doublets.

Abbreviate – abridge; artist – artiste; basis – base; camera – chamber; camp – campus; canal – channel; captain – chieftain; catch – chase; cavalry – chivalry; cross – crux; deacon – dean; draw – drag; eatable – edible; goal – jail; inch – ounce; legal – loyal; liquor – liqueur; major – mayor; masculine – male; naked – nude; name – noun; nay – no; of – off; papyrus – paper; pauper – poor; radius – ray; rout – route; salon – saloon; senior – sir; shade – shadow; skirt – shirt; street – stratum; suit – suite; wine – vine; word – verb.

Exercise 7. Comment on etymological hybrids.

Artless, blackmail, breakage, clearness, countless, disburden, dukedom, faithful, falsehood, goddess, joyful, merciful, salt-cellar, unbearable, unbutton, uncertain, usable.

Exercise 8. Identify international words and state to what sphere of human activity they belong.

The Greeks cultivated many of the sciences. Their most important contribution were made in the fields of astronomy, mathematics, botany, chemistry, physics and medicine.

Toscanini was granted the most flattering gift of all: an orchestra created specially for him. He reached a national radio and television audience and became a visitor to millions of homes that had never heard classical music in such abundance. He was no longer merely a conductor, he had become an icon.

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SEMINAR 6 WORD-FORMATION

Issues for Discussion

1. Word derivation.
 1. 1. Affixation: prefixation, suffixation.
 1. 2. Hybrids.
 1. 3. Affixoids
2. Conversion.
 2. 1. Typical semantic relations.
 2. 2. Substantivation of adjectives.
3. Word-composition (compounding).
4. Other ways of replenishing the vocabulary.
 4. 1. Reversion.
 4. 2. Shortening of spoken words.
 4. 3. Graphical abbreviations. Acronyms.
 4. 4. Blending.
5. Minor types of lexical oppositions.
 5. 1. Sound interchange.
 5. 2. Change of stress.
 5. 3. Sound imitation (onomatopoeia).

Glossary

Word-formation is the process of coining new words from the material available in the given language after certain semantic and structural pattern.

Affixation is the formation of new words by adding affixes to different stems.

Prefix is an affixational morpheme which precedes the root-morpheme.

Suffix is an affixational morpheme which follows the root-morpheme.

Conversion is the process of coining new words without adding derivative elements, through changes in the paradigm.

Substantivation is the process in which adjectives or participles acquire the paradigm and syntactic functions of nouns.

Compounding/composition is coining new words by combining two or more stems which occur in the language as free forms.

Abbreviations (or initial shortenings) are words produced by shortening the phrasal terms up to their initial letters.

Reversion (or back-formation) is inferring of a short word from a long one.

Shortening may be represented as significant subtraction, in which part of the original word is taken away.

Aphesis is initial clipping (*van* < *caravan*).

Apocope is final clipping (*gym* < *gymnasium*).

Syncope is medial clipping (*maths* < *mathematics*).

Acronym is shortening from the initial letters.

Blending is a special type of compounding by means of merging parts of words into one new word.

Sound imitation (or onomatopoeia) (from the Greek word ‘*onoma*’ – ‘name’ and ‘*poein*’ – ‘to make’), is naming the action or object by more or less exact reproduction or a sound associated with it.

Suggested Questions

1. What are the principal productive ways of word-building?
2. What is the difference between *frequency* and *productivity* of affixes?
3. Say, please, what languages served as the main sources of borrowed affixes.
4. What are the main typical semantic relations between words related through conversion?
5. What meanings may denominal verbs possess?
6. What may deverbal nouns denote?
7. What groups are compounds subdivided into structurally?
8. What are the main patterns after which compound nouns can be coined?
9. What are the main patterns after which compound adjectives can be coined?
10. What are the interrelationships between the meaning of a compound word and the meanings of its constituent parts?
11. Comment on *reversion*.
12. Comment on *clipping*.
13. Comment on *graphical abbreviations*.
14. Comment on *blending*.
15. What minor processes of word-building do you know? Describe them and illustrate your answer with examples.

Exercises

Exercise 1. Comment on the origin and meaning of the prefixes in the following words.

1. Afloat, afoot, afresh, alight, along, anew, awaken.
2. Amoral, anomalous, aseptic.
3. Uncomfortable, unequal, unhappy, unreal, unsafe.
4. Unarm, unbelt, unbind, uncap, undress, unmask, untie.
5. Disagree, disapprove, discomfort, disobey.
6. Disappear, disarrange, disband, disconnect, disjoin.

Exercise 2. Form adjectives by adding the negative prefix *in-* or its allomorphs *il-*,

im-, ir-.

Accurate, active, attentive, capable, comparable, convenient, correct, frequent, human, legal, literate, logical, moral, movable, possible, probable, proper, regular, respective, rational.

Exercise 3. *Arrange the following noun-forming suffixes into groups according to their origin and productivity into: a) native / foreign; b) productive / non-productive.*

-ade, -age, -an/-ian, -ance/-ence, -ancy/-ency, -ant/-ent, -ar, -ard/-art, -asm, -ast, -ate/-at, -cy, -dom, -ee, -eer, -er, -ess, -ful, -hood, -ier/-yer, -ing, -ie/-y, -ic, -ice, -ics, -ine, -ion, -ism, -ist, -ite, -let, -ling, -ment, -mony, -ness, -oid, -or, -ory, -our/-eur, -ry/-ery, -ship, -ster, -th, -tion, -tude, -ty, -ure, -y.

Exercise 4. *Comment on the meaning of the suffix -en. Form verbs in -en from the following adjectives.*

Black, broad, damp, dark, deep, fat, flat, glad, hard, light, ripe, rough, quiet, sad, sick, sharp, soft, stiff, straight, weak, white, wide.

Exercise 5. *Comment on the meaning of the suffix -(i)fy. Form verbs in -(i)fy after the following models:*

Model 1: *n + -(i)fy* → V: gas – gasify;

Model 2: *adj + -(i)fy* → V: simple – simplify.

Acid, beauty, class, dandy, dignity, electric, example, false, bit, glory, grateful, humid, horrific, intensive, just, mystic, pacific, pretty, pure, quality, satisfaction, terrific, type.

Exercise 6. *Comment on the term “conversion”. Find examples of conversion in the sentences below. State to what part of speech these words belong.*

1. Have you ever summered in the country? It’s a marvelous thing, isn’t it? 2. You are not down. Nothing will down you. 3. I picture myself taking courage to make a declaration to Miss Larkins. 4. She might come and room with her. 5. The room faced the street. 6. From the first Soames had nosed out Darties’s nature. 7. D’you think you are the man to head it? 8. She fingered the dollar. 9. That’s Gloucester Road. Plenty of time to get there if we tube. 10. In the long run, anyone is bound to think that the left is right, and the right is wrong. 11. Isabel wirelessly him from the ship.

Exercise 7. *Arrange the following compounds according to the type of composition and the linking elements into: a) those formed by juxtaposition; b) those with a vowel or a consonant as a linking element; c) those with linking elements represented by conjunctions and prepositions.*

Man-of-war, editor-in-chief, undertaker, looking-glass, get-at-able, stay-at-home, red-hot, butter-fingers, lady-bird, up-to-date, officer-in-charge, workday, Anglo-American, speedometer, midday, hide-and-see, frying-pan, sick-leave, handicraft, salesman,

electroplate, queen-bee, fine-looking, washing-machine, high-heeled, cherry-orchard, servant-of-all-work, saleslady, note-book, give-and-take, well-to-live, mother-in-law, gas-mask, fountain-pen, sunburnt, inlet, black-eyed, bloodtest, night-flight, oil-rich, factory-packed, waste-paper-basket, once-a-year, difficult-to-learn, nearby, deep-cut, far-gone, hard-working, peace-loving.

Exercise 8. *Arrange the following compound adjectives into groups according to the patterns after which they were formed.*

Blue-eyed, fair-haired, rough-skinned, first-rate, second-class, iron-rich, frost-resistant, waterproof, war-damaged, far-gone, well-bred, ill-bred, ill-mannered, clean-shaven, deep-cut, metal-cutting, breath-taking, young-looking, wide-spreading, wide-spread, one-sided, all-embracing, old-fashioned, cruel-hearted, knee-deep, duty-bound, bare-headed, water-beaten, nice-looking, no-longer-young, five-year, peace-loving, snow-covered, light-grey, dark-blue, tired-looking, ill-fitting, fast-tiring, two-day, world-known, hard-working, hard-won, world-old, life-giving, life-long, freedom-loving, deaf-mute, go-slow, indoor, true-to-life, rough-and-ready, devil-may-care, never-ending.

Exercise 9. *Comment on the phenomenon of shortening (or clipping). Arrange the following shortenings into: a) those formed by apocope; b) those formed by aphaeresis; c) those formed by syncope.*

Pub, fridge, fancy, photo, comfy, chap, doc, bike, specs, pop, flu, bus, van, prep, peal, cause, exam, chute, ma'am, tween, ad, cycle, taxi, fan, cap, imposs, gym, lab, story, phone, mend, fend, mag, drome, ne'er, sis, zoo, gent.

Exercise 10. *Arrange the following acronyms into two groups according to their way of reading: a) those which have the alphabetic reading; b) those which are read as if they were ordinary words.*

ABC, BBC, CAT, CBC, CID, EEC, FA, FBI, NATO, PEN, PM, POW, RAF, TB, TU, TV, UNESCO, UNO.

