

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ДОНЕЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ ВАСИЛЯ СТУСА  
ФАКУЛЬТЕТ ФІЛОЛОГІЇ, ПСИХОЛОГІЇ ТА ІНОЗЕМНИХ МОВ

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**НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК**

**з Теоретичного курсу з першої іноземної мови**

(історія мови, порівняльна лексикологія, порівняльна граматики,  
теоретична фонетика, лінгвокраїнознавство, порівняльна стилістика)

*для здобувачів першого (освітньо-професійного) рівня вищої освіти  
спеціальності 035 Філологія*

*спеціалізації 035.041 Германські мови та літератури  
(переклад включно), перша – англійська*

*освітньої програми “Англійська та друга іноземна мови  
та літератури (переклад включно)”*

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**Н 156** Навчально-методичний посібник з **Теоретичного курсу з першої іноземної мови** (історія мови, порівняльна лексикологія, порівняльна граматики, теоретична фонетика, лінгвокраїнознавство, порівняльна стилістика) / розробники: О. С. Бойван, Л. Я. Гнатюк, О. О. Залужна, О. В. Ковтун, С. М. Кришталь, Н. В. Стрюк, М. М. Юрковська. ДонНУ імені Василя Стуса. Вінниця, 2023. 83 с.

Навчально-методичний посібник спрямований на керування самостійною роботою здобувачів першого (освітньо-професійного) рівня вищої освіти в межах вивчення дисциплін професійної та практичної підготовки “Теоретичний курс з першої іноземної мови (історія мови, порівняльна лексикологія, порівняльна граматики, теоретична фонетика, лінгвокраїнознавство, порівняльна стилістика)”. Самостійна робота здобувачів освіти передбачає самостійне оволодіння навчальним матеріалом у час, вільний від обов’язкових навчальних занять, і з-поміж іншого включає виконання студентами поза-аудиторних завдань під методичним керівництвом викладача з використанням навчально-методичних засобів, передбачених для вивчення конкретної дисципліни.

Навчально-методичний посібник призначений для здобувачів освіти спеціальності 035 Філологія спеціалізації 035.041 Германські мови та літератури (переклад включно), перша – англійська освітньої програми “Англійська та друга іноземна мови та літератури (переклад включно)”.

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## ВСТУПНІ ЗАУВАЖЕННЯ

Теоретичний курс з першої іноземної мови (історія мови, порівняльна лексикологія, порівняльна граматики, теоретична фонетика, лінгвокраїнознавство, порівняльна стилістика) є обов'язковим для вивчення здобувачами, цілі яких полягають у формуванні фахівця-філолога, здатного усвідомлено і цілеспрямовано, професійно та інноваційно вирішувати складні (зокрема дослідницькі) завдання і проблеми в галузі філології, прагматично застосовувати на практиці адаптовані до потреб ринку знання.

У результаті вивчення навчальної дисципліни студенти мають набути таких навичок: ефективно працювати з інформацією: добирати необхідну інформацію з різних джерел, критично аналізувати й інтерпретувати її, впорядковувати, класифікувати й систематизувати; співпрацювати з колегами, представниками інших культур та релігій, прибічниками різних політичних поглядів тощо; застосовувати філологічні знання для розв'язання професійних завдань; виділяти галузі філології й окреслювати коло їх основних проблем; знати норми літературної мови та вміти їх застосовувати; аналізувати мовні одиниці, визначати їх взаємодію та характеризувати мовні явища і процеси, що їх зумовлюють.

Програма курсу передбачає систематичне та практично зорієнтоване вивчення сучасних проблем розвитку суспільства, політичного, економічного, культурного життя та історії країн, мова яких вивчається; дозволяє прослідкувати процеси розвитку мови від її перших писемних пам'яток (VIII ст.) до сучасного стану, становлення фонетичної системи та формування граматичного складу сучасної мови, а також творення її словникового складу.

Курс спрямований на поглиблене вивчення іноземної мови, зокрема через її зіставлення з українською мовою, і є невід'ємною частиною підготовки фахівців у галузі філології та перекладу у вищих навчальних закладах.

### **Метою пропонованого курсу є:**

– формування у студентів соціокультурної та лінгвокраїнознавчої компетенції через систему знань про специфіку мовних картин світу, про географічні, культурологічні та соціолінгвістичні аспекти країн, мова яких вивчається, а також про особливості мовної поведінки носіїв мови в різних країнах світу;

– формування у студентів теоретичної бази щодо внутрішніх законів, які зумовили розвиток мови від найдавніших часів до її сучасного стану (форми існування мови, внутрішньо- та зовнішньолінгвістичні фактори, що впливали на розвиток різних підсистем мови у кожному з періодів її розвитку, основні писемні пам'ятки тощо);

– вдосконалення та систематизація знань студентів про мову як систему, що постійно розвивається;

– компаративне вивчення особливостей іноземної та української мов і формування теоретичної бази та обізнаності студентів щодо структурно-граматичної та лексико-семантичної організації іноземної мови;

– розуміння принципів організації й функціонування лексичної, граматичної та стилістичної систем іноземної мови через призму української;

– удосконалення й подальший розвиток комунікативної та перекладацької компетенції студентів (практики спілкування іноземною мовою, зіставного аналізу та перекладу іншомовних текстів рідною мовою та навпаки) на рівні С1 за шкалою Ради Європи.

### **Завдання:**

– надати студентам фонові знання про історію, суспільство, політичне, економічне та культурне життя країн, мова яких вивчається, становлення та розвиток літературної мови (базові знання з лінгвокраїнознавства та історії мови), що необхідні для подальшого правильного використання іноземної мови у професійному середовищі, а також здійснення адекватного перекладу тексту з іноземної мови на рідну та навпаки;

– систематизувати знання студентів про країни, мова яких вивчається, визначити їхні спільні та відмінні риси; дослідити проблеми розвитку суспільства, політичного, економічного, культурного життя та історії цих країн;

– визначити основні етапи розвитку мови – від племінних діалектів до становлення єдиної національної мови, особливості мови на кожному етапі її розвитку, показати процеси становлення фонетичної системи та формування граматичного складу сучасної мови, а також творення її словникового складу;

– сформувані вміння використовувати знання фактичних даних про країни, мова яких вивчається, для аргументації власної думки та ведення міжкультурного діалогу з носіями мови, а також адекватно передавати країнознавчу інформацію з іноземної мови на рідну;

– ознайомити студентів з основним понятійним апаратом курсу та провідними напрями досліджень у галузі компаративістики;

– навчити студентів розпізнавати аломорфні та ізоморфні риси у системах іноземної та української мов і встановлювати спільності та відмінності в організації основних систем порівнювальних мов;

– надати студентам комплексні знання щодо лексичної системи та граматичної будови іноземної та української мов, систем граматичних категорій різних частин мови;

– навчити студентів розрізняти особливості мовлення в різних сферах функціонування мови та різноманітних мовленнєвих ситуаціях;

– сформувані навички компаративного аналізу морфологічних та синтаксичних особливостей мовних одиниць порівнювальних мов;

– розвинути у студентів вміння пошуку адекватних засобів перекладу.

## Програмні результати навчання визначені в освітній програмі

ПРН-2	Ефективно працювати з інформацією: добирати необхідну інформацію з різних джерел, зокрема з фахової літератури та електронних баз, критично аналізувати й інтерпретувати її, впорядковувати, класифікувати й систематизувати
ПРН-3	Організувати процес свого навчання й самоосвіти
ПРН-7	Розуміти основні проблеми філології та підходи до їх розв'язання із застосуванням доцільних методів та інноваційних підходів
ПРН-8	Знати й розуміти систему мови, загальні властивості літератури як мистецтва слова, історію мови (мов) і літератури (літератур), що вивчаються, і вміти застосовувати ці знання у професійній діяльності
ПРН-9	Характеризувати діалектні та соціальні різновиди мов(и), що вивчаються(ється), описувати соціолінгвальну ситуацію
ПРН-12	Аналізувати мовні одиниці, визначати їхню взаємодію та характеризувати мовні явища і процеси, що їх зумовлюють
ПРН-16	Знати й розуміти основні поняття, теорії та концепції обраної філологічної спеціалізації, вміти застосовувати їх у професійній діяльності
ПРН-22	Правильно використовувати основні техніки перекладу, враховуючи лексикограматичні та функціонально-стилістичні особливості мови оригіналу та мови перекладу; вміти практикувати різні види перекладу

## МЕТОДИ І ФОРМИ КОНТРОЛЮ, КРИТЕРІЇ ОЦІНЮВАННЯ ЗНАНЬ ЗДОБУВАЧІВ

До основних методів контролю належать:

- опитування;
- реферати, презентації, творчі проекти, індивідуальні завдання;
- тестування;
- розв'язання практичних завдань, задач, ситуацій;
- іспит.

