

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
KYIV NATIONAL LINGUISTIC UNIVERSITY



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**CONTRASTIVE GRAMMAR  
OF ENGLISH AND UKRAINIAN.  
PRACTIC**

**MANUAL**

for Higher Education Institutions  
that Carry Out Educational Activities  
at the First (Bachelor) Level  
of Higher Education in the Specialty 035 Philology

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**BEREZENKO, V. & SHUTOVA, M.**

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Посібник “Contrastive Grammar of English and Ukrainian. PRACTIC” підготовлений відповідно до типової програми із зіставної граматики англійської та української мов й спрямований на формування знань, умінь та навичок у межах вимог чинної програми. Посібник містить плани й завдання до семінарських завдань, питання для семестрового контролю, вправи для самостійної роботи.

Посібник призначений для здобувачів вищої освіти першого (бакалаврського) рівнів вищої освіти зі спеціальності 035 Філологія.

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## PREFACE

Contrastive grammar of English and Ukrainian languages occupies an important place in the system of future philologists training. This manual is designed to promote the scientifically based learning of isomorphic and allomorphic phenomena of the English and Ukrainian languages in order to coordinate the educational process and test students' knowledge and practical skills.

The purpose of the course is to supplement and systematize the previously acquired knowledge and skills of analyzing phonetic, grammatical, lexical and syntactic processes and phenomena in the English and Ukrainian languages; to teach students the basic principles and laws of distinguishing the grammatical structure of modern English and Ukrainian languages in terms of their structure and functioning; to develop students' ability to use knowledge of the comparative typology of the English and Ukrainian languages in the analysis of linguistic phenomena in the practical teaching of the English language; to explicate the students' skills to work with scientific linguistic literature and find information, that can be used for the analysis of linguistic phenomena and processes in teaching practice.

To achieve this goal, the manual provides a number of tasks for mastering basic theoretical issues with an emphasis on contrastive analysis of linguistic units in the lexical, morphological, and syntactic systems of the English and Ukrainian languages.

The main task of the manual is to provide students with the necessary didactic and methodological materials for qualitative mastery of basic theoretical knowledge about the grammatical structure of modern English and Ukrainian languages using contemporary linguistic theories. The didactic-methodical complex is designed to evolve students for seminar classes. It contains lists of points submitted for consideration and discussion, test questions and tasks, practical exercises aimed in checking common and distinctive features of linguistic units and phenomena of the English and Ukrainian languages.

The study guide on the contrastive grammar of the English and Ukrainian languages is compiled in accordance with the standard program and contains all the necessary materials for the student in preparation for the control of knowledge in seminar classes and in the course exam.

## CHAPTER 1. SYLLABUS

### **Summary of the academic discipline**

The discipline “Contrastive Grammar of the English and Ukrainian Languages” is aimed at improving students' grammatical competence, forming their skills, knowledge and ability to use syntactic units of the English and Ukrainian languages, which is professionally oriented, therefore its purpose and content are determined by the communicative, cognitive and professional needs of the future foreign language specialist.

The basis of the course is the scientific achievements of modern linguists regarding the problems of typological comparison of languages in general and modern English and Ukrainian languages in particular, as well as paradigmatics and syntagmatics of linguistic phenomena, a systematic approach to the study of linguistic phenomena, the relationship and interaction of individual language subsystems, etc. A systematic approach to the study of language units and phenomena within the course of contrastive syntax and pragmatics of the English and Ukrainian languages with the use of special methods of linguistic analysis (comparative analysis, distributive analysis, transformational analysis, analysis by immediate constituents, oppositional-categorical analysis, deductive and inductive analysis, statistical analysis) makes it possible to show the peculiarities of linguistic facts and phenomena in the compared languages on specific linguistic material.

The training course includes 1 Content Module, during which students study the grammatical structure and discursive features of sentences in the English and Ukrainian; identify common and distinctive features in the combinatorics of lexical-grammatical classes of words; construction of phrases and clauses; interpretation of clauses; the structure and use of simple and complex sentences; expression of modality in different types of sentences; discursive patterns; non-verbal expression of sentence modality. As a result of the comparative study of linguistic facts of foreign and native languages, students improve their communication skills and develop pragmatic competence.

<p><b>Prerequisites for studying or choosing an academic discipline</b></p>	<p>To master the discipline successfully, students must possess knowledge in the following fields: "Introduction to Linguistics", "Modern Ukrainian Language", "Introduction to German Linguistics", "History of the English Language", "Practical English Grammar" " etc. The knowledge and skills obtained as a result of studying these courses create the necessary basis for studying the course "Contrastive Grammar of English and Ukrainian languages" and highly correlate with them.</p> <p>Students should know: isomorphic and allomorphic properties of the grammatical structure of modern English and Ukrainian languages; the main common and distinctive features of the morphological system (structural and partial linguistic) of the English and Ukrainian languages; the main convergent and divergent features of the syntactic system of the contrasted languages; methods of linguistic analysis: pragmatic analysis, distributive analysis, transformational analysis, analysis by direct components, deductive and inductive analysis.</p> <p>Students should be able to: correctly perform morphological analysis of words in both English and Ukrainian languages; use words correctly, taking into account their combinatorics in syntactic units; the basic structures of sentences and building them competently according to different communicative types in productive speech; build structures of comparison with adjectives according to the appropriate models; use articles in typical speech situations in English discourse; correctly use verbs in different tenses of the active and passive voice in speech with the agreement of tenses in English discourse; determine the members of the sentence and their types in both languages; make generalizations about certain processes of the modern English and Ukrainian languages; illustrate each theoretical position with specific language examples; work with scientific linguistic literature; use theoretical knowledge in practical teaching of English; use modern methods of linguistic analysis to analyze linguistic phenomena.</p>
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<b>The aim of the discipline</b>	To teach students the basic principles and regularities of distinguishing the syntactic structure of modern English and Ukrainian languages in terms of their structure and functioning; classic and modern approaches to the analysis of linguistic syntactic units and phenomena when contrasting these languages; to acquaint students with common and distinctive features in the syntax system of the contrasted languages; to contribute to the scientifically based study of isomorphic and allomorphic phenomena of the English and Ukrainian languages in order to improve the knowledge and practical skills of students in both languages. The primary task, however, is the improvement of grammar and the development of pragmatic competences.
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**Competencies  
that the student will acquire as a result of training**

**INTEGRAL COMPETENCE**

The ability to solve complex problems in the field of professional and research-innovative activities, which involves a deep rethinking of existing and the creation of new integral knowledge from general philological disciplines (linguistics, literary theory, pragmatics, semiotics), the history of their formation and development, the current state and current problems, the latest scientific paradigms and methodologies of philological research (linguistic, literary, translation studies).

**GENERAL COMPETENCES**

1. The ability to realize one's rights and responsibilities as a member of society; to realize the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.
2. The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, techniques and technologies, use different types and forms motor activity for active recreation and leading a healthy lifestyle.
3. The ability to communicate in the national language both orally and in writing.
4. The ability to be critical and self-critical.
5. The ability to learn and master modern knowledge.
6. The ability to search, process and analyze information.
7. The ability to identify, pose and solve problems.
8. The ability to work in a team and autonomously.
9. The ability to communicate in a foreign language.
10. The ability to abstract thinking, analysis and synthesis.
11. The ability to apply knowledge in practical situations.
12. Skills of using information and communication technologies.

**PROFESSIONAL COMPETENCES**

1. Awareness of the structure of philological science and its theoretical foundations.
2. The ability to use knowledge about language as a special sign system, its nature, functions, and levels in professional activities.
3. The ability to use knowledge of the theory and history of the studied language(s) in professional activities.
4. The ability to analyze dialectal and social varieties of the language(s) being studied, to describe the sociolinguistic situation.
5. The ability to effectively use the acquired linguistic knowledge from the chosen philological specialization in the field of linguistic research.
6. The ability to use the studied language(s) freely, flexibly and effectively, in oral and written form, in various genre and stylistic varieties and registers of communication (official, unofficial, neutral), to solve communicative tasks in various spheres life.

Knowledge of the general principles of translation, as well as the skills and abilities of its implementation, the ability to understand texts in the source language and correctly translate them into the translation language. Mastery of English grammar at the C1 level (European Recommendations on language education: study, teaching, assessment).

7. The ability to collect and analyze, systematize and interpret linguistic, literary, folklore facts, interpret and translate text (depending on the chosen specialization).

### **Learning outcomes of the discipline**

1. Communicate freely on professional issues with specialists and non-specialists in native and foreign languages orally and in writing, use them to organize effective intercultural communication.
2. Effectively work with information: select the necessary information from various sources, in particular from specialized literature and electronic databases, critically analyze and interpret it, arrange, classify and systematize it.
3. Organize the process of self-education.
4. Use information and communication technologies to solve complex specialized tasks and problems of professional activity.
5. Understand the main problems of philology and approaches to their solution using appropriate methods and innovative approaches.
6. Know and understand the language system and be able to apply this knowledge in professional activity.
7. Know the principles, technologies and methods of creating oral and written texts of various genres and styles in national and foreign languages.
8. Analyze linguistic units, determine their interaction and characterize linguistic phenomena and processes that cause them.
9. Collect, analyze, systematize and interpret the facts of language and speech and use them to solve complex problems and problems in specialized areas of professional activity and/or learning.
10. Have the skills to manage complex actions or projects when solving complex problems in professional activities in the field of the chosen philological specialization and bear responsibility for decision-making in unpredictable conditions.
11. Perceive Ukrainian and English texts by ear, taking into account possible difficulties in understanding oral speech (fast pace of speech; phonetic features of speech, in particular, accents characteristic of speakers of various language variants or non-native speakers; lexical and syntactic gaps in messages, etc.).
12. Carry out a scientific analysis of language material, interpret and structure it taking into account classical and modern methodological principles, formulate generalizations in the process of practical activity, performing translations into Ukrainian of various texts from the English language.
13. Demonstrate systematic knowledge of all aspects of the theory.

Thematic seminars plan	Content of the Module
1.1	<b>Introduction. Purpose, tasks of the course.</b> The place of contrastive grammar among other linguistic disciplines, the object and subject of study. Typology of languages. Classification of languages. Analytical and synthetic languages. Methods of typological analysis. History of typological studies. The contribution of Ukrainian scientists to contrastive studies.
1.2	<b>Contrastive morphology.</b> The word as the basic unit of the morphological and syntactic systems of the English and Ukrainian languages. General principles of word formation. The main onomasiological and semasiological characteristics of words in compared languages. Word-building. Parts of speech, their isomorphic and morphic features in contrasted languages. Noun. Pronoun. Numeral, Adjective. State words. Adverb. The verb, grammatical categories and tense forms. Impersonal forms of the verb. Gerund, infinitive, participle. Dual nature, forms, predicative constructions in the English language. Service words (articles, modal words, prepositions, conjunctions, particles, exclamations) and their use in English and Ukrainian phrases and sentences.
1.3	<b>Contrastive syntax.</b> Syntax of word combinations of contrasted languages. The concept of a word combination. Contrastive study of syntactic relations and processes of compared languages. Typology of word combinations. Predicative, attributive, object, circumstantial phrases. Noun, adjective pronoun, numeral, verb phrases. Synthetic, analytical-synthetic and analytical combination of components in phrases.
1.4	<b>Comparative syntax.</b> Syntax of a simple sentence in the English and Ukrainian languages. Ways of expressing the syntactic components of a sentence: word form, phrase, predicative construction, subordinate clause and their grammatical status in the hierarchical structure of the sentence. Syntactic processes, their typology and ways of implementation. Typology of simple sentences. Basic sentence patterns. The main parts of the sentence, their divergent characteristics in the contrasted languages. Subject (Means of expressing the Subject in the English language. The role of the Subject in the communicative structure of the sentence. <i>It</i> as a subject (cleft-sentences)). Predicate (Classification. Mixed types of predicate). Agreement of the predicate with the subject. The main differences between the Predicate and the Subject. Inverted word order. Secondary parts of the sentence, their divergent features in the contrasted languages. Complex clauses in the English language. Modality as a linguistic category. Types of modality. Conditional Mood as a grammatical type of modality. Classification of conditional forms. Using models of the conditional mood in a simple sentence.
1.5	<b>Contrastive syntax.</b> Syntax of the complex sentence of the contrasted languages. Definition, typology of complex sentences in English and Ukrainian languages. Types of coordination. Classification of Complex sentences. Compound sentences, their classification. Concept of clause. Finite and non-finite clauses. Typology of non-finite clauses. Non-verbal sentences. Pragmatics of sentences with non-finite clauses. Modality (objective and subjective) of a complex sentence: lexical-grammatical and syntactic means. Conditional Mood in complex sentences.

### Evaluation of training results

**Current monitoring** of students' progress is carried out during the semester. Classroom, independent work, and other types of student's educational activities are evaluated during mastery of educational material. Current control is carried out at each practical session and based on the results of independent work tasks. It provides for the assessment of students' theoretical training and practical skills on the specified topic (including self-developed material) during practical classes. The current assessment of all types of students' educational activities is carried out according to the cumulative system.

#### Criteria for evaluating the student's classroom work (on a practical lesson)

Systematized, creative, logically constructed answer with elements of innovation.	«Excellent»
Productive, but not comprehensive enough answer; tasks are performed according to the standard level of difficulty, minor errors are possible.	«Good»
Reproductive response; the tasks are completed according to the reproductive type of complexity, contain errors.	«Satisfactory»
A fragmentary, unargued answer; the tasks were not completed in accordance with the requirements, multiple mistakes were made.	«Unsatisfactory»
Unpreparedness for class; failure to complete tasks. Absence from class	«0»

#### Criteria for evaluating the student's independent work

An innovative approach to independently completed tasks.	«Excellent»
Creative and independent performance of tasks, high-quality mastery of software material and its appropriate use in performing tasks.	«Good»
Completion of individual tasks according to the reproductive type of complexity with significant help from the teacher.	«Satisfactory»
Shallow, fragmentary performance of tasks.	«Unsatisfactory»
Failure to complete tasks.	«0»

**Module control.** The semester control of the academic discipline is preceded by the writing of a module control work by students.

#### Criteria for evaluating the results of the module control work

100%–91% of correctly completed tasks	«Excellent»	20 points
90%–75% of correctly completed tasks	«Good»	16 points
74%–60% of correctly completed tasks	«Satisfactory»	12 points
59% and below correctly completed tasks	«Unsatisfactory»	8 points

Absence of control work	«0»	0 points
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*The final (semester) control* is carried out in order to evaluate the learning results at the final stage of studying the discipline.

№ з/п	Final control form	Types of student's educational activities	Максимальна кількість балів
1.	Exam	1. Auditory and independent work of the student 2. Module control work 3. Exam	50  20 30

**Semester control** of the academic discipline is conducted in the form of an exam on the scope of all educational material determined by the work program of the academic discipline, and in the terms established by the curriculum and schedule of the educational process.

Students who have a semester rating score in the discipline of 63 - 70 may be given a final grade for the discipline on the national scale of "excellent" or "A" according to the ECTS scale. The final rating score is issued by adding 30 points to the student's semester rating score.

The maximum exam score is 30. The teacher evaluates the student's answer on the exam (differentiated exam) on a 4-point scale. This assessment is transformed into an examination rating score as follows:

"excellent" - 30 points;

"good" - 23 points;

"satisfactory" - 18 points;

"unsatisfactory" - 0 points.

On the exam in the academic discipline, each question of the exam ticket is also evaluated on a 4-point scale ("excellent" - "5", "good" - "4", "satisfactory" - "3", "unsatisfactory" - "2"), after which the average arithmetic value of these estimates is established with rounding to the tenth part. The average arithmetic value is multiplied by 10; the obtained score constitutes the examination rating score for the academic discipline.

The final grade for the discipline is set according to the final rating point (the sum of the semester rating point and the examination point) according to the table below.

<b>Final Grade</b>	<b>ECTS scale grade</b>	<b>National scale grade</b>
90 – 100	A	Excellent
82 – 89	B	Good
75 – 81	C	
66 – 74	D	Satisfactory
60 – 65	E	
0 – 59	FX	Unsatisfactory*

\*If a student receives a positive exam grade ("excellent" ("5"), "good" ("4"), "satisfactory" (" 3")), then such a student is assigned a final grade in the discipline on the national scale only "satisfactory", on the ECTS scale - E, and in the examination information in the column "Final rating score" 60 points are put.

## Course Policy

A student is considered admitted to the semester control if he has completed all types of work provided for in the work program of the academic discipline.

Regardless of the form of acquisition and the level of higher education (full-time (day and evening) and part-time), students are required to attend classes and pass all forms of current and final control provided by the work program of the academic discipline.

If it is impossible for evening and part-time students to attend all classes for objective reasons, they make an individual attendance schedule (at least 50%), and the rest of the tasks are performed remotely. Students coordinate this schedule with the teacher and the research department. The schedule must be approved by the vice-rector for scientific work.

If full-time students cannot attend a certain number of classes due to important reasons (illness, extraordinary family circumstances, etc.), they must make up for them. The department of german philology and translation determines the procedure and terms of full-time students' completion of missed classes in the academic discipline and informs students of specific schedules of missed classes in the discipline and evaluation criteria..

Violation of academic integrity is not permitted when working on written works. In particular:

- the use of other people's texts or individual fragments in the work without proper reference to the source, with changes to individual words or sentences;
- using paraphrased ideas of others without reference to their authors;
- Passing off someone else's text or its fragment as one's own text, bought or received for non-material remuneration;
- non-independent performance of any educational tasks (if this is not provided by the requirements of the program);
- falsification of the results of scientific or educational work;
- references to sources that were not used in the work,
- involvement of false persons in the list of authors of a scientific or educational work, participation of such persons in the current or final assessment of knowledge.

***The main types of responsibility of students for violation of academic integrity:***

- repeated assessment (test work, credit, etc.);
- repeating the relevant educational component of the educational program;
- deduction from the educational institution;
- deprivation of an academic scholarship;
- Deprivation of tuition benefits provided by the educational institution.