Exercise 11. *Mind the following abbreviations of Latin origin. Give their English equivalents.*

AD, a.m., cf, e. g., i.e., lb, NB, op.cit., p.a., p.m., v, viz.

Exercise 12. *Translate the following sentences. Pick out telescoped words. Arrange them into three groups as to the type of contraction.*

1. It's neither breakfast nor lunch. It's a kind of brunch, I should say. 2. You might have sent them a cablegram. 3. He was electrocuted, as far as I remember. 4. He was glazing at her for some minutes as if he were trying to recall where he had seen her before. 5. Could you tell me where the nearest laundromat is? 6. Can you explain what a seadrome is? 7. The smaze is too thick, one can hardly see anything. 8. Smog is said to be a characteristic feature of Great Britain's weather.

Reading & Summary

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SEMINAR 7

THE SEMANTIC STRUCTURE OF THE ENGLISH WORD. CHANGE OF MEANING

Issues for Discussion

1. Problems of word-meaning.
 1. 1. Different approaches to meaning.
 1. 2. Types of meaning.
2. Motivation of meaning.
3. Change of meaning.
 3. 1. The causes of semantic change.
 3. 2. Similarity of meaning or metaphor.
 3. 3. Contiguity of meaning or metonymy.
4. The results of semantic change.
 4. 1. Narrowing of meaning.
 4. 2. Extension of meaning.
 4. 3. Degradation of meaning.
 4. 4. Elevation of meaning.

Glossary

Meaning is a certain reflection in our mind of objects, phenomena or relations that makes part of the linguistic sign – its so-called inner facet, whereas the sound-form functions as its outer facet.

Grammatical meaning may be defined as the component of meaning recurrent in identical sets of individual forms of different words.

Lexical meaning is the realization of concept or emotion by means of a definite language system.

Denotational meaning is that component of the lexical meaning which serves to identify and name the notion and makes communication possible.

Connotation is the pragmatic communicative value the word receives depending on *where, when, how, by whom, for what purpose, in what contexts it may be used*. There are four main types of connotations: *stylistic, emotional, evaluative, expressive / intensifying*.

Implicational meaning is the implied information associated with the word.

Motivation of meaning is the relationship between the morphemic or phonemic composition and structural pattern of the word on the one hand, and its meaning on the other.

Metaphor is the transfer of meaning based on similarity.

Metonymy is the transfer of meaning based on contiguity.

Extension (broadening) of meaning is the semantic process of changing the denotational meaning of the word which results in the application of the word to a wider variety of referents (e.g.: the word *ready* originally meant “*prepared for ride*” and now the meaning is generalized).

Narrowing (specialisation) of meaning is the semantic process of changing the denotational meaning of the word which results in the restriction of the range of referents (e.g.: the word *wife* originally meant “*woman*” and now it means “*a married woman*”).

Degradation (pejorative development) of meaning is the semantic process of the pejorative development of the connotational aspect of the meaning of the word; the word acquires some derogatory emotive charge (e.g.: the word *boor* was originally used to denote “*a villager*”, but then acquired a derogatory, contemptuous connotational meaning “*a clumsy, ill-bred fellow, a rude person, a scoundrel*”).

Elevation (amelioration) of meaning is the semantic process of the improvement of the connotational component of meaning (e.g.: the word *minister* originally meant ‘*a servant, an attendant*’ and now it means ‘*a civil servant of high rank*’).

Suggested Questions

1. Comment on the term “Semasiology”.
2. What are the main approaches to the problem of meaning?
3. What do we mean by the lexical meaning of a word?
4. What is meant by the denotative meaning of the word?
5. What is meant by the connotative meaning of the word?
6. Give examples to show that apart from the lexical meaning the word meaning is always combined with its grammatical meaning.
7. Comment on different types of motivation of words.
8. Comment on semantic transpositions as a universal development of language.
9. Discuss the main types of similarity.

10. What is metonymy? What are the main connections that can cause metonymic transfer of meaning?
11. What are the main tendencies in change of meaning?
12. Comment on the extension of meaning.
13. Comment on the narrowing of meaning.
14. Comment on the elevation of meaning.
15. Comment on the degradation of meaning.

Exercises

Exercise 1. Define denotative and connotative meanings of the words in bold.

1. I suppose **muggins** will have to do it. 2. Give **mummy** the **doggie** then. 3. My brother is terrible. Let's get rid of this little **beastie**. 4. Let me get you the **aforementioned**. 5. We are away to the sunnier **climes**. 6. Anastasia had **to fork out** a lot for that present. 7. For us it's been a real **catch-22**, because we had the time to take a vacation without having any money.

Exercise 2. Comment on the phenomenon of metaphor. State on what signs of resemblance the following cases of metaphor are based.

Arm (рукоятка), bridge (перенісся), boat (посудина для підливи), ear (вушко), egg (бомба), elephantine (величезний), face (фасад), finger (стрілка), foot (підніжка), hand (стрілка), heart (центр), leg (ніжка), mouth (отвір), nose (носик), tube (метро).

Exercise 3. Comment on the change of meaning of the words in the following sentences. What similarities are the association based on?

1. Uncle Willoughby meandered back to the library, and there was a silence that you could have dug bits out of it with a spoon. 2. Far away in the misty distance a soft voice spoke: "If I might explain your ladyship". Jeeves had projected himself in from the dining-room and materialized on the rug. Lady Malvern tried to freeze him with a look, but you can't do that sort of thing to Jeeves. 3. In the slanting beams that streamed through the open window the dust danced and was golden. 4. Even the ray of hope was hidden from him. 5. After a relaxed afternoon savouring the warmth of the fireplace Mr. White spit away a storm of indignation. 6. Misunderstanding quickly melted away after a honeymoon journey to Jamaica. 7. Dombey's cup of satisfaction was so full at this moment, that he felt he could afford a drop or two of its contents even to sprinkle on the dust in the by-path of his little daughter. 8. Thunder struggles and howls. Nobody will escape the downpour.

Exercise 4. Comment on the etymology and meaning of the following cases of metonymy.

Bikini, bordeaux, cardigan, champagne, cheviot, china, colt, Downing Street, Fleet Street, the White House, the Pentagon, mackintosh, madeira, malaga, sardines, cheviot, sandwich, silhouette, tweed, raglan, Mocco, hooligan.

Exercise 5. In the following sentences, state what the metonymies stand for. Group the sentences according to the type of contiguity.

1. We need a couple of strong bodies for our team. 2. There are a lot of good heads in the university. 3. I've got a new set of wheels. 4. We need some new blood in the organization. 5. He's got a Picasso in his living room. I hate to read Heidegger. 6. You'll never get the university to agree to that. I don't approve of the government's actions. 7. Washington is insensitive to the needs of the people. 8. The Kremlin threatened to boycott the next round of talks. 9. Paris is introducing longer skirts this season. 10. Hollywood isn't what it used to be. 11. Wall Street is in a panic.

Exercise 6. In the following sentences, comment on the change of meaning based on associations of similarity and contiguity. Define the type of transference.

1. When actors finished their performance on the stage, the stalls applauded and shouted "Bravo". 2. Mr. Pickwick bottled up his vengeance and corked it down. 3. She has just listened to Chaikovsky, which brought her relaxation. 4. The clouds were sleeping on the peak of the mountain. 5. I haven't managed to eat the whole plate I was served at the dinner. 6. What light through yonder window breaks? It is the east, and Juliet is the sun! Arise, fair sun, and kill the envious moon (W.Sh.). 7. The whole classroom was laughing and shouting in exaltation. 8. All shelves in the library were full of Byron. However, they seem to be covered in dust. 9. She looked out of her window one day and gave her heart to the grocer's young man.

Exercise 7. In the following sentences, comment on the results of semantic change of the words in bold: find the cases of narrowing and widening of meanings.

1. The singer made an outstanding impression in London at the 5th **season** of the theatre and had a tremendous success at the Edinburgh International Festival. 2. To **starve** is not a good way to lose weight, but supervised detoxes can be helpful in cleansing the body and losing a few pounds. 3. An **undertaker** must be energetic and be willing to work at odd hours as he has to be on call 24 hours a day. 4. Elie Wiesel, the most famous survivor of the children's **camp** at Buchenwald, was among the orphans who were sent to France. 5. Nestled in a quiet valley, shadowed by grand mountains, the **deer** wander through majestic pines. 6. The **hound** requires a good run every day and enjoys the games with the master. 7. The farmer used to keep **fowl** for his own needs but later he decided to make business from selling chicken meat to retailers.

Exercise 8. In the following sentences, comment on the results of semantic change of the words in bold: find the cases of elevation and degradation of meanings.

1. Soon he became a **villain** who liked to steal and kill and above all cause chaos. 2. The boy's **silly** behaviour is worse when he's tired, so we try to make sure he gets to bed early. 3. **Lord** Byron's notability rests not only on his writings but also on his life, which featured aristocratic excesses, huge debts, numerous love affairs, and self-imposed exile. 4.

In terms of how Don Quixote views the world, he exemplifies everything a stereotypical **knight** should be. 5. “And yet,” he added, with a **sly** smile, “I feel that I ought to give you as much knowledge of my character as I possess. 6. **Duke** of Kent managed to sneak a note to a daughter without the wife seeing.

