**English Grammar: Seminar Tasks**

**Seminar 1**

**Topic 1**

1. Provide exemples to illustrate different syntagmatic and paradigmatic relations between phonological, lexical, morphological, and syntactic language units.

**Topic 2**

1. Analyse the morphemic composition of the following words?

1. *embodiment, conceive, multifarious;*
2. *impassable, marksmanship, genii;*
3. *unconsciously, strawberry, indistinguishable;*
4. *insubordination, impracticable, media;*
5. *reproductiveness, irregularities, babysitter’s*

2. Devide the sentence into minimal meaningful segments (morphs) defining their types:

*I have been thinking about Jane’s decision for a long time.*

3. Describe paradigmatic realisation of the following grammatical categories:

а) the category of number of nouns

b) the category of case of nouns

c) the category of voice of verbs

4. Define the types of the oppositions and interpret the categorial properties of their members.

MODEL: play -played

The words "play - played" make up a binary opposition. The strong member is "played"; its differential feature is the denota­tion of a past action. The marker of this categorial meaning is the gram­matical suffix "-ed".

*a. he - she, he - they, he - it, we - they;*

*b. intelligent - more intelligent - the most intelligent;*

*c. I understand -1 am understood;de. tooth - teeth, pincers - a pair of pincers;*

*d. am - is;*

*e. he listens - he is listening;fh. mother - room.*

5. Build up the oppositions of the categorial forms:

efficient, have defined, they, information, he, more efficient, vessel, we, define, the most efficient, are defined, I, vessels, will define, bits of infor­mation, defined, less efficient, a most efficient.

**6.** Group the following language forms into (a) synthetic, (b) analytic, (c) free word groups Add several examples of your own to each group:

*works, to play, staying, is staying, is weak, more important, the job, have done, have (one’s hair) done, have been doing, has to do, smaller, less dangerous, men, a piece of advice, (she) cried and cried*

**7.** Give examples of:

a) outer flection – *go - goes, ...*

b) inner flection, – *goose - geese*,  *...*

c) suppletivity *– go - went, ...*

8. Account for the stylistic flavour of the oppositional reduced form of the word used in the sentence Why are you being so naughty?

**GRAMMATICAL CLASSES OF WORDS**

**TOPICS FOR REVISION**

1. Grammatically relevant properties of words - criteria for differentiating the classes of words: semantic, formal, and functional criteria.
2. Different approaches to grammatical classification of words.

a. Classical, or logical-inflectional, worked out by prescriptivists

b. Functional, worked out by descriptivists

c. Distributional, worked out by structuralists

d. Complex (heterogeneous) approach. Traditional classification.

e. The combination of the syntactico-distributional and the traditional classifications: three main layers (supra-classes) of lexicon - notional parts of speech, substitutional parts of speech (pronouns), and functional parts of speech.

f. Field approach.

1. Features of different parts of speech

**PRACTICAL TASKS**

**2.** Compare different linguistic terms to identify notional parts of speech of the English language *content words, lexical words, major parts of speech,* and functional- *empty words, grammatical words, structural words, minor parts of speech* and comment upon them.

**5.** Describe the taditional notional and functional parts of speech according to the main criteria.

**6.** Define the part of speech of each word:

*“I couldn’t bear Button sober,” I said to Charles. “Too true,” he said. “I’ll be damned glad when I get to London.” I’d known for a month that he’d landed a job there, but when he spoke so lightly about going away I felt lonely and lost; I wanted him to stay permanently in Dufton, I suppose, so that I’d at least be able to depend upon my hometown providing me with company.*

**8.**  Build up the lexical paradigm of nomination.

*MODEL: high: high - height - heighten - highly (high)*

*1) fool, to criticize, slow, fast;*

*2) new, work, to fraud, out;*

*3) to cut, sleep, brief, hard;*

*4) beauty, to deceive, bright.*

**TOPICS FOR INDEPENDENT STUDY**

1. Noun as the central nominative lexemic unit of language. Its general caracteristics. Syntactic functions of nouns.

2. Grammatically relevant subclasses of the noun: common and pro¬per, animate and inanimate, human and non-human, countable and uncountable, concrete and abstract nouns.

3. The problem of gender. Meaningful character of the gender category in modern English. Lexical and grammatical gender distinctions.

4. Category of number. Countable and uncountble nouns. Lexicalised plural forms.

**PRACTICAL TASKS**

**1.** Define the syntactic functions of nouns:

*1) The girl was extremely beautiful in her sharkskin dress. 2) They were strangers in this town. 3) The governor’s secretary posted the letter too late. 4) She is a teacher of English.*

**2.** Characterise each noun as to its lexico-semantic status:

*Dickens, Monday, despair, house, horse, beauty, snowr, police, sky*

**3.** Change the gender of the following nouns to feminine, commenting on the lexical means to express gender in English:

*boy-friend, landlord, lion, drake, sire, bridegroom, stallion, actor, bull-calf, man-producer, master, wizard, count, baron, bachelor, sultan, cock, buck, tom-cat, cock-sparrow, he-bear, jack-ass, businessman, executor, peacock, marquis, maharajah, beau, widower, hero*

