

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
Запорізький національний технічний університет

Методичні вказівки до практичних (семінарських) занять  
з дисципліни  
“Порівняльна грамати́ка англійської та української мов”  
для студентів ІІІ курсу галузі знань 0203 Гуманітарні науки, напряму  
6.020303 “Філологія”  
з подальшим навчанням за спеціальністю 7.02030304 “Переклад” усіх  
форм навчання

2014

Методичні вказівки до практичних (семінарських) занять з дисципліни “Порівняльна грамати́ка англійської та української мов” для студентів ІІІ курсу галузі знань 0203 Гуманітарні науки, напряму 6.020303 “Філологія” з подальшим навчанням за спеціальністю 7.02030304 “Переклад” усіх форм навчання / Укл. : М. О. Кузнецова. – Запоріжжя : ЗНТУ, 2014. – 78 с.

Укладач: М. О. Кузнецова, к.філол.н., старший викладач

Рецензент: Е. О. Куш, к.філол.н., доцент

Відповідальний  
за випуск: М. О. Кузнецова, к.філол.н., старший викладач

Затверджено  
на засіданні кафедри “Теорії та практики перекладу”

Протокол № 2 від 30.09.2014

Затверджено  
на засіданні Навчально-методичної комісії Гуманітарного факультету

Протокол № 3 від 02.10.2014

## CONTENTS

|                  |                                                                                                                       |    |
|------------------|-----------------------------------------------------------------------------------------------------------------------|----|
| <i>Seminar 1</i> | Contrastive Typology, its Aim, Basic Notions and Methods                                                              | 4  |
| <i>Seminar 2</i> | Parts of Speech. Criteria of Distinguishing. Typological features of the Noun                                         | 13 |
| <i>Seminar 3</i> | Typological characteristics of English and Ukrainian Adjectives, Numerals and Pronouns                                | 21 |
| <i>Seminar 4</i> | Typological Characteristics of the English and Ukrainian Adverb                                                       | 30 |
| <i>Seminar 5</i> | Typological Characteristics of the English and Ukrainian Verb.                                                        | 34 |
| <i>Seminar 6</i> | Typological characteristics of English and Ukrainian functional words                                                 | 45 |
| <i>Seminar 7</i> | Basic syntactic notions. Word-Groups / Phrase in English and Ukrainian. Types of Word-Groups in English and Ukrainian | 55 |
| <i>Seminar 8</i> | The Sentence. Types of sentences in English and Ukrainian                                                             | 64 |
|                  | Questions for self-control                                                                                            | 70 |
|                  | RECOMMENDED LITERATURE                                                                                                | 72 |
| Appendix A       | Типологічний паспорт «англійська мова»                                                                                | 75 |
| Appendix B       | Типологічний паспорт «українська мова»                                                                                | 76 |
| Appendix C       | Families of languages in the world today                                                                              | 77 |

## Seminar 1

### CONTRASTIVE TYPOLOGY, ITS AIM, BASIC NOTIONS AND METHODS

#### Plan

1. Subject and aims of contrastive typology.
2. Methods of contrastive typology.
3. A Short Historical Outline of Typological Investigations

#### BASIC NOTES

Contrastive typology as a branch of linguistics employs some terms and notions of its own. The principal and the most often occurrent of them are as follows:

(1) absolute universals (абсолютні/повні універсалії), i.e. features which are common to any languages of the world, cf. parts of speech, parts of the sentence etc.;

(2) near universals (неповні/часткові універсалії), i.e. features which are common to some languages under typological investigation;

(3) metalanguage (метамова), i.e. the language in which analysis of contrasted languages is carried out;

(4) typologically dominant features (типологічні домінантні), i.e. features dominating in one/some/all the contrasted languages and predetermining its structural type as analytical or synthetic;

(5) typologically recessive features (типологічно рецесивні), i.e. features losing their former dominant role; cf. case forms in English or dual number forms of some nouns in Ukrainian;

(6) isomorphic features (ізоморфні), i.e. common features, observed in all the compared languages; cf. categories of number, person, tense, parts of speech.

(7) allomorphic features (алломорфні), i.e. divergent features, observed in one language and missing in others; cf. analytical verb forms in English;

(8) typological constants (типологічні константи), i.e. features which are contrasted. The main typological constants of the English and Ukrainian morphology are: 1) morphemes; 2) parts of speech; 3) morphological categories of the parts of speech.

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 (порівняльна типологія), as the notion itself reveals it, represents a linguistic subject of typology based on the method of comparison or contrasting. Like typology proper, which has been practised, contrastive typology also aims at establishing the most general structural types of languages on the basis of their dominant or common phonetical/phonetic, morphological, lexical and syntactic features. Apart from this contrastive typology may equally treat dominant or common features only, as well as divergent features/ phenomena only, which are found both in languages of the same structural type (synthetic, analytical, agglutinative, etc.) as well as in languages of different structural types (synthetic and analytical, agglutinative and incorporative, etc.).

The number of different languages which may be simultaneously subjected to typological contrasting at a time is not limited and is always predetermined by the aim pursued. The latter may be either theoretical or practical and involve the investigation of common or both common and divergent features/phenomena in the corresponding planes/aspects of the contrasted languages. The typological study of such features/ phenomena, which usually represent certain regularities in the structure of different languages may be facilitated (or made more difficult) by the existence or absence of some results hitherto obtained in the languages concerned for some other purpose and by means of other methods of linguistic investigation.

Contrastive typological investigations may be focused on various linguistic phenomena ranging from separate signs of the phonetic/phonological, morphological, lexical or syntactic plane up to several languages. Any of these signs, features/phenomena or separate languages may be contrasted either synchronically or diachronically. But whatever the language features/phenomena or the planes/aspects to which they belong, and irrespective of the number of languages involved, the final 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.

Contrastive typological investigations are carried out with the help of some methods. The main one is the *contrastive (comparative) method*. The main aim of the contrastive method is to establish isomorphic and allomorphic, dominant and recessive features of the languages compared and drawing conclusions as to their structural types.

Comparing is done on the basis of deduction and induction.

*Inductive method* draws on the empirical facts: scientists observe the facts, make conclusions and verify these conclusions by more facts. Practically, this method needs no verification since the investigated phenomena were already proved by preceding generations of researchers.

*Deductive method* presupposes making conclusions on the basis of logical calculations which suggest all theoretically admissible variants of realization of a certain feature in contrasted languages and consequently need verification.

*The (ICs) immediate constituents method* is employed to contrast constituent parts of the language units. At the morphological level the ICs method helps determine morphemic structures of the words of the languages compared; cf. the nouns in-nova-tion-s and репе-нанп-yr-a consist of 4 ICs. Method of oppositions is used to establish grammatical categories.

*The transformational method* is more often employed than the ICs method. Also it is more helpful when identifying the nature of some language unit in a contrasted language. Its reliability is clearly proved through translation, which is always the best transformation of any language unit. The transformational method is employed: a) to identify the nature of a language unit in the source language or in the target language. b) to reveal the difference in the form of expression in the contrasted languages.

4. Many European scientists as early as the 17th and 18th centuries had pointed to the existence of some common (mainly lexical) features in different languages (I. Komensky, W. Leibnitz). This idea came to being especially in the minds of the first Europeans who had visited India in the 16th and 17th centuries. They were often struck by the great similarity in the lingual form (sounding) and meaning of a number of common words like *mother, brother, sister*, etc. Strange as it might seem at first glance, but there exists an indisputable linguistic testimony to some closest contacts between our prehistoric Ukrainians and Indian Arians (арійці).

This was noticed already by Krasuskiy M. (1880) and by our Kharkovite and Kyivan Indologists P. Richter and O. Barannykov (20s - 30s of the 20th century), who pointed to many Sanskrit words being of common, approximately the same or absolutely the same lingual form (sounding). Even a quick glance at a short list of several nouns, verbs, numerals and other parts of speech below leaves no doubt whatsoever of their being once of genealogically common source of origin. This can be easily seen from many Sanskrit words having common root and very similar or identical lingual form expressing one and the same meaning in Ukrainian. For example, Nouns: *матар* - *матір/mother*, *девар* - *дівер/brother-in-law*, *брат* - *брат/brother*, *свасар* - *сестра/sister*, *свасура* - *свекор/ father-in-law*, *відгав* - *вдова/widow*, *юван* - *юнак (юний)/young*, *гріва* - *шия/neck*, *нас* - *ніс/nose*, *пада* - *п'ята/heel*, *стана* - *груди/ breast*, *мурдган* - *голова (cf. морда)/head*, *мус* - *миша/mouse* and many other nouns. Adjectives: *нава* - *новий/new*, *крішна* - *красний, гарний/beautiful*, *рудгіра* - *червоний (cf. рудий)/red*, *сукта* - *сухий/dry*, *лаггу* - *легкий/ light*, *нагна* - *голий/нагий/nude*, etc. Pronouns: *Ту* - *ти/you*, *свій* - *свій/one's*, *твій* - *твій/your*, *мамака* - *мій/my*, *катара* - *котрий/which*, *ка* - *хто/who*, *татсама* - *той самий/that same*, *та* - *та/that one (female)*, *там* - *той/that one (male, masculine gender)*, *мо* - *мо/me that one (neuter gender)*, etc. Verbs: *плавати* - *плавати/swim*, *смаяти* - *сміятися/laugh*, *рудати* - *ридати/to sob*, *кагати* - *казати/say, tell*, *бгагати* - *бігати/run*, *лін'яти* - *лінути/to model*, *лубг'яти* - *бажати, домагатися/wish*, *будг'яти* - *будити/wake*, *джіти* - *жити/live*, *пітайє* - *пити/drink*, *дгам* - *дути/blow*, *подаі* - *падати/fall* etc.

The first ever attempt (thought quite naive) to create a grammar on "common in all languages principles" was made by the Frenchmen Claude Lancelot and Antoine Arnaud in their Universal or Rational Grammar (Pour Royal, 1660). And yet only the beginning of the 19th century with its

historical and comparative method brought a dynamic development to European linguistics. This method was originally employed to investigate genealogically related languages, principally Indian, Germanic and Romanic. Though not without exception, some linguists having made general observations in non-related languages as well. These observations helped establish the languages' common and divergent features.

Thus, together with the historical and comparative study, the typological investigations were born. One of the first linguists to have made a scientific approach to the regular Contrastive study of structurally different languages was *Frederick Schlegel* (1772 — 1829). On the ground of a thorough study of ancient Indian and modern Chinese, Polynesian, Turkic and the major West European languages F. Schlegel singled out among them two clearly distinguishable groups: Affixal languages in which the form-building of words is realised through affixes added to the amorphous (invariable) root morphemes. These languages were Turkic, Polynesian and Chinese. The second large group in F. Schlegel's classification constituted the inflexional languages, which included among others all Semitic languages and also, to his mind, French as well as the Georgian language.

Though somewhat restricted, this classification already stood to the requirements of a regular typological classification of languages. The main principle upon which it was based was therefore the morphological one. F. Schlegel's classification was followed by some others which were more all-embracing, like that of *August Schlegel* (1767 — 1845), who in some places perfected his brother's first attempt of typological classification of languages in the history of European linguistics. This German linguist singled out, on the basis of the same morphological criterion, three typologically common groups of languages: a) those without any grammatical structure, as they were called; b) the affixal languages; and c) the flexional languages.

The first two were considered to have been preceded in their historical development by the synthetic languages. The Chinese language and the languages of Indo-China, however, in which the grammatical relations between words are realised depending on their placement in syntactic units, had been singled out as a separate group, though they were not yet allotted by the scientist to any typologically concrete class.

A decisive step forward in the typological classification of languages on the basis of the same morphological criterion was made by *Wilhelm*

*Humboldt* (1761 — 1835), who is considered to be the father of typology as a new branch of linguistics. The scientist had studied a great number of languages including those of Polynesia and American Indians. Having taken into account the morphological divergences in a large number of languages, W. Humboldt suggested a much more embracing typological classification of languages than those suggested by his predecessors. It was partly a perfected and more scientifically supported variant of Frederic and August Schlegels' morphological classifications.

Thus, W. Humboldt grouped all known to him languages into the following four classes:

- 1) the isolating languages, which are devoid of the form-building morphemes (like Chinese);
- 2) the agglutinative languages (like those of the Turkic group);
- 3) the flexional languages (like the Indo-European or Semitic languages);
- 4) the incorporating languages of the American Indians.

The last type of languages is characterised by the possibility of words to combine and form specific word-sentences. The isolating languages were considered by W. Humboldt and his countryman *August Schleicher* (1821 — 1868) to be archaic, the agglutinative type languages to be at the intermediary stage of development and the inflectional languages, both contemporary and dead, as those representing the highest stage in language evolution.

A prominent place among the caractereological typologists of the first half of the 19th century belongs to *Franz Bopp* (1791 — 1867), the German linguist who had elaborated and widely implemented the comparative/Contrastive method of investigation. F. Bopp had introduced an unknown approach to the typological investigation of languages on the basis of their syllabic root morphemes structure. On the ground of this criterion he succeeded and singled out three typologically distinguishable language types, namely:

- 1) the language type with the root morpheme consisting of one syllable only (the so-called monosyllabic languages);
- 2) the language type in which the root morpheme can combine with other roots and affixal morphemes (like in most Indo-European languages);
- 3) the language types with disyllabic and even trisyllabic root word-structures (as in Semitic languages).

All through the second half of the 19th century and during the beginning of the 20th century the only object of typological investigation which continued to remain was word/word-form. It was investigated in different languages (and by way of different approaches) with the aim of identifying common/divergent features on whose basis a universal morphological classification of languages was planned to be established.

An exception to this general trend of classifying typology was the investigation of syntactic connections in different languages, initiated by Humboldt's disciple and adherent *H. Steinthal* (1823 — 1899). This was a new and until then untouched upon object of typological investigation. It was followed by one more new typologically relevant criterion, namely the placement of syntactically principal parts in the sentence. Thus, the predicate always follows the subject in statements of such analytical languages as English, Swedish, Norwegian, etc. whereas in Turkic languages it mostly occupies the closing position. This criterion was put forward by H. Steinthal's adherent *F. Mistely*, who took the inner form of the word as a relevant criterion of classificational typology.

The German linguist F. N. Finck suggested two more criteria for the typological classification of different languages. The first of these was based on the correlation between the solid (unbreakable) word structure and the fragmentary (breakable) word structures. The second criterion was based on the type of concord and the manner of its realisation. On the ground of the two criteria Finck had singled out eight main types of languages:

- 1) the subordinating word-type languages (like present-day Turkish);
- 2) the incorporating word-type languages with the most extended word structures (as in the language of Greenland inhabitants);
- 3) the regulating type languages having a rather weak connection between the auxiliary words and affixes as in the Subia language (Bantu language family);
- 4) the isolating root languages (like Chinese);
- 5) the isolating stem languages (represented by the Samoa language);
- 6) the root inflected language type (represented by Arabic);
- 7) the stem inflected language type (like Greek) and
- 8) the group inflected language type (like Georgian).

The 20th century typological investigations have been marked by some new approaches to the Contrastive study of languages and their classification. One of the best-known trends is connected with the name of

the prominent American linguist *E. Sapir* (1884 — 1939) who criticised the 19th century typological classifications of languages and the evolutionary approach to the development of different language types. His investigations being based on a profound study of a large number of languages, Sapir came to the conclusion that some languages, distant in location, could in the course of their development acquire common features and thus move to a common model and language type. E. Sapir was also the first to treat a language material as a system; he acknowledged the typological nature of language development as well as the possibility of establishing the structural types of languages in accordance with the following three criteria:

1. The degree of cohesion between the root morphemes and the affixal morphemes of word-forming nature in a word.

2. The degree of synthesis i.e. the ability of a word to combine and express different lexical and grammatical meanings (as in flexional languages).

