

**Наталія Фрасинюк**

**Порівняльна типологія англійської та  
української мов: тези лекцій, завдання  
для семінарських занять, завдання для  
самостійної роботи, тестові завдання**

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Порівняльна типологія англійської та української мов: тези лекцій, завдання для семінарських занять, завдання для самостійної роботи, тестові завдання: Навчально-методичний посібник. Укл. Фрасинюк Н.І. Кам'янець-Подільський: ТОВ «Друкарня «Рута», 2020 – 158 с.

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Навчально-методичний посібник «Порівняльна типологія англійської та української мов: тези лекцій, завдання для семінарських занять, завдання для самостійної роботи, тестові завдання» призначений для студентів філологічних спеціальностей і має на меті засвоєння студентами теоретичного матеріалу курсу, систематизацію знань з граматики англійської та української мов і розвиток навичок порівняння зіставлюваних мовних систем.

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## ПЕРЕДМОВА

Типологія як особливий розділ науки характерна для всіх галузей знання, тому що таксономічний опис, класифікація і порівняння різнорідних за своїм складом об'єктів застосовується як в гуманітарних, так і в негуманітарних науках.

Свідоме навчання/вивчення іноземної мови поза межами її автохонного середовища завжди опирається на порівняння її спільних (ізоморфних) та відмінних (аломорфних) рис і явищ з відповідними (чи відсутніми) в рідній мові рисами і явищами. Сприяти науково обґрунтованому використанню ізоморфних та аломорфних явищ англійської (чи будь-якої іншої) та української мов з метою поліпшення знань та практичних умінь студентів з обох мов і покликаний курс порівняльної типології.

Навчально-методичний посібник «Порівняльна типологія англійської та української мов»: тези лекцій, завдання для семінарських занять, завдання для самостійної роботи, тестові завдання» призначений для студентів філологічних спеціальностей і має на меті засвоєння студентами теоретичного матеріалу курсу, систематизацію знань з граматики англійської та української мов і розвиток навичок порівняння зіставляюваних мовних систем.

Посібник містить навчально-тренувальний матеріал на системне зіставлення таких одиниць і явищ англійської та української мов, як:

1. звуки / фонем, складотворення і просодичні явища (наголос, інтонація) англійської та української мов;

2. класи повнозначних і неповнозначних частин мови, морфологічні категорії та способи їх реалізації, словотвірні й формотвірні афікси, класифікація лексичних одиниць;
3. синтаксичні процеси, синтаксичні зв'язки та синтаксичні відношення на рівні різних типів і парадигматичних класів словосполу чень, речень і надфразових єдностей порівнюваних мов тощо.

Навчально-методичний посібник «Порівняльна типологія англійської та української мов: тези лекцій, завдання для семінарських занять, завдання для самостійної роботи, тестові завдання» допоможе не тільки опанувати мову на достатньо високому рівні, а й розвивати навички наукового пошуку, адже в ньому подано систему вправ для перевірки сприйняття інформації. Різні види діяльності, викладені в посібнику, створюють креативну особистість з інтелектуальною активністю, розвиненими комунікативними вміннями.

## **Lecture 1.**

### **Introduction to Contrastive Typology**

#### **Plan**

1. Language as a structure, functions of language, the system of language, syntagmatic and paradigmatic relations. Types of Languages.
2. The Subject of Contrastive Typology and Its Theoretical and Practical Aims.
3. Methods of Investigation in the Contrastive Typology.

**Language** is understood as a system of signals (linguistic signs), interconnected and interdependent. Language as a system of signals may be compared to other systems of signals, such as writing, alphabets for the deaf-and-dumb, military signals, symbolic rites, forms of courtesy, etc. Thus, language becomes the object of a more general science — semiotics — that studies different systems of signals used in human societies.

Language has two aspects: the system of language (French: *langue*) and the manifestation of this system in social intercourse — speech (French: *parole*). The system of language is a body of linguistic units — sounds, affixes, words, grammar rules and rules of lexical series. Speech is the total of our utterances and texts. Speech is the linear (syntagmatic) aspect of languages; the system of language is its paradigmatic aspect.

The linguistic sign is bilateral, i.e. it has both form and meaning. It can enter into relations of two different kinds: paradigmatic and syntagmatic.

Paradigmatic relations are based on the principles of similarity, they are associative and unite similar units on one paradigmatic axis to form a paradigm or a set in which units relate to each other by association with some distinctive feature, or category, or a kind of relationship common to all members of such a paradigmatic set. They exist between the units that can substitute one another. They can be of three types: semantic, formal and functional.

Semantic PRs are based on the similarity of meaning: a book to read = a book for reading. He used to practice English every day — He would practice English every day.

Formal PRs are based on the similarity of forms. Such relations exist between the members of a paradigm: man — men; play — played — will play — is playing. Functional PRs are based on the similarity of function. They are established between the elements that can occur in the same position. For instance, noun determiners: a, the, this, his, Ann's, some, each, etc.

PRs are associated with the sphere of “language”.

**Syntagmatic relations** exist at every language level. SRs are linear relations, which are manifested in speech. Thus syntagmatic relations expose linear relationships of dissimilar units following each other in the syntagmatic chain. Such relations are obvious, seen on the surface, one can observe them in speech or a text and generalize them on the basis of common knowledge of the study. Syntagmatic relations can be of three different types: coordinate, subordinate and predicative.



**Language functions.** There are two main functions of language: Communicative (as a means of communication) and Representative (as a means of thinking).

A typological classification groups languages into isolating, agglutinating, and inflecting (or fusional) languages.

**Isolating languages:**

- One-to-one correspondence between words and morphemes
- One word formations
- Free morphemes are the only forms used. The “word” (free morpheme) can occur by itself and is not dependent on any other morphemes.

- It is an unalterable unit whose function in the sentence is not usually marked by some grammatical device (affix, auxiliary) but only by position.

**Agglutinating/agglutinative languages:**

- A type of flexional language with the exception that the morphemes attached have a separate existence (= free morpheme)

- Implication: the boundaries between the morphemes are always clear because their shape remains the same

**Inflecting/flectional/ fusional languages:**

- Grammatical devices like affixes or internal changes in words to show grammatical relationships

- Free and bound morphemes are united

- Ex. Walk, walk-s, walk-ing, walk-ed

- Internal change: mouse-mice, goose-geese

- Several units of meaning are contained within a single word

### **Polysynthetic/incorporating languages:**

– These languages make use of affixation and often incorporate what English would represent with nouns and adverbs.

– The word forms are often very long and morphologically complex

**Typology** as a branch of linguistics comes from "type" or "typical", hence, it aims at establishing similar general linguistic categories serving as a basis for the classification of languages of different types, irrespective of their genealogical relationship.

**Contrastive typology**, as the notion itself reveals it, represents a linguistic subject of typology based on the method of comparison or contrasting.

The main aims of major typological investigations are the following:

1) to identify and classify accordingly the main isomorphic and allomorphic features characteristic of languages under investigation;

2) to draw from these common or divergent features respectively the isomorphic regularities (закономірності) and the allomorphic singularities (відмінності) in the languages contrasted;

3) to establish on the basis of the obtained isomorphic features the typical language structures and the types of languages;

4) to perform on the basis of the obtained practical data a truly scientific classification of the existing languages of the world;

5) to establish on this basis the universal features/phenomena, which pertain to each single language of the world.

The object of Contrastive typology may as well be separate features and language units or phenomena pertained to both living and one or more dead languages. Due to this there are distinguished several branches of

typological (or Contrastive typological) investigation often referred to as separate typologies: universal, special or characterological, general, partial, areal, structural, functional, content, qualitative, quantitative, semasiological, onomasiological, synchronic and diachronic.

Contrastive typological investigations are carried out with the help of several methods:

1. The *deductive method* is based on logical computation/calculation which *suggests* all admissible variants of realisation of a certain feature/phenomenon in speech of one or of some contrasted languages.

2. The *inductive method* is the deductive method "turned upside down". The inductive method starts with many observations of nature, with the goal of finding a few, powerful statements about how nature works.

3. The *transformational method* is more often employed than the ICs method. Its reliability is clearly proved through translation, which is always the best transformation of any language unit.

4. The *Contrastive linguistic method*, which is usually employed to investigate a restricted number of genealogically related or non-related languages.

5. The *indexes method* helps identify the quantitative co-occurrence or frequency of some feature or phenomenon in the contrasted languages.

6. The *(ICs) immediate constituents method* is employed to contrast constituent parts of the language units.

7. *Method of oppositions* is used to establish grammatical categories. The ICs method is often employed to single out constituent parts of the syntactic level units both at sentence level and at word-group level

## **Lecture 2.**

### **Typology of the Phonetic \ Phonological Systems**

#### **Plan**

1. Phonetic \ Phonological Oppositions.
2. Typology of the Vowel Systems of the Contrasted Languages.
3. Typological Characteristics of the Consonantal Systems.
4. The Syllable in the Contrasted Languages.
5. Word-Stress and Utterance Stress in English and Ukrainian.
6. Intonation in English and Ukrainian.

There are two closely connected branches of linguistic science treating the units and phenomena of the phonetic and phonological levels: 1) Contrastive typological phonetics and 2) Contrastive typological phonology.

The aim of Contrastive typological phonetics is to identify and investigate the isomorphic and allomorphic features of the speech sounds within the sound systems of languages under contrasted investigation. The main purpose of Contrastive typological phonology is respectively the identification and investigation of isomorphic and allomorphic features in the systems of phonological units in English and Ukrainian.

The subject-matter of phonetic typology in the first place is the system of speech sounds and their quantitative and qualitative characteristics in the contrasted languages, while the subject-matter of phonological typology is the system of phonemes and their quantitative

and qualitative characteristics in speech of the contrasted languages.

Contrastive typology of phonetic and phonological systems of all languages investigates discrete and non-discrete units on both-segmental and supersegmental levels and their features of universal nature i. e. those pertaining to all languages. Consequently, these units and phenomena are characterised by some common features: thus, for example, speech sounds in all languages are of two major types — vowels and consonants. Besides, the functions of phonemes in all languages, including English and Ukrainian, are common. The main of these functions are:

1) the constitutive function i. e. the ability of phonemes to constitute separate morphemes and simple, derived or compound words;

2) the distinctive/contrastive function of phonemes can be illustrated through the commutation test or substitution of speech sounds in words in their initial, medial or final position.

The system of vowels in the contrasted languages is characterized by isomorphic and allomorphic features.

English and Ukrainian languages are contrasted on the basis of common principles or factors:

1) Stability of articulation. The number of vowels in English is 20, out of which 10 monophthongs (7 short & 3 long: [I, e, æ, a:, o, o:, U, Λ, ə:, ə]) 2 diphthongoids [i:, u:], & 8 diphthongs [ei, ai, oi, au, əu, iə, eə, uə]. In Ukrainian there are 6 vowels: [a, o, y, e, и, i].

2) Tongue position. English & Ukrainian vowels are contrasted on the basis of the following principles: vertical position of the tongue and horizontal position of the tongue.

According to the vertical movement of the tongue English & Ukrainian vowels are divided into close, mid-open and open.

Tongue position	In English	In Ukrainian
close	ɪ, i:, u, u:	і, и, у
mid-open	e, ə:, ə, ʌ	e, o
open	æ, a:, ɔ, ɔ:	a

According to the horizontal position of the tongue English & Ukrainian vowels are grouped in such a way:

Tongue position	In English	In Ukrainian
front	ɪ, i:, e, æ	і, е, и
central	ə:, ə, ʌ	-----
back	a:, ɔ, ɔ:, ʊ, u:	а, о, у

According to the height of the raised part of the tongue English & Ukrainian vowels are classified in the following way:

Tongue position	In English	In Ukrainian
high	i:, ɪ, u:, ʊ	і, и, у
mid	e, ʌ, ə:, ə	e, o
low	æ, a:, ɔ, ɔ:	a

3) Position of lips. According to the position of the lips, vowels are divided into rounded and non-rounded (labialized and non-labialized).

4) Length of vowels. The length of vowels is not characteristic of the Ukrainian language, neither is the muscular tension. The English monophthongs are traditionally divided into two varieties according to their length: a) short vowels: [i], [e], [æ], [ɒ], [u], [ʌ], [ə]; b) long vowels: [i:], [a:], [ɔ:], [ɜ:], [u:].

5) Organs of pronouncing the vowels. The specific feature of English vowels is their ability to undergo reduction: *c[ə]nductor*, *[ə]bility*, *r[I]porter*.

The allomorphic Ukrainian features are:

1) absence of central, back advanced and front retracted vowels (according to the horizontal movement of the tongue) and no differentiation between narrow and broad;

2) shortening of [e, и] is observed in an unstressed position: *m[u]че, н[u]су, н[e]ли*';

3) quantity of consonants in English & Ukrainian: 24 in English & 32 in Ukrainian (24 hard consonant phonemes & 8 more have palatalized counterparts [д', т', з', дз', с', ц', л', н'] );

4) double consonants in Ukrainian which are pronounced as prolonged sounds (*годинник, виддати*).

The **Syllable** as a unit of speech is considered to be the unit of phonetic & phonological nature. There are the following types of syllable in the contrasted languages: CV; CC(C)V (*tree, three, straight; тпу, два, втричі*); CCCC (only in Ukrainian) – *впхни, вишварити*.

Very frequent in both languages are the syllables of the following types: CV (*Sunday, виконувати*) & CVC (*that, unless; пив, кінь*).

More structurally complicated syllables are less productive & less frequent. Though such type as CCVCC can be found in both languages: (*drills, sports; блиск, брухт, тріск*).

Much rarer are words of the type CCCV (*spray; спривожити*).

The **word stress** in both languages has some isomorphic & allomorphic features. English multisyllabic words have primary, secondary, & tertiary stresses: ['Intəkə,mju:nI'keɪʃn].

In Ukrainian only one stress is possible if it is not a compound word. Ukrainian compounds may have two stresses: *північно-морський канал*. English compound nouns have only one element stressed: ['klʌsrʊm].

In Ukrainian the stress may be shifting: *ко'лір, кольори'*.

In English we can come across the shifting of stress in numerals: 'sixty, six'teen.

In English the shift of stress causes formation of different parts of speech: 'subject – to sub'ject.

In Ukrainian stress may denote different forms of the word: *поля'* – 'поля; зе'млі – землі'.

**Intonation** is a complex combination of speech melody (nationally specific), tempo, voice timbre, pausation, sentence stress.

Isomorphic features: The functions of intonation are the same in English and Ukrainian.: 1) distinctive, 2) attitudinal, 3) sentence forming and delimiting. Intonation is realized by means of tone units which coincide with the word, w-comb-n, clause, utterance.



Allomorphic features: intensity with which the stressed syllables are pronounced is stronger in English, the duration is longer in Ukrainian. Speech in Ukrainian is fluent, in E is harsh. English is stress-timed (stress occurs at approximately equal periods of time). Ukrainian utterances are organized acc.to the time duration of syllables. In Ukrainian syntagmas stressed syllable =unstressed, in English stressed>unstressed. The most vivid allomorphic feature is the pitch range. It is narrower in un- emphatic Ukrainian speech units.

Common are falling and rising tones (Low Fall, High Fall, Rise Fall) which are used in different English and Ukrainian syntagmas and HIGH Rise in English and Rise-Fall in Ukrainian to mark different.

## **Lecture 3.**

### **Contrastive lexicology.**

#### **Its theoretical and practical value.**

##### **Plan**

1. Contrastive lexicology as a subdivision of contrastive linguistics.

Tasks of contrastive lexicology. Its theoretical and practical value.

2. Aspects of Contrastive Lexicology.

3. Word as a primary Unit of Contrastive Analysis.

4. Word formation.

Lexicology (λεξικό - словесный, словниковый, λόγος - вчення) as a separate branch of linguistics is: a) concerned with the sign nature, meaning and use of words, b) raises some important questions about the interpretation and evaluation of the vocabulary of a language. Lexicology is a separate subdivision of the language studies with lexical system as the object of its investigation.

Contrastive lexicology is a subdiscipline of contrastive linguistics which deals with synchronic contrastive analysis of lexical systems. It is concerned with the analysis of language vocabularies and lexical items in respect of their structural, semantic and functional features. Contrastive lexicology covers a number of fundamental issues, such as lack of one-to-one correspondence between expression and content of words, divergences in the semantic structure of the lexicons, variation in usage.

Theoretical value of contrastive lexicology becomes obvious if we realize that it forms the study of one of the three main aspects of language, i.e. its vocabulary, the other two being its grammar and sound system.

Practical value of contrastive lexicology is very substantial. It came into being to meet the needs of many different branches of applied linguistics: translation, lexicography, standardization of terminology, information processing, foreign language teaching, literary criticism and others.

Contrastive Lexicology is a new branch of Contrastive Linguistics that aims to perform a contrastive description of lexico-semantic systems of languages that are compared. A complete contrastive analysis includes the comparison at all levels of the lexico-semantic system (the level of meanings, designations, lexico-semantic groups, lexico-semantic fields, etc.).

The main aspects of Contrastive Lexicology are: onomasiological semasiological, epigrammatic, paradigmatic, syntagmatic.

The onomasiological aspect aims at establishing formal and structural similarities and differences of lexical units in the contrasted languages. The procedure of such a comparison provides for sorting out words that denote the same object in the contrasted languages. The ultimate purpose of the study is to establish congruence of words from the viewpoint of their performing a designative function.

The semasiological aspect aims at establishing similarities and differences in the semantics of the contrasted words. It provides for the equivalence at the level of words' contents, i.e. their denotative and significative meanings, stylistic functions, connotations.

The epidigmatic aspect aims at establishing similarities and differences at the level of inner structures of words (intra-word relations) in the contrasted languages.

The paradigmatic aspect reveals similarities and differences within different kinds of verbal microsystems, i.e. thematic or lexicosemantic groups, lexico-semantic categories (synonyms, antonyms, and hyponyms), word-building paradigms.

The syntagmatic aspect aims at establishing similarities and differences in the words' collocations, i.e. relations words reveal within a certain speech segment – word-combination or sentence.

**Word** is Primary Unit of Contrastive Analysis. Consisting of phonemes and morphemes, a word is also a constituent of word-combinations, sentences and texts. The central role of a word considers the lexico-semantic level to be of paramount importance for contrastive analysis.

Words in English and Ukrainian reveal the following correspondences:

1) congruous both in form and meaning, cf.: (international words) taxi vs. таксі; (terms) electron vs. електрон; (borrowed words) hot-dog vs. хот-дог;

2) congruous in form, but incongruous in meaning, cf.: aspirant “a candidate” (“кандидат, претендент на щось; учасник змагання”) vs. аспірант “особа, що готується до педагогічної або наукової діяльності при вузі чи науковій установі” (“post-graduate”);

3) congruous in meaning, but incongruous in form, cf.: hard-hearted (compounding) vs. бездушний (affixation);

4) incongruous both in form and meaning, cf.: black book “a book listing persons that have committed offenses against morality, law, or any set of regulations” vs. чорнокнижництво “чаклування за допомогою книг, що мають нібито магічну силу”;

5) incongruous in a structure type, cf.: blood-bank (compound) vs. сховище крові та плазми (для переливання) (word-combination);

6) incongruous in connotations, cf.: blobber-lipped (expressively charged) vs. товстогубий (neutral);

7) congruous in meaning, though being a variety, characteristic of a particular group of the language’s speakers, cf.: rooster (American and Australian English for cock) vs. когут (dialectal variation for півень in Halychyna, Transcarpathia, Bukovyna, etc.).

**Word-formation**, or word-building is the process of constructing new words from the existing resources of language. Word-formation focuses on derivative words and the process of creating new words from the material available in language following certain structural and semantic patterns.

There are two principles of classification of the types of word-formation:

*I. Based upon the morphemic structure of the initial word or words:*

A. Derivation – the type where the word has only one semantic centre,

other morphemes being affixes, e.g. brotherhood.

B. Compounding – the type where the word has at least two semantic centres, e.g. red-hot, navy-blue, walking-stick, newspaper, to whitewash.

## II. Based on the relationship of components to the new word:

A. Morphological word-building – creating new words using morphemes and changing the structure of the existing words after certain linguistic patterns:

derivation– suffixation, prefixation and zero-derivation;

compounding– joining of two or more stems to form a new unit;

shortening – abbreviation or curtailing of the word;

sound-interchange - the change of a unit in a morpheme resulting in a new lexical meaning (life –live);

back – formation (editor – to edit);

reduplication (to murmur);

B. Morphological-syntactic word-building – new words appear through transference from one part of speech into another which implies both a change in morphological and syntactic peculiarities of a word, e.g. substantiation of adjectives: *the unemployed, the poor*; conversion: *to drink – a drink*.

C. Lexico-syntactic word-building is the formation of new units through the process of isolation from free word-combinations: *forget-me-not, marry-go-round*.

The list of suffixes in both languages is quite numerous; therefore, we shall focus on those, correlating with some major concepts:

• agent suffixes, cf.: -er (farmer, miner, teacher, singer, milker) vs. -ер (фермер), -ник (гірник), -тель (вчитель), -ак (співак), -яр (дояр); -or (actor, director) vs. -ор (актор), -ер (режисер); -ent (student) vs. -ент (студент); -ant (claimant, merchant, pedant) vs. -ач (позивач), -ець

(купець, торговець), -ер (доктринер); -eer (auctioneer) vs. -ер (аукціонер), etc.;

- suffixes, denoting abstract notions, cf.: -ness (goodness) vs. -т(а) (доброта); -ty (fraternity, cruelty) vs. -ство (братерство), -ість (жортокість);

- suffixes, denoting the object of an action (the one to whom the action is done), cf.: -ee (employee, refugee, trustee, assignee) vs. -ець (службовець), -ач (утікач), -ун (опікун), -ник (правонаступник);

- diminutive suffixes, cf.: -et (eaglet, booklet, kinglet) vs. -ятк (орлятко), -ечк (книжечка), -ок (царьок); -ette (kitchenette) vs. -оньк (кухонька); -y/-ie (sissy, birdie, auntie) vs. -ичк (сестричка), -ечк (пташечка), -оньк (тітонька); -ling (duckling, firstling, underling) vs. -еня (каченя), -ок (первісток), -от (дрібнота); -ock (hillock) -ик (горбик);

- gender suffixes (feminine), cf.: -ess (actress, tigress, poetess, goddess) vs. -ис (актриса), -иц (тигриця), -ес (поетеса), -ин (богиня); -ine (heroine) vs. -їн (героїня).

In English and Ukrainian, prefixes, like the suffixes, may be compared based on their origin (native or borrowed) and meaning.

Considering the onomasiological aspect of comparison, the prefixes in English and Ukrainian are used to denote:

- closeness, proximity, cf.: су- (сузір'я) vs. con- (constellation);
- priority, cf.: перед- (передмова, передвісник) vs. fore- (foreword, forerunner); ante- (antechamber) vs. перед- (передпокій); pre- (pre-war) vs. перед- (передвоєнний);

- negation and opposition, cf.: non- (non-believer) vs. не- (невіруючий); не- (нездатний) vs. in- (incapable); counter- (counterattack) vs. контр- (контратака); anti- (antipersonnel) vs. проти- (протипіхотний); dis- (disconnect) vs. роз- (роз'єднувати);

- failure, cf.: mis- (miscount) vs. про- (прорахунок).