**4.** Define the gender of the following nouns:

*lady, boy, table, cat, mare, parent, chairman, chairperson, father, sun*

**5.** Comment upon the following English “politically correct” inclusive innovations. Add more examples.

а) *hostess, stewardess 🡪* [*flight*](http://www.surfcanyon.com/search?f=slc&q=flight&p=wtiffrwa) *attendant; statesman 🡪 politician, leader; fireman 🡪 fire fighter; businessman, business-woman 🡪 executive; policeman 🡪 police officer*

b) *1) …no one can embarrass a young person in public so much as an adult to whom he or she is related* (Angelou). 2*) As is the rule with Chopra’s books, the proceedings finish with clearly laid-out instructions to help the reader find the magic lying at the heart of his or her own world* (*Time*). *3) A tourist, browsing in a Paris shop, eating in an Italian ristorante, or idling along a Hong Kong street, will encounter three or four languages as she negotiates the buying of a blouse, the paying of a check, or the choosing of a trinket* (Angelou). *4) These programs and services can make a big difference in helping a child reach her full potential* (*Woman’s Day*). *5) Every student who turns in their paper late will lose half of their grade. 6) One gets into the way of imagining a person when one hears them talked about* (Christie). *7) I don’t want to spend an hour listening to someone blame their mother* (*Ladies’ Home Journal*).

**6.** Comment on the following cases of personification:

а) *1)* *“What kind of car do you have?” Ochs’s eyes twinkled. “British Jaguar. She runs like the wind”* (Isles). *2)”We have our differences, gentlemen, but the sea doesn’t care about that. The sea – well, she tries to kill us all regardless what flag we fly”* (Clancy). *3)”Look at the moon up there. You see her very plainly, don’t you? She’s very real. But if the sun were to shine you wouldn’t be able to see her at all”* (Christie). *4) “It looks like a lot of boats are heading into the North Atlantic… Two old Novembers. One’s a raven conversion doing an ELINT job off the cape. The other one’s sitting off King’s Bay making a damned nuisance of itself.” Ryan smiled to himself. An American or allied ship was a she; the Russians used the male pronoun for a ship; and the intelligence community usually referred to a Soviet ship as it* (Clancy). *5) Russia will not solve the crisis using Western methods or Western thinking. She must turn inward, build on her own spiritual experience and her own spiritual insights to move ahead into a new future... The very least the Russian nation can do now for Orthodo­xy is to protect her from the outside world - at least for a few years - to allow her to get back on her feet and to embark on the course that Russia and Russians demand of Her* (*Moscow News*). *5) If you own a dog, it’s entirely your responsibility what food she gets* (*Times*)*.*

**7.** Form plurals of the following nouns, putting them into groups: (a) regular plurals, (b) suppletive forms, (c) archaicplurals, (d) borrowed plurals, (e) homonymous plurals (some nouns may have two plural forms, explain the difference in the meaning of such “grammatical dublets”). Add more examples.

*foot, crisis, child, brother, horse, stimulus, deer, louse, formula, man, pupil, ox, brother, penny, cloth, genius, terminus, trout, cow, swine, datum, goose, sheep, cactus, antenna, leaf*

**8.** Put the words into the groups (а) Countables, (b) singularia tantum*,* (c) pluralia tantum, using them in context. Add more examples.

*army, cavalry, crowd, courage, peace, tongs, advice, peasantry, evidence, family, money, hair, wages, acoustics*

**9.** Compare English words and their Ukrainian variants:

*watch, clothes, police, money, knowledge, oats, advice, news, hair*

**10.** Comment upon the lexicalised plural forms:

*custom - customs, medium - media, glass – glasses, spectacle - spectacles, damage - damages, fruit - fruits, paper – papers, air- airs, ash - ashes, pain – pains, wage - wages, spade - spades, work - works, respect - res­pects, people - peoples, beauty - beauties, youth - youths, premise – premises, damage -fdamages*

**11.** Explain the difference:

*1) The ethics of the situation are self-evident. – Ethics is actually taught as part of our course in philosophy. 2) The economics of this project are about right. – Economics is a subject often studied by future politicians.*

**SEMINAR 3. NOUN Grammatical Categories: Case, Determination**

**Points for Discussion**

1. Category of case. Various approaches to the category of case in the English language study. Semantic types of the genitive.

2. The category of article determination. Paradigma­tic functions of articles. Situational functions of articles (theme and rheme markers).