- 3 The nature of grammatical processes by means of which the morphemes are joined in the word (i.e. isolation, agglutination or symbolisation).

Guided by these three criteria E. Sapir suggested four basic types of languages: 1) the type of simple purely relational languages in which the syntactic relations are realised without the help of affixal morphemes (as in Chinese); 2) the complicated purely relational type languages in which the syntactic relations can be realised with the help of affixes and without their help (as in Turkish); 3) the simple mixed-type relational languages, realising their syntactic connections both by means of agglutination or by means of fusion (as in French); 4) the complex mixed relational type languages in which the meaning of root morphemes may be changed with the help of affixes or inner alterations (like in Latin or in present-day English).

On the ground of these three far from all-embracing and quite clear criteria E. Sapir singled out twenty-one different language types. Sapir's countryman *Joseph Greenberg*, as has been mentioned on the foregoing pages, has also elaborated the principles of quantitative typological contrasting and thus he has laid the foundation of quantitative typology. This linguist together with *R. Jakobson*, *J. Jenkinson* and *C. Oshood* contributed significantly to the study of language universals.

An important contribution to the 20th century typology was made by the Prague school linguists *V. Skalička*, *V. Mathesius*, *I. Levy*, *N. S. Trubetsky* and others, who carried on their major investigations in the domain of caractereological typology. These scholars considered the essential features of a language to have been prearranged. Hence, the type of a language was identified as a unity of its characteristic features and phenomena. N. S. Trubetsky on the other hand has elaborated typology of phonemic and morphophonemic systems of languages based on oppositions. His idea found a further development in the second half of the 20th century linguistics.

Considerable research work in phonological typology was carried on by *O. Isachenko*, who investigated the Slavonic languages on their quantitative representation of vowels and on the musical accent in words and on the existence or non-existence of palatalised consonants.

**Task 1.** Explain the principal terms and notions of contrastive typology.

**Task 2.** Define the subject of contrastive typology

**Task 3.** What are the aims of contrastive typology?

**Task 4.** Name the basic methods of contrastive typology.

**Task 5.** Give a short prehistory of European contrastive typology. Name the most prominent contributions to typological investigations.

### RECOMMENDED LITERATURE

1. Бровченко Т. О. Основи контрастивного аналізу мов / Т. О. Бровченко // Порівняльні дослідження з граматики англійської, української, російської мов. – К., 1981 – С. 124-162.

2. Жлуктенко Ю. О. Порівняльна граMATика української та англійської мов / Ю. О. Жлуктенко. – К. : НМК ВО, 1960. – 214 с.

3. Корунець І. В. Порівняльна типологія англійської та української мов: Навчальний посібник / І. В. Корунець. – Вінниця : Нова книга, 2004. – 464 с.

4. Левицький А. Е. Порівняльна граMATика англійської та української мов : навч. посіб. / А. Е. Левицький. – К. : «Освіта України», 2007. – 138 с.

5. Crystal D. The Cambridge encyclopedia of the English language / D. Crystal. – Cambridge : Cambridge University Press, 1996. – 1030 p.

## Seminar 2

**PARTS OF SPEECH.  
CRITERIA OF DISTINGUISHING.  
TYPOLOGICAL FEATURES OF THE NOUN**

## Plan

1. Main trends in distinguishing parts of speech.
2. Classical approach.
3. Functional approach.
4. Distributional approach.
5. Complex approach.
6. Notional and semi-notional parts of speech.
7. Typological characteristics of English and Ukrainian nouns as parts of speech.
  - 7.1. Definition of the Noun.
  - 7.2. Lexico-grammatical classes of English and Ukrainian nouns.
  - 7.3. Grammatical categories of the Noun:
    - the category of gender of English and Ukrainian nouns;
    - the category of number of English and Ukrainian nouns;
    - the category of case of English and Ukrainian nouns;
    - the category of Definiteness;
    - the category of Indefiniteness.

## BASIC NOTES

There are two main trends in distinguishing parts of speech: traditional and structuralist. Structuralists proceed from the function and distribution (position of the word in relation to other words in speech) of the language unit. For example, in C. Fries' classification which distinguishes between four classes of notionals and fifteen of functionals, Class 1 includes words performing the function of the subject; Class 2 – predicates; Class 3 – attributes; Class 4 – adverbials. Thus, for example, Class 3 embraces words of the type *this* (pronoun), *beautiful* (adjective), *the* (article), *first* (numeral), *home* (noun as in *home task*) since all of them can be used as attributes.

Naturally, such approach is strongly criticized by traditional linguists who insist on considering not only structural, but also semantic criteria in classifying words into parts of speech. The list of criteria includes:

- (1) lexico-grammatical meaning;
- (2) typical stem-building elements;
- (3) combinability with other words in speech;
- (4) typical function in the sentence;
- (5) grammatical categories or paradigm.

Both structuralists and traditionalists distinguish between notional and functional parts of speech.

**Notional parts of speech** include words which have full lexical meaning, specific stem-building elements, various functions in the sentence, specific for the particular morphological class. **Semi-notional parts of speech** include words which have weak lexico-grammatical meaning, no specific stem-building elements, functions of linking or specifying elements.

The number of notional parts of speech in English and Ukrainian is the same. They are seven: **noun, adjective, pronoun, numeral, verb, adverb, stative** – **іменник, прикметник, займенник, числівник, дієслово, прислівник, слова категорії стану**. As for the semi-notional or functional parts of speech, their number in 11 contrasted languages is not identical because of the English **article** missing in Ukrainian. The rest of semi-notional words are all common: **conjunctions, prepositions, modal words, particles** – **сполучник, прийменник, модальні слова, частки**.

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

- (1) lexico-grammatical meaning of substance;
- (2) typical stem-building elements: suffixes -acy (*democracy*), -ance (*alliance*), -ion (*delegation*), -dom (*freedom*), -er/yer/eer/ier/ar/or (*worker, lawyer, auctioneer, cashier, beggar, sailor*), -ty (*loyalty*), -ness (*sweetness*), -hood (*childhood*), -ics (*politics*), -ism (*feudalism*), -ity (*reality*), -ment (*management*), -ship (*friendship*) -ard/art (*sluggard*), -ster (*youngster*) etc.;
- (3) combinability with articles (*the book*), adjectives (*a beautiful girl/гарна дівчина*), possessive and demonstrative pronouns (*John's/this pen/ручка Джона/ця ручка*), other nouns (*stone wall/відро яблук*), prepositions (*in front of John/ біля тину*) and verbs (*to read a book/читати книгу; the book is being read/книгу читають*);

- (4) functions of subject or object in a sentence (*John loves Mary/ Джон кохає Мєрі*);  
 (5) categories of number and case.

**Task 1. Study basic seminar notes. Prepare for seminar questions.**

**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. Write the following in English.**

Посередники, випускники, випускниці, явища, гіпотези, формули, клятви, перехрестя, критерії, кризи, 10 пенсів, три половини, зоопарки, ступні, три десятки, сотні тисяч, формули, дані, показники, засоби, види, бамбуки, індекси, нотаріуси, перехожі, ембріони, матчі, спостерігачі, численні вето, кактуси, хребти, комарі, узбіччя, учасники змагань, листки, куріпки, три повні ложки.

**Task 4. Group the below given nouns into the following subclasses:**

- singular in form — singular in meaning;
- singular in form — plural in meaning;
- plural in form — plural in meaning;
- 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 5. The following are the Singularia Tantum Ukrainian nouns. Translate them into English. Do they belong to the same class in English?**

Щастя, радість, вишняк, молоко, золото, відпочинок, літо, мед, тюлька, солома, гайвороння, сором'язливість, привід, селянство, цукор, сталь, велич, біль, молодь, гречка, смородина, олія, Київ, смола, жито, пісок, слава, осінь, очерет, садівництво, сажа, каша, доба, індустрія, волейбол, листя, худоба, людство, телебачення, доброта, чуйність, відлюддя, депо, убогість, іржа, вірність, віск, вовна, хода.

**Task 6. The following are the Pluralia Tantum Ukrainian nouns. Translate them into English. Do they belong to the same class in English?**

Двері, дріжджі, висівки, дрова, витрати, посиденьки, піжмурки, заручини, хрестини, Карпати, Піреней, Філіппіни, відвідини, теревені, гордоші, збори, солодоші, граблі, шахи, роковини, зернові, жнива, кеглі, окуляри, відносини, регбі, хитроші, труднощі, негаразди, статки, ворота, груди, пахоші, розваги, лінощі, Альпи, сани, цимбали, будні, злидні, Бермуди, ревнощі, проводи, вершки, перемовини

**Task 7. Consider the implementation of the grammatical category of number in the compared languages. Describe isomorphic and alomorphic cases.**

Eng.: pupils, dogs, waters, trousers, outskirts, scissors, money, mathematics, politics, wine, beauty, cattle, party, family, people, glass, wheat, spectacles.

Ukr.: учні, собаки, води, штани, передмістя, ножиці, гроші, математика, політика, вино, краса, худоба, партія, сім'я, люди, скло, пшениця, окуляри.

**Task 8. Define the gender of the following Ukrainian nouns. Comment upon the gender markers in Ukrainian.**

Хутір, липа, поле, ніж, око, пісня, радість, життя, теля, клен, інженер, Олекса, суддя, вереда, проща, інжир, мідь, ніч, повість, узгір'я, отець, перукар, плем'я, курча, тім'я, гумореска, поняття, рукопис, коріння, щавель, господиня, орар, орарч, обручка, мережа, дівчисько, Орися.

**Task 9. Find allomorphy and isomorphy in the expression of gender by the following Ukrainian and English nouns:**

The lawyer won the case – адвокат виграв/виграла справу; director/directrix came – директор прийшов/ директорка/директорша прийшла; king/queen ordered – король наказав/ королева наказала; a young doctor/a young female/lady/woman – молодий лікар/молода лікар.

**Task 10. Analyze the following sentence: *Legome is used in such cases, where the word Legome is unknown*. What features make it possible to identify this word as a Noun. What formal features make it possible to identify the word as a Noun in the modern Ukrainian language?**

**Task 11. Match zoological parents with their offspring. Draw an illustration of the sex differentiation in Ukrainian.**

| Parents    |           | Offspring |              |
|------------|-----------|-----------|--------------|
| English    | Ukrainian | Ukrainian | English      |
| 1. Beaver  |           |           | a) fry       |
| 2. Bird    |           |           | b) cygnet    |
| 3. Deer    |           |           | c) duckling  |
| 4. Eel     |           |           | d) eaglet    |
| 5. Fish    |           |           | e) elver     |
| 6. Frog    |           |           | f) eyas      |
| 7. Goose   |           |           | g) fawn      |
| 8. Hare    |           |           | h) fledgling |
| 9. Cat     |           |           | i) bunny     |
| 10. Hawk   |           |           | j) foal      |
| 11. Eagle  |           |           | k) gosling   |
| 12. Rabbit |           |           | l) squab     |
| 13. Sheep  |           |           | m) lamb      |
| 14. Lion   |           |           | n) cub       |
| 15. Hoarse |           |           | o) kid       |
| 16. Pigeon |           |           | p) kitten    |
| 17. Turkey |           |           | q) leveret   |
| 18. Swan   |           |           | r) tadpole   |
| 19. Duck   |           |           | s) poult     |

**Task 12. The following nouns indicate both male and female sexes in English. How is sex differentiation represented in Ukrainian with these nouns (lexically, morphemically, homonymically).**

Orphan, spouse, passenger, owner, visitor, lawyer, librarian, cook, cousin, foreigner, lawyer, scientist, judge, wrestler, adult, tourist, librarian, relation, artist, journalist, guest, stranger, darling, graduate, architect, musician.

**Task 13. Define the main syntactic functions of the nouns in the following sentences:**

1. We walked a mile.
2. My friend kept me company.
3. The corner of the room was dimly lit by the candle light.
4. The cat climbed to the top of the tree.
5. The sea was rough.

**Task 14. Figure out the meaning of case forms and the peculiarities of their translation into Ukrainian (English).**

Англ.: my father's room, George's sister, the dog's head, a week's absence, this year's elections, yesterday's news, at his finger's ends.

Укр.: зразки вишивки, проміння сонця, побачив брата, випити чаю, бажати здоров'я, табун коней, вагон вугілля, правила гри, п'ять днів.

**Task 15. Rewrite the sentences using 's or just an apostrophe ('). Translate right hand sentences into Ukrainian. Comment on the means of rendering possessivity in the Ukrainian Language.**

1. This bicycle is for a child === This is a child's bicycle.
2. This pen belongs to the teacher =====
3. He described the career of the actress =====
4. That's a job of a stewardess =====
5. These toys belong to the children =====

**Task 16. Translate into English the following sentences. Comment on the means of rendering possessivity in the English Language:**

1. Виставку організовано вчителем.
2. Уляна накрилася від дощу плащем.
3. Будинок спалило блискавкою.
4. Від Ялти ми пливли катером.
5. Сашко цокотів зубами від холоду.

6. Він працював слюсарем.
7. Я маляю фарбами.
8. Матуся годувала немовля кашею.
9. Пахне хліб любов'ю трударів.
10. Ми задоволені подорожжю.

**Task 17. 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.
4. Давид провів два тижні у містера Пеготі.
5. У присутності свого чоловіка мати боялася приголубити сина.

**Task 18. Describe the means of expressing the category of definiteness /indefiniteness in English and Ukrainian.**

- | English                                                            | Ukrainian                                                                   |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 1. I thought I had shut <b>the door</b> but it is still open.      | 1. Я думав, що зачинив <b>двері</b> , а вони все ще відчинені.              |
| 2. <b>The Earth</b> rotates round its axis.                        | 2. <b>Земля</b> обертається навколо своєї осі.                              |
| 3. <b>A man</b> wants to see you. <b>The man</b> has called twice. | 3. <b>Яксь людина</b> хоче Вас бачити. <b>Ця людина</b> вже заходила двічі. |
| 4. <b>The telescope</b> is an optical instrument.                  | 4. <b>Телескоп</b> — оптичний інструмент.                                   |
| 5. He is <b>a Russian</b> .                                        | 5. Він <b>росіянин</b> .                                                    |

**Task 19. 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.

**Task 20. Give Ukrainian equivalents to the following sentences. Pay attention to the articles.**

1. The dog has come home. The dog is a domestic animal.
2. There is a hill behind our house.
3. Give me a newspaper, please.
4. Language is a means of communication.
5. English is the foreign language I know best.

**Task 21. Put in a, the, an or —. Translate the text into Ukrainian picking up proper means to render the nominal category of definiteness/ indefiniteness.**

I travel all over \_\_\_ world on \_\_\_ business and my neighbor thinks my life is one long holiday. You know what \_\_\_ business travel is like: up at \_\_\_ dawn to catch \_\_\_ plane; \_\_\_ breakfast in \_\_\_ London, \_\_\_ lunch in \_\_\_ New York, \_\_\_ luggage in \_\_\_ Bermuda. When you are in \_\_\_ sky, you see only \_\_\_ snow in \_\_\_ Arctic or \_\_\_ Greenland. You have glimpses of \_\_\_ Andes or \_\_\_ Pacific. You are always exhausted. Your wife or husband complains you are never there to take \_\_\_ children to \_\_\_ school or put them to \_\_\_ bed. When you get home your neighbor says “Another nice holiday, eh?” Oh, give me \_\_\_ Home, Sweet Home any day.