Загальна підсумкова оцінка з навчальної дисципліни виставляється відповідно до методики накопичення балів за результатами поточного та підсумкового контролю.

Оцінювання результатів навчальних досягнень за навчальною дисципліною здобувачів вищої освіти здійснюється за критеріями, що запроваджені в університеті за 100-бальною шкалою, шкалою ЄКТС та національною шкалою, які доводяться до відома студентів на першому занятті. Загальна оцінка визначається як сума балів за всі виконані завдання.

Здобувач має право обирати виконання індивідуального завдання або складання іспиту, за які може набрати до 40 балів максимум.

Індивідуальне творче завдання передбачає узгодження завдань з викладачем.

*Примітки:*

- Кожна робота захищається перед екзаменаційною комісією.
- Художні твори для виконання граматичного творчого завдання мають бути різними і не дублюватися.
- Письмові роботи обов'язково перевіряються на антиплагіат.
- Виконання творчого завдання є альтернативою екзамену і не може виконуватися з окремо обраного аспекту. Здобувач має можливість скласти іспит із «Теоретичного курсу з першої іноземної мови» або виконати творче завдання, продемонструвавши знання тем, які вивчалися.

### Нарахування балів, які отримують здобувачі вищої освіти

Модуль 1			Модуль 2			Іспит творче завдання	Загальна кількість балів
<i>Аудиторна робота</i>	<i>СРС</i>	<i>МК</i>	<i>Аудиторна робота</i>	<i>СРС</i>	<i>МК</i>		
Макс. 10 балів	Макс. 10 балів	Макс. 10 балів	Макс. 10 балів	Макс. 10 балів	Макс. 10 балів	Макс. 40 балів	Макс. 100 балів

Результати навчальних досягнень за навчальною дисципліною здобувачів вищої освіти здійснюється за критеріями, що запроваджені в університеті: за 100-бальною шкалою, шкалою ЄКТС та національною шкалою, що доводяться до відома студентів на першому занятті. Загальна оцінка визначається як сума балів за всі виконані завдання.

### Шкала оцінювання: національна та ECTS

Сума балів за всі види навчальної діяльності	Оцінка ECTS	Оцінка за національною шкалою	
		для екзамену, курсового проєкту (роботи), практики	для заліку
90–100	<b>A</b>	відмінно	зараховано
82–89	<b>B</b>	добре	
75–81	<b>C</b>		
69–74	<b>D</b>	задовільно	
60–69	<b>E</b>		
0–59	<b>F</b>	незадовільно з можливістю повторного складання	не зараховано з можливістю повторного складання

## ОПИС РІВНЯ ДОСЯГНЕНЬ ЗДОБУВАЧІВ ОСВІТИ

У результаті вивчення навчальної дисципліни здобувач повинен набути таких навичок:

1. Ефективно працювати з інформацією: добирати необхідну інформацію з різних джерел, критично аналізувати й інтерпретувати її, впорядковувати, класифікувати й систематизувати.
2. Співпрацювати з колегами, представниками інших культур та релігій, працівниками різних політичних поглядів тощо.
3. Застосовувати філологічні знання для розв'язання професійних завдань.
4. Виділяти галузі філології й окреслювати коло їх основних проблем.
5. Знати норми літературної мови та вміти їх застосовувати у практичній діяльності.
6. Аналізувати мовні одиниці, визначати їх взаємодію та характеризувати мовні явища і процеси, що їх зумовлюють.

За підсумками вивчення курсу здобувач повинен набути таких **вмінь**:

- знати про основні напрями лексикологічних досліджень провідних вітчизняних і зарубіжних вчених;
- знати про сучасні джерела поповнення словникового складу української та англійської мов;
- уміти визначати, до якого функціонального прошарку належить лексична одиниця;
- уміти розпізнавати архаїзми, неологізми, історизми у порівнюваних мовах;
- розуміти спільне та відмінне у морфемній будові англійського та українського слова;
- розрізняти продуктивні та непродуктивні способи словотворення в англійській та українській мовах;
- розумітися на класичних і новітніх словотворчих процесах та сучасних тенденціях у зіставлюваних мовах;
- уміти визначати походження слова;
- уміти виконати морфемний аналіз слова, визначати вільні та зв'язані морфеми;
- уміти розпізнати частиномовну приналежність слів за афіксами;
- уміти визначати характер мотивації значення;
- уміти розрізняти денотативне та конотативне значення слова;
- уміти диференціювати фразеологічні одиниці та орієнтуватися в наявних класифікаціях;
- розумітися на видах синонімів та антонімів і вміти їх добирати;
- знати про новітні досягнення у галузі лексикографії, орієнтуватися у видах та типах словників, уміти використовувати наявні доступні лексикографічні ресурси під час перекладу.

## ОРГАНІЗАЦІЯ САМОСТІЙНОЇ РОБОТИ

Самостійна робота студентів є важливою формою оволодіння навчальним матеріалом у вільний від обов'язкових навчальних занять час за розкладом. Ця форма організації навчального процесу передбачає виконання студентами позапланових завдань під методичним керівництвом викладача, але без його безпосередньої участі.

Під час самостійної роботи студент має стати активним учасником навчального процесу, свідомо ставитися до оволодіння теоретичними та практичними знаннями.

Індивідуальні завдання передбачають підготовку протягом семестру індивідуальних мініпрезентацій за темами, що визначаються викладачем.

### Критерії оцінювання усної відповіді з теоретичних дисциплін

Оцінка		Стисла характеристика обсягу і якості знань, умінь і навичок
<b>A</b>	90–100	Студент відповідає на питання, повністю розуміючи його суть, логічну послідовність підпунктів, із залученням великого обсягу фактичного матеріалу. Відповідаючи на додаткові питання, студент демонструє навички аргументації та творчого обстоювання власної думки, використовує переконливі та доречні факти, вдається до широких порівнянь і узагальнень, які підтверджують вільне володіння матеріалом. Студент наводить висловлювання відомих людей, пов'язаних з питанням. Мова відповідає рівню оцінки
<b>B</b>	82–89	Студент відповідає на питання, в цілому розуміючи його суть; структура відповіді логічна, використовується великий обсяг фактичного матеріалу. Відповідаючи на додаткові питання, студент переконливо викладає власну думку із використанням загальних фактів та прикладів. Мова відповідає рівню оцінки
<b>C</b>	75–81	Студент відповідає на питання, в цілому розуміючи його суть; структура відповіді логічна; фактичний матеріал достатній для об'єктивного висвітлення проблеми. Відповідаючи на додаткові питання, студент переконливо викладає власну думку із використанням загальних фактів та прикладів. Мова відповідає рівню оцінки
<b>D</b>	67–74	Студент відповідає на питання, в цілому розуміючи його суть; структура відповіді логічна; фактичний матеріал достатній для об'єктивного висвітлення проблеми, але студент демонструє труднощі під час відповіді. Відповідаючи на додаткові питання, студент використовує недостатню кількість фактів та прикладів. Мова відповідає рівню оцінки
<b>E</b>	60–66	Студент відповідає на питання, недостатньо розуміючи його суть; нелогічна структура відповіді свідчить про слабку підготовку; фактичний матеріал недостатній для об'єктивного висвітлення проблеми. У студента виникають труднощі під час відповіді на додаткові питання. Мова відповідає рівню оцінки
<b>F</b>	0–59	Студент відповідає на питання, недостатньо розуміючи його суть; нелогічна структура відповіді ускладнює викладення фактів; фактичний матеріал недостатній для об'єктивного висвітлення проблеми, студент плутає факти, події, поняття, відповідає невпевнено. Студент не може відповісти на додаткові питання. Мова відповідає рівню оцінки

## 1. ІСТОРИЯ МОВИ

### Зразки завдань для поточного контролю

**1. After the Anglo-Saxons arrived in Britain, many of the \_\_\_\_\_ went west into Wales and Cornwall.**

- a) Celts;
- b) French;
- c) Romans;
- d) Kurgans.