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SEMINAR 8 ENGLISH VOCABULARY AS A SYSTEM

Issues for Discussion

1. Meaning relations in paradigmatics.
 1. 1. The word and its associative field.
 1. 2. Lexical fields.
 1. 3. Word families.
2. Synonymy.
 2. 1. Classification of synonyms.
 2. 2. Sources of synonymy.
3. Antonyms.
4. Paradigmatic relations of inclusion: hyponyms, hyperonyms, equonyms.

Glossary

Associative field is a grouping of words where every word is involved in a network of associations which connect it with other terms in the language. Some of these associations are based on similarity of meaning, others are purely formal (i.e. based on forms), while others involve both form and meaning.

Lexical/Semantic fields are closely-knit units of vocabulary characterized by a common concept. Words making up semantic field may belong to different parts of speech. The members of the semantic field are not synonyms but all of them are joined together by some common semantic component. For example, the words *mother, father, sister, cousin, etc.* may be described as making up the semantic field of kinship terms; the words *white, blue, red, green, black, etc.* – as the semantic field of colours.

Word families are lexicological groupings in which the words are grouped on the basis of their morphology, both their inflections and their derivations. A family consists of a base form, its possible inflectional forms, and the words derived from it by prefixation and suffixation.

Lexico-grammatical group is a class of words, which have a common lexico-grammatical meaning, common paradigm, the same substituting elements and possible characteristic set of suffixes rendering the lexico-grammatical meaning. These groups are subsets of the part of speech (several lexico-grammatical groups constitute one part of speech. Thus, English nouns are subdivided into the following lexico-grammatical groups: personal names, animal names, abstract nouns, material nouns, proper names, toponymic names.

A **paradigmatic relation** is a relation that holds between elements of the same category, i.e. elements that can be substituted for each other. They are called relations “in absentia”, because the terms involved consist of a word present in the utterance and others that are not actually in the same utterance but that are substitutable for it in that context.

Synonyms are two or more words of the same language, belonging to the same part of speech and possessing one or more identical or nearly identical denotational meanings, interchangeable, at least in some contexts, without any considerable alteration in denotational meaning, but differing in morphemic composition, phonemic shape, shades of meaning, connotations, style, valency and idiomatic use.

Synonymic dominant is the most general term containing the specific features rendered by all the other members of the synonymic group.

Ideographic synonyms denote different shades of meaning or different degrees of a given quality.

Stylistic synonyms are synonyms which differ not so much in meaning but in emotive and stylistic sphere of application.

Phraseological synonyms are synonyms which differ in valency. The difference in distribution may be morphological (*many - much*), syntactical (*bare - naked, bare* in reference to persons is used only predicatively while *naked* occurs both predicatively and

attributively) and lexical (*begin – commence*, *begin* is generalized in its lexical meaning and becomes a semi-auxiliary when used with an infinitive).

Antonyms are two or rarely more words belonging to the same part of speech, identical in style and nearly identical in distribution the denotative meaning of which render contrary or contradictory notions.

Absolute antonyms are root antonyms; they express contrary notions (*beautiful - ugly*).

Derivational antonyms are antonyms formed by negative affixes (*un-, in-, non-, dis-, pre-, post-, -ful, -less*). They express contradictory notions, one of them excludes the other (*active - inactive*).

Hyponym (from Greek *hupó*, “under” and *ónoma*, “name”) - a word of more specific meaning than a general or superordinate term applicable to it – its **hyperonym** (from Greek *hupér*, “over” and *ónoma*, “name”). For example, *animal* is a hypernym of *elephant*. *Elephant* is a hyponym of *animal*. *Elephant, wolf, fox* are **equonyms**.

Suggested Questions

1. Comment on meaning relations in paradigmatics.
2. What relations are referred to as paradigmatic?
3. What is meant by associative field?
4. Comment on lexical field theory. What is vocabulary according to it?
5. What is the basis for words grouping into word families?
6. What are the levels of family relationship?
7. Give the definition of synonyms.
8. Get ready to discuss the criteria of synonymity.
9. What is meant by a synonymic dominant?
10. Comment on classification of synonyms.
11. Illustrate ideographic synonyms.
12. Give examples of stylistic synonyms.
13. Comment on phraseological synonyms.
14. Give comments on the sources of synonyms in the English vocabulary.
15. What is meant by antonyms?
16. Define the difference between absolute and derivational antonyms.
17. To which parts of speech do most antonyms belong? How do you account for this?
18. Illustrate, please, that a polysemantic words can have several antonyms.
19. Discuss stylistic aspects of antonyms. Give examples of their effective use in pictorial language.
20. Comment on paradigmatic relations of inclusion: hyponyms, hyperonyms, equonyms.

Exercises

Exercise 1. Arrange the following words into three lexico-semantic fields. Give the names to these fields.

Affection, back, backbone, chest, curriculum, calf, calmness, chin, colleague, contentment, delight, dictionary, drill, elbow, empathy, eyelash, exhilaration, faculty, fee, forehead, frustration, heel, ignorance, indignation, jealousy, journal, knee, knuckle, lecturer, limb, malice, master, notebook, palm, professor, passion, pedagogy, postgraduate, principle, rapture, relief, sadness, scholar, schooling, seminar, session, smattering, staff, sympathy, syllabus, syntax, temple, tenderness, thigh, thumb, toe, tutor, university, unrest, wrath, zeal.

Exercise 2. Classify the following words into semantic fields comprising the general and the particular. Add more words to these semantic fields.

Abbey, animal, aubergine, broccoli, building, bull, buffalo, cathedral, cauliflower, cheetah, courgette, cucumber, donkey, ewe, hippopotamus, gazelle, lettuce, leopard, mansion, monastery, mule, onion, radish, skyscraper, vegetable, wigwam.

Exercise 3. Find a denotative meaning on which each of the synonymic groups are based. What shades of meaning make synonymic words idiosyncratic?

1. Attractive, beautiful, elegant, glamorous, pretty.
2. Blaze, blink, flash, flicker, glow, shine, sparkle, twinkle.
3. Ache, hurt, painful, sore, sting, throb.
4. Commandeer, confiscate, deprive, grab, impound, seize, strip.
5. Construct, fabricate, forge, invent, manufacture.

Exercise 4. Arrange the following ideographic synonyms according to the degree of intensity.

1. Ask, beg, implore.
2. Desire, long, wish.
3. Annoy, irritate, vex.
4. Alarmed, frightened, terrified.
5. Delight, happiness, pleasure.
6. Affliction, despair, sadness.
7. Astonishment, consternation, surprise.
8. Excuse, forgive, pardon.
9. Accident, disaster, misfortune.
10. Capability, genius, talent.

Exercise 5. Give synonyms

a) of Germanic origin to the following words.

Beverage, cease, educate, enemy, error, faith, inquire, reply.

b) of Romanic origin to the following words.

Book, corner, deem, end, freedom, friendship, happiness, holy.

c) of Scandinavian origin to the following words.

Elevate, heaven, mate, present, sick, shine, throw, weep.

Exercise 6. Give derivational and/or absolute antonyms to the following words.

Active, alive, amity, appearance, arrange, artless, attentive, aware, bad, big, begin, brave, busy, careful, comfortable, competent, consistent, continue, convenient, correct, courage, descend, discord, distinct, employed, enemy, expensive, faithful, faulty, final, free, frequent, hostile, kind, legal, low, misfortune, normal, painful, polite, post-war, preceding, progressive, rational, rough, safety, sane, slow, sufficient, temporary, timidity, underestimate, uniformity, wet, white, wrong

Exercise 7. Classify the following words into logical groups going from hyperonym to hyponym.

Animal, beetroot, birch, buffalo, building, bulldog, bungalow, bush, cabbage, carnation, collie, comedy, cottage, cow, dahlia, dandelion, dog, drama, fiction, file, flower, goat, grass, husky, in-tray, linden, maple, mansion, marker, novel, oak, onion, pin, plant, poodle, scotch, stationery, stapler, story, tulip, vegetable, vertebrate, villa.

Exercise 8. Draw tree-charts to illustrate the hyponymy relations. Give hyponyms to the following hyperonyms.

Container, crockery, vegetable, bird, tree, dog, flower, vehicle,

Reading & Summary

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SEMINAR 9 ENGLISH PHRASEOLOGY

Issues for Discussion

1. Free word-groups. Structure of free word-groups.
2. Free word-groups *vs* set-expressions.
 - 2.1. Criteria of set-expressions.
 - 2.2. Classification of set-expression.
 - 2.3. Ways of forming phraseological units
3. Proverbs, sayings, familiar quotations and clichés

Glossary

Free word-groups are word combinations the component members possess semantic and structural independence (e.g. *a week ago, to take lessons, man of wisdom*).

Phraseological units (set-phrases) are non-motivated ready-made units which cannot be freely made up in speech.

Phraseological combinations are clearly motivated word-groups with a partially changed meaning (to make a mistake).

Phraseological fusions are demotivated word-groups with a completely changed meaning (at sixes and sevens = in confusion).

Phraseological unities are partially motivated word-groups with a completely changed meaning (to lose one's head = to be at a loss).

Proverb is a short familiar epigrammatic saying expressing popular wisdom in a concise way.

Sayings are phrases which are devoid of generalised instructive or didactic meaning, they are often syntactically incomplete.