**Compounding** or word-composition underlies the formation of new words by combining two or more existing words.

Compound words in English and Ukrainian may be compared on the basis of their structure and semantics. Compounds in both languages may be linked:

a) by juxtaposition, cf.: dining-car vs. вагон-ресторан;

b) morphologically (with a linking element), cf.: black-a-vised vs. темношкірий;

c) syntactically (whole phrases with prepositions or conjunctions): мати-й-мачуха vs. coltsfoot.

**Conversion**, or zero-derivation is a type of word-formation in which the word is shifted from one part of speech onto another without any morphological additions or changes. Widely distributed patterns of conversion in English are: n > v (a chairman > to chairman), v > n (to look > a look), adj. > n (Ukrainian > Ukrainian), n > adj. (maiden > maiden), adv. > v (down > to down). In Ukrainian very close to conversion is substantivization – the process in which adjectives (or participles) acquire the paradigm and syntactic functions of nouns, cf.: поранений (adjective): поранений (noun).



**Abbreviation**, or initial shortening is a brief way of writing a word or a phrase that could also be written out in full, using only the letters of the alphabet and possibly full stops. In English and Ukrainian, this type of word-formation is very productive, cf.: *Prof. for Professor vs. проф. for професор*; e.g. for for example vs. напр. for наприклад; *VAT for value-added tax vs. ПДВ for податок на додану вартість*.

**Clipping**, or contraction is a type of word-formation in which a short piece is extracted from a longer word and given the same meaning, cf.: *blog, from Web log – a personal Web site-based log of events, comments, and links*.

**Blending** is a kind of word-formation in which a word is constructed by combining arbitrary parts of two or more existing words. A word constructed in such a way is a blend or portmanteau, cf.: *Ukr. пірамеїн – пірамідон + кофеїн; аскофен – аспірин + кофеїн*.

**Back-formation, or reversion** is the derivation of new words by means of removing a suffix or other element resembling it.

**Reduplication** is a type of word-formation in which the word is constructed by totally or partially doubling a stem: *ding-dong vs. дзінь-дзелень*.

There are the following types of reduplication in English and Ukrainian:

a) sound-imitating (onomatopœic), cf.: *буль-буль, ха-ха, гав-гав vs. ploр-ploр, ha-ha, bow-wow*;

b) emotive, cf.: *но-но! (warning), сину-сину! (reproach), ого-го vs. no-no! (prohibition or failure), go-go! (excitement); \*

c) rhyming (expressive), cf.: чудо-юдо, шуря-буря, фіґлі-міґлі, теревені-вені, яйце-райце vs. hokey-pokey, razzle-dazzle, super-duper, boogie-woogie, teenie-weenie, walkie-talkie, hoity-toity, easy-peasy, hurdy-gurdy;

d) schm-reduplication, cf.: нитки-шмитки, кекс-шмекс, танцішманці vs. baby-schmaby, fancy-schmancy, cancer-schmancer;

e) contrastive focus reduplication, or lexical cloning (found in English) – used to contrast “real” or “pure” things against imitations or less pure forms. For example, at a coffee shop one may be asked, “Do you want soy milk?” and respond, “No, I want MILK milk”. This gives the idea that they want “real” milk.

## **Lecture 4.**

### **Contrastive Morphology.**

#### **Typology of the Parts of Speech in the Contrasted Languages. Typological Features of the Noun as a Part of Speech.**

##### **Plan**

1. Morphemic structure of words.
2. Typology of the Parts of Speech in the Contrasted Languages.
3. Typological Features of the Noun as a Part of Speech.

The morpheme is the smallest unit of a language that has a binary nature (that can combine form and meaning). Morphemes are classified into (1) free morphemes and (2) bound morphemes.

Free morphemes appear as independent words (e.g. cat). Bound morphemes do not constitute independent words, but are attached to other morphemes or words (e.g. re-connect -ing).

Free morphemes are further subdivided into lexical, lexico-grammatical and grammatical. The distinction between the two categories of lexical (content) and grammatical (function) morphemes is conceptually distinct from the free bound distinction but partially overlaps with it in practice. Thus (the roots of) nouns, verbs, adjectives are typically free (content) morphemes: “throw,” “green, and “sand”.

By contrast, prepositions (to, by), articles (the, a), pronouns (she, his), and conjunctions are typically grammatical (function) morphemes, since they either serve to tie elements together grammatically.

Function (grammatical) morphemes are also called “closed-class” morphemes, because they belong to categories that are essentially closed to invention or borrowing - it is very difficult to add a new preposition, article or pronoun.

Lexico-grammatical free morphemes (modal verbs, link verbs) preserve some lexical meaning while grammatical morphemes (auxiliary verbs, articles) are deprived of any lexical meaning signaling only grammatical meaning.

Bound morphemes, also called affixes, are either prefixes (attached to the beginnings of words, e.g. re-build), or suffixes (attached to the ends of words, e.g. look-ed). From the functional point of view affixes are classified into derivational and inflectional. Derivational (lexical) affixes make new words from old ones while inflectional (grammatical) affixes build up new forms of the same word. Thus creation is formed from create by adding a morpheme that makes nouns out of (some) verbs.

English as an analytic type of language, on the contrary, mostly makes use of free morphemes (lexical, lexico-grammatical and grammatical) having a poor system of affixes.

The term “part of speech” was developed in Ancient Greece and proves that at that time no distinction was drawn between language as a system and speech as manifestation of language.

Notional parts of speech are those that are independent both semantically and syntactically, i.e. can function on their own (noun, verb, adjective, adverb, participle, numeral, pronoun, gerund /in English/, adverbial participle /in Ukrainian/).

Functional parts of speech cannot function on their own, they are not independent semantically and syntactically, their use is predetermined by the functional part of speech they are attached to (preposition, conjunction, particle, auxiliary verb, link-verb, article /in English/).

Parts of speech are lexical-grammatical word-classes which are characterized by a general abstract grammatical meaning expressed in certain grammatical markers.

The principles on which the classification is based are three in number: 1) meaning; 2) form; 3) function.

Both in Ukrainian and English there are the following parts of speech: noun, adjective, numeral, verb, adverb, preposition, conjunction, particle, interjection.

Only for English articles, auxiliaries are characteristic. In Ukrainian there is the adverbial participle, not found in English.

The Noun is a part of speech, which is characterized by the following features in English and Ukrainian:

1. lexico-grammatical meaning of substance;
2. existence of a system of suffixes and prefixes performing, as a rule, isomorphic functions in both contrasted languages;
3. typologically isomorphic are the main paradigmatic classes of nouns, which are two: 1) common nouns and 2) proper names;
4. the noun possesses the categories of number, case and gender.

The only morphological category of the noun, which is almost always marked in present-day English, is that of number. Like in Ukrainian, it is mostly realized synthetically, i.e. through zero and marked inflexions respectively. E. g: child — children, book – books etc.

Completely allomorphic, i.e. pertained only to the English language is the formation of plural number by way of sound interchange (ablaut): foot — feet, tooth — teeth, goose — geese; man — men etc.

Unlike English number inflexions, Ukrainian inflexions are predetermined by the gender of the noun, its declension and the final consonant or vowel, which can, respectively, be hard, soft or mixed (sibilant). Typologically isomorphic is the existence in both languages of the classes of singularia and pluralia tantum nouns.

Singularia tantum: 1. Names of materials (iron, milk, snow; срібло, пісок etc.) 2. Collective nouns (brushwood, foliage, leafage; білизна, листя, etc.) 3. Abstract notions (courage, knowledge; відвага, знання etc.)

Pluralia tantum: 1. Summation plurals (scissors, tongs, trousers; терези, окуляри). 2. Nouns denoting remnants after some processes (scraps, leavings, sweepings; висівки, помії). 3. Geographic names (Athens, the Netherlands, the Andes, Афіни, Лубни). 4. Nouns having the meaning "finance and property"(savings, valuables; цінності, заощадження, etc.).

The category of case in English is represented by zero inflexion (common case) :: positive inflexion 's/' (genitive case) which is added to a noun in singular ('s) or in plural ('), cf. boy :: boy's, boys :: boys'. In Ukrainian there are 7 cases, which have different inflexions in singular and in plural depending on the gender, declension and the consonant group of the noun. The cases are: nominative, genitive, dative, accusative, instrumental, locative and vocative.

In terms of structure English has genitive forms unknown in Ukrainian: double genitive, absolute genitive. The double genitive is

sometimes called the “postgenitive”. Absolute genitive is used to avoid repetition of the noun (Tom’s is a nice car.) or it can be used in the meanings of “dwelling place” (He spent the week-end at his uncle’s.) and “establishment” (dentist’s).

English has one masculine derivational suffix –er(or) and a small number of feminine derivational suffixes: -ess, -ette, -a, -oine and -ester. All but one of these feminizing suffixes (-ster) are of foreign origin.

## Lecture 5.

# The Adjective, Numeral and Pronoun in English and Ukrainian

### Plan

1. Classes and categories of the Adjective.
2. Typological features of the Numeral.
3. Pronouns in English/Ukrainian.

**The Adjective** is a part of speech, which is characterized by the following features:

(1) Lexico-grammatical meaning of properties of substances such as size, colour, position in space, material, psychic state of person etc;

2) Typical stem-building elements, cf. *-able* (capable), *-al* (formal), *-ial* (presidential), *-fold* (manifold), *-ful* (beautiful), *-ic* (laconic), *-ile* (futile), *-ish* (selfish), *-less* (meaningless), *-ous* (industrious), *-some* (tiresome) etc.;

(3) Right-hand combinability with nouns or noun substitutes (nice-looking lady/ симпатична дівчина) and left hand combinability with link-verbs (she's beautiful/дитя було маленьким), adverbs (quite interesting/ досить цікавий);

(4) Functions of an attribute (a nice flower/ гарна квітка) and predicative complement (she grew nervous/вона стала нервовою); (5) Category of degree of comparison.

Allomorphic is the group of possessive Ukrainian adjectives with the suffixes - *ин/-ін-, -ів/-їв-, -ов/-ев-, -ач/-яч-, -цьк/-зьк-* cf.



мамин/материн, журавлиний, батьків/татів, водіїв, соловейкові, телячий вояцький which are rendered in English by possessive case or of-constructions.

As far as their structure is concerned, English and Ukrainian adjectives fall into simple, derivative, compound and composite.

English has a great number of simple-stem adjectives, cf. big, red, bold, black, clean, high, old, young, thin, wet, small, tall. Such adjectives are rather rare in Ukrainian, cf. рад, жив.

Both in English and Russian the category can be expressed synthetically and analytically.

Isomorphic in both languages is the formation of the degrees of comparison through suppletivity, cf. good – better – best; bad – worse – worst; добрий – кращий– найкращий; поганий– гірший– найгірший.

Some qualitative adjectives in both languages do not form the degrees of comparison:

(1) those already expressing the highest degree of quality, cf. supreme, extreme; супермодний, прегарний;

(2) indicating some degree of quality, cf. bluish/синюватий, reddish/червонуватий, yellowish/жовтуватий;

(3) indicating qualities which are not compatible with the idea of comparison, cf. blind/сліпий, deaf/глухий, pregnant/варітна.

Allomorphy between English and Ukrainian adjectives lies in the fact that Ukrainian adjectives, unlike English, have gender, case and number inflexions.

**The Numeral** is a part of speech, which is characterized by the following features:

(1) Lexico-grammatical meaning of number;

(2) Typical stem-building elements, cf. *-teen* (fifteen), *-ty* (twenty), *-th* (fifth); -дцять (двадцять), -надцять (дванадцять);

(3) Right-hand combinability with nouns, articles (the four days), adverbs (the two below/ahead; двоє внизу/попереду), left-hand combinability with pronouns (all the three, some five or so; усі четверо), bilateral combinability with prepositions (two from ten; два з десяти);

(4) Functions of an attribute (three girls/три дівчини), predicative complement (she came third/вона прийшла першою), subject (The first ten have arrived/Перші десятеро приїхали), adverbial modifier (They ran four and four/ Вони бігли по чотири).

In accordance with their lexico-grammatical meaning numerals fall into such isomorphic groups as:

(1) Cardinals, denoting number, cf. three, five, twenty-one; три, п'ять, двадцять один;

(2) Ordinals, denoting order, cf. the third, the fifth, the twenty-first; перший, п'ятий, двадцять перший;

(3) Fractionals, denoting parts of a whole, cf. two tenth; дві десятих.

Besides, in Ukrainian there are also allomorphic groups of collective numerals denoting quantity as indivisibly unity, cf. двоє, четверо, двадцятєро, п'ятєро, десятєро and indefinite cardinal numerals denoting indefinite number, cf. кількасот, кількадесят, кільканадцять/кільканадцятєро.

As for their stem structure, numerals can be:

1. Simple-stem, cf. one, eleven; один, п'ять;

2. Derivative stem, formed with the help of the suffixes -teen and -ty (cardinals) and -th (ordinals) in English and -надцять, -дцять (cardinals), in Ukrainian, cf. nineteen, twenty; тринадцять, п'ятнадцять;

3. Compound-stem, cf. кількадесят, кількасот, триста;

4. Compound-derivative, cf. twenty-one, forty-three, three-ninth, twentyfifth; три двадцятих;

5. Composite, cf. one hundred and twenty, twenty two thousand; три цілих і одна четверта.

**The Pronoun** is a part of speech, which serves to denote substances, qualities, quantities, circumstances etc. not by naming or describing them, but by indicating them. Grammarians often speak about some difficulties in singling out this part of speech. Some pronouns, e.g. somebody, nobody etc. behave like nouns: somebody's article, other pronouns substitute adjectives or numerals: such, many, some etc.

English and Ukrainian pronouns correlate with (1) nouns, cf. he/він, she/вона, something/щось, somebody/хтось; (2) adjectives, cf. his/його, that/цей; (3) numerals, cf. some/кілька, much/багато, few/мало; (4) adverbs, cf. here/тут, there/там.

Pronouns fall into the following classes: (1) personal; (2) possessive; (3) reflexive; (4) demonstrative; (5) interrogative; (6) connective; (7) reciprocal; (8) indefinite; (9) negative; (10) generalizing; (11) quantitative; (12) contrasting.

## Lecture 6.

### The Verb in English and Ukrainian

1. General features of the Verb.
2. Grammatical categories of person, number and gender.
3. Grammatical category of Tense.
4. Grammatical category of Aspect.
5. Grammatical category of Voice.
6. Grammatical category of Order.
7. Grammatical category of Mood.

The following features characterize the Verb as a part of speech:

(1) Lexico-grammatical meaning of action, cf. work, smile, etc., state, cf. want, belong, know etc., and process, cf. grow, change, die etc.;

(2) Typical stem-building elements, cf. *-ate* (facilitate), *-en* (strengthen), *-ify* (beautify), *-ize* (organize), *-esce* (acquiesce); *-ти/ть* (брати/братъ); *-тися/ться-сь* (братися/молитися-сь);

(3) Bilateral combinability with nouns or noun substitutes denoting the doer and the object of the action (He kissed Mary/ Він поцілував Мери) and adverbs (to walk slowly/йти повільно);

(4) Functions of the predicate (finites: He wanted a drink/ Він хотів випити) and secondary predicate (Verbals: watch him swimming) in a sentence;

(5) Categories of person, number, tense, aspect, voice, mood. Besides, the English verb has the morphological category of order (perfect forms).

### **Grammatical categories**

Finite verbs in both contrasted languages have six common morphological categories, which are realized with the help of synthetic (person and number) and analytical means (tense, aspect, voice, mood). Besides, English has the morphological category of time correlation (perfect forms) realized analytically.

Ukrainian verbs change their form in accordance with the person, number, tense. This change is called declension.

The category of person is a grammatical word-changing category of the verb, expressing the relation of the subject (of the action, process, quality) to the speaker. As soon as the category has a regular expression of verb forms, often in combination with personal pronouns, it is considered to be an explicit category. The category of person is connected with other verb categories, such as the category of tense, aspect, mood, voice.

The category of number, expressing the quantitative characteristics of different phenomena, depends on the number of the noun or pronoun in the function of the subject of the sentence. In Ukrainian the agreement of the subject with the predicate in person, number and gender is mandatory (the morphological paradigm according to the conjugation of the verb). English, being mostly analytical with the destroyed inflection system is characterized by sporadic agreement of the subject with the predicate in person and number. The ways to express this agreement are: the ending –s for the third person singular in the Present Indefinite, the Past Indefinite

form were of the verb to be for the plural, the Present Indefinite of the verb to be (am for the 1st person singular, is for the 3rd person singular and are for the plural forms and 2nd person singular).

The category of gender is characteristic of the Ukrainian verb only and alongside with the categories of person and gender is included into the morphological word-changing paradigm of every verb.

The category of number shows whether the action is associated with one doer or more than one. In English the category of number is represented in its purity only by the forms of the verb to be was :: were in past tense and by the discontinuous morphemes of the continuous aspect of the past tense and the past tense in the passive voice containing was/were. In the rest of the forms (am – are, is – are; speak – speaks; has – have) number is blended with person. In Ukrainian the category of number is represented by the inflexions of the present tense and also synthetic (perfective) and analytical (non-perfective) future tense forms, the past tense and the subjunctive mood forms and also by the imperative mood forms.

The category of tense shows the relation of the time of the action denoted by the verb to the moment of speech. There are three tenses both in English and Ukrainian: present, past and future. In English the category of tense is represented by a system of three member opposemes such as works/work :: worked :: 'll work; am/is/are working :: was/were working :: 'll be working; has worked :: had worked :: 'll have worked. In English tense is blended with aspect and time correlation and is expressed synthetically (present/past simple, affirmative) and analytically

(present/past simple negative and interrogative; future simple; present/past future continuous/ perfect/ perfect continuous).

In Ukrainian there is no morphological category of aspect.

The category of voice shows whether the action is represented as issuing from its subject or as experienced by its object. Both English and Ukrainian have two voices: active and passive. The category of voice is represented by the opposeemes like loves/love :: am/is/are loved.

In Ukrainian the passive voice is expressed by the discontinuous morpheme: бути ... V<sub>past</sub> participle, cf. Лист (є)/був/буде написаний.

In English some forms of the active voice find no parallel in the passive: the forms of future continuous, present perfect continuous, past perfect continuous.

The category of mood reflects the relation of the action denoted by the verb to reality from the speaker's point of view. Both contrasted languages have the system of three moods: indicative, imperative, and subjunctive.

In Ukrainian there is just one mood, expressing unreality, called either subjunctive, or conditional or suppositional. It is used to denote an action, thought to be unreal, desirable or possible. It is formed by means of the past tense form of the verb and particle би (б), which can both precede or follow the verb. The action can be referred to the present, past or future: він би пішов; якби ви йому все розповіли.

As distinct from Ukrainian, in English there are 4 oblique moods: subjunctive I (Be it as it is), subjunctive II (It is time we went home), suppositional (It is only natural that we should do it) and conditional (To

go there would be unreasonable), expressed both synthetically and analytically.

The Conditional Mood coincides in form with the Future-in-the-Past and modal verbs would and could plus Infinitive. To speak to them would be to waste time. He could have done it long ago.

The Suppositional Mood has the same form as the Future-in-the-Past and the modal verb should plus Infinitive. The request is that the students should bring their papers by the 1 March. So we can see that there is no straightforward mutual relation between meaning and form.

The imperative mood in English is expressed synthetically (affirmative: do it!) and analytically (negative: Don't do it!). English imperative with let (Let me do it!) has the corresponding Ukrainian forms with the particles нум (singular) and нумо (plural), cf. Нум я зачитаю! Нумо заспівайте!



## Lecture 7.

### Verbals in English and Ukrainian

#### Plan

1. General characteristics of non-finite forms.
2. The Infinitive.
3. The Gerund.
4. The Present Participle.
5. The Past Participle.

**Verbals** are the forms of the verb intermediary in many of their lexicogrammatical features between the verb and the non-processual parts of speech. The mixed features of these forms are revealed in the principal spheres of the part-of-speech characterization, i.e. in their meaning, structural marking, combinability, and syntactic functions.

The nomenclature of Verbals in the contrasted languages includes some common/isomorphic and some divergent/allomorphic forms. Common are the infinitive and the two participles; *divergent are the gerund in English and the diyepryslivnyk in Ukrainian*. Far from identical are the morphological categories pertaining to these non-finite forms of the verb.

Every verb-stem (except for a few defective verbs), by means of morphemic change, takes both finite and non-finite forms, the functions of the two sets being strictly differentiated. While the finite forms serve in the sentence only one syntactic function (that of the finite predicate), the non-

finite forms serve various syntactic functions other than that of the finite predicate.

Lexically non-finites do not differ from finite forms. Grammatically the difference between the two types of forms lies in the fact that non-finites may denote a secondary action or a process related to that expressed by the finite verb. Non-finites possess the verb categories of voice, perfect, and aspect. They lack the categories of person, number, mood, and tense. None of the forms have morphological features of non-verbal parts of speech, neither nominal, adjectival nor adverbial. In the sphere of syntax, however, non-finites possess both verbal and non-verbal features. Their non-verbal character reveals itself in their syntactical functions. Thus, the infinitive and the gerund perform the main syntactical functions of the noun, which are those of subject, object and predicative. Participle I functions as attribute, predicative and adverbial modifier; participle II as attribute and predicative. They cannot form a predicate by themselves, although unlike non-verbal parts of speech they can function as part of a compound verbal predicate.

Syntactically the verbal character of non-finites is manifested mainly in their combinability. Similarly to finite forms they may combine with nouns functioning as direct, indirect, or prepositional objects, with adverbs and prepositional phrases used as adverbial modifiers, and with subordinate clauses.

Non-finites may also work as link verbs, combining with nouns, adjectives or statives as predicatives, as in: to be/being a doctor (young, afraid). They may also act as modal verb semantic equivalents when combined with an infinitive: to have/having to wait, to be able/being able

to stay. So the structure of a nonfinite verb group resembles the structure of any verb phrase.

All non-finite verb forms may participate in the so-called predicative constructions, that is, two-component syntactical units where a noun or a pronoun and a non-finite verb form are in predicative relations similar to those of the subject and the predicate: I heard Jane singing; We waited for the train to pass; I saw him run, etc.

### **THE INFINITIVE**

The infinitive is the non-finite form of the verb, which combines the properties of the verb with those of the noun, serving as the verbal name of a process. The forms of the infinitive in both languages represent allomorphic features. Thus, the English infinitive is always distinguished by its identifier “to” (to come, to be asked, to be doing), whereas the Ukrainian infinitive is characterized by the suffixes -ти, -ть, -тись, -тися (бігти, везти, сісти, їхати, сіяти). In Ukrainian every verb has just one form of the infinitive, while in English we find a paradigm of six analytical forms bearing specific grammatical meaning (to do, to be doing, to have done, to have been doing, to be done, to have been done).