**2. King Alfred decided to make \_\_\_\_\_ the language of learning and literature.**

- a) English;
- b) German;
- c) French;
- d) Latin.

**3. Latin William the Conqueror was made king of England on \_\_\_\_\_ 1066.**

- a) New Year's Day;
- b) Christmas Day;
- c) 1 April;
- d) Easter Sunday.

**4. \_\_\_\_\_ had large stone castles built so that his soldiers could control England.**

- a) King Alfred;
- b) King James the First;
- c) King William the Conqueror;
- d) Queen Elizabeth the First.

**5. \_\_\_\_\_ won an important battle against the Vikings.**

- a) King William the Conqueror;
- b) King Alfred;
- c) King Charles the First;
- d) Queen Elizabeth the First.

**6. Beowulf is a poem written in \_\_\_\_\_.**

- a) Middle English;
- b) Old English;
- c) Latin;
- d) Modern English.

**7. Chaucer wrote a poem about a group of people who travelled to \_\_\_\_\_.**

- a) Canterbury;
- b) Edinburgh;
- c) London;
- d) Dover.

**8. After King \_\_\_\_\_ was killed, England was without a king for many years.**

- a) Alfred;
- b) James the Second;
- c) William the Conqueror;
- d) Charles the First.

**9. \_\_\_\_\_ worked on an important English dictionary for nine years.**

- a) William Shakespeare;
- b) William Caxton;
- c) Samuel Johnson;
- d) King James the First.

**10. The first person to work on the Oxford English Dictionary came from \_\_\_\_\_.**

- a) Wales;
- b) England;
- c) Ireland;
- d) Scotland.

**11. The first successful English settlers in America called their town \_\_\_\_\_.**

- a) Jamestown;
- b) Charlestown;
- c) Queenstown;
- d) Kingstown.

**12. At first, New York was called New \_\_\_\_\_.**

- a) England;
- b) Germany;
- c) Amsterdam;
- d) Paris.

**13. Millions of people from \_\_\_\_\_ were sent to America to work as slaves on large farms.**

- a) South Africa;
- b) West Africa;
- c) Australia;
- d) Scotland.

**14. Tucker is a slang word for food in \_\_\_\_\_.**

- a) America;
- b) Ireland;
- c) Australia;
- d) Canada.

**15. The expressions tongue-tied and love is blind were made by \_\_\_\_\_.**

- a) William Shakespeare;
- b) William Langland;
- c) Geoffrey Chaucer;
- d) King James the First.

**16. A group of English settlers travelled to \_\_\_\_\_ in the ship the Mayflower.**

- a) America;
- b) Denmark;
- c) France;
- d) Australia.

**17. Online is a word found in \_\_\_\_\_.**

- a) Modern English;
- b) Old English;
- c) Middle English;
- d) Norman French.

**18. In American English, the past participle of get is \_\_\_\_\_.**

- a) gotten;
- b) got;
- c) getted;
- d) Gat.

**19. In Cockney rhyming slang, bread means \_\_\_\_\_.**

- a) butter;
- b) funny;
- c) money;
- d) time.

**20. About \_\_\_\_\_ million people have English as their first language.**

- a) 40;
- b) 4;
- c) 400;
- d) 4,000.

## ТЕРМІНОЛОГІЧНИЙ МІНІМУМ

**Anglicism.** Not to be confused with the religious denomination Anglicanism, an anglicism is a word or phrase borrowed from English into another language. They are often considered by purists to be inferior and undesirable additions, and have not been officially accepted into the language as loanwords. They may be direct loans, complete with original English spellings, like the French words *le weekend* and *le software*, or phonetic transcriptions like the Spanish words *el lider* (leader) and *el fútbol* (football), or the Japanese *nekutai* (neck-tie) and *biiru* (beer). The extensive use of anglicisms in other languages have led to the use of terms such as Frananglais, Spanglish, Russlish, Japlish, Chinglish, etc, to indicate the partial blending of two languages.

**Creole.** A creole language is a stable language that originated from a pidgin language, but has since been “nativized” (i. e. taught to, and acquired by, children). Its vocabulary is based on that of a parent language, although usually with significant pronunciation, meaning and grammar differences. Today, there are over 60 English-based creoles, mainly formed in British colonies during the 17–19th Century, spoken by up to 200 million people. Sometimes, they can be all but impenetrable to native English speakers, and it begs the question of whether such creoles should be included within the English speaking world.

**Dialect.** A dialect is a variety or version of a language spoken in a particular geographical area. Different dialects are distinguished from each other by their vocabulary, grammar and pronunciation (whereas a distinction made only in terms of pronunciation is usually called an accent). A dialect of a language is distinguishable, but still understandable, to speakers of another dialect of that language. Anywhere between 13 and 42 identifiable dialects (depending on the study consulted) have historically grown up within relatively small area of Britain (e. g. Cockney, Geordie, Scouse, Scottish, Welsh, Black Country, Cornish, etc) and persisted to this day despite the ease and frequency of intercommunication in the modern world, although the claims of different dialects between one valley in Yorkshire and the next are probably exaggerated. Because English has spread throughout the whole world, there are also many international dialects including American English, Australian English, New Zealand English, South African English, Caribbean English, South Asian English, Singapore English, etc. There is no universally accepted criterion for distinguishing a dialect from a language, and some dialects (e. g. Cajun, Gullah, Lowland Scots, or Lallans, etc) can almost lay claim to be separate languages.

**Etymology.** The study of the origin and development of the form and meaning of words as part of historical linguistics. As well as looking to establish the original root and source language of a word, etymology follows the history of the word and how its spelling and meaning has changed over time. For languages that are too old for any direct information to be available, the methods of “comparative linguistics” can be

used to reconstruct information, by make inferences about their shared parent language and its vocabulary.

**Language** is the human system of communication. It is a signalling system using vocal sounds or written characters, although the written aspect of language is secondary and it is essentially a spoken or verbal phenomenon. Human language is fundamentally different from, and much more complex than, that of other animals and uses a set of rules relating symbols or words to particular meanings. Languages are acquired through social interaction in early childhood. The study of language is called linguistics. There is no universally accepted criterion for distinguishing a dialect from a language, and some dialects (e. g. Lowland Scots, Cajun, Gullah) can almost lay claim to be separate languages.

A **lingua franca**, or common language, is often adopted for convenience of communication, particularly in countries where many languages are in force, such as in much of Africa, South-East Asia and in modern groupings such as the European Community. The phrase “lingua franca” itself is Italian for “Frankish language”, and dates back to the original Mediterranean lingua franca during the Renaissance, which was largely Italian, although the phrase plays on the idea that, during the Crusades, the Arabs called all Europeans “Franks”. Sometimes, the language of the most powerful ethnic group becomes the lingua franca by default, but sometimes a completely non-native language is used in a deliberate attempt to “level the playing field”. Latin was the lingua franca for the whole of the Roman Empire and, in more recent times, Swahili, Arabic, Spanish, French, Portuguese, Hindi and English have served as lingua francas.

**Standard English** is whatever form of the English language is accepted (at any point in time, and in any particular country) as the national norm, encompassing grammar, vocabulary and spelling. It is a variety or dialect of English with no local or geographical base, which, by virtue of historical accident, has become the leading form of the language. Although there is nothing inherently superior about Standard English, it is the most widely understood and the most widely disseminated variety of the language, and is generally accepted as having the highest prestige, and is the variety predominantly used by the powerful and influential.