Exercises

Exercise 1. Give two meanings to the given phrases: a) taken as a free word group, b) taken as a phraseological unit.

Be on firm ground, best man, blow one's own trumpet, break the ice, burn one's fingers, first night, keep one's head above water, show somebody the door, throw down the glove, forbidden fruit, to put all one's eggs in one basket, to cry over spilt milk, the last straw.

Exercise 2. Comment on the difference between phraseological fusions, phraseological unities and word combinations. Arrange the following phraseological units into three groups: a) word combinations, b) phraseological units, c) phraseological fusions.

1. To see the world through rosy spectacles. 2. To show the white feather. 3. To kiss the hare's foot. 4. To call a spade a spade. 5. To make friends. 6. To take revenge. 7. A house of cards. 8. To make up one's mind. 9. To shed crocodile tears. 10. To commit suicide. 11. Judas kiss. 12. To play the first fiddle. 13. To find faults with somebody. 14. The apple of one's eye. 15. To get in touch with somebody. 16. True to fact. 17. To dot the I's and cross the T's. 18. I am fed up with it! 19. A pretty kettle of fish. 20. To give way. 21. To nip in the bud. 22. To wash one's hands. 23. To rest on one's oars. 24. Let sleeping dogs lie. 25. To have all the trumps in one hand. 26. Between wind and water. 27. To lose one's way (temper). 28. To go a long way. 29. A slip of the tongue (pen). 30. Blank verse. 31. To establish control. 32. A hard nut to crack.

Exercise 3. *Explain the meaning of the following phraseological units. Arrange them into groups according to their origin: a) expressions associated with some customs; b) expressions associated with some historical events; c) expressions borrowed from some literary sources; d) expressions borrowed from the Bible.*

1. The land of promise. 2. Baker's dozen. 3. New wine in old bottles. 4. Ask for bread and be given a stone. 5. To give the devil his due. 6. Vanity fair. 7. Daily bread. 8. Forbidden fruit is sweet. 9. It rains cats and dogs. 10. To rob Peter to pay Paul. 11. Thirty pieces of silver. 12. To wash one's hands of something. 13. A prodigal son. 14. Something is rotten in the state of Denmark. 15. A thorn in the flesh of somebody. 16. To catch somebody red-handed. 17. Marriage is a lottery. 18. To fight the windmills. 19. Judas kiss.

Exercise 4. *State from what languages the following phraseological units were borrowed.*

1. The horn of plenty. 2. Blue blood. 3. Through thick and thin. 4. Achilles' heel. 5. The apple of discord. 6. It goes without saying. 7. A storm in a tea-cup. 8. The fifth column. 9. A marriage of convenience. 10. Snake in the grass. 11. To lead somebody by the nose. 12. One's place in the sun. 13. To burn the candle at both ends. 14. The bed of Procrustes. 15. The game is not worth the candle. 16. To pull the devil by the tail.

Exercise 5. *Classify the following phraseological units into: a) nominative, b) verbal, c) adjectival, d) adverbial.*

To try one's hand at something; a great deal; a stony heart; to the last drop of blood; not to lift a finger; as brave as a lion; at long last; a bull in a china shop; a fish out of water; out of a clear sky; Indian summer; a dog in the manger; to hang in the balance; to live from hand to mouth; to the bitter end; the evil spirit; with all one's heart; a bed of roses; the king of beasts; by fits and starts; next door; to show one's true colours; flesh and blood; far and wide; to die a dog's death; in the long run; jack of all trades; to stir up a nest of hornets; odd fish; shed crocodile tears; to cause pain; blank wall; Dutch courage; like a shot; to know on which side one's; bread is buttered; at sixes and sevens; at one's feet; from top to

toe; to milk the ram; double dealing; German silver; by all means; in fact; inch by inch; at hand; sit like statue; soft as wax; melt as wax; hot as fire; live like a king.

Exercise 6. Match the following definitions with corresponding phraseological units. There are more phraseological units than definitions.

1. Direct ones attack, criticism or efforts to the wrong quarter. 2. Bear the main stress or burden (of a task, contest, etc.). 3. Talk around the point instead of coming direct to the subject. 4. Importunately thrust one's presence upon somebody. 5. Fail to gain any information, or achieve any result. 6. Be docile; give no trouble, do whatever somebody wishes. 7. Pay all the expenses incurred. Do something completely. 8. Remain mentally calm, and keep control of oneself in a difficult situation. 9. Know from experience the best way or method of doing something. 10. Draw an inference from given facts. 11. Be in agreement, hold similar views. 12. Ignore something, pretend not to see. 13. Disclaim further responsibility or concern.

The list: jump the queue, bark up the wrong tree, foot the bill, let off steam, see eye to eye, air one's views, lend a hand, haul down one's flag, beat about the bush, take to one's heels, eat out of somebody's hand, mark time, hit the nail on the head, keep one's head, change hands, turn a blind eye to something, put two and two together, bear the brunt, know the ropes, have a good mind to do something, break one's word, draw a blank, go the whole hog, dog somebody's footsteps, wash one's hands of something.

Exercise 7. Complete the following binary phraseological units so that the whole unit should alliterate.

1. Bag and 2. Deaf and 3. House and 4. Kith and 5. Safe and 6. Spick and 7. Stocks and 8. Neck or 9. No sweat no 10. Neither rhyme nor 11. Through thick and 12. With might and

Exercise 8. Complete the following phrases so that they make English proverbs and phraseological units.

1. A bird in the hand. 2. The last straw. 3. An old bird. 4. The early bird. 5. Half the battle. 6. A new broom. 7. The cap fits. 8. Spilt milk. 9. A stitch in time. 10. Birds of feather. 11. A silver lining. 12. Break no bones.

Exercise 9. Fill in the gaps, choosing the appropriate form of the idiom to make the following sentences complete: to hit the nail on the head, to keep one's fingers crossed, all fingers and thumbs, to keep one's chin up, to pull one's leg, head and shoulders above somebody, a sight for sore eyes, to bite one's head off.

1. Don't get offended, Jimmy! That was just a joke. I was ... , that's all! 2. Your suspicions have been confirmed. You've ... ! 3. This student is very intelligent. His speech was ... in his group. 4. Don't be so disappointed, Tom! ... , everything will get better soon. 5. Oh, I haven't seen you for ages, You are ... ! 6. Don't ask Margaret to do

this. She is 7. Don't be so angry with me! I only ask you a question! There is no need ... ! 8. I hope you'll pass the exam, I will ... for you!

Exercise 10. Pick out synonymous proverbs.

1. There is no place like home. 2. Accidents will happen in the best regulated families. 3. After death the doctor. 4. Appearances are deceptive. 5. The apples on the other side of the wall are the sweetest. 6. As a man lives, so shall he die. 7. East or West, but home is best. 8. As a man sows, shall he reap. 9. Good health is above wealth. 10. Well begun is half done. 11. A good beginning makes a good ending. 12. As you brew, so must you drink. 13. Beggars cannot be choosers. 14. Four eyes see more than two. 15. Two heads are better than one. 16. Better an egg today than a hen tomorrow. 17. Wealth is nothing without health. 18. Better a small fish than an empty dish. 19. As you make your bed, so you must lie on it. 20. A bird in the hand is better than two in the bush. 21. Catch the bear before you sell his skin. 22. Death ends all things. 23. Every dog has his day. 24. Death is the great leveller. 25. Deeds, not words. 26. Everything is good in its season. 27. Doing is better than saying. 28. Don't boast until you see the enemy dead. 29. Let sleeping dogs lie. 30. Don't trouble trouble till trouble troubles you. 31. Dry bread at home is better than roast meat abroad. 32. Don't look a gift horse in the mouth. 33. No cross, no crown. 34. He that would eat the fruit must climb the tree. 35. Every family has a black sheep. 36. A fair face may hide a foul heart (soul). 37. First catch your hare, then cook him. 38. Forbidden fruit is sweet. 39. Half a loaf is better than no bread. 40. In the evening one may praise the day. 41. It is no use crying over spilt milk.

Reading & Summary

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SEMINAR 10
STYLISTICS AS A BRANCH OF LINGUISTICS

Items for Discussion

1. The Subject-matter of Stylistics.

2. Functional styles in Modern English.
3. Types of narration.

Glossary

Author's narrative is a form of narrative in which personages are given characteristics, the time and the place of action are described as the author sees them. It is realized in the 3rd person.

Belles-lettres style – a generic term for three substyles (poetry, emotive prose, or the language of fiction, and drama) in which the main and the most general properties of the style are materialized.

Entrusted narrative is a form of narrative in which the author entrusts a certain character with the task of a story teller. The narrative can be carried out in the 1st person singular or the author may be anonymous.

Expressive means are those phonetic, morphological, word-building, lexical, phraseological and syntactical means which are used for emotional or logical intensification of the utterance.

Functional styles are socially recognized and functionally conditioned models of systematic language variation which involves a specific choice, a unique combinability and a certain frequency distribution of language means.

Interior monologue is a rather lengthy piece of the text (half a page or over) dealing with one major topic of the character's thinking, offering causes for his past, present or future actions.

Linguistic stylistics – stylistics which studies different language uses depending on various circumstances. It deals with the study of expressive means and stylistic devices.

Literary stylistics deals with different literary trends and different genres.