**Recommended Books****Main:**

1. *Березенко В.М.* (2011). Порівняльна типологія англійської та української мов. К. : Освіта України.
2. *Березенко, В.М.* (2017). Порівняльна типологія англійської та української мов (практикум). К. : Вид. центр КНЛУ.
3. *Жлуктенко, Ю.О.* (1960). Порівняльна граматики англійської та української. К.
4. *Корунець, І.В.* (2003). Порівняльна типологія англійської та української мов. Вінниця : Нова Книга.
5. *Azar, B.A.* (2003). *Fundamentals of English Grammar* (third edition). London: Longman.
6. *Berzak, Y.; Katz, B.; Reichart R.* (2015). Typology Driven Estimation of Grammatical Error Distributions in ESL. Proceedings of the 19th Conference on Computational Language Learning. P. 94–102, Beijing, China, July 30-31. URL: <https://groups.csail.mit.edu/infolab/publications/conll15final.pdf>
7. *Huddleston, R.; Pullum G.K.* (2005). *A Student's Introduction to English Grammar*. – Cambridge University Press.
8. *Quirk, R.; Greenbaum, S.; Leech, G.; Svartvik J. A* (1985). *Comprehensive Grammar of the English Language*. London : Longman Group Limited.
9. *Volker, G.* (2011). Contrastive analysis: Theories and methods. *Dictionaries of Linguistics and Communication Science: Linguistic theory and methodology*. Berlin: Mouton de Gruyter. URL: [http://www.personal.uni-jena.de/~mu65qev/papdf/contr\\_ling\\_meth.pdf](http://www.personal.uni-jena.de/~mu65qev/papdf/contr_ling_meth.pdf)

**Additional:**

1. *Винницький, В.М.* (1984). Наголос у сучасній українській мові. К. : Рад. шк.
2. *Волкова, Л.М.* (2009). Теоретична граматики англійської мови: Сучасний підхід. К. : Освіта України.
3. *Гнезділова, Я.В.* (2012). *Sentence Structure. Part 1. THEORY: Навчальний посібник для студентів III курсу вищих закладів освіти.* К.: Видавничий дім Дмитра Бураго.
4. *Гнезділова, Я.В.* (2012). *Sentence Structure. Part 2. EXERCISES: Навчальний посібник для студентів III курсу вищих закладів освіти.* К.: Видавничий дім Дмитра Бураго.
5. *Почепцов, Г.Г.* (1971). Конструктивный анализ структуры предложения. Киев : Вища школа.
6. *Почепцов, Г.Г.* (1986). Синтагматика английского слова. К. : Вища школа.
7. *Грищенко, А.П.* (2002) Сучасна українська мова. К. : Вища школа.
8. *Білодід І.К.* (1969-1973). Сучасна українська літературна мова. К. : Наук. думка. Т. 1-4.
9. *Шутова М.О.* (2016). Етнокультурні стереотипи в англійській та українській мовах: реконструкція і типологія : автореф. дис. на здоб. наук. ступеня д-ра філол. наук : спец. 10.02.17 порівняльно-історичне і типологічне мовознавство. Київ.



## Information Resources

1. English Grammar online – Электронный ресурс:  
<http://www.ego4u.com/>
2. My English pages – Электронный ресурс:  
<http://www.myenglishpages.com>
3. English Grammar 101 – Электронный ресурс:  
<http://lessons.englishgrammar101.com>
4. Berzak, Y.; Katz B., Reichart, R. (2015). Typology Driven Estimation of Grammatical Error Distributions in ESL. Proceedings of the 19th Conference on Computational Language Learning. P. 94–102, Beijing, China, July 30-31. URL:  
<https://groups.csail.mit.edu/infolab/publications/conll15final.pdf>
5. Volker, G. (2011). Contrastive analysis: Theories and methods. *Dictionaries of Linguistics and Communication Science: Linguistic theory and methodology*. Berlin: Mouton de Gruyter. URL: [http://www.personal.uni-jena.de/~mu65qev/papdf/contr\\_ling\\_meth.pdf](http://www.personal.uni-jena.de/~mu65qev/papdf/contr_ling_meth.pdf)

## TOPICS OF LECTURES

№ 3/II	Topic	Academic hours
1	<b>Introduction.</b> Purpose, tasks of the course. Types of typological studies. Typological constants. The place of comparative grammar among other linguistic disciplines, the object and subject of study. Typology of languages. Classification of languages. Analytical and synthetic languages.	2
2	<b>Fundamental principles of contrastive analysis of languages.</b> Methods of typological analysis. History of typological studies. The contribution of Ukrainian scientists to contrastive studies.	2
3	<b>Contrastive morphology (1).</b> The word and the word-form in the contrasted languages. Basic language levels and their constants. Typological units of the morphological level (morpheme, word). Concept of word form, morphological category, opposition, parts of speech. The word as the basic unit of the morphological and syntactic systems of the English and Ukrainian languages. General principles of word classification. Basic onomasiological and semasiological characteristics of words in the compared languages. Vocabulary: isomorphic and allomorphic features.	2
4	<b>Contrastive morphology (2).</b> Part-language characteristics of words in contrasted languages. Parts of speech, their isomorphic and allomorphic features in contrasted languages. Synthetic and analytical ways of expressing morphological categories of language parts in English and Ukrainian languages. Noun. Pronoun. Numeral, Adjective. State category words. Adverb. The verb, grammatical categories and tense forms. Impersonal forms of the verb. Gerund, infinitive, participle. Dual nature, forms, predicative constructions in the English language. Service words (articles, modal words, prepositions, conjunctions, particles, exclamations) and their use in English and Ukrainian phrases/sentences.	2
5	<b>Contrastive syntax (1).</b> The syntactic structure of the word combination in the compared languages. Concept of phrase, sentence. Contrastive study of syntactic relations and processes of compared languages. Typology of word combinations. Predicative, attributive, object, circumstantial phrases. Noun, adjective, pronoun, numeral, verb phrases. Synthetic, analytical-synthetic and analytical combination of components in phrases.	2

6	<p><b>Contrastive syntax (2).</b> Syntax of a simple sentence in the English and Ukrainian languages. Ways of expressing the syntactic components of a sentence: word form, phrase, predicative construction, subordinate clause and their grammatical status in the hierarchical structure of the sentence. Syntactic processes, their typology and ways of implementation. Typology of simple sentences. Basic sentence patterns. The main members of the sentence, their convergent and divergent features in the contrasted languages. Subject (Means of expressing the subject in the English language. The role of the subject in the communicative structure of the sentence. <i>It</i> as a subject (cleft-sentences)). Predicate (Classification. Mixed types of predicate). Agreement of the predicate with the subject. The basic rules for agreeing the predicate with the subject. Inverted word order. Secondary members of the sentence, their divergent signs in the compared languages. Complex clauses in the English language. Modality as a language category. Types of modality and its expression. Conditional method as a grammatical type of transfer of modal values. Classification of conditional forms. Using models of the conditional mood in a simple sentence.</p>	2
7	<p><b>Contrastive syntax (3).</b> Syntax of the complex sentence of the contrasted languages. Definition, typology of complex sentences in English and Ukrainian languages. Types of coordination. Classification. Complex sentences. Compound sentences, their classification. Concept of clause/clause. Finite and non-finite clauses. Typology of non-finite clauses (predicative phrases). Non-verbal sentences. Pragmatics of sentences with non-finite clauses. Modality (objective and subjective) of a complex sentence: lexical-grammatical and syntactic means. Conditional method in complex sentences. Sentence pragmatics.</p>	2

## TOPICS OF SEMINAR LESSONS

№ 3/П	Topic	Academic hours
1	<b>Introduction. Fundamental principles of contrastive analysis of languages. Purpose, tasks of the course.</b> Types of typological studies. Typological constants. The place of comparative grammar among other linguistic disciplines, the object and subject of study. Typology of languages. Classification of languages. Analytical and synthetic languages. Methods of typological analysis. History of typological studies. The contribution of Ukrainian scientists to contrastive studies.	2
2	<b>Contrastive morphology (1).</b> The word and the word-form in the contrasted languages. Basic language levels and their constants. Comparative morphology. Typological constants of the morphological level (morpheme, word). Concept of word form, morphological category, opposition, parts of speech. The word as the basic unit of the morphological and syntactic systems of the English and Ukrainian languages. General principles of word classification. The main onomasiological and semasiological characteristics of words in the compared languages. Vocabulary: isomorphic and allomorphic features.	2
3	<b>Contrastive morphology (2).</b> Part-language characteristics of words in the contrasted languages: nominal parts of speech. Parts of speech, their isomorphic and allomorphic features in compared languages. Noun. Pronoun. Numeral, Adjective. State category words.	2
4	<b>Contrastive morphology (3).</b> Part-linguistic characteristics of words in the contrasted languages: verb, impersonal forms of the verb, adverb, official words. The verb, grammatical categories and tense forms. Impersonal forms of the verb. Gerund, infinitive, participle. Dual nature, forms, predicative constructions in the English language. Adverb. Service words (articles, modal words, prepositions, conjunctions, particles, exclamations) and their use in English and Ukrainian phrases/sentences.	2
5	<b>Contrastive syntax (1).</b> The syntactic structure of the word combination in the contrasted languages. Concept of phrase, sentence. Contrastive study of syntactic relations and processes of compared languages. Typology of word combinations. Predicative, attributive, object, circumstantial phrases. Noun, adjective, pronoun, numeral, verb phrases. Synthetic, analytical-synthetic and analytical combination of components in phrases.	2
6	<b>Contrastive syntax (2).</b> Syntax of a simple sentence in English and Ukrainian languages. Ways of expressing the syntactic	2

	<p>components of a sentence: word form, phrase, predicative construction, subordinate clause and their grammatical status in the hierarchical structure of the sentence. Syntactic processes, their typology and ways of implementation. Typology of simple sentences. Basic sentence patterns. The main members of the sentence, their convergent and divergent features in the compared languages. Subject (Means of expressing the subject in the English language. The role of the subject in the communicative structure of the sentence. It as a subject (cleft-sentences)). Predicate (Classification. Mixed types of predicate). Agreement of the predicate with the subject. The basic rules for agreement the predicate with the subject. Inverted word order. Secondary members of the sentence, their divergent signs in the compared languages. Complex clauses in the English language. Modality as a linguistic category. Types of modality and its expression. Conditional Mood as a grammatical type of modality. Classification of conditional forms. Using models of the conditional mood in a simple sentence.</p>	
7	<p><b>Contrastive syntax (3).</b> Syntax of the complex sentence of the compared languages. Definition, typology of complex sentences in English and Ukrainian languages. Types of communication. Classification. Complex sentences. Compound sentences, their classification. The concept of a clause. Finite and non-finite clauses. Typology of non-finite clauses (predicative phrases). Non-verbal sentences. Pragmatics of sentences with non-finite clauses.</p>	2
8	<p><b>Modality of a complex sentence..</b> Modality (objective and subjective) of a complex sentence: lexical-grammatical and syntactic means. Conditional Mood in complex sentences. <b>Module control work.</b></p>	2

### Tasks for Self-Study

№	Topic	The content of the task for self-study	Academic hours
1	<p><b>Topic 1.</b> Introduction. Purpose, tasks of the course. The place of comparative grammar among other linguistic disciplines.</p>	<p>Types of typological studies. Grammar of constants of the corresponding levels. The ratio of the typical in the language and the type of language. Typology of languages. Methods of typological analysis. History of typological studies. Comparison as the main method of typological studies of linguistic phenomena. Method of direct components. Distributive, transformative methods.</p>	12
2	<p><b>Topic 2.</b></p>	<p>Contrastive morphology. Parts of languages,</p>	12

	Contrastive morphology. The word as the basic unit of the morphological and syntactic systems of the English and Ukrainian languages.	their isomorphic and allomorphic features in compared languages. Basic criteria for distinguishing parts of speech in compared languages. Noun as a part of speech, grammatical categories of noun in English and Ukrainian languages. Adjective grammar. Pronoun, numeral, state category words in the compared languages. Typological characteristics of the verb and its grammatical categories. Adverb. Official parts of speech in English and Ukrainian.	
3	<b>Topic 3.</b> Contrastive syntax. The syntactic structure of the word combination in the compared languages.	Contrastive syntax. The concept of a word combination. Structure, types, grammatical relationship between words in English and Ukrainian phrases. A phrase is the basic unit of the syntactic level of the compared languages. Division of word combinations into types depending on syntactic connections between components. Division of phrases into morphological/paradigmatic classes.	12
4	<b>Topic 4.</b> Contrastive syntax. Syntax of a simple sentence in English and Ukrainian languages.	Sentence syntax. A simple sentence. Structural types of sentences. Communicative types of sentences. Clauses in English and Ukrainian. Syntactic modality of the sentence. Separation of sentence members. The syntactic role of intonation in compared languages. Typology of main and secondary clauses. Pragmatic properties of simple sentences: comparative analysis. Discursive words in simple sentences.	12
5	<b>Topic 5.</b> Comparative syntax. Syntax of the complex sentence of the compared languages.	Typology of complex sentences in English and Ukrainian languages. Communicative sentence types of the compared languages. Types of communication. Classification. Complex sentences. Compound sentences, their classification. The concept of a clause/clause. Finite and non-finite clauses. Typology of non-finite clauses (predicative phrases). Non-verbal sentences. Pragmatics of sentences with non-finite clauses. Modality (objective and subjective) of a complex sentence: lexical-grammatical and syntactic means. Conditional method in complex sentences. The use of models of the conditional mode in complex sentences.	12
	Total		60

## UNIT 1

### **FUNDAMENTALS OF CONTRASTIVE GRAMMAR.**

### **METHODS OF CONTRASTIVE GRAMMAR.**

### **HISTORY OF TYPOLOGICAL INVESTIGATIONS**

#### **Points for discussion:**

1. The basic terms and notions of contrastive investigations (isomorphic/allomorphic features, absolute/near universals, etc.).
2. Kinds of contrastive investigations.
3. The object and practical aims of contrastive grammar.
4. The difference between a) contrastive grammar, b) linguistic typology, c) historical and comparative linguistics.
5. Typological classifications of languages based on various principles (morphological, syntactic, phonological).
6. Methods of contrastive grammar: general (deductive, inductive, quantitative, кількісний) and specific (contrastive, IC analysis, distributional, transformational).
7. A short history of typological investigations:
  - 1) the beginning of typological investigations;
  - 2) the 17<sup>th</sup> century initiatives (Universal or Rational Grammar);
  - 3) the domains of typological investigations in the 1<sup>st</sup> and the 2<sup>nd</sup> parts of 19<sup>th</sup> c;
  - 4) the basic typological theories of the 20<sup>th</sup> century;
8. Modern tendencies of typological investigations. Ukrainian typologists.

#### **POINTS FOR SELF-CONTROL (Block 1)**

### **THE FUNDAMENTALS OF CONTRASTIVE TYPOLOGY**

#### **TASK 1. ANSWER THE FOLLOWING QUESTIONS:**

- 1) What does Contrastive Grammar study?
- 2) What is the object of Contrastive Grammar?
- 3) What is the subject of Contrastive Grammar?
- 4) What are the practical aims of contrasting languages?

- 5) What does Contrastive Typology study?
- 6) What are its theoretical aims?
- 7) What typological constants can you name?
- 8) What are the main branches of typological investigations?
- 9) What is the difference between the type of the language, the language type and the typical in the languages?
- 10) What do linguistic typology, contrastive typology, contrastive grammar, historical and comparative studies differ in?
- 11) State the difference between:
  - Absolute VS unique universals*
  - Dominant VS recessive features*
  - Isomorphic VS allomorphic features*
  - General VS partial typology*
  - The language type VS the type in the language.*

**TASK 2. COMPLETE THE STATEMENTS WITH THE APPROPRIATE TERMS:**

1. **Universal typology** which investigates \_\_\_\_\_ and aims at singling out in them such features/phenomena which are \_\_\_\_\_ in all languages. These features are referred to as \_\_\_\_\_.
2. **Special or caractereological typology**, in contrast to universal typology, usually investigates \_\_\_\_\_ languages, as a rule the \_\_\_\_\_ tongue. The language in which the description of isomorphic and allomorphic features is performed is referred to as \_\_\_\_\_. In our case the metalanguage is English.
3. **General typology** has for its object of investigation the most \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_ features. This typological approach was introduced by the German scholar \_\_\_\_\_.
4. **Partial typology** investigates a restricted number of language \_\_\_\_\_, e.g. the system of vowels/consonants, the syntactic level units.
5. **Areal typology** investigates common and divergent features of languages of a particular \_\_\_\_\_ with respect to their \_\_\_\_\_ influence of one language upon the other.
6. **Structural typology** has for its object the means of grammatical \_\_\_\_\_, the order of constituent parts at the level of \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
7. **Functional typology** investigates the \_\_\_\_\_ of linguistic units in speech, the regularities and peculiarities of their use with the aim of expressing different meanings.
8. **Content typology** investigates the types of possible \_\_\_\_\_ expressed by various linguistic units and their forms in the contrasted languages.
9. **Qualitative typology** establishes predominant \_\_\_\_\_ (phonetic, morphological, syntactic) in the contrasted languages. Therefore languages are found to be *vocalic*, *consonantal* etc.



10. **Quantitative typology**, identified by the American linguist \_\_\_\_\_, investigates \_\_\_\_\_ correlation of some features/phenomena and their dominant role in the contrasted languages.

**TASK 3. MATCH THE TYPOLOGICAL CONSTANTS WITH THEIR INTERPRETATION:**

- 1) *The etalon language*
- 2) *Typologically dominant features*
- 3) *Isomorphic features*
- 4) *Absolute universals*
- 5) *Unique features*
- 6) *Metalanguage*
- 7) *Allomorphic features*
- 8) *Near universals*
- 9) *Typologically recessive features*

**A)** phenomena of a language level pertaining to any language of the world (*vowels and consonants, word-stress and utterance stress, parts of the sentences, parts of speech etc.*);

**B)** features common in many or some languages under typological investigation;

**C)** phenomena dominating at a language level or in the structure of one/some contrasted languages;

**D)** features losing their former dominant role;

**E)** convergent units in languages under contrastive analysis;

**F)** features observed in one language and missing in the other under study;

**G)** features or phenomena which can be found only in one definite language and nowhere else;

**H)** a hypothetical language designed for the sake of contrasting any language. This “language” is supposed to contain exhaustive quantitative and qualitative data or characteristics concerning all existing language units and phenomena;

**I)** is the language on the basis of which the actual presentation of different features of the contrasted languages is carried out.

## POINTS FOR SELF-CONTROL (Block 2)

### METHODS OF CONTRASTIVE TYPOLOGY

#### TASK 1. ANSWER THE FOLLOWING QUESTIONS:

- 1) Provide the definition of the scientific term “method”.
- 2) What types of methods do you know?
- 3) What are general methods?
- 4) What general methods does Contrastive Typology employ?
- 5) What special methods are used in Contrastive Typology?
- 6) What is the difference between the contrastive and the historical and comparative methods?
- 7) What is the aim of the ICs analysis?
- 8) Provide examples to show the importance of the ICs analysis in contrasting languages.
- 9) What is the main approach in the distributional method?
- 10) What stages of distributional analysis do you know?
- 11) What types of distribution are differentiated?
- 12) Give examples to illustrate types of distribution.
- 13) What is the transformational method employed for?
- 14) Provide examples to show the application of the transformational method in contrasting languages.
- 15) What is the use of deductive and inductive methods in Contrastive Typology?
- 16) What does the quantitative method identify in the contrasted languages? Whom was it suggested by?
- 17) Name the parameters chosen for calculation of linguistic features in contrasting languages.

#### TASK 2. COMPLETE THE STATEMENTS WITH THE APPROPRIATE TERMS:

- 1) the comparative/contrastive method aims at establishing the \_\_\_\_\_ and \_\_\_\_\_ features and on their basis the determining of structural types of languages under contrastive investigation;
- 2) the deductive method is based on \_\_\_\_\_ which suggests all the possible variants of realization of a certain feature/phenomenon in speech of one or more contrasted languages;
- 3) the inductive method which needs no \_\_\_\_\_, since the investigated feature/phenomenon was proved already by linguists and therefore the results or data obtained are reliable;
- 4) the statistic method for establishing the necessary \_\_\_\_\_ and qualitative representation of some features or for identifying the percentage

of co-occurrence of some features/phenomena or linguistic units in the contrasted languages;

- 5) **the IC (immediate constituents) method** is employed to contrast only linguistic units for investigating their \_\_\_\_\_ in one or some contrasted languages (e.g. consonantal or vocalic components in words, the morphemic analysis of words or syntactic units);
- 6) **transformational method** for identifying the nature of a linguistic unit in the source language or for determining the difference \_\_\_\_\_ in the form of expression in the contrasted languages.