There is no such thing as a World Standard English, although British English and American English are the two most obvious contenders. The standard pronunciation or accent of British English became known during the 20th century as Received Pronunciation (also Queen’s English, BBC English or Public School English), and standard American pronunciation is known as General or Mid-West American, but pronunciation is not an essential features of Standard English, and it may be spoken in variety of accents.

**Slang** is the non-standard use of words in a language, often of a playful or informal character. It may, or may not, involve the creation of new words, or the importation of words from another language. Slang terms are often particular to a certain subculture (e. g. skate-boarders, surfers, musicians, drug users, etc), and often deal with taboo subjects such as sex, drunkenness, bodily functions and illicit activities. Examples include Cockney rhyming slang (e. g. *half-inch* meaning pinch or steal, *boat-race* meaning face, *trouble-and-strife* meaning wife, *apples-and-pears* meaning stairs, etc) and the more recent Internet and cell-phone slangs (e. g. *noob*, *flamer*, *warez*, etc, as well as acronyms like *lol*, *tfn*, *btw*, *omg*, and contractions like *plz*, *thx*, etc).

A **pidgin** (sometimes called a contact language) is a simplified language that develops as a means of communication between two or more groups that do not have a language in common. Many pidgins developed in territories that once belonged to European colonial nations, such as in parts of the Caribbean and West Africa, including as a result of the slave trade. A pidgin is not the native language of any country or community, but must be learned as a second language. However, some pidgin languages may be common to several countries, such as in West Africa. Once a pidgin becomes generally accepted and institutionalized it is usually categorized as a creole.

**Grimm's Law.** Perhaps the most important tool for reconstruction is the set of sound relationships known as Grimm's Law. Discovered by the Grimm brothers in the early nineteenth century, it is a set of sounds characteristic of the Germanic languages that correspond to the sounds of non-Germanic Indo-European languages. In other words, certain consonants in the Germanic languages correspond to consonants in the non-Germanic Indo-European languages, and these point to cognates. Here are some examples: English *fish* ~ Latin *pisces*, English *tooth* ~ Latin *dentis*, English *hundred* ~ Latin *centum*. According to Grimm, *p* in Indo-European, preserved as such in Latin and Greek, was changed to *f* in the Germanic languages. Thus, the English equivalent of Latin *piscis* to begin with *f* is found in *fish*.

**Verner's Law** voiceless fricatives became voiced when they were in a voiced environment and the Indo-European stress was not on the immediately preceding syllable. That is *p t k* changed to *b d g*. For example, Indo-European *patēr* (represented by Latin *pater* and Greek *patēr*) would have been expected to appear in Germanic with a medial *p*. Instead there is Gothic *fadar*, Icelandic *faðir*, and Old English *fæder* (in which *d* is a West Germanic development of earlier *ð*). The effect of the position of stress on voicing can be observed in some Modern English words of foreign origin, such as *exert* and *exit*, compared with *exercise* and *exigent*.

**Mutation** is a change in a vowel sound caused by a sound in the following syllable. The mutation of a vowel by a following *i* or *y* is called i-mutation or i-umlaut. **i-mutation** (the first vowel shift) or **i-umlaut** (a German term meaning 'sound alteration') is thought to have taken place during the seventh century. The Old English vowels

changed in quality between the time Old English was first written down. In Germanic there were many words where a vowel in a stressed syllable was immediately followed by a high front vowel ([i]) or vowel-like sound ([j]) in the next syllable. The plural of \**fōt* is thought to have been \**fōtiz*, with the stress on *fō*. For some reason the quality of this high front sound caused the preceding vowel to change (mutate). The *ō* became *ē*, which ultimately came to be pronounced [i], as in modern *feet*. The *-iz* ending dropped away, for once the plural was being shown by the e-vowel, it was unnecessary to have an ending as well. *Fēt* therefore emerged as an irregular noun in English.

**The early Modern period** was transformative for both England and the language. Beginning from the middle of the fifteenth century to the end of the seventeenth century, changes in vocabulary and word meanings, syntax, and attitudes toward language use, regional variation, and public idiom took place in English. Together with the change in pronunciation, these features of the language transformed Middle English into Early Modern English. This is the period of English Renaissance, which roughly covers the sixteenth and early seventeenth century and is often referred to as the “Elizabethan Era” or the “Age of Shakespeare” after the most important monarch and most famous writer of the period. The sixteenth to eighteenth centuries were a time of revolutionary development, opening the way for English to become a world language.

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## 2. ТЕОРЕТИЧНА ФОНЕТИКА

### Зразки завдань для поточного контролю

**1. The connection of phonetics with grammar, lexicology and stylistics is exercised first of all via:**

- a) special and general phonetics;
- b) orthography;
- c) pronunciation.

**2. The aim of special phonetics is to study:**

- a) the sounds of language in its historical development;
- b) the sounds of language at a particular period of time, i. e. synchronically;
- c) the sounds of language at a particular period of time as compared to the sounds of another language at the same period of time.

**3. The following method is regarded to be the basic one in phonetics:**

- a) the method of direct observation as it observes the work of speech organs while pronouncing the sounds;
- b) the experimental method as it is widely applied in phono-acoustics and yields good results;
- c) the method of commutation or substitution for its key task is to find out the phonemes of a language (to establish a phonemic status of speech sounds).

**4. Phoneme is:**

- a) a unit of speech;
- b) a unit of language;
- c) a unit of morphological level of language.

**5. The identification of phonemes of a language is the problem of:**

- a) defining properties of phonemes;
- b) classifying phonemes of a language;
- c) phonological analysis of a language, i. e. establishing phonemic composition of its lexical units.

**6. Allophones are:**

- a) sounds pronounced in isolation;
- b) speech sounds whose phonemic status is uncertain;
- c) speech sounds which are variants of one and the same phoneme.

**7. The functions of phonemes are:**

- a) material, abstractional, psychological;
- b) distinctive, constitutive and recognitive;
- c) distinctive and recognitive.

**8. There are the following patterns of phonemic environment:**

- a) free variation, complementary distribution, contrastive distribution;
- b) complementary distribution and contrastive distribution;
- c) positional variation, free variation, complementary distribution and contrastive distribution.

**9. The representative of purely distributional method of identifying phonemes of a language is:**

- a) L. Bloomfield;
- b) D. Jones;
- c) L. V. Scherba.

**10. Traditionally phoneticians classify consonants according to the following principles:**

a) 1 – work of the vocal cords and the force of exhalation; 2 – active organ of speech and the place of obstruction; 3 – manner of noise production and the type of obstruction; 4 – position of the soft palate;

b) 1 – work of the vocal cords and the and the force of exhalation; 2 – active organ of speech and the place of obstruction; 3 – manner of noise production and the type of obstruction;

c) 1 – work of the vocal cords and the and the force of exhalation; 2 – position of the soft palate; 3 – active organ of speech and the place of obstruction.

**11. The main differences of the articulation bases of the English and Ukrainian consonants are:**

a) in the articulation of English consonants the tongue is in back part of the mouth cavity, while in Ukrainian it tends to move to the upper front teeth;

b) in the articulation of the English [ ] the tip of the tongue is in interdental position while in Ukrainian it has the tendency to move back;

c) in the articulation of English consonants the tip of the tongue is near the teeth-ridge (apical position), while in Ukrainian, it tends to move to the upper front teeth.

**12. The bulk of the tongue:**

a) in the articulation of English consonants occupies higher position than in Ukrainian;

b) in the articulation of English consonants occupies less positions than in Ukrainian;

c) has the tendency to occupy more retracted, flat and lower positions in English than in the articulation of the Ukrainian consonants.

**13. Most phoneticians suggest classifying vowels according to the following principles:**

- a) 1 – position of the lips; 2 – position of the tongue; 3 – degree of tenseness and character of the end of a vowel; 4 – length; 5 – stability of articulation;
- b) 1 – position of the lips; 2 – position of the tongue; 3 – length;
- c) 1 – position of the lips; 2 – position of the tongue; 3 – length; 4 – stability of articulation.