Represented (reported) speech is the representation of the character's words or his thoughts and ideas as if they have been expressed.

Stream-of-consciousness technique is based on the assumption that the subconscious dominates over the conscious. It is based on the theory of psycho-analysis. It is an abrupt, disconnected, fragmentary speech which represents the working of the human brains.

Stylistic device is a deliberate or intentional use of language means.

Stylistics is a branch of linguistics which deals with expressive resources and functional styles of a language.

Suggested Questions

1. What is the subject-matter of Stylistics, and its place in the system of related disciplines?
2. Comment on the types of Stylistics.
3. What are the main stylistic notions?

4. Comment on the difference between *expressive means of language* and *stylistic devices*.
5. Comment on the problem of functional styles in Modern English.
6. What are the main peculiarities of the style of official documents?
7. Comment on the main peculiarities of the style of scientific prose.
8. What are the main peculiarities of the newspaper style?
9. Give comments on the peculiarities of the publicistic style.
10. Comment on the peculiarities of the belletristic style.
11. What are the main types of narration?
12. Comment on the two forms of narrative.
13. Give comment on the dialogue as a form of narration.
14. Comment on the forms of interior speech.
15. What is meant by represented speech? Comment on its main forms.

Exercises

Exercise 1. Identify the functional style in each of the fragments given below and point out the distinctive features that testify to its specific character.

1. Considering the consequences of poor social well-being, emotional sufferings and inefficient behavioral patterns, treatments focusing on MI separately from PTSD-focused models are much needed. Addressing MI in individuals, the reviewed studies suggest close association between positive effects of MI healing and religiosity and spirituality as factors of meaningful life (Ames et al., 2018; Corona et al., 2019; Koenig et al., 2017). In addition, guilt and shame-focused interventions are applied (Capone et al., 2021). Therefore, spiritually oriented cognitive processing therapy and trauma-informed guilt reduction therapy can reduce MI (Capone et al., 2021; Koenig et al., 2017; Volk & Koenig, 2019). However, more studies with experimental design exploring the efficacy of MI-focused interventions are needed.

2. Resolution adopted by the General Assembly on 1 November 2005
[without reference to a Main Committee (A/60/L.12 and Add.1)]

60/7. Holocaust remembrance

The General Assembly,

Reaffirming the Universal Declaration of Human Rights, 1 which proclaims that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, religion or other status,

Recalling article 3 of the Universal Declaration of Human Rights, which states that everyone has the right to life, liberty and security of person,

Recalling also article 18 of the Universal Declaration of Human Rights and article 18 of the International Covenant on Civil and Political Rights, 2 which state

that everyone has the right to freedom of thought, conscience and religion,
Bearing in mind that the founding principle of the Charter of the United Nations, “to save succeeding generations from the scourge of war”, is testimony to the indelible link between the United Nations and the unique tragedy of the Second World War,

Recalling the Convention on the Prevention and Punishment of the Crime of Genocide, 3 which was adopted in order to avoid repetition of genocides such as those committed by the Nazi regime,

3. SYMPHONY IN YELLOW

An omnibus across the bridge
Crawls like a yellow butterfly.
And here and there a passer-by
Shows like a little restless midge.
Big barges full of yellow hay
Are moved against the shadowy wharf,
And like a yellow silken scarf,
The thick hangs along the quay.
The yellow leaves begin to fade
And flutter from the Temple elms
And at my feet the pale green Thames
Lies like a rod of rippled jade. (*Oscar Wilde*)

4. Get Ready for the Longest White House Race Ever

If the GOP primary contest ends quickly, the Biden-Trump face-off would present an endurance challenge for both candidates.

5. A common frustration for teachers is students’ use of Wikipedia as a source in their writing. Its prevalence among students is not exaggerated; a survey found that the vast majority of the students surveyed used Wikipedia (Head & Eisenberg, 2010). An article in *The Guardian* stresses a common objection to its use: “a reliance on Wikipedia can discourage students from engaging with genuine academic writing” (Coomer, 2013). Teachers are clearly not mistaken in viewing Wikipedia usage as ubiquitous among their students; but the claim that it discourages engagement with academic sources requires further investigation. This point is treated as self-evident by many teachers, but Wikipedia itself explicitly encourages students to look into other sources. Its articles often provide references to academic publications and include warning notes where citations are missing; the site’s own guidelines for research make clear that it should be used as a starting point, emphasizing that users should always “read the references and check whether they really do support what the article says” (“Wikipedia:Researching with Wikipedia,” 2020). Indeed, for many students, Wikipedia is their first encounter with the concepts of citation

and referencing. The use of Wikipedia therefore has a positive side that merits deeper consideration than it often receives.

6. Know, O prince, that between the years when the oceans drank Atlantis and the gleaming cities, and the years of the rise of the Sons of Aryas, there was an Age undreamed of, when shining kingdoms lay spread across the world like blue mantles beneath the stars – Nemedias, Ophir, Brythunia, Hyperborea, Zamora with its dark-haired women and towers of spider-haunted mystery, Zingara with its chivalry, Koth that bordered on the pastoral lands of Shem, Stygia with its shadow-guarded tombs, Hyrkania whose riders wore steel and silk and gold. But the proudest kingdom of the world was Aquilonia, reigning supreme in the dreaming west. Hither came Conan the Cimmerian, black-haired, sullen-eyed, sword in hand, a thief, a reaver, a slayer, with gigantic melancholies and gigantic mirth, to tread the jeweled thrones of the Earth under his sandalled feet (Robert E Howard *The Phoenix on the Sword*).

7. The would-be cherub's rosy, cheery demeanor sank to an ashy, astonished expression, "Holy monkeys, Mr. Sunday! How can you not believe in God?"

"Watch the news kid, it's a scary world. And when you get older and you realize your life is constantly the pits; it's hard to imagine there being a God."

"Have you ever stopped to think that maybe people are unhappy because they aren't paying attention to the right things?" His tone clearly requested a response; yet Sunday remained silent. Instead of taking the hint that Sunday did not want to talk, Gabriel continued, "Have you ever really been happy?" (Hedges R. Sweet Serene).

Exercise 2. Find texts demonstrative of each functional type and analyse their distinctive features.

Exercise 3. Comment on the types and forms of narration in the given fragment:

The Happy Man

It is a dangerous thing to order the lives of others and I have often wondered at the self-confidence of politicians, reformers and suchlike who are prepared to force, upon their fellows measures that must alter their manners, habits, and points of view. I have always hesitated to give advice, for how can one advise another how to act unless one knows that other as well as one knows oneself? Heaven knows, I know little enough of myself: I know nothing of others. We can only guess at the thoughts and emotions of our neighbours. Each one of us is a prisoner in a solitary tower and he communicates with the other prisoners, who form mankind, by conventional signs that have not quite the same meaning for them as for himself. And life, unfortunately, is something that you can lead but once; mistakes are often irreparable, and who am I that I should tell this one and that how he should lead it? Life is a difficult business and I have found it hard enough to make my own a complete and rounded thing; I have not been tempted to teach my neighbour what he should do with

his. But there are men who flounder at the journey's start, the way before them is confused and hazardous, and on occasion, however unwillingly, I have been forced to point the finger of fate. Sometimes men have said to me, what shall I do with my life? and I have seen myself for a moment wrapped in the dark cloak of Destiny.

Once I know that I advised well.

I was a young man and I lived in a modest apartment in London near Victoria Station. Late one afternoon, when I was beginning to think that I had worked enough for that day, I heard a ring at the bell. I opened the door to a total stranger. He asked me my name; I told him. He asked if he might come in.

'Certainly.'

I led him into my sitting-room and begged him to sit down. He seemed a trifle embarrassed. I offered him a cigarette and he had some difficulty in lighting it without letting go of his hat. When he had satisfactorily achieved this feat I asked him if I should not put it

on a chair for him. He quickly did this and while doing it dropped his umbrella.

'I hope you don't mind my coming to see you like this,' he said. 'My name is Stephens and I am a doctor. You're in the medical, I believe?'

'Yes, but I don't practise!

'No, I know. I've just read a book of yours about Spain and I wanted to ask you about it.'

'It's not a very good book, I'm afraid.'

'The fact remains that you know something about Spain and there's no one else I know who does. And I thought perhaps you wouldn't mind giving me some information!

'I shall be very glad.'

He was silent for a moment. He reached out for his hat and holding it in one hand absentmindedly stroked it with the other. I surmised that it gave him confidence.

'I hope you won't think it very odd for a perfect stranger to talk to you like this.' He gave an apologetic laugh. 'I'm not going to tell you the story of my life.'

When people say this to me I always know that it is precisely what they are going to do. I do not mind. In fact I rather like it

'I was brought up by two old aunts. I've never been anywhere. I've never done anything. I've been married for six years. I have no children. I'm a medical officer at the Camberwell Infirmary. I can't stick it any more.' (S. Maugham)

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SEMINAR 11

STYLISTIC PECULIARITIES OF THE ENGLISH VOCABULARY

Issues for Discussion

1. General Considerations.
2. Standard English vocabulary.
 - 2.1. Stylistically neutral words.
 - 2.2. Common literary words.
 - 2.3. Common colloquial vocabulary.
3. Special literary vocabulary.
 - 3.1. Poetic and highly literary words.
 - 3.2. Terms.
 - 3.3. Archaic words.
 - 3.4. Barbarisms and foreign words.
 - 3.5. Literary coinages (including nonce-words).
4. Special colloquial vocabulary.
 - 4.1. Slang.
 - 4.2. Jargonisms.
 - 4.3. Professionalisms.
 - 4.4. Dialectal words.
 - 4.5. Vulgarisms.
 - 4.6. Colloquial coinages.