### **POINTS FOR SELF-CONTROL (Block 3)**

## **HISTORY OF TYPOLOGICAL INVESTIGATIONS. TYPOLOGICAL CLASSIFICATIONS**

### **TASK 1. ANSWER THE FOLLOWING QUESTIONS:**

- 1) Who was the first to make a scientific research of the language types?
- 2) What types of languages did W. Humboldt differentiate?
- 3) Who is known for biological approach to studying languages?
- 4) When and by whom syntactic relations between language units were investigated?
- 5) What scientists of the 17-18<sup>th</sup> c. are concerned with studying structures of different languages?
- 6) What typological investigations are characteristic of the 1<sup>st</sup> half of the 19<sup>th</sup> c.? 2<sup>nd</sup> half of the 19<sup>th</sup> c.? 20<sup>th</sup> c.? What are modern tendencies?
- 7) Who is considered to be the father of typology?
- 8) Who was the first to move to syntax in typological investigations?
- 9) What Ukrainian typologists do you know?
- 10) What are the main principles to classify languages?
- 11) Whom was the syntactic classification suggested?
- 12) Name the types of languages singled out within the morphological classification.
- 13) Who investigated languages in order to classify them on the basis of their morphological features?
- 14) What Ukrainian scientist is the author of the phonological classification of languages?
- 15) Identify the languages within the phonological classification.
- 16) Provide the types of languages classified on the basis of the syntactic criterion.
- 17) Give examples of the languages of different types (synthetic::analytical, nominative::passive, vocalic::consonantal).
- 18) Do you think it possible that there might be a pure language type? Motivate your answer.

## REVISION TEST 1

1. Arrange the names of following linguists in the succession order and identify the typological studies created by them:

Wilhelm von Humboldt  
Oleksandr Isachenko  
Edward Sapir  
Joseph Greenberg  
August Shlegel  
Claude Lancelot, Antoine Arnaud  
I.I.Meshchaninov  
August Shleicher  
Heimann Steinthal  
The Prague school linguists  
Frederick Shlegel  
Franz Bopp

2. Explicate the language types and illustrate them by examples:

Synthetic  
Analytical  
Isolating  
Agglutinative

3. Explain the difference between:

Absolute VS unique universals  
Dominant VS recessive features  
Isomorphic VS allomorphic features  
General VS partial typology  
The language type VS the type in the language

## SUMMING UP TEST 1

### **Task 1. CHOOSE THE CORRECT ANSWER.**

1. O. Isachenko classified languages into ... structural types.  
A. five      B. four      C. three      D. two
2. The final aim of linguistic typology is ... .  
A. to establish typical features  
B. to identify universal features  
C. to investigate language systems  
D. to invent language classification
3. Heimann Steintall studied ... in the languages .  
A. the environment of words  
B. the function of words  
C. the structure of words  
D. syntactic relations between words
4. Linguistic units merge into the whole word-sentence structure in ... languages.  
A. passive      B. ergative      C. agglutinative      D. flexional
5. The main unit of typological investigations of the 2nd half of the 19<sup>th</sup> c. is considered ... .  
A. the morpheme      B. the word      C. the sentence      D. the text
6. The Ukrainian, the Polish and the Serbian-Croat languages are ... .  
A. consonantal      B. of different phonological nature  
C. genealogically related      D. vocalic
7. The main function of ICs analysis is to study ... .  
A. internal organization of the word  
B. structural elements  
C. expressive      abilities of words  
D. surrounding of elements
8. The term 'the type of the language' is of employed by ... .  
A. historical and comparative linguistics  
B. caractereological typology  
C. contrastive typology  
D. linguistic typology
9. The aim of caractereological typology is ... .  
A. to explain divergencies only  
B. to study peculiar convergent features  
C. to show divergent and convergent features  
D. to classify languages
10. The term 'the type in the language' is of employed by ... .  
A. historical and comparative linguistics  
B. caractereological typology  
C. contrastive typology  
D. linguistic typology
11. The final aim of contrastive typology is ... .

- A. to establish typical features
  - B. to identify universal features
  - C. to investigate language systems
  - D. to invent language classification
12. Franz Bopp studied ... in the languages .
- A. the environment of words    B. the function of words
  - C. the structure of words        D. syntactic relations between words
13. The English, the Slovenian and the Serbian-Croat languages are ... .
- A. consonantal                      B. of different phonological nature
  - C. genealogically related        D. vocalic
14. Language is ... if it is characterized by specific word-sentence structures.
- A. complex    B. incorporating    C. agglutinative    D. isolating
15. The main function of distributional analysis is to study ... .
- A. internal organization of the word    B. structural elements
  - C. expressive        abilities of words        D. surrounding of elements
16. The representative of the graded typology is ... .
- A. E.Sapir    B. I.Levy    C. R.Zorivchak    D. F.Mistely
17. The main unit of typological investigations of the 1st half of the 19<sup>th</sup> c. is considered ... .
- A. the morpheme    B. the word    C. the sentence    D. the text
18. Linguistic units can have no morphemic boundary between its components in ... languages.
- A. passive                      B. ergative    C. agglutinative        D. flexional
19. I.I.Meshchaninov classified languages into ... structural types.
- A. five    B. four        C. three    D. two
20. Passive languages are those in which ... .
- A. the predicate is not the leading component
  - B. the subject is in the Nominative case
  - C. subject, object and predicate are not marked
  - D. only secondary predication is possible

**Task 2. IDENTIFY THE FOLLOWING AS TRUE (T) OR FALSE (F).**

1. August Shleicher is a representative of the biological approach in linguistics.
2. Franz Mistely added one more principle of typological classifications: the position of the word.
3. Contrastive typology studies only divergences in the structures of the compared languages.
4. The language is vocalic if the number of vowels is larger than the average one.
5. The phonological classification is performed by M.Kalinovich.
6. The divergences found in languages Humboldt explained with the help of existence of ethnic psychology
7. There exist etalon languages.
8. There are no monosemantic affixes in agglutinative languages.
9. The word is the basic unit investigated in the 18<sup>th</sup> c.

10. In typology the ICs method is employed to contrast language units with the aim of establishing their constituent parts in the contrasted languages.
11. Multilateral or graded typology is connected with the name of the most prominent American linguist Joseph Greenberg.
12. O. Isachenko investigated Slavonic languages Modern English and Ukrainian are of the same phonological type.
13. Characterological typology was elaborated by the American school linguists.
14. The Prague school linguists are Wilhelm von Humboldt, Vladimir Skalička, Vilem Mathesius, Irvis Levy, Nikolaj Trubetskoy and others.
15. Ukrainian is a nominative language.
16. The characteristic feature of agglutinative languages is polysemantic affixes.
17. Passive languages, in which neither the subject nor the object have special grammatical forming up within the syntactic unit
18. R. Yakobson studied language universals.
19. The contrastive method is used to find phenomena of some languages which have analogous functions in genealogically close languages.

## UNIT 2

### **THE WORD AND ITS FORMATION IN THE CONTRASTED LANGUAGES**

#### **Points for discussion:**

1. The main language levels and their constants.
2. Typological units of the morphological level (morpheme, word). The Word as a unit of Morphology and Syntax.
3. General principles of classifying words.
4. Onomasiological and semasiological characteristics of words.
5. Words as parts of idiomatic expressions.
6. Word-formation in the contrasted languages: isomorphic and allomorphic features.

#### **POINTS FOR SELF-CONTROL**

##### **TASK 1. ANSWER THE QUESTIONS:**

- 1) What four language levels do you know?
- 2) Name the main language constants.
- 3) What are the constants of the morphological level?
- 4) What is the word?
- 5) Why is the word studied by morphology and syntax?
- 6) What are the main factors to classify the lexicon of any language?
- 7) What parameters does extralingual factor cover?
- 8) What are the principles the the words are grouped according to the lingual factor?
- 9) What are notionals? Functionals? Give the definitions. Provide them with the examples.
- 10) What is lexico-semantic group? Give examples of LSG.
- 11) What lexicon is differentiated according to the stylistic principle?
- 12) What is the denotative meaning? And connotative?
- 13) What does onomasiology study? What does semasiology study?
- 14) What means of nomination do you know?
- 15) What are inner means of nomination? And Outer?
- 16) Can the onomasiological form and the semasiological status coincide in the contrasted languages?
- 17) By what means can the onomasiological form and the semasiological status be changed in the contrasted languages?



- 18) What types of motivation are there in the contrasted languages?
- 19) What type of motivation is the most productive in the contrasted languages?
- 20) What are the basic structural types of compound words in English and Ukrainian?
- 21) What means of producing new words are there in the contrasted languages?
- 22) What is juxtaposition? Give examples.
- 23) What is wholophrasing compounding? Provide with the examples.
- 24) What types of abbreviation do you know? Give examples.
- 25) What is blending? Provide with the examples.
- 26) What is back formation? Give examples.
- 27) What is reduplication? Provide with the examples.
- 28) What is accentual word-formation characterized by?
- 29) What means of producing new words are the most productive in English and in Ukrainian?
- 30) What are the means of enriching the vocabulary of any language?
- 31) What are the principles to classify idioms? Provide with the examples. What are the constants of the morphological level?
- 32) What is the morpheme?
- 33) What is the morphological category?
- 34) What are the two ways of reflecting morphological categories?
- 35) What are the means of representing the synthetic way of reflecting morphological categories?
- 36) What are the means of representing the analytical way of reflecting morphological categories?

## REVIEW EXERCISES

**1. Identify oppositions and correlations in the following pairs of words in phonemic correlations in English and Ukrainian. State their functions in the contrasted languages:**

*A. Tooth – teeth, ten – turn, man – men, woman – women, mouse – mice, but – bought, foot – feet, know – knew, kick – cook, take – took;*

*B. Свято – свята (ім.), свята (прикм.), рік – рук, весна – весни (весни), зоря – зірка, ніч – ночі, скік – скок, пес – пас, явір – явора, крик – крок, ставок – ставка), око – очі, просо – (у) просі, синок – санок, пастух – пастуше, птах – птаство, хлопець – хлоп'ята.*

**2. State whether the given pairs of words represent word-building or form-building function of accentuation in the contrasted languages. Mark the accent where necessary in accordance with the morphological properties of words:**

- A. *conduct (n) – conduct (v)*  
*import (n) – import (v)*  
*produce (n) – produce (v)*  
*suspect (n) – suspect (v)*  
*absent (a) – absent (v)*  
*frequent (a) – frequent (v)*  
*perfect (a) – perfect (v)*
- B. *замок (n) – замок (n)*  
*мука (n) – мука (n)*  
*заняття (n) – заняття (n)*  
*левади (N pl) – левади (N gen., dual num)*  
*корови (N pl) – корови (N gen., dual num)*  
*голубці (N pl) – голубці (N dat)*  
*кленові (N pl) – кленові (N dat)*  
*говірка (n) – говірка (a)*
- C. *весна-вєсни-весні*  
*Львів-Львів'яни*  
*око-очі-очей*  
*хлопець-хлопча-хлоп'ята*  
*батько-батьків*  
*любити-люблю*  
*високий-височенний*  
*сміх-посміховисько*

**3. Identify a) words in which onomasiological form and semasiological structure of the word coincide; b) words in which these notions do not coincide:**

- A. *green, swim, two-fifths, boss, akimbo, fall in love, forget-me-not, merry-go-round, examinee.*
- B. *макітра, вечорниці, закохатися, посміхнутися, свататися, господарювати, спатки, попоїсти, самотужки, вусики, вустонька, ручище.*

**4. Point out to the existence or non-existence of isomorphism in the types of motivation in the following words and word-groups:**

- A. *soft, soften, large, enlarge, employee, rely, unreliable, suspect, unsuspecting;*
- B. *сонце, травень, красень, прикрашати, вимога, вимогливий, знання, обізнаний, кульбаба, кульбабовий, гейкати, сьорбати, дзеленчати, мукати, квакати.*

**5. Analyse the given English and Ukrainian words and word-groups. Allot them to the corresponding layers of lexicon: internationalisms (terms), professionalisms, archaisms, neologisms. State their national or universal typological nature:**

- A. *grammar, pedagogical, modality, molecule, fantasy, complementation, predication, company, jurisdiction, cab, to put one's tongue in one's cheek, penny wise and pound foolish.*
- B. *хорунжий, гетьман, математика, вечорниці, героїзм, музика, поезія, університет, присудок, лікар, накивати п'ятами, впіймати облизня, ловити гав, журналіст, фонд, філософія, смартфон, вебінар.*

**6. Contrast the morphological structure of the English and Ukrainian words below. Identify: a) the national, b) semantically identical and c) the international affixal morphemes in them:**

- A. *decamp, reuse, careless, ablaze, bedew, degrading, illegally, interstate, non-smoking, linguistically, dictatorship, computerization, employee.*
- B. *кобзар, озерце, пробачити, посіятися, нереально, диктаторство, недокінченість, по-новому, дитяточко, соколом, дрібнесенько, перевиконав, попоспівати.*

## UNIT 3

### **PARTS OF SPEECH TYPOLOGY. NOMINAL PARTS OF SPEECH**

#### **Points for discussion:**

1. The notions of word form, morphological category, opposition, part of speech.
2. Typology of parts of speech in the contrasted languages.
3. Synthetic and analytical ways of reflecting morphological categories of parts of speech in the contrasted languages.
4. Typological features of the noun. Morphological categories of nouns. The category of definiteness / indefiniteness.
5. Typology of the adjective. Base and derivative adjectives. Suffixes of adjectives. Possessive adjectives.
6. Typology of the numeral. Isomorphic and allomorphic features of numerals.
7. Typology of the pronoun in the contrasted languages. Classes of pronouns. Morphological categories of pronouns.
8. Typology of statives in English and Ukrainian.

#### **POINTS FOR SELF-CONTROL**

##### **TASK 1. ANSWER THE QUESTIONS:**

- 1) What are the constants of the morphological level?
- 2) What is the morpheme?
- 3) What is the morphological category?
- 4) What are the two ways of reflecting morphological categories?
- 5) What are the means of representing the synthetic way of reflecting morphological categories?
- 6) What are the means of representing the analytical way of reflecting morphological categories?
- 7) What is the typology of parts of speech in the contrasted languages?
- 8) What nominal parts of speech do you know?
- 9) What is the noun?
- 10) What are the paradigmatic classes of nouns in the contrasted languages?

- 11) What are its morphological categories and the ways they are realized in the contrasted languages?
- 12) What is the adjective?
- 13) What are the paradigmatic classes of adjectives in the contrasted languages?
- 14) What is the numeral?
- 15) What are the paradigmatic classes of numerals in the contrasted languages?
- 16) What is the pronoun?
- 17) What are the paradigmatic classes of pronouns in the contrasted languages?
- 18) What are its morphological categories and the ways they are realized in the contrasted languages?

**TASK 2. GIVE EXAMPLES TO ILLUSTRATE THE PHENOMENA:**

**A. Inflexions (grammatical suffixes) in English:**

1. *GENUINELY ENGLISH:*

- *N inflexions:*
- *V inflexions:*
- *Adj/D inflexion*
- *Pr inflexions*

2. *FOREIGN INFLEXIONS:*

- A. *Latin:*
- B. *Greek:*
- C. *French:*

**B. The subclasses of Nouns in English and Ukrainian:**

1. *COMMON:*

- *class:*
- *collective:*
- *material:*
- *abstract:*

2. *PROPER:*

- *names:*
- *family names:*
- *geographical names:*
- *titles*

**C. Typological classes of English and Ukrainian adjectives:**

- ❖ *QUALITATIVE:*
- ❖ *RELATIVE:*
- ❖ *POSSESSIVE:*
- ❖ *SUPPLETIVE:*

## REVIEW EXERCISES

**1. Find isomorphic and allomorphic features in the expression of the morphological categories of number, case and gender of the English nominal parts of speech in the sentences below and in their Ukrainian equivalents:**

- 1. The young scientist is likely to have spent two years in France.*
- 2. Until Mike's team confronting these issues, the problem will remain.*
- 3. My Dad and Mum don't remember you offering them a lift to Dublin.*
- 4. He spoke loudly for everyone to be able to hear him.*
- 5. Office workers have been using keyboards since the first typewriters being introduced in the 1870's.*

**2. Insert the possessive pronouns. Analyse the parts of the sentences they are used in. Find the allomorphic and isomorphic features in the investigated grammatical form:**

- 1. Dorothy failed at her exam yesterday. But she is a good student, therefore we were surprised at ... having failed at it.*
- 2. Emma is a first-year student and her parents insist on ... working regularly.*
- 3. My brother is only ten. And my mother objects to ... going to bed later than 9 o'clock.*
- 4. We should help Jack. He missed a lot of lessons. Our teacher relies on ... helping him.*
- 5. These students could not solve this problem. We were surprised at ... not having done it because the problem is very easy.*
- 6. I hope you will get an excellent mark today and all of us will be proud of ... getting it.*

## UNIT 4

### **VERB AND VERBALS IN THE CONTRASTED LANGUAGES. ADVERBS FUNCTION WORDS IN ENGLISH AND UKRAINIAN**

#### **Points for discussion:**

1. Typology of the verb in the contrasted languages. Classes of verbs in English and Ukrainian.
2. Morphological categories of the verb in the contrasted languages and their realization. Verbals in English and Ukrainian. Complexes with verbals.
3. Typology of the adverb in English and Ukrainian.
4. Isomorphic and allomorphic features of the functional parts of speech:
  - 1) articles,
  - 2) prepositions,
  - 3) conjunctions,
  - 4) modal words,
  - 5) particles,
  - 6) interjections.

#### **POINTS FOR SELF-CONTROL**

##### **TASK 1. ANSWER THE QUESTIONS:**

- 1) What are the constants of the morphological level?
- 2) What is the morpheme?
- 3) What is the morphological category?
- 4) What are the two ways of reflecting morphological categories?
- 5) What are the means of representing the synthetic way of reflecting morphological categories?
- 6) What are the means of representing the analytical way of reflecting morphological categories?
- 7) What is the typology of parts of speech in the contrasted languages?
- 8) What nominal parts of speech do you know?
- 9) What is the verb?
- 10) What are the paradigmatic classes of verbs in the contrasted languages?
- 11) What are its morphological categories and the ways the verbs are realized in the contrasted languages?
- 12) What is the verbal?
- 13) What verbals/non-finites do you know?
- 14) What forms of Infinitives are used in English?

- 15) What forms of Gerunds are used in English?
- 16) What forms of Participles are used in English?
- 17) What are predicative complexes?
- 18) What functions can the predicative complexes be used in?
- 19) What complexes do you know?
- 20) What are the positions of adverbs in the contrasted languages?
- 21) What are the functions of articles in English?
- 22) What types of prepositions do you know? What are the differences in their use in the contrasted languages?
- 23) What is the importance of conjunctions? What are their semantic and structural properties?
- 24) What are the semantic, structural and functional features of modal words in the contrasted languages?
- 25) What is the classification of particles and their convergent and divergent features?
- 26) What is the value of interjections? Are there differences in their use in the languages contrasted? Name them.
- 27) Are there reflexive verbs in both languages?
- 28) Can the classes of regular-irregular verbs be found in both languages?
- 29) Is there aspect variation available in Ukrainian tenses? (e.g. *читаю*)
- 30) Is the perfect meaning is expressed in Ukrainian verbs analytically?
- 31) Is there Future-in-the Past tense in Ukrainian?
- 32) Are the tenses of Ukrainian verbs change from future to present or past in conditional sentences?
- 33) What forms are prevailing in English verbs: analytical or synthetic?
- 34) Can diminutive suffices can equally be found in both Ukrainian as well as English verbs?
- 35) Name the nationally specific prefixes in Ukrainian/in English.
- 36) Name the Non-finites in both languages.
- 37) Name the aspects of the Infinitive in Ukrainian/in English.
- 38) What are the ways to produce the Infinitive in Ukrainian/in English (synthetic, analytical, synthetico-analytical)?