Specifically Ukrainian is the diminutive infinitive formed by suffixes: спатки, спатоньки, спатусі, спатусеньки, купці, купоньки, сістоньки, їстоньки. The infinitive is used in three fundamentally different types of functions:

- as a notional, self-positional syntactic part of the sentence
- as the notional constituent of a complex verbal predicate built up around a predicator verb

- as the notional constituent of a finite conjugation of the verb.

The first use is grammatically “free”, the second is grammatically “half-free”, the third is grammatically “bound”. The dual verbal-nominal meaning of the infinitive is expressed in full in its free, independent use.

Do you really mean to go away and leave me here alone? ~ What do you really mean?

The combinability of the infinitive also reflects its dual semantic nature, in accord with which there can be distinguished its verb-type and noun-type connections. 66 The verb type combinability of the infinitive is displayed in its combining:

- with nouns expressing the object of the action
- with nouns expressing the subject of the action
- with modifying adverbs
- with predicator verbs of semi-functional nature forming a verbal predicat
- with auxiliary finite verbs (word-morphemes) in the analytical forms of the verb.

The self-positional infinitive, in due syntactic arrangements, can perform the following functions: the subject, the predicative, the object, the attribute, and the adverbial modifier

The infinitive is a categorically changeable form. It distinguishes three grammatical categories sharing them with a finite verb: the category of aspect (continuous in opposition), the category of retrospective

coordination (perfect in opposition), the category of voice (passive in opposition).

Consequently, the categorial paradigm of the infinitive of the objective verb includes eight forms: the indefinite active (to take); the continuous active (to be taking); the perfect active (to have taken); the perfect continuous active (to have been taking); the indefinite passive (to be taken); the continuous passive (to be being taken); the perfect passive (to have been taken); the perfect continuous passive (to have been being taken).

The infinitive paradigm of the non-objective verb, correspondingly, includes four forms: the indefinite active (to go); the continuous active (to be going); the perfect active (to have gone); the perfect continuous active (to have been going).

So, allomorphy is observed in the categorial meanings of the infinitive. The infinitive in Ukrainian has no perfect (perfective) passive form, no continuous aspect form, no perfect active, that are pertained to present-day English (to have slept, to be sleeping, to have been seen; etc.).

### **THE GERUND**

The gerund is the non-finite form of the verb, which, like the infinitive, combines the properties of the verb with those of the noun. Similar to the infinitive, the gerund serves as the verbal name of the process, but its substantive quality is more strongly pronounced than that of the infinitive. Namely, as different from the infinitive, and similar to the noun, the gerund can be modified by a noun in the genitive case or its

pronominal equivalents (expressing the subject of the verbal process), and it can be used with prepositions.

The general combinability of the gerund, like that of the infinitive, is dual, sharing some features with the verb, and some features with the noun. The verb type combinability of the gerund is displayed in its combining: with nouns expressing the object of the action, with modifying adverbs, with certain semi-functional predicator verbs, but other than modal of the noun type is the combinability of the gerund, with finite notional verbs as the object of the action, with finite notional verbs as the prepositional adjunct of various functions, with finite notional verbs as the subject of the action, with nouns as the prepositional adjunct of various functions.

The gerund, in the corresponding positional patterns, performs the functions of all the types of notional sentence-parts: the subject, the predicative, the object, the attribute, and the adverbial modifier. Like the infinitive, the gerund is changeable. It distinguishes the two grammatical categories, sharing them with the finite verb and the present participle: the category of retrospective coordination (perfect in opposition), the category of voice (passive in opposition). Consequently, the categorial paradigm of the gerund of the objective verb includes four forms: the simple active (taking), the perfect active (having taken), the simple passive (being taken), the perfect passive (having been taken).

The gerundial paradigm of the non-objective verbs, correspondingly, includes two forms: the simple active (going), the perfect active (having

gone). The gerund and the adverbial participle represent allomorphic verbals in English and Ukrainian respectively. As a result, they cannot be contrasted in any way.

The functions of the infinitive and the participles in the sentence generally coincide in both languages. Allomorphic for the Ukrainian language are some syntactic functions typical of the English participles and infinitives, which may form with some classes of verbs (for example, those of the physical and mental perceptions) complex parts of the sentence. These parts of the sentence are completely alien to Ukrainian: He was seen to go/going home. We heard him sing/singing. He wants me to be reading. The lesson (being) over, the students went to the reading-hall.

Each of these secondary predication complexes, with the exception of the for-to-infinitive construction, has a subordinate clause or incomplete sentence equivalent in Ukrainian: Бачили, як він ішов/коли він ішов додому. Ми чули, як він співає/ співав. Після того/оскільки заняття закінчилося, студенти пішли до читальної зали.

### **THE PRESENT PARTICIPLE**

The present participle is the non-finite form of the verb, which combines the properties of the verb with those of the adjective and adverb, serving as the qualifying-processual name. In its outer form the present participle distinguishes the same grammatical categories with gerund as retrospective coordination and voice.

The verb-type combinability of the present participle is revealed: in its being combined with nouns expressing the object of the action, with nouns expressing the subject of the action, with modifying adverbs, with auxiliary finite verbs (word-morphemes) in the analytical form of the verb.

The adjective-type combinability of the present participle is revealed in its association with the modified nouns as well as with some modifying adverbs such as adverbs of degree.

The adverb-type combinability of the present participle is revealed in its association with the modified verbs. The self-positional present participle, in the proper syntactic arrangements, performs the functions: the predicative (occasional use, and not with the pure link BE); the attribute; the adverbial modifier of various types.

### **THE PAST PARTICIPLE**

The past participle is the non-finite form of the verb, which combines the properties of the verb with those of the adjective, serving as the qualifying processual name. The past participle is a single form having no paradigm of its own. By way of the paradigmatic correlation with the present participle, it conveys implicitly the categorial meaning of the perfect and the passive. As different from the present participle, it has no distinct combinability features or syntactic function features especially characteristic of the adverb. The main self-positional functions of the past participle in the sentence are those of the attribute and the predicative

Thus, Verbals constitute a specific group of verbs, because they:

- lack number, person, mood;
- possess the qualities of the verb and the noun (інфінітив, the infinitive, the gerund) or the adjective, the adverb (the participle, дієприкметник, дієприслівник);
- build specific constructions in English (the Accusative-with-the infinitive \ participle; the Nominative-with-infinitive \ participle, the For-phrase, the Absolute constructions, the gerundial complex);



- perform syntactic functions not typical of a verb;
- possess only time relevance (to do – to have done, writing – having written, поживклий, відмовивши, співаючи), aspect (to do – to be doing, being written – having been written, зблідлий, стоячи, принісши), voice (writing – being written, having written – having been written, вживаний, вжитий).

The participle has much in common with дієприслівник and дієприкметник. The gerund is a unique form typical only of present-day English. Allomorphy is observed in the categorical meanings of the Infinitive and інфінітив, because the latter has no aspect and voice forms.

The Gerund, the Participle as well as дієприкметник and дієприслівник are formed by means of word-building affixes. The semantic and functional equivalents to the present and past diyepryslivnyks in Ukrainian are indefinite or perfect participles (active and passive) in English performing the functions of the adverbial modifiers of time, cause or attending circumstances. The functions of the infinitive and the participles in the sentence generally coincide in both languages, though Ukrainian participles have gender, number and case distinctions (працююча, працюючий, працюючі, працюючого...), which are lost in English.

Allomorphic for Ukrainian are some syntactic functions pertained to English participles and infinitives, which may form with some classes of verbs (e.g., those of the physical and mental perceptions) complex parts of the sentence.

## Lecture 8.

### Adverbs and Statives in English and Ukrainian

#### Plan

Adverbs in English and Ukrainian

Statives in English and Ukrainian

**The adverb** is a part of speech characterized by the following features:

1. Lexico-grammatical meaning of qualitative, quantitative or circumstantial characteristics of actions, states or qualities;
2. Typical stem-building elements, cf. *-ward(s)* (eastward(s), *-ly* (firstly), *-ways* (sideways); *-e* (добре), *-a* (дарма) etc.
3. Unilateral combinability with verbs (to walk quickly/ йти швидко), adjectives (rather tired/дуже стомлений), adverbs (almost instantly/ майже миттєво);
4. The most typical function of adverbial modifiers (She started working very carefully/Вона почала працювати дуже обережно);
5. Category of degree of comparison.

In accordance with their lexico-grammatical meaning, adverbs in contrasted languages fall into

1. Qualifying, denoting the quality or state of an action, cf. loudly, badly, fast, well, slowly – голосно, погано, швидко, добре, повільно;
2. Quantifying, denoting quantitative characteristics of an action, cf. very, rather, too, nearly, fully, hardly, quite, utterly – дуже, досить, надто, майже, повністю, досить-таки, цілком

3. Circumstantial, denoting various circumstances attending an action; accordingly they fall into:

4. Adverbs of time and frequency, cf. now, then, today, soon, rarely, sometimes, frequently – зараз, тоді, сьогодні, скоро, рідко, інколи, деколи, часто.

Completely allomorphic are the so-called personal adverbs in Ukrainian, cf. по-моєму, по-їхньому, по-нашому, по-своєму (their English equivalents are adverbial phrases like in my/their/our opinion); and adverbs of comparison and likening, cf. соколом, стрілою, по-батьківському, по-осінньому (their English equivalents are like a falcon, like an arrow, like a father, like in autumn).

As for their stem structure adverbs divide into:

1. simple-stem adverbs, cf. now, then, here, there – зараз, тоді, ту, там;

2. derivative-stem adverbs; in English they are formed with the help of such suffixes as *-ly* (strictly), *-ward(s)* (eastward(s), *-ways* (sideways), *-fold* (twofold) and partly prefixes, cf. *a-* (aloud); Ukrainian adverbs are formed by means of the suffixes *-о* (гарно), *-е* (зле), *-а* (дарма), the prefix *no-* and the suffixes *-ому* (по-нашому), *-єму* (по-моєму), *-и* (по-людськи);

3. compound-stem adverbs, cf. so-so, upside-down, moreover, therefore – насамперед, на півдорозі, водночас;

4. composite-stem adverbs, cf. by chance, by turns – пліч-о-пліч, всього-на-всього, віч-на-віч.

### **Grammar categories**

Qualitative adjectives in contrasted languages have the category of

degrees of comparison which is formed with the help of synthetic (-er,-est, cf. fast – faster - fastest – -ше, -іше, -чій, най- щонай-, якнай-, cf. швидко – швидше – найшвидше; цікаво – цікавіше – щонайцікавіше; хутко – хутчій – якнайхутчіше) and analytical means (more, most, cf. interesting – more interesting – most interesting; більш, найбільш, cf. повільно – більш повільно – найбільш повільно).

Some adverbs in both languages form degrees of comparison with the help of suppletivity, cf. well – better – best; badly – worse – worst; little – less – least; far – farther – farthest; добре – краще – найкраще; погано – гірше – найгірше.

A particular (allomorphic for English) feature of many Ukrainian qualitative adverbs is their ability to take diminutive suffixes (-еньк-, -есеньк-, -юсіньк-, -очк-, -ечк-) and become diminutive: *гарно* — *гарненько* — *гарнесенько* — *гарнюсінько* — *гарнюньо*; *тоненько* — *тонюсінько*; *трохи* — *трішечки*; *рядочком*, *шнурочком*, etc.

An isomorphic feature is the existence in both languages of a large group of pronominal adverbs some of which are not available in English. Among these are: 1) interrogative and relative adverbs: where, when, why, how - *де*, *куди*, *коли*, *звідки*, *чому*, *як*, *поки*, *доки*; 2) demonstrative adverbs: there, here, then, so — *там*, *тут*, *сюди*, *ту-* *ди*, *тоді*, *так*; 3) complementing adverbs: always, everywhere, some- times, otherwise — *завжди*, *всюди*, *інколи*, *по-всякому*, *по-* *іншому*; 4) negative adverbs (more numerous in Ukrainian): nowhere, never - *ніде*, *нізвідки*, *нікуди*, *ніяк*, *нізащо*; 5) indefinite adverbs which are more numerous in Ukrainian as well: ever, somehow, somewhere, erewhile - *десь*, *де-* *небудь*, *колись*, *коли-небудь*, *кудись*, *чомусь*, *казна-звідки*, *казна-коли*, *хтозна-де*,

казна-куди, etc.

Completely allomorphic for English is the group of the so-called “personal pronouns” adverbs available only in Ukrainian. They are as follows: *по-моєму*, *по-твоєму*, *по-нашому*, *по-вашому*, *по-наськи* and the reflexive adverb *по- своєму*. Their lexical equivalents in English are adverbial phrases like “in my opinion/ in my judgment, in your opinion, etc.”

Adverbs in English and Ukrainian perform three main functions in the sentence serving as 1) Identifying complements (*very* tall, *дуже* високий); 2) As attributive adjuncts (*quite* a man, the voice *inside*, *майже* озеро); 3) As different adverbial complements: of place (to live *here/there*), of time (to arrive *today/soon*); of cause and purpose (*Why* do you think so?).

*Note.* Pertaining to Ukrainian (allomorphic for English) is the use of adverbials in the function of a simple nominal predicate. Eg: Сонце *вгорі*. Стежка *справа*. Городи *скрізь*. І ні душі *ніде*.

The stative is a part of speech, characterized by the following features: 1. lexico-grammatical meaning of states of persons, things or phenomenon; 2. typical stem-building elements; 3. peculiar combinability with link-verbs (to be alive/ бути холодно ); 4. function of a predicative complement (I lay awake/ Рут була приголомшена).

Ukrainian statives also denote: (1) state of nature, cf. холодно, тепло, сонячно, тихо; (2) possibility, impossibility, necessity, cf. треба, слід, доцільно, можна, необхідно; (3) estimation of the state as for: (a) its temporal and locative characteristics, cf. пізно, рано, далеко, близько,

низько; (b) its perception, cf. видно, чутно.

As for their stem structure, statives are mostly derivative: English statives have specific stem building element, the prefix a-, cf. ashamed, afraid; Ukrainian statives are formed with the help of the suffixes -o, cf. прикро, соромно; -а, cf. шкода, треба; -е, cf. добре.

Pertaining only to English is the combinability of Statives with the gerund (cf. *afraid of answering, ashamed of having said that*). Allomorphy is also pertained to Ukrainian in which some Statives may take instead a direct prepositionless nominal complement also other indirect case forms which is impossible in English.

## **Lecture 9.**

### **Functional Parts of Speech in English and Ukrainian**

#### **Plan**

1. Article.
2. Prepositions.
3. Conjunctions.
4. Particles.
5. Interjections.
6. Modal words.

The number of functionals in the contrasted languages is practically the same, the only exception being the article in English. Functional parts of speech are such words whose only function is to render different relations between parts of the sentence without naming them. They are never parts of the sentence themselves.

#### **Article**

There are two approaches to the status of the article. From one point of view, the group “article + noun” contains two word-forms, it is a peculiar type of word-combination, then no “zero” article can exist, and the meaning of the definite and indefinite articles is the meaning of two separate words. Another viewpoint regards the group “article + noun” as an analytical form of the noun. This category is called determination (definiteness-indefiniteness).

The article is a function word, which means it has no lexical meaning and is devoid of denotative function. Semantically the article can be viewed as a signicator, i.e. a linguistic unit representing some conceptual

content without naming it, as an operator, i.e. a marker of some cognitive operation, like identification, classification, and the like.

There are three articles in English: the definite article “the” and the indefinite one “a”. It has become a tradition to also single out the so-called “zero” article, which is found in the contexts where neither the definite nor the indefinite article is used.

The semantic structure of the definite article:

- 1) The seme of individualization, i.e. the noun determined by the definite article is singled out of the class of similar objects;
- 2) The seme of uniqueness, signaling that the object determined by the article is the only one: the sun, the earth;
- 3) The seme of demonstration, which makes the definite article similar in meaning with the demonstrative pronouns;
- 4) The seme of generalization, i.e. the object is perceived as a generalized definition of all the objects of the class (The horse is a domestic animal).

The semantic structure of the indefinite article:

- 1) The seme of classification, i.e. the object is one of the similar objects of that class;
- 2) The seme of singleness, which signals that the identified object is one;
- 3) The seme of novelty, i.e. the indefinite article points out that the information about the noun it determines is new.

The meaning of the zero article coincides either with the meaning of the definite or that of the indefinite article.



**The Preposition** is a part of speech, which is characterized by the following features: lexico-grammatical meaning of relations of substances; combinability with words belonging to almost any part of speech; function of a linking word. The lexico-grammatical meaning of prepositions as semi-notionals is isomorphic in both languages. Prepositions may be temporal (before до, after that після того, during під час, since від, until доки etc.), local (along вздовж, across через, behind за etc.), causal (because через те, що; in view of з погляду на etc.), concessive (despite, всупереч).

Allomorphy is observed in the nature of the syntactic functions of prepositions. These are linking in English: prepositions do not require any special case from the right-hand nominal component (the book of my brother, toys for the child, four of the boys) with the exception of the few prepositions capable of expressing some case relations, cf. of (genitive case: books of hers/theirs), to and for (dative case: sent to them, books for him/us), by and with (instrumental case: written by him/them/us, went with her/us/them). In Ukrainian prepositions govern nouns, pronouns, numerals, substantivized adjectives and nominal groups, cf. праця в садку/на полі, лежати під грушею/дубом, лист від нього/іншого, захист від польових гризунів.

Isomorphic are prepositions, which are used to link, but not govern unchangeable foreign nouns, cf. їхати в таксі, вийти з фойє, ходити без кольє.

Isomorphism is observed in the morphological structure of prepositions. As far as their stem structure is concerned, prepositions fall into: *simple*: at, in, on, of, with, to, by, for; в, з, о, на, за, при, без;

*derivative*: be-low, be-side, a-long; в-наслідок, завдяки, по-верх, по-перек, до-вкіл etc.; *compound*: inside, outside, into, within, throughout, урон, without; ізза, з-під, з-понад, попід, поперед, посеред, поміж, щодо, задля; *composite*: by means of, instead of, because of, in accordance with, owing to, in front of, in spite of, with regard to; на відміну від, у зв'язку з, згідно з, незалежно від, збоку від, в межах, близько від, поруч з, у відповідь на.

The only structural difference is the group of Ukrainian simple prepositions consisting of a single consonant or vowel (в, у, о, з).

In Modern English prepositions are less closely connected with the word or phrase they introduce, than in Ukrainian. There exist the so-called retained prepositions when a preposition is used at the very end of the sentence: The child was taken care of.

**The Conjunction** is a part of speech, which is characterized by the following features: lexico-grammatical meaning of relation between substances and situations; combinability with units of similar type: homogenous parts of coordinate phrases and sentences or subordinate clauses in composite sentences; function of a linking word. As for their syntactic functions, conjunctions in the contrasted languages fall into two isomorphic groups: (1) coordinating conjunctions and (2) subordinating conjunctions.

Coordinating conjunctions fall into the following subclasses: *copulative/єднальні*: and, nor, neither...nor, as well as, both...and, not only...but also; і/й, та, також, і...і, ні...ні, як...так і, не тільки...але й/і; (b) *disjunctive/розділові*: or, either... or; або, чи, або...або, чи...чи, то...то, чи то...чи то; *adversative/протиставні*: but, still, yet; але, проте, зате,

однак, все ж; *resultative/пояснювальні*: so, hence; так, тож/отож, тобто, а саме, як от.

Subordinating conjunctions include: *connective*, introducing subject, object, predicative and attributive clauses: that, whether, if; що, чи, якщо/якби. Common functions in both contrasted languages are also performed by relative pronouns: who, what, how, how many; хто, що, який, котрий, чий, скільки; and by connective adverbs: where, when, how, why; де, коли, куди, як, чому; *adverbial*: of time, cf. since, until, till, as long as, after, before, while, as soon as; коли, відколи, поки, аж поки, доки, аж доки, як, після того як та інш.; of place and direction, cf. where, wherever, whence; де, де б, куди, звідки; of cause or reason, cf. as, because, since, seeing; бо, через те що, тому що, затим що, оскільки; of condition, cf. if, unless, provided, supposing; якби, якщо, якщо б, коли б, аби; of purpose, cf. lest, that, in order that, so that; щоб, для того щоб, з тим щоб; of result, cf. so, that; так що, отож, тож; of concession, cf. though, although, as, even if, even though, however, wherever, whichever; хоч, хай, нехай, дарма що, незважаючи на; of comparison, cf. as, as...as, not so... as, than, as if, as though; як, мов, мовби, немовби, наче, неначе, начебто, ніби, нібито.

English and Ukrainian conjunctions can be: *simple*: and, but, or, if, that, till; і/й, а, бо, ні, та; *derivative*: unless, until, because; або, зате, проте; *compound*: although, whereas; якщо, якби; *composite*: as if, as soon as, in order that; так що, через те, що; для того, щоб; з того часу як; відтоді, як. Besides, there are correlative conjunctions, consisting of two parts, cf. both...and, either...or, neither...nor, no sooner...than; і... і, ні ... ні, то ... то, чи ... чи, не то ... не то, не стільки ... скільки.

**The Particle** is a part of speech, which is characterized by the following features: lexico-grammatical meaning of emphatic specification; unilateral combinability with words of different classes as well as clauses; function of a specifier. Particles have no power of nomination, they merely render different emotional and evaluative attitude of the speaker to the content of an element of a sentence or to the whole utterance. The particles can be classified into: *limiting particles*: only, just, alone, merely etc. навіть, тільки, лише, таки etc; *intensifying particles*: simply, still, all, yet, but, even etc. саме, якраз, точно, власне, неначе, мов, мов би, немов, буцім etc; *negative particles*: not, never, не, ні, ані; *connecting particles*: also, else, either, too etc. теж, також, до того ж, адже. Particles fall into form building and word-building.

Particles have no typical stem-building elements. As far as their stem structure is concerned particles fall into: *simple-stem*, cf. all, else, even, just, too, yet, not; все, так, ну, не, ж, еге, та, це, оце, чи; *derivative-stem*, cf. alone, merely, scarcely, simply; нумо, просто; *compound-stem*, cf. almost, also; невже, якраз; *composite-stem*, cf. why not; до того ж, ще й.

A distinguishing feature of present day Ukrainian is a more extensive use of particles in speech, e.g.: мовби, бодай, хай, нехай, нумо та інш.

**Interjections** are unchangeable words or phrases expressing emotional and volitional reaction of the speaker to some event. Hence, there are to be distinguished communicative, emotive, and signaling interjections, which express respectively joy or pleasure, sadness or warning, etc.

Interjections in English and Ukrainian utterances mostly occupy a front position, rarely a midposition or a closing position. Interjections may

be *primary* (первинні) and *derivative* (похідні). According to their structure, interjections may be *simple* (ah, a, oh, oo, a! o! ай, ох та інш.), *compound* (whoop, wo-ho, yo-ho, Господи Боже, Боже мій) and *composite, or phrasal*. (howdy –from how do you do, alright from all right, ataboy from that’s a boy; добридень від добрий день)

One interjection being often used in English and Ukrainian can express different meanings, for example positive feelings: ‘Great!’ Michael said. (Shaw) – “Чудово!”- вигукнув Майкл. Ooh-ooh! The crowd was moaning in a kind of anormous agony (Huxley) “У-у! У-у! – стогнав, переповнений якимось замилюванням, збуджений натовп.