**Task 22. Put in these names using the where necessary:**

*Andes, Anglesey, Brussels, Irish Republic, Italy, Lake Michigan, Mount McKinley, North, Pennsylvania, River Seine, United Kingdom, West Indies.*

1. Harrisburg is the capital of \_\_\_\_\_. 2. Dublin is in \_\_\_\_\_. 3. Sicily is a part of \_\_\_\_\_. 4. \_\_\_\_\_ are a mountain range in South America.
5. \_\_\_\_\_ is England, Scotland, Wales and Northern Ireland.
6. \_\_\_\_\_ is an island off the north coast of Wales. 7. Jamaica is an island in \_\_\_\_\_. 8. \_\_\_\_\_ flows through Paris. 9. \_\_\_\_\_ is the capital of Belgium. 10. \_\_\_\_\_ is the highest mountain in the USA. 11. Leeds is in \_\_\_\_\_ of England.

#### RECOMMENDED LITERATURE

1. Жлуктенко Ю. О. Порівняльна граматики української та англійської мов / Ю. О. Жлуктенко. – К. : НМК ВО, 1960. – 214 с.

2. Корунець І. В. Порівняльна типологія англійської та української мов: навчальний посібник / І. В. Корунець. – Вінниця : Нова книга, 2004 – 464 с.

3. Левицький А. Е. Порівняльна граматика англійської та української мов : навч. посіб. / А. Е. Левицький. – К. : «Освіта України», 2007. – 138 с.

4. Харитонов І. К. Теоретична граматика сучасної англійської мови / І. К. Харитонов. – Вінниця : Нова Книга, 2008. – 352 с.

5. Crystal D. The Cambridge encyclopedia of the English language / D. Crystal. – Cambridge : Cambridge University Press, 1996. – 1030 p.

### Seminar 3

#### TYPOLOGICAL CHARACTERISTICS OF ENGLISH AND UKRAINIAN ADJECTIVES, NUMERALS AND PRONOUNS

##### Plan

1. Typology of English and Ukrainian adjectives.
2. Lexico-grammatical classes of English and Ukrainian adjectives: allomorphic and isomorphic features.
3. The category of degrees of comparison of English and Ukrainian adjectives: allomorphic and isomorphic features.
4. Typology of English and Ukrainian numerals.
5. Lexico-grammatical classes of English and Ukrainian numerals: allomorphic and isomorphic features.
6. Isomorphism and allomorphism in the expression of grammatical categories by English and Ukrainian numerals.
7. Typology of English and Ukrainian pronouns.
8. Lexico-grammatical classes of English and Ukrainian pronouns: allomorphic and isomorphic features.

#### BASIC NOTES

**Adjective** 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

**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 вниз/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).

**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. 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.

**Task 1. Study basic seminar notes. Prepare for seminar questions.**

**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. Refer the below listed adjectives to one of the groups: simple, derivative, compound.**

Blind, shortsighted, usual, breathtaking, irresponsible, historian, undercooked, healthy, loud, worn, ridiculous, hard, soft, lifeless, hourly, circular, hesitant, narrative, clockwise, affectionate, energetic, sensory, attractive, changeable, new, high, low, old, feverish, warlike, picturesque, equal, fresh, longlegged, ragged, missionary, mouthful, alarming.

**Task 4. Write out the adjectives from the text. State their semantics and morphological composition. Translate the adjectives 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, зате прокидалась фантазія навіть у черствій, твердій душі. Співуча душа виливалась солов'їною піснею, поетична душа марила тисячею пишних картин. Вся природа з небом і землею, з водою, квітками, лісами й горами здавалась однією піснею, однією гармонією (Н. Лев.)

**Task 5. 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.

**Task 6. Find allomorphy and isomorphy in the expression of degrees of comparison by the following Ukrainian and English adjectives:**

Less, more important, happier, longest, more interesting, better, supreme, cold.

Молодший, найкращий, щонайдобрішою, ліпшому, босий, гарний, поганого, набагато важливішими, дужчий, далі.

**Task 7. 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 8. Form the comparative and the superlative degrees of comparison:**

| English                                                        | Ukrainian                                                                      |
|----------------------------------------------------------------|--------------------------------------------------------------------------------|
| Long, small, ugly, happy, narrow, severe, beautiful, important | Довгий, маленький, жахливий, щасливий, вузький, суворий, прекрасний, важливий. |

**Task 9. Find adjectives in the following sentences and define their syntactical functions. Examine their morphological features.**

1. Трохи далі росла сизувата тополина памолодь, пламеніла червона шелюга, стовбурчилась колюча акація, маленькі берізки, що вже встигли зодягти на себе білі сорочки (І. Цюпа).
2. Віками еволюції витворились спеціальні роди словесної творчості, які орудують спеціальними формами для цього ефекту (М. Грушевський).
3. На Лисій горі догоряє багаття нічне, і листя осіннє на Лисій горі догоряє (В. Стус).
4. Я беру з татових рук полив'яний глек, стернями виходжу: на дорогу (В. Стус).
5. Біля школи він помітив високого руського чоловіка – в пальті з каракулевим коміром, у хутряній шапці (І. Світличний).
6. They were only five years younger than I was which made them forty-five.

7. Ann was certainly being bravely cheerful in a way which both exasperated Hugh and half compelled his administration (I. Murdoch).
8. The electric light had been burning all night (E. Hemingway).
9. He is stopping at one of the best hotels in town (W. Saroyan).
10. His hair was grey and he was short and fat (E. Hemingway).

**Task 10. Put numerals 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, двадцятро, двадцять перший, чотири, одна третя, нуль цілих і п'ять сотих, одинадцятьох, п'ятьма.

**Task 11. Put into allomorphic and isomorphic groups on the basis of the stem-structure:**

Thirteen, twenty-fifth, thirty, two-thirds, one, twenty-two thousand, five hundred and thirty.

Дві третіх, кількасот, двадцять чотири, дванадцять, два, двадцятро, шістьма, тринадцятьом.

**Task 12. Give English equivalents and explain the nature if allomorphy in these Ukrainian numerals:**

Першої, шістдесятьма, тридцятьох, десяти, двома, двадцять сьомому, двох п'ятих, шостій, четверте, сорок першим.

**Task 13. Put into classes (in some cases there are several possibilities):**

I, yourselves, whose, much, each other, mine, they, him, their, who, somebody, nobody, one another, these, few, nothing, same, which.

Наше, небагато, такий само, хто саме, де, одні одних, чий, вони, собі, ваші, цей, котрий, жодний, всякий, чимало, казна-хто, скільки, достатньо, кілька, всі, будь-яке.

**Task 14. Put into allomorphic and isomorphic groups on the basis of the stem-structure:**

I, nothing, someone, this same, somebody else, ourselves, which, each other, he, nothing.

Наш, той самий, нічогісінько, кожен і всякий, ніхто, що, абихто, хто-небудь, всякий, жоден, кожнісінький.

**Task 15. Give English/Ukrainian equivalents and explain the nature of allomorphy/isomorphism:**

Nobody's business; these; it's too late; each other's; mine; he/she/it; it was he who told me about it; whose child/children.

Кількох; кожної; обома; будь-кого; воно ні на що не здатне; кожнісінькою; аніскілечки, вона собі знай співає; жодного іншого; скількома; такою; вони все дивилися одне на одного; тими самими; чийого/чию/чийх; якою-небудь; казна-ким, небагатьом.

**Task 16. Supply reflexive pronouns. Translate the sentences into Ukrainian.**

1. We enjoyed ... at the dance.
2. She had made ... very unpopular.
3. Why is she sitting all by ... in the dark?
4. Jessica looked at ... in the long mirror.
5. I liked having lodgings of my own, where I could be by ...
6. I closed the door behind ...
7. Every man is important to ... at one time or another.
8. He keeps ... to ....
9. The young leaves unfolded to their utmost and the fields generously spread ... on either hand.
10. He was amiability ...
11. I found ... doing all the talking.
12. I ... married early, and nothing good came out of it.
13. The Queen ... pays no tax.
14. The song ... was no good, but the title of the song became a popular phrase.
15. The group was welcomed by the headmaster ...

**Task 17. Choose the proper pronoun to complete the sentence.**

1. We looked up and saw a man standing in front of (us/ ourselves).
2. Charlotte is very confident. She has a high opinion of (her/ herself).
3. It's a pity you didn't bring your camera with (you/ yourself).
4. Peter talked to the woman sitting next to (him/ himself).
5. I think Dave is rather selfish. He only really cares about (him/ himself).

6. My mother likes to have all her family near (her/ herself).
7. Luckily we managed to get two seats next to (ourselves/ each other).
8. We'd better set off early to give (us/ ourselves) plenty of time to get there.
9. You shouldn't study all night. You'll make (you/ yourself) ill.
10. Wendy takes lots of photos, but she hasn't got many of (her/ herself).

**Task 18. Translate the following text into English.**

**Figure out allomorphic and isomorphis features of English and Ukrainian: a) adjectives; б) pronouns.**

**Звичай – скарб українського народу**

Кожна нація, кожен народ, навіть кожна соціальна група має свої звичаї, що виробилися протягом багатьох століть і освячені віками.

Звичаї народу – це ті прикмети, по яких розпізнається народ не тільки в сучасному, а й в його історичному минулому.

Народні звичаї охоплюють усі ділянки громадського, родинного і суспільного життя. Звичаї – це ті неписані закони, якими керуються в найменших щоденних й найбільших всенаціональних справах. Звичаї, а також мова – це ті найміцніші елементи, що об'єднують окремих людей в один народ, в одну націю. Звичаї, як і мова, виробилися протягом усього довгого життя і розвитку кожного народу.

В усіх народів існує повір'я, що той, хто забув батькові звичаї, карається людьми і Богом.

**Task 19. 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.

**Task 20. Translate the following text into English.**

На початку XIX 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. Часто кілька днів підряд буває 17–20° спеки; але я ніколи не бачив, щоб термометр піднімався вище 26° і така температура трималася не більше одного дня, 25° звичайно найвища температура. Зміни бувають щотижня». (За Д. І. Яворницьким)

**Task 21. Characterize English numerals according to their grammatical categories and syntactical functions.**

1. Where's the cedar I planted when I was five? (J. Galsworthy). 2. All this triumphal business, these people coming and going, those two talking so readily and quickly: the clear and sparkling morning! (J. Galsworthy). 3. On the fourth evening Brander came... (Th. Dreiser). 4. Three fourths of the book was read yesterday. 5. I have a passion for white people, I used to own three. But two are dead and the third is sickly (G. Vidal).

**Task 22. Refer the bellow listed numerals to the proper class.**

Сімнадцятеро; fiftyfive; threeeights; two hundredths; the two hundredth; чотири шостих; eight point nine; дев'яносто; одна ціла і три четвертих; one hundred and twenty two; five and twothirds; two point three; the three hundred and first; чимало; тринадцятий; п'ять цілих і три сотих; four thousand; сто шістдесят шостий; nine thousand six hundred and fiftyone; обидві; кільканадцять; кількасот; the fiftieth; one million and one; нуль цілих і п'ять сотих; the millionth; сто дев'яносто дев'ятий; нуль; the hundred thousandth; двохсотсімдесятип'ятимільярдний.

**Task 23. Study the instructions how to read mathematical operations.**

$1 + 2 = 3$  one plus two equals three/ one and two is three

$2 + 2 = 4$  two plus two is/ are (equals/ equal), (makes/ make) four  
 $3 - 1 = 2$  three minus one equals two/ three take away one is two/  
 one from three is two  
 $2 \times 3 = 6$  two multiplied by three are six/ two times three are six/  
 two threes are six  
 $6 \div 2 = 3$  six divided by two is three/ six over two is three/ two into  
 six is (goes) three  
 $2^2 = 4$  two squared is four  
 $2^3 = 8$  two cubed is eight  
 $2^5 = 32$  two to the power five (to the fifth power) is thirty two  
 $\sqrt{4} = 2$  the square root of four is two 3  
 $\sqrt[3]{8} = 2$  the cube root of eight is two

### RECOMMENDED LITERATURE

1. Блох М. Я. Теоретическая грамматика английского языка (на англ. яз.) / М. Я. Блох. – 3-е изд., испр. – М. : Высш. шк., 2000. – 381 с.
2. Волкова Л. М. Теоретична граматика англійської мови / Л. М. Волкова. – К. : Вид-во КНЛУ, 2007. – 314 с.
3. Жлуктенко Ю. О. Порівняльна граматика української та англійської мов / Ю. О. Жлуктенко. – К. : НМК ВО, 1960. – 214 с.
4. Иванова И. П. Теоретическая грамматика современного английского языка / И. П. Иванова, В. В. Бурлакова, Г. Г. Почепцов. – М. : Высшая школа, 1981. – 294 с.
5. Корунець І. В. Порівняльна типологія англійської та української мов: Навчальний посібник / І. В. Корунець. – Вінниця : Нова книга, 2004. – 464 с.
6. Левицький А. Е. Порівняльна граматика англійської та української мов : навч. посіб. / А. Е. Левицький. – К. : «Освіта України», 2007. – 138 с.
7. Харитонов І. К. Теоретична граматика сучасної англійської мови / І. К. Харитонов. – Вінниця : Нова Книга, 2008. – 352 с.
8. Blokh M. Y. A Course in Theoretical English Grammar / M. Y. Blokh. – М. : Высшая школа, 1983. – 383 p.
9. Ilyish B. A. The Structure of Modern English / B. A. Ilyish. – Л. : Просвещение, 1971. – 366 p.
10. Khlebnikova I. V. Essentials of English Morphology / I. V. Khlebnikova. – Moscow : Vysšaya škola, 1994. – 126 p.

## Seminar 4

# **TYPOLOGICAL CHARACTERISTICS OF THE ENGLISH AND UKRAINIAN ADVERB**

## Plan

1. The adverb as a part of speech.
2. Lexico-grammatical classes of English and Ukrainian adverbs: allomorphic and isomorphic features.
3. Isomorphism and allomorphism in the expression of grammatical categories by English and Ukrainian adverbs.

## BASIC NOTES

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); -е (добре), -а (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 (see 8.1.4.).

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:
  - (a) adverbs of time and frequency, cf. now, then, today, soon, rarely, sometimes, frequently – зараз, тоді, сьогодні, скоро, рідко, інколи, деколи,;

(b) place and direction, cf. here, there, inside, outside, upstairs – тут, там, всередині, надворі, наверху.

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).

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.

### **Task 1. Study basic seminar notes. Prepare for seminar questions.**

#### **Task 2. Put into classes (in some cases there are several possibilities):**

Almost, here, hence, quite, loudly, today, sufficiently, very, quickly, rather, entirely.

Глибоко, туди, всюди, відтак, сьогодні, іноді, голосно, гарно, завзято, досить-таки, цілком, догори дном, також, ледве, ясно, рядочком.

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

Aside, rarely, so-so, almost, too, enough, inside, here, deliberately, always, sooner or later.

Тоненько, спросоння, дуже, гарнісінько, несвідомо, досить-таки, навмисно, сюди, по-всякому, по-новому, по-твоєму, зараз.

#### **Task 4. Give English/Ukrainian equivalents and explain the nature of allomorphy/isomorphism:**

Quickest, longer, completely, frequently, twice, purposely.

Якнайшвидше, надвір, соколом, вгору, гарнесенько, трішечки, гарно – краще – найкраще, ясніше, по-осінньому, стрілою.