## REVIEW EXERCISES

### VERB

**1. Point out the difference in the expressions of the morphological categories of tense, aspect, mood in English verbs and their Ukrainian equivalents in the following sentences:**

1. *At that moment the postman, who was looking like an officer, came in with the mail.*
2. *He didn't know how he would talk with her about it.*



3. *That you came home late has made me angry.*
4. *The patient who was operated on yesterday is feeling better now.*
5. *The housekeeper must have heard how her mistress was talking to the visitor.*
6. *These three deemed themselves that they were the queens of the school.*
7. *They watched how their professor was operating on the man.*
8. *Simon could not remember that he had seen a painting or sculpture in that house.*
9. *It is very distressing to me that I give / should give this information.*
10. *The girl was photographed when she was addressing the students' meeting.*

## VERBALS

**2. Translate into English using the verbs in brackets in the form of a non-finite phrase or a predicative complex where possible. Find allomorphic and isomorphic features in the languages contrasted:**

1. *Пробачте, що я спізнився (to be late).*
2. *Вони зараз зайняті – репетирують другу дію (to rehearse).*
3. *Я не знаю, чому він такий засмучений (не знаю причину) (to be nervous).*
4. *Його батьки не заперечували, щоб він став учителем (to become).*
5. *Після того, як він обдумав пропозицію партнерів, він вирішив відхилити її (to think over).*
6. *Було дуже приємно побачитися з вами (to meet).*
7. *Дякую, що Ви сказали мені про це (to tell).*
8. *Чи наполягаєте Ви на тому, щоб вони підтвердили телефонну розмову листом? (to confirm)*
9. *Цікаво, коли припинеться дощ? (to rain)*
10. *Ви не забули закрити вікно? – Ні, я пам'ятаю, що закрив його (to close).*

**3. Choose the right variant. Translate the sentence into Ukrainian. Contrast the way the chosen variants are expressed in both languages:**

1. *I am surprised at his not ... at the last lesson.*
  - a) *answering*
  - b) *having answered*
2. *We are sure of her ... a good teacher.*
  - a) *becoming*
  - b) *having become*
3. *My friend is proud of ... a chess champion last year.*
  - a) *becoming*
  - b) *having become*
4. *Our teacher likes ... by the students in making experiments.*
  - a) *helping*
  - b) *being helped*
5. *After ... a number of problems we started our research.*

- a) *discussing*
- b) *being discussed*
- 6. *Children like ... to interesting fairy-tales.*
  - a) *reading*
  - b) *being read*
- 7. *I was surprised at the task not ... in time for the yesterday's meeting.*
  - a) *being done*
  - b) *having been done*
- 8. *She relies on the experiments ... next week.*
  - a) *being made*
  - b) *having been made*
- 9. *We insisted on one more lecture on pragmatics ....*
  - a) *delivering*
  - b) *being delivered*
- 10. *He denied my ... him before.*
  - a) *seeing*
  - b) *having seen*
- 11. *Lyons had a chance of ... some important problems.*
  - a) *solving*
  - b) *being solved*

**4. Use the word in the brackets in the proper form. Analyse the grammatical phenomenon and contrast it in the studied languages:**

1. *He left without (say) good-buy to anybody.*
2. *She is not used to (treat) in such a way.*
3. *The father said he couldn't stand (tell) lies to.*
4. *The professor insisted on the patient's (operate) on immediately.*
5. *The playwright objected to (make) a film version of a play.*
6. *Father didn't approve of my (reject) the offer.*
7. *He couldn't help (tell) her that her (act) was marvelous.*
8. *It was a pleasure (hear) you singing.*
9. *On (arrive) at the station they found no car.*
10. *This is the best way of (settle) the problem.*

**UNIT 5**  
**THE TYPOLOGY OF THE WORD-GROUP**  
**IN THE LANGUAGES CONTRASTED**

***Topics for discussion:***

1. Typological constants of the syntactic level.
2. Word-group definition. Different approaches (самостійно).
3. Syntactic relations, their types and ways of realization in English and Ukrainian.
4. Syntactic processes, their types and ways of realization in the contrasted languages.
5. The typology of word-groups in the languages contrasted. Secondary predicative WG.
6. Isomorphism and allomorphy in the means of syntactic connection of elements in word-groups in the contrasted languages.

**POINTS FOR SELF-CONTROL**

**TASK 1. ANSWER THE QUESTIONS:**

- 1) What are the constants of the syntactic level?
- 2) What is the Word-Group?
- 3) What types of syntactic relations do you know?
- 4) What is coordination? What are its types in the contrasted languages?
- 5) What is subordination? What are its types in the contrasted languages?
- 6) What is predication? What are its types in the contrasted languages?
- 7) What syntactic processes do you know?
- 8) What are external processes? Give examples.
- 9) What external processes are isomorphic in the contrasted languages?
- 10) What external processes are allomorphic in the contrasted languages?
- 11) What are internal processes? Provide with examples.

- 12) What internal processes are isomorphic in the contrasted languages?
- 13) What internal processes are allomorphic in the contrasted languages?
- 14) What types of Word-Groups are there in English and in Ukrainian?
- 15) What type of the Word-Group is missing in the Ukrainian language?
- 16) What means of grammatical connection are differentiated in the contrasted languages?
- 17) What means of analytical (analytic-synthetic, synthetic) connection do you know? Which of them is predominant in the contrasted languages?
- 18) What is agreement?
- 19) What is government?
- 20) What is adjoinment?

**TASK 2. GIVE EXAMPLES TO ILLUSTRATE THE PHENOMENA:**

**A. Syntactic (syntagmatic) relations in English and Ukrainian:**

1. COORDINATION:
  - SYMMETRIC:
  - ASSYMETRIC:
2. SUBORDINATION:
  - OBJECTIVE:
  - ATTRIBUTIVE:
  - ADVERBIAL:
3. PREDICATION:
  - PRIMARY:
  - SECONDARY:

**B. Syntactic (syntagmatic) relations in English and Ukrainian:**

1. EXTERNAL:
  - Extension
  - Apposition
  - Detachment
  - Specification
  - Enclosure
2. INTERNAL:
  - *Expansion:*
  - *Ellipsis:*
  - *Representation:*
  - *Replacement:*

- *Contamination:*
- *Compression:*

**C. Subordinate word-groups in English and Ukrainian:**

1. Substantival:
2. Verbal:
3. Adjectival:
4. Pronominal:
5. Numerical:
6. Adverbial :
7. Stativa:

**D. Ways of syntactic connection in English and Ukrainian:**

1. Analytical:
2. Synthetic:
3. Analytico-synthetic:

## REVIEW EXERCISES

### 1. Identify the nature of the head words and name the paradigmatic classes of the following English and Ukrainian word groups:

- A. nothing to do, very good, him crossing the street, the missed train, reading louder, the letter to be written, a fast runner, to run fast, him come, to dig deep, much better;
- B. рахунок гри, сидячи спати, прочитавши доповідь, один з краших, приємно вражений, миле дитя, набагато цікавіший, вельми вдячний, пропозиція зустрітись.

### 2. Contrast the ways of syntactic connection (synthetic / analytical and synthetic / analytical) in the underlined word-groups of the English and of their corresponding Ukrainian sentences:

Model: *your sister* – a substantival word-group with the analytical (asyndetic) way of connection.

1. The man and the woman came safe. (Чоловік з жінкою добралися неушкодженими). 2. I've got to see her home (Я маю провести її додому). 3. My child, I heard nothing. (Моя дитинко, я нічого не чув). 4. The teacher looked at him (a) very attentively (b). (Вчитель дуже уважно подивився на нього).

### 3. Point out and analyze the English predicative word-groups in the sentences below and suggest their corresponding Ukrainian semantic and structural equivalents:

1. She is known to have visited the Louvre.
2. I don't remember you having read the article before.
3. My camera being stolen, I couldn't make any photos.
4. We are likely to get cheated by local taxi drivers.
5. Bob was heard to be whistling gaily in the hall.
6. I agree on you having that language course in Oxford.
7. He is known to have published the results of his last investigations.
8. John regrets about his wife having paid for the hotel in advance.
9. He is known to stay late in the library on Friday.
10. The rain already begun, we decided to stay at home.
11. He seems to be such a bad driver.
12. I don't like you going there.

**4. Identify the nature of the head words and name the paradigmatic classes of the following English and Ukrainian word-groups:**

A. nothing to do, very good, him crossing the street, the missed train, reading louder, the letter to be written, a fast runner, to run fast, him come, to dig deep, much better;

В. рахунок гри, сидячи спати, прочитавши доповідь, один з кращих, приємно вражений, миле дитя, набагато цікавіший, вельми вдячний, пропозиція зустрітись.

**5. Contrast the ways of syntactic connection (synthetic / analytical and synthetic / analytical) in the underlined word-groups of the English and of their corresponding Ukrainian sentences:**

Model: *your sister* – a substantival word-group with the analytical (asyndetic) way of connection.

1. The man and the woman came safe. (Чоловік з жінкою добралися неушкодженими).
2. I've got to see her home (Я маю провести її додому).
3. My child, I heard nothing. (Моя дитинко, я нічого не чув).
4. The teacher looked at him (a) very attentively (b). (Вчитель дуже уважно подивився на нього).

## UNIT 6

### **TYOLOGY OF THE SIMPLE SENTENCE IN THE CONTRASTED LANGUAGES**

#### ***Points for discussion:***

1. Sentence as a linguistic unit, its definition and types.
2. Ways of expressing sentence components: word form, word group, predicative construction, clause and their grammar status in the hierarchical sentence structure.
3. Syntactic relations and processes, their types and ways of realization in the simple sentences.
4. The typology of the simple sentence. Basic sentence patterns. Inverted sentence structures.
5. Principal members of the sentence, their common and divergent features in the contrasted languages. Agreement of the subject and the predicate.
6. Secondary members of the sentence, their common and divergent features in the contrasted languages. Complex members of the English sentence.
7. Modality of the simple sentence: lexico-grammatical and syntactic means. Subjunctive Mood in simple sentences.

#### **POINTS FOR SELF-CONTROL**

#### **TASK 1. ANSWER THE QUESTIONS:**

- 1) What are the constants of the syntactic level?
- 2) What is the Word-Group?
- 3) What is the Sentence?
- 4) What types of syntactic relations do you know?
- 5) What is coordination? What are its types in the contrasted languages?
- 6) What is subordination? What are its types in the contrasted languages?
- 7) What is predication? What are its types in the contrasted languages?
- 8) What syntactic processes do you know?
- 9) What are external processes? Give examples.



- 10) What external processes are isomorphic in the contrasted languages?
- 11) What external processes are allomorphic in the contrasted languages?
- 12) What are internal processes? Provide with examples.
- 13) What internal processes are isomorphic in the contrasted languages?
- 14) What internal processes are allomorphic in the contrasted languages?
- 15) What types of Word-Groups are there in English and in Ukrainian?
- 16) What type of the Word-Group is missing in the Ukrainian language?
- 17) What means of grammatical connection are differentiated in the contrasted languages?
- 18) What means of analytical (analytic-synthetic, synthetic) connection do you know? Which of them is predominant in the contrasted languages?
- 19) What is agreement?
- 20) What is government?
- 21) What is adjoinment?
- 22) What are the two kinds of two-member sentences? What is their presentation in the contrasted languages?
- 23) What types of two-member sentences are non-existent in Ukrainian?
- 24) Name one-member sentences which have a larger representation in Ukrainian?
- 25) What are quasi sentences? Are they common for both languages?
- 26) Are the communicative types of sentences allomorphic in the contrasted languages?

**TASK 2. GIVE EXAMPLES TO ILLUSTRATE THE PHENOMENA in the simple sentence:**

**A. Syntactic (syntagmatic) relations in English and Ukrainian:**

2. COORDINATION:

2. SUBORDINATION:

- OBJECTIVE:
- ATTRIBUTIVE:
- ADVERBIAL:

3. PREDICATION:

- PRIMARY:
- SECONDARY:

**B. Syntactic (syntagmatic) relations in English and Ukrainian:**

1. EXTERNAL:

- Extension
- Apposition
- Detachment
- Specification
- Enclosure

2. INTERNAL:

- *Expansion:*
- *Ellipsis:*
- *Representation:*
- *Replacement:*
- *Contamination:*
- *Compression:*

**C. Ways of syntactic connection in English and Ukrainian:**

- Analytical:
- Synthetic:
- Analytico-synthetic:

## REVIEW EXERCISES

**1. Analyze the following English simple sentences (str+com.type). State whether they coincide in structure with the Ukrainian equivalents:**

2. *Nine o'clock.*
3. *Why didn't you wake me?*
4. *It was a terrible shock.*
4. *Waiting for the bus?*

**2. Name the missing parts of the English sentences in the elliptical structure. State whether they coincide in structure with the Ukrainian equivalents:**

- (1) *–Any trouble?*
- (2) *– Car out of order.*
- (3) *– Need any help?*
- (4) *– Wouldn't mind.*
- (5) *– Ever try to repair engines?*
- (6) *– Just once.*

**3. Underline and state the type of the predicates of the English verb in the following sentences. Translate into Ukrainian and compare the way the subject and the predicate agree in both languages:**

1. I didn't hear any noise.
2. He couldn't have gone back alone.
3. Who was to meet you there?
4. It must have been only imagination.
5. You needn't be involved at all.
6. It does not make sense.
7. Why should they have taken so much trouble?
8. The story was amusing enough.
9. The gay firelight seemed dimmer.
10. What was he going to say?
11. I was getting tired of being cheated.
12. She was amusing the child.
13. He should be fit enough by now to tell everything.
14. It is nice to see you.

**4. Choose the correct form of the English verb. Translate into Ukrainian and compare the way the subject and the predicate agree in both languages:**

1. *John, along with twenty friends, (is/are) planning a party.*
2. *Mr. Jones, together with several members of the committee, (has/have) proposed some changes of the rules.*
3. *If either of you (takes/take) vacation now, we won't be able to finish the work.*
4. *A number of students (is/are) going to the class picnic.*
5. *There (has/have) been an increase in the importation of foreign cars.*

6. *None of the students (has/have) finished the exam yet.*
7. *It is they who (is/are) buying this house.*
8. *It utterly spoils the excursion if you have people in the boat who (is/are) thinking all the time a good deal more of their dress than of the trip.*
9. *My brother as well as my parents (is/are) ready to accompany you to the station.*
10. *The grey and the black puppy (was/were) sleeping on the rug.*
11. *"The two gentlemen of Verona" (was/were) written by Shakespeare.*
12. *There (is/are) a lot of truth in that.*
13. *All (was/were) given the program of the festival.*

**5. Compose a simple sentence, placing the elements in the correct word order. Translate into Ukrainian. Find the convergencies and divergencies in the Ukrainian and the English Languages:**

1. *20 minutes, examined, who, by 3 p.m., she, been, by, yesterday, for, had, over? (Who...?)*
2. *the, have, car, of, already, been, by, the, end, the, repaired, day, will (The car...).*
3. *be, to, will, work, given, Who, this? (Who...?)*
4. *room, been, this, cleaned, has, not, yet (This ... ).*
5. *in, have, years, is, he, spent, likely, to, two, France (He ... ).*
6. *highly, by, is, of, spoken, who, he? (Who...?)*
7. *just, letter, been, I, dictated, have, a (I ... ).*
8. *summer, bed, this, slept, was, in, last, not (This ... ).*
9. *yet, has, for, the, been, doctor, sent? (Has ...?)*
10. *have, twice, I, to, my, teeth, checked, a, year, am, believed (I....).*

**6. Analyse the following English sentences, containing The Complex Subject, The Complex Object or The Adverbial Construction. Translate into Ukrainian. State the convergencies and divergencies in the Ukrainian and the English Languages:**

1. *He is reported to be in hospital.*
2. *She was not noticed to have left the room.*
3. *The key having been lost, we couldn't enter the room.*
4. *I happened to come across your name in the newspaper.*
5. *I insist on your taking part in the conference.*
6. *He is known to have published the results of his last investigations.*
7. *He is known to stay late in the library on Friday.*
8. *The rain already begun, we decided to stay at home.*
9. *He seems to be such a bad driver.*
10. *I don't like you going there.*
11. *She is known to have visited the Louvre.*
12. *I don't remember you having read the article before.*
13. *My camera being stolen, I couldn't make any photos.*
14. *We are likely to get cheated by local taxi drivers.*

15. *Bob was heard to be whistling gaily in the hall.*

**7. Translate into Ukrainian. Analyse word order and the structure of the English and Ukrainian sentences. State their morphological and syntactic convergencies and divergencies:**

1. *Whom was this vase broken by?*
2. *What exams will be taken in winter?*
3. *The house has never been lived in.*
4. *The text will certainly be looked through once more before typing.*
5. *The problem turned out to be more difficult.*
6. *Why has this fact been not paid attention to?*
7. *They believe him to present his diploma on Tuesday.*
8. *Has anything been decided with the children already?*
9. *I insist on your going to see some Greek ruins.*
10. *The father has already been sent for.*
11. *Who was the singer being listened to with admiration by?*
12. *They have been taught Spanish for nearly a year.*
13. *He proved to have been a perfect specialist.*
14. *I can't bear the thought of your not coming any more.*
15. *I am thought to have my hair cut twice a month.*

**8. Translate the sentences into English using Complex Object with the Participle.**

- 1) Була тиха літня ніч. Ми сиділи в саду і спостерігали, як місяць повільно піднімається з-за дерев.
- 2) Ми чули, що хтось співає в саду.
- 3) У дитинстві я часто чув, як моя мати співала цю пісню.
- 4) Ми побачили, що по доріжці саду йде син нашого сусіда.
- 5) Ми не бачили його вже багато років, але часто чули, як його ім'я згадувалося в будинку його батьків. Ми не раз чули, як його мати говорила про нього і його роботи.
- 6) Коли ви налаштуєте своє піаніно?
- 7) Я не полагодив годинник, так як майстерня вчора була закрита.
- 8) Де ви фотографувалися?
- 9) Йому принесли пляшку молока.
- 10) Вона вважала себе зарученою з Майклом.

## UNIT 7

### **TYOLOGY OF THE COMPOSITE SENTENCES IN THE CONTRASTED LANGUAGES**

#### **Points for discussion:**

1. Composite sentences, their types in English and Ukrainian. Types of syntactic relations and ways of syntactic connection in composite sentences.
2. Compound sentences, their structure and typology in the contrasted languages. Types of coordination. Syndetic or asyndetic connection and its value in producing the sentence meaning.
3. Complex sentences, their classification in the contrasted languages. Types of subordination. The notion of the clause. Finite and non-finite clause. Non-verbal clauses.
4. Modality of the complex sentence: lexico-grammatical and syntactic means. Subjunctive Mood in Complex sentences.
5. Self-study project.