### **Modal Words and Phrases/Modals**

The lexical units belonging to this part of speech are characterised in both languages by their meaning of "modality". They are used to express the speaker's judgement concerning the action/event or object in the utterance/ sentence.

Modals are traditionally classified as follows:

1. Modal words/phrases expressing various shades of certainty: *certainly, of course, surely, no doubt, assuredly, indeed, undoubtedly, really* (певне, напевне, звичайно, безсумнівно, безперечно, безумовно, зрозуміло, правда).

2. Modal words expressing various degrees of probability: *maybe, perhaps, possibly, probably* (може, можливо, мабуть, ймовірно, видно, здається).

3. Modal words expressing various shades of desirability (*fortunately, unfortunately*), which have a restricted number of semantic

equivalents in Ukrainian (*на щастя, на жаль, шкода*).

4. Modal words expressing doubt, uncertainty and **coinciding** in form with the modal words denoting probability (*maybe, perhaps, probably* — *може, можливо, мабуть*).

Modals, like statives, originate from different parts of speech or phrases which acquire some modal meaning in the sentence. These parts of speech are: 1) adverbs (*really, probably, fortunately* *справді, очевидно, дійсно*); 2) nouns with or without prepositions (only in Ukrainian): *in one's view, in one's opinion, to one's judgment* — *сором, страх, на мою думку, на мій погляд*; 3) verbal phrases and sentences (*it seems, you see - здається, бачите, як бачите, кажуть*); 4) statives (in Ukrainian): *чутно, видно*, etc.

## Lecture 10.

### Contrastive syntax. Phrases in English and Ukrainian

#### Plan

1. Typological constants in the syntactic system.
2. Types of phrases in English and Ukrainian.
3. Phrases of subordination, Verb phrases, Adjective phrases etc.

The syntax of a language is a level of the language dealing with units more complicated than the word. These are the phrase, the sentence and the text. It studies the formation of speech expressions (statements, characterized by certain intonation that can be included into a text). The syntax also studies and formulates the rules of speech formation.

The syntax is divided into three parts:

1) The syntax of the phrase, also called **Minor Syntax**. It studies the combinability of words (syntactic valency), ways of their realization (agreement, government, adjoinment). It also studies the relations they express (attributive, complementary).

2) The syntax of the sentence, also called **Major Syntax**. It studies the inner structure and communicative types of the sentence (statement, question, inducement), predicativity and modality; semantics and synonymic transformations (replacement of a clause by a participial construction); the simple and composite sentence as an integral predicative and poly-predicative unit; the ways and means to form the relations within the complex and compound sentences (coordination and subordination). Word-forms and phrases are observed as parts of the sentence.

3) The syntax of the text. It studies the modifications the syntax

undergoes in the process of text formation; the rules of adopting a sentence to the context (inversion, ellipsis, meta-text parenthetic words, such as ‘however’, ‘therefore’ and others) and to the situation (addressing and authorization). Syntactic systems of the English and Ukrainian languages can undergo syntactic analysis for they have both isomorphic and allomorphic features and phenomena to study

The principal isomorphic features of these are predetermined, as will be shown in this section, by several factors, the main of which are the following: 1) by common in both languages classes of syntactic units which are word- groups, sentences and various types of super syntactic units; 2) by generally common paradigmatic classes and types of these syntactic units; 3) by iso- morphic and allomorphic types and means of syntactic connection in them; 4) by mostly isomorphic syntactic processes taking place in their word-groups and sentences; 5) by identical syntactic relations in word-groups and sentences of both contrasted languages; 6) by common functions performed by different parts of speech in word-groups and sentences.

The allomorphic features and phenomena at the syntactic level find their expression in the following: 1) in the existence of various qualitative and quantitative differences in some paradigmatic classes of word-groups and sentences; 2) in some types of word-groups; 3) in the unequal representation of different means of syntactic connection; 4) in the existence of different ways of expressing predication; 5) in the difference in the structural forms of some English parts of the sentence; 6) in the means of joining some subordinate clauses to the main/principal clause, etc.



The phrase is a combination of two or more notional words syntactically related to each other and having a nominative function. Phrases, like words, denote objects, phenomena, action or process. However, unlike words, they represent them as complicated phenomena.

The noun phrase is the main construction, which can appear as the subject, object, or complement of a clause. It consists essentially of a noun or noun like word, which is the most important constituent of the phrase: a *fat cat, the horses in the stable, the poor, ten Chinese.*

In Ukrainian, the adjunct of the phrase is frequently expressed by an adjective. In the same cases, many English phrases are made up of two nouns. One of the reasons for that is the fact that there are fewer relative adjectives in English.

Verb Phrase is also characterised in English and Ukrainian by some isomorphic and allomorphic features. The structural types of verb phrases are common for the languages:

- 1) with simple objective or adverbial complements;
- 2) with extended or expanded complements;
- 3) with simple or extended objective and adverbial complements.

In both languages one can find verb phrases with pre-posed and postposed complements.

Simple verb phrases with a transitive verb as a head-word contain nouns, adjectives, numerals or adverbs as subordinate elements, e.g.: *to like books, to receive four, to love her, to prefer blue (to red), to love it to be asleep; любити книжки, отримати четвірку, кохати її, любити сина, щиро любити, почуватися краще, etc.*

Prepositions are found both in English and Ukrainian verb phrases,

e.g.: *to speak of somebody, to divide by two; говорити про когось, ділити на два (на двоє).*

Ukrainian has no equivalents, however, for the combinations of a verb with a gerund. Such phrases as *to sit reading, to like reading* are characteristic of the English language; while it is only in Ukrainian that we find the combination of a verb with an adverbial participle, e.g.: *читати, стоячи; іти, співаючи; співаючи, іти*. The adverbial participle is usually rendered into English by means of the participle. It should be pointed out, however, that unlike English, most of Ukrainian complements and adverbial adjuncts have no fixed position in the word-group, e.g.: *слухати музику – музику слухати, гарно співати – співати гарно*.

Allomorphy is observed in the nature of some complements (gerundial, infinitival, participial) which often form predicative complexes in English verbal word-groups, e.g.: *to wait for them to come* (Verb plus For-to-Infinitive Construction); *to rely on Bob's reading the article* (Verb plus Gerundial Construction); *to see the boy playing tennis* (Verb plus Participial Construction).

Adjective Phrase is smaller in number of structural models. Allomorphic, i. e. pertaining to English only are adjectival word-groups with gerundial complements, for instance: *worth reading (being read); worth reading the book; proud of Pete/ him being decorated, proud of his having been invited*.

Apart from the non-existence of gerundial complements, Ukrainian adjectival word-groups are characterised by some other features of their own. Among these, for example, is the free location of most of adjectival and complements adjuncts which is absolutely impossible in English. Ex.:

*дуже добра – добра дуже; радий чути – чути радий; значно молодший за мене – за мене значно молодший, добрий до всіх - до всіх добрий.*

Ukrainian head adjectives, express the morphological categories of number, case and gender, which is impossible in English. E.g.: *гарний зовні, гарна зовні, гарні зовні; гарної/гарній зовні, гарною зовні; добрий/добрим до всіх; рідна/рідної для нас, etc.*

Some types of phrases can be found only in one of the languages. In English, the adjunct of an attributive phrase can be expressed by a passive infinitive: e.g. a letter to be sent. This type of phrase is non-existent in Ukrainian. The idea is rendered by a subordinate clause: e.g. *лист, який треба відправити.*

In Ukrainian, the adjunct of an attributive phrase can be expressed by an adverb, e.g. *погляд з під очей; капелюх набік.* This type of phrase is non-existent in English. The idea is rendered by lexical semantics: e.g. *a scowl at somebody, with one's hat on one side.*

The English and the Ukrainian languages differ significantly in *the means of expressing syntactical connections* in a phrase. In Ukrainian all the three ways of connection are used. In English, the use of government and agreement is restricted to the phrases with pronouns: e.g. *to see him; these books.* In most cases the elements of the phrase are combined by contact.

*The position of the elements* is by far more important in English than in Ukrainian because of the lack of grammar markers. In Ukrainian, a change of position can signal of a change of style: e.g. *зелений дуб - дуб зелений.* In English, the kernel and the adjunct of the phrase are identified by their position, e.g. *Glass window = скляне вікно; Window glass=*

*віконне скло.*

In English attributive phrases; the adjunct expressed by a noun in the possessive case is always in preposition to the headword: e.g. *my father's house*. In the corresponding Ukrainian phrases, the adjunct expressed by a noun in the genitive is usually in postposition, e.g. *Будинок батька*.

In English attributive phrases denoting objects in numerical order, the adjunct expressed by a cardinal numeral is in postposition to the kernel expressed by a noun, e.g. *Room 15*. In the corresponding Ukrainian phrases, the adjunct expressed by an ordinal numeral is in preposition to the headword, e.g. *п'ятнадцята кімната*.

In adverbial phrases, the adjunct expressed by an adverb is in postposition to the verb in English and in preposition to the verb in Ukrainian, e.g. *гарно працювати = to work hard*.

## **Lecture 11.**

### **The Sentence in English and Ukrainian**

#### **Plan**

1. Definition of the sentence
2. Structural types of sentences
3. One member and two member sentences
4. Parts of the sentence
5. Definition of composite sentences
6. Compound sentences
7. Complex sentences

**The sentence** is an integral unit of speech having a communicative purpose; it expresses a statement, a question or inducement. The sentence expresses predication, i.e. shows whether the event is real or unreal, desirable or obligatory, stated as truth or asked about, etc. The sentence can consist of one or several notional words. Phrases and sentences are universal linguistic phenomena. Their structure can be used as a basis for typological comparison.

The sentence in the contrasted languages has a large number of typologically relevant features in common. The existence of such isomorphic features both in the simple and in the composite sentence is predetermined by the main common types of aspects characteristic of the sentence as a peculiar language unit. These aspects are three: 1) structural; 2) semantic and 3) pragmatic. These three aspects are practically of universal nature; they constitute the main basis for a systemic arrangement and systemic contrasting of simple and composite sentences in all languages.

The principal distinguishing features characterizing the sentence as a universal language unit are as follows: 1) the sentence is the main language unit; 2) it is the main syntactic unit and 3) it is the main communicative unit. The structural types of sentences are common in the contrasted languages: *simple*: extended and unextended, one-member and two-member, complete and elliptical; *composite*: compound and complex.

English and Ukrainian structural types of sentences are two-member sentences and one-member sentences. Binary sentence structures are more characteristic of English, i.e. they are represented by a larger variety of paradigmatic subtypes than in Ukrainian. This quantitative correlation of two-member sentences in English and Ukrainian constitutes the main typological difference in the system of simple sentences of the two languages. As a result, English two-member sentences are represented by a larger variety of extended and expanded models, than Ukrainian two member sentences.

The basic kernel structure of two-member sentences constitutes the binary S

— P (Subject — Predicate) mode. The only two-member sentences, which are non-existent in Ukrainian, are the following:

1. Impersonal sentences, which are introduced by the impersonal pronoun/subject, it: *It is thundering. It drizzles.*

2. Indefinite personal sentences in which the subject is expressed by the indefinite personal pronouns *one, they, you*, e.g.: *One says. They say. You don't say so.*

3. Sentences with the above-mentioned introductory “it” or

“there”: *It is time to start. There is nothing/much to say.*

4. Sentences with the implicit agent and passive predicate verb followed by a preposition: *He was sent for.*

Sentences with the secondary predicative constructions as the following: *I thought him to be a teacher. We saw her cross the street. She made herself seem friendly.*

Such English two-member sentences have in Ukrainian either simple or complex definite personal sentences for their semantic equivalents.

### **One-member sentences**

Unlike two-member sentences, which have a larger quantitative representation of paradigmatic/structural types in English, one-member sentences, on the contrary, have a larger number of paradigmatic classes in Ukrainian. Nevertheless, there exist common types of one-member sentences in both contrasted languages. Common in English and Ukrainian are the following paradigmatic types of one-member sentences:

1. Nominal sentences. *Half past eleven. Confidence for confidence. Пів на дванадцять. Довір'я за довір'я.*
2. Imperative sentences: *Open the door! Відчиніть двері!*
3. Exclamatory sentences: *How funny! Як гарно!*
4. Infinitival sentences: *To be or not to be? To be alive! Бути чине бути? Бути живим!*

Other allomorphic features observed in the types of one-member sentences have a larger representation in Ukrainian than in English. Thus, among these Ukrainian types are the following not pertained to the English syntactic system:

1. The definite personal sentences, which are widely used in literary

and colloquial Ukrainian speech: *Люблю (я) пісні мого краю.*

2. The indefinite personal sentences: *Давніх друзів не забувають.*

3. Generalized personal sentence: *Поживемо — побачимо!*

4. Impersonal sentences : *Світає. Не спалося.*

Word order in English is of much greater importance than in Ukrainian. The word order in the English sentence is fixed. The meaning of a sentence in English often depends entirely on the order in which the elements are placed (cf.: *The man ate the fish* and *The fish ate the man*).

Of allomorphic nature are also English sentences containing the secondary predication constructions (or complexes), e.g.: *He felt **fear mounting in him** again.*

All parts of the sentence in the contrasted languages have both isomorphic functional meaning and lexical-grammatical nature. Common is also the traditional subdivision of them into the main parts (the subject and predicate) and the secondary parts (the object, attribute, adverbial modifier) of the sentence.

The common types of the parts of the sentence are 1) simple, i.e. expressed by a single word-form (synthetic or analytical); 2) extended or expanded, expressed by a subordinate or co-ordinate word-group; 3) clausal, expressed by a clause within a complex sentence.

The English parts of the sentence have two structural types not found in Ukrainian, they are 1) complex parts of the sentence, expressed by verbal and non-verbal predicative constructions; 2) formal subject and object.

**A composite** sentence in English and Ukrainian contains two or more primary predication centers mostly represented by as many



corresponding clauses. The structural types of the composite sentence are identified on the ground of the syntactic relation (and connection) of its predicate parts, which are not always distinctly identified. Thus, common in the syntactic systems of English and Ukrainian are sentences that are semantically intermediate between simple extended, on the one hand, and composite sentences, on the other. These are the so-called semi-compound and semi-complex sentences. English sentences containing the secondary predication constructions or complexes are traditionally called semi-complex sentences. They mostly correspond to Ukrainian complex sentences.

### ***THE COMPOUND SENTENCE***

Clauses in compound sentences of the contrasted languages are mostly joined by means of co-ordinate conjunctions, which provide parataxal relations between them. Conjunctions joining clauses in compound sentences of the contrasted languages are practically of the same semantic nature: copulative, adversative, and causal (in English only). Equally common in the contrasted languages are various connectives that join coordinate clauses. These are as follows: *therefore, consequently, accordingly, then, hence, so, while, as well as* and some explanatory connective words (*that is to say, such as, like, let me say* and others), which have corresponding functional (and semantic) equivalents in Ukrainian (*отже, та, а саме, звідси, тобто, тоді, як-то, так-як,...так, скажімо, то...то*).

As to their structure, compound sentences in English and Ukrainian fall into two clearly distinguishable groups: 1) compound sentences

proper; 2) intermediaries between the simple extended sentences and the compound sentences proper. They are communicative units in which one (usually the first) clause is structurally complete and the succeeding clause is incomplete, i.e. lacks one or both main parts of the sentence, *He couldn't believe it and was a little scared* - *Він не міг повірити цьому і був децю наляканий*.

Some English semi-composite sentences have no structural sentence equivalents in Ukrainian. Here belong sentences whose parts are expressed by secondary predication constructions. Thus, the English semi-compound sentence *He looked at her and saw her crying*, has a complete complex sentence for its equivalent in Ukrainian: *Він глянув на неї і побачив, що вона плаче* (object clause).

English semi-compound sentences with the nominative absolute participle constructions have mostly complete compound sentences for their equivalents in Ukrainian.

### ***THE COMPLEX SENTENCE***

Like the simple and compound sentence, the complex sentence too presents a universal unit in the syntactic systems of all 5,651 languages of the world. Consequently, this type of composite sentence has some isomorphic features of its own. They are in the contrasted languages as follows: 1) the complex sentence has a polypredicative nature; 2) it is characterized by the subordinate way of joining the clauses to the principal/matrix clause; 3) it may consist of homogeneous clauses or of consecutively dependent clauses joined to the matrix clause or to each other syndetically or asyndetically; 4) the arsenal of syndetic means of connection includes conjunctions, connective pronouns, connective

adverbs and subordinating connective words; 5) the connectors join clauses and express some logico- grammatical relations formed within the complex sentence. These include predicative, objective, attributive and various adverbial relations expressed by the corresponding clauses, which may occupy either the preceding or the succeeding position/place in regard to the matrix clause.

The contrastive analysis of the compound and complex has testified to the existence of complete isomorphism in the syntactical nature, nomenclature and functions of their clauses in English and Ukrainian.

Allomorphic for English are definite personal clauses whereas Ukrainian has no tag-clauses and some structural forms of subject and predicative clauses and no syndetic way of joining the attributive clauses to the antecedent in the matrix clause. There is mostly no structural identity between the English sentences containing some secondary predication and passive voice constructions and their corresponding Ukrainian syntactic units. Hence, the regularity of the necessary transformations, which the English simple and composite sentences often, undergo in Ukrainian. This usually happens in the following cases:

1. When a passive construction in the English simple sentence has no functional verb-form equivalent in Ukrainian: *It was a chance not to be missed* – *Це була нагода, яку я не маю права упустити.*

2. When in the English simple sentence there is an objective with the infinitive construction: *He had seen the world change.* *Він бачив, як на його очах змінюється світ.*

3. When in the English simple sentence there is an objective with the participle or adjective construction/complex: *I saw the bush moving on.*

– Я побачив, як заворушився куц.

4. When in the English simple sentence there is a subjective with the infinitive/participle construction: *Fleur is said to resemble her mother.* Кажуть, що Флер схожа на свою матір.

5. When there is a gerund or a gerundial complex in some function in the simple English sentence: *Do you mind opening the window?* Ви не будете заперечувати, якщо я відкрію вікно?

6. When the English simple sentence contains a nominative absolute participial construction in some adverbial function: *The weather being fine, we went for a walk.* Оскільки погода була гарною, ми пішли на прогулянку.

The absence of structurally equivalent transforms for such and the like English simple and composite sentences in Ukrainian testify to the existence of some typological allomorphism in the system of the highest syntactic level units in the contrasted languages.

## **PART II. SEMINARS**

### **Seminar 1. Introduction to Contrastive Typology**

#### ***Practice assignments:***

##### **Task 1. Answer the following questions (2 – 4 sentences).**

1. Specify the difference between “type of language” and “language type”.
2. Mention the subject matter and the tasks of contrastive typology.
3. Define the terms: structure and system.
4. Enumerate levels of language structure and its units.
5. Determine the difference between SR and PR.
6. Exemplify different types of SRs.
7. Exemplify different types of PRs.
8. State the difference between the notions of “language” and “speech”.
9. What is the difference between “isomorphic” and “allomorphic” features? Provide examples considering English and Ukrainian.
10. Describe the methods used in contrastive studies.
11. Explain the difference between synthetic and analytic languages.
12. Describe analytical features of the languages.
13. Explain the difference between functional typology and general typology.
14. Mention the aims of contrastive typology.
15. Explain the difference between content typology and semasiological typology.

**Task 2. State the type of Paradigmatic relations in the given**

**examples:**

- a. beautiful, wonderful, marvelous, splendid;
- b. some ideas, these ideas, the ideas expressed;
- c. to go – to have gone – to be going;
- d. this table – that table – a table – some tables – the table in the corner;
- e. to kill, to assassinate, to slaughter, to murder, to massacre;
- f. man-men, foot-feet, book-books.

**Task 3. Identify what language English or Ukrainian has the following features:**

According to the existing morphological classifications, the ... language may be defined as a slightly synthetic fusional language developing towards the highly isolating (analytic) type like Chinese while the ... language may be characterized as a predominantly synthetic fusional language.

Modern ... shares the following typical features of analytic languages:

- A. Predominantly monosyllabic morphemes (and sometimes words).
- B. Conversion (a word may shift part of speech with no change of form).
- C. Extensive use of tonemes (the functional load carried by word length in many synthetic languages tends to be carried by tonemes in analytic languages).
- D. Extensive use of function words.

E. Relatively fixed word order. (In a language without inflection, function words and fixed word order carry some of the information that is taken care of by inflection in synthetic languages).

F. Less rigid grammatical rules.

Give examples to illustrate A – F points.

## **Seminar 2. Contrastive Morphology. Word-Formation in English and Ukrainian.**

### ***Practice assignments:***

#### **Task 1. Answer the following questions (1 – 3 sentences):**

1. Explain what is meant by the binary nature of the morpheme.
2. What types of morphemes exist according to their meaning and form?
3. What type of languages are inflectional morphemes capable of expressing several grammatical meanings?
4. What Types of Word-Formation are there? Describe them.
5. Enumerate all notional parts of speech in English and Ukrainian.
6. Describe any notional part of speech in English and Ukrainian according to the three criteria.
7. Enumerate and compare functional parts of speech in English and Ukrainian.

#### **Task 2. Split the words into lexical, grammatical and lexico-grammatical morphemes:**

A. Shorten, tiresome, waitress, kitchenette, grateful, nicer, phenomenon, characterizing, stated, blacken, purify, badly, quickest, booklet;

B. Вчителька, робити, дожити, найвеличніший, щонайкращий, нашого, тридцять, добрий, твій.

#### **Task 3. Identify the free morphemes in the following words:**

kissed, freedom, stronger, follow, awe, goodness, talkative, teacher, actor.



**Task 4. Divide the following words into morphemes:**

Example: replaces = re|place|s

retroactive, befriended, televise, margin, endearment, psychology, unpalatable, holiday, grandmother, morphemic, mistreatment, deactivation, airsickness, predestined

**Task 5. Identify the prefixes, suffixes and stems in these words:**

**Additional question: The prefix *in* has two meanings. What are they?**

uncover, hopeless, heroism, freedom, changeable, preheat, postscript, cohabit, eventful, induce, agreement, poetic, disagree, replace, sleeper, inapt

**Task 6. Identify the prefixes, suffixes and stems in these words.**

**Do the affixes change the word class of the stem?**

misfortune, terrorism, carelessness, disagreement, ineffective, unfaithful, prepackaged, biodegradable, reincarnation, decentralization

**Task 7. Identify the different word-formation processes involved in producing each of the underlined words in the sentences below.** The

processes mentioned are: acronym, backformation, blending, borrowing, clipping, coinage, compounding, conversion ('zero derivation'), eponym, reduplication, hypocorism, loan-translation ('calque')

- a. We will carpet this room.
- b. This device will self-destruct in 30 seconds.
- c. Could you give me a quick recap on what's been decided.
- d. A day return to London, please.
- e. Colouring your hair was a no-no at that time.
- f. Jane decided to spring-clean her apartment.
- g. What are the core rules of netiquette?

h. The tax court concluded that the sale was not a bona fide transaction.

i. Business confidence is on the up.

j. My old man said follow the van, and don't dilly-dally on the way.

k. This year the show will be simulcast live to 50 different countries.

l. Did you get my memo about the meeting?