Glossary

Archaisms are obsolete words for existing objects. They are divided into lexical (*fair, slay*) and grammatical (*thou, thee, thy, hast, dost, shalt, wilt*).

Barbarisms are words of foreign origin which have not entirely been assimilated into English. Most of them have English synonyms but are preferred for certain stylistic purposes (*bon mot = a witty saying, de facto = in fact*).

Dialectal words are words which remain beyond its literary boundaries; their use is generally confined to a definite locality.

Historical words are names of some objects, special relations, institutions, customs, which are no longer in use (*yeoman*).

Jargonisms are generally old words with entirely new meanings imposed on them to preserve secrecy within one or another social group (*grease = money*).

Neologisms are new words or new meanings of the word, the novelty of which is still felt.

Poetic words are a set of words having poetic connotations. They have neutral synonyms but their denotative meaning is more lofty and abstract (*array – clothes, main – sea, steed – horse, woe – sorrow*).

Professionalisms are the words used in a definite trade by people connected by common interests both at home and at home (*tin-fish = submarine*).

Slang words are expressive, mostly ironical words serving to create fresh names for some things that are frequent topics of discourse (*cock-eyed = drunk*).

Terms are special words which express certain concepts of science, engineering, politics, diplomacy, philosophy, linguistics, etc. They are the names of different phenomena, processes, qualities peculiar to a certain branch of science, art, etc.

Vulgarisms are expletive and swear words of an abusive character (*damn, etc. and the so-called four-letter words*).

Suggested Questions

1. What are the major layers of the word-stock in terms of stylistics? Comment on the main aspects of these layers.
2. What groups of words does the literary vocabulary consist of? Comment on their peculiarities.
3. What groups of words does the colloquial vocabulary fall into? Comment on their peculiarities.
4. What determines the choice of stylistically marked words in each particular situation?
5. What is the difference between colloquialisms and slang? What are their common features?
6. What are the main features of dialectal words?
7. Are learned words used only in books? Which type of learned words is especially suitable for verbal communication? Which is least suitable and even undesirable?
8. What are the principal characteristics of archaic words?

Exercises

Exercise 1. Comment on the opposition of stylistically marked and stylistically neutral words. Arrange the following words into stylistically marked and stylistically neutral.

Accommodation, beautiful, chap, deem, domestic, eve, evening, fair, father, forenoon, get, girl, home, fellow, horse, kill, labial, lip, maiden, main, mental, mind, morning, naught, nothing, obtain, parent, room, sea, slay, solar, steed, sunny, think.

Exercise 2. *Comment on special terms. Pick out special terms from the extracts below. State what branch of science or sphere of life they belong to.*

I. Acute leuchaemia is more indolent than has been thought. There is good precedence for it in other haematology disorders.

II. The word plays such a crucial part in the structure of language that we need a special branch of linguistics to examine it in all its aspects. This branch is called Lexicology and it forms, next to Phonology, the second basic division of linguistic science.

III. A fraction is a part of some thing which is treated as a whole or a unit. In arithmetic, a proper fraction is a number which represents a part, that is, a number which is less than 1. In writing a common fraction, two numbers are used, called the numerator and denominator.

Exercise 3. *Comment on archaisms. Arrange the following archaic words into lexical and grammatical archaisms.*

Aught, belike, didst, dost, eke, ere, hast, hath, maiden, naught, quoth, shalt, steed, thee, thou, wert, woe.

Exercise 4. *Comment on the difference between archaic words and obsolete words. Pick out archaic and obsolete words from the following extract.*

Come hither, hither, my stanch yeoman,
Why dost thou look so pale?
Or dost thou dread a French foeman?
Or shiver at the gale?
Deem'st thou I tremble for my life?
Sir Childe, I'm not so weak;
But thinking on an absent wife
Will blanch a faithful cheek.
(Childe Harold's Good Night by
George Gordon Byron)

Exercise 5. *Group the following neologisms as to the ways of their formation. Give their Ukrainian equivalents.*

Agro-industrial, audio-lingual, backpacker, beach wagon, biotelemetry, black bluster, black shirt, by-time, chauffeuse, ecocide, ecogeography, epoxy, ethnoscience, facepack, hairstylist, halfday, listen-in, microcopy, microcomputer, vitaminize, wonder, boy, work-fellow.

Exercise 6. *Make distinction between neologisms and nonce-words (occasional words). Pick out occasional words from the following sentences.*

1. The theory is getting less and less defensible. 2. I can't speak on TV, I'm camera shy. 3. They accused the Administration spokesman of trying to sloganize the country out of the economic decline. 4. There are many men in London who have no wish for the

company of others. It is for the convenience of such people that the Diogenes Club was started, and it now contains the most unsociable and unclubbable men in town. 5. He was wived in Texas, and mother-in-lawed, and uncled, and aunted.

*Exercise 7. In slang there are characteristic clusters of synonyms, many among them jocular or euphemistic, for the ideas of **stealing**, **drunkenness**, and **death**. Give English and Ukrainian synonyms of the notions mentioned above. Consult corresponding dictionaries.*

Exercise 8. Translate the following sentences. Comment on slang words and phrases in bold type.

1. Tell the **old bag** to mind her own business. 2. I need some **dough** to buy some groceries. 3. I need to get some **bread** to live on. 4. Who's the **doll** I saw you with last night? 5. Let's go out and **booze up!** 6. I am too **muggy** to drive. 7. Wipe that smile off your **mug!** 8. He's been drinking since noon and is pretty **wet**. 9. Hard liquor makes people **soft**.

Exercise 9. Classify the units in bold type into slang words, jargonisms, professionalisms, vulgarisms. Translate the sentences into Ukrainian.

1. Her heart beat wildly: "Why didn't you wake up?" she implored. "Because the **bastard** alarm clock didn't go off," he shouted. "Or you forgot to set the **bleeding** thing, one of the two" (A. Sillitoe). 2. I shook my **onion** again. The scheme sounded to me like **apple sauce**, and Grade A apple sauce at that (Id.). 3. But **damn** it, I wouldn't play you a dirty trick like that. ... After another wait he was given a part in a **costume play** where his good looks shone to such advantage that his indifferent acting was little noticed (W. S. Maugham). 4. "You know what a **pipe** it is to buy an unregistered weapon in this town under the counter" (E. Queen). 5. "What do you want?" "**Dough**," the derelict said. "**Do-re-mi**. Lots of it" (Id.). 6. "Has her stomach been **pumped**?" "That – oh, yes. But she took a big dose, and they are not certain yet" (S. Bellow). 7. "Married!" "Absolutely **hitched up**. I hope you aren't **ratty** about it, what?" (P. G. Wodehouse).

Reading & Summary

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SEMINAR 12 STYLISTIC EXPRESSIVE MEANS AND DEVICES

Issues for Discussion

1. Phonetic expressive means and stylistic devices.
2. Graphic expressive means and stylistic devices.
3. Lexico-semantic stylistic devices.
 - 3.1. Stylistic devices of substitution.
 - 3.2. Stylistic devices of combination.
4. Syntactic stylistic devices.

Glossary

Alliteration – recurrence of an initial consonant in two or more words which either follow one another, or appear close enough to be noticeable.

Allusion – a special variety of metaphor. It's a brief reference to some literary or historical event commonly known: the speaker (writer mentions some detail of what he thinks analogous in fiction or history to the topic discussed.

Anaphora – identity of beginnings, of one or several initial elements in adjacent sentences (verse lines, stanzas, paragraphs).

Anti-climax – a sudden deception of the recipient: it consists in adding one weaker element to one or several strong ones, mentioned before: *It's a bloody lie and not quite true.*

Antithesis – any active confrontation, emphasized co-occurrence of notions, really or presumably contrastive: *It was the best of times, it was the worst of times; it was the age of wisdom, it was the age of foolishness; ...*

Antonomasia – a variety of allusion. It is the use of the name of a historical, literary, mythological, or biblical personage applied to a person whose characteristic features resemble those of the well-known original: a ladies' man deserves the name of *Don Juan*.

Aposiopesis – intentionally unfinished utterance: *Of all the damned nonsense I've run into...*

Assonance – a phonetic device which is based on the recurrence of stressed vowels.

Chiasmus – reversed parallel construction (two syntactical constructions are parallel, but their members change places, their syntactical positions).

Climax (Gradation) – an arrangement of correlative ideas (notions expressed by words, word-combinations, or sentences) in which what precedes is less than what follows, i. e. the second element surpasses the first and, in its turn, surpassed by the third, and so on.

Detachment – the detached part of the sentence, which is torn away from its referent, assumes a greater degree of significance and is given prominence by intonation: *I want to go, he said, miserable.*

Epiphora – recurrence of one or several elements concluding two (or more) syntactical units (utterances, sentences, paragraphs, chapters, verse lines). It is the opposite of anaphora.

Epithet – adjective or descriptive phrase that refers to the character or most important quality of a person or thing.

Expressive means are those phonetic, morphological, word-building, lexical, phraseological and syntactical means which are used for emotional or logical intensification of the utterance.