#### **POINTS FOR SELF-CONTROL**

##### **TASK 1. ANSWER THE QUESTIONS:**

- 1) What are the constants of the syntactic level?
- 2) What is the Word-Group?
- 3) What is the Sentence?
- 4) What types of syntactic relations do you know?
- 5) What is coordination? What are its types in the contrasted languages?
- 6) What is subordination? What are its types in the contrasted languages?
- 7) What is predication? What are its types in the contrasted languages?
- 8) What syntactic processes do you know?
- 9) What are external processes? Give examples.
- 10) What external processes are isomorphic in the contrasted languages?
- 11) What external processes are allomorphic in the contrasted languages?
- 12) What are internal processes? Provide with examples.
- 13) What internal processes are isomorphic in the contrasted languages?
- 14) What internal processes are allomorphic in the contrasted languages?

- 15) What types of Word-Groups are there in English and in Ukrainian?
- 16) What type of the Word-Group is missing in the Ukrainian language?
- 17) What means of grammatical connection are differentiated in the contrasted languages?
- 18) What means of analytical (analytic-synthetic, synthetic) connection do you know? Which of them is predominant in the contrasted languages?
- 19) What is agreement?
- 20) What is government?
- 21) What is adjoinment?
- 22) What are the two kinds of two-member sentences? What is their presentation in the contrasted languages?
- 23) What types of two-member sentences are non-existent in Ukrainian?
- 24) Name one-member sentences which have a larger representation in Ukrainian?
- 25) What are quasi sentences? Are they common for both languages?
- 26) Are the communicative types of sentences allomorphic in the contrasted languages?
- 27) What is the compound sentence?
- 28) Characterize the typology of the compound sentence in the contrasted languages.
- 29) What is the complex sentence?
- 30) Characterize the typology of the complex sentence in the contrasted languages.
- 31) What types of the subordinate clauses are allomorphic in the contrasted languages?

***TASK 2. Illustrate the types of Conditionals (Zero, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>d</sup>) in English and contrast the verb forms to the Ukrainian ones. Explain the syntactic peculiarities found.***

**TASK 3. GIVE EXAMPLES TO ILLUSTRATE THE PHENOMENA:**

**1. Syntactic (syntagmatic) relations in English and Ukrainian compound sentences:**

1) COORDINATION:

2) SUBORDINATION:

- OBJECTIVE:
- ATTRIBUTIVE:
- ADVERBIAL:

**2. Different subclauses in English and Ukrainian complex sentences:**

- SUBJECT:
- PREDICATIVE:
- OBJEC:
- ATTRIBUTIVE:
- ADVERBIAL:

**3. Ways of connection in English and Ukrainian complex sentences:**

- SYNDETTIC:
- ASYNDETTIC:



## REVIEW EXERCISES

### 1. Translate into Ukrainian and contrast the complex sentences types and the divergencies of the structures and forms.

1. What she wanted was a love too proud and independent to exhibit its joy or its pain.
2. Perhaps, you can tell me what happened in history after the Tudors.
3. I wish that the mission hadn't fallen to you.
4. One advantage of being a medical practitioner is that you can usually tell when people are lying to you.
5. Work may be just what I want now.
6. That this charming young woman accepted political life with enthusiasm was a real surprise to me.
7. It is not at all clear how they will accept the proposed treatment.
8. I asked her if there was an equally polite acknowledgement on the part of the publishers.
9. We saw that the old man had finished his scotch.
10. How he managed to be so persuasive beats me.
11. It was our impression that things were not quite that bad.
12. Had I known you were angry with me, I wouldn't have come.
13. Should the flight be cancelled, we wouldn't come.

### 2. Translate the English simple sentences with the Participle in Absolute Constructions into Ukrainian composite sentences and comment on their forms.

- 1) The drinks ordered and the men settled on the verandah of the clubhouse, Haydock repeating his question.
- 2) He gave an intimate smile, some of the freshness returning to his face.
- 3) Brown sat back in the leather-covered chair, his great chest protruding like a singer's.
- 4) They parted at the cabin, Scotty taking Roy on the direct route to the Lake, Indian Bob going back to his hunting, and Simon heading west for the little river.
- 5) That being understood, the conference was over.
- 6) This book has been written in England with the authors in close cooperation throughout, approximately equal parts being written in English and in German and subsequently translated.
- 7) Martha had two children living, two having died in infancy.
- 8) They wrestled and struggled for a minute, with everybody looking at.

9) We strolled back to the camp, it being then about twenty minutes to six.  
There being no other matters to discuss, the old man said that he was going to bed.

### Subjunctive Mood use in subclauses in Complex sentences (TABLES)

#### SUBJUNCTIVE MOOD IN SUBJECT CLAUSES

It	Is Was will be	necessary	That	smb <i>should do</i> smth (Br. E.)  smb <i>do</i> smth (Am. E.)
		important desirable advisable obligatory urgent		

It is important that *every delegate (should) arrive on time*

It is necessary that *they should realize the gravity of the situation.*

It	Is Was will be	suggested	that	smb <i>should do</i> smth (Br. E.)  smb <i>do</i> smth (Am. E.)
		demanded decided proposed agreed arranged determined ordered required requested recommended		

It is requested that *individual work should be paid according to the worker's contribution in his plant.*

It was ordered that *no ship (should) leave the harbor before daybreak.*

It is/was (high) time	smb <i>did (were)</i> smth
-----------------------	----------------------------

Ten to six. It's time *he were here.*

### 3. Paraphrase the following so as to use the subjunctive mood. Translate into Ukrainian and contrast the complex sentences types and the divergencies of the structures and forms.

1. It is necessary that students (to take interest) in public life.
2. It was suggested that we (to start) at dawn.
3. It was ordered that the project (to submit) for discussion at the preliminary session.
4. It is requested that the ticket (to retain) till the end of the performance.
5. It is desirable that you (to keep) us regularly informed of your whereabouts.

## SUBJUNCTIVE MOOD IN PREDICATIVE CLAUSES

It	looks/looked/will look seems/seemed/will seem is/was/will be	as if as though	smb <i>did</i> smth smb <i>had done</i> smth
----	--------------------------------------------------------------------	--------------------	-------------------------------------------------

It was as if *she were angry with me*.

He looked as if *he knew it to be true*. I felt as if *I had gone blind*.

order demand suggestion wish motion rule arrangement request recommendation	is was will be	that	smb <i>should do</i> smth (Br. E.) smb <i>do</i> smth (Am. E.)
-----------------------------------------------------------------------------------------------------	----------------------	------	-------------------------------------------------------------------

His aim was that *his enemies should be discredited*.

The condition was that that *I should join one of those clubs*.

**4. Replace the infinitives in brackets by the correct form of the subjunctive mood. Translate into Ukrainian and contrast the complex sentences types and the divergencies of the structures and forms.**

1. She sat huddled in the armchair as if the last energy (to leave) her.
2. They talked as if they (to know) each other for ever so many years and this (not to be) the first time they met.
3. Her suggestion was that he (to meet) her at the airport.
4. It seemed as though what was going around him (to be) of little interest.
5. Suddenly it began to grow dark as if dusk (to set) in.
6. Their demand was that we (to go) to the police.

## SUBJUNCTIVE MOOD IN OBJECT CLAUSES

to suggest to demand to insist to order to arrange to request to propose to require	that	smb <i>should do</i> smth (Br. E.)  smb <i>do</i> smth (Am. E.)
----------------------------------------------------------------------------------------------------------	------	-----------------------------------------------------------------------

He suggested *that we should begin at once.*

He will insist *that we should do it ourselves.*

Smb	wishes wished will wish	smb <i>did</i> smth smb <i>had done</i> smth
-----	-------------------------------	-------------------------------------------------

I wish *he came.*

Now she wished *she had taken the chance.*

**5. Paraphrase the following so as to use the subjunctive mood in object clauses. Translate into Ukrainian and contrast the complex sentences types and the divergencies of the structures and forms:**

1. The chairman proposed that the question be included in the agenda.
2. The commander ordered that companies A and C should attack the enemy that entrenched itself on the left bank of the river.
3. It was recommended by the committee that a new programme should be worked out.
4. The chief engineer suggests that the new method be introduced without delay.
5. The doctor demanded that the patient should be taken to hospital immediately.

**6. Replace the infinitives in brackets by the correct form of the subjunctive mood. Translate into Ukrainian and contrast the complex sentences types and the divergencies of the structures and forms.**

1. She wished she never (to mention) the name.
2. He stared at me as if I (to be) somebody from another world.
3. (Not to be) it for his presence of mind, one can hardly imagine what (to happen) to the ship and her crew.
4. They looked as though they (to see) a ghost and the fright (to linger) in the eyes.
5. There was not one who (to agree) to it.

## SUBJUNCTIVE MOOD IN ATTRIBUTIVE CLAUSES

order demand suggestion recommendation Wish motion rule arrangement request	that	smb <b>should do</b> smth (Br. E.)  smb <b>do</b> smth (Am. E.)
-----------------------------------------------------------------------------------------------------	------	-----------------------------------------------------------------------

We remember his request *that all his books should be kept in place.*

They unanimously supported the proposal *that a committee should be appointed to deal with the matter.*

## SUBJUNCTIVE MOOD IN ADVERBIAL CLAUSES

### Conditional Clauses

#### Real condition

*If you push this button*, the TV **comes** on.      *If I see her*, I'll **be** very glad.

#### Problematic condition

If smb <b>should say</b> smth	smb <b>will do</b> smth
<b>Should</b> smb say smth.	<b>do</b> smth

*If you should see her*, give her my love.      *Should you see her*, give her my love.

#### Unreal condition

If	<b>smb did</b> smth	smb <b>would do</b> smth (I, we <b>should do</b> smth)
	<b>smb had done</b> smth	smb <b>would have done</b> smth (I, we <b>should have done</b> smth)

*If I saw her*, I should be very glad.      *If I had seen her*, I would have been very glad.

**7. Complete these sentences to make appropriate Third Conditional or Mixed Conditional sentences, using the correct form of the verbs in brackets. Translate into Ukrainian and contrast the complex sentences types and the divergencies of the structures and forms..**

- 1) If I \_\_\_ (*visit*) Athens last year, I \_\_\_ (*phone*) you.
- 2) If only I \_\_\_ (*know*) you already had tickets, I \_\_\_ (*not get*) any for you.
- 3) If you \_\_\_ (*start*) coming to the course earlier, you \_\_\_ (*could pass*) the exam.
- 4) If I \_\_\_ (*not be*) so shy at the party last Sunday, I \_\_\_ (*might make*) more friends.
- 5) If you \_\_\_ (*not spend*) so much money, I \_\_\_ (*not be*) angry now.

### Clauses of purpose

to do smth	so that that in order that	smb	<i>may/might</i> <i>can/could</i>	(not) <i>do</i> smth
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She kept her head averted *so that we could (might) not see her smile.*

to do smth	lest	smb <i>should do</i> smth smb <i>do</i> smth
------------	------	-------------------------------------------------

He drew a plan for me *lest I (should) lose my way.*

## 8. Paraphrase the following so as to use the Subjunctive Mood in adverbial clauses of purpose. Translate into Ukrainian and contrast the complex sentences types and the divergencies of the structures and forms.

1. He will have a car sent down to your place tonight to take you straight to the station.
2. Copy out the examples and study them thoroughly so as not to make mistakes in the construction.
3. They wrote her a letter to remind her of her promise.
4. The enclosure was attached to the essential text of the letter for fear of it getting misplaced.
5. You will have to close either the door or the window otherwise there will be a draught.

### Clauses of comparison

to look to feel to seem to be to act	as if as though	smb <i>did</i> smth smb <i>had done</i> smth
--------------------------------------------------	--------------------	-------------------------------------------------

She speaks of the man *as if she knew him very well.*

### Clauses of Concession

Even if Even though	<i>smb did</i> smth	smb <i>would do</i> smth (I, we <i>should do</i> smth)
	<i>smb had done</i> smth	smb <i>would have done</i> smth (I, we <i>should have done</i> smth)

*Even if he knew about it, he wouldn't tell us anything.*

*Even if he had known about it, he wouldn't have told us anything.*

## 8. Replace the infinitives in brackets by the correct form of the Subjunctive Mood in subclauses. State the type of the subclause first. Translate into Ukrainian and contrast the complex sentences types and the divergencies of the structures and forms.

1. It seemed almost improbable that a man (to go) so far beyond the limit.
2. The situation demanded that urgent and even drastic measures (to take) to prevent the epidemic from spreading all over the district.
3. The man's deep-hidden wish was that all this (to change) one day.
4. We wished that nothing (to change).

5. Her long-cherished dream was that her children (to be) well educated and (to distinguish) themselves in some field of knowledge or activity.

## TEXT ANALYSIS BOX

**Translate one of the given texts. Analyse the grammatical structures of the sentences and phrases of both English and Ukrainian versions. Find convergent and divergent morphological and syntactic features.**

### 1) “Emma” by Jane Austen

Mr. Weston was a native of Highbury and born of a respectable family, which for the last two or three generations had been rising into gentility and property. He had received a good education, but, on succeeding early in life to a small independence, had become indisposed for any of the more homely pursuits in which his brothers were engaged, and had satisfied an active, cheerful mind and social temper by entering into the militia of his county, then embodied.

Captain Weston was a general favourite; and when the chances of his military life had introduced him to Miss Churchill, of a great Yorkshire family, and Miss Churchill fell in love with him, nobody was surprized, except her brother and his wife, who had never seen him, and who were full of pride and importance, which the connexion would offend.

Miss Churchill, however, being of age, and with the full command of her fortune, though her fortune bore no proportion to the family-estate, was not to be dissuaded from the marriage, and it took place, to the infinite mortification of Mr. and Mrs. Churchill, who threw her off with due decorum. It was an unsuitable connexion, and did not produce much happiness. Mrs. Weston ought to have found more in it, for she had a husband whose warm heart and sweet temper made him think every thing due to her in return for the great goodness of being in love with him; but though she had one sort of spirit, she had not the best. She had resolution enough to pursue her own will in spite of her brother, but not enough to refrain from unreasonable regrets at that brother's unreasonable anger, nor from missing the luxuries of her former home. (Chapter 2, page 8).

### 2) “If I Stay” by Gayle Forman

I don't know if once you die you remember things that happened to you when you were alive. It makes a certain logical sense that you wouldn't. That being dead will feel like before you were born, which is to say, a whole lot of nothingness. Except that for me, at least, my prebirth years aren't entirely blank. Every now and again, Mom or Dad will be telling a story about something, about Dad catching his first salmon with Gramps, or Mom remembering the amazing Dead Moon concert she saw with Dad on their first date, and I'll have an overpowering déjà vu. Not just a sense that I've heard the story before, but that I've lived it. I can picture myself sitting on the riverbank as Dad pulls a hot-pink coho out of the water, even though Dad was all of twelve at the

time. Or I can hear the feedback when Dead Moon played “D.O.A.” at the X-Ray, even though I’ve never heard Dead Moon play live, even though the X-Ray Café shut down before I was born. But sometimes the memories feel so real, so visceral, so personal, that I confuse them with my own (p. 75 <http://www.readersstuffz.com>).

### **3) “Sense and Sensibility” by Jane Austen**

In a firm, though cautious tone, Elinor thus began.

"I should be undeserving of the confidence you have honoured me with, if I felt no desire for its continuance, or no farther curiosity on its subject. I will not apologize therefore for bringing it forward again."

"Thank you," cried Lucy warmly, "for breaking the ice; you have set my heart at ease by it; for I was somehow or other afraid I had offended you by what I told you that Monday."

"Offended me! How could you suppose so? Believe me," and Elinor spoke it with the truest sincerity, "nothing could be farther from my intention than to give you such an idea. Could you have a motive for the trust, that was not honourable and flattering to me?"

"And yet I do assure you," replied Lucy, her little sharp eyes full of meaning, "there seemed to me to be a coldness and displeasure in your manner that made me quite uncomfortable. I felt sure that you was angry with me; and have been quarrelling with myself ever since, for having took such a liberty as to trouble you with my affairs. But I am very glad to find it was only my own fancy, and that you really do not blame me. If you knew what a consolation it was to me to relieve my heart speaking to you of what I am always thinking of every moment of my life, your compassion would make you overlook every thing else I am sure."

"Indeed, I can easily believe that it was a very great relief to you, to acknowledge your situation to me, and be assured that you shall never have reason to repent it" (Chapter 24).

### **4) “The Great Gatsby” by F. Scott Fitzgerald**

It was on that slender riotous island which extends itself due east of New York – and where there are, among other natural curiosities, two unusual formations of land. Twenty miles from the city a pair of enormous eggs, identical in contour and separated only by a courtesy bay, jut out into the most domesticated body of salt water in the Western hemisphere, the great wet barnyard of Long Island Sound. They are not perfect ovals – like the egg in the Columbus story, they are both crushed flat at the contact end – but their physical resemblance must be a source of perpetual confusion to the gulls that fly overhead. To the wingless a more arresting phenomenon is their dissimilarity in every particular except shape and size.

### **5) “Jane Eyre” by Charlotte Brontë**

There was no possibility of taking a walk that day. We had been wandering, indeed, in the leafless shrubbery an hour in the morning; but since dinner (Mrs. Reed, when there was no company, dined early) the cold winter wind had brought with it



clouds so sombre, and a rain so penetrating, that further out-door exercise was now out of the question.

I was glad of it: I never liked long walks, especially on chilly afternoons: dreadful to me was the coming home in the raw twilight, with nipped fingers and toes, and a heart saddened by the chidings of Bessie, the nurse, and humbled by the consciousness of my physical inferiority to Eliza, John, and Georgiana Reed.

### **5) “The Hitchhiker’s Guide to the Galaxy” by Adams Douglas**

Mr. L. Prosser was, as they say, only human. In other words he was a carbon-based life form descended from an ape. More specifically he was forty, fat and shabby and worked for the local council. Curiously enough, though he didn’t know it, he was also a direct male-line descendant of Genghis Khan, though intervening generations and racial mixing had so juggled his genes that he had no discernible Mongoloid characteristics, and the only vestiges left in Mr. L Prosser of his mighty ancestry were a pronounced stoutness about the tum and a predilection for little fur hats.

He was by no means a great warrior: in fact he was a nervous worried man. Today he was particularly nervous and worried because something had gone seriously wrong with his job—which was to see that Arthur Dent’s house got cleared out of the way before the day was out.

### **6) “The Hitchhiker’s Guide to the Galaxy” by Adams Douglas**

“Come off it, Mr. Dent,” he said, “you can’t win, you know. You can’t lie in front of the bulldozer indefinitely.” He tried to make his eyes blaze fiercely but they just wouldn’t do it.

Arthur lay in the mud and squelched at him.

“I’m game,” he said, “we’ll see who rusts first.”

“I’m afraid you’re going to have to accept it,” said Mr. Prosser gripping his fur hat and rolling it round the top of his head, “this bypass has got to be built and it’s going to be built!”

“First I’ve heard of it,” said Arthur, “why’s it going to be built?”

Mr. Prosser shook his finger at him for a bit, then stopped and put it away again.