### Task 5. Open the brackets.

1. Moreover, he was \_\_\_\_\_ educated than the others (well) (P. Buck).
2. She was the one who was being hurt \_\_\_\_\_ (deeply) (A. Wilson).
3. Driving \_\_\_\_\_ now, she arrived between four and five (slowly) (J. Galsworthy).
4. However, I must bear my cross as \_\_\_\_\_ I may (well) (B. Shaw).

### Task 6. Find in the following sentences adverbs. Classify them. Translate into Ukrainian.

Eng.: 1. She talked to them naturally, sang a little song to them... (P. Buck). 2. Patients insist on having microbes nowadays (B. Shaw). 3. As soon as Annette found herself outside, she began to run (I. Murdoch). 4. I never felt better in my life (W. Saroyan). 5. A week later I am visited by a very stylishly dressed young woman (W. Saroyan). 6. The only thing is to cut the knot for good (J. Galsworthy). 7. In another moment Adyl was leading the way downstairs (H. Wells). 8. The driver was ordered to take the car to the pool, and dates and Karen went afoot (S. Heym).

Ukr.: 1. Повітря в горах дуже прозоре, отже, і видимість тут стала набагато краща, ніж на рівнині (О. Гончар). 2. Стоїш високо – не будь гордим, стоїш низько – не гнися (Народна творчість). 3. На тихім озері, де мріють верболози, давно приборкані, і влітку, і восени то плюскоталися, то плавали вони (лебеді), і шиї гнулися у них, як буйні лози (І. Драй-Хмара). 4. Кажуть, люди жили табунами, спали покотом в імлі печер, цілувались при зорях ночами на крутих узбережжях озер (В. Симоненко). 5. Зопалу я звівся на ноги (Ю. Збанацький). 6. Ви якось чудно поводитесь зі мною останнього часу (Леся Українка). 7. Тоді й вона, відставши, подалася слідом. І не назирці, з одвічної своєї жіночої цікавості, а тому, що по-іншому просто не могла (Є. Гуцало).

### Task 7. Translate into English.

1. Ми живемо тут.
2. Іноді я дивлюся цю програму.
3. Ми все ще перекладаємо текст.
4. Мій брат незабаром приїде.
5. Вони повільно йшли вулицею.

6. Мої зошити там.
7. Я часто зустрічаю їх тут.
8. Вона встає рано.
9. Вони добре розмовляють англійською мовою.
10. Студенти рідко перекладають без словника.
11. Іноді ми дивимось фільми на заняттях.
12. Я скрізь шукаю ручку, але не можу її знайти.
13. Том завжди робить домашнє завдання вранці.
14. Зазвичай він приходить з роботи пізно.
15. Вони ще не так добре розмовляють німецькою мовою.

**Task 8. Most of the sentences below have mistakes. Find and correct them. There are two examples (0) and (00) at the beginning.**

- 0** seldom go I go there seldom  
**00** knows well She well knows him
- 1 Sugar can contribute also to heart disease.
  - 2 The customer is right always.
  - 3 Just it came and went.
  - 4 We found the house enough easily.
  - 5 The English language is changing constantly.
  - 6 I didn't introduce myself, either.
  - 7 I haven't yet been to the new exhibition.
  - 8 Traffic noise is sometimes a problem.
  - 9 He who never climbed never fell.
  - 10 Women live longer usually than men.

**Task 9. Translate into English.**

1. Він дивно виглядав.
2. Вона сердито подивилася на нас.
3. Троянда гарно пахне.
4. Вона чудово співає і грає на піаніно.
5. Діти були одягнені просто, але охайно.

#### RECOMMENDED LITERATURE

1. Блох М. Я. Теоретическая грамматика английского языка (на англ. яз.) / М. Я. Блох. – 3-е изд., испр. – М. : Высш. шк., 2000. – 381 с.

2. Жлуктенко Ю. О. Порівняльна граматики української та англійської мов / Ю. О. Жлуктенко. – К. : НМК ВО, 1960. – 214 с.

3. Корунець І. В. Порівняльна типологія англійської та української мов: Навчальний посібник / І. В. Корунець. – Вінниця : Нова книга, 2004. – 464 с.

4. Blokh M. Y. A Course in Theoretical English Grammar / M. Y. Blokh. – М. : Высшая школа, 1983. – 383 p.

5. Ilyish B. A. The Structure of Modern English / B. A. Ilyish. – Л. : Просвещение, 1971. – 366 p.

6. Khlebnikova I. V. Essentials of English Morphology / I. V. Khlebnikova. – Moscow : Vyssaya skola, 1994. – 126 p.

## Seminar 5

### TYPOLOGICAL CHARACTERISTICS OF THE ENGLISH AND UKRAINIAN VERB

#### Plan

1. Typological characteristics of English and Ukrainian verbs as parts of speech.
2. Lexico-grammatical classes of English and Ukrainian verbs.
3. The category of person of English and Ukrainian verbs.
4. The category of number of English and Ukrainian verbs.
5. The category of tense of English and Ukrainian verbs.
6. The category of aspect of English and Ukrainian verbs.
7. The category of mood of English and Ukrainian verbs.
8. The category of time correlation of English and Ukrainian verbs.
9. The category of voice of English and Ukrainian verbs.
10. Verbals in the compared languages: Infinitive, Gerund, Participle I, Participle II.

#### BASIC NOTES

**Verb** as a part of speech which is characterized by the following features:

(1) lexico-grammatical meaning of action, cf. *work, smile, walk, break* 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*); **-tu/ть** (*брату/брать*); **-тися/ться-сь** (*братися/молитися-сь*); (see more 10.1.3.);

(3) bi-lateral combinability with nouns or noun substitutes denoting the doer and the object of the action (*He kissed Mary/ Він поцілував Мері*) and adverbs (*to walk slowly/ йому повільно*);

(4) functions of predicate (finites: *He wanted a drink/ Він хотів випити*) and secondary predicate (verbids: *watch him swimming*) in a sentence;

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

The main grammar division inside the verb is that between the *finite verbs* and the *verbids*. **Finite verbs** create predicativity of the sentence serving as its predicate in one of three moods: indicative, subjunctive and imperative. **Verbals** which include **infinitive**, **gerund** and **participle** can only make secondary predication.

In accordance to semantic and grammatical criteria verbs divide into *notional* and *semi-notional*.

**Notional verbs** possess full lexical meaning, variable combinability and isolatibility, i.e. they can make a sentence alone.

English notional verbs split into two **grammar subclasses** which are not found in Ukrainian: **regular verbs** forming their past simple and past participle with the help of **-ed**, cf. *dressed, worked* etc. and **irregular verbs** forming past simple and past participle by means of **vowel change**, cf. *bind – bound, bound, take – took, taken, begin – began – begun*; **vowel change + -d or -t**, cf. *tell – told – told, keep – kept – kept*. Some verbs are of **mixed nature**, cf. *show – showed – shown*. There is also a class of **invariables**, cf. *cost – cost – cost, let – let – let*.

**Semi-notional verbs** have faded lexical meaning, serve to connect words in speech and do not possess isolatibility. Semi-notional verbs fall into *link-verbs*, and *modal verbs*. **Link verbs** connect the subject of the sentence with the nominal part of the compound nominal predicate, cf. *He grew older/ Вона стала дорослішою. She seems beautiful/ Вона здається гарною*. **Link verbs** divide into three groups:

1. **Link verbs of being**, cf. *be/бути/доводитися, feel/бути на дотик, look/бути на вигляд, seem/здаватися, taste/бути на смак,*

**smell/ бути на запах.** In Ukrainian there are also **вважатися, доводиться, зватися**, cf. *Це вважається/зветься правдою*. Most of the English link verbs of being do not have any direct equivalents in Ukrainian, being substituted by the verb **бути** or by a dash (*It is/feels/tastes/looks/smells pleasant = Це/воно є приємним на дотик/смак/вигляд/запах; Це/воно – приємне на дотик/смак/вигляд/запах*) or rendered with the help of a notion verb (*It smells/tastes pleasant = Воно пахне/смакує чудово; He is her brother = Він доводиться їй братом*).

2. **Link verbs of becoming**, cf. **get/ become/ ставати, turn/робитися, ставати**. English link verbs of becoming can be substituted in Ukrainian by notion verbs (*They grew stronger = Вони стали міцнішими; The wood turned red = Ліс зробився рудим; But: She grew older = Вона постаріла; He became grey = Він посивів*).

3. **Link verbs of remaining**, cf. **remain/залишатися, keep/стояти, stay/залишатися, continue/залишатися**, cf. *The winter continued damp and wet/Зима залишалася сирою та вологою; The weather kept obstinately hot and dry/Погода вперто стояла жаркою і сухою; He remained/stayed silent/Він залишався мовчазним*.

**Modal verbs** serve to connect the subject of the sentence with the part of the verbal compound predicate, cf. *He may be reading in the sitting room/Він мабуть читає у вітальні*. They include **can/можти, may/можти, should/слід/треба, ought to/слід, have to/маму, be to/маму бути, dare/сміти, need/потребувати; would/ shall/will** do not have Ukrainian modal equivalents.

Besides link verbs and modal verbs there exists a group of **analytical word morphemes** also called **auxiliary verbs: be, do, have, shall/will/should/would** which correspond to one Ukrainian verb **бути**.

English analytical word morphemes are used to express the categoral meanings of:

(a) continuous aspect (*I am/was/'ll be working, He/she/it is/was/'ll be working, They are/were/'ll be working, Am/was/shall I/is/was/will he be working, I'm not/wasn't/won't be working, He isn't/wasn't/ won't be working*);

(b) negative and interrogative forms of the non-Continuous aspect of the present and past tense (*I don't/didn't/Do I/did I work, He/she/it does not/did not work/ Does/did he/she/it work*);

(c) perfect forms (*I/they have/had/'ll have worked, He/she/it has/had/'ll have worked*);

(d) passive voice (*I am/was asked/'ll be asked, He is/was/'ll be asked, They are/were/'ll be asked*);

(e) imperative mood (*Do come in!/Don't come in*);

(f) subjunctive mood (*He ordered that everybody be present/should be present, If I were you I would do it*).

In Ukrainian most of these functions are performed by one poly-functional verb **бути** which expresses:

(a) future tense (*Текст буде перекладений*);

(b) perfect forms (*Ніби й задрімав був зразу, але щось приверзлося, то й проснувся. Я заходив був влітку, але вас не застав тоді вдома*);

(c) passive voice (*Текст був перекладений*);

(d) subjunctive mood (*Якби я був знав би я був би прийшов*).

In accordance with their combinability with the subject and the object of the sentence verbs divide into *subjective* and *objective*. **Subjective verbs** are associated with nouns (noun equivalents) denoting the doer of the action, cf. *He got up and left the room*. **Objective verbs** are associated, on the one hand, with the nouns (noun equivalents) functioning as the subject of the sentence and, on the other hand, with those denoting the object, cf. *She kissed him fairly*. Objective verbs that are connected with their object words directly are called **transitive**, cf. *He was reading a book*. All the other verbs, both subjective and objective, are called **intransitive**, cf. *He was speaking to her*.

As for their **aspective nature** verbs fall into **terminative**, i.e. denoting actions which cannot develop beyond a certain inherent limit, cf. *open, jump, come, stop; відкривати, плигати, приходити, зупинятися*; and **non-terminative**, i.e. denoting actions having no inherent limits, cf. *carry, walk, work; нести, ходити, працювати*.

Other aspective groups of **reflexive verbs** are allomorphic, as they are found only in Ukrainian:

(1) **reciprocally reflexive**/взаємно-зворотні, cf. *зустрічатися, змагатися, вітатися, листуватися, цілуватися*;

(2) **indirectly reflexive**/непрямо-зворотні, cf. *радитися, збиратися, лаштуватися*;

(3) **generally reflexive**/загально-зворотні, cf. *милюватися, дивуватися, злитися, журитися, мучитися*;

(4) **active-objectless reflexive**/активно-безоб'єктні, cf. *кусатися, хвищатися, дряпатися, жалитися, колотися*;

(5) **passively-qualitative reflexive**/пасивно-якісні, cf. *гнути́ся, ламати́ся, м'я́ти́ся, ко́лоти́ся, кривити́ся*;

(6) **impersonal-reflexive**/безособово-зворотні, cf. *(не) спить́ся, (не) їсть́ся, (не) живе́ться, (не) ле́жить́ся*.

Another allomorphic Ukrainian group is that of **impersonal verbs** which build impersonal sentences but belong to different semantic classes, cf. *вечори́ти, сі́ріти, примерза́ти, розвидня́тися, хоті́тися, ві́ритися* etc.

**The category of person** serves to represent an action as associated by the speaker with himself (a group of persons including himself – *I/we*; *я/ми*), the person or persons addressed (*you*; *ти/ви*), the person or persons not participating in the act of communication (*he/she/it/they*; *він/вона/воно/вони*).

In English person is represented:

(a) in the simple present tense forms (3d person singular :: the rest of the persons) by the opposeme **zero** :: **-s** (*I/you/we/they work* :: *he/she/it works*);

(b) in continuous aspect forms of the present tenses by discontinuous morphemes **am...ing** :: **are...ing** (1st person singular :: 2nd person singular and plural; 3d person plural); **am...ing** :: **is...ing** (1st person singular 3d person singular);

(c) in perfect order forms of the present tense by discontinuous morphemes **has...ed/en** :: **have...ed/en** (3d person singular :: the rest of the persons). In Ukrainian the category of person is expressed by the inflexions of present tense, synthetic (perfective) and analytical (non-perfective) future tense forms.

**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.

Completely allomorphic is the expression of the category of person in Ukrainian imperative mood forms, cf. *пиши – пиши́ть, будьмо здорові – будьте здорові, встань – встаньте* etc.

**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, with the exception of non-perfective future, which is rendered analytically, the category of tense is expressed synthetically: by a system of inflexions, different for the 1st, 2nd and 3rd person and singular/plural number in the present and perfective future, and for the singular (masculine, feminine and neuter gender) and plural number in the past, cf. *нес-у/нес-еш/нес-е/нес-емо/ нес-ете/ нес-уть // хвал-ю/хвал-иш/хвал-ить/хвал-имо/хвал-ите/хвал-ять нес-е :: ніс/несл-а/несл-о :: нес-тима/ при-несе/буде нести/ хвал-и-тима/ похвал-ить/ буде хвалити*.

**The category of aspect** shows the character of the action, i.e. whether the action is taken in its progress or simply stated, its nature being unspecified. In English it is represented by a system of two member opposemes such as *work/works :: am/is/are working; worked :: was/were working; has/have worked :: has/have been working; had worked :: had been working; 'll work :: 'll be working; to work :: to be working*. The meaning of continuous aspect is expressed with the help of the discontinuous morpheme **be...Ving**. Aspect in English is blended with tense (present/past/future simple :: present/past/future continuous) and time correlation (present/past/future continuous :: present/past/future perfect continuous).

In Ukrainian there is no morphological category of aspect. The meaning of continuous aspect blended with that of passive voice and is expressed by lexico-grammatical means, i.e. the transitive verb stems with

the suffixes **-сь/ся** and a corresponding adverb identifying the moment of action, cf. *Школа зараз/ще/вже/давно будується. Школа ще будувалась/будуватиметься.*

**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 opposemes like *loves/love :: am/is/are loved, loved :: was/were loved, am/is/are loving :: am/is/are being loved, was/were loving :: was/were being loved, have/has loved :: have/has been loved, had loved :: had been loved, 'll love :: 'll be loved*. In English passive voice is blended with tense, aspect and time correlation. It is built with the help of the discontinuous morpheme **be...V-ed/en(past participle)**.