**Task 8. More than one process was involved in the creation of the forms underlined in these sentences. Can you identify the processes involved in each case?**

a. Are you still using that old car-phone?

b. Can you FedEx the books to me today?

c. Police have reported an increase in carjackings in recent months.

d. Welcome, everyone, to karaokenight at Cathy's Bar and Grill!

e. Jeeves, could you tell the maid to be sure to Hoover the bedroom carpet?

f. I know there are some newbies in the group, but it's not a difficult system.

g. I had to temp for a while before I got a real job.

h. Would you prefer a decaf?

**Task 9. Point out the factors employed in the identification of the following word-forms as belonging to a certain part of speech:**

Cleaned, cleaner, cleaner; having done; good, goody, best, goodness; joyful, enjoying, joyfulness; entertainment, entertained; grateful, gratefulness; having decided, decision, decided; finance, financed; translator, translates, translated; power, powers, powered, powerful, powerfully.

Добре, добро, добріший, добротний, роздобріти, подобріти; оберіг, зберегти, оберігати, збережений; молода, молодий, молоде, молоді, молодші, молодіти, помолодівший; усміхнений, усміхатися, усмішка, посміхалася.

**Task 10. Use the word in brackets to form a new word that fits into each blank.**

1. Real Madrid are expected to win the \_\_\_\_\_ this season.  
(CHAMPION)
2. She had a rough \_\_\_\_\_. Nobody really cared about her.  
(CHILD)
3. Leather \_\_\_\_\_ are much cheaper than genuine leather bags.  
(IMITATE)
4. Causing such a panic in public wasn't a very \_\_\_\_\_ thing to do.  
(SENSE)
5. The government has shown no \_\_\_\_\_ to cooperate with the environmentalists. (WILLING)
6. We had an \_\_\_\_\_ day at the beach. I'll always remember it.  
(FORGET)
7. With the \_\_\_\_\_ of Herbie everyone enjoyed the \_\_\_\_\_. (EXCEPT, PERFORM)
8. You can't withdraw from the \_\_\_\_\_ after you have signed the document. (AGREE)
9. The soldier \_\_\_\_\_ the orders and was immediately \_\_\_\_\_. (OBEY, CHARGE)
10. In her youth she was such a \_\_\_\_\_ dancer.  
(GRACE)

11. You are a \_\_\_ young man. When are you going to grow up?

(CHILD)

12. He is so \_\_\_\_\_ and he's handsome too.

(ROMANCE)

13. I \_\_\_\_\_ to call the police if he didn't leave my house.

(THREAT)

14. The \_\_\_\_\_ of the company told us that nobody would lose their jobs. (MANAGE)

15. We explained that he wouldn't tolerate any \_\_\_ from other parties.

(INTERFERE)

### **Seminar 3. The Noun in English and Ukrainian**

#### ***Practice assignments:***

##### **Task 1. Answer the following questions (1 – 3 sentences)**

1. Compare the criteria for identifying a word as a noun in the contrasted languages.
2. What are typologically isomorphic classes of nouns in contrasted languages?
3. What is the only morphological category of the noun, which is almost always marked in present-day English?
4. Comment on singularia and pluralia tantum groups of nouns in contrasted languages.
5. How many cases are distinguished in present-day English?
6. What is the morphological category of gender in Ukrainian?
7. What are allomorphic features of the morphological category of gender in contrasted languages?

**Task 2. What do the following nouns denote in English & Ukrainian? Use the following noun subcategories:** naming things (eg. binoculars); naming living beings (eg. lizard); naming places (eg. valley); naming materials (eg. detergent); naming processes (eg. laughter); naming states (eg. jealousy); naming abstract notions (eg. happiness); naming qualities (eg. courage):

Orphan, hang-gliding, heart attack, bubble, diplomatic corps, fire, affairs, zebra crossing, nobility, heliskiing, attic, purity, welfare, concern, bourgeois, atmosphere, depression, poverty, justice, truth, chocolate, whisky, troops, citizenship, regime, repertoire, snorkeling, fairy tale, bride-to-be, air conditioning, movement, education, business, loyalty, kindness.

**Task 3. Group the following nouns into classes: simple, derivative, compound.**

Taciturn, softwood, shutdown, segmentation, presumption, ply, handkerchief, agenda, picnic, persuasiveness, orbit, naught, mousetrap, lodestar, loincloth, locomotive, foxtrot, feudalism, fiddle, reference, diphtheria, dirge, denunciation, deadlock, Commonwealth, commitment, colonel, client, climbdown, campaign, calisthenics, bullfight, bulldozer.

**Task 4. Suggest your translation of the compound nouns considering the given definitions.**

A.

1. Outcry ... a strong expression of anger or disapproval about smth

2. Outburst ..... a sudden violent expression of feelings

3. Output.. an amount of smth produced by a person, machine, factory

4. Outfit ..... a set of clothes worn for a certain occasion or activity

B.

1. Backlog..... a large amount of things to be done now

2. Backchat ... rude remarks made when answering smb in authority

3. Backbiting ...unpleasant words said about smb who is not there

4. Background .....things that could be heard or said behind other things that are closer or louder

C.

1. Downfall ...smth that causes sudden destruction of a person or an organization

2. Downspout .....drainpipe

3. Downturn ..... a reduction in the amount or success of smth

4. Downside .....the negative side of a situation

D.

1. Forecourt ..... a flat area in front of a large building

2. Forefathers ..... relatives who lived in the past

3. Foreman ..... a skilled person who is in charge of the other group

4. Forefront ..... the most noticeable position

E.

1. Upshot ..... smth that happens as the result of other actions

2. Uproar ..... a noisy state of confusion

3. Upside ..... good, advantageous part of smth

4. Uprise ..... an act of opposition, sometimes using violence

F.

1. Overdrive ..... state of great activity, effort or hard work

2. Overdraft ..... an amount of money that a customer with a bank account is temporarily allowed to owe the bank

3. Overlook ..... viewpoint

4. Overrun ..... going beyond

**Task 5. Translate into English using compounds of Task 4.**

1. Дорога з Нью Йорка до Монреалю милує око подорожуючих чарівними краєвидами. 2. На вашому банківському рахунку перевищення кредиту у сумі, не обумовленій контрактом. 3. У тому районі міста часті сутички місцевих кораблебудівників і поліції. 4. Звільнення політичних в'язнів — у центрі уваги його депутатської діяльності. 5. Останніми роками стає помітним спад приросту населення. 6. Заздрощі породжують лихослів'я та обмови. 7. Загальний

обсяг промислового виробництва на 5,6% перевищує тогорічні показники. 8. Спалах епідемії грипу призвів до небувалих наслідків. 9. Огризання до старших за віком чи посадою — вияв надзвичайної зневаги. 10. Нас чекає кіпа невиконаних замовлень, які назбирались за період відпустки.

**Task 6. Group the below given nouns into the following subclasses:**

- a) singular in form — singular in meaning;
- b) singular in form — plural in meaning;
- c) plural in form — plural in meaning;
- d) ending in “s” — singular in meaning.

Weather, gentry, stairs, oil, poultry, music, anger, tongs, mumps, bowls, foolishness, classics, ethics, athletics, butter, goods, clergy, aerobics, capacity, childhood, trust, furniture, glasses, gymnastics, information, progress, measles, research, diabetes, statistics, cards, darts, clothes, remains, wastes, troops, riches, salt, pride, spectacles, dominoes, vermin.

**Task 7. Translate into English using the genitive case form, of phrase or nominal word combinations.**

Тролейбусний маршрут; лісові галявини; пориви вітру; листопадові дні; театральні афіші; компасна стрілка; кленові листки; січневі морози; львівські вулиці; краплі дощу; студентські аудиторії; китайські шовки; місячна зарплата; кабінет директора; батьківські збори; спальня батьків; громадська думка; думка учнів; взуттєвий магазин; двадцятип'ятихвилинна прогулянка; дитячі ігри; очі материнські; дороги поколінь.



**Task 8. Give English equivalents of the below stated Ukrainian nouns. What grammar classes do they fall into in English & in Ukrainian?**

Погода, гроші, добро, зміст, розбіжність, антикваріат, духовенство, сходи, розваги, митниця, житло, околиця, ваги, бінокль, Нідерланди, Афіни, оплески, вантаж, кір, вигляд, зусилля, молодь, більшість, народність, білизна, волосся, спагеті, ювелірні вироби, осуд, ножиці, персонал, аудиторія (люди), борошно, краєвиди, дрова, літаки (авіація.)

**Task 9. Translate into English using the bracketed prompt words.**

1. Зимовий спорт (sports) мало поширений в південних країнах. 2. Її мізерні пожитки (belongings) віднесли нагору. 3. У цьому приміщенні погана акустика (acoustics). 4. Зелений туризм — порівняно дешевий спосіб (means) відпочинку. 5. Щоб намалювати коло, потрібен циркуль (compasses). 6. Дорослі (grown ups) часто не розуміють проблем підлітків. 7. При деяких офтальмологічних захворюваннях окуляри (glasses) — єдиний засіб корекції зру. 8. Умови (terms) контракту вимагають розсудливості та неабиякого знання справи. 9. Місцева влада (authorities) не проти додаткового фінансування малозабезпечених громадян. 10. Перехрестя (crossroads) було реконструйоване з метою поліпшення руху транспорту. 11. Чорно біле зображення (pictures) — атрибут кінематографа XIX століття. 12. Духовенство (clergy) деяких країн виступає проти запровадження електронної паспортної реєстрації громадян.

### **Task 10. Translate into English.**

1. Покажи мені рецепт лікаря. 2. Ви маєте карту Європи? 3. Батьки цих хлопців були запрошені на змагання. 4. Його не цікавила думка адвоката. 5. Він спробує підробити підпис вчителя. 6. Нам повідомили про прибуття потяга. 7. Члени наукового товариства запропонували альтернативне рішення. 8. Їм не вдалось розгледіти поверхню Місяця. 9. Ми ще не бачили реакції покупців. 10. Будинок її свекра розташований на одній із тихих Львівських вулиць.

## **Seminar 4. The Adjective, Numeral and Pronoun in English and Ukrainian**

### ***Practice assignments:***

#### **Task 1. Answer the following questions (1-3 sentences)**

1. What are typological classes of English and Ukrainian adjectives?
2. What groups of adjectives according to their structure are there in English and Ukrainian?
3. What class of Adjectives can undergo grading in both contrasted languages?
4. Comment on the ways of grading in the contrasted languages.
5. What groups of adjectives in the contrasted languages have no grading?
6. What are common classes of numerals in the contrasted languages?
7. What are allomorphic classes of numerals (pertained only to Ukrainian)?
8. What classes of pronouns are there in contrasted languages?
9. What are groups of pronouns in the contrasted languages according to their structure?
10. What are syntactic functions of pronouns in English and Ukrainian?

#### **Task 2. Put into isomorphic and allomorphic lexico-grammatical classes:**

Cold, big, golden, Shakespearian, yellow, bluish, good, English, urban, private, western, Crimean, wooden.

Матусин, великий, червоний, Шевченківський, найгірший,

великий, дерев'яний, англійський, братів, соловейкові, святковий.

**Task 3. Put into allomorphic and isomorphic groups on the basis of the stem structure:**

Capable, high, wet, eastern, political, careless, ice-cold, four-storied, all-mighty, counteractive, indisputable, red, grammatical, foolish, breast-high.

Певен, багатющий, дрібнесенький, товариська, доїльний, грушевий, синівський, великий, читацький, доцентровий, чорногрива, задніпровський, чотириповерховий, гречаний, ладен, сестрин, винен, сестрині.

**Task 4. Translate into English observing the rules of rendering comparative and superlative forms of the adjectives in English.**

Одним з найбільших і найсвятіших обов'язків є почуття Батьківщини. Якими мірками, критеріями визначаємо ми цю святу категорію. Можна навести чимало складників, з яких формується комплекс високих рис громадянства. Але одним з найзнаменніших, безперечно, є батьківський поріг, калина під вікном рідної хати, рідна мова, окіл села з найдавнішою пам'яткою, старезна верба, стежина до сусіда, лелечине гніздо, усміхнене віконце теплої домівки, незрадлива мамина усмішка зі сльозою на щоці, терпкий запах картопляного диму (В. Скурат).

**Task 5. Put numerals into isomorphic and allomorphic lexicogrammatical classes:**

Two, two-fifth, tenth, twenty-seven, thirty-first, one and three fourths, fifteen.

П'ятеро, кількасот, кількадесят, кільканадцять, двадцяттеро,

двадцять перший, чотири, одна третя, нуль цілих і п'ять сотих, одинадцятьох, п'ятьма.

**Task 6. Put into isomorphic and allomorphic lexico-grammatical classes:**

Two, two-fifth, tenth, twenty-seven, thirty-first, one and three fourths, fifteen.

П'ятеро, кількасот, кількадесят, кільканадцять, двадцятєро, двадцять перший, чотири, одна третя, нуль цілих і п'ять сотих, одинадцятьох, п'ятьма.

**Task 7. Write out the adjectives from the text. State their semantics and morphological composition. Translate into English.**

Раз над Києвом стояла чудова весняна ніч ... Повний місяць дивився в синій, гладенький, як дзеркало Дніпро. Небо було ясне і синє. На заході, над чорною смугою лісу і гір небо блищало дуже пізнім і рум'яним вечором. Було ясно, як у день. На Братській церкві можна було читати золоті написи на стінах. Повітря було тихе, запашне. Здається, не тіло, а сама душа ним дихала. На серці ставало легко, на душі — спокійно. Розум засипав перед великою красою природи, затє прокидалась фантазія навіть у черствій, твердій душі. Співуча душа виливалась солов'їною пісєною, поетична душа марила тисячєю пишних картин. Вся природа з небом і землєю, з водою, квітками, лісами й горами здавалась однією пісєною, однією гармонією (Н. Лев.)

**Task 8. Translate the following word combinations into English. State the classes of the pronouns the word combinations are composed of.**

Хтозна-які витівки; чийсь книжки; будь-чия річ; який-небудь стілець; за будь-яку ціну; якийсь студент; іншим разом; жодний винахід; чийсь задум; з усіх усюд; деяка інформація; дехто з присутніх; усяке птаство; ніхто з опитаних; ніщо з прочитаного; дещо із замовле ного; хтось із дітей; вихвалятися своїми успіхами; пробачити собі; кожен мандрівник; вони обоє; такий самий випадок; почути новину від того й іншого; кожен наступний твір.

**Task 9. Translate the sentences into Ukrainian paying attention to the defining pronouns.**

1. In many areas of these countries every third child is said to face severe malnutrition. 2. Our products need to be competitive in terms of both quality and price. 3. Hillary's the same age as me. 4. Climate change and rising sea level threaten the whole world. 5. Her interest in the newspaper business came from her parents, both of whom were journalists. 6. Every time I go to London I get caught in a traffic jam. 7. In both cases, a code warning was received from the bombers before the explosion. 8. It rained every day of our holiday — all the same we had a good holiday. 9. You have to stand up in court and promise to tell “the whole truth and nothing but the truth”. 10. The movie is in every way the masterpiece of the cinematography.

**Task 10. Translate the following text into English.**

На початкуXIX ст. про запорізькі землі писав французький маркіз де Кастельно:

«У цій країні, не захищеній від холоду, зима буває суворішою, ніж у захищених місцевостях на однаковій з нею широті... Весна починається у квітні і вже за 10–15 днів земля буває вкрита

зеленню. В цю пору року тисячі різноманітних квітів укривають степ барвистим килимом; чудові пахощі витають у повітрі, й мандрівник міг би захоплюватися всім навколо, аби його не гнітила думка про брак робочих рук для цього розкішного ґрунту.

Влітку в Новоросії спека буває сильніша, ніж у всіх інших точках земної кулі, розташованих на однаковому градусі. Зміни бувають щотижня». (За Д. І. Яворницьким)

**Task 11. Translate into English using quantifiers. Mind subject predicate agreement.**

1. Дещо з його промови було повчальним. 2. Кризь затягнуті фіранки у кімнату проникало мало сонячного світла. 3. Ніхто з першокурсників не був присутнім на вечорі зустрічі з випускниками вузу. 4. Жоден студент не знає правильної відповіді. 5. Мало ліхтарів освітлює вулицю вночі. 6. За період відпустки зібралась низка питань негайного вирішення. 7. Більшість африканських країн потерпає від голоду. 8. Більшість країни було затоплено повінню. 9. Переказ потребує менше творчості, ніж твір. 10. У нього зовсім мало фахових знань, що недостатньо для вступу на юридичний факультет. 11. У холодильнику недостатньо яєць, щоб приготувати омлет для сім'ї. 12. Залишились якісь цукерки? — Ні, жодної. 13. Були якісь представники з нашого університету? — Ні, нікого. 14. Усі пропозиції було відхилено. 15. Все із запропонованого було розкритиковано.

**Task 12. Make up derivative adjectives from the base words.**

**Inset them into the gaps in the text:** *1law, 2 seventeen years old, 3 credo, 4 eight hours, 5 care, 6 hesitate, 7 wonder, 8 energy, 9 shock, 10 red, 11 set, 12 experience, 13 order, 14drive, 15 drama*

It's 1\_\_\_\_\_ to drive under the age of seventeen in Britain, but a 2 \_\_\_\_\_ boy man aged to pass his driving test on the day of his seventeenth birthday. Most people would consider this 3\_\_\_\_\_ because you need a lot of lessons to pass the test. David Livesey arranged to have an 4\_\_\_\_\_ lesson beginning at dawn on his birthday. At first he was very 5\_\_\_\_\_ and 6\_\_\_\_\_ but he had a 7 \_\_\_\_\_ teacher and his driving improved amazingly during the day. By four in the afternoon, still feeling 8 \_\_\_\_\_, he was ready to take his test and he passed first time! He was almost 9 \_\_\_\_\_ after the test, and he drove home very slowly in the 10\_\_\_\_\_ light of the 11 \_\_\_\_\_ sun. David's 12 \_\_\_\_\_driving attracted the attention of two 13 \_\_\_\_\_ policemen, but they broke into smiles and congratulated him warmly when he showed them his 14 \_\_\_\_\_certificate and told them his 15 \_\_\_\_\_ story.

**Task 13.** Arrange the given adjectives into a) the group of attributive usage b) the group of predicative usage

*afraid, remedial, alone, subterranean, apart, phonetic, supplementary, underlying, asleep, judicial, nationwide, content, aware, scant, chequered, fleeting, due, glad, ill, atomic, likely, woolen, searing, alive, ready, safe, aloof, sorry, sure, unable, unlikely, knotty, thankless, well, adoring, choked, commanding, fateful, ramshackle, paltry, aflame,*



*unenviable, bridal, cubic, eventual, forensic, investigative, occasional, flagrant, belated, countless, lone, outdoor, preconceived, digital, adrift*

b) Fill the gaps with the appropriate adjective from the box.

1. I refuse to play the part of the \_\_\_\_\_ wife.
2. There are still many problems to be resolved, but we remain optimistic about the \_\_\_\_\_ agreement.
3. Telling the story was a \_\_\_\_\_ breach of trust.
4. Although many of his friends were politicians, he kept \_\_\_\_\_ from politics.
5. The quality of the sound from a \_\_\_\_\_ audio tape is truly excellent.
6. He was a \_\_\_\_\_ voice arguing against a reduction in resources.
7. Two days later he had crashed my car he made a \_\_\_\_\_ apology.
8. It's pretty \_\_\_\_\_ they'll turn up now.
9. A \_\_\_\_\_ appearance is one that seems to have authority and therefore demands your attention.
10. I hate washing \_\_\_\_\_ clothes — they take so much time to dry.

**Task 12. Translate into English.**

1. Чим менше зірок має готель, тим менше у нього популярності серед туристів. 2. Послуги цієї фірми стають усе кращими та кращими. 3. Візьми цю валізу, вона не така важка, як твоя. 4. Перший роман цього письменника найцікавіший. 5. Цей район вважається одним із найменших у місті, але також він є й одним із найвідоміших. 6. Місто є одним із наймальовничіших у Південній Ірландії. 7. Воно розташоване на

березі моря, що робить його прохолоднішим від інших міст острова. 6. Мій брат витрачає вдвічі більше грошей, ніж я. 7. Чим наполегливіше ти тренуватимешся, тим легшим буде іспит. 8. Це найкоротший шлях до гірського містечка. 9 Кембридж та Оксфорд старші від інших університетів Великобританії, це найстаріші університети країни. 10. Цей будинок не такий старий, як церква.

## Seminar 5. The Article

### *Practice assignments:*

#### **Task 1. Answer the following questions (1-3 sentences)**

1. What two approaches are there to the status of the article?
2. What is the semantic structure of the definite article?
3. What is the semantic structure of the indefinite article?
4. What are the functions of the article?

#### **Task 2. Define the means that render the category of definiteness/ indefiniteness with the head nouns in the next given word combinations.**

A vehicle that uses the power of the sun; my oldest son, human beings; model human beings; king's last journey; to be in bed for hours; to be at work; the ones in the window; two of those coats; washing powder; to buy food; cooking oil; a bottle of cooking oil; an interesting experience; wine; the wines of Italy; two teas; a Mr. Brown; a dozen eggs; half a pound of margarine; a jar of jam; to play music; to play some Bach; doing research; to do a research into radioactivity; giving advice; mineral water; fizzy mineral water; to contain egg (e.g. a pie); Dave; our neighbor Dave.

#### **Task 3. Comment on how the articles render the category of definiteness/ indefiniteness of the nouns in the following sentences:**

1. Is there life after death? She has lived the life of misery since the death of her husband. 2. They experience freedom from pain. The freedom to say what you want is a basic democratic freedom. 3. There's a feeling of love, joy, beauty and peace. My new car's a beauty. It's a real joy to drive. 4. That numerous people have had Near Death

Experiences is not a doubt. There is still a doubt in my mind about whether it was a right thing to do. 5. The future looks bleak — drought, disease and economic collapse. The drought in Africa last year cost many lives. There is a drought every year.

**Task 4. Supply *the* or —:**

1. A lot of people are giving up... meat. ... meat we had for lunch last Sunday was tough. 2. As someone said, life is just one damned thing after another. I don't know much about...life of...\_\_\_ Napoleon. 3. ...running is supposed to be good for you. I ought to be fit with all... running I do, but I don't feel fit. 4. Which is your favorite colour? — ... red. I think\_\_\_\_\_red one will suit you best. ... red is more your colour. 5. We learnt ... English at school. ...English we learnt was useless. 6. ... London is a safe city today, but... London of the 18<sup>th</sup> century was pretty rough. 7. ... watches have become very cheap and very attractive. Most of ... watches you see today work on \_\_\_ quarts. 8. \_\_\_ Bach gives me a great deal of pleasure. ... Bach recording you bought for my birthday is first class. 9. What has been the longest period of ...peace in ... history? If you study ... History, you've got to read a lot. 10. I'm not interested in the price of ...silver or the price of ... gold.