“What do you mean, why’s it got to be built?” he said. “It’s a bypass. You’ve got to build bypasses.” (<http://etextread.ru/Book/Read/34087?nP=5>)

### **7) “Harry Potter” by J. Rolling**

It was on the corner of the street that he noticed the first sign of something peculiar — a cat reading a map. For a second, Mr. Dursley didn't realize what he had seen — then he jerked his head around to look again. There was a tabby cat standing on the corner of Privet Drive, but there wasn't a map in sight. What could he have been thinking of? It must have been a trick of the light. Mr. Dursley blinked and stared at the cat. It stared back. As Mr. Dursley drove around the corner and up the road, he watched the cat in his mirror. It was now reading the sign that said Privet

Drive — no, looking at the sign; cats couldn't read maps or signs. Mr. Dursley gave himself a little shake and put the cat out of his mind. As he drove toward town he thought of nothing except a large order of drills he was hoping to get that day.

### **8) “Emma” by Jane Austen**

Mr. Weston was a native of Highbury, and born of a respectable family, which for the last two or three generations had been rising into gentility and property. He had received a good education, but, on succeeding early in life to a small independence, had become indisposed for any of the more homely pursuits in which his brothers were engaged, and had satisfied an active, cheerful mind and social temper by entering into the militia of his county, then embodied.

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Miss Churchill, however, being of age, and with the full command of her fortune, though her fortune bore no proportion to the family-estate, was not to be dissuaded from the marriage, and it took place, to the infinite mortification of Mr. and Mrs. Churchill, who threw her off with due decorum. It was an unsuitable connexion, and did not produce much happiness. Mrs. Weston ought to have found more in it, for she had a husband whose warm heart and sweet temper made him think every thing due to her in return for the great goodness of being in love with him; but though she had one sort of spirit, she had not the best. She had resolution enough to pursue her own will in spite of her brother, but not enough to refrain from unreasonable regrets at that brother's unreasonable anger, nor from missing the luxuries of her former home. (Chapter 2, page 8).

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## 11) "Sense and Sensibility" by Jane Austen

"And yet I do assure you," replied Lucy, her little sharp eyes full of meaning, "there seemed to me to be a coldness and displeasure in your manner that made me quite uncomfortable. I felt sure that you was angry with me; and have been quarrelling with myself ever since, for having took such a liberty as to trouble you with my affairs. But I am very glad to find it was only my own fancy, and that you really do not blame me. If you knew what a consolation it was to me to relieve my heart speaking to you of what I am always thinking of every moment of my life, your compassion would make you overlook every thing else I am sure."

"Indeed, I can easily believe that it was a very great relief to you, to acknowledge your situation to me, and be assured that you shall never have reason to repent it" (Chapter 24).

## UNIT 8

### MODALITY OF THE SENTENCE.

#### SUBJUNCTIVE MOOD

#### IN THE ENGLISH AND UKRAINIAN SENTENCES.

#### GENERAL CONCLUSIONS TO THE CONTRASTIVE INVESTIGATION

##### Points for discussion:

1. Modality of the simple and the complex sentences: lexico-grammatical and syntactic means.
2. Subjunctive Mood patterns in simple sentences.
3. Subjunctive Mood use in subclauses in Complex sentences.
4. General conclusions to the contrastive grammar of English and Ukrainian.
5. Module test.

#### REVISION TEST

##### A. Choose the right variant(s) to make the statement correct:

1. Any human language has two main functions: --- (comprehensive, communicative, informative, expressive).
2. The main naming unit is the --- (phoneme, morpheme, word, sentence).
3. The main communicative unit is the --- (phoneme, morpheme, word, sentence).
4. The lowest meaningful unit is the --- (phoneme, morpheme, word, sentence).
5. The main distinctive unit is the --- (phoneme, morpheme, word, sentence).
6. The similarity and likeness of organization of linguistic units is called ---- (allomorphy, predication, transposition, isomorphism).
7. The etalon language is --- (dominating, isolating, hypothetical) one.
8. The main method of contrastive typology is --- (descriptive, comparative, deductive) one.
9. Modern English is defined as --- (synthetic, agglutinative, analytical).
10. The parallel opposition is the counteropposition between --- (p-b, d-t, p-b-d).
11. Palatalization is the --- (weakening, softening, assimilation) of consonants.
12. The distinctive function of the stress is illustrated by the words --- (a boss-to boss, a present –to present).
13. The morphological categories of the noun are --- (tense, aspect, number, phase, case, mood, gender).

**B. Fill in the gap to complete the statement:**

- 1) The aim of the contrastive method is---
- 2) The four types of languages are ---.
- 3) The ‘‘father’’ of typology is considered to be ---.
- 4) Consonantal and vocalic languages differ in ---.
- 5) The phonological opposition is ---.
- 6) The three types of motivation in English and Ukrainian are ---.
- 7) Any linguistic unit is a double entity. It has ---- and --- sides.
- 8) In the structure of the language there are four main levels: ----.
- 9) There are some classes of words that are devoid of any lexical meaning and possess the grammatical meaning only. They are ---.

**C. Answer the questions:**

- 1) What does morphology study?
- 2) What are the semantic classes of the noun?
- 3) What are the morphological categories of the verb?
- 4) What morphological categories of the verb are allomorphic in the contrasted languages?
- 5) What are the classes of the adjective in the contrasted languages?
- 6) What Ukrainian verbal-forming prefix does not exist in English?

**D. Give examples to illustrate such ways of word-formation in the contrasted languages:**

- 1) reduplication;
- 2) conversion;
- 3) affixation;
- 4) blending;
- 5) wholophrasing compounding.

## FINAL SELF-CONTROL ZONE

### PART 1

#### The aim and objects of contrastive typology.

##### History of typological investigations

1. The final aim of linguistic typology is ... .
  - a) to establish typical features;
  - b) to identify universal features;
  - c) to investigate language systems;
  - d) to invent language classification.
  
2. O.Isachenko classified languages into ... structural types.
  - a) five;                    b) four;                    c) three;                    d) two.
  
3. Heimann Steintall studied ... in the languages .
  - a) the environment of words;
  - b) the function of words;
  - c) the structure of words ;
  - d) syntactic relations between words.
  
4. Linguistic units merge into the whole word-sentence structure in ... languages.
  - a) passive;            b) ergative;            c) agglutinative;            d) flexional.
  
5. The main unit of typological investigations of the 2nd half of the 19<sup>th</sup> c. is considered ... .
  - a) the morpheme;            b) the word;            c) the sentence;            d) the text.
  
6. The Ukrainian, the Polish and the Serbian-Croat languages are ... .
  - a) consonantal;
  - b) of different phonological nature;
  - c) genealogically related;
  - d) vocalic.
  
7. The main function of ICs analysis is to study ... .
  - a) internal organization of the word;
  - b) structural elements;
  - c) expressive abilities of words;
  - d) surrounding of elements.
  
8. The term ‘the type of the language’ is of employed by ... .
  - a) historical and comparative linguistics;
  - b) caractereological typology;
  - c) contrastive typology;
  - d) linguistic typology.

9. The aim of caractereological typology is ... .
- to explain divergencies only;
  - to study peculiar convergent features;
  - to investigate divergent and convergent features;
  - to classify languages.
10. The term 'the type in the language' is of employed by ... .
- historical and comparative linguistics;
  - caractereological typology;
  - contrastive typology;
  - linguistic typology.
11. The final aim of contrastive typology is ... .
- establish typical features;
  - to identify universal features;
  - to investigate language systems;
  - to invent language classification.
12. Franz Bopp studied ... in the languages.
- the environment of words;
  - the function of words;
  - the structure of words;
  - syntactic relations between words.
13. The English, the Slovenian and the Serbian-Croat languages are ... .
- consonantal;
  - of different phonological nature;
  - genealogically related;
  - vocalic.
14. Language is ... if it is characterized by specific word-sentence structures.
- complex;
  - incorporating;
  - agglutinative ;
  - isolating.
15. The main function of distributional analysis is to study ... .
- internal organization of the word;
  - structural elements;
  - expressive abilities of words;
  - surrounding of elements.
16. The representative of the graded typology is ... .
- E.Sapir;
  - I.Levy;
  - R.Zorivchak;
  - F.Mistely.
17. The main unit of typological investigations of the 1st half of the 19<sup>th</sup> c. is... .
- the morpheme;
  - the word;
  - the sentence;
  - the text.

18. Linguistic units can have no morphemic boundary between its components in ... languages.

- a) passive;      b) ergative;      c) agglutinative;      d) flexional.

19. I.I.Meshchaninov classified languages into ... structural types.

- a) five;      b) four;      c) three;      d) two

20. Passive languages are those in which ... .

- a) the predicate is not the leading component;  
b) the subject is in the Nominative case;  
c) subject, object and predicate are not marked;  
d) only secondary predication is possible.

21. Typology is...:

- a) the term of linguistics;  
b) a kind of science;  
c) a scientific notion;  
d) a contrastive study.

### **PART 3**

#### **Typology of Lexical Systems of the English and Ukrainian languages**

1. Which of the linguistic principles of typological classification of lexicon is not appropriate?

- a) on their common lexico-grammatical nature;  
b) on their belonging to a common lexico-semantic group;  
c) on their denotative or connotative meanings;  
d) on their belonging to a group of language.

2. Which type of motivation is clearly indicated by the affixal morphemes?

- a) semantic motivation;  
b) morphological motivation;  
c) phonetic motivation;  
d) stylistic motivation.

3. Which noun-forming suffixes can be pertaining to English only:

- a) agent suffixes;  
b) evaluative suffixes;  
c) suffixes denoting numerous abstract notions;  
d) suffixes denoting recipient of an action.

4. The semantic structure of the English word *coat* is ... its Ukrainian equivalent.

- a) not so complicated;  
b) richer than that of;  
c) nearly isomorphic;  
d) convergent with.



5. The word *nonoïcmu* contains the . . . prefix.  
 a) universal; b) diminutive; c) international; d) nationally-specific.
6. Which group of suffixes does the suffix *-ee* belong to:  
 a) agent suffixes;  
 b) suffixes denoting recipient of action;  
 c) suffixes denoting numerous abstract notions;  
 d) evaluative suffixes.
7. The word *beg* is produced by . . . .  
 a) blending; b) non-affixation; c) juxtaposition; d) reversion
8. The least productive type of the combined word-formation in both languages is ...  
 a) p+R+s; b) 2p+R+s; c) p+R+2s; d) 2p+R+2s.
9. The onomasiological and semasiological statuses of the word '*to fall in love*' are ... in the contrasted languages .  
 a) identical; b) nationally specific; c) independent; d) divergent.
10. Parts of sentences are usually considered a . . . notion.  
 a) isomorphic; b) universal; c) allomorphic; d) typological.
11. The so-called 'kids' language belongs ... lexicon .  
 a) dialectal; b) universal; c) specifically national; d) international.
12. There are ... basic linguistic principles of typological classification of lexicon.  
 a) four; b) three; c) two; d) six.
13. The ... word is the basic unit of language.  
 a) denotative; b) nominative; c) simple ; d) connotative.
14. Parts of speech are usually considered a . . . notion.  
 a) isomorphic; b) universal; c) allomorphic; d) typological.
15. The onomasiological and semasiological statuses of the word '*to ski*' are ... in the contrasted languages.  
 a) identical; b) nationally specific; c) independent; d) divergent.
16. The equally productive type of the combined word-formation in both languages is  
 a) p+R+s; b) 2p+R+s; c) p+R+2s; d) 2p+R+2s.
17. The word *housework* is produced by . . . .  
 a) blending; b) non-affixation; c) juxtaposition; d) reversion.

18. The word *по-батьківськи* contains the . . . prefix.  
a) universal; b) diminutive; c) international ; d) nationally-specific.
19. The semantic structure of the English word *boat* is . . . its Ukrainian equivalent.  
a) not so complicated;  
b) richer than that of;  
c) nearly isomorphic;  
d) convergent with.
20. The most frequent way of semantic motivation is . . . .  
a) metonymy; b) antonym; c) synonym; d) homonym.

#### PART 4

##### Typology of Morphological Systems of the English and Ukrainian languages

1. Which is allomorphic implicit lexico-grammatical meaning of the Numeral in the contrasted languages?  
a) expressing quantity;  
b) part of an object;  
c) collection of objects;  
d) order of some objects.
2. Which class of pronouns is not identical for English and Ukrainian:  
a) personal pronouns;  
b) reciprocal pronouns;  
c) common pronouns;  
d) negative pronouns.
3. Which typological feature of the verb is similar in English and Ukrainian:  
a) combinability of the verbs with postpositional particles;  
b) the forming of the verbs by means of the diminutive suffixes;  
c) some suffixes form aspective meanings of verbs;  
d) conveying verbiality.
4. Choose the group of verbs found in English as well as in Ukrainian:  
a) reciprocally reflexive;  
b) indirectly reflexive;  
c) reflexive;  
d) impersonal reflexive.
5. Verbs of incomplete predication presented in English and Ukrainian are:  
a) isomorphic;  
b) partly isomorphic;  
c) allomorphic;

d) some of them are allomorphic.

6. Which of the following Ukrainian verb categories is realized only synthetically?

- a) the categories of voice;
- b) the category of tense;
- c) the category of mood;
- d) the category of aspect.

7. Name the isomorphic feature of realization of some morphological categories in the languages under study:

- a) the use of analytical paradigms to express tense, aspect and voice forms;
- b) the imperative mood form with no reference to a definite person;
- c) the absence of the continuous aspect;
- d) the expression of the category of person in imperative mood forms.

8. Which verb form is missing in Ukrainian:

- a) simple active infinitive;
- b) perfect active infinitive;
- c) continuous active infinitive;
- d) perfect passive infinitive.

9. The noun in both languages has . . . semantic classes.

- a) identical; b) nearly isomorphic; c) similar; d) divergent.

10. The noun in Ukrainian may express . . . in contrast to English.

- a) animateness; b) countableness; c) dual number; d) relations of things.

11. The grammatical meaning of possession is displayed in Ukrainian by . . . .

- a) nouns; b) adjectives; c) implicitly; d) numerals.

12. The class of numerals missing in English is. . . .

- a) definite cardinal;
- b) definite ordinal;
- c) indefinite cardinal;
- d) indefinite ordinal.

13. Conjoint and absolute forms are pertaining to . . . pronouns.

- a) relative; b) possessive; c) defining; d) indefinite.

14. Combinability of the English verbs with the . . . is unique.

- a) postpositional prepositions;
- b) postpositional numerals;
- c) postpositional conjunctions;
- d) postpositional nouns.

15. Classes of . . . verbs are completely alien to Ukrainian.  
 a) finite-non-finite ;  
 b) stative-dynamic;  
 c) regular-irregular;  
 d) objective-subjective.
16. A separate expression of lexical and grammatical meanings characterizes ... language organization.  
 a) synthetic; b) analytical; c) agglutinative; d) isolating.
17. The morphological classification of languages was performed by . . . .  
 a) O.Meshchaninov; b) F.de Saussure; c) W.Humboldt; d) E.Sapir.
18. Ukrainian statives are formed with the help of the . . . .  
 a) prefixes; b) suffixes; c) prefixes and suffixes; d) flexions.
19. Which of the ways of producing adverbs in English and Ukrainian is allomorphic:  
 a) by means of prefixes;  
 b) by means of suffixes;  
 c) by means of reduplication;  
 d) by means of suffixes and prefixes.
20. Which class of adverbs has a peculiar way of forming in Ukrainian:  
 a) adverbs of time;  
 b) adverbs of frequency;  
 c) adverbs of manner;  
 d) adverbs of place.
21. State the allomorphic part of speech many prepositions are derived from in Ukrainian:  
 a) nouns; b) verbs; c) adverbs; d) participles.
22. Which of the following coordinating conjunctions is odd to English and Ukrainian:  
 a) copulative; b) disjunctive; c) homogeneous; d) causative-consecutive.
23. Which type of structure of the English and Ukrainian particles is not available?  
 a) simple; b) composite; c) derivative; d) compound.
24. Which function form-building particles don't perform in English?  
 a) an infinitival identifier;  
 b) a representation specifier;  
 c) a part of a morphological paradigm;  
 d) a specifier of degree.

25. According to their structure interjections may be:  
a) simple;    b) compound;    c) phrasal;    d) structural.

## PART 5

### Typology of the Syntactic Systems of the English and Ukrainian Languages

1. Which feature can be considered as allomorphic at the syntactic level:  
a) the existence of various qualitative and quantitative differences in some paradigmatic classes of word-groups and sentences;  
b) the unequal representation of different means of syntactic connection;  
c) some syntactic relations in word-groups and sentences;  
d) structural forms of some parts of the sentence.
2. Which of the following paradigmatic classes of word-groups cannot be singled out in English and Ukrainian:  
a) substantival word-groups;  
b) verbal word-groups;  
c) prepositional word-groups;  
d) adjectival word-groups.
3. Which of the following secondary predication syntagmemes if available is presented in Ukrainian:  
a) there are no such equivalents;  
b) the subjective with the infinitive constructions;  
c) the infinitival prepositional constructions;  
d) the gerundial constructions.
4. Which feature is not characteristic of the sentence:  
a) structural;    b) semantic;    c) pragmatic;    d) general.
5. Choose the odd distinguishing feature of the sentence:  
a) the main language unit;  
b) the main syntactic unit;  
c) the main part of speech;  
d) the principal communicative unit.
6. Which of the word-groups is odd in the contrasted languages?  
a) coordinate;    b) conjunctive;    c) subordinate;    d) predicative.
7. The sentence “*It is thundering*” is:  
a) impersonal sentence;  
b) indefinite personal sentence;  
c) sentence with the introductory “*it*”;  
d) sentence with the secondary predication syntagmemes.

8. The sentence “*I thought him to be a student*” is:
- sentence with the implicit agent;
  - sentence with the secondary predication syntagmemes;
  - sentence with the gerundial complex used as predicative construction;
  - sentence with the simple nominal predicate.
9. The infinitival for-phrase functions in the sentence “*We are waiting for the children back from Edinburg*” like:
- complex object;
  - an attribute to a nominal part of speech;
  - complex predicative;
  - an adverbial modifier.
10. The underlined word-group in the sentence “*Do you want me to come?*” is rendered into Ukrainian:
- by means of a subordinate clause;
  - by means of an objective infinitival word-group forming part of the compound modal verbal predicate;
  - by means of a noun derived from the objective infinitive;
  - by means of a phrasal / simple verbal predicate.
11. The sentence “*The students were asked to write a report*” is an equivalent to the Ukrainian:
- indefinite personal sentence;
  - impersonal sentence having the passive verbal predicate ending in -НО, -ТО;
  - adverbial subordinate clause;
  - one-member introductory indefinite personal sentence.
12. Which of the one-member sentences types is found only in Ukrainian?
- imperative sentences containing a verb;
  - exclamatory sentences;
  - the definite personal sentences, which are widely used in literary and in colloquial speech;
  - infinitival sentences.
13. The sentence “*Забажалось королеві завойувати чуже царство*” in Ukrainian is:
- impersonal sentence with the main part expressing the state of the agent which is used in the Accusative case form;
  - impersonal sentence with the main part expressing the state of the agent which is used in the Dative case form;
  - impersonal sentence with the finite verb referring to a person but expressing impersonal meaning;
  - impersonal sentence with modal predicative phrase.