**14. According to the degree of tenseness traditionally vowels are subdivided into:**

- a) long and short;
- b) tense and lax;
- c) checked and free.

**15. A vowel is longer:**

- a) in an unaccented syllable;
- b) before a voiceless consonant;
- c) in the terminal position.

**16. According to the stability of articulation vowels are subdivided into:**

- a) monophthons and diphthongs;
- b) diphthongs and triphthongs;
- c) monophthons, diphthongs, triphthongs.

**17. Diphthongs are:**

- a) simple vowels;
- b) complex vowels;
- c) a vowel which ends in a different element.

## **Зразки завдань для модульного контролю**

### **1. *The articulation basis for English consonants includes:***

- a) apical-alveolar position of the tongue; interdental position;
- b) dorsal position of the tip of the tongue; interdental position; palatal position;
- c) apical-alveolar position of the tongue; interdental position; glottal position.

### **2. *In contrast to Ukrainian, English articulation basis is characterized by:***

- a) a greater energy of fortis consonants and by palatalization of forelingual consonants in all positions;
- b) prolongation of nasal sounds in all positions;
- c) a greater energy of fortis consonants and prolongation of nasal sounds before voiced consonants.

### **3. *The articulation basis for English vowels consists of:***

- a) front position of the tongue;
- b) back position of the tongue;
- c) front and back position and the transition from one to another.

### **4. *Any language exists in:***

- a) one material form;
- b) two material forms;
- c) three material forms.

### **5. *All the national types of English pronunciation are:***

- a) completely different;
- b) the same;
- c) have many features in common.

### **6. *Standard English pronunciation is:***

- a) the Southern type of pronunciation;
- b) the Northern type of pronunciation;
- c) Standard Scottish.

### **7. *The term Received Pronunciation (RP) was introduced by:***

- a) L. Bloomfield;
- b) D. Jones;
- c) F. de Saussure.

### **8. *According to the articulatory means by which word accent is effected there are the following types of word accent:***

- a) dynamic stress, musical stress, primary stress;
- b) dynamic stress, musical stress, qualitative stress;
- c) musical stress, quantitative stress.

**9. The majority of English phoneticians distinguish:**

- a) two degrees of word stress – primary and secondary;
- b) four degrees of word stress – primary, secondary, tertiary, weak;
- c) three degrees of word stress – primary, secondary and weak.

**10. The American descriptivists distinguish:**

- a) two degrees of word stress;
- b) three degrees of word stress;
- c) four degrees of word stress.

**11. According to the position of word accent the following types are distinguished:**

- a) free and fixed;
- b) free, constant, shifting;
- c) constant, shifting, fixed.

**12. The structure of intonation pattern is the following:**

- a) pre-head, scale, tail;
- b) head, scale, tail;
- c) pre-head, scale, nucleus, tail.

**13. Speech melody or pitch is:**

- a) loudness of the pronounced sound;
- b) changes in the voice pitch;
- c) variations in the timbre of a speaker.

**14. A nuclear tone is:**

- a) a change of pitch at the junction of two sense groups;
- b) a change of pitch within the last word of a sense group;
- c) a change of pitch within the last stressed syllable of a word or a sense group.

**15. There are the following nuclear tones in English:**

- a) falling, rising, high rising, low rising, high falling, low falling;
- b) low falling, low rising, high falling, high rising, falling rising, rising falling;
- c) falling, rising, falling rising, rising falling.

## ТЕРМІНОЛОГІЧНИЙ МІНІМУМ

**Accent group.** Set of syllables grouped around a main accent.

**Accent.** It is the sound of intensity; within the same tone the sounds can be more or less intense, i. e., strong or weak.

**Affricate.** A type of consonant consisting of a plosive followed by a fricative with the same place of articulation. Examples are the [tʃ] and [dʒ] sounds at the beginning and end of the English words *church*, *judge* (the first of these is voiceless, the second voiced).

**Allophone.** Each of the variants that occur in the pronunciation of the same phoneme, according to its position in the word or syllable, character of neighbouring phonemes, etc.

**Allophonic variation.** Variations in how a phoneme is pronounced which do not create a meaning difference in words.

**Alveolar.** A sound produced near or on the alveolar ridge.

**Alveolar ridge.** The small bony ridge behind the upper front teeth.

**Articulatory organs (articulators).** Are the different parts of the vocal tract that can change the shape of the air flow, e. g., lips, tongue, mouth, teeth, alveoli, palate.

**Aspirated.** Phonemes involve an auditory plosion ('puff of air') where the air can be heard passing through the glottis after the release phase.

**Assimilation.** A process where one sound is influenced by the characteristics of an adjacent sound.

**Back vowels.** Vowels where the back part of the tongue is raised (like 'two' and 'tar').

**Bilabial.** The phoneme produced by the closure or approach of the lips, e. g., [p, b, m].

**Close vowel.** Where the tongue is raised as close as possible to the roof of the mouth, e. g., *tea*.

**Closed syllable.** A syllable which is closed by a final consonant such as *seen* [si:n], which has three phonemes (CVC).

**Consonant.** Sound in whose pronunciation the passage of exhaled air is interrupted at some point in the vocal channel, as in [p], [t] or a narrowness occurs that causes it to escape with frication, as in [f], [s], [z].

**Consonant cluster.** A sequence of consonants at the beginning or end of a syllable.

**Dental.** Sounds involving the tip of the tongue and the front teeth, e. g. [s], [z].

**Diphthong.** Set of two different vowels (nucleus and a glide) that are pronounced in a single syllable.

**Elision or ellipsis.** The deletion of certain sounds in connected speech (e. g., *last night* [la.s 'nart]).

**Falling tone.** Also called descending inflection, it is characterized by the low tone when a word is pronounced.

**Final position.** The position of a sound at the end of a syllable or word.

**Fortis.** A fortis sound involves greater effort, that is, muscular tension, to produce and is usually voiceless.

**Fricative.** The consonant sound that is characterized by a narrowing of the passage of air that produces a friction or rubbing noise when passing through the small opening formed by the articulating organ and the point of articulation. [f], [s], [z], etc.

**Front vowels.** Vowels where the front part of the tongue is raised (like *tea* and *tan*).

**Full vs reduced vowels.** Vowels in strong syllables are full and vowels in weak syllables are reduced.

**Glottal.** Sounds made where the vocal folds are the articulators (e. g. [h]).

**Glottal stop.** If the vocal folds are tightly closed (i. e., the glottis is tightly shut) a stop sound can be produced when pent up air behind the closure is suddenly released.

**Glottis.** Anteroposterior direction opening located between the vocal cords and the arytenoid cartilages of the larynx.

**Grapheme.** Used in linguistics to designate the minimum and indivisible unit of the writing of a language.

**Hard palate.** Part of the palate that corresponds to the palatine bone.

**Initial position.** The position of a sound at the beginning of a syllable or word.

**Intonation.** The pitch pattern of speech.

**Intrusive ‘r’.** When it is possible to hear linking [r] when there is no ‘r’ in the spelling of the word, e. g., *law and order* ‘lawrand order’.

**Ipa.** Stands for the international phonetic association.

**Intensity.** Physical magnitude that expresses the greater or lesser amplitude of the sound waves; its unit in the international system is *phonium*.

**Interdental.** Name given to the phoneme produced when the tongue is between the teeth, e. g., [ð] in *this* and [θ] in *thanks*.

**Intonation.** Melodic line characterized by tones when speaking.

**Labial.** A sound articulated with the lips.

**Labio-dental.** Sounds produced with the top teeth and bottom lip.

**Larynx (also known as the voice-box).** An organ at the top of the windpipe, containing the vocal cords which produce voice.

**Lenis.** A sound pronounced with less muscular tension than a fortis sound and usually voiced.

**Linguoalveolar.** Name given to the phoneme produced by the approach of the tongue to the alveoli, e. g., [l, n, s, r].