3. Oppositional reductions of nominal categories.

**1.** Explain semantic differences between the following phrases:

*the author’s description of the girl - the girl’s description of the author; the dog’s saving of a man - the man’s saving of a dog; the government departments - the government’s departments; a one-day strike - the one-day’s strike; the trade union declara­tion - the trade union’s declaration*

**2.** Join the nouns into phrases using *‘s*, *of* or both, e.g.:

*Tom + answer 🡪 Tom’s answer; the leg + the table 🡪 the leg of the table*

*Jennifer + book; the problems + identity; the declaration + independence; his master + voice; the Duke + Kent; the Queen + England; my life + aim; summer + a day; the ship + name*

**3.** Define the meaning of the genetive case forms:

*my friend’s dog, my friend’s face, my friend’s business, my friend’s actions, my friend’s generosity, my friend’s arrest, my friend’s class, my friend’s article,* *at my friend’s, a friend of Jack’s, a two weeks’ holiday, for his ho­nour’s sake, a woman’s love, next morning’s papers, Macy’s*

**4.** Comment on the case form:

*1) The Prime Minister of England’s speech was a sensation. 2) ... because of my age and the young man I go with’s age, it is the only right thing to do* (Tarkington)*. 3) I am nobody’s servant, I’m my own boss. 4) He always prefers somebody else’s fireside* (Maug­ham).

**18.** Insert articles stating their meaning:

MODEL:*... children continued to gallop about the room and didn’t pay any attention to their mother, who was trying to calm them down. - The children (those very children, who were in the room, the children of this woman, their mother*: identification. …..

*(a) 1) There is ... bread on ... table. 2) Where is ... bread? 3) Is your brother at ... home? — No, he is at ... work. 4) He works at ... big factory. He is ... engineer. 5) This is ... very difficult question. I don't know ... answer to it. 6) For ... breakfast I have ... coffee with ... milk and ... sugar. I have ... jam, too. 7) You need …. special knowledge to take up this job. 8) … terrorism should be fought worldwide. 9) Before ... people shoot, they take ... aim, and that takes ... time. 10) Here is ... word I was looking up in the dictionary. 11) This word is ... adverb. 12) ... Ireland, .., Scotland and ... Wales are parts of ... United King­dom.*

(b) *1) Frank Lloyd Wright is ... name of ... famous architect. He is ... architect who designed the Guggenheim Museum in New York. He also designed ... hotel in Tokyo. ... hotel was designed to withstand ... earthquakes. 2) ... biggest bird in ... world is ... ostrich. It can kill ... person with one kick. 3) Our children enjoyed going to ... beach yesterday. When they dug in ... sand, they found various kinds of ... animals. 4) He works for ... Barclays Bank. 5) He and my brother had been to ... school together. 6) ... very tall and very good-looking man entered the room. 7) What ... fine weather we are having this week! 8) Could you turn on ... television, please? 9) Watch out! There's ... policeman coming! 10) It's … best film I have seen in ages. 11) Could I borrow ... piece of paper to make notes on? 12) Is that ... new carpet you were telling me about? 13) I think that.... young people are much more mature these days. 14) We're going to ... Kenya at Christmas. 15) Would you like to see ....photos I took on holiday? 16) They tell me that ... honesty is … best policy. 17) She said that ... carrots were her favourite vegetables. 18) Sometimes I wish ... telephone had never been invented. 19) Why do you think ... Japanese are so hard working? 20) We went sailing on … Lake Windermere at the weekend.*

(d) **Tale of – Tail**

*There was once … shepherd who went out to … hills to look after his sheep. …Day was cold and... deep cold mist lay over … valley where … sheep wandered. He had … trouble in finding them, but finally found all but one. After … long search he found that one too but in … very unfortunate position. It was in … pool, half drowned. … Shepherd bent down, took hold of... sheep and her tail and pulled. … Sheep was heavy with … water and he could not lift her, so he took off his coat and he pulled! … Exertion was too much for … shepherd and he fell back. Gathering all … strength that he had he took a good hold of … tail again and pulled! — and … tail broke! And if it had not been for …broken tail, and for … fact … article drill had come to … end, this tale would have been a great deal longer.*

(e) ***John Galsworthy***

*John Galsworthy was ... greatest English novelist of... first half of... 20th century. He was ... son of ... rich country gentleman, was educated at Harrow and Oxford; but instead of practising ... law, devoted himself to ... literature. In 1932 he was awarded ... Nobel Prize. His most important work is "The Forsyte Saga", ... trilogy composed of... novels "The Man of Property", "In Chancery" and "To Let". ... Trilogy shows Galsworthy as ... writer of... deep psychological insight and ... remarkable artistic skill and gives ... proof to his mastery in constructing ... dramatic situation. In his novels, he gives ... realistic description of ... English bourgeoisie. He portrays very dramatically ... strong sense of …property and ….ownership which underlies ... entire psychology of... upper middle class.*

(f) ***Commerce and Industry***

*Not being … great agricultural country, England has to obtain her food supplies largely from abroad. She also has to import many raw materials, such as … wool from Australia; ... timber from Sweden and Finland; ... cotton, ... petroleum and … tobacco from United States, and so on.*

*One of most extensive industries in England is … textile industry; …immense quantities of … cotton and … woollen goods and … artificial silk are produced and exported. … English leather goods are also in …great demand in … other countries.*

*Great Britain is noted for its coal mines and for … iron and … steel goods, and it supplies many countries with certain classes of... machinery. Another leading industry in this country is … shipbuilding; ...motor industry is also very flourishing.*

**19.** Explain the difference between 3 different ways to express abstraction:

*1) The cat was domesticated many centuries ago. 2) А cat is a domestic animal. 3) Cats are the most popular pets.*