14. The sentence “*Марічку за душу щіпало*” is considered in Ukrainian to be:
- impersonal sentence with the principal part expressed by verbs in *-но, -то*;
  - impersonal sentence with the main part expressing the state of the agent used in dative case form;
  - impersonal sentence with the finite verb referring to a person but expressing impersonal meaning;
  - impersonal sentence with modal predicative phrase.
15. The sentence “*Йому не слід було приходити*” is characterised in Ukrainian as:
- impersonal sentence with the principal part expressed by verbs in *-но, -то*;
  - impersonal sentence with the main part expressing the state of the agent used in dative case form;
  - impersonal sentence with the finite verb referring to a person but expressing impersonal meaning;
  - impersonal sentence with modal predicative phrase.
16. Which way of expressing the subject is allomorphic to the languages contrasted?
- by means of the numeral;
  - by means of the clause;
  - by means of the gerund;
  - by means of the pronoun.
17. Which structural type of the predicate is odd in the contrasted languages:
- simple verbal;
  - simple nominal;
  - simple phraseological predicate;
  - simple double predicate.
18. Which types of the predicate is allomorphic:
- compund nominal;
  - compound verbal modal;
  - simple verbal aspect;
  - simple verbal.
19. Which of the complements (in its nature) is used in the following English sentence “*Miss Cryot saw her neighbour alive at a quarter to ten*”:
- noun;
  - statal;
  - participial;
  - prepositional.
20. Define the way of expressing the adverbial complement in the following sentence “*The presentation over, we went to the canteen*”:
- by the infinitive / infinitival phrase;
  - by an adverbial phrase / word-group;
  - by a participial word-group;
  - by an adjectival or phrasal adjunct.

21. Which means of expressing temporal complements is not found in English:
- by an infinitive;
  - by a gerund with a preposition;
  - by nouns in the Genitive case;
  - by participial forms.
22. Which means of expressing temporal complements is not found in Ukrainian:
- by nouns in genitive case;
  - by an infinitive;
  - by nouns in the Accusative case;
  - by nouns in the Instrumental case.
23. Which item is the compound sentence with disjunctive interrelations between coordinate clauses:
- In her dream she was at their house in Tokio and it was night before her child's debut;*
  - The trucks ground up and away heading out of it all and the peasants plodded in ankle deep dust;*
  - I must see her or else my heart will burst;*
  - His scholarship would help him a great deal for they were not rich.*
24. Which of the compound sentences contains the adversative connection:
- Павлусь розповідав по-татарськи, а сестра по-українськи;*
  - Розмова перервалася, бо саме ввійшов у челядну Ібрагім-потурнак;*
  - Татарин вказав Павлусеві на коня і велів сідати без сідла;*
  - Або скорюся, або втечу і вернуся сюди с козаками (Андрій Чайковський. За сестрою).*
25. Which is the compound sentence with causative and consecutive relations between the clauses:
- I must weep or else my heart will burst*
  - The trucks ground up and away heading out of it all and the peasants plodded in ankle deep dust;*
  - In her dream she was at the house on Long Island and it was night before her daughter's debut;*
  - But the scholarship would help him a great deal for they were not rich people.*
26. Which of the following subject clauses is not differentiating:
- introduced by the conjunctions and joining the clauses to the predicate verb in *-ся*;
  - introduced by the conjunction “що” and connected with the neuter gender verb in the past tense form;
  - introduced by the conjunction “що” and connected with the predicate expressed by a stative;



d) which substitute a subject in a two-member sentence with a compound nominal predicate of being or seeming.

27. Which type of subject clauses is allomorphic in Ukrainian:

- a) introduced by the conjunctions and joining the clauses to the predicate verb in *-ся*;
- b) introduced by the emphatic pronoun *It*;
- c) introduced by the conjunction “*що*” and connected with the neuter gender verb in the past tense form;
- d) introduced by the conjunction “*що*” and connected with the predicate expressed by a stative.

28. What feature of the English and Ukrainian compound and complex sentences is considered to be allomorphic:

- a) structure;
- b) meaning;
- c) nomenclature;
- d) functions.

# SELF-STUDY ACTIVITY ZONE

## UNIT 2

### PRACTICAL ASSIGNMENT 1

*Identify the way of producing adverbs: prefixal, suffixal, combined affixal, compounding or conversion (part a) and state the parts of speech underlined (part b) in the following Ukrainian words/word forms. Investigate the English ones:*

- A.** Двічі, невесело, ліворуч, глибоко, ушосте, мимоволі, ранком, зблизька, завідно, бігóm, щовівторка, здавна, босоніж, щоразу, вранці, добре;
- B.** 1. Там добре, де нас немає. 2. Добре слово кожному приємне. 3. Ранком дуже холодно. 4. Мама прийшла привітати з добрим ранком. 5. Надворі швидко стемніло. 6. Дрова лежали на дворі бабусиної хати. 7. Ми спостерігали згори. 8. Альпіністи спускалися з гори. 9. Закінчили роботу вдень. 10. Побачилися в день зустрічі. 11. Вивчив вірш напам'ять. 12. Бабуся скаржиться на пам'ять. 13. Річка тече поволі, стіха. 14. Чи по волі своїй, чи по неволі ти прийшов? 15. Тепер живемо по-новому. 16. Туристи пішли по новому мосту. 17. Вони вдвох швидко прибігли. 18. Вони жили в двох кімнатах. 19. Він приїхав до нас уперше. 20. Ми постукали у перше вікно. 21. Ходив навколо будинку. 22. Навколо панувала тиша. 23. Я йшов попереду батька. 24. Я йшов попереду. 25. Край дороги росли тополі. 26. Люблю свій рідний край.

### PRACTICAL ASSIGNMENT 2

*Contrast the morphological structure of the English and Ukrainian words. Identify: a) the national and b) the international affixal morphemes:*

- A.** Afire, illegally, underestimate, non-detached, behold, examinee, princeling, cloudlet, ablaze, bedew, linguistically, drunkard, sluggard, mother-in-law, defraud.
- B.** По-нашому, малятко, гарнесенько, ножище, здоровило, щонайліпший, якнайновіша, якнайбільше, краще, Піддубний, Тягнибок, антитіло, комп'ютеризація, попоходити, попобігати, перекотиполе.

### PRACTICAL ASSIGNMENT 3

*Point to the factors facilitating (or otherwise) the identification of the parts of speech in the following English and Ukrainian words/word forms.*

- A.** Fast, deep, deeply, near, nearly, free, freely, clean, cleaner, cleaning, back, bad, badly, compete, competitor, competitively, competition.
- B.** Добре, батьків, краще, мати, написав, матір, лисиччин, молода/молодий, варене/печене/смажене/парене.

#### PRACTICAL ASSIGNMENT 4

*Which type of combinability can serve as a criterion for classification of a word as a noun in the English language with its developed homonymy? Find the words which help to identify nouns in the sentences below:*

- One can hardly fail to remember all his dreams. He dreams of the trip to France.
- The sweet pie was cooked for my birthday. The pie tastes sweet.
- They married for love. The child came to love his nurse.
- She cast a quick glance at him. I saw him glance over his shoulder.

#### PRACTICAL ASSIGNMENT 5

*Identify the conjunctions (part a) and the prepositions (part b) among the words underlined in the following Ukrainian sentences. Investigate the correspondent English words marked by homonymy:*

- A. 1. Відомо, що ліс лікує. 2. Побачили сонце, що сідало за гору. 3. Усе вийде, коли постаратися. 4. Не знаю, коли прийде весна. 5. Вийду, як сонце сяде. 6. Заспівай так, як соловей у гаю. 7. Не помітив, як почався урок. 8. Не знаєш, як допомогти. 9. Життя своє благословляй, що народився в цьому краї (М. Рильський). 10. На узвишші є місцина, що в народі й досі зветься Золотий Тік (О. Гончар). 11. Чекаю дня, коли собі скажу: Оця строфа, нарешті, досконала (Л. Костенко). 12. Ну як же можна матері вмирати, коли життя у неї не було (Г. Чубач).
- B. 1. Забіліли сніги навколо Києва, загуляли хуртовини (О. Довженко). 2. Знову ледве мріють лебеді у полі, а навколо білий холод і зима (Є. Гуцало). 3. Десь зовсім поруч стукнув кулемет (М. Бажан). 4. Захотілося Якову, щоб поруч нього була мати (Ф. Шиян). 5. Коли до тебе прилечу, засяє в сонці все навкруг (Д. Павличко). 6. Хто сидить серед галяви, а навкруги його панує мертва, прикра тиша (М. Коцюбинський).

## UNIT 3

### **PRACTICAL ASSIGNMENT 1**

*Which semantic features characterise the noun as a part of speech? Classify the English and Ukrainian nouns below into the semantic groups:*

- A. milk, book, cat, sugar, help, tree, travel, duty, fellow, kindness, beauty, family, year, report, chair, idea, police, tram.
- В. дріжджі, мова, люди, вершки, сани, дискусія, пропозиція, час, калина, радість, лосось, пізнання, квітка, зима.

### **PRACTICAL ASSIGNMENT 2**

*Using the model below prove the existence of the objective gender (sex) and the non-existence of the morphological gender in the English animate nouns in contrast to the existence of both genders in their Ukrainian equivalents:*

**Model:** *the actor played - the actress played (well). Армуист грав- артистка грала (гарно).*

- A. nephew – niece, duck – drake, Tom-cat – Toby-cat, director – directrix, king – queen, lion – lioness, bull – cow, he-goat – she-goat, pig – boar, monk – nun.
- В. племінник – племінниця, качка – качур, лев – левиця, кіт – кішка, директор – директриса, король – королева, бугай – корова, козел – коза.

### **PRACTICAL ASSIGNMENT 3**

*Choose the correct option in italics and name the part of speech the chosen element belongs to. State the difference (if any) in the expression of the English and Ukrainian adjectives/adverbs:*

- 1) Mum works *hardly/hard*.
- 2) He spoke to me *angrier/more angrily* than usual.
- 3) This car is *twice more expensive than/twice as expensive as* that one.
- 4) My sister is five years *older/elder* than me.
- 5) Their house is *as modern as/modern as* ours.
- 6) He smiled *friendly/in a friendly way*.
- 7) The little girl looked *like/as* an angel.
- 8) He is *a quite tall/quite a tall* man.

### **PRACTICAL ASSIGNMENT 4**

*Allot the nouns below to singularia tantum and pluralia tantum classes:*

- A. advice, police, fruit, family, money, contents, scissors, clothes, hair, luggage, cattle, furniture, glasses, weather, stairs, sugar, people.
- В. фрукти, шахи, канікули, захоплення, ножиці, худоба, математика, ножиці, проводи, щастя, канікули.

### **PRACTICAL ASSIGNMENT 5**

*Divide the adjectives below into two semantic groups (qualitative and relative):*

- A. square, short, green, shopping, new, Ukrainian, nice, glass, fast, nice, clever, healthy, modern, strange, significant, stone, tall, calm, wooden, leather, slow.
- В. мамин, вухастий, смачний, низький, великий, віщий, важкий, дорогий, привітний, величезний, англійський, впевнений, чудовий.

### **PRACTICAL ASSIGNMENT 6**

*Find isomorphic and allomorphic features in the expression of the morphological categories of number, case and gender in the English nominal parts of speech and in their Ukrainian equivalents in the sentences below:*

1. Betty's sister had been examined for 20 minutes when I entered the room.
2. Jack can write as fast as she can/her.
3. My parents' car is being repaired now. I wonder if it will have been repaired by the end of the day.
4. I have just dictated a letter. It must be sent immediately.
5. They have been taught Spanish for nearly a year.
6. Has Emma decided already where she would go for the holidays?
7. What exams will you take in winter?
8. The house of Peter's has never been/was never lived in.

### **PRACTICAL ASSIGNMENT 7**

*Make the comparative and the superlative degrees of the following adjectives. Analyse the isomorphic and allomorphic features of degrees of comparison of adjectives in English and Ukrainian:*

- A. German, writing, large, leather, white, curly, ugly, young, interesting, stone, fast, nice, clever, healthy, modern, strange, significant, good.
- В. батьків, низький, великий, віщий, важкий, дорогий, привітний, цегляний.

### **PRACTICAL ASSIGNMENT 8**

*State the difference (if any) in the expression of the category of number and quantity in the following English and Ukrainian nouns:*

- A. cream, news, linguistics, advice, police, fruit, family, money, contents, scissors, clothes, hair, gate, information, cattle, trout, salmon, butter, cheese.
- В. гроші, освіта, шахи, канікули, захоплення, ножиці, худоба, математика, дріжджі, пропозиція, ворота, трава, музика, час, чай, хліб, меблі.

### **PRACTICAL ASSIGNMENT 9**

Analyse the examples in English and their Ukrainian equivalents and name the morphological ways of expressing "comparativeness" in both languages:

1. My kite is twice as expensive as yours.
2. He's less generous than any of his brothers.
3. She's much more serious than her mother.
4. Helen wasn't as friendly as she usually is.
5. That was the best play I've ever seen.
6. Which is the highest mountain in the world?
7. This car is twice as expensive as that one.

## NUMERALS

Study the tables and do practical assignments 10-11

Table 1

ENGLISH LESSON

### What's your address?



23 Main Street

NUMBER    NAME    TYPE OF STREET

**ABBREVIATIONS**

ST / St. = Street

RD / Rd. = Road

AVE / Ave. = Avenue

DR / Dr. = Drive

PL / Pl. = Place



**What's your address?**



**It's 92 King Road.**

**What is your address?** My address is ...

**What's your address?** It is ... **21 Jump Street**

**It's ...**

www.grammar.cl
www.woodwardenglish.com
www.vocabulary.cl

How to say your ad...

ENGLISH LESSON

### What's your address?



432 Woodward Avenue

NUMBER

432 = four thirty-two ✓

432 = four three two ✓

four hundred and thirty-two ✗



1264 Long Street

twelve    sixty-four

1264 = twelve sixty-four ✓

1264 = one two six four ✓

one thousand two hundred and sixty-four ✗

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Table 2

ENGLISH NUMERALS	
<b>Structure</b>	
Simple	<i>One, hundred</i>
Derivative	<i>Fourteen, fourth</i>
Compound	<i>Twenty-five</i> <b>HYPHEN</b>
Composite	<i>One hundred and one</i>
<b>TYPES</b>	
Cardinal	<i>Six, eight</i>
Ordinal	<b>THE</b> <i>First, second, third, the rest (-th): sixth, eighth</i>
<b>Functions</b>	
Subject	<i>Those <b>four</b> were dressed in suits.</i>
Predicative	<i>He is <b>twelve</b>.</i>
Object	<i>Can you see them? I see <b>four</b>.</i>
Attribute	<i>The <b>fifth</b> person came an hour later.</i>
Adverbial Modifier	<i>He came <b>at eight</b>.</i>
<b>Cardinal</b>	
400	<i>Four <b>hundred</b> <b>S</b></i>
140	<i>One <b>hundred and</b> forty</i>
1,006	<i>One thousand <b>and</b> six (but: a thousand)</i> Note: comma
5,000	<i>Five <b>thousand</b></i>
260,127	<i>Two hundred <b>and</b> sixty thousand, one hundred and twenty-seven</i> Note: <b>and</b> before tens and units (Br)
27 (-)	<i>Twenty-seven (Br)</i>
Hundred, thousand, million, dozen	No plural, when they mean the definite number But: <i>hundreds of people</i>
<b>numbers</b>	<i>Even – парні Odd – неparні</i>
<b>Ordinal</b>	
30	<i>Thirtieth (y-i)</i>
40	<i>Fortieth</i>
But: <b>Page TEN, room TEN, chapter TEN</b>	Mind: <i>Fortieth, ninth, eighth, twelfth, fifth</i>
1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 63 <sup>rd</sup>	In figures ordinal numerals are expressed with adding two last letters
Titles	<i>Charles V (read: Charles the fifth)</i>
<b>Per cent</b>	
2%	<i>Two <b>per cent</b> (2 p.c.)</i>
<b>Fractions</b>	
чисельник	<i>Numerator</i>
знаменник	<i>Denominator</i>
1/2	<i>A half</i>
1/4	<i>A quarter</i>
1/5	<i>a/one fifth</i>
3/5	<i>Three fifths / Three-fifths</i>
2 1/4	<i>Two and a quarter miles</i>
1/2 + N	<i>Half a mile</i>
1/4 N	<i>A quarter <b>of</b> a mile</i>
<b>Dates</b>	
March 10/March 10 <sup>th</sup> /10 March/10 <sup>th</sup> March/10 <sup>th</sup> of March/March the 10 <sup>th</sup>	<i>Read: March the tenth (the tenth of March)</i>
<b>Year</b>	
AD/CE	<i>Anno Domini</i>
BC/BCE	<i>Before Christ</i>
1999	<b>Nineteen ninety-nine</b>
2017 AD	<i>Two thousand <b>and</b> seventeen AD (Br)</i>
1500 BC	<b>One thousand five hundred BC / fifteen hundred BC</b>

Decimals	
0.4	<i>Nought point four (0=nought-Br, zero -Am)</i>
10.92	<i>Ten point nine two</i>
8.04	<i>Eight point nought/zero four</i>
Telephone numbers	
307 49 23	<i>Three oh (Br)/zero (Am) seven four nine two three</i>
12344	<i>One two three double four (Br)/ four four (Am)</i>
12234	<i>One two two three four</i>
Calculations (is/equals )	
Multiplication	1) <i>Two times two is/equals four,</i> 2) <i>Two multiplied by two is four</i>
Division	1) <i>Four into two is two,</i> 2) <i>Four divided by two is two</i>
Addition	<i>Two and/plus two is four</i>
Subtraction	1) <i>Two from four is two,</i> 2) <i>Four minus two is two</i>
Three miles' walk	<i>A three-mile walk</i>

## SUMS OF MONEY

### USA

\$ (dollar)

¢ (cent) = 1/100 dollar

**\$ 1 / \$ 1.00 – one dollar**

**\$ 25 / \$ 25.00 – twenty-five dollars**

**1¢ / \$. 1 – one cent**

**65 ¢ / \$. 65 – sixty-five cents**

**\$ 25.01 – twenty-five dollars and one cent**

**\$ 34.10 – thirty-four dollars and ten cents**

**\$ 3,350.55 – three thousand three hundred and fifty dollars and fifty-five cents**

### BRITISH

£ (LIBRA) = pound / pound sterling

s. = shilling (1/20 pound)

d./p. = penny (pl. pence) (1/12 shilling)

d. (from Latin “denarius”)

**£ 1 – one pound**

**£ 25 – twenty-five pounds**

**1 s. – one shilling**

**12 s. – twelve shillings**



**1 d. / 1 p. – one penny**

**6 d. / 6 p. – sixpence**

NB halfpenny ['heɪpni]

twopence ['tʌpəns]

### **PRACTICAL ASSIGNMENT 10**

*Translate into English and contrast the numerals finding isomorphic and allomorphic features.*

- 1) Пятдесят одна книга.
- 2) Сто/двісті чоловік.
- 3) Триста сімдесят одна заява.
- 4) Шістьсот людей.
- 5) Мільйон троянд.
- 6) Сотні людей.
- 7) 427 520.
- 8) 2 000 покупців.
- 9) Двадцять один день.
- 10) 23 000.
- 11) 1 250.
- 12) Тисяча перший турист.
- 13) Пятдесят кілограмів.
- 14) Триста автомобілів.
- 15) Шістьдесят один грам.
- 16) Два мільйона двісті тисяч сто одна тонна.
- 17) Три тисячі одна гривня.
- 18) Троє моїх друзій.