**Task 5. Read the text below. Put in *a*, *an* or *the* into each gap. Use one word only in each space.**

This is ...true story about ... man who chose... worst possible time for his crime. It happened in London in ...summer. ...man stole a barge on ... River Thames (in case you don't know, ... barge is a river boat used for carrying goods). ... owner of ... barge soon

discovered that it was missing and immediately informed ...police so that they could look for it. Normally ... river is quite ...busy place, and it would be difficult to find what you were looking for. On this day, however, there was ... dock strike and so there was only ...barge on ...river.... thief was quickly found and arrested.

**Task 6. Read the sentences below. Correct if it is necessary.**

1. I was so tired I went to bed at nine. \_\_\_\_
2. We had a very good lunch in the company canteen. \_\_\_\_
3. The life just isn't fair sometimes. \_\_\_\_
4. What the clever children you have! \_\_\_\_
5. We went out and bought some pictures. \_\_\_\_
6. Tessa was still working at the midnight. \_\_\_\_
7. I drive past the hospital every morning. \_\_\_\_
8. A one boy was much taller than all the others. \_\_\_\_
9. It costs such a lot of money, you know. \_\_\_\_
10. I'll meet you outside the National Gallery. \_\_\_\_
11. Have you got any idea who invented the fridge? \_\_\_\_

**Task 7. Translate into English. Mind the correct use of the articles with the proper names.**

1. Ірландія острів чи континент? 2. Уральські гори вищі, ніж Альпи, чи не так? 3. Хто населяє Європу? 4. У яких країнах розмовляють німецькою? 5. Волга довша, ніж Темза? 6. Яка мова важча, китайська чи японська? 7. Турки, араби, афганці, індійці, китайці, японці населяють Азію. 8. Монголія така ж за величиною, як Канада? 9. Фінляндія, Норвегія, Швеція, Данія розташовані у північній Європі. 10. Де розташовані Великі озера? 11. На якому

континенті пустеля Гобі? 12. Він вважає себе американцем, хоча батько — поляк, а мати родом з Італії. 13. На Північному полюсі не так холодно, як на Південному, хоча тут буває півроку ніч, а півроку можна бачити північне сяйво. 14. Велика Британія — острівна країна, яка відділена від Франції протокою Дувр. 15. Африка відділена від Австралії Індійським океаном.

**Task 8. Say whether the underlined nouns realize the semantic category of definiteness or indefiniteness. What means creates it? Translate the text into Ukrainian pertaining the exposed category of the noun.**

Mr. Denys Stocks, a retired policeman, has just been given a B.Sc. for twelve years' research into ancient Egyptian industrial methods. Egyptologists have often wondered how Egyptians were able to cut such hard stone and how they produced such fine jewelry. Mr. Stocks has shown that Egyptians used saws and drills. The saws and the drills were made of copper, which is very soft. But Egyptian craftsmen turned them into powerful tools. First a craftsman made a cut in a stone with a soft saw. Then the craftsman poured sand into the cut. The hard sand got into the teeth of the saw and did a cutting.

**Task 9. Decide whether the following Ukrainian nouns realize the semantic category of definiteness or indefiniteness. State the means of its realization in both languages. Translate the sentences into English.**

1. Зараз за домом ріс старий розкішний сад (Н.Лев). 2. Про навчання, завдяки якому хтось може оволодіти риторичним мистецтвом, я тверджу: потрібно, щоб ми намагалися вкласти

працю і зусилля, рівні тому подвигу, котрий кожний має перед красномовством (Феоф.). 3. В усіх народів світу існує повір'я, що той, хто забув звичаї своїх батьків, карається людьми і Богом. Він блукає по світі, як блудний син, і ніде не може знайти собі притулку та пристановища, бо він загублений для свого народу (Вороп.). 4. Вирують весняні струмки, курличуть ключі журавлині (Лук.). 5. У багатьох начальницьких кабінетах бачили цього щуплявого аса з блідим, ніби весь час схвильованим обличчям і мовою різкою, нервовою, вимогливою (Гонч.). 6. Дужчав мороз. Дим з коминів валив рівно, зливаючись з небом. От на цій річечці вирішив Кузьма самотужки побудувати місток (Ст.). 7. Мономах втомлено озирався. Коли б зараз половецька орда змогла їх настигнути, то його вої загинули б. І Святополча дружина, і Давида Святославича ратники полягли б у цьому розгаслому, розм'яклому степу. Але в цю теплу непогодь і половчани на своїх конях не рушать. І веж своїх не покотять швидко... (Іванч.). 8. Кожна голова має свій розум. (Нар. тв.).

## Seminar 6. Functional Parts of Speech in English and Ukrainian

### *Practice assignment:*

**Task 1. Define the meaning and form of the following prepositions. Compare them with the corresponding Ukrainian ones.**

In, below, with regard to, during, concerning, till, in front of, without, behind, under, in view of, outside, off, into, until, across, according to, with, along, up, inside, out of, owing to, at, regarding.

**Task 2. Fill in the blanks with suitable prepositions.**

1. I saw your book somewhere..... the shelves. 2. The post-office is just.....my house. 3. You can't see what is.....your back.4. There is an armchair.....the bookcase and the desk. 5. There was a silver moon...the sky.....the roof....our cottage. 6. The baby was sleeping.....the cradle.7. It was very stuffy....the room, so we decided to go 8. I heard some strange noise.....the wall. 9. What is there hanging....the TV set? 10.All the way he slept peacefully.....the compartment.....the window.

**Task 3. Fill in the blanks with suitable prepositions.**

1. He'll come back.....two months. 2. She can't go with you.....her mother comes. 3. She has been wearing glasses.....childhood. 4. She has left school.....this year. 5.What were you doing.....7 o'clock yesterday? 6. We don't have to go to school.....Sundays. 7. I'm afraid, he won't have completed the work....the end of the week. 8. He prefers to have his holiday.....September. 9. We got acquainted....my birthday party. 10. You can call....our place any time six.



**Task 4. Find subordinate and coordinate conjunctions, define their kinds.**

1. The stranger had not gone far, so he made after him to ask the name (Ch. Dickens). 2. Be quick, or it may be too late (Ch. Dickens) 3. real accuracy and purity she neither possessed, nor in any number of years would acquire (Ch. Bronte). 4. She stood quite silent while Butler appealed to her (Th. Dreiser). 5. Since Miss Wilfer rejected me, I have never again urged my suit (Ch. Dickens). 6. It seemed to him that he could contrive to secure for her the full benefit of both his life insurance and his fire insurance... (H. Wells). 7. The reference was as plain as it was unexpected (A. C. Clark). 8. Give me your promise that this shall be done (J. B. Priestly). 9. But for a long time we did not see any lights (E. Hemingway). 10. Once they reached the open country the car leapt forward like a mad thing (I. Murdoch). 11. Mrs. Banks has come down into the Yard tonight, on purpose that you should hear him (Ch. Dickens).

**Task 5. Analyze the following conjunctions according to its function in the sentence, syntactic and semantic relations and its form. Translate the sentences into English:**

1. В небі хмарка, наче білий лебідь, пропливає в далекій краї, вітер спілі колоски терebить, а я руки згадую твої (Д. Павличко). 2. Якби з ким сісти хліба з'їсти, промовить слово (Т. Шевченко). 3. В неволі тяжко, хоча й волі, сказати по правді, не було (Т. Шевченко). 4. Татарські погроми зменшили нашу літературну продукцію, проте спинити вони її не змогли (І. Огієнко). 5. Змолоду треба набратися знань, щоб не пуста була твоя власна криниця (І. Цюпа). 6. То наближаючись, то віддаляючись, але не стихаючи зовсім, гуркотіло і

гуркотіло два трактори в полі (І. Рябокляч). 7. Не боїться любов розлуки, не дається печалі в руки, синім зором зорить у далі, хоч за це й не дають медалі (А. Малишко).

**Task 6. Identify particles in the following sentences, define their type, and translate the sentences into Ukrainian.**

1. It is just because I want to save my soul that I am marrying for money (B. Shaw). 2. Rosa feared this power, but she enjoyed it too. 3. Oh, doctor, do you think there is any chance? (B. Shaw). 4. We merely want to see the girl and take her away (Th. Dreiser). 5. I shall also try to be there at ten (H. Wells). 6. Tom, you'll manage it and if you do I'll give you something ever so nice (M. Twain). 7. They did not even look at him (W. Faulkner). 8. We followed him along the corridor... He never looked back; he never hesitated (M. Collins).

**Task 7. Read the sentences and comment on the morphological structure of the interjections and their meaning. Give Ukrainian/English appropriate correlates.**

“The Boers are a hard nut to crack, uncle James”. “H'm!” muttered James. “Where do you get your information?” (J. Galsworthy). 2. “Good Lord!” said Fleur. “Am I only twenty-one? I feel forty-eight”. (J. Galsworthy). 3. Heavens! How dull you are! (R. B. Sheridan). 4. Ah! You are, both of you are good-natured (R. B. Sheridan). 5. A man jumped on the top of the barricade and, waving exuberantly, shouted: “Americans! Hurrah!” 6. “Hark!” cried the Dodger at this moment, “I heard the tinkle”, catching up the light, he crept softly upstairs (Ch. Dickens). 7. “Who is that?” she cried “Hush, hush!” said one of the women, stooping over her (Ch. Dickens). 8. Well, I don't like those mysterious little pleasure trips that he is so fond of taking (E. L. Voynich). 9. Here! I've had enough of this. I'm going (B. Shaw). 10. Креслять тригонометричні

фігури високо в небі запізнілі журавлі, запитуючи своїм «кру-кру»: – Чуєш, брате мій, товаришу мій? Відлітаємо! (Остап Вишня). 11. Спасибі, – сказала нарешті Улянка. – Я забула, що треба подякувати. 12. Дзелень, дзелень!... забило на вежі, видко, дев'яту годину (А. Головка). 13. Ого-го! Та тут, мабуть, на одну підводу не забереш! 14. Ура! Ура, Панченко! – дружно лунають вигуки в залі (О. Бойченко). 15. Тсс! – хтось іззаду. І стихло (А. Головка). 16. Ох, той щоденник... Хоч би він не потрапив до чужих рук...(М. Стельмах).

### **Task 8. Translate into English.**

1. Все життя вона прожила в місті. 2. Усьому світу він був відомий під ім'ям Марка Твена. 3. На підлозі – килим. 4. У лівому кутку – столик з радіоприймачем на ньому. 5. У темряві вона на щось наступила. 6. Що під газетою? 7. Над ліжком – годинник. 8. Над містом нависли хмари. 9. Недалеко від університету – станція метро. 10. На площі проходила демонстрація. 11. Виховані люди стукають у двері. 12. Вона шукала ручку під партою. 13. Постав крапку наприкінці речення. 14. Вони вітали гонщиків не тільки на фініші, але й уздовж траси. 15. Булочна – на іншому боці вулиці. 16. Крамниця знаходиться на першому поверсі. 17. Він стояв на балконі і дивився вниз. 18. Вона не помітила записку між книжками. 19. Він ніколи не поставив підпис під цим текстом. 20. У поштовій скриньці не було нічого. 21. Вони не можуть довго знаходитися під водою. 22. На уроках англійської ми багато розмовляємо. 23. Вдома зробіть вправу п'ять на сторінці вісім. 24. Скільки кімнат у квартири? 25. Кошеня залізло на дерево. 26. Вони відпочивали через кожні п'ять кілометрів. 4. За вікном вагона миготіли ліси та поля. 27. Зберігайте продукти у

холодильнику. 28. Про що може бути оповідання під такою назвою?  
29. На вулиці менше снігу, ніж у саду. 30. У кімнаті так саме темно,  
як і на вулиці? 31. Поруч з моєю кімнатою – кімната батьків. 32. Він  
працює на заводі. 33. Всі вже сиділи за столом. 34. Це слово пишеться  
через дефіс. 35. Під час лекції я роблю позначки на полях.

## **Seminar 7-8. The Verb in English and Ukrainian**

### ***Practice assignments:***

#### **Task 1. Answer the following questions (1-5 sentences)**

1. What is the lexico-grammatical-meaning of the verb?
2. What are syntactic functions of the verb in the contrasted languages?
3. What classes of English nominal verbs are not available in Ukrainian?
4. What classes of verbs can we distinguish according to semantic and grammatical criteria?
5. What grammatical categories does the verb possess in English and Ukrainian?
6. What is declension?
7. Comment on the category of time correlation, its isomorphic and allomorphic features.

#### **Task 2. Classify the verbs into subclasses in accordance with semantic and grammatical criteria: notional – semi-notional (link (being – becoming – remaining) modal – auxiliary):**

Be (She's beautiful/ She is to come at five/ She's taking a shower/She's being examined); might (She might have warned him); continue (The weather continued wet/He continued singing); walk (He was walking up the street).

Спати (Скільки можна спати!), зватися (Це зветься роботою); залишатися (Він залишився вдома/Він залишився задоволеним); ставати (Він став вчителем); говорити (Треба діяти, а не говорити).

**Task 3. Classify the verbs into allomorphic and isomorphic subclasses in accordance with their aspective nature:**

Open (He opened the door); work (she was working from morning till night); sit (Don't sit here! Do something!/Sit down!); remember (I can't remember her name/We'll always remember him).

Зустрічатися; сидіти; журитися; збиратися (в похід); зачиняти; кусатися (собака кусається); знаходити; вітатися; не спиться; вечоріє; журитися; злитися.

**Task 4. Find allomorhism and isomorphism in the expression of grammatical categories:**

I work – she works; Let us sing; Do it! Don't do it!; The article will have been translated; The work is done; The house is being built; I had visited her before I went to Moscow.

Я писав/писала – ми писали; Нумо заспіваємо! Він працює/працював/буде працювати – вона працює/ працювала/буде працювати; Школа вже будується; Пиши!/ пишіть!; Лист був/буде/(є) написаний; Стаття перекладена; Він задрімав/вона задрімала/воно задрімало/вони задрімали.

**Task 5. Put the verbs in brackets into a correct form; translate the sentences into Ukrainian and comment on the way the category of order is expressed in English:**

1. Gemma..... badly the last few nights, and there were dark shadows under her eyes, (to sleep) (Voynich) 2. When he returned to his hotel he found a message that someone..... in his absence.....(to telephone) (Hilton) 3. The Gadfly.... a moment, glancing furtively at Gemma; then he..... (to pause, to go on). (Voynich) 4. They..... the door of their inn,

and..... a little way down the village, before they.....the precise spot in which it stood, (to pass, to walk, to recollect) (Dickens) 5. The moon..... There was nothing to dispel the dark of the night, (to rise — negative) (Abrahams) 6. Hardly.....she.....when a very stout gentleman.....into the chair opposite hers, (to sit down, to flop) (Mansfield) 7. They did not speak to him again, until he.....(to eat) (Greene) 8. Now the madman on the stairs spoke again and his mood..... suddenly.....; he seemed quietly merry, (to change) (Priestley) 9. When Martini.....the room, the Gadfly turned his head round quickly, (to enter) (Voynich) 10. No sooner....he.....a drink himself, than Mrs. Fettle..... in. (to take, to look) (Lessing).

**Task 6. Translate the following text into English. Analyze grammatical categories of the verb in both languages.**

І справді було гарно на ниві, неказанно гарно. Погідне блакитне небо дихало не землю теплом. Половіли жита й вилискувались на сонці. Червоніло ціле море колосків пшениці. Долиною повилась річечка, наче хто кинув нову синю стрічку на зелену траву. А за річкою, попід кучерявим зеленим лісом, вся гора вкрита розкішними килимами ярини. Гарячою зеленою барвою горить на сонці ячмінь, широко стелеться килим ясно-зеленого вівса, далі, наче риза рути, темніє просо. Межи зеленими килимами біліє гречка, наче хто розіслав великі шматки полотна білити на сонці. В долині, край лісу, висить синя імла. І над усім тим розкинулось погідне блакитне небо, лунає в повітрі весела пісня жайворонкова. Віють з поля чудові пахощі од нестиглого зерна і польових квіток (М. Коцюбинський).

**Task 7. Using the words in brackets, complete the sentences below with appropriate tense forms.**

1. You look really great! You (work) ..... out at the fitness centre recently? 2. I (have) ..... the same car for more than ten years. I'm thinking about buying a new car. 3. If it (snow) ..... this weekend, we (go) ..... skiing near Lake Tahoe. 4. I came to England six months ago. I started my economics course three months ago. When I return to Australia, I (study) ..... for nine months and I (be) ..... in England for exactly one year. 5. Sam (arrive) ..... in San Diego a week ago. 6. Samantha (live) ..... in Berlin for more than two years. 7. If Vera (keep) ..... drinking, she (lose) ..... her job. 8. The Maya established a very advanced civilization in the jungles of the Yucatan. However, their culture (disappear) ..... by the time Europeans first (arrive) ..... in the New World. 9. Shh! Be quiet! John (sleep) ..... 10. It (rain) ..... all week. I hope it (stop) ..... soon because I want to go to the beach. 11. Listen, Donna! You (be) ..... late to work too many times. You are fired! 12. I am sick of rain and bad weather! Hopefully, when we (wake) ..... up tomorrow morning, the sun (shine) ..... 13. I have not travelled much yet. However, I (visit) ..... the Grand Canyon and San Francisco by the time I leave the United States. 14. I (see) ..... many pictures of the pyramids before I went to Egypt. Pictures of the monuments are very misleading. The pyramids are actually quite small. 15. In the last hundred years, travelling (become) ..... much easier and very comfortable. In the 19<sup>th</sup> century, it (take) ..... two or three months to cross North America by covered wagon.



### **Task 8. Translate into English.**

1. Чому ти хочеш переїхати? 2. Я вже тиждень шукаю нове помешкання, проте ще не знайшов. 3. Мої сусіди постійно сваряться і я не можу спокійно працювати вечорами. 4. Ти пробував коли-небудь їм поскаржитись? Так, але вони не припиняють. 5. Джон та Норма одружені вже 20 років. 6. Вона родом з Італії. 7. Якщо ти не переглядатимеш цю книжку, я б хотів прочитати її. 8. Я бачу, що ситуація вийшла з під контролю. 9. Тобі подобається наш план? 10. Ти не сказав і слова за цілий ранок. Про що ти думаєш? 11. Думаю, вони достатньо освічені. 12. Звідки ти дзвониш? Я не чую, що ти говориш. 13. Ми вже 6 місяців на цьому острові. Це диво, що ми все ще живі. Ми їли лише рибу і фрукти протягом цього довгого періоду. На щастя, я ще не бачив тут небезпечних тварин. 14. Коли ми приземлились, погода була сонячна, але останні 2 тижні постійно падає дощ. 15. Що ти маєш на увазі? Я тебе не розумію.

### **Task 9. Replace the infinitive in brackets by the proper tense form of the verb.**

1. I thought that you (to arrive) at some decision. 2. We did not remember that he (to repeat) that speech from memory. 3. He believed that a fine memory (to be) absolutely necessary for that post. 4. I did not know if you (to apply) for this job. 5. They said they (to work) 7 hours a day. 6. He promised that he (to give) a lecture in the nearest future. 7. I did not know how my bags (to disappear). 8. The teacher said he (to call on) the students in alphabetical order. 9. Did she say

that there (to be) a lot of mistakes in your composition? 10. Did she find out that he (to come) late at night? 11. She asked me if I (to get on) well with my classes. 12. I was sure that his brother (to leave) home. 13. She discovered that we (to be taken) by surprise. 14. Did they decide that they (to leave) for Kyiv?

### **Task 10. Translate into English.**

1. Я знав, що вона працює на заводі, що вона має чоловіка і двох дітей, що сім'я її дуже дружня і щаслива. 2. Вчора він сказав мені, що колись вчився в університеті. 3. Минулого тижня ми вирішили, що влітку всі разом поїдемо в Крим. 4. Ніхто не знав, що ви тут чекаєте. Заходьте в дім. 5. Екскурсовод попередив нас, що в цій частині міста рух досить інтенсивний. 6. Секретар не помітив, що директор з кимось розмовляв. 7. Ми усі знали, що його сім'я знову у Парижі. 8. Олена сказала, що подарує нам цю картину. 9. Він сказав, що його колеги завжди дають йому чудові поради. 10. Минулого року вони думали, що ніколи не будуть добре читати англійською мовою, але вчора вони побачили, що читають тексти досить добре. 11. Вчора він сказав мені, що його батько – професор і живе у Києві. 12. Я боявся, що можу загубитись у лісі. 13. Учень був впевнений, що він вирішить цю проблему. 14. Я знав, що ти приїхав до Львова і сподівався, що ти відвідаєш нас. 15. Я знав, що моя сестра вивчає французьку мову, і думав, що вона поїде в Париж. 16. Я не знала, що ти вже повернувся з Німеччини. 17. Ми переживали, що не купимо квитки в театр. 18. Вона сказала, що більше не буде плавати, бо вода дуже холодна. 19. Моя тітка сказала, що любить оперу і з задоволенням піде з нами до театру, хоча

вже двічі слухала «Травіату». 20. Ми добре знали, що сумуватимемо за рідним містом, та все ж змушені були переїхати.

**Task 11. Translate the sentences, paying attention to modal verbs and their equivalents.**

1. I hope they will be able to reach the village before it is dark. 2. You may go away now. I shall finish the work myself. 3. Every engineer must know at least one foreign language. 4. Your son must stay in bed because he is still ill. 5. You should take a taxi if you don't want to be late for the concert. 6. Students are not allowed to smoke at the Institute. 7. He wasn't allowed to enter the concert hall after the third bell. 8. As he received a bad mark, he had to go over the material again. 9. We were to meet at the station at six. 10. The train is to arrive at 10 o'clock. 11. Tomorrow I'll have to be there a little earlier to look through some documents. 12. The work is to be completed by the end of June. 13. Some business matters should be discussed before you sign a contract. 14. You should influence your friend. He is not studying the way he should.

**Task 12. Complete the sentences below with must, have to, need, ought to, can, could, may, might, should, be and their equivalents.**

1. Lena is ill. She ..... stay in bed. 2. Drivers ..... stop when they see a red light. 3. Betty asked her father: «..... I go to the concert tonight?» 4. Nina is free tonight. She ..... go to dance. 5. Alec will have an English lesson tomorrow. He ..... study tonight. 6. Mark is a good

student. He ..... speak English well. 7. There is no ink in my pen. .... I write with a pencil? 8. You ..... do what the doctor says. 9. You ..... study much if you want to pass the exams well. 10. Little children ..... go to bed early. 11. Children under 16 ..... not see this film.

**Task 13. For each of the sentence write a new sentence with a similar meaning using the words in bold type. The words must not be altered in any way.**

1. It probably won't be difficult to get tickets for the match.

should .....

2. It is prohibited to take any fluids on board of the plane.

must .....

3. She certainly disliked your rude words about her partner.

should .....

4. You do not pay enough attention to all the members of your family.

ought .....

5. There is no obligation to get an international driving license in this country.

have .....

6. It is essential for patients not to eat anything before the blood test.

must .....

7. She regrets going on the blind-date.

should .....

8. It is expected that third-year students read 100 pages a month in the original.

must .....

9. Passengers are not allowed to leave their seats before the plane stops.

must .....

10. There is no need for you to finish the project this week.

have .....