**20.** Translate into English, stating the meaning of the article:

*1. Кров густіша за воду. 2. Ось чоловік, про якого ви питали. 2. Вчора вона прочитала вірш, який мені дуже сподобався. 3. Чай надто міцний, я не люблю міцний чай. 4. Після обіду він вирішив піти до Туркіних. 5. Настала ніч. 6. Ніч була тиха і зоряна. 7. Закінчивши коледж, вона шість років викладала в школі для дівчат. 8. Школа була не краща. 9. Коли він закінчив школу?*

**21.** Comment on the use of articles as theme/rheme markers. Translating the sentences into Ukrainian /English:

*1. The tall man was walking along the street. 2. A tall man was walking along the street. 3. The change in the government’s attitude became apparent at the beginning of this month. 4. A change in the government’s attitude became apparent at the beginning of this month. 5. A new president was to be chosen in America. 6. It was a white world on which dark trees stood .7. Машина під’їхала до воріт. 8. До воріт під’їхала машина.8. Я не знав, що собака в домі. 9. Я не знав, що в домі є собака.*

22. Comment on the oppositional reduction of the categorial nounal forms:

1. *Yet, every dim little star revolving around her, from her maid to the manager of the Italian Opera, knows her weaknesses, prejudices, fol­lies, haughtinesses, and caprices... (Dickens)*
2. *He won't be retiring for another eighteen months (Christie).*
3. *While it grew dark they drank and just before it was dark and there was no longer enough light to shoot, a hyena crossed the open on his way around the hill. "That bastard crosses there every night," the man said. "Every night for two weeks." "He's the one makes the noise at night. I don't mind it. They are a filthy animal though." (Hemingway)*
4. *Music's voice went to his heart (O.Henry).*
5. *The car speed was so slow that it seemed to be crawling (Cheever).*
6. *The hearth was swept, the roses on the piano were reflected in the pol­ish of the broad top, and there was an album of Schubert waltzes on the rack (Cheever).*
7. *He remembered reading - in a John D. MacDonald novel, he thought -that every modern motel room in America seems filled with mirrors (King).*
8. *And I expect the whole place is bugged, and everybody knows every­body else's most secret conversations (Christie).*
9. *The old man was soon asleep and dreamed of the ocean and his golden beaches (Hemingway).*
10. *The moon was rising, blood-red. The boy was looking at her thinking that he had never seen so red a moon (Galsworthy).*
11. *She shuddered. The child, his own child, was only an "it" to him (Lawrence).*
12. *When Alice was speaking to the Mouse, she noticed that he was trem­bling all over with fright (Carroll).*
13. *In November a cold, unseen stranger, whom the doctors called Pneu­monia, stalked about the colony, touching one here and there with his icy fingers (O.Henry).*
14. *She never told him they (letters) were from a husband (James).*
15. *The next day she loved and rejoiced on the day he crossed the floor, he was sun, moon and stars in one (Lawrence).*
16. *"Has he any relatives in England?" "Two aunts. A Mrs. Everard, who lives at Hampstead, and a Miss Daniels, who lives near Ascot." (Christie)*

**Seminar 4 VERB grammatical categories: tense, aspect, correlation, voice, mood**

**TOPICS FOR REVISION**

1. A general outline of the verb as a part of speech.

2. Grammatically relevant subclasses of the verb.

5. Category of tense. Sequense of tenses.

6. Category of aspect. Lexical-grammatical means to express verb aspect.

7. Category of correlation.

8. Category of voice. Types of passive constructions. Communicative functions of passive constructions (Why are they used more often in English than in Ukrainian?)

9. Category of mood.

4. Oppositional reduction of verb categories.

**PRACTICAL TASKS**

**1*.*** State the subclass (functional, semifunctional or notional) of the given vebs. Which of them may enter different subclasses as the verb *to be* in : (a) *To be or not to be...; (*b) *to be going*, *to be frightened* ; (c) *You are to stay here*; (d) *He is a poet* ?

*to do, to have, can, to turn, to spend, will (would), to grow, to expect, to continue, to prove, to fall, to get, to feel*

**2.** Comment on the semantic type of the verbs (action/state, perfective/non-perfective):

*to bring, to consist, to feel, to catch, to enjoy, to move, to belong, to walk, to discover, to escape, to fall, to talk, to spring up, to pass, to jump off, to exist, to lie, to lay, to finish to translate, to read, to do, to hear, to understand*

**3.** Add a pair to the following verbs:

*to see - to look; to hear - ....; to go - ....; to lie - ....; to rise - ....; to look for - ...; to speak, to talk - ...; to carry - ...*

**4.** State the complements of the following verbs, illustrating your points with examples of suitable context.

MODEL: *to breathe* in its main meaning is a non-complementive verb (*We all breathe, eat, and drink*); it may also be used as an objective monocomplementive verb (*He softly breathed her name*).