**Linguoavelar.** Name given to the phoneme produced by the touch of the tongue on the veil of the palate. [k, g, x].

**Linguodental.** Name given to the phoneme produced by touching the tongue to the upper incisors. [d, t].

**Linguopalatal.** Name given to the phoneme produced by touching or approaching the tongue to the hard palate. [j, n, l].

**Loudness.** Fundamental term used in the phonetic classification of speech sounds to refer to the auditory result of the vocal cord vibration.

**Medial position.** A consonant is in medial position (or intervocalic position) when it comes between vowel sounds, as the [t] in butter.

**Monophthongs (pure vowels).** Vowels in whose production the tongue remains in a relatively stable position throughout the articulation.

**Nasal.** A consonant sound, produced with the soft palate lowered so that air passes through the nasal cavity, such as [n].

**Nasal cavity.** The upper part of the vocal tract inside the nose.

**Nasal tract.** Passage through which the air from the lungs is expelled, the nasal tract is located above the soft palate, inside the nose.

**Occlusive.** The consonant sound whose most important phase of its formation is the occlusion or momentary closure of the air passage followed by a sharp opening, this is done with the lips, with each other or with the tip of the tongue against the palate hard or soft palate. [p], [t], [k], [b], [d], [g].

**Nucleus.** The most prominent syllable in the thought group (also known as the nuclear or tonic syllable or focus).

**Open syllable.** A syllable which ends in a vowel, for example *see* [si]. Which has a two phoneme (cv) syllable structure.

**Oral cavity.** The upper part of the vocal tract inside the mouth.

**Oral tract.** It is formed by the mouth and the pharyngeal areas; it is here that the articulation of the voice itself is produced.

**Palatal.** Sounds where the front of tongue is raised to the hard palate.

**Palate.** The roof of the mouth which can be subdivided into the hard and the soft palate (velum).

**Palato-alveolar.** Describes sounds produced just behind the alveolar ridge.

**Phoneme.** An abstract unit representing the smallest distinctive speech sound which distinguishes one word from another, e. g., *thin* and *tin*.

**Phonemic.** Belonging or relating to the phoneme or the phonological system; phonology discipline which studies phonemes.

**Phonetics.** Discipline of linguistics which studies sounds from the articulatory point of view, that is, depending on the particularities and smaller perceivable articulatory differences.

**Phonology.** Branch of linguistics which studies sounds in their distinctive or differentiating character using their articulatory characters; responsible for the study of phonemes and their distribution in the language system.

**Pitch.** The perceived level of the voice, based on frequency.

**Pitch range.** Refers to the upper and lower limits of a speaker's vocal pitch.

**Plosives.** Sounds which make a complete stoppage of the air stream, e. g., [p], [t].

**Post-alveolar.** Sounds where the tip of tongue falls just behind the gum ridge and before the hard palate, also termed palato-alveolar, e. g., [ʃ] in *sheep*.

**Place of articulation.** The point of the area where the obstacle which opposes the exit of the air is located, on the lips as in [p]; on the palate as in [l], etc.

**Prosodic.** Describes features of speech above the level of phonemes or segments, such as stress and intonation.

**Prosody.** Refers to the broader study of stress, rhythm, and prominence.

**Rp.** Received pronunciation – a term used to define a variety of southern English which is commonly used as the standard pronunciation model, despite the fact that few people speak it in its full form.

**Schwa.** Is the most frequently occurring vowel in English; it only occurs in unstressed syllables.

**Soft palate.** Part of the palate located between the hard palate and the veil.

**Sonorants.** A term covering nasals, approximants and vowels; the sonority of a sound is its inherent loudness or strength.

**Sonority.** The loudness of a speech sound compared to other sounds.

**Speech organs (speech mechanism).** The organs in the various parts of the speech mechanism which modify the air expelled from the lungs on its way through the throat, mouth and nose.

**Standard English.** This generally refers to the use of standard syntax or lexis. However, it does not necessarily imply standard pronunciation, so for instance standard English could be spoken with a non-standard, regional accent, rather than RP.

**Stress.** Refers to the relative prominence of a syllable within a word (i. e. Word stress), or a word within in a thought group (i. e. Nuclear stress).

**Sound.** Term used in phonology to designate the oral realization of a phoneme, consisting of pertinent and non-pertinent features; the sounds of language are produced by muscle movements. Breathing, phonation and articulation.

**Speech.** Materialization and individual use of a language.

**Spelling.** Word derived from the Greek *ortho*, correct, and *graphé*, writing, designates the part of the grammar that sets the correct use of letters and graphic signs in the writing of any language at a specific time.

**Syllabic consonant.** When a vowel occurring between one consonant and a final sonorant consonant is elided (e. g., sudden [sʌdʌn]); [l, n, m, ŋ, r] all occur as syllabic consonants.

**Syllabic core.** It consists of a vowel, e. g., [ca.sa] the syllabic nucleus in [a].

**Syllable.** A phonological unit between a word and a phoneme which normally contains at least a single vowel as the nucleus.

**Tone.** The pitch pattern that begins on this nuclear syllable and continues through the rest of the thought group.

**Triphthong.** A vowel composed of three sounds, a rapid glide from one sound to another and then to a third.

**Unvoiced / voiceless sound.** Describes sounds where the vocal cords do not vibrate.

**Voice.** It is the sound that the air emitted from the respiratory organs produces when leaving the larynx, making the vocal cords vibrate.

**Voiced sound.** A sound produced with vibration of the vocal cords.

**Voiceless sound.** When the vocal folds are held wide apart, as in relaxed breathing, air passes through freely.

**Word stress (accent).** Refers to the syllable or syllables of a word which stand out from the remainder by being more prominent.

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### 3. ПОРІВНЯЛЬНА ЛЕКСИКОЛОГІЯ

#### Зразки завдань для поточного контролю

##### **1. *Lexicology is a branch of linguistics which deals with ...***

- a) various means of expressing grammatical relations between words and with patterns after which words are combined into word-groups and sentences;
- b) the outer sound form of the word;
- c) lexical units and the vocabulary of a language.

##### **2. *The object of lexicology is ...***

- a) lexical units;
- b) phonemes;
- c) methods of lexical units' investigation.

##### **3. *LEXIS means ...***

- a) learning;
- b) phrase;
- c) vocabulary.

##### **4. *Lexicology has close ties with ...***

- a) phonetics and grammar;
- b) phonetics, grammar, history of a language, stylistics and sociolinguistics;
- c) literature, history and sociology.

##### **5. *Internal structure of the word is ...***

- a) its morphological structure;
- b) its semantic structure;
- c) its sound-form.

##### **6. *Which branch of lexicology deals with the meaning of words and other linguistic units?***

- a) Onomasiology;
- b) Semasiology;
- c) Lexical Morphology.

##### **7. *Semantic studies ...***

- a) meaning;
- b) sound-form;
- c) morphemes.

##### **8. *The denotative component of meaning is ...***

- a) the emotive charge and stylistic reference;
- b) the leading component in the semantic structure of a word;
- c) the grammatical component of a word.

**9. Connotative meaning is ...**

- a) the emotive charge and the stylistic value of the word;
- b) the word's reference to the object;
- c) the literal meaning of a word or its dictionary definition.

**10. Polysemy is ...**

- a) the ability of a word to have different variants of pronunciation;
- b) the ability of a word to convey several concepts;
- c) the ability of a word to have variants of spelling.

**11. Two or more words identical in sound-form but different in meaning, distribution and (in many cases) origin are ...**

- a) antonyms;
- b) homonyms;
- c) paronyms.

**12. By their graphic and sound-form there may be ...**

- a) full and partial homonyms;
- b) grammatical, lexical and lexico-grammatical homonyms;
- c) perfect homonyms, homophones and homographs.

**13. Homophones are words which coincide in ...**

- a) sound-form;
- b) spelling;
- c) sound-form and spelling.

**14. The words HEIR – AIR refer to ...**

- a) homographs;
- b) homonyms proper;
- c) homophones.

**15. Synonyms are words ...**

- a) similar in the denotational meaning;
- b) similar in the connotational meaning;
- c) different in the denotational meaning.