In Ukrainian the passive voice is expressed by the discontinuous morpheme: *бути ... Vpast participle*, cf. *Лист (є)/був/буде написаний/ корова (є)/була/буде видосна/ болото (є)/було/буде висушене*. Alongside with this, forms in **-но/то** are used, cf. *Лист (є)/був/буде написано/ корову (є)/була/буде видосно/ болото (є)/було/буде висушено*. Ukrainian affixes **-сь/ся** which are added to the non-perfective verbs express the meaning of continuous aspect and passive voice, cf. *Хата будується/будувалась/будуватиметься*.

**The category of order (time correlation)** shows whether the action is viewed as prior to (perfect) or irrespective of (non-perfect) other actions and situations. In English it is represented by the system of opposemes such as *writes/write – has/have written, wrote – had written, writing – having written, to be written – to have been written*. Thus, in English there exist present, past and future perfect forms which are formed with the help of the discontinuous morpheme **ha...ed/en** (*has/have written, had written, 'll have written*). In Ukrainian this category is only represented by the pluperfect which corresponds to the English Past Perfect. It is built with the help of the analytical word-morpheme *бути* and the past form (*задрімав був/задрімала була/ задрімали були*).

**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, subjunctive.

English imperative mood lacks purely subjunctive forms employing the forms of the past and past perfect and the past of the modal verbs *would/should*, cf. *If I knew that I would change my mind/ If I had known*

*that before I would have changed my mind.* The only exception is the specific form of the verb **to be** (*Were she at home I would come over*). In Ukrainian subjunctive also employs the forms of the past and pluperfect and adds the particle **би**, cf. *Якби я знав, я б передумав/Якби я був знав це раніше, я був би прийшов/ Була б вона удома, я б прийшов.*

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

**Task 1. Study basic seminar notes. Prepare for seminar questions.**

**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); become (He became famous); smile (Every time he sees her he smiles); can (I can swim); have (I've done it/I usually have lunch at 5 p.m.); feel (She doesn't feel well); grow (It's growing dark/He grows potatoes and tomatoes); turn (He turned the tap/ He turned grey); look (She looks fine/Don't look at him); smell (It smells funny/The cat was smelling the sausage); must (You must help her); do (She doesn't like music/She did it again).

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); бути (Текст був/буде перекладений/Якби я був знав, я був б прийшов/Я був задрімав, але щось приверзлося, то я й прокинувся/Я хотів був зайти до вас улітку, але не наважився); сміти (Як ви смієте таке казати); мати (Ти маєш знати, куди нам звертатися); здаватися (Це здається правдою); виявлятися (Вона виявилася розумною); робитися (Ліс зробився рудим); робити (те, що ти зробив – підлість); посміхатися (Чому ти посміхаєшся?).

**Task 3. Classify the verbs into subclasses in accordance with their relation to the subject/object of the sentence:**

Go, give, smile, jump, take, ring, talk, tell, drive, sit, stand, miss.

Діяти, сидіти, посміхатися, давати, брати, говорити, зачиняти, заздрити, приходити, стрибати.

**Task 4. Classify the verbs into allomorphic and isomorphic subclasses in accordance with their aspective nature (terminative – durative – mixed type; reflexive – reciprocally reflexive, indirectly reflexive, generally reflexive, active-objectless, passive-qualitative, impersonal-reflexive, impersonal):**

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; колотися (стерні колеться); гарно/погано живеться; таланить; лаштуватися (в дорогу); дряпатися кішка дряпається); злитися.

**Task 5. Find allomorphy and isomorphy 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/The house was being built; I had visited her before I went to Moscow; I/we write/wrote;

Я писав/писала – ми писали; Нумо заспіваємо! Він працює/працював/буде працювати – вона працює/ працювала/буде працювати; Я якось був заходив, але її не застав; Він каже, що вона заходила була; Школа вже будується/вже давно будується/будуватиметься; Пиши!/ пишіть!; Нумо я запитаю!; Лист був/буде/(є) написаний; Стаття перекладена; Нічого не забуто; Він задрімав/вона задрімала/воно задрімало/вони задрімали.

**Task 6. In the following sentences figure out syntactical functions of the verb. Translate sentences into Ukrainian.**

1. Pat led the way into the library.
2. I have come to speak about that poor girl.

3. Whom do you want to see?
4. I have a problem for you to solve.
5. I have never heard her complain.
6. She is her own enemy.

**Task 7. Translate the following text into English. Analyze grammatical categories of the verb in both languages.**

І справді було гарно на ниві, несказанно гарно. Погідне блакитне небо дихало не землю теплом. Половіли жита й вилискувались на сонці. Червоніло ціле море колосків пшениці. Долиною повилася 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 8. Compare the meaning and functions of the Infinitive in English and Ukrainian.**

| English                     | Ukrainian          |
|-----------------------------|--------------------|
| To begin singing.           | Почати співати.    |
| To stop crying.             | Припинити плакати. |
| To prevent from going away. | Не дати піти.      |

**Task 9. Define categories and functions of the English Gerund. Translate sentences into Ukrainian.**

1. Nobody can go on living without some belief.
2. Do you mind giving me your name and telephone number, please?
3. I began by explaining the situation in the North.
4. Upon awakening she dressed quickly and left the house.
5. I remember laughing aloud, and the laugh being carried by the wind away from me.

**Task 10. Translate into English.**

1. Сотні спортсменів візьмуть участь у змаганнях.

2. Змагання будуть проходити у Великобританії.
3. Дивуюся, чому він ще не прийшов.
4. Він прийде вчасно, якщо не доведеться заходити до крамниці.
5. Що трапилося з Енн? – Я дуже давно її не бачив.
6. Ти не знаєш де Мері? Вона поїхала місяць тому.
7. Як тільки повернеться, вона зателефонує.
8. Не люблю каву. Віддаю перевагу чаю.
9. Яка погода була учора!
10. Джордж сказав, що вечеря буде смачною
11. Джек заблукав і не міг знайти дорогу. Сутеніло, він не знав, що робити, ось чому так зрадів, побачивши людину, яка проходила поруч.
12. Запитайте, коли він закінчить цю картину.
13. Про цю книгу будуть багато говорити.
14. Я давно його знаю. Але ми не бачилися з 2005 року. .
15. Мені бракуватиме книжок, аби добре підготуватися.

#### RECOMMENDED LITERATURE

1. Бровченко Т. О. Основи контрастивного аналізу мов / Т. О. Бровченко // Порівняльні дослідження з граматики англійської, української, російської мов. – К., 1981. – С. 124-162.
2. Волкова Л. М. Теоретична граматика англійської мови / Л. М. Волкова. – К. : Вид-во КНЛУ, 2007. – 314 с.
3. Жлуктенко Ю. О. Порівняльна граматика української та англійської мов / Ю. О. Жлуктенко. – К. : НМК ВО, 1960. – 214 с.
4. Иванова И. П. Теоретическая грамматика современного английского языка / И. П. Иванова, В. В. Бурлакова, Г. Г. Почепцов. – М. : Высшая школа, 1981. – 294 с.
5. Корунець І. В. Порівняльна типологія англійської та української мов: Навчальний посібник / І. В. Корунець. – Вінниця : Нова книга, 2004. – 464 с.
6. Левицький А. Е. Порівняльна граматика англійської та української мов : навч. посіб. / А. Е. Левицький. – К. : «Освіта України», 2007. – 138 с.
7. Сравнительная типология английского, немецкого, русского и украинского языков / А. Э. Левицкий, Н. Д. Борисенко, А. А. Борисов и др. – К. : Освіта України, 2009. – 360 с.

## Seminar 6

# **TYPOLOGICAL CHARACTERISTICS OF ENGLISH AND UKRAINIAN FUNCTIONAL WORDS**

## Plan

1. Typological characteristics of English and Ukrainian prepositions as parts of speech.
2. Lexico-grammatical classes of English and Ukrainian prepositions: allomorphic and isomorphic features.
3. Stem structure of English and Ukrainian prepositions.
4. Allomorphic and isomorphic features of English and Ukrainian prepositions.
5. Typological characteristics of English and Ukrainian conjunctions.
6. Lexico-grammatical classes of English and Ukrainian conjunctions: allomorphic and isomorphic features.
7. Stem structure of English and Ukrainian conjunctions.
8. Allomorphic and isomorphic features of English and Ukrainian conjunctions.
9. Typological Features of English and Ukrainian Particles.
10. Typological Features of English and Ukrainian Modal Words.
11. Typological Features of the Article.

## BASIC NOTES

The number of functionals in the contrasted languages is practically the same, the only exception being the article in English. Their nomenclature is as follows: 1) *modal words (and modal phrases)*; 2) *the preposition*; 3) *the conjunction*; 4) *the particle*; 5) *the interjection*.

Modal words and phrases are characterized 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. These words/phrases in English and Ukrainian are as follows: *certainly, indeed, maybe, perhaps, possibly, probably, of course, no doubt* - *певне, напевне, звичайно, може, можливо, безумовно, безсумнівно* and others.

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*).

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

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*-можже, 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, справді, очевидно, дійсно*); 2) **nouns** with or without prepositions (mainly 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, кажуть*); 4) statives (in Ukrainian): *чутно, видно*, etc.

The common feature of modals in the compared languages is their position in the sentence. Most of them may occupy any position according to the emphasis they are given by the author/speaker. Cf. *Perhaps* he will come. He will, *perhaps*, come. He will come, *perhaps*. (*Можливо, він прийде; він, можливо, прийде; він прийде, можливо*).

**Prepositions** in English and Ukrainian are characterized by both isomorphic and allomorphic features. Isomorphism is clearly observed in the morphological structure of prepositions which can be in the compared languages as follows:

#### in English

**Simple:** at, in, on, of, with, to, by

**Compound:** inside, into, within, without, throughout, upon, etc.

**Derivative:** along, below, beside, inside, outside, etc.

**Composite (Phrase prepositions):** by means of, because of, in accordance with, owing to, in front of, in spite of, with regard to etc.

#### in Ukrainian

**Прості:** в, з, о, під, на, за, при, без

**Складні:** із-за, з-під, з-понад, попід, поперед, посеред, поміж.

**Похідні:** внаслідок, завдяки, коло, круг, поверх, поперек, etc.

**Складені:** в справі, на відміну від, у зв'язку з, поруч з, згідно з, незалежно від, у відповідь на, збоку від, близько від, в межах, у плані.

The only structural difference, therefore, is in the group of simple prepositions, among which there are some Ukrainian prepositions con-

sisting of a single consonant or vowel (в, у, о, з). Cf. в очі, у возі, о п'ятій годині, з гір.

The lexico-grammatical meaning of prepositions as semi-notional words is isomorphic in both languages as well. Prepositions may be **temporal** (**before** noon до обіду, **after that** після того, **during** the war під час війни, **since** Monday від понеділка, **until** he came - доки він не прийде, etc.); **local** (**along** the road вздовж дороги, **across** the street через шлях, **among** the books серед книжок, **in front of**me переді мною), **behind/over** the house за/над хатою; **causal** (**because of** that через те що, **in view of** all this з погляду на це, **or pervasive** (he poured water **all over** me з голови до ніг); **concessive** (**despite** his expectations всупереч його очікуванням).

According to their meaning prepositions in the contrasted languages may express various syntactic relations, the main of which are as follows:

1. **Agentive relations:** *the play written by Shakespeare* бути /ніді чисюсь високою рукою/нід орудою.

2. **Objective relations:** *to be angry/ satisfied with somebody* сердитись на когось, помиритися з кимсь.

3. **Attributive relations:** *birds of a feather, the man in question* товариши по школі, друзі з Канади.

4. **Various adverbial relations:** a) **temporal:** *to depart on Monday, to arrive in spring* від'їжджати в понеділок, приїхати в березні/через нівроку; b) **local:** *in the cottage, behind the fence, in front of the house* у хаті, за тином, під лісом; c) **of direction:** *into the room, go out of the room, he went to the door* у кімнату/з кімнати, зайдіть до хати; d) **of manner or comparison:** *to look in astonishment, the air came in a warm wave* глянути з подивом; радіщів у серці через край; e) **of attendant circumstances:** *Winter set in early and unexpectedly with a heavy fall of snow.* Зима прийшла зі снігопадами; f) **of cause:** *My dog pants, with the heat* собака задихається від спеки. Троє діток на віспу вмерли; g) **of concession:** *they continued their way despite the rain, he would do it in spite of the obstacles.* Чорнявому зрадливому на лютес горе. Він приїде незважаючи на хворобу; h) **of possession:** *books of his brother, the windows of the cottage.* Стояв генерал... при всіх орденах.

**Conjunctions** in the compared languages are functional words realizing the connection of homogeneous parts in co-ordinate word-groups and sentences or linking subordinate clauses in composite sentences. As to their structure, conjunctions in English and Ukrainian are generally

characterized by isomorphism. The various types are as follows: 1) **Simple** (*and, but, or, if, that, till; i /ї, а, бо, ні, та*). 2) **Derivative/compound**: all + though - *although*, un + less - *unless*, be + cause - *because*, un + till - *until*, where + as - *whereas*, а + бо - *або*, за + те — *зате*, про + те - *проте*, як + що - *якщо*, як + би — *якби*, etc. 3) **Composite** (складені): *as if, as soon as, in order that; так що; через те, що; для того, щоб; з того час, як; відтоді, як*, etc.

As to their syntactic functions, conjunctions in the contrasted languages fall into two common-isomorphic groups: a) co-ordinating conjunctions and b) subordinating conjunctions. Co-ordinating conjunctions in the compared languages fall into the following subclasses:

1) **Copulative** (єднальні): *and, nor, neither... nor, as well as, both... and, not only... but also; i/ї, та, також, і... і, ні... ні, як... так і, не тільки... але й/і*. Copulative conjunctions in the contrasted languages have a bilateral combinability. They connect separate components, componental parts of word-groups or clauses in compound sentences which are of equal rank, eg: In the afternoon **he and Jolly** took **picks and spades** and went to the field, "It was a cold fall **and** the wind came from the mountains". По обіді **він і Джоллі** взяли **кайла і лопати** й пішли на поле. Була холодна осінь, і вітер віяв з гір. / *пить* будем, *і* гулять будем. (Ukr. folk-song)

2) **Disjunctive** (розділові) conjunctions denote in both languages separation. They are: *or, either... or або, або, чи, або... або, чи... чи, то... то, чи то...чи то*, eg: "I must weep, **or else** this heavy heart will burst". "I have nothing of the artist in me, **either** in faculty or character". Я мушу плакати, **або** від горя серце розірветься. "Все пішло *то* на податі, **то** на борги, **то** на оренди".

3) **Adversative** (протиставні): *but, still, yet але, проте, зате, однак, все ж* and others. Eg: Andrew turned towards her distressed, **yet still** determined to carry out his intention. Ендрю повернувся до неї занепокоєний, *але* готовий здійснити свій намір.

4) **Resultative** (пояснювальні): *so, hence так, що, тож/отож, тобто, а саме, як от*, eg: The grass was drenching wet, **so** he descended to the road. У траві стояла вода, **тож** він вийшов на шлях. І він катапультиється, **тобто** вистрілює себе з літака разом з сидінням.

5) **The causal conjunction** (for) is pertaining only to English, eg: The windows were open, for it was hot. The corresponding semantic

equivalent of this conjunction in Ukrainian are, **бо, тому що, оскільки** - all of subordinating nature which testifies its allomorphy in the system of co-ordinate conjunctions in the contrasted languages. Consequently, it is sometimes far from easy for Ukrainian students to differentiate Ukrainian causal clauses in a complex sentence.