*to teach, to hesitate, to rise, to drizzle, to read, to walk, to grow, to fi­nish, to look, to look for, to show, to envy, to last, to suit, to rely on, to understand, to notice, to compare, to live, to run, to smile, to pause, to open, to address, to serve, to enjoy*

**5***.* Choose one notional transitive and one intransitive veb and form their all possible non-finite forms using them in different syntactic functions. Give also examples of secondary predication.

**6*.*** (a) Are the verbs *shall (should)* и *will (would)* used as auxiliaries or modals in the following sentences:

*1) I will not have the responsibility on my shoulders. 2) You will have to go. 3) “Do it immediately.” – “Shall I?” 4) You should stay where you are. 4) He is impossible - he won’t see his wife, he won’t see me, he won’t see anybody. 5) Will you pass the salt, please? 6) He will meet you at the station. 7) Boys will be boys. 8) Accidents will happen. 9) Some time will pass before that.*

**7.** State the kind of the passive construction and translate the sentences into Ukrainian:

**A.** 1) The poor child was always being found fault with. 2) His room has not been lived in since he left. 3) Andrew was walked eight miles that first day. 4) The papers were provided to the top manager. 5) The top manager was provided with the papers. 6) Grechneva kasha is not very popular in the US but it can be had. 7) The gate was opened by one of the maids.

**8.** Provide examples with different types of passive constructions.

**9.** State the type of the Subjunctive adding your examples:

**A.** *1) God bless you. 2) I insist that the prices be cut considerably. 3) It’s high time she were there. 4) “Will you do it?” – “Oh, I’d much rather you did it.” 5) Oh, if only I knew what to do! 6) It would not be possible to decide anything without him. 7) If I had time I should go on a short holiday. 8) Let him do that. 9) Whoever he might be, I’m not afraid of him. 9) To stay with you would have been a disaster for me. 10) It is necessary that they should stay here.*

**B.** Add your examples of all the types of the Subjunctive.

**10.** Open the brackets choosing the correct mood form. Be ready to explain the use of verb forms.

*1) I might be able to save up for a car if I … 2) If you needed help what … 3) Had he come in time we … 4) If it had been cold yesterday we … 5)Unfortunately, I wasn’t told the truth. I wish I … 6)It’s a pity he is so busy. I wish he … 7) You will feel as if … 8) I have never considered it important that you … 9) Why did you come? I’d rather you … 10)Why do you suggest that we …?*

**11.** Change the sentence to shift the unreal action to the past:

*1) If he sent a telegram we would meet him. 2) If only I felt that somebody needs me! 3) I wish you could stay. 4) Even if she knew the outcome, she would do the same. 5) Whatever the other people might say, I’ll stay with you, I promise.*

**12.** Dwell upon the categorial features of the verbs in the following sentences (state what categorial meanings they express). Find several cases of categorial reductions.

*1)* *I seem to feel that what you’ve been saying from the beginning is that a human being doesn’t live but is lived. 2)To those who know the value of a Stradivarius, it will be obvious that I was being less than candid about the matter. 3)I’ve been sent for urgently to get at the truth. 4)It would be worse than before if I should lose you now. 5) She would go on discussing a book she had read but manifestly hadn’t or she would break up a dull conversation with some fantastic irrelevance for which everyone was secretly grateful. 6) Having changed my relationship with time is the best thing I’ve ever done. 7) He insisted that the boy remain in bed. 8)Andrews turned up the collar of his coat lest he should be recognised. 9) “Mr Holmes! How many times have I said that I won’t tolerate your indoor shooting?”10) I shall be gratefull if you will replace this needle. It is getting rather blunt. 11)Yes it was old Mrs. Carraway. She is always swallowing things. 12)I’ve been sent for urgently to get at the truth.*

**13.** Insert the necessary verb form:

*Dear Jane,*

*I(1)\_\_\_\_\_(arrive) in England a week ago. I(2)\_\_\_\_\_(stay) with a family in a village near York. They are really nice. Mr. Jones (3) \_\_\_\_ (work) in York. Mrs. Jones (4) \_\_\_\_\_\_\_(not work) at the moment because she (5)\_\_\_\_\_\_ just (have) a baby. I (6)\_\_\_\_ (not ask) her what she does yet, but I (7)\_\_\_\_\_ (think) she's a secretary.*

*Yesterday they invited me to dinner. I had a wonderful time. Mr. Jones is an excellent story teller. He (8)\_\_\_\_\_\_ (travel) a lot in his life. He (9) \_\_\_\_\_(spend) 10 years exploring the Jungle when he was young. Now he (10)\_\_\_\_ (write) a book "Miles of Jungle". Here is one of his stories. It happened while he (11)\_\_\_\_\_ (travel) by canoe along the Amazon. He (12)\_\_\_\_\_ (travel) for 12 days when he (13)\_\_\_\_ (stop) at a small clearing for the night. He (14)\_\_\_\_\_ (go) to sleep when something (15)\_\_\_\_\_ (wake) him. He (16)\_\_\_\_ (open) his eyes and there it was. It was a boa constrictor and it (17)\_\_\_\_\_ (come) into the tent, well about a quater of it (18)\_\_\_\_\_ (come) in, the rest was outside. It (19) \_\_\_ (can see) in the light of his camp fire. It was the longest snake he (20)\_\_\_\_\_\_ (ever see) in his entire life. He (21)\_\_\_\_\_ (be) really scared. It (22)\_\_\_\_\_ (crawl) right through the tent and out of the other side. He (23)\_\_\_\_\_ (jump) to his feet, and (24)\_\_\_\_\_ (pick up) his gun, but when he (25)\_\_\_\_\_ (run) outside, it (26)\_\_\_\_\_ (lose sight). I think it (27)\_\_\_\_ (be) a very interesting book.*