**16. Antonyms are words different in ...**

- a) denotational meaning;
- b) connotational meaning;
- c) part-of-speech meaning.

**17. Word-formation ...**

- a) deals with segmentation of words into morphemes;
- b) is an autonomous language mechanism which is used to make new words;
- c) is a word made by shortening and combining two words.

**18. A morpheme is ...**

- a) the smallest phonetic unit;
- b) the smallest grammatical unit;
- c) the smallest meaningful language unit.

**19. Allomorphs are ...**

- a) morpheme variants;
- b) differences in the pronunciation of a morpheme;
- c) differences in the morphological structure of a morpheme.

**20. Structurally morphemes are divided into ...**

- a) productive and unproductive;
- b) roots and affixes;
- c) free, bound and semi-bound.

**21. Affixation consists in ...**

- a) putting two stems together;
- b) adding an affix to a stem;
- c) prefixes and suffixes.

**22. Conversion is ...**

- a) the formation of a new word through the change in its paradigm;
- b) cases of phonetic identity of words;
- c) the formation of nouns from verbs.

**23. Back-formation is a way of word-building when a new word is formed by:**

- a) dropping the final morpheme;
- b) dropping the initial sounds;
- c) the imitation of different sounds.

**24. There are the following types of shortening:**

- a) clippings, lexicalization, ellipsis, substantivization;
- b) blending, ellipsis, acronyms, semantic extension;
- c) ellipsis, acronyms, blending, clipping.

**25. The word GLOBESITY is a(n) ...**

- a) shortening;
- b) blend;
- c) acronym.

**26. Lexicology is the part of linguistics dealing with the ... of the language and the properties of words as the main units of language.**

- a) vocabulary;
- b) word;
- c) phrase.

27. ... provides a theoretical basis on which the vocabularies of different languages can be compared and described:

- a) contrastive lexicology;
- b) descriptive lexicology;
- c) historical lexicology.

28. ... has been syntactically defined for instance as "the minimum sentence" by H. Sweet and much later by L. Bloomfield as "a minimum free form".

- a) a word;
- b) a phrase;
- c) a morpheme.

29. The meaning is ... when it nominates the referent without the help of a context, in isolation, i. e. in one word sentences:

- a) direct;
- b) indirect;
- c) figurative.

30. The meaning is ... when the object is named and at the same time characterized through its similarity with another object:

- a) figurative;
- b) direct;
- c) indirect.

31. ... is the device in which the name of one thing is changed for that of another, to which it is related by association of ideas, as having close relationship to one another. E. g.: / am reading Pushkin (meaning Pushkin's works):

- a) metonymy;
- b) metaphor;
- c) simile.

32. Whereas the metaphor is an implied comparison, the ... a direct comparison. E. g.: The moon is like a silver coin. It may be recognized easily by the presence of like or as, occasionally by the comparative degree with than and less frequently, usually in older poetry, by so:

- a) metaphor;
- b) hyperbole;
- c) simile.

33. ... is another name for an exaggeration. By this figure we mean a statement exaggerated fancifully for the purpose of creating an effect. E. g.: I have not seen you for ages. I'd give the world to see her. Millions of reasons. I beg a thousand pardons. The whole town was there.

- a) hyperbole;
- b) meiosis;
- c) litotes.

**34. ... tries to conceal unpleasantness under a seemingly pleasant exterior, i. e. to use a pleasant or innocuous term to describe a disagreeable fact:**

- a) paradox;
- b) euphemism;
- c) zeugma.

**35. ... are formed by a simultaneous operation of shortening and compounding. They are made up of the initial sounds or syllables of the components of a word-group or a compound word usually of a terminological character:**

- a) lexical abbreviations;
- b) graphical abbreviations;
- c) hybrids.

**36. Consists in the cutting off of one or several syllables of a word:**

- a) clipping;
- b) blending;
- c) shortening.

**37. The term ... is used to designate the method of merging parts of words (not morphemes) into one new word; the result is a blend, also known as a portmanteau word:**

- a) blending;
- b) clipping;
- c) conversion.

**38. The term ... refers to the numerous cases of phonetic identity of word-forms, primarily the so-called initial forms, of two words belonging to different parts of speech:**

- a) conversion;
- b) shortening;
- c) clipping.

**39. If the analysis is limited to stating the number and type of morphemes that make up the word, it is referred to as ...**

- a) morphemic analysis;
- b) structural word-formation analysis;
- c) transformational analysis.

**40. The classification of compounds according to the structure of immediate constituents distinguishes: 1): ... E. g.: film-star:**

- a) compounds consisting of simple stems;
- b) compounds where at least one of the constituents is a derived stem;
- c) compounds where at least one of the constituents is a clipped stem.

**41. Suffixes -age, -ance/-ence, -dom, -ee, -eer, -er, -ess, -hood are ...**

- a) adjective-forming suffixes;
- b) noun-forming suffixes;
- c) native affixes.

**42. Suffixes -able/-ible/-uble, -al, -ic, -ary, -ed/-d, -ful are ...**

- a) noun-forming suffixes;
- b) verb-forming suffixes;
- c) adjective-forming suffixes.

**43. Suffixes -ate, -er, -en, -fy/-ify, -ize, -ish are ...**

- a) verb-forming suffixes;
- b) noun-forming suffixes;
- c) adjective-forming suffixes.

**44. ... are words identical in pronunciation and spelling:**

- a) Homonyms proper;
- b) Homophones;
- c) Homographs.

**45. ... is the most general term of its kind potentially containing the specific features rendered by all the other members of the synonymic group:**

- a) dominant synonym;
- b) ideographic synonyms;
- c) stylistic synonyms.

**46. In the process of speaking a word of more or less pleasant or at least inoffensive connotation becomes synonymous to one that is harsh, obscene, indelicate or otherwise unpleasant. As the "offensive" referents, for which these words stand, must still be alluded to, they are often described in a round-about way, by using substitutes called ...**

- a) euphemisms;
- b) paronyms;
- c) antonyms.

**47. One of the classifications of antonyms is based on a morphological approach: root words form ..., e. g. right : wrong:**

- a) absolute antonyms;
- b) derivational antonyms;
- c) antonyms.

**48. *When the causes of the word's disappearance are extra-linguistic, e. g. when the thing named is no longer used, its name becomes ...***

- a) neologism;
- b) archaisms;
- c) historism.

**49. *The term ... is used to cover those varieties of the English vocabulary (there are also peculiarities of phonetics and grammar, but they do not concern us here) that occur in books and magazines, that we hear from a lecturer, a public speaker, a radio announcer or, possibly, in formal official talk:***

- a) formal and informal (also called colloquial) style;
- b) formal English;
- c) informal vocabulary.

**50. *By a ... we understand a class of words which have a common lexico-grammatical meaning, a common paradigm, the same substituting elements and possibly a characteristic set of suffixes rendering the lexico-grammatical meaning:***

- a) lexico-grammatical group;
- b) familiar colloquial;
- c) literary colloquial.

**51. *... are varieties of the English language peculiar to some districts and having no normalized literary form:***

- a) local dialects;
- b) Scottish English and Irish English;
- c) Northern, Midland and Southern.

**52. *The branch of linguistics concerned with the meaning of words and word equivalents is called ...***

- a) folk etymology;
- b) semantics;
- c) semasiology.

**53. *The conceptual content of a word is expressed in its ...***

- a) denotative meaning;
- b) connotative meaning;
- c) semantic paradigm.

*54. By ... is meant the transference of meaning on the basis of similarity. It gives vivacity and expressiveness to speech and is especially necessary when an accustomed term loses its force through familiarity. E. g.: a ray of hope, a shade of doubt, a flash of wit, the light of knowledge:*

- a) metaphor;
- b) metonymy;
- c) simile.

*55. ... derives its effect from deliberate understatement:*

- a) meiosis;
- b) litotes;
- c) hyperbole.