Figures of contrast – those based on opposition (incompatibility) of co-occurring notions (oxymoron, antithesis).

Figures of identity – co-occurrence of synonymous or similar notions (simile, quasi-identity, replacers).

Figures of inequality – those based on differentiation of co-occurrent notions (specifiers, climax, anti-climax, pun, zeygma, tautology).

Figures of quality – renaming based on radical, qualitative difference between notion named and notion meant (metonymy, metaphor, irony).

Figures of quantity – renaming based on only quantitative difference between traditional names and those actually used (hyperbole, meiosis).

Figures of replacement – renaming, replacing traditional names by situational ones.

Hyperbole – a figure of quantity: exaggeration of dimensions or other properties of the object.

Irony – a trope based on direct opposition of the meaning to the sense. The semantic essence of irony consists in replacing a denomination by its opposite. It's a transfer, based upon the direct contrast of two notions: the notion named and the notion meant.

Litotes – a specific form of meiosis.

Meiosis (understatement) is the logical and psychological opposite of hyperbole. It is lessening, weakening, reducing the real characteristics of the object of speech: *It will cost you a pretty penny.*

Metaphor is the transfer of meaning based on similarity.

Metonymy is the transfer of meaning based on contiguity.

Onomatopoeia is sound imitation, i. e. naming the action or object by more or less exact reproduction or a sound associated with it.

Oxymoron – a figure of contrast. It ascribes some feature to an object incompatible with that feature: *O brawling love! O loving hate!*

Paradox – seemingly absurd though in fact well founded statement.

Parallelism – a variety of repetition. It's a repetition of syntactical constructions.

Periphrasis – a description of what could be named directly, i. e. naming the characteristic features of the object instead of naming the object itself.

Personification – attributing human properties to lifeless objects.

Polysyndeton – repetition of conjunctions, Mostly the conjunction *and*.

Pun – play on words.

Simile – a figure of identity. It's an explicit statement of partial likeness, similarity.

Rhetorical question – is a statement made in the form of a question.

Rhyme – a complete or almost complete coincidence of acoustic impressions produced by stressed syllables.

Stylistic device is a deliberate or intentional use of language means.

Synecdoche is a kind of metonymy when the part is used for the whole, or vice versa.

Tautology – unintentional repetition betraying stylistic helplessness

Zeugma – a kind of economy of syntactical units: one unit makes a combination with two or several others without being repeated itself.

Suggested Questions

1. What are the major phonetic expressive means and stylistic devices?
2. Comment on graphic expressive means and stylistic devices.
3. What groups are lexico-semantic stylistic devices divided into?
4. Comment on the main figures of quality.
5. Comment on the main figures of quantity.
6. Comment on figures of combination.
7. What are the major syntactic stylistic devices? Comment on their subdivision and peculiarities.

Exercises

Exercise 1. Identify examples of onomatopoeia in the following statements.

1. The bees were buzzing around the hive.
2. Sue whispered the secret to her friend.
3. «Splish! Splash! I am taking a bus!»
4. By the end of the race he was gasping for breath.
5. The susurrations of her dress alerted us to her arrival.

Exercise 2. State the functions and the type of the following graphical expressive means.

1. Kiddies and grown-ups too-oo-oo
We haven't enough doo-oo-oo.
2. «ALL our troubles are over, old girl», he said fondly.
3. When Will's ma was down here keeping house for him – *she* used to run in to see me, real often.

Exercise 3. Pick out figures of substitution, classify them and define their stylistic functions.

1. Christiana's love is hungry: it swallows every penny Bert offers. 2. The empty shell of the Embassy frightened Philip. 3. Mary was a large dark moth, her wings lifted, ready to fly. 4. One more truck had passed by, full of moustaches and beards. 5. Dance music was bellowing from the open door. 6. A rainy day emerged from the womb of the day. 7. Some remarkable pictures in the gallery: a Picasso, two Van Dycks and an Aivazovsky. 8. Stoney smiled the sweet smile of an alligator. 9. Edward's family is a couple of aunts a thousand years old. 10. It was not unwise to behave like that. 11. The girl gave Jacob a lipstick smile. 12. Jenny is the size of a peanut. 13. Bernard had an overwhelming belief in the brains and hearts of his nation. 14. England has two eyes – Oxford and Cambridge. 15. Every Caesar has his Brutus.

Exercise 4. *Point out metaphors and classify them.*

1. That great kind man had taken Becky under his wing. 2. Spring will come again with her sweet fresh air. 3. Carol was already familiar with the geography of the house. 4. There, at the very core of London, in the heart of its business, in the midst of a whirl of noise stands Newgate. 5. The sight took Bobby's attention. 6. The ghost of a smile appeared on Soam's face. 7. Time has a cruel soul. 8. Jeff is a regular Sherlock Holmes. 9. The stars were dancing in the sky. 10. Mr. Dombey's cup of satisfaction was so full, that he couldn't afford a drop or two of its contents.

Exercise 5. *Pick out figures of combination, classify them and define their stylistic functions.*

1. For a time Jean put on a Red Cross uniform and met other ladies similarly dressed in the armory, where bandages were rolled and reputations unrolled. 2. Benny reminded James of a hungry cat. 3. In her grey fur she had a strange resemblance to a captive owl. 4. I let a day slip by without seeing her, then three, a whole week. 5. Poor Betty. She must be as poor as a church mouse. 6. Clement was a saint in public and a devil at home. 7. Joe was a mild, good-natured, sweet-tempered, easy-going, foolish dear fellow. 8. Mr. Witte's method of paying off debts would be a form of feeding a dog with bits of its own tail. 9. It was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us... on the right and in front and behind. 10. «Golden Dreams» is a very sweet story, singularly sweet; in fact, madam, critics are saying it is the sweetest thing that Mr. Slush has done.

Exercise 6. *Pick out syntactic stylistic devices, classify them and define their stylistic functions.*

1. David had been nearly killed, ingloriously, in a jeep accident. 2. «Shuttleworth, I – I want to speak to you in – in strictest confidence – to ask your advice. Yet – yet it is upon such a serious matter that I hesitate – fearing... ». 3. It was better that he knew

nothing. Better for common sense, better for me. 4. Failure meant poverty, poverty meant squalor, squalor lead to smells and stagnation. 5. Daniel is an unnatural, ungrateful, unlovable boy. 6. Their anxiety is so keen, their vigilance is so great, their excited joy grows so intense, that how can she resist it! 7. The sky was dark and gloomy, the air damp and raw, the streets wet and sloppy. 8. I know the world and the world knows me. 9. Through his brain, slowly, sifted the things they had done together. Walking together. Dancing together. Sitting silent together, watching people together. 10. Sit down, you dancing, prancing, shambling, scrambling fool parrot! Sit down! 11. People sang. People cried. People fought. People loved. People hated. Others were sad. Others gay. Others with friends. Others lonely. Some died. Some were born. 12. I wake up and I'm alone, and I walk round the town and I'm alone, and I talk with people and I'm alone, and I look at his face when I'm home and I'm dead. 13. A dark gentleman... A very bad manner. In the last degree constrained, reserved, diffident, troubled. 14. Passage after passage did he explore; room after room did he peep into. 15. Down dropped the breeze, the sails dropped down. 16. Little by little, bit by bit, and day by day, and year by year the baron got the worst of some disputed question. 17. Better to reign in hell than to serve in heaven. 18. Have I not had to wrestle with my lot? Have I not suffered things to be forgiven?

Reading & Summary

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TRAINING TESTS

Variant 1

Level 1

1. The opposition “dog : : bitch” is based on such means of expressing sex differences:
 - a) lexical;
 - b) lexico-morphological;
 - c) lexico-syntactical;
 - d) lexico-pragmatic.

2. According to its aspective character the verb “to jump” belongs to
 - a) terminative verbs;
 - b) non-terminative verbs;
 - c) verbs of double aspective character;
 - d) durative verbs.

3. The word “sausage” belongs to . . .
 - a) the words of Native origin;
 - b) the words of Scandinavian origin;
 - c) Latin borrowings;
 - d) French borrowings.

4. The suffix “-ward(s)” found in the word “downwards” is a . . .
 - a) noun-forming suffix;
 - b) adjective-forming suffix;
 - c) verb-forming suffix;
 - d) adverb-forming suffix.

5. The word “salesgirl” is a . . .
 - a) derivational compound;
 - b) contracted compound;
 - c) morphological compound;
 - d) syntactic compound.

6. Metaphor “the teeth of a saw” is based on . . .
 - a) similarity of shape and form;
 - b) similarity of function;
 - c) similarity of color;
 - d) similarity of temperature.

7. The result of semantic change in the word “nice: foolish → fine, good” is . . .
- a) the narrowing of meaning;
 - b) the extension of meaning;
 - c) the degradation of meaning;
 - d) the elevation of meaning.
8. The semantic change of the word “Handel” in the sentence “Londoners were welcome to come to Trafalgar Square to enjoy Handel” involves the association: . . .
- a) the part is used for the whole;
 - b) the place is used for the institution;
 - c) the producer is used for a product;
 - d) the place is used for the people occupying it.
9. Stylistic device found in the sentence “The tree stretched its hungry arms” is ...
- a) euphemism;
 - b) personification;
 - c) hyperbole;
 - d) simile.
10. Stylistic device found in the sentence “She was a woman of pocket size” is ...
- a) zeugma;
 - b) litotes;
 - c) meiosis;
 - d) periphrases.