*I really (28)\_\_\_\_ (impressed ) by England. The people are friendly, the countryside's lovely and the food's actually good. But for me the problem is the weather. It (29) \_\_\_\_ (be) cloudy and chilly since my arrival. But anyway we (30)\_\_\_\_\_ (have) a great time. We (31)\_\_\_\_\_ (visit) quite a few of the little villages around York. The autumn colours are quite spectacular. I (32)\_\_\_\_\_ (send) you some photos when I (33)\_\_\_\_\_\_ (have) them developed. Tomorrow we (34)\_\_\_\_\_\_ (go) to London.*

*That's all about the news for now. Write soon and tell me about your birthday in Portugal. What was Lisbon like?*

*Love.*

*Claudia.*

**14.** Comment on the reduced verbal forms:

1. *"Holmes, we have never had a case such as this. A woman comes to us - is brought to us - with a problem of some sort... We don't know who she is, nor what her problem may be. Isn't that the kind of challenge you're always praying will come your way?"* (Hardwick)
2. *Yesterday, I come home and see that the door is unlocked.*
3. *I wanted to ask you. Where do you have your hair cut?*
4. *The book sells well.*
5. *I would like some hot water, if it is not being troublesome.*
6. *"If you will get her to ask one question about the new winter styles in cloak sleeves I will promise you a one-in-five chance for her, instead of one in ten."* (O.Henry)
7. *The Government said they will raise the wages.*

**Seminar 5. SYNTAX: PHRASE**

**TOPICS FOR REVISION**

* 1. The phrase as a polynominatlve lingual unit.
  2. The correlation of the word, the phrase and the sentence.
  3. Types of phrases. Criteria for classification.
  4. Types of syntactic relations.

**PRACTICAL TASKS**

1. State the difference between a compound word and a phrase, **giving examples**.

**2*.*** State the type of the phrases. **Add 5 examples of different types**.

*clever remarks; pretty good; allowed, but reluctantly; safe and sound; her quick and lively gestures; paper money; John stayed; helpful, at least sometimes; silent, gloomy, upset; a woman of strong character; nice to look at and pleasant to talk to; (I heard) them talking; Tom laugh; followed it closely; interesting and good to know about; did not want to become involved in the fishing; dislike of cluttering frills and fuss; dislike talking about politics; spent all his money; a funny way to furnish the room; to buy her bosom friend a remembrance present readily; preferred to save my money to fish in*

**3.** State the kernel and the adjunct of the following subodinate phrases:

*to build new houses, pretty late, a book of stories, letters to the editor, holidays abroad, to go to the south in summer, to see her for the first time that day*

**4.** State the types of syntactic relations between the elements of the subordinate phrases:

*1) for us to expect 2) a cat licking milk 3) London street 4) these cities 5)a man having no scruples 6) for him and people to come 7)them dance in the park 8)came and went 9)a lower I’m-talking-to-myself voice 10) kicking off the shoes 11)*

5. **Provide 4 examples of (semi)predicative phrases used in sentences**.

**Seminar 6. Syntax: SENTENCE**

**TOPICS FOR REVISION**

* 1. The sentence as the main unit of syntax. Nominative aspect of the sentence in correlation with its predicative aspect.
  2. Three aspects of sentence analysis: structural, semantic, pragmatic.
  3. Structural syntax.
     + Traditional approach. Structural sentence types. Sentence structure analysis. Principal and secondary parts of the sentence
     + Immediate constituents of the sentence. IC analysis
     + Constructional analysis. The notion of the “elementary” (“kernel”) sentence. Expanded and unexpanded simple sentences. The problem of sentence completeness

**PRACTICAL TASKS**

**1. а) State if the following sentences are complete or incomplete. Use transformations to show contextual or paradigmatic associations with complete two-member sentences.**

MODEL: *Did he say anything? - Not a word (🡨 He did not say a word).*

*1) What a nice day! 2) Whom did you invite? - Relatives mainly. 3) You, scoundrel! Stay where you are! 4) To say a word like this in the presence of ladies! 5) She is a singer. - A singer? 6) ‘You are fluent in several languages?’ - ‘Latin, French and a smattering of Ger­man’* (Brown). *7) There was a flat packet of bills in there. Ten centuries. All new. All nice. And even thousand dollars. Nice traveling money* (Chandler). *8) I will not help her. - Why not?*

b) Read the following extract and comment on the ellipses in conversation:

*He smiled the warm smile. ‘You never shot anybody.’*

*‘What makes you say that?’*

*‘Common sense - and a lot of experience sitting here with peop­le.’*

*‘I guess you do like the job.’*

*‘It's night work. Gives me the days to practise. I've had it for twelve years now. Seen a lot of funny ones come and go.’*

*‘Get many confessions?’*

*‘I don't take confessions,’ he said. ‘I just establish a mood.’*

*‘Why give it all away?’*

**2. Comment on the functions of the multifunctional subodinators, what clause do they introduce?**

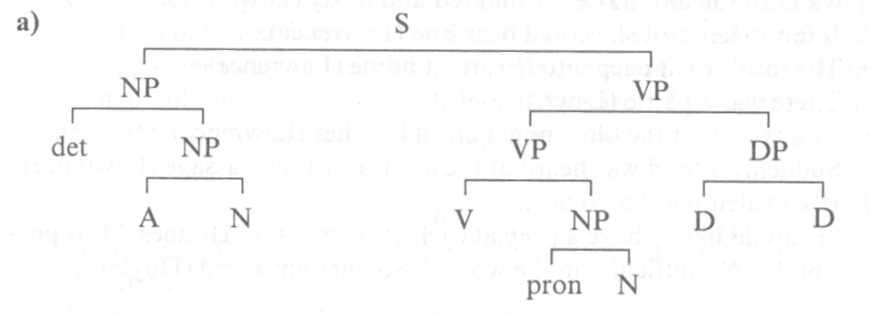
*1) Fire the rockets when I give the signal. 2) She’ll tell us when to open it. 3) They kept trying when they must have known it was hopeless. 4) Why do you want a new job when you’ve got such a good one already? 5) I asked her where she was going. 6) The crisis has reached a point where a receiver will have to be called in. 7) This is the building where I work. 8) They stopped where the road turned to the river. 9) They work better together than if they were alone. 10) I know him better than you do. 11) I don’t like the way you laugh at her. 12) They arrived while we were having dinner. 13) Some countries have plenty of oil, while others have none.*

**3. Analyse the following sentences** **according to the traditional approach following the given models**

1. *He never expected a theatre to be run on such business-like lines.*
2. *I’m getting scripts every day for you to read.*
3. *Suddenly, all the differences between life and death became apparent*
4. *As a nation we are still excessively burning fossil fuels, doing damage to our planet that will hurt our children's lives and future generations as well.*
5. *As I have already told you, they are just friends.*
6. *To draw one does not need big muscles.*
7. *Ambridge is the only place you can return to after six months and find that nothing whatsoever has happened.*

**4. Do the IC analysis of the sentences:**

MODEL: The exhausted boy greeted his father rather unwillingly.



*1) A little woman in black appeared quite unexpectedly out of the darkness. 2) A car reserved for the children was attached to the end of the train.3) The girl looked absolutely quiet, though the tears were glistening in her eyes.*

**5. In doing constructional analysis of the following sentences state if they are extended or unextended basing yourself on the notions of obligatory and optional valency:**

*1) I'll show you out. 2) A man entered all of a sudden. 3) He was full of sympathy. 4) This seems a problem. 5) There sounded a sharp whistle.*

**6. Give examples of kernel sentences according to the following models:**

(1) SPsim (2) *SP comp*  (3) SPOdir (4) SPOind (5) Odir (6) *SPD*

**SYNTAX OF THE SENTENCE AND THE TEXT**

**TOPICS FOR REVISION**

1. Semantic syntax
   * + Nominative division of the sentence (semantic roles)
     + Actual division of the sentence (informative perspective of the sentence)
2. Pragmatic syntax
3. Text as an object of research. Topical (semantic) unity and semantico-syntactic cohesion as basic differential features (categories) of the text.
4. Cohesion and coherence.
5. Textual categories.

**PRACTICAL TASKS**

1. State the semantic roles (deep cases) of the underlined constituents:

*1) The old lady* *swallowed the fly*. *2) She was old. 3) She got the poor dog a bone. 4) They were going to Paris. 5) The whole place was a mess. 6) I’ve been making cakes. 7) We went from Waterloo Bridge along the Embankment to Westminster. 8) I dug it with a fork.*

**2.** Read the text and illustrate the means of expressing the theme and the rheme of the sentence with your own examples:

The actual devision of the sentence exposes its informative perspective showing what immediate semantic contribution the sentence parts make to the total information conveyed by the sentence.

From the point of view of the actual division the sentence can be divided into two sections: thematic (theme) and rhematic (rheme). The theme expresses the starting point of communication; it means that it denotes an object or a phenomenon about which something is reported. The rheme expresses the basic informative part of the com­munication, emphasizing its contextually relevant centre. Between the theme and the rheme intermediary, transitional parts of the actu­al division can be placed, also known under the term "transition". Transitional parts of the sentence are characterized by different de­grees of their informative value.

Language has special means to express the theme. They are the following: the definite article and definite pronominal determiners, a loose parenthesis introduced by the phrases "as to", "as for", and the direct word-order pattern.