#### **Task 14. Translate into English.**

1. Тобі слід приділяти більше уваги вивченню модальних дієслів. 2. Бідне кошеня може замерзнути на балконі. Як ти могла про нього забути? 3. Ми могли б купити цей будинок, але вирішили пошукати щось більше. 4. Чому це мені знову їхати у відрадження? 5. Марку не слід було ставити те невічливе запитання. 6. Тобі слід добре виспатись перед іспитом. 7. Тобі не слід було брехати. 8. Твій друг мав допомогти тобі у біді. 9. Куди мені тепер іти? Що мені робити? 10. Анжела могла запросити Віктора, але в неї не було його номера телефону. 11. Можна нам скористатися вашим комп'ютером? 12. Ти можеш кататися на моєму велосипеді. 13. Можете зателефонувати їм трохи пізніше? 14. Дітям не можна дивитися цей фільм. 15. Тобі самому довелося пересувати шафу?

#### **Task 15. Translate into English.**

Дорога Вікторіє,

Я пишу, щоб запитати, чи могла б ти дати мені кілька порад. Я – 20-річна студентка, яка повинна виживати на гроші, які мені надсилають батьки. Моя сім'я живе в маленькому селі, але, коли я вступила до університету, була змушена переїхати до Львова. Моїм

батькам понад 60 і вони не можуть більше працювати. Я відчуваю, що мені слід давати їм гроші, щоб допомогти, замість того, щоб отримувати від них. Крім того, моя сестра закінчує школу наступного року і, напевне, теж захоче вступити до університету. Я відчуваю, що повинна зробити щось, щоб допомогти їй так само. Я припускаю, що я можу спробувати знайти роботу, але я не можу уявити, де я зможу працювати. Може, мені треба працювати ночами, щоб мати змогу вчитись протягом дня. Розумієш, мені необхідно (потрібно) відвідувати усі заняття, інакше я провалю іспити. Напевне, мені слід покинути навчання, але я не хочу. Мені потрібно щось вирішити негайно, проте я не можу зробити це сама. Будь ласка, порадь мені, як діяти. Що було б краще? Що мені слід робити? Я знаю, що завжди можу покластись на тебе.

**Task 16. Turn the following sentences into the Passive Voice.**

1. They make these artificial flowers of silk. 2. Previous climbers had cut steps in the ice. 3. Somebody had cleaned my shoes and brushed my suit. 4. We use this room only on special occasions. 5. You must not hammer nails into the walls without permission. 6. Someone switched

on a light and opened the door. 7. Somebody had slashed the picture with a knife. 8. They are pulling down the old theatre. 9. Why hadn't they mended the roof before it fell in? 10. The librarian said that they were starting a new system because people were not returning books. 11. The police asked each of us about his movements on the night of the crime. 12. People must not leave bicycles in the hall. 13. Members may

keep the book for three weeks. After that they must return them. 14. The burglars had cut an enormous hole in the steel door. 15. Someone has already told him about it. 16. They rang the church bells as a flood warning. 17. No one can do anything unless someone gives us more information. 18. People are spending far more money on food now than they spent ten years ago. 19. They will say nothing more about the matter if someone returns the stolen gun. 20. It is high time someone told him to stop behaving like a child.

**Task 17. Translate into English by using the Passive Voice.**

1. Поліція розслідує низку зломів будинків у районі Хаттерс. Мешканці чули шум, проте ніхто не бачив нічого підозрілого. Зростання кількості злочинів у цьому районі шокувало мешканців. Місцеві жителі обговорюють з поліцією питання безпеки, а також вимагають збільшити кількість поліцейських у своєму районі.

2. Хтось залишив вчора коробку в автобусі № 26. Жінка знайшла її під своїм сидінням. Вона віддала її водію автобуса. Ніхто не знав, звідки вона взялась. Зараз поліція проводить допит. Поліція шукає власника коробки. Вони виявили бомбу всередині. Очікують, що злочинців скоро знайдуть.

## Seminar 9-10. Verbals in English and Ukrainian

### *Practice assignments:*

#### **Task 1. Answer the following questions (1-5 sentences)**

1. What are isomorphic and allomorphic Verbals, found in English and Ukrainian?
2. Analyze possible ways to render the gerund into Ukrainian, the equivalents of the adverbial participle, to translate it into English.
3. What are the forms of the English Verbals. Compare them with Ukrainian Verbals.
4. Speak on the double nature of the infinitive, participle I, participle II, and the gerund
5. What are the functions, the Verbals perform in the sentence, compare their use in English and Ukrainian?
6. Give characteristics of the Verbals as far as their grammatical categories are concerned.

#### **Task 2. Suggest possible contextual equivalents for the subjective with the infinitive constructions below and translate the sentences into Ukrainian:**

1. They were seen to just touch each other's hands, and look each at the other's left eye only. (Galsworthy)
2. «She wants, I'm sure, to be seen today.» (J.G.Griffin)
3. Paper is said to have been invented in China.
4. Her situation was considered very good. (Bennett)
- 5.... he was impelled to reestablish their lines of communication (Seghal)
6. ...the injured teacher had an operation for a head wound and is said to be improving. (The Guardian)
7. She was not expected to reply, but she did. (Dreiser)
8. «They're certainly entitled to think that, and they're entitled to feel respect for their opinions...» (H.Lee)
9. The economic



problems facing France are certain to have strong repercussions. (The Guardian)  
10. They were told to get the children back to sleep. (H.Fast) 11 the fetters that bound their tongues were considered to be locked and the key thrown away. (M.Twain) 12. He was thought to be honest and kindly. (Dreiser) 13. He was never expected to recover his equilibrium. 14. «You appear to be in poor shape, all the same.»15. Her name appeared to be Millicent Pole.

**Task 3. Use the appropriate form of the infinitive in brackets.**

I am glad (to introduce) to you. 2. The box was (to handle) with care. You should (to ask) someone (to help) you. 3. Her mood seems (to change) for the worse. We had better not (to speak) to her now. 4. I am sorry (to disappoint) you but I did not mean anything of the kind. 5. He is happy (to award) the first Landscape Prize for his picture.6. He was anxious (to take) the first place in the figure skating competition. 7. The poem can easily (to memorize). 8. This poem is easy (to memorize). 9. I did not expect (to ask) this question. 10. There were so many things (to do), so many experiments (to try). 11. The teacher expected him (to give) a better answer at the examination. 12. They are supposed (to experiment) in this field for about a year and are believed (to achieve) good results. 13. He must (to read) something funny; he is smiling all the time. 14. This might not (to happen).

**Task 4. Translate into English/Ukrainian paying special attention to the Infinitive constructions:**

A. 1. Думати було ніколи. 2. Він зміг довести її невинність. 3. Ви не повинні так поводитися. 4. Почнемо з того, що ви вже бували в цих місцях. 5. Здається, протягом довгого часу ви не були у своїх батьків. 6. Ваші висновки залишають бажати кращого. 7. Щоб її не

знайшли, вона реєструвалася під іншим ім'ям. 8. Він досить добре знає мова, щоб вільно спілкуватися з носіями мови. 9. Не заставляйте її надто багато плавати. 10. Що змусило вас так думати про мене?

B. 1. The professor made the students repeat the experiment. 2. We want them to receive this information as soon as possible. 3. We know the first atomic power station to have been built in the USSR. 4. The only thing for you to do is to use a microscope. 5. A material, which allows electricity to flow through it, is called a conductor. 6. We did not see them make this experiment. 7. For him to take this decision was not easy. 8. We think this work to be completed in a month. 9. Our professor wants us to use these data. 10. It was easy for our mechanic to repair this device.

**Task 5. Arrange the following word combinations into two groups: of purely adjectival nature; of participial nature. Translate them into English. Do they show allomorphic or isomorphic features when contrasted?**

Пекучий погляд; солоне м'ясо; солені кавуни; колюча зброя; колюча стерня; писаний красень; написаний диктант; квітучий край; квітуючий степ; співучий народ; співаючий телефонний дзвінок; передплатне видання; передплачений журнал; незлічений товар; незліченні скарги; замкнута кімната; замкнуте коло; здійсненна мрія; здійснена мрія; неоцінена площа нерухомості; неоціненна допомога.

**Task 6. Complete the sentences using the correct form of Infinitive, Gerund or Participle.**

1. When the painter felt the ladder (begin) (slip) ..... he grabbed the glitter (save) ..... himself from (fall) ..... 2. The snow kept (fall) ..... and the workmen grew tired of (try) (keep) ..... the roads

clear. 3. He offered (lend) ..... me the money. I didn't like (take) ..... it but I had no alternative. 4. What was in the letter? ~ I don't know. I didn't like (open) ..... it as it wasn't addressed to me. 5. Do you remember (read) ..... about it? ~ No, at that time I was too young (read) ..... newspapers. 6. Did you remember (book) ..... seats for the theatre tomorrow? ~ Yes, I have the tickets here. Would you like (keep) ..... them? I am inclined (lose) ..... theatre tickets. 7. Try (avoid) (be) ..... late. He hates (be) ..... kept (wait) ..... . 8. I didn't know how (get) ..... to your house so I stopped (ask) ..... the way. 9. I wish my refrigerator would stop (make) ..... that horrible noise. You can't hear anyone (speak) ..... . 10. This book tells you how (win) ..... at games without actually (cheat) ..... . 11. The gunman began (fire) ..... . He felt a bullet (graze)..... his cheek. 12. He heard the clock (strike) ..... six and knew that it was time for him (get) ..... up. 13. I can hear the bell (ring) ..... but nobody seems (be coming) ..... (open) ..... the door. 14. Did you advise him (go) ..... to the police? ~ No, I didn't like (give) ..... any advice on such a difficult matter. 15. He wanted (put) ..... my chameleon on a tartan rug and (watch) ..... it (change) ..... colour. 16. It is easy (see) ..... animals on the road in daylight but sometimes at night it is very difficult (avoid) (hit) ..... them. 17. The fire seems (be) ..... out. ~ It can't be quite out. I can hear the wood (crackle) ..... . 18. I caught him (climb) ..... over my wall. I asked him (explain) ..... but he refused (say) ..... anything, so in the end I had (let) ..... him (go) ..... . 19. When at last I succeeded in (convince) ..... him that I wanted (get) ..... home quickly he put his foot on the accelerator and I felt the car (leap) ..... forward. 20. I'm not used to (drive) ..... on the

left. – When you see everyone else (do) ..... it you'll find it quite easy (do) ..... yourself. 21. It is pleasant (sit) ..... by the fire at night and (hear) ..... the wind (howl) .....outside. 22. There was no way of (get) ..... out of the building except by (climb) ..... down a rope and Ann was too terrified (do) ..... this. 23. We heard the engines (roar) ..... as the plane began (move) ..... and we saw the people on the ground (wave) ..... good-bye. 24. It's no good (write) ..... to him; he never answers letters. The only thing (do) ..... is (go) ..... and (see) ..... him. 25. Why did you go all round the field instead of (walk) ..... across it? ~ I didn't like (cross) ..... it because of the bull. I never see a bull without (think) ..... that it wants (chase) ..... me.

### **Task 7. Translate into English.**

В суботу ми з дітьми ходили в цирк. Я думав, що мені буде нудно, проте я був абсолютно вражений дивовижною грою акторів. Ми були приголомшені акробатами. Вони збалансовано стояли один на одному та перестрибували з неймовірною легкістю. Ми були справді вражені виставою. Діти вважали виступ левів захоплюючим. Я був переляканий, коли побачив голову приборкувача в пащі лева, а діти від цього веселились та голосно аплодували. Діти також зацікавились виставою слонів. Слони були добре натренованими, а їх трюки – цікавими. Деяких дітей запросили покататись на слонах. Мої діти були розчаровані, коли їх не вибрали, проте поява клоунів змусила їх забути образи. Це була чарівна вистава. Прийшовши додому, ми почувались утомленими.

### **Task 8. Translate into English.**

1. Не бійся говорити з нею англійською. Вона дасть тобі знати, якщо матиме труднощі з розумінням. – Річ у тім, що я сам боюсь помилитись. 2. Він продовжував дивитись матч, незважаючи на те, що його просили вимкнути телевізор. 3. Я пам'ятаю, як давав тобі усі документи. Раджу пошукати їх у твоєму кабінеті. Там такий безлад. 4. Чому б тобі не спробувати прийняти інші ліки, якщо ці не допомагають. 5. Будь ласка, припини кричати! Я почувуюсь втомленою. 6. Як ти смієш з'являтися тут знову? 7. Чоловіки не можуть терпіти, як жінки плачуть. А жінки вміло цим користаються. 8. Діти вдавали, що сплять. 9. Я не заперечую щодо зустрічі о 18.00. 10. Небезпечно перевищувати швидкість. 11. Перевищення швидкості є небезпечним. 12. Ці коштовності виявились надто дорогими, щоб купити їх. 13. Мені прикро, що я так тебе образив. Вибач ще раз. 14. Зупинись на хвилинку, щоб прочитати повідомлення. 15. Перестань читати повідомлення на занятті!

## **Seminar 11-12. Contrastive syntax in English and Ukrainian**

### ***Practice assignments:***

#### **Task 1. Answer the following questions (1 – 3 sentences)**

1. What is the object of syntactic studies?
2. Characterize the main syntactic units. Explain the difference between the phrase and the sentence.
3. What criteria have been established for identifying the type of phrase?
4. What are the parts of the Noun Phrase?
5. Compare structural types of sentences in English and Ukrainian.
6. What are the isomorphic features of two-member and one-member sentences in English and Ukrainian?
7. What are the functions of word order in the contrasted languages? Provide examples.
8. Characterize the parts of sentence in the contrasted languages as whole, from the point of view of their structure, ways of expression and meaning.
9. What are the main parts of the sentence in English and Ukrainian?
10. What allomorphic features are found in English and Ukrainian as far as the subject of the sentence is concerned?
11. Analyse compound sentences in English and Ukrainian.

#### **Task 2. Mark the following statements as TRUE or FALSE:**

1. Phrases of subordination in English and Ukrainian are

comprised by components, equal in rank, which are connected either syndetically or asyndetically.

2. Noun phrases are more varied in their construction than any other kind of phrase in English.

3. The *postmodification* comprises any other words appearing between the determiner and the head noun-mainly adjectives or adjective-like words.

4. The Verb Phrase is characterised in English and Ukrainian by some isomorphic and allomorphic features.

5. Unlike Ukrainian, most of English complements and adverbial adjuncts have no fixed position in the word-group

6. Ukrainian head adjectives express the morphological categories of number, case and gender, which is impossible in English.

7. A characteristic feature of English pronoun phrases is their considerably free position within the pattern, which is never possible in Ukrainian.

8. Syntactic relations constitute a universal feature and are realized depending on their grammatical nature either at sentence level or at word-group level.

9. The placement of the predicate in Ukrainian is the same as in English.

10. Objective relations in English are expressed predominantly in the analytical way.

11. In Ukrainian there are more types of one-member sentences.

12. English binary sentence structure and fixed word order makes it a problem to miss out obligatory parts of the sentence.

13. Inversion in Ukrainian is a powerful stylistic device.
14. Two-member sentences have a larger quantitative representation of structural types in English.
15. The structural types of sentences are common in the contrasted languages.
16. The placement of the predicate in Ukrainian is the same as in English.
17. Objective relations in English are expressed predominantly in the analytical way.
18. In Ukrainian there are more types of one-member sentences.
19. Most of English complements and adverbial adjuncts have no fixed position in the word-group.
20. In English restrictive attributive clauses are more tightly connected with the main clause than in Ukrainian and are not separated by a coma.
21. There is much common in the nature and structure of the composite sentence in English and Ukrainian.
22. Compound coordinate sentences are more spread in Ukrainian.
23. Complex sentences may be two-member (subordinate clause is not part of the main clause) and one-member (subordinate clause is part of the main clause) in both contrasted languages, but English has more one-member complex sentences than Ukrainian.
24. English object clauses are more tightly connected with the main clause and are never separated by commas.
25. Two-member sentences have a larger quantitative representation of structural types in English.



**Task 3. Identify what language English or Ukrainian has the following features:**

1. In ... the prepositional object and the indirect object can be the subject of the passive construction.
2. In ... subjectless sentences are widely used.
3. In ... the subject may be a syntactical word-morpheme, a gerund or a complex.
4. Word order in ... is of much greater importance than in ....
5. Binary (S – P) sentence structures are more characteristic of ...; they are represented by a larger variety of paradigmatic subtypes than in ...
6. Inversion in ... is a much more expressive means of the language than that in ....
7. One-member sentences have a larger quantitative representation of structural types in ....

**Task 4. Divide the word-groups listed below into three sets: coordinate, subordinate, predicative:**

*a book and a pencil; a cold winter day, to sing merrily, rose garden, very well, fond of books, glad to see, time to go, her singing, прочитати листа, голосно і весело сміятися, шумлять лани, вибір твору, питання праці й заробітку, бажання знати, читати книжку.*

**Task 5. State the type of subordination (agreement, government, adjoinment) in the following word-groups:**

Look at me, depends on me, a black cover, his answer, speak loudly, those people; літній ранок, підготовка до іспиту, зручно для всіх, радісна звістка, мої увялення, завершити вчасно.

**Task 6. Distinguish definite personal, indefinite personal and impersonal sentences:**

1. You cannot eat your cake and have it.
2. It was getting darker and darker.
3. Can you give me a light?
4. Той монастир недавно збудували.
5. Забуду моря віщий шум чи юнь, даровану роками.
6. Світлішає.

**Task 7. Define the type of the subordinate clauses in the following sentences:**

1. There is nothing for me to say except that I know nothing about it. 2. It occurred to me that perhaps he thought I could not face it. 3. Poets are people who despise money except what you need for today. 4. He did not want to lose her whatever she might think. 5. Once they reached the open country, the car leapt forward like a mad thing. 6. Поки він їв, він розповідав нам про те, що трапилося. 7. Тільки-но ми зайшли в кімнату, як почалася злива.

**Task 8. Define the type of the composite sentences:**

Хто щастя взяв у лютій боротьбі, той може захистить його в бою. 2. Зима без снігу – літо без хліба. 3. Місяць на небі, зіроньки сяють, тихо по морю човен пливе. 4. Вже червоніють помідори, і ходить осінь по траві. 5. Вже вони й повечеряли, а сата матір не втомилась, слухаючи свого гостя дорогого. 6. Чи довго плив Еней, не знаю... 7. Коли весело живеться, до роботи серце рветься. 8. As we approached the George Washington Bridge, I saw a thunderstorm over the city. 9. It

was one o'clock by my watch when we landed. 10. There was once a king who was so ill that it was thought impossible his life could be saved.

**Task 9. Arrange the words given in the correct order to make up sentences.**

1. let / to / my parents / all-night parties / don't / go / me.
2. of the puppy / us / all / smile / behavior / the / made.
3. so her father / ring / bought / for her / the / Martha liked / it.
4. for long / wouldn't like / I / remain / to / a shop-assistant.
5. provided / all letters / please / in the files / put.
6. brought / the team / Patricia / all her experience.
7. brought / to the team / Patricia / all her experience.
8. has become / very / a / good-looking / the secretary / woman.
9. named / Steven / their first child / the Smiths.
10. to stand up / when / enters / he / students / expects / the teacher / the classroom.
11. a / the coach / new / recommended / trying / programme / first.
12. into the drawer / amazing / she placed / crystal / ball / the / carefully wrapped.
13. has been elected / new / the USA / Barak Obama / of / President / the.
14. favourite Chinese vase / the / broke / portrait / Aunt Jessie / our / of.
15. can / cheap / camping / we / stay / a / or / in / go.

**Task 10. Each sentence below contains a mistake. Find and correct it.**

1. The smell of meat cooking drives absolutely mad my dog.

2. Our friends kindly helped move us our fridge into the new flat.
3. Steven didn't believe Michelle when he told her he was going on a long business trip again.
4. It is well-known that memory improves learning new words.
5. The cat was chasing the dog and finally drove it on a tall tree.
6. Please leave in the cloak-room your clothes before entering the assembly hall.
7. The army officer granted to the civilian's car access.
8. The administration recommends that you keep safe your belongings by leaving them in the lockers.
9. The winners proudly showed to their fans their prize.
10. The assistant manager eagerly explained us the problem.

**Task 11. Translate into English.**

1. Познайомтесь! Це пані Оксана, чия донька працює у видавництві.
2. Ось готель, в якому зазвичай зупиняються знаменитості.
3. Ось вікно, котре було розбите минулого тижня.
4. Пані Гантер, яка працює у відділі кадрів, отримала підвищення.
5. Він захоплюється полюванням. Як і його дідусь. (So does his ...)
6. Діти не люблять рибу. Як і я.
7. Мені не сподобалась вечеря у ресторані вчора. – Мені також, вона була пересмажена.
8. Йому хтось зателефонував. Саме тому він покинув вечірку так рано.
9. Все, що мені потрібно – це побути насамоті. (What I need is...)
10. Це була така складна тема, що діти не одразу зрозуміли її.
11. Тобі не слід гаяти так багато часу, інакше ти провалиш іспити.
12. Ти говориш так швидко, що я й половини не розумію.
13. Вони часто запізнюються через затори на дорозі.
- 14.

Оскільки підійшов кінець навчального року, студенти почали планувати свої канікули. 15. Як тобі вдається так мало спати і так добре виглядати.

## ASSIGNMENTS FOR SELF-CONTROL

### **Task 1. Establish and compare distributional patterns of the English and Ukrainian verbal collocations:**

1. I like going on horseback vs. Я люблю їздити верхи. 2. Promotion goes by length of service vs. Просування по службі визначається стажем. 3. He had to fly the country vs. Йому довелося тікати з країни. 4. It came of being careless vs. Це сталося через необачність. 5. She was bowed with shame vs. Вона потупила очі від сорому. 6. They deceived him into giving them his money vs. Вони обманом змусили його віддати їм гроші. 7. I feel nothing intensely vs. Я сприймаю все спокійно. 8. All facts were laid before the committee vs. Комісії було представлено всі факти. 9. We read the telegram by code vs. Ми прочитали телеграму за допомогою коду. 10. He was taken to be smart vs. Його вважали розумним.

### **Task 2. Translate the sentences into Ukrainian, paying attention to the cases of conversion:**

1. The waiter smiled politely as he handed my bill to me. 2. The child dogged me with her questions for the rest of the days. 3. The guests were eyeing the food and drink. 4. He carefully pocketed his change. 5. He's ratted on us. 6. My brother was wolfing biscuits while he watched TV. 7. Ask the fishmonger to bone the fish for you. 8. John Travolta starred with a baby in the film 'Look Who's Talking'. 9. He squared his shoulders and took a deep breath. 10. We downed three enemy planes with our missiles.

**Task 3. Establish the contextual and dictionary meanings of the italicized words. Translate the sentences into Ukrainian:**

1. He does all our insurance examining and they say he's some doctor. 2. We tooted the car into the street and eased it into the ruck of folks. 3. He inched the car forward. 4. He sat with the strike committee for many hours in a smoky room and agonized over ways and means. 5. When the food came, they wolfed it down rapidly. 6. "Don't be an idiot,Bill. Things are happening". 7. He seemed prosperous, extremely married and unromantic. 8. We drifted into a sort of understanding, I suppose I should call it an engagement. 9. "What do you think?" The question pops their heads up. 10. Betty loosed fresh tears.