Subordinate conjunctions introducing adverbial clauses are of isomorphic nature, i. e. common in both contrasted languages, too. They express different sense relations and fall into the following groups:

**1. Conjunctions of time:** *since, until, till, as long as, after, before, while, as soon as, коли, відколи, поки, аж поки, доки, аж доки, як, після того як, в міру того як, як тільки, тільки що, щойно, ледве.*

**2. Conjunctions/connectives of place and direction:** *where, wherever, whence, де, де б, куди, звідки.*

**3. Conjunctions of cause or reason:** *as, because, since, seeing, бо, через те що, тому що, з тим що, оскільки.*

**4. Conjunctions of condition:** *if, unless, provided, supposing якби, якщо, якщо б, коли б, аби, скоро.*

**5. Conjunctions of purpose:** *lest, that, in order that, so that, щоб, для того щоб, з тим щоб.*

**6. Conjunctions of result:** *so that, that, так що, отож, тож.*

**7. Conjunctions of concession:** *though, although, as, even if, even though, however, wherever, whatever, whichever, хоч, хай, нехай, дарма що, незважаючи (на).*

**Conjunctions of comparison:** *as, as...as, not so... as, than, as if, as though, як, що, мов, мовби, немов, немовби, наче, неначе, начебто, ніби, нібито.*

**Particles** in English and Ukrainian are unchangeable words specifying some component in a phrase or the whole phrase (a sentence/clause). Unlike conjunctions or prepositions, particles do not express any syntactic relations. Their function is in both languages to emphasize, restrict or make negative the meaning of the units they specify by giving some additional shade (emotional, evaluative, etc.) to their meaning/sense. Therefore some particles may perform a form-building function (cf. To be or *not* to be. Shakespeare) *бути чи не бути*. Besides, particles in both contrasted languages express an attitudinal relation to action, state or the whole message/or to reality, as well as to expressing the attitude of the speaker to the content of some message. Hence, the categorial meaning of a particle in both contrasted languages comes to influencing the content/sense expressed

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

1) **Simple:** *all, else, even, just, too, yet, not, а, і/ї, так, ну, не, ж, еге* and others;

2) **Derivative:** *alone, merely, scarcely, simply, нум, нумо, було, просто, все, воно, собі, та, те, це, оце, а, чи;*

3) **Compound:** *almost, also (невже, якраз).*

Isomorphic is the homonymy of many particles in English and Ukrainian with the following parts of speech:

**a) with adverbs:** *exactly, precisely, never, simply, still, просто, лиш, там, це, вже;* **b) with adjectives** (in English): *even, right, just;* **c) with pronouns:** *all, either, все, воно, собі, те, то;* **d) with conjunctions** (very few in English): but they are in Ukrainian (*а, і, та, чи*); **e) with articles** (in English only): *the more, the better; the longer, the better.*

Quite common, although not always equally represented, are the semantic groups of particles in both contrasted languages. Namely:

1. **Particles of emphatic precision** (емфатичного уточнення): *absolutely, exactly, precisely, right, точно, справді, просто, прямо* etc.

2. **Demonstrative particles / вказівні:** *here, there, ось, от, це, оце, онде, ген, воно.*

3. **Affirmative particles/стверджувальні:** *well, now, yes, так, гаразд, еге, еге ж, атож.*

4. **Intensifying particles / підсилювальні** are rather numerous in English and Ukrainian: *all, but, just, even, simply, yet, still, etc. і, ї, та, таки, аж, навіть, вже, ж, бо, же, etc.*

5. **Negative or form-building** (заперечні й формотворні) particles: *not, never, по, не, ні, ані.*

6. **Interrogative particles/запитальні частки:** *well, really, по, why, why not, га, ну, неville, хіба, та ну, що за.*

7. **Connecting or linking particles / приєднувальні частки:** *also, too (тож, також, теж, до того ж ще й).*

A distinguishing feature of present-day Ukrainian is a more extensive use of particles in speech (especially of emphasizing and modal particles). The latter constitute a large group including such particles as *б, би, мов, мовби, бодай, хай, нехай, може, нум, нумо*, etc. Cf: *А бодай вам весело було. Пройти б на старе бойовище. Хай тільки-но зачеплять.....зморшки на чолі все глибшають у мене.* Ukrainian has also a wide use of interrogative particles. Cf. *Неville* не можна ради дати

серцю?.. Те дерево, що я садив, чи діждеться весни? *Хіба* є хто на світі крилатіший за людину? *Це* ти Шовкун?

Unlike notionals, **interjections** in English and Ukrainian do not correlate with notions, they do not express any relations or point to any connection with words in an utterance. Interjections are unchangeable words or phrases expressing emotional and volitional reaction of the speaker on some event. Hence, there are to be distinguished communicative, emotive, and signaling interjections, which express respectively joy or pleasure, sadness, warning or repugnance. Interjections in English and Ukrainian utterances mostly occupy a front position, rarely a midposition or a closing position. Cf.: А ми! *хе! хе!* а ми жонаті. І одного часу, як гукне, так, *ой-ой-ой!*

**Task 1. Study basic seminar notes. Prepare for seminar questions.**

**Task 2. Put into classes:**

By (the book by); in (in the room); in (in astonishment); of (of a feather); with (with John); into (into the room); behind (behind the house); in spite of (in spite of the facts); with (with the heat); like (like his mother).

В (в січні); в (в кімнаті); до (до сина); з (з двору); на (на столі); на (на грип); від (від віспи); від (від Джона); незважаючи на (хворобу); одночасно з (ними); поруч з (ним); крізь (стіни).

**Task 3. Define the meaning and the morphological structure of the following English prepositions.**

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 4. Put into allomorphic and isomorphic groups on the basis of the stem-structure:**

At, because of, below, by, inside, in front of, throughout, on account of.

З, під, із-за, щодо, довкіл, на відміну від, в справі, внаслідок, посеред.

**Task 5. Define subordinate and coordinate conjunctions.**

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). 12. In that small room he seemed even bigger than I remembered him. 13. He prized the pencil, because it had been a gift from his mother (G. E. Warren).

**Task 6. Put into classes:**

Both...and; either...or; yet; not only...but also; as...as; after; though; lest; in order that; because; for; however; hence; as well.

Отож; тому що; немов; та й; проте; а саме; тому що; нехай; поки; хоча; не тільки; зате; ні...ні; все ж; чи...чи.

**Task 7. Put into allomorphic and isomorphic groups on the basis of the stem-structure:**

As soon as; because; although; whereas; as if; but; either...or; until.

Проте; і...і; чи...чи; не стільки...скільки; відтоді; з того часу як; але; а.

**Task 8. Put into classes:**

Absolutely; here; well; but; never; well; really; why; also; almost; even.

Точно; справді; ані; таки; навіть; й; так; еге; атож; хіба; до того ж; та ну; майже; приблизно; хоча б; лише.

**Task 9. Put into allomorphic and isomorphic groups on the basis of the stem-structure:**

All, merely, simply, almost, too, approximately, precisely.

Невже, авжеж, воно, просто, прямо, так, не, собі, чи.

**Task 10. Put into classes:**

Assuredly, indeed, of course, certainly, probably, possibly, maybe, perhaps, fortunately.

Можливо, безперечно, напевне, мабуть, певне, безсумнівно.

**Task 11. Find in the following sentences particles. Give their English equivalents.**

1. Вже б нікуди звідси не їхав, так і залишився б у Бережанах (Є. Гуцало).
2. Ми лише зіплювали зуби, намагаючись не ойкати (В. Нестайко).
3. Тож завтра кожний з них піде до рідної оселі, чого ж сидять вони такі сумні та невеселі?
4. Гаразд, моя доню Ізольдо, я золота в сонця візьму, блакиту морського позичить попросим русалку саму.
5. Ти мені покажи, як сідати, то й я сяду. – Та от же так, дивися!
6. Усі сили й життя, віддав він землі, сподіваючись, що вона коли-небудь подарує йому втіху (О. Бойченко).

**Task 12. 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 13. 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 зробить вправу п'ять на сторінці вісім. 24. Скільки кімнат у квартирі? 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. 36. Вони ховають ключ під килимком біля входних дверей. 37. На столі під склом лежать фотографії. 38. Його немає на цьому знімку. 39. Гори починаються залісом. 40. Його будинок напроти мого. 41. Ми мешкаємо у центрі. 42. У центрі кімнати – стіл і шість стільців навколо нього. 43. Люблю проводити відпустку на півдні. 44. Праворуч від вікна – письмовий стіл, а перед ним – крісло.

#### **Task 14. 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 \_\_\_\_\_ 5. \_\_\_\_\_ 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.

#### **RECOMMENDED LITERATURE**

1. Блох М. Я. Теоретическая грамматика английского языка (на англ. яз.) / М. Я. Блох. – 3-е изд., испр. – М. : Высш. шк., 2000. – 381 с.
2. Бровченко Т. О. Основы контрастивного анализа мов / Т. О. Бровченко // Порівняльні дослідження з граматики англійської, української, російської мов. – К., 1981. – С. 124-162.
3. Волкова Л. М. Теоретична граматики англійської мови / Л. М. Волкова. – К. : Вид-во КНЛУ, 2007. – 314 с.

4. Жлуктенко Ю. О. Порівняльна граматики української та англійської мов / Ю. О. Жлуктенко. – К. : НМК ВО, 1960. – 214 с.

5. Корунець І. В. Порівняльна типологія англійської та української мов: Навчальний посібник / І. В. Корунець. – Вінниця : Нова книга, 2004. – 464 с.

## Seminar 7

### BASIC SYNTACTIC NOTIONS.

#### WORD-GROUPS / PHRASE IN ENGLISH AND UKRAINIAN.

#### TYPES OF WORD-GROUPS IN ENGLISH AND UKRAINIAN

##### Plan

1. General characteristics of syntax.
2. Kinds of syntactic theories.
3. Basic syntactic notions.
4. Types of syntactic relations.
5. Definition and general characteristics of the word-group.
6. Classification of word-groups.
7. Subordinate word-groups.
8. The noun-phrase (NP).
9. The verb-phrase (NP).
10. The main allomorphic features in English and Ukrainian phrase (word-group) representation.

### BASIC NOTES

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

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

**Syntax**, on the other hand, deals with the way words are combined. It is concerned with the external functions of words and their relationship to other words within the linearly ordered units – word-groups, sentences and

texts. Syntax studies the way in which the units and their meanings are combined. It also deals with peculiarities of syntactic units, their behavior in different contexts.

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

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

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

It should be noted that (3) differs from (4) because the former admits no passive transformation. Transformational method proves useful for analysing sentences from the point of their deep structure: *Flying planes can be dangerous.*

This sentence is ambiguous, two senses can be distinguished: a) the action of flying planes can be dangerous, b) the planes that fly can be dangerous. Therefore it can be reduced to the following kernels:

- a) *Planes can be dangerous*
- b) *Planes can be dangerous X (people) fly planes X Planes fly*

**Constructional Syntax.** Constructional analysis of syntactic units was initiated by Prof. G.Pocheptsov in his book published in Kyiv in 1971. This analysis deals with the constructional significance/insignificance of a part of the sentence for the whole syntactic unit. The theory is based on the obligatory or optional environment of syntactic elements. For example, the element *him* in the sentence *I saw him there yesterday* is constructionally significant because it is impossible to omit it. At the same time the

elements *there* and *yesterday* are constructionally insignificant – they can be omitted without destroying the whole structure.

**Communicative Syntax.** It is primarily concerned with the analysis of utterances from the point of their communicative value and informative structure. It deals with the actual division of the utterance – the theme and rheme analysis. Both the theme and the rheme constitute the informative structure of utterances. The theme is something that is known already while the rheme represents some new information. Depending on the contextual informative value any sentence element can act as the theme or the rheme: *Who is at home? - John is at home. Where is John? – John is at home.*

**Pragmatic** approach to the study of syntactic units can briefly be described as the study of the way language is used in particular contexts to achieve particular goals. **Speech Act Theory** was first introduced by John Austin. The notion of a speech act presupposes that an utterance can be said with different intentions or purposes and therefore can influence the speaker and situation in different ways:

|                       |                                                                                                                                                                                                             |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>It's cold here</i> | I just state the fact;<br>I want you to do something about it (close the window);<br>I'm threatening you;<br>I'm seeking for an excuse for not doing something;<br>I want you to feel guilty of it;<br>Etc. |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Accordingly, we can distinguish different speech acts.

Of special interest here is the problem of indirect speech acts: *Are you leaving already?* In our everyday activities we use indirect speech acts rather willingly because it is the best way to influence people, to get what we want and to be polite at the same time.

**Textlinguistics** studies the text as a syntactic unit, its main features and peculiarities, different ways of its analysis.

**Discourse analysis** focuses on the study of language use with reference to the social and psychological factors that influence communication.

3. The syntactic language level can be described with the help of special linguistic terms and notions: *syntactic unit, syntactic form, syntactic meaning, syntactic function, syntactic position, and syntactic relations.*

**Syntactic unit** is always a combination that has at least two constituents. The basic syntactic units are a word-group, a clause, a sentence, and a text. Their main features are:

- a) they are hierarchical units – the units of a lower level serve the building material for the units of a higher level;
- b) as all language units the syntactic units are of two-fold nature:

$$\text{Syntactic unit} = \frac{\text{content side}}{\text{expression side}} = \frac{\text{syntactic meaning}}{\text{syntactic form}}$$

- c) they are of communicative and non-communicative nature – word-groups and clauses are of non-communicative nature while sentences and texts are of communicative nature.

**Syntactic meaning** is the way in which separate word meanings are combined to produce meaningful word-groups and sentences.

*Green ideas sleep furiously.* This sentence is quite correct grammatically. However it makes no sense as it lacks syntactic meaning.

**Syntactic form** may be described as the distributional formula of the unit (pattern). *John hits the ball* – N1 + V + N2.

**Syntactic function** is the function of a unit on the basis of which it is included to a larger unit: in the word-group *a smart student* the word ‘smart’ is in subordinate attributive relations to the head element. In traditional terms it is used to denote syntactic function of a unit within the sentence (subject, predicate, etc.).

**Syntactic position** is the position of an element. The order of constituents in syntactic units is of principal importance in analytical languages. The syntactic position of an element may determine its relationship with the other elements of the same unit: *his broad back, a back district, to go back, to back sm.*

**Syntactic relations** are syntagmatic relations observed between syntactic units. They can be of three types – coordination, subordination and predication.

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

**1. Coordination (SR1)** – syntagmatic relations of independence. SR1 can be observed on the phrase, sentence and text levels. Coordination may be symmetric and asymmetric. Symmetric coordination is characterized by complete interchangeability of its elements – *pens and*

*pencils*. Asymmetric coordination occurs when the position of elements is fixed: *ladies and gentlemen*. Forms of connection within SR1 may be copulative (*you and me*), disjunctive (*you or me*), adversative (*strict but just*) and causative-consecutive (sentence and text level only).

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

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

There are a lot of definitions concerning the **word-group**. The most adequate one seems to be the following: the word-group is a combination of at least two notional words which do not constitute the sentence but are syntactically connected. According to some other scholars (the majority of Western scholars and professors B.Ilyish and V.Burlakova – in Russia), a combination of a notional word with a function word (*on the table*) may be treated as a word-group as well. The problem is disputable as the role of function words is to show some abstract relations and they are devoid of nominative power. On the other hand, such combinations are syntactically bound and they should belong somewhere.