## Зразки завдань для модульного контролю

### **1. Identify a blend:**

- a) hamburger: a hamburg steak; a bun or bread roll containing fried or grilled chopped steak;
- b) cheeseburger: a hamburger with cooked cheese on top;
- c) beefburger: a sandwich made with cooked beef;
- d) Yogwich: a frozen yogurt cookie sandwich.

### **2. Identify a blend:**

- a) videolog: a videocassette featuring advertisements for items (e. g. clothes) that can be bought via mail order;
- b) vidkid: (US) a child who is a compulsive watcher of television or video;
- c) vidaholic: an addict of television;
- d) videotext: system of information retrieval through home television sets.

### **3. Identify a word built up by back-formation:**

- a) to dryclean;
- b) to build;
- c) to win;
- d) to offer.

### **4. Identify a word built up by back derivation:**

- a) to translate;
- b) to donate;
- c) to confiscate;
- d) prostrate (to reduce to physical weakness or exhaustion).

**5. Use the context to figure out the meaning of the boldface word: Some sounds are so acute that we cannot hear them:**

- a) low;
- b) soft;
- c) shrill;
- d) sharp.

**6. Use the context to figure out the meaning of the boldface word: Rents were frozen during the war:**

- a) extremely high;
- b) fixed at a given level;
- c) fluctuating;
- d) refrigerated.

**7. Correct the mistake, if any, that is caused by homonymy in the sentence: At recess Cora Lee, one of the big girls in the sixth class came and asked me to let her ware the ring for a while:**

- a) ware;
- b) wair;
- c) wear;
- d) where.

**8. Choose a paronym to complete the sentence: You should the gift graciously:**

- a) accept;
- b) except.

**9. Identify a hyperonym in the set below:**

Violet (A), indigo (B), blue (C), and green (D), yellow (E), orange (F) and fiery red (G), These are the seven colours (H) of the rainbow overhead.

**10. Identify the synonymic dominant.**

He ruminated (A), then asked me slowly, “Do you yourself have any feeling as to who killed the lassie? ...”

I just didn’t think (B) they’d be quite so ill-mannered.

‘Breakfast!’ he said, and was off to a flying start, leaving me to brood (C) and ponder (D). And the more I brooded and pondered, the more did it seem to me that everything now looked pretty smooth.

## ТЕРМІНОЛОГІЧНИЙ МІНІМУМ

**Acronymy (graphical abbreviation).** The formation of a word from the initial letters of a word combination, for example, *BBC – the British Broadcasting Corporation*.

**Affix.** A bound morpheme that modifies the meaning and/or syntactic category of the stem in some way.

**Affixation.** The formation of words by adding derivational affixes to different types of bases; it includes suffixation and prefixation.

**Allomorphs (morpheme variants).** The representations of the given morpheme that manifest alteration.

**Antonyms.** Words grouped together on the basis of the semantic relations of opposition; they belonged to one part of speech sharing certain common semantic characteristics.

**Assimilation of borrowings.** A partial or total confrontation to the phonetical, graphical and morphological standards of the English language and its semantic system.

**Back-formation.** The formation of a new word by subtracting a real or supposed suffix from the existing words, for example, *butler* → *to butler*.

**Blending.** The formation of a new word by combining parts of two words, for example, *smog – sm(oke) and (f)og*.

**Borrowed words.** Words in the English word-stock which were borrowed from other languages.

**Borrowing.** The process of adopting words from other languages and also the result of this process, the language material itself.

**Bound morpheme.** A morpheme that must be attached to another element; it occurs only as a constituent part of a word.

**Collocation.** Such a combination of words which conditions the realization of a certain meaning.

**Comparative Lexicology.** The area of Lexicology which studies closely related languages from the point of view of relationships between language families (such as Sanskrit, Greek, Latin, Germanic and Romance languages, etc.).

**Complete segmentability.** The property of words, the morphemic structure of which is transparent enough, as their individual morphemes clearly stand out within the word and can be easily isolated.

**Completely assimilated borrowed words.** Words which follow all morphological, phonetical and orthographic standards of the English language, they take part in word-formation, their morphological structure and motivation is transparent; they are found in all layers of older borrowings. *Cheese (L.), husband (Sc.), animal (L.)*.

**Compound stems.** Stems that are always binary and semantically motivated, but unlike the derived stems both Immediate Constituents of compound stems are stems

themselves. *Match-box* (two simple stems), *letter-writer* (one simple and one derived stem).

**Compounding. Word-composition.**

**Compounds proper.** Compound words that are formed by joining together bases built on the stems or on the word-forms with or without a linking element. *Door-step*, *street-fighting*.

**Connotational aspect of lexical meaning.** The part of meaning which reflects the attitude of the speaker towards what he speaks about; connotation conveys additional information in the process of communication.

**Context.** The minimum stretch of speech necessary and sufficient to determine which of the possible meanings of a polysemantic word is used.

**Context of situation. Extra-linguistic context.**

**Contiguity of meanings (metonymy).** The semantic process of associating two referents one of which makes part of the other or is closely connected with it.

**Contrastive Lexicology.** The area of Lexicology which aims at establishing facts of typological similarities and differences between both related and unrelated languages.

**Conversion.** The formation of a new word by bringing a stem of this word into a different formal paradigm and changing the category of a part of speech; the morphemic shape of the original word remains unchanged. *Love – to love; paper – to paper*.

**Denotational aspect of lexical meaning.** The part of lexical meaning which establishes correlation between the name and the object, phenomenon, process or characteristic feature of concrete reality (or thought as such), which is denoted by the given word.

**Derivational affixes.** Immediate Constituents of derived words in all parts of speech; semantically derivational affixes are characterized by a unity of part-of-speech meaning, lexical meaning, differential and distributional meanings.

**Derivatives.** Words which depend on some other simpler lexical items that motivate them structurally and semantically, i. e. The meaning and the structure of the derivative is understood through the comparison with the meaning and the structure of the source word.

**Derived stems.** Stems, which are semantically and structurally motivated; they are a rule binary (made up of two ics). *Girlish, girlishness*.

**Descriptive approach. Synchronic approach.**

**Distributional meaning of morphemes.** The meaning of the order and arrangement of morphemes making up the word, which is found in all words containing more than one morpheme.

**Distributional pattern of a compound.** The order and arrangement of the Immediate Constituents that constitute a compound word; it carries a certain meaning of

its own which is largely independent of the actual lexical meaning of their Immediate Constituents.

**Ellipsis.** The omission of one word in a phrase.

**Emotive charge.** One of the objective semantic features proper to words as linguistic units that forms part of the connotational component of meaning.

**Etymology.** The study of the historical relation between a word and the earlier form or forms from which it has, or has hypothetically, developed.

**Euphemism.** 1) substitution of words of mild or vague connotations for expressions rough, unpleasant; 2) a word or expression that speakers substitute for taboo words in order to avoid a direct confrontation with topics that are embarrassing, frightening, or uncomfortable.

**Full (total, complete) synonyms.** Words characterized by semantic equivalence.

**Full homonyms.** Words which are identical in sound in all their forms of paradigms.

**Full morphemes (morphemes proper).** The morphemes making up words of complete segmentability.

**Historical Lexicology.** The area of Lexicology that deals with a historical change of words in the course of language development throughout centuries.

**Homographs.** Words different in sound-form and in meaning but identical in spelling.

**Homonymy.** A language universal that creates lexical ambiguity in that a single form has two or more meanings.

**Homonyms.** The words of one and the same language which are identical phonetically or graphically in all or several grammar forms (and in all or several phonetic and graphic variants) but which have essential difference in lexical or grammatical meanings.

**Homonyms proper (perfect homonyms).** Words identical in their sound-form and spelling but different in meaning.

**Homophones.** Words having the same sound-form but different spellings and different meanings.

**Hyperonym.** The more general term (the classifier) which includes the more specific term (the hyponym).

**International words.** Words which are borrowed by several languages; they convey concepts that are significant in the field of communication.

**Lexical ambiguity.** A situation in which a single form has two or more meanings.

**Lexical collocability.** The realisation in speech of the potential connections of a word with other words.

**Lexical context.