### **PRACTICAL ASSIGNMENT 11**

*Practise reading numerals. Say what numerals are divergent in Ukrainian and why.*

Hello, and good evening.

It is feared that 182 people may have died in a plane crash this morning. The accident happened at 7.20. It was flight 409, going from Singapore to New York. The plane had covered  $\frac{3}{4}$  of the 12,000 mile trip, and had stopped to refuel. Eye witnesses said that the plane had reached its take-off speed of 150 mph when a fire broke out in the rear engine. 106 people managed to escape the blaze.

672 car workers walked out on strike today in Coventry. They had asked for a pay rise of 8.7%, but the management said they could only offer 5 1/2 %.

This would mean an extra £7.50 per week. A union spokesman said 'It's not enough'.

A man armed with a shotgun held up cashiers at the National Bank today and stole £ 5,500. Police have appealed for witnesses. The number to ring is 0106 744391.

Unemployment figures were released today. Last month there were 3,649,712 registered unemployed. That's 14.5% of the work force. Over the past year this number has increased by over 260,000.

And that's the end of tonight's news. Good night.

## UNIT 4

### **PRACTICAL ASSIGNMENT 1**

Analyse the following examples of the English sentences and their Ukrainian equivalents. State the functional similarity and differences in means of realization of verbal morphological categories:

1. Look. The bridge is being repaired.
2. The problem has been studied for three years, but they haven't got any results.
3. This book will have been republished by the end of September.
4. A police car came at that moment when the injured man was being carried off the road.
5. Dad phoned us and asked if our luggage had been packed already.
6. Margaret's lectures were listened to with great interest yesterday.
7. Bob is being examined now. Don't disturb him.

### **PRACTICAL ASSIGNMENT 2**

Transform the following sentences with Finite verbs into the structures with Complexes with Non-Finite forms of the verb. Translate them into Ukrainian. Find isomorphic and allomorphic features in the expression of the morphological categories of verbs and verbals in the languages contrasted:

1. She objects to the fact that it was her mistake not to buy a camera before our trip to Egypt.
2. We regret they we went to London by train.
3. John regrets that his wife paid for the hotel in advance.
4. I know that we don't have a guidebook.
5. I like that Jack will present a report at the tomorrow's conference.
6. I don't remember that you offered me a lift to Dublin.
7. I remember that you went to see some Greek ruins.

### **PRACTICAL ASSIGNMENT 3**

Choose the correct option in italics and **name the part of speech** the chosen element belongs to. State the difference (if any) in the expression of the English and Ukrainian adjectives/adverbs:

- 1) Mum works *hardly/hard*.
- 2) He spoke to me *angrier/more angrily* than usual.
- 3) This car is *twice more expensive than/twice as expensive as* that one.
- 4) My sister is five years *older/elder* than me.
- 5) Their house is *as modern as/modern as* ours.
- 6) He smiled *friendly/in a friendly way*.
- 7) The little girl looked *like/as* an angel.
- 8) He is *a quite tall/quite a tall* man.

### **PRACTICAL ASSIGNMENT 4**

*Find isomorphic and allomorphic features in the expression of the morphological categories of number, case and gender in the English phrases and in their Ukrainian equivalents in the sentences below:*

1. Betty's sister had been examined for 20 minutes when I entered the room.
2. Jack can write as fast as she can/her.
3. My parents' car is being repaired now. I wonder if it will have been repaired by the end of the day.
4. I have just dictated a letter. It must be sent immediately.
5. They have been taught Spanish for nearly a year.
6. Has Emma decided already where she would go for the holidays?
7. What exams will you take in winter?
8. The house of Peter's has never been/was never lived in.

### **PRACTICAL ASSIGNMENT 5**

*Insert the appropriate **conjunction**, then find and analyse its equivalent in Ukrainian:*

- 1) I left very early, ... I was to go to meet a friend at the station. 2) That exercise is not only too long ... too difficult. 3) I don't know ... he had finished the book yet. 4) Stay here ... I come back. 5) He will get the letter tomorrow ... you send it off now. 6) The sun is shining, ... I am sure it is going to rain. 7) I haven't written to them ... I came to London. 8) You must leave at once, ... you will miss the train. 9) I cannot do it ... you do. 10) This road seems longer ... I thought. 11) He was born in Warsaw, ... he speaks Polish very well. 12) We decided to go further ... the fact that the road was so bad. 13) ... I was sitting, she was reading. 14) They are working quickly ... they may finish early. 15) There are not ... many people here ... I expected. 16) That task is ... long ... difficult (negative statement). 17) He felt not well ... went to bed. 18) ... I wrote to him, I have had no reply. 19) He was ... tired ... thirsty (affirmative).

### **PRACTICAL ASSIGNMENT 6**

*Insert the appropriate **article**:*

at ... school, to be at ... hospital (to visit somebody), to go to ... church (as a religious person), ... Ukrainians (the nation), ... Lake Ontario, ... Elbrus, ... Oxford Street, ... Pacific Ocean, ... Carpathians, ... poor (as a class), ... Dutchman, ... easiest issue, ... easier ... better, ... pretty child, ... girls in red dresses standing to the left, ... diploma paper, ... book I bought yesterday, in ... week, in ... detail, by ... accident, on ... purpose.

## **PRACTICAL ASSIGNMENT 7**

*Translate using the proper **preposition** and find the differences:*

курс з лінгвістики, бути в школі, наполягати на обговоренні, навмисно, випадково, на занятті, виняток з правила, відповідальність за свої вчинки, детально, за обставин, поза небезпекою, без затримки, вдома.

## **UNIT 6**

### **PRACTICAL ASSIGNMENT 1**

*Translate into English using Complex Subject. Contrast the Ukrainian and the English variants:*

1. Їх плани, напевне, скоро зміняться.
2. Вони, ймовірно, виконають дипломну роботу вчасно.
3. Навряд чи, він дасть вам цей підручник.
4. Вони обов'язково приєднаються до нас.
5. Як відомо, Оксфордський університет – найстаріший в Англії.
6. Вважають, що комісія все ще розглядає це питання.
7. Сер Уілфрід вважався одним із найкращих адвокатів у Лондоні.

### **PRACTICAL ASSIGNMENT 2**

*Translate into Ukrainian the sentences with the Absolute Nominative Constructions. Contrast the Ukrainian and the English variants:*

1. This being done, they left for home.
2. The old man tried to get up, the young man helping him.
3. This being difficult to settle the matter, we decided to meet again the following day.
4. He stood aside, with his hands in his pockets, watching her.
5. The main feature of nation's economy is the consolidation of the capital at an unprecedented level with profits going up, wages going down and inflation accelerating.

### **PRACTICAL ASSIGNMENT 3**

*Translate into English using Complex Object. Contrast the Ukrainian and English variants:*

1. Я хочу, щоб ти прийшов до мене сьогодні.
2. Я чула, що ви посіли перше місце на змаганнях.
3. Всу знають, що він старанний студент.
4. Вони хочуть, щоб він не спізнився на заняття.
5. Вона відчувала, що він щасливий.
6. Якось він бачив, що вона йшла до банку.
7. Він хотів, щоб батьки гордилися ним.
8. Він відчув, як вона доторкнулася до його руки.
9. Я чув, як він декілька разів згадав про це.
10. Всі чекали, що він покаже гарний результат.
11. Ніхто не очікував, що він виявиться нечесною людиною.
12. Ми сподіваємося, що дослід пройде успішно.
13. Я знаю, що професор Хіл працює над цією проблемою вже два роки.

### **PRACTICAL ASSIGNMENT 4**

***Point out and analyze the English predicative word-groups in the sentences below and suggest their corresponding Ukrainian semantic and structural equivalents:***

1. She is known to have visited the Louvre.
2. I don't remember you having read the article before.
3. My camera being stolen, I couldn't make any photos.
4. We are likely to get cheated by local taxi drivers.
5. Bob was heard to be whistling gaily in the hall.
6. I agree on you having that language course in Oxford.
7. He is known to have published the results of his last investigations.
8. John regrets about his wife having paid for the hotel in advance.
9. He is known to stay late in the library on Friday.
10. The rain already begun, we decided to stay at home.
11. He seems to be such a bad driver.
12. I don't like you going there.

### **PRACTICAL ASSIGNMENT 5**

***1) Contrast the ways of syntactic connection (synthetic/analytical and synthetic-analytical) as syndetic or asyndetic in the all word-groups of the English and of their corresponding Ukrainian sentences:***

Model: *your sister* – a substantival word-group with the analytical (asyndetic) way of connection.

1. The man and the woman came safe. (Чоловік з жінкою добралися неушкодженими).
2. I've got to see her home (Я маю провести її додому).
3. My child, I heard nothing. (Моя дитинко, я нічого не чув).
4. The teacher looked at him very attentively. (Вчитель дуже уважно подивився на нього).

***2) Find isomorphic and allomorphic features having made the sentence analysis of the structures above according to:***

- *Structure and Communicative aim*
- *Principal parts of the sentence and their types*
- *Secondary parts of the sentence and their types*

*e.g. The loudspeakers can have already announced the departure.*

- *Structure and Communicative aim:* Simple, two member, unextended, declarative, affirmative.
- *Principal parts of the sentence and their types*
  - **subject** - The loudspeakers – notional, person, expressed by the Common, class noun in the Common Case, pl
  - **predicate** - can have announced – compound modal verbal predicate, expressed by the modal verb *can* in the present form and the Perfect Infinitive of the verb *to announce*
- *Secondary parts of the sentence and their types*

- **direct object** - the departure expressed by the Common abstract noun in the Common Case, sg
- **adverbial modifier of time** – already - expressed by the adverb of time

## UNIT 7

### **PRACTICAL ASSIGNMENT 1**

*Translate into English using Complex Subject. Contrast the Ukrainian and the English variants:*

1. Очікують, що він повернеться сьогодні ввечері.
2. Кажуть, що вона вже поїхала з університету.
3. Відомо, що він готується до іспитів.
7. Повідомляють, що відпрацювання відбудуться наступного тижня.
8. Вважають, що переклад вже зроблено.
9. Здається, що він знає граматику краще за всіх.
10. Юнак виявився гарним фахівцем.
11. Їх плани, напевне, скоро зміняться.
12. Вони, ймовірно, виконають дипломну роботу вчасно.
13. Навряд чи, він дасть вам цей підручник.
14. Вони обов'язково приєднаються до нас.
15. Як відомо, Оксфордський університет – найстаріший в Англії.
16. Вважають, що комісія все ще розглядає це питання.
17. Сер Уїлфрід вважався одним із найкращих адвокатів у Лондоні.

### **PRACTICAL ASSIGNMENT 2**

*Translate into Ukrainian the sentences with the Absolute Nominative Constructions. Contrast the Ukrainian and the English variants:*

1. All the things having been packed up, we can set off.
2. Weather permitting, we shall go fishing tomorrow.
3. The mission carried out, they were given a three day leave.
4. I have something to be thankful for, all things considered.
5. There being little time left, they had to hurry.
6. This being done, they left for home.
7. The old man tried to get, up the young man helping him.
8. This being difficult to settle the matter, we decided to meet again the following day.
9. He stood aside, with his hands in his pockets, watching her.
10. The main feature of nation's economy is the consolidation of the capital at an unprecedented level with profits going up, wages going down and inflation accelerating.



### **PRACTICAL ASSIGNMENT 3**

*Insert the missing form of the Participle and contrast its Ukrainian translated variant with the English one:*

1. The scientists ... this problem will take part in the conference.  
*a) discussing b) discussed*
2. The problems ... at the conference are of the great importance for the future research.  
*a) discussing b) discussed*
3. The subjects ... during the first year course at the university are: phonetics, grammar, literature and others.  
*a) studying b) studied*
4. Students ... foreign languages should read special literature in the original.  
*a) studying b) studied*
5. The professor ... lectures on pragmatics is a well-known scientist.  
*a) delivering b) delivered*
6. The lecture ... by professor Wilson was very interesting.  
*a) delivering b) delivered*
7. Mr. Burton ... our volleyball team is a good sportsman.  
*a) training b) trained*
8. ... the dictation she made many mistakes.  
*a) having written b) writing*
9. ... the letter, she posted it.  
*a) having written b) writing*

### **PRACTICAL ASSIGNMENT 4**

*Translate into English using Complex Object. Contrast the Ukrainian and English variants:*

1. Я хочу, щоб ти прийшов до мене сьогодні.
2. Я чула, що ви посіли перше місце на змаганнях.
3. Всу знають, що він старанний студент.
4. Вони хочуть, щоб він не спізнювався на заняття.
5. Вона відчувала, що він щасливий.
6. Якимось він бачив, що вона йшла до банку.
7. Він хотів, щоб батьки гордилися ним.
8. Він відчув, як вона доторкнулася до його руки.
9. Я чув, як він декілька разів згадав про це.
10. Всі чекали, що він покаже гарний результат.
11. Ніхто не очікував, що він виявиться нечесною людиною.
12. Ми сподіваємося, що дослід пройде успішно.
13. Я знаю, що професор Хіл працює над цією проблемою вже два роки.

### **PRACTICAL ASSIGNMENT 5**

*Analyse the structure of the English sentence and its Ukrainian equivalent. State the structural type of the sentences in both languages. Point out the allomorphic features of clauses and of verb forms used in them.:*

The silence of the afternoon sleep seemed to have overtaken the village, but, as they listened, they could hear the sound of heavy grain-boxes being dragged over earthen floors and pushed against doors.

## MODULE TEST

(Sample)

**1. Identify the isomorphic and allomorphic features of the phonematic correlations in English and Ukrainian. Compare their quantitative representation and their functions in the contrasted languages.**

A. tooth – teeth, woman – women, mouse – mice, louse – lice, foot – feet, know – knew, take – took, drive – drove;

В. свято – свята (ім.), свята (прикм.), весна – весни (весни), зоря – зірка, ніч – ночі, явір – явора, око – очі, пастух – пастуше, птах – птаство, хлопець – хлоп'ята.

**2. Point out the vowels which undergo mutation in the English and Ukrainian words below:**

A. adjust, diplomatic, handkerchief, offer, suppose, Sunday, underestimate.

В. перемети, недоспати, несучу, зозуля, село, брела, мені, лечу, розчешу, назбирати.

**3. Characterise the type of assimilation (progressive or regressive) in the words below. State which of these types is more frequent in English and which in Ukrainian:**

A. does she, of course, session, kindness, handkerchief, grandmother, sandwich, voiced, don't you, called you, gooseberry, old clock;

В. французький, абсолютний, качці, бджола, безжалісний, м'який, вісті, близькість, громадський, безчестя, у діжці, розщеплений, розказаний.

**1. Identify a) words in which onomasiological form and semasiological structure of the word coincide; b) words in which these notions do not coincide:**

A. green, swim, two-fifths, boss, akimbo, fall in love, good-for-nothing, merry-go-round, examinee.

**В.** макітра, вечорниці, закохатися, посміхнутися, свататися, господарювати, спатки, попоїсти, самотужки, вусики, вустонька, ручище.

**2. Point out to the existence or non-existence of isomorphism in the types of motivation in the following words and word-groups:**

**A.** soft, soften, moo, large, enlarge, employee, cock-a-doodle-doo, rely, unreliable, to make both ends meet, suspect, unsuspecting;

**В.** сонце, травень, красень, прикрашати, вимога, вимогливий, знання, обізнаний, кульбаба, кульбабовий, гейкати, сьорбати, дзеленчати, мукати, квакати.

**3. Analyse the given English and Ukrainian words and word-groups. Allot them to the corresponding layers of lexicon: internationalisms, professionalisms, archaisms, neologisms. State their national or universal typological nature:**

**A.** grammar, pedagogical, modality, whereof, molecule, fantasy, complementation, predication, behold, company, jurisdiction, cab, to put one's tongue in one's cheek, penny wise and pound foolish.

**В.** хорунжий, гетьман, математика, вечорниці, героїзм, музика, поезія, університет, присудок, лікар, наживати п'ятами, впіймати облизня, ловити ґав, журналіст, фонд, філософія, смартфон, вебінар.

**4. Classify the English and Ukrainian nouns below into the semantic groups:**

**A.** milk, book, cat, sugar, help, tree, travel, duty, fellow, kindness, beauty, family, year, report, chair, idea, police, tram.

**В.** дріжджі, мова, люди, вершки, сани, дискусія, пропозиція, час, калина, радість, лосось, пізнання, квітка, зима.

**5. State the difference (if any) in the expression of the category of number and quantity in the following English and Ukrainian nouns:**

- a. cream, news, linguistics, advice, police, fruit, family, money, contents, scissors, clothes, hair.
- б. гроші, освіта, шахи, канікули, захоплення, ножиці, худоба, математика, дріжджі.

**6. Divide the nouns below into two classes: *singularia tantum* and *pluralia tantum*. Add three more nouns into each category:**

- A. advice, police, fruit, family, money, contents, scissors, clothes, hair, luggage, cattle, furniture, glasses, weather, stairs, sugar, people.
- В. фрукти, шахи, канікули, захоплення, ножиці, худоба, математика, ножиці, проводи, щастя, канікули.

**10. Contrast the morphological structure of the English and Ukrainian words below. Identify a) the national and b) the international affixal morphemes in them:**

- A. afire, defraud, illegally, underestimate, non-detached, behold.
- В. краще, вводити, зім'яти, антитіло, посіятися, нереально.

**11. Find the isomorphic and allomorphic features in the expression of the morphological categories of number, case and gender in the English phrases and in their Ukrainian equivalents in the sentences below:**

- A.. They are old men with grey beards, and voices as deep as mine.  
(Вони – літні чоловіки з сивими бородами, а їхні голоси такі ж низькі, як і мій).
- В.. A couple of young wolves of the pack were cantering over the narrow path.  
(Пара молодих вовків із зграї бігли по вузькій стежці).

**12. Identify the nature of the head words and name the paradigmatic classes of the following English and Ukrainian word-groups:**

- A. nothing to do, very good, him crossing the street, the missed train, reading louder, the letter to be written, a fast runner, to run fast, him come, to dig deep, much better;
- В. рахунок гри, сидячи спати, прочитавши доповідь, один з кращих, приємно вражений, миле дитя, набагато цікавіший, вельми вдячний, пропозиція зустрітись.

**13. Contrast the ways of syntactic connection (synthetic / analytical and synthetic / analytical) in the underlined word-groups of the English and of their corresponding Ukrainian sentences.**

*Model: your sister – a substantival word-group with the analytical (asyndetic) way of connection.*

1. The man and the woman came safe.

Чоловік з жінкою добралися неушкодженими.

2. I've got to see her home

(Я маю провести її додому).

3. My child, I heard nothing.

(Моя дитинко, я нічого не чув).

4. The teacher looked at him (a) very attentively (b).

(Вчитель дуже уважно подивився на нього).

**14. Analyse the following English simple sentences (structure and communicative type). State 1) whether they coincide in structure with the Ukrainian equivalents; 2) Name the elliptical structures if there are any:**

1. *Nine o'clock.*

2. *Why didn't you wake me?*

3. *It was a terrible shock.*

4. *Waiting for the bus?*

**15. Analyse the structure of the English sentence and its Ukrainian equivalent. State the structural type of the sentences in both languages. Point out the allomorphic features of clauses and of verb forms used in them.**

The silence of the afternoon sleep seemed to have overtaken the village, but, as they listened, they could hear the sound of heavy grain-boxes being dragged over earthen floors and pushed against doors.

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