General characteristics of the word-group are:

1) As a naming unit it differs from a compound word because the number of constituents in a word-group corresponds to the number of different denotates:

a black bird – чорний птах (2), a blackbird – дрізд (1);  
a loud speaker (2), a loudspeaker (1).

2) Each component of the word-group can undergo grammatical changes without destroying the identity of the whole unit: *to see a house* - *to see houses*.

3) A word-group is a dependent syntactic unit, it is not a communicative unit and has no intonation of its own.

Word-groups can be classified on the basis of several principles:

1. According to the type of syntagmatic relations: **coordinate** (*you and me*), **subordinate** (*to see a house, a nice dress*), **predicative** (*him coming, for him to come*),

2. According to the structure: **simple** (all elements are obligatory), **expanded** (*to read and translate the text* – expanded elements are equal in rank), **extended** (a word takes a dependent element and this dependent element becomes the head for another word: *a beautiful flower* – *a very beautiful flower*).

Subordinate word-groups are based on the relations of dependence between the constituents. This presupposes the existence of a governing Element which is called **the head** and the dependent element which is called **the adjunct** (in noun-phrases) or **the complement** (in verb-phrases).

According to the nature of their heads, subordinate word-groups fall into **noun-phrases** (NP) – *a cup of tea*, **verb-phrases** (VP) – *to run fast, to see a house*, **adjective phrases** (AP) – *good for you*, **adverbial phrases** (DP) – *so quickly*, **pronoun phrases** (IP) – *something strange, nothing todo*.

The formation of the subordinate word-group depends on the valency of its constituents. **Valency** is a potential ability of words to combine. Actual realization of valency in speech is called combinability.

Noun word-groups are widely spread in English. This may be explained by a potential ability of the noun to go into combinations with practically all parts of speech. The NP consists of a noun-head and an adjunct or adjuncts with relations of modification between them. Three types of modification are distinguished here:

1. **Premodification** that comprises all the units placed before the head: *two smart hard-working students*. Adjuncts used in pre-head position are called **pre-posed** adjuncts.

2. **Postmodification** that comprises all the units all the units placed after the head: *students from Boston*. Adjuncts used in post-head position are called **post-posed** adjuncts.

3. **Mixed modification** that comprises all the units in both pre-head and post-head position: *two smart hard-working students from Boston*.

Noun-phrases with pre-posed adjuncts.

In noun-phrases with pre-posed modifiers we generally find adjectives, pronouns, numerals, participles, gerunds, nouns, nouns in the genitive case (see the table). According to their position all pre-posed adjuncts may be divided into **pre-adjectivals** and **adjectiavals**. The position of adjectivals is usually right before the noun-head. Pre-adjectivals occupy the position before adjectivals. They fall into two groups: a) **limiters** (to this group belong mostly particles): *just, only, even, etc.* and b) **determiners** (articles, possessive pronouns, quantifiers – *the first, the last*).

Premodification of nouns by nouns (N+N) is one of the most striking features about the grammatical organization of English. It is one of devices to make our speech both laconic and expressive at the same time. Noun-adjunct groups result from different kinds of transformational shifts. NPs with pre-posed adjuncts can signal a striking variety of meanings:

*world peace – peace all over the world*

*silver box – a box made of silver*

*table lamp – lamp for tables*

*table legs – the legs of the table*

*river sand – sand from the river*

*school child – a child who goes to school*

The grammatical relations observed in NPs with pre-posed adjuncts may convey the following meanings:

1. subject-predicate relations: *weather change*;
2. object relations: *health service, women hater*;
3. adverbial relations:
  - a) of time: *morning star*,
  - b) place: *world peace, country house*,
  - c) comparison: *button eyes*,
  - d) purpose: *tooth brush*.

It is important to remember that the noun-adjunct is usually marked by a stronger stress than the head.

Of special interest is a kind of ‘grammatical idiom’ where the modifier is reinterpreted into the head: *a devil of a man, an angel of a girl*.

Noun-phrases with post-posed adjuncts.

NPs with post-posed may be classified according to the way of connection into **prepositionless** and **prepositional**. The basic prepositionless NPs with post-posed adjuncts are: Nadj. – *tea strong*, NVen – *the shape unknown*, NVing – *the girl smiling*, ND – *the man downstairs*, NVinf – *a book to read*, NNum – *room ten*.

The pattern of basic prepositional NPs is N1 prep. N2. The most common preposition here is 'of' – *a cup of tea, a man of courage*. It may have quite different meanings: **qualitative** – *a woman of sense*, **predicative** – *the pleasure of the company*, **objective** – *the reading of the newspaper*, **partitive** – *the roof of the house*.

The VP is a definite kind of the subordinate phrase with the verb as the head. The verb is considered to be the semantic and structural centre not only of the VP but of the whole sentence as the verb plays an important role in making up primary predication that serves the basis for the sentence. VPs are more complex than NPs as there are a lot of ways in which verbs may be combined in actual usage. Valent properties of different verbs and their semantics make it possible to divide all the verbs into several groups depending on the nature of their complements (see the table 'Syntagmatic properties of verbs', Lecture 6).

Classification of verb-phrases.

VPs can be classified according to the nature of their complements – verb complements may be nominal (*to see a house*) and adverbial (*to behave well*). Consequently, we distinguish **nominal**, **adverbial** and **mixed** complementation.

Nominal complementation takes place when one or more nominal complements (nouns or pronouns) are obligatory for the realization of potential valency of the verb: *to give smth. to smb., to phone smb., to hear smth.(smb.), etc.*

Adverbial complementation occurs when the verb takes one or more adverbial elements obligatory for the realization of its potential valency: *He behaved well, I live ...in Kyiv (here)*.

Mixed complementation – both nominal and adverbial elements are obligatory: *He put his hat on he table* (nominal-adverbial).

According to the **structure** VPs may be **basic** or **simple** (*to take a book*) – all elements are obligatory; **expanded** (*to read and translate the text, to read books and newspapers*) and **extended** (*to read an English book*).

**Task 1. Study basic seminar notes. Prepare for seminar questions.**

**Task 2. Explain to the following notions:**

Syntagmatics, word-group, predication, coordination, subordination, agreement, government, the noun-phrase, the verb-phrase.

**Task 3. Point out and analyze the English predicative wordgroups in the sentences below and suggest their corresponding Ukrainian semantic and structural equivalents.**

1. She did not want him to be laughed at (Cronin).
2. He waited for her to speak, but she did not (Ibid).
3. For about ten days we seemed to have been living on nothing but cold meat, cake, and bread and jam (J. K. Jerome).
4. We saw behind us thousands and thousands of white gulls, dipping, wheeling, brushing the water with their wings (Galsworthy).
5. He saw himself and Ruth reading and discussing poetry (London).
6. That being so, then he could rise to Ruth (Ibid).
7. After the data being obtained, the crystal was taken from the oil-bath (M. Wilson).
8. He sat up suddenly, his muscular tensivity in laughing aloud and the laugh being carried by the wind away from me (Saroyan).
9. "Even Mummy couldn't mistake that for me being killed" (R. Kipling).

#### RECOMMENDED LITERATURE

1. Бровченко Т. О. Основи контрастивного аналізу мов / Т. О. Бровченко // Порівняльні дослідження з граматики англійської, української, російської мов. – К., 1981 – С. 124-162.
2. Волкова Л. М. Теоретична граMATика англійської мови / Л. М. Волкова. – К. : Вид-во КНЛУ, 2007. – 314 с.
3. Жлуктенко Ю. О. Порівняльна граMATика української та англійської мов / Ю. О. Жлуктенко. – К. : НМК ВО, 1960. – 214 с.
4. Корунець І. В. Порівняльна типологія англійської та української мов: Навчальний посібник / І. В. Корунець. – Вінниця : Нова книга, 2004. – 464 с.
5. Blokh M. Y. A Course in Theoretical English Grammar / M. Y. Blokh. – М. : Высшая школа, 1983. – 383 p.

## Seminar 8

### THE SENTENCE. TYPES OF SENTENCES IN ENGLISH AND UKRAINIAN

#### Plan

1. The sentence as the central syntactic unit.
2. The structural types of sentences in the compared languages.
3. Word order in English and Ukrainian sentences.
4. The Composite Sentence in English and Ukrainian.
5. The Compound Sentence in English and Ukrainian.

#### BASIC NOTES

While word-groups are subject of investigation in Minor syntax, the sentence is investigated in the so-called Major syntax. The *sentence* is the only language unit, capable of expressing communication containing some kind of information about the objective reality.

The sentence as the central syntactic unit is characterised by the structural, semantic and pragmatic aspects. This aspective trichotomy directly correlates with the meaning, form and functioning of the sentence in speech where it realises its explicit form of an utterance corresponding to a logically complete proposition. These three aspects are of universal nature.

The structural types of sentences are common in the contrasted languages. However, different types of sentences display a lot of allomorphic features in English and Ukrainian.

#### **Simple sentence**

Binary (S-P) 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. Consequently, English two-member sentences are represented by a larger variety of paradigmatic subtypes than in Ukrainian. The two-member sentences non-existent in Ukrainian are the following:

1. Impersonal sentences which are introduced by the personal pronoun it ( It snowed).

2. Indefinite personal sentences in which the subject is expressed by the indefinite personal pronouns one, they, you, eg: (One should know such things. They say. You never know).

3. Sentences with the introductory "it" or "there" ( It is time to start. There is nothing to say.)

4. Sentences with the implicit agent and passive predicate verb followed by a preposition (He was sent for. The project is objected to everywhere.)

5. Sentences with secondary predication constructions (He is said to be a sportsman.).

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. This is due to the morphological nature of Ukrainian as a mainly synthetic structure language.

**Common** in English and Ukrainian are the following paradigmatic types of one-member sentences:

1. Nominal sentences: Nice time for a rector to come down for breakfast. (B. Shaw)

2. Imperative (or inductive) sentences: Open the door.

3. Exclamatory sentences may structurally often coincide in English and Ukrainian with nominal and infinitival sentences, eg: Thieves! Fire! How funny! To think of it! Damn your money!

4. Infinitival sentences in both contrasted languages have practically identical structural forms: To be or not to be.

**Allomorphic** in English and Ukrainian are the following paradigmatic types of one-member sentences:

1. Definite personal sentences, which are widely used in literary and colloquial Ukrainian speech. The doer of the action in these sentences is indicated by the finite verb and its personal ending correlating with the main part of the sentence. 2. Indefinite personal sentences. 3. Generalised personal sentences. 4. Impersonal sentences

Another difference of paramount importance between the two languages is that of word order. Ukrainian, conveying grammatical information mostly through inflection, allows relative flexibility which can be used to encode pragmatic information such as topicalisation or focus.

Word order in English is of much greater importance than in Ukrainian. The word order in the English sentence is fixed, for English as an analytic language relies much on the order of sentence constituents to convey important grammatical information. 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).

Therefore inversion in English is a powerful stylistic device. In Ukrainian, with its non-fixed, flexible order of words, inversion is less conspicuous. Hence, inversion as it is, often doesn't adequately convey the expressiveness of the English sentence. So inversion in English is a much more expressive means of the language than that in Ukrainian.

Another important typological difference between English and Ukrainian concerns ellipsis (omitting some elements of the sentence to avoid repetition).

### **Composite sentence**

A composite sentence in English and Ukrainian, like in all other languages, contains two or more primary predication centres. There is much common in the nature and structure of the composite sentence in English and Ukrainian. Isomorphism is also observed in the inventory of the Major Syntax units represented by the compound and complex sentences. But still there are some divergent features.

1. In English causative-resultative relations may be expressed not only by subordination, but by coordination as well. In Ukrainian this meaning is expressed only by subordinate clauses.

2. Compound coordinate sentences are more spread in Ukrainian.

3. 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.

4. Attributive sentences are of two types in both contrasted languages: restrictive and non-restrictive. Restrictive attributive clauses are more tightly connected with the main clause, their elimination leads to the ambiguity of the sentence. Non-restrictive attributive clauses can be easily removed without making the main clause semantically incomplete:

5. English object clauses are characterised by the rule of sequence of tenses. English object clauses are more tightly connected with the main clause and are never separated by comas.

6. English has conditional clauses joined without the help of conjunctions (with inversion), e.g.: Should he come, ask him to wait. English has conditional sentences with negation expressed by conjunctions (unless, lest): He is sure to come unless he is told otherwise.

**Task 1. Study basic seminar notes. Prepare for seminar questions.**

**Task 2. Answer the following questions:**

- 1) Compare structural types of sentences in English and Ukrainian.
- 2) What are the peculiarities of two-member and one-member sentences in English and Ukrainian?
- 3) What are the functions of word order in the contrasted languages? Provide examples.
- 4) In which language is inversion a powerful stylistic device?
- 5) Which language has semi-complex sentences? Give examples of different sentence parts (subject, predicate, object, adverbial) expressed by secondary predicative constructions.
- 6) In which languages is ellipsis more widely spread? What are prowords? Give examples.
- 7) What is the difference between the sentences? Translate them into Ukrainian.
  1. The children, who were eager to bathe, ran to the river.
  2. The children who were eager to bathe ran to the river.
- 8) Which language has one-member subordinate clauses more widely spread? Give examples.
- 9) Why are English object clauses not separated by a coma?

**Task 3. Give the definition to the following notions:** predicativity; impersonal sentence; word order; composite sentence; compound sentence; complex sentence; clause; copulative coordination; disjunctive coordination; adversative coordination; causative-consecutive coordination.

**Task 4.**

**A) Translate the following sentences into Ukrainian.**

1. It was a mistake to take Lola there, I knew it the moment we alighted from the train at the small country station (G. Greene).
2. There was the Town Hall, but they had built a new cinema with a Moorish dome and a café (G. Greene).

3. The baby had on a white flannel gown and a blue woolen jacket, and her dark, fine hair was brushed up into a funny little peak (K. Mansfield).
4. In fact, she longed to tell them how delightful they were, and what a decorative group they made, how they seemed to set one another off and how they reminded her of a play by Tchekof! (K. Mansfield).
5. Mrs. Mooney glanced instinctively at the little gilt clock on the mantelpiece as soon as she had become aware through her reverie that the bells of George's Church had stopped ringing (J. Joyce).
6. Coming back, he walked through the barroom, where people waiting for the train were drinking (E. Hemingway).
7. They didn't understand that in a way he was the best of them, the gamest, and the one who was having the most trouble and taking it better than anybody else (W. Saroyan).
8. We had us two or three more drinks while they talked about the major things that come to pass for them in the past ten years (R. Carver).
9. By that time, she'd been gone so long I didn't know if she was going to come back (R. Carver).
10. They saluted coldly; and the lover's eyes rested for a second or two on a thick bulldog face and a pair of thick short arms (J. Joyce).

**B) Make a comparative morphological analysis of the parts of speech and define isomorphic and allomorphic morphological phenomena in English and Ukrainian languages.**

**Task 5. Suggest Ukrainian equivalents for the English simple and composite sentences below. Point out isomorphisms or allomorphisms in the corresponding communicative/structural types of sentences in the contrasted languages.**

1. It's funny that your husband should never look at you.
2. "I may be very stupid, but I can't make head or tail out of what you're saying" (Maugham).
3. "And I'm glad you came to us, Mademoiselle Marchand".
4. The white young woman (Updike).
5. That was my father's ship passing over the town (Bradbury).
6. It's the only way, you know (Greene).
7. But I couldn't keep my goddam eyes open and I fell asleep.
8. Is she to take it that everything is O'K? (Salinger)
9. You could hear him putting away his crumby toilet articles and all (Ibid).