In comparison with the language means used to express the theme, language has a richer arsenal of means to express the rheme because the rheme marks the informative focus of the sentence. To identify the rhematic elements in the utterance one can use a particular word-order pattern together with a specific intonation contour, an emphatic construction with the pronoun "it", a contrastive complex, intensify­ing particles, the so-called "there-pattern", the indefinite article and indefinite pronominal determiners, ellipsis, and also special graphi­cal means.

**3.** Alongside with the terms *theme-rheme* linguists use such as *topic – comment; basis – nucleus; given – new*. Explain why these words are used to denote the two informative parts of the sentence.

**4.** Comment on the actual devision of the following sentences and the ways of its marking.

*1) There was a studio couch and on the studio couch lay a man* (Chandler)*. 2) There are several dialects in England. 3) Only then he realized the truth. 4) Chopra has the look of a guru who has arrived. And arrived he has* (*Time*). *5) Appeal and fear were in his glance. 6) It was at that moment that I realized the truth. 7) Who will read next? - Sam wants to do it. 9) A long silence followed.*

**5.** Compare rheme-markers in English and Ukrainian:

*We were in the upper Eighties. A policeman was stationed in the middle of Madison Avenue and was halting all north-and south-bound traffic. So far as I could tell, he was just halting it; that is, not redirecting it either east or west. There were three or four cars and a bus waiting to move southward, but our car chanced to be the only vehicle aimed uptown. At the immediate corner, and at what I could see of the uptown side street leading toward Fifth Avenue, people were standing two and three deep along the curb and on the walk, waiting, apparently, for a detail of troops, or nurses, or Boy Scouts, or what-have-you, to leave their assembly point at Lexington or Third Avenue and march past.*

*Ми спинилися на якійсь з Вісімдесятих вулиць. Посередині Медісон-авеню стояв полісмен, затримуючи рух машин, що простували на північ і на південь. Мабуть, він просто перекрив вулицю, не спрямовуючи рух в об'їзд на схід чи на захід. По той бік вулиці стояли три чи чотири машини й автобус, чекаючи, щоб їх пропустили на південь, але наша машина чекала тут одначщнісінька. На розі й уздовж тротуару вулиці, що вела до П'ятої авеню, у два-три ряди стояли люди, напевно, чекаючи, поки війська, чи медсестри, чи бойскаути, чи ще якась лиха личина вирушать з того місця, де вони вишикувались - у Лексінгтоні чи на Третій авеню,- і пройдуть повз них маршем.*

**6.** Define the pragmatic types of the utterences:

*1) How often do you come here? - Not very often. 2) How can you of­fer a thing like this to me?! - Oh, I'm sorry. 3) ‘You are planning something.’ He looked at her inquiringly. – ‘No, I am not’* (Brown). *4) Live and learn. 5) You ought to get rid of these mistakes. – I’ll try to. 6) I have spent a week there. - Really? 7) Could you help me, please? - Of course, willingly. 8) Tell me what time it is now. - Half past ten. 9) Stop speaking. 10) “It seems incredible that your mother would make something like that up?” Her tone was more a question than a statement, but Thomas took it as a statement* (Cook).

**7.** Describe cohesive means between the sentences:

*1) I had to move on to see the woman. She was too busy to see me.*

*2) She must have been very tired. Yet, it didn’t show.*

*3) “Well, let me tell you something. Your old darling Father McCormack is an active IRA member”* (Cole)*.*

*4) Her eyes were beautiful. It was the only attractive feature of her face, the nose was too big and the mouth too fleshy.*

*5) There is some bad feeling between several of the ministers. The Minister of the Interior is threatening to bring a charge of corruption aga­inst Mr. Kapperkham. Of course it is ridiculous, it is only a poli­tical move, but the Minister of the Interior is on very bad terms with the Prime Minister. He blames him for all his personal troub­les* (Brand).

6) Ten minutes later, with face blanched by terror, and eyes wild with grief, Lord Arthur Savile rushed from Bentinck House, crush­ing his way through the crowd offur-coated footmen that stood round the large striped awning, and seeming not to see or hear anything. The night was bitter cold, and the gas-lamps round the square flared and flickered in the keen wind; but his hands were hot with fever, and his forehead burned like fire. On and on he went, almost with the gait of a drunken man. A policeman looked curiously at him as he passed, and a beggar, who slouched from an archway to ask for alms, grew frightened, seeing misery greater than his own. Once he stopped under a lamp, and looked at his hands. He thought he could detect the stain of blood already upon them, and a faint cry broke from his trembling lips.

Murder! that is what the cheiromantist had seen there. Murder! The very night seemed to know it, and the desolate wind to howl it in his ear. The dark corners of the streets were full of it. It grinned at him from the roofs of the houses.

First he came to the Park, whose sombre woodland seemed to fasci­nate him. He leaned wearily up against the railings, cooling his brow against the wet metal, and listening to the tremulous silence of the trees. 'Murder! murder!' he kept repeating, as though iteration could dim the horror of the word. The sound of his own voice made him shudder, yet he almost hoped that Echo might hear him, and wake the slumbering city from its dreams. He felt a mad desire to stop the casual passer-by, and tell him everything. (O. Wilde)