**Task4. Identify the opposite sex of the English male living beings. Translate them into Ukrainian to show sex differentiation.**

	English	
Ukrainian		
Male	Female	Masculine
Feminine		
Bachelor	_____	_____
_____		
Granddad	_____	_____
_____		
Gentleman	_____	_____
_____		
King	_____	_____
_____		

Monk

\_\_\_\_\_

\_\_\_\_\_

Mr

\_\_\_\_\_

\_\_\_\_\_

Husband

\_\_\_\_\_

\_\_\_\_\_

Sir

\_\_\_\_\_

\_\_\_\_\_

Uncle

\_\_\_\_\_

\_\_\_\_\_

Son

\_\_\_\_\_

\_\_\_\_\_

**Task 5. State which case forms of the nouns express the meanings a) of the agent; b) of the instrument; c) of the addressee; d) of the accusative relations; f) of the objective relations in the following sentences in Ukrainian. Translate them into English. Are semantic relations pertained?**

1. Мотрі хотілося молитися до сонця (Леп.). 2. Стояла зима. Кілька днів мело колючим снігом. Потім стихло. Ударили морози (Коз.). 3. Прісною прохолодою повіяло з лісу (Ст.). 4. Платона лихоманило і заливало потом (Довж.). 5. За що ж тебе, брате, у своїй хаті оковано, одурено й розіп'ято? (Т. Ш.). 6. У великій, розкішно вбраній килимами хаті, зігнувшись над столом, сидів товариш прокурора (Мир.). 7. Такої дивної отрути я ще ніколи не пила (Кост.). 8. Митцю не треба нагород ... (Кост.). 9. Хлопець то червоніє, то біліє, він тремтячою рукою тре чоло (Грінч.). 10. Не смійся з другого, щоб



тобі не було того (Нар. тв.). 11. Бджоли перемовляються танцем, у них немає мови (Гур.). 12. Деся по обіді через відкрите вікно до нього долинуло гурчання мотора і враз стихло (Цюпа). 13. І не легко на чужині воскресити віру у людини (Мал.). 14. Крики, оплески не вщухали. Він раптом підніс руки до обличчя, закрив лице і вибіг залаштунки (Башт.). 15. Один колись домовика бачив у стайні, іншому привиділась при місяці русалка під вербою (Н.Лев.). 16. Де багато крику, там мало роботи (Нар. тв.). 17. Згаяного часу нічим не доженеш (Нар. тв.). 18. Завдяки райдузі небо і земля поєдналися (Гонч.). 19. У веселих турботах табірною життя дні минали швидко (Багм.).

**Task 6. Rewire the sentences using nouns in the possessive case where possible. Translate the restructured sentences into Ukrainian and arrange them into the following groups of possessivity building patterns:**

a) possessive adjectives; b) relative adjectives; c) genitive case form of the nouns.

1. I can see the bottom of the box. \_\_\_\_\_
2. That's the decision of the committee. \_\_\_\_\_
3. It's the fault of no one. \_\_\_\_\_
4. This is a copy of the poetry of Keats. \_\_\_\_\_
5. That's the leg of the table. \_\_\_\_\_
6. Where's the key of the car? \_\_\_\_\_
7. That's the bell of the village church that you can here. \_\_\_\_\_
8. These are the stables of the horses. \_\_\_\_\_
9. I've just received the salary for two months. \_\_\_\_\_

10. We were married in the church named after to St Andrew.

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**Task 7. Translate into English using the possessive nouns, of phrases, nominal word combinations.**

1. Учорашні телевізійні новини були невтішні. 2. Діти були втомлені після триденного походу. 3. Ті звички Джека дратують кожного. 5. Давид провів два тижні у містера Пеготі. 6. Від'їжджаючи на канікули, хлопчик нічого не знав про майбутні заручини матері. 7. У присутності свого чоловіка мати боялася приголубити сина. 8. Щойно відзнятий фільм про війну претендує на премію "Оскар". 9. Іграшкова фабрика розпочала виробництво дитячих візочків. 10. Ніжки стола були нерівні, й він хитався. 11. Двогодинна затримка вильоту, здається, не позначилась на настрої пасажирів. 12. Усе літо діти провели у тітки. 13. На дні пляшки зібрався ледь помітний осад. 13. Місячне світло лилось крізь віття дерев. 14. Ми випадково зустріли братову дружину моєї колеги. 15. У день іспиту ніхто із студентів не нервував.

**Task 8. Translate into English. Mind the correct use of the articles with the proper names.**

1. Ірландія острів чи континент? 2. Уральські гори вищі, ніж Альпи, чи не так? 3. Хто населяє Європу? 4. У яких країнах розмовляють німецькою? 5. Волга довша, ніж Темза? 6. Яка мова важча, китайська чи японська? 7. Турки, араби, афганці, індійці, китайці, японці населяють Азію. 8. Монголія така ж за величиною, як Канада? 9. Фінляндія, Норвегія, Швеція, Данія розташовані у північній Європі. 10. Де розташовані Великі озера? 11. На якому

континенті пустеля Гобі? 12. Він вважає себе американцем, хоча батько — поляк, а мати родом з Італії. 13. На Північному полюсі не так холодно, як на Південному, хоча тут буває півроку ніч, а півроку можна бачити північне сяйво. 14. Велика Британія — острівна країна, яка відділена від Франції протокою Дувр. 15. Африка відділена від Австралії Індійським океаном.

**Task 9. Translate the following expressions with partitives into Ukrainian.**

A cube of ice; a ball of string; a jar of jam; a bag of flour; a period of calm; a spell of work; an army of unemployed; a bunch of parsley; a set of cutlery; a swarm of bees; a board of directors; a flock of sheep; a drop of water; a meter of cloth; not a grain of truth; a pile of logs; scraps of conversation; a touch of mockery; a mountain of debts; a blob of wool; a morsel of cheese; not a shred of evidence; a speck of dust; a trace of anger; a wave of heat; a touch of garlic; a pinch of salt.

**Task 10. Put these back into English using a partative.**

Спалах блискавки; клубок ниток; вуглинка; ні йоти довіри; віхтик паперу; подих вітру; столова ложка меду; рада директорів; напад гніву; жбан молока; горнятко сметани; рій бджіл; ключ журавлів; зграя вовків; косяк риб; табун коней; стадо худоби; родина коралів; низка намиста; гроно винограду; пасмо волосся; крихта хліба; брила чорнозему; купа сміття; плитка шоколаду; пучка кропу; гуркіт грому; щіпка солі; вияв ревнощів; присмак коріанду.

**Task 11. Use one and the same verbal stem in the gaps of the pairs of sentences to form the-ed or -ing adjective.**

1. Books \_\_\_\_\_ out of the library must be returned within three weeks. People \_\_\_\_\_ books out which haven't been stamped will be banned.

2. The film, \_\_\_\_\_ by Stephen Spielberg, is expected to be a great hit. Power stations \_\_\_\_\_ enough energy to supply several towns are soon to be built on the south coast.

3. Crops \_\_\_\_\_ under glass mature more quickly than those in the open. Farmers \_\_\_\_\_ such crops can therefore catch the early markets.

4. I stared at the canvas for ages, \_\_\_\_\_ the artist's skill and eye for detail. Swiss watches, \_\_\_\_\_ for their elegance and precision, are sold throughout the world.

5. The escaped prisoner, \_\_\_\_\_ hiding in the barn, was today taken back to prison. Many old people, \_\_\_\_\_ that their savings have been eaten into by inflation, are having difficulty in making ends meet.

6. I fell on the ice, \_\_\_\_\_ my arm. Three people, \_\_\_\_\_ when their car crashed on the M, were taken to hospital.

7. Whales, \_\_\_\_\_ for their valuable oil and meat, are in grave danger of extinction. Thousands of people went shopping in the sales today, \_\_\_\_\_ for a bargain.

8. People \_\_\_\_\_ to work on the A 267 from Stafford to Blabby should beware of roadworks just outside Beaton where there are hold ups. The first train, \_\_\_\_\_ by steam, was called Stephenson's Rocket.

9. There was a robbery at the Simpson's jeweler's today. Police are looking for a man \_\_\_\_\_ going into the shop just before the robbery took place. You can pay the bill, \_\_\_\_\_ that you are the one with all the money.

10. We took a shortcut, \_\_\_\_\_ three hours on our journey time. A baby \_\_\_\_\_ from drowning by a quickthinking teenager is making good progress, and will be allowed home soon.

**Task 12. Refer the following adjectives to one or two of the indicated groups.**

*adj. + for adj. + of adj. + with adj. + to adj. + about*

Ashamed, late, disappointed, eager, excited, fond, nervous, afraid, worried, pleased, full, happy, satisfied, different, tired, famous, bored, fed up, nice, helpful, generous, mean, brave, honest, intelligent, sensible, responsible, careless, stupid, rude, polite, wrong, convenient, willing, anxious, impatient, advisable, awful, safe, ready, dangerous, terrible, essential, responsible, angry, annoyed, sorry, fit, capable, typical, similar, aware.

**Task 13. Translate the following word combinations into English using the required prepositions or none.**

Боятися павуків; пишатися своєю родиною; шкідливий для здоров'я/очей; відомий архітектурною пам'яткою; бути схожим на прадіда; відповідати за власні вчинки; схвильований з приводу поїздки до Греції; бути вправним у спорті; відрізнитися від інших дітей; заздрити одногрупникам; звиклий до ранкових прогулянок; залежний від батьків; розчарований результатом екзамену; гніватися на товариша за його байдужість до політики; зосереджений на аналізі фактів; суворий з підлітками; позбавлений права голосу; упереджене ставлення до емігрантів; стомлений чеканням новин.

**Task 14. Arrange the adjectives into four groups according to their meanings. Make up word combinations with them.**

1 big (physical size)    2 silly    3 surprising/ impressive    4 painful

a) ludicrous                      i) laughable                      q) preposterous

b) excruciating                    j) astounding                      r) agonizing

- |               |               |               |
|---------------|---------------|---------------|
| c) pathetic   | k) unbearable | s) dazzling   |
| d) staggering | l) immense    | t) stupendous |
| e) huge       | m) gigantic   | u) vast       |
| f) absurd     | n) enormous   | v) colossal   |
| g) ridiculous | o) tremendous | w) brainless  |
| h) giant      | p) stunning   | x) fabulous   |

Match each adjective in the word combinations with its opposite choosing from the suggested list. Differentiate between the literal and metaphoric meanings of the adjectives.

**Task 15. Match A and B columns to compose word combinations of litotes. Pick up Ukrainian equivalents of them.**

- |                    |          |
|--------------------|----------|
| as blind as a ...  | brass    |
| as bold as ....    | button   |
| as bright as a ... | bat      |
| as cheap as ...    | bell     |
| as clear as ...    | cucumber |
| as cool as a...    | fiddle   |
| as deaf as a ...   | post     |
| as dry as ...      | life     |
| as easy as ...     | dirt     |
| as fat as a ....   | dust     |
| as free as a ...   | pig      |
| as hard as ...     | bird     |
| as keen as ...     | houses   |
| as large as ...    | rain     |

as mad as ...	lightning
as pleased as ...	picture
as pretty as a ...	hatter
as quick as ...	Punch
as right as ...	mustard
as sound as a ...	nails
as safe as ...	pie
as old as ...	crystal
as light as ...	snow
as white as ...	feather
as clear as ...	hills

**Task 16. Render the idea of Ukrainian litotes into English.**

Чистий як сльоза; мудрий як змія; сильний як лев; малий як гірчичне зерно; солодкий як мед; холодний як лід; гострий як ніж; голодний як вовк; невтомний як бджілка; лагідний як мама; схожі як дві краплі води; хитрий як лис; повільний як черепаха; незграбний як ведмідь; глухий як тетеря; радий як слон.

**Task 17. Translate into English using reflexive or personal pronouns.**

1. Пригощайтесь! 2. Я також приготую собі чашечку кави. 3. Поводься належним чином. 4. Лише дехто з нас знав реальні факти. 5. Настрій може впливати на сам організм. 6. Надішліть нам листівку, щоб ми знали, як ви там. 7. Вона насилу змусила себе змовчати. 8. На першій сторінці помістили аналітичну статтю, написану самим редактором. 9. Він і сам невисокої думки про неї. 10. “Побудь ще біля мене”, кволим голосом благало дитя. 11. Бешкетники не знали, де

сховатися і причаїлися за платтяною шафою. 12. У голосі тієї дівчини було щось таке, що навіювало йому спогади свого дитинства. 13. Ти сам сплів ці корзини? 14. Стежина вела до самого лісу. 15. Вона вагалась хвилю, а потім сіла поряд з ними. 16. Зроби сам. 17. Вони купили собі нове приміщення під офіс. 18. Відрекомендуйтеся. 19. Хлопчина вхопив вогнегасник і сам загасив вогонь. 20. Дитина впала на каміння і вдарилася. 21. А що кохання, як і воно саме згасає.

**Task 18. Fill in each of the numbered blanks with one of the words listed.**

*All, whole, none, no, both, neither, either.*

Life has slowly changed for the 1... of our family. We were 2... very close once, my wife and I and our two daughters. Aged eleven and twelve, they were 3... angles, keen, enthusiastic, communicative, 4... of them, nearly 5... the time. When we meet up nowadays 6.... of us feels that comfortable. Oh yes, there are a few moments when we 7... hug and ask each other for an update. Then when we 8... sit down to either lunch or dinner— 9... of my daughters seems very keen to eat at the same time as us anyway — 10.. of us seems to have that much to say. 11.... my daughters resent questions about their activities and I can't ask 12... of them about their current boyfriends without 13.... of them ganging up on me and telling me to be quiet. On the 14.. , I find eating while watching a soap with them the best way out. 15 ... of the girls seems at all interested in what 16... my wife or I is doing. 17... I can say is that life was much easier and more comfortable when 18... of them could utter anything more than “goo goo” and “da da” and 19... my wife and I could settle down for a meal



without feeling strangers in our own home. I suppose that time and tide wait for 20...man.

**Task 19. Translate into English. Consider the ways of rendering Ukrainian ordinal numerals into English.**

На 22-й сторінці; 33я річниця; у 5-му ряду на 17-му місці; 1 000 000-й житель; у 1967-му році; у 324-й аудиторії; 31-го травня; на 4-му тижні посту; за 32-градусної спеки; у XIII столітті; перше кохання; 100 000-й натовп; король Генріх VIII; народитис 05.07.1967 року; одна четверта прибутку; три четвертих метра полотна; запланований на 3-й день подорожі; у 30-х роках XX століття; на одинадцятому поверсі; першокурсники; п'ятикласники; перша половина другого тисячоліття; 16-й пункт програмимайстер 6-го розряду; вчитель 1-ї категорії; 30 000й загін добровольців; третя година ночі; за 25 хвилин сьома; об 11-й годині вечора; з першого погляду.

**Task 20. Translate into English.**

1. Він не міг не погодитися. 2. Перевдягнувшись, вона спустилася до їдальні. 3. Важко втрачати друзів. 4. Він планує почати обговорення. 5. Він і думати не міг про те, щоб залишити її саму. 6. Сховавшись, вона все чула. 7. Увімкнувши світло, вона закрила штори. 8. Він ризикував, коли відкрив ящик, залишений невідомо ким. 9. Він відірвався від книжки, аби подивитися, хто увійшов. 10. Він стояв збентежений, не вірячи власним очам. 11. Впізнавши його, вона привіталася. 12. Одягнувши окуляри, він взявся до роботи. 13. Було приємно почути від нього похвалу. 14. Готуючи обід, вона позирала на годинник. 15. Вона нічого не робить, не

порадившись. 16. Прогулюючись, вони розмовляли про дрібниці. 17. Він почав говорити лише тоді, коли усі замовкли. 18. Вона пішла до кабінету, попросивши не турбувати її. 19. Закінчивши вивчення доповіді, він зробив висновки. 20. Жаль, що він пропустив прем'єру.

## TESTS FOR SELF-CONTROL

### True or False

1. Typology aims at establishing similar general linguistic categories to classify languages of different types, irrespective of their genealogical relationship.  
a) true;    b) false
2. August Schlegel is considered to be the founder of Typology.  
a) true;    b) false
3. W. Humboldt grouped all known to him languages into four classes: the isolating languages, the agglutinative languages, the flexional languages and the incorporating languages.  
a) true;    b) false
4. The “family tree” theory was introduced by F. Bopp, who thought of language as an organism which could grow and decay, and whose changes could be analyzed using the methods of the natural sciences.  
a) true; b) false
5. E. Sapir was the first to treat a language material as a system.  
a) true; b) false

6. The aim of Typological Phonology is to identify and investigate the isomorphic and allomorphic features in the system of speech sounds in Ukrainian and English.

a) true; b) false

7. Utterance stress can be in the contrasted languages of two types: logical stress and emphatic stress.

a) true; b) false

8. The functions of phonemes in all languages, including English and Ukrainian, are common.

a) true; b) false

9. Intonation as well as word-stress belongs to segmental means of language.

a) true; b) false

10. Compression represents a syntactic process which is closely connected with reduction and with the secondary predication complex. It exists only in English.

a) true; b) false

11. Ellipsis as a syntactic process performs in English and Ukrainian languages absolutely identical functions.

a) true; b) false

12. Primary predication finds its realization between the subject and predicate in any two-member sentence of any paradigmatic form or structural type.

a) true; b) false

13. August Schlegel's classification of languages was based on the morphological syntactical principle.

a) true; b) false

14. Synthetic type of syntactic connection in the word group is dominant in English and less common of Ukrainian.

a) true; b) false

15. In Ukrainian the CCV type syllable is less occurant than in English.

a) true; b) false

16. The number of inflexions in English is smaller than that in Ukrainian because the syntactical relations are expressed analytically.

a) true; b) false

17. Isomorphic in the English and Ukrainian vowel systems are quantitative and qualitative features of vowels.

a) true; b) false

18. Palatalization is one of the most distinguishing features of English and Ukrainian.

a) true; b) false

19. Representation is a particular process of syntactic substitution alien to the English language.

a) true; b) false

20. Inflexional morphemes in the contrasted languages express different morphological categories.

a) true; b) false

**Fill in the gap:**

1. Free or root morphemes are lexically and functionally ... on other morphemes. Completely allomorphic, pertained only to the ... language is the formation of plural number by way of sound interchange.

2. The inner means of nomination include:.....

3. O. Isachenko investigated the Slavonic languages on their ... representation of vowels and on the musical accent in words and on the existence or non-existence of ... consonants.

4. ... was the first who treated a language material as a system.

5. The “family tree” theory (Stammbaumtheorie) was introduced by the German linguist ..., who thought of language as an organism which could grow and decay, and whose changes could be analyzed using the methods of the natural sciences.

6. ... is considered to be the founder of Typology.

7. E. Sapir suggested the following criteria for language typology:  
...

8. Meshchaninov’s syntactical typology of languages includes three classes: ...

9. Supra-segmental means together with segmental means form the ... level of language.

10. In inflexional languages words can take ... morphemes.

11. The number of the main articulatory zones in English is ... .

12. Some linguists are of the opinion that the category of ... in English is blended with the category of Tense, others think that it is presented by the opposition of Continuous and non-Continuous Tense Forms.

13. Universals common to all languages are called ... .

14. The names of vessels and vehicles are usually associated with ... gender.
15. As for the sentence-structure inflexional languages are marked by ... word order.
16. The main functions of the phonemes in English and Ukrainian are ... .
17. Isolating languages are characterized by ... word order, no agreement and there is
  18. no opposition of parts of speech.
  19. Sounds in speech are called ... and they may be the manifestation of one and the same phoneme.
  20. In agglutinative languages words can take only ... morphemes.

**Continue the statements:**

1. The basic notions of Typology are ... .
2. Language Type is ... .
3. Isomorphism is ...
4. Allomorphism is ... .
5. Model Language is ... .
6. Syntagma (sense-group) or intonation-group is ...
7. Language type (by Arakin) is ... .
8. Agglutination is ... .
9. Apposition is ...
10. Word formation is ... .

**Multiple choice:**

1. As to the morphological structure, particles in the contrasted languages may be:

- a) simple, derivate and compound;
  - b) simple and compound;
  - c) simple and derivate.
2. W. Humboldt grouped all languages into:
- a) isolating, agglutinative, flexional and incorporating languages;
  - b) isolating, agglutinative and incorporating languages;
  - c) agglutinative, flexional and incorporating languages
3. Morphological categories in English are expressed ... .
- a) synthetically;
  - b) analytically;
  - c) both synthetically and analytically.
4. Affixal or derivational word-formation in English and Ukrainian includes:
- a) suffixal, prefixal and combined word-formation;
  - b) suffixal and prefixal word-formation;
  - c) combined word-formation
5. English and Ukrainian functionals ...
- a) differ slightly;
  - b) differ considerably;
  - c) are absolutely identical.
6. Gender-denoting suffixes can be found in ...
- a) Ukrainian;
  - b) English;
  - c) English and Ukrainian
7. Falling-Rising terminal tone is typical of:
- a) English statements;

- b) Ukrainian statements;
  - c) English and Ukrainian commands
8. In Ukrainian adjectival word groups the location of the adjunct is:
- a) free;
  - b) fixed;
  - c) governed
9. Compound sentences in English and Ukrainian ... .
- a) have different semantics;
  - b) have different structure;
  - c) are structurally and semantically identical.
10. Linking verbs ... are used to form a verbal, nominal or mixed-type compound predicate.
- a) in both languages;
  - b) only in English;
  - c) only in Ukrainian
11. Compound sentences consist of:
- a) the main clause and subordinate clause
  - b) the main clause and extended clause
  - c) equal subordinate clauses
12. Juxtaposition as a form of compounding is ... .
- a) more typical of English than Ukrainian;
  - b) not to be found in Ukrainian;
  - c) a language universal
13. CCC type of syllable ... may occur
- a) in English;



- b) in Ukrainian;
- c) is not available either in English or in Ukrainian.
14. Gender-denoting suffixes can be found in ... .
- a) Ukrainian;
- b) English;
- c) English and Ukrainian
15. Regularities characteristic of all or the majority of all languages are called ... .
- a) language type;
- b) language universals;
- c) absolute universals.
16. Since present-day English is mainly analytical by its structure, the predominant means of its grammatical connection in word-groups are ... .
- a) syndetic (prepositional) and asyndetic (syntactic placement);
- b) only syndetic;
- c) only asyndetic
17. Typology studies ... .
- a) non-kindred languages;
- b) kindred languages;
- c) types of languages and language structure types.
18. The number of diminutive noun-forming suffixes in Ukrainian is ... in English.
- a) the same as;
- b) much greater than;
- c) less than

19. Gender-denoting suffixes can be found in ... .

- a) English;
- b) Ukrainian;
- c) English and Ukrainian.

20. In English syndetic and asyndetic connection is observed ...

word groups.

- a) in verbal, adjectival, numerical, pronominal, adverbial and stative;
- b) only in verbal;
- c) in verbal and adjectival

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**Наталія Фрасинюк**

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