Level 2

11. Define the meaning rendered by the Genitive Case in the phrase “Jack’s pen”
- a) Objective Genitive;
 - b) Genitive of destination;
 - c) Equation Genitive;
 - d) Possessive Genitive.
12. State the verbal category expressed by the predicate verb in the sentence “But for your help I would have failed”
- a) the category of person;
 - b) the category of mood;
 - c) the category of finitude;
 - d) the category of number.
13. Pick out the stylistic synonyms from the pairs below:

- a) answer – reply;
- b) child – kid;
- c) few – little;
- d) engine – motor.

14. Pick out the neologisms from the groups below:

- a) assimilation, fraction, molecule;
- b) biopiracy, cybercreek, transgenic;
- c) de facto, mon cher, de jure;
- d) naught, eve, woe.

15. Pick out the historisms from the groups below:

- a) cuddy, loch, kirk;
- b) bloody, bonehead, bastard;
- c) brain-pan, cock-eyed, beans;
- d) yeoman, vassal, baron.

16. Point out an adverbial phrase:

- a) to make a song about smth.;
- b) white lie;
- c) as good as gold;
- d) to the bitter end.

17. Point out a phraseological fusion:

- a) the last drop;
- b) at sixes and sevens;
- c) a pleasant company;
- d) bosom friends.

18. Point out a phraseological unit associated with some historical events:

- a) a crooked sixpence;
- b) vanity fair;
- c) forbidden fruit is sweet;
- d) to rob Peter to pay Paul.

19. Stylistic device found in the sentence “I am sorry, I am so sorry, I am extremely sorry” is

- a) pun;
- b) synecdoche;
- c) climax;
- d) antithesis.

20. Stylistic device found in the sentence “He took his hat and his leave” is ...
- a) similie;
 - b) pun;
 - c) zeugma;
 - d) oxymoron.

Level 3

21. Traditional periodization divides English history into such periods
- a) Ancient English, Middle English, Modern English;
 - b) Old English, Middle English, Modern English;
 - c) Renaissance English, Post-Industrial English, Middle English;
 - d) Modern English, Old English, Post-Industrial English.
22. A category showing whether the person or thing denoted by the grammatical subject is the doer or the sufferer of the action denoted by the grammatical predicate is a ...
- a) category of voice;
 - b) category of mood;
 - c) category of aspect;
 - d) category of person.
23. The sentences-addresses, salutation sentences or exclamatory sentences used only to express emotions are called ...
- a) ordinary sentences;
 - b) quasi-sentences;
 - c) pseudo-sentences;
 - d) non-verbal sentences.
24. Morphemes of Greek and Latin origin which have a definite lexical meaning though are not used as autonomous words are called . . .
- a) pseudo-morphemes;
 - b) allomorphs;
 - c) combining forms;
 - d) unique morphemes.
25. Connotation that conveys the degree of intensity is called . . .
- a) evaluative connotation;
 - b) expressive connotation;
 - c) stylistic connotation;
 - d) emotional connotation.
26. Synonyms that differ both semantically and in valency are called . .

- a) phraseological synonyms;
- b) stylistic synonyms;
- c) ideographic synonyms;
- d) absolute synonyms.

27. The names of some objects, special relations, institutions, customs, which are no longer in use are called . .

- a) barbarisms;
- b) terms;
- c) historical words ;
- d) archaic words.

28. Wise statements made by famous people are called . .

- a) proverbs;
- b) sayings;
- c) cliches;
- d) familiar quotations.

29. Lexico-semantic stylistic devices are subdivided into

- a) figures of succession;
- b) figures of implication;
- c) figures of substitution;
- d) figures of combination.

30. Stylistic devices of quantity are ...

- a) hyperbole;
- b) similie;
- c) meiosis;
- d) climax.

Variant 2

Level 1

1. The opposition “he-cat : : she-cat” is based on such means of expressing sex differences:

- a) lexical;
- b) lexico-morphological;
- c) lexico-syntactical;
- d) lexico-pragmatic.

2. According to its aspective character the verb “to work” belongs to

- a) terminative verbs;
- b) non-terminative verbs;

- c) verbs of double aspective character;
 - d) transitive verbs.
3. The word “sky” belongs to . . .
- a) the words of Native origin;
 - b) the words of Scandinavian origin;
 - c) Latin borrowings;
 - d) French borrowings.
4. The prefix “demi-” in the word *demiofficial* implies . . .
- a) negation;
 - b) locality;
 - c) priority;
 - d) incompleteness.
5. The word “absent-mindedness” is a . . .
- a) derivational compound;
 - b) contracted compound;
 - c) morphological compound;
 - d) syntactic compound.
6. The word “giggle” is a(n). . .
- a) shortening;
 - b) acronym;
 - c) blend;
 - d) onomatopoeic word.
7. Metaphor “head of a cabbage” is based on . . .
- a) similarity of shape and form;
 - b) similarity of function;
 - c) similarity of color;
 - d) similarity of temperature.
8. The semantic change of the word “longhairs” in the sentence “We don’t hire longhairs” involves the association: . . .
- a) the part is used for the whole;
 - b) the place is used for the institution;
 - c) the producer is used for a product;
 - d) the place is used for the people occupying it.
9. Stylistic device found in the sentence “There is ABSOLUTELY NO EVIDENCE to support this conjecture.” is ...

- a) brackets;
- b) capital letters;
- c) segmentation;
- d) colon.

10. Stylistic device found in the sentence “He's the brains of the operation” is ...
- a) synecdoche;
 - b) paronym;
 - c) meiosis;
 - d) anticlimax.

Level 2

11. Define the meaning rendered by the Genitive Case in the phrase “actor’s arrival”
- a) Subjective Genitive;
 - b) Genitive of destination;
 - c) Equation Genitive;
 - d) Possessive Genitive.

12. State the verbal category expressed by the predicate verb in the sentence “Nobody spoke to her about this accident”
- a) the category of person;
 - b) the category of voice;
 - c) the category of tense;
 - d) the category of aspect.

13. Pick out the terms from the groups below:
- a) cybercrook, virtual money, transgenic;
 - b) diphthong, operation, molecule;
 - c) eve, fair, woe;
 - d) mon cher, de jure, au revoir.

14. Pick out the slang words from the groups below:
- a) bonny, cuddy, loch;
 - b) damn, bloody, to hell;
 - c) boozy, brain-pan, dough;
 - d) yeoman, musketeer, vassal.

15. Pick out the pair of synonyms distinguished by archaic coloring:
- a) heaven – sky;
 - b) give – donate;
 - c) mother – minny;
 - d) clothes – array.

16. Point out a free word-group:
- a) a pleasant company;
 - b) bosom friends;
 - c) the last drop;
 - d) at sixes and sevens.
17. Point out a verbal phrase:
- a) in cold blood;
 - b) safe and sound;
 - c) dog's life;
 - d) to win hands down.
18. Point out a phraseological unit borrowed from the Bible:
- a) a Dutch bargain;
 - b) the land of promise;
 - c) something is rotten in the state of Denmark;
 - d) a black sheep.
19. Stylistic device found in the sentence "If you go on like this..." is
- a) aposiopesis;
 - b) asyndeton;
 - c) epiphora;
 - d) chiasmus.
20. Stylistic device found in the sentence "I love my love and my love loves me!" is ...
- a) ellipsis;
 - b) repetition;
 - c) epiphora;
 - d) chiasmus

Level 3

21. A linguistic representation of the objective category of manner of action is the grammatical category of ...
- a) aspect;
 - b) finitude;
 - c) tense;
 - d) voice.
22. Two-member sentence in which any missing part can be restored from the speech situation is called a(n) ...
- a) elliptical sentence;

- b) one-member sentence;
- c) dependent sentence;
- d) nominative sentence.

23. A word-formative process in which words are created by adding word-building affixes to stems is called . . .

- a) affixation;
- b) conversion;
- c) word-composition;
- d) substantivation.

24. Meaning that reflects the concept expressed by the given word is called . . .

- a) the connotational meaning;
- b) the lexical meaning;
- c) the implicational meaning;
- d) the denotational meaning.

25. Words identical both in pronunciation and in spelling but different in meaning are called . .

- a) full homonyms;
- b) homographs;
- c) homophones;
- d) paronyms.

26. Disfavourable, plain-spoken or socially taboo expressions that are used instead of more socially acceptable ones are called . .

- a) dyspheimisms;
- b) synonyms ;
- c) antonyms;
- d) eupemisms.

27. New words or new meanings for established words, the novelty of which is still felt are called . .

- a) poetic words;
- b) neologisms;
- c) slang words;
- d) jargonisms.

28. Three substyles of the belles-letters style are ...

- a) conversational, publicistic, newspaper;
- b) language of poetry, drama, official;

- c) newspaper, conversational, scientific;
- d) language of poetry, emotive prose, language of drama.

29. Syntactic stylistic devices can comprise the following groups

- a) change of word order;
- b) reduction of the sentence model;
- c) degradation of the sentence model ;
- d) amelioration of sentence meaning.

30. Basic notions of graphic expressive means are

- a) type;
- b) zeugma;
- c) orthography;
- d) association.

RECOMMENDED LITERATURE

Essential

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Навчально-методичне видання

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