10. To Roberta, since he wouldn't her, he was telephoning briefly (Dreiser).
11. His house was too far away for anyone to come to meet him (Cusack).
12. "I am very fond of being looked at" (Wilde).
13. I wish, I were Pyle (Greene).
14. Oh, if I only could go back to my flower basket (Shaw).
15. "Why start tomorrow?" (Warren)

### RECOMMENDED LITERATURE

1. Блох М. Я. Теоретическая грамматика английского языка (на англ. яз.) / М. Я. Блох. – 3-е изд., испр. – М. : Высш. шк., 2000. – 381 с.
2. Волкова Л. М. Теоретична граматика англійської мови / Л. М. Волкова. – К. : Вид-во КНЛУ, 2007. – 314 с.
3. Жлуктенко Ю. О. Порівняльна граматика української та англійської мов / Ю. О. Жлуктенко. – К. : НМК ВО, 1960. – 214 с.
4. Копров В. Ю. Сопоставительная типология предложения / В. Ю. Копров. – Воронеж : Воронежский гос. ун-т, 2002. – 192 с.
5. Корунець І. В. Порівняльна типологія англійської та української мов: Навчальний посібник / І. В. Корунець. – Вінниця : Нова книга, 2004. – 464 с.
6. Левицький А. Е. Порівняльна граматика англійської та української мов : навч. посіб. / А. Е. Левицький. – К. : «Освіта України», 2007. – 138 с.
7. Павлов В. В. Основи синтаксису англійської мови / В. В. Павлов. – Суми : СумДПУ ім. А.С.Макаренка, 2007. – 92 с.
8. Blokh M. Y. A Course in Theoretical English Grammar / M. Y. Blokh. – М. : Высшая школа, 1982. – 198 с.
9. Khlebnikova I. V. Essentials of English Morphology / I. V. Khlebnikova. – Moscow : Vyssaya skola, 1994. – 126 p.
10. Morokhovska E. J. Fundamentals of English Grammar Theory and Practice / E. J. Morokhovska. – Kyiv : Vyšča Škola, 1993. – 472 p.
11. Song J. J. Linguistic typology: morphology and syntax / J. J. Song. – Harlow and London : Pearson Education, 2001. – 406 p.

## QUESTIONS FOR SELF-CONTROL

1. Contrastive grammar as a branch of typology.
2. Object, aims and notions of the contrastive grammar.
3. Methods of typological investigation at the morphological and syntactical levels.
4. A short history of typologic investigations (XIX -XX centuries).
5. Connection of the contrastive grammar with other linguistic sciences.
6. Contrastive grammar and translation.
7. Language and speech.
8. Language as a structure.
9. Language as a system.
10. Grammatical meaning.
11. Gramatical category.
12. Paradigmatic and syntagmatic relations.
13. The notion of opposition.
14. The parts of speech problem. Classical approach.
15. The parts of speech problem. Functional approach.
16. The parts of speech problem. Distributional approach.
17. The parts of speech problem. Complex approach.
18. Notional parts of speech in the contrasted languages.
19. Typology of the functional parts of speech in the contracted languages.
20. General characteristics of the Noun.
21. The category of number in the system of English and Ukrainian nouns.
22. Contrastive analysis of the category of case in the languages under investigation.
23. The grammatical category of gender in English and Ukrainian.
24. Categories of definiteness / indefiniteness, animateness/ inanimateness in the contrasted languages.
25. The Verb. General characteristics.
26. The category of tense in English and Ukrainian.
27. The category of aspect.
28. The category of voice in the contrasted languages.
29. Contrastive analysis of the category of mood in the languages under investigation.
30. Allomorphic categories of verb in the contrasted languages.
31. The categories of person and number in the verb system in English and Ukrainian.

32. The adjective via typological investigation.
33. Typological characteristics of English and Ukrainian pronouns.
34. Contrastive analysis of numerals in English and Ukrainian.
35. Typology of adverb in English and Ukrainian.
36. Typological characteristics of prepositions.
37. Typology of conjunctions.
38. Particles in English vs. Ukrainian.
39. Interjections in English vs. Ukrainian.
40. The category of modality in the contrasted languages.
41. Syntactic level as a level of typological investigation. Basic syntactic notions.
42. Word-groups in the contrasted languages.
43. Classification of word-groups in the contrasted languages.
44. Subordinate word-groups.
45. The noun-phrase.
46. The ver-phrase.
47. The sentence as an object of typological analysis.
48. Classification of sentences in the contrasted languages.
49. The composite sentence in the contrasted languages.
50. The compound sentences in the contrasted languages.

## RECOMMENDED LITERATURE

1. Алексеева И. О. Курс теоретичної граматики сучасної англійської мови / И. О. Алексеева. – Вінниця : Нова Книга, 2007. – 328 с.
2. Аракин В. Д. Сравнительная типология английского и русского языков: учеб. пособие / В. Д. Аракин. – М. : Просвещение, 1989. – 254 с.
3. Аракин В. Д. Типология языков и проблема методического прогнозирования / В. Д. Аракин. – М. : Высшая школа, 1989. – 201 с.
4. Бархударов Л. С. Очерки по морфологии современного английского языка / Л. С. Бархударов. – М. : Высшая школа, 1975. – 156 с.
5. Безпояско О. К. Граматика української мови. Морфологія / О. К. Безпояско, К. Г. Городенська, В. М. Русанівський. – К. : Либідь, 1993. – 336 с.
6. Вихованець І. Р. Граматика української мови. Синтаксис / І. Р. Вихованець. – К. : Либідь, 1993. – 368 с.
7. Вейхман Г. А. Новое в английской грамматике: учеб. пособие / Г. А. Вейхман. – М. : Высшая школа, 1990. – 128 с.
8. Гуревич В. В. Теоретическая грамматика английского языка. Сравнительная типология английского и русского языков / В. В. Гуревич. – М. : Флинта, 2005. – 168 с.
9. Жлуктенко Ю. О. Порівняльна граматика української та англійської мов / Ю. О. Жлуктенко. – К. : Радянська школа, 1960. – 160 с.
10. Зеленецкий А. Л. Сравнительная типология основных европейских языков: учеб. пособие / А. Л. Зеленецкий. – М. : Академия, 2004. – 252 с.
11. Копров В. Ю. Сопоставительная типология предложения / В. Ю. Копров. – Воронеж : Воронежский гос. ун-т, 2002. – 192 с.
12. Корунець І. В. Порівняльна типологія англійської та української мов: навч. посібник / І. В. Корунець. – Вінниця : Нова Книга, 2004. – 464 с.
13. Левицький А. Е. Порівняльна граматика англійської та української мов: навч. посібник / А. Е. Левицький. – К. : Освіта України, 2007. – 154 с.

14.Майданник З. М. Засоби вираження кількісної характеристики ознаки, названої прикметником, в українській та англійській мовах / З. М. Майданник // Мовознавство. – 1994. – № 1. – С. 58–64.

15.Мирончук Т. А. Збірник вправ з порівняльної граматики англійської та української мов: навч. посібник / Т. А. Мирончук. – К. : МАУП, 2005. – 128 с.

16.Павлов В. В. Основи синтаксису англійської мови / В. В. Павлов. – Суми : СумДПУ ім. А.С. Макаренка, 2007. – 92 с.

17.Плющ М. Я. Сучасна українська літературна мова: збірник вправ / М. Я. Плющ, О. І. Леута, Н. П. Гальона. – К. : Вища школа, 1995. – 284 с.

18.Сборник упражнений по грамматике английского языка / В. Л. Каушанская, Р. Л. Ковнер, О. Н. Кожевникова. – Винница : Нова книга, 2001. – 214 с.

19.Стернин И. А. Контрастивная лингвистика: учебное пособие / И. А. Стернин. – Воронеж : Истоки, 2004. – 189 с.

20.Сравнительная типология английского, немецкого, русского и украинского языков / А. Э. Левицкий, Н. Д. Борисенко, А. А. Борисов и др. – К. : Освіта України, 2009. – 360 с.

21.Українська мова: підручник / Т. К. Бурлака, В. О. Горпинич, П. С. Дудик та ін. – К. : Вища школа, 1993. – Ч.1. – 415 с.

22.Харитонов І. К. Теоретична граматики сучасної англійської мови / І. К. Харитонов. – Вінниця : Нова Книга, 2008. – 352 с.

23.Худяков А. А. Теоретическая грамматика английского языка / А. А. Худяков. – М. : Издательский центр «Академия», 2005. – 256 с.

24.Широкова Л. В. Сопоставительная типология разноструктурных языков (фонетика, морфология): учеб. / Л. В. Широкова. – М. : Добросвет, 2000. – 196 с.

25.Щерба Л. В. О второстепенных членах предложения / Л. В. Щерба // Избранные работы по языкознанию и фонетике. – Т.1. – Л. : Изд-во ЛГУ, 1958. – С. 92–103.

26.Ярцева В. Н. Контрастивная грамматика / В. Н. Ярцева. – М. : Наука, 1981. – 111 с.

27.Blokh M. Y. A Course in Theoretical English Grammar / M. Y. Blokh. – М. : Высшая школа, 1983. – 383 p.

28.Ilyish B. A. The Structure of Modern English / B. A. Ilyish. – Л. : Просвещение, 1971. – 366 p.

29. Khlebnikova I. V. Essentials of English Morphology / I. V. Khlebnikova. – Moscow : Vyssaya skola, 1994. – 126 p.
30. Morokhovska E. J. Fundamentals of English Grammar Theory and Practice / E. J. Morokhovska. – Kyiv : Vyšča Škola, 1993. – 472 p.
31. Ozar B. S. Understanding and Using English Grammar / B. S. Ozar. – N.Y. : Reason Education, 1999. – 476 p.
32. Rastal P. Definite Article or no Definite Article? / P. Rastal // English Today. – 1995. – Vol.11. – № 2. – P. 37–39.
33. Stanforth A. W. European Languages in Contact: Divergence, Convergence and Conciliation / A. W. Stanforth // The Linguist. – 1994. – Vol. 33. – №3. – P. 74–82.
34. Susan K. B. Intermediate Grammar. From Form to Meaning and Use / K. B. Susan. – N. Y. : Oxford University Press, 1996. – 531 p.
35. Wierzbicka A. The Deep or Semantic Structure of the Comparative / A. Wierzbicka // Linguistische Berichte. – 1971. – B. 16. – S. 39–45.

## Appendix A

**Типологічний паспорт «англійська мова»**1. Склад граматичних категорій:

К а т е г о р і я в і д м і н к а (Category of Case):

2 – іменник: загальний (Common), генітив (Genitive).

2 – займенник: називний (Nominative), об'єктний (Objective).

К а т е г о р і я р о д у (Category of Gender): граматично не представлена.

К а т е г о р і я о з н а ч е н о с т і (детермінативності) (Category of Definiteness) – означений, неозначений артиклі.

К а т е г о р і я ч и с л а (Category of Number) – 2: одиниця, множина.

К а т е г о р і я с п о с о б у (Category of Mood) – 6 способів: дійсний (Indicative), умовний (Conditional), умовний I (Subjunctive I), умовний II (Subjunctive II), допустовий (Suppositional), наказовий (Imperative).

К а т е г о р і я в и д у (Category of Aspect) – 2: загальний (нетривалий) (Non-Continuous), тривалий (Continuous).

К а т е г о р і я с т а н у (Category of Voice) – 2: активний (Active), пасивний (Passive).

К а т е г о р і я ч а с у (Category of Tense) – 3: теперішній, минулий, майбутній.

К а т е г о р і я ч а с о в о ї в і д н е с е н о с т і (Category of Correlation) – 2: перфектна (Perfect) / неперфектна (Non-Perfect).

К а т е г о р і я о с о б и (Category of Person) – 3: морфологічно не виражена.

2. Словосполучення:

а) атрибутивні прилягання; переважає препозиція; число типів – 5;

б) об'єктні прилягання; одно-, двовалентні: переважає постпозиція; число типів – 7.

3. Речення: словопорядок S + P + O; генітивний словопорядок N<sub>gen</sub> + N<sub>c</sub>; переважають двоскладні речення; присудок займає друге місце у реченні; порядок слів фіксований; односкладні речення типологічного значення не мають.

## Appendix B

**Типологічний паспорт «українська мова»**1. Склад граматичних категорій:

К а т е г о р і я в і д м і н к а – 7: називний, родовий, давальний, знахідний, орудний, місцевий, кличний.

К а т е г о р і я р о д у – 3: чоловічий, жіночий, середній.

К а т е г o р і я ч и с л а – 2: однина, множина.

К а т е г o р і я о з н а ч е н o c т і (детермінативності) – граматично не представлена.

К а т е г o р і я c п o c o б у – 3: дійсний, умовний, наказовий способи.

К а т е г o р і я в и д у – 2: недоконаний, доконаний.

К а т е г o р і я c т а н у – 3: активний (дійсний), зворотно-середній, пасивний.

К а т е г o р і я ч а c y – 3: теперішній, минулий, майбутній.

К а т е г o р і я o c o б и – 3: 1-ша, 2-га, 3-тя особа однини і множини.

2. Словосполучення:

а) атрибутивні – узгодження в числі, роді, відмінку; в атрибутивних словосполученнях переважає препозиція; число типів – 4;

б) об'єктні - керування; одно-, двовалентні; переважає постпозиція; число типів – 5.

3. Речення: словопорядок вільний з перевагою прямого S + P + O, генітивний словопорядок N + N<sub>gen</sub>; наявність двоскладних та односкладних речень з перевагою перших; присудок займає друге місце у стверджувальних реченнях і перше – у питальних.

## Appendix C

**Families of languages in the world today**

| №  | The most widespread language families | Description                                                                                                                                                                                                                                                   |
|----|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | The Indo-European Family              | The most widely studied family of languages and the family with the largest number of speakers. Languages include English, Spanish, Portuguese, French, Italian, Russian, Greek, Hindi, Bengali; and the classical languages of Latin, Sanskrit, and Persian. |
| 2. | The Uralic Family                     | A family found in Europe (Hungarian, Finnish) and Siberia (Mordvin) with complex noun structures.                                                                                                                                                             |
| 3. | The Altaic Family                     | A family spread from Europe (Turkish) through Centra Asia (Uzbek), Mongolia (Mongolian), to the Far East (Korean, Japanese). These languages have the interesting property of vowel harmony.                                                                  |
| 4. | The Sino-Tibetan Family               | An important Asian family of languages that includes the world's most spoken language, Mandarin. These languages are monosyllabic and tonal.                                                                                                                  |

|     |                              |                                                                                                                                                                                         |
|-----|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5.  | The Malayo-Polynesian Family | A family consisting of over 1000 languages spread throughout the Indian and Pacific Oceans as well South East Asia. Languages include Malay, Indonesian, Maori and Hawaiian.            |
| 6.  | The Afro-Asiatic Family      | This family contains languages of northern Africa and the Middle East. The dominant languages are Arabic and Hebrew.                                                                    |
| 7.  | The Caucasian Family         | A family based around the Caucas Mountains between the Black Sea and the Caspian Sea. Georgian and Chechen are the main languages. They are known for their large number of consonants. |
| 8.  | The Dravidian Family         | The languages of southern India (in contrast to the Indo-European languages of northern India). Tamil is the best known of these languages.                                             |
| 9.  | Austro-Asiatic Family        | This family are a scattered group of languages in Asia. Languages include Vietnamese and Khmer.                                                                                         |
| 10. | Niger-Congo Family           | This family features the many languages of Africa south of the Sahara.                                                                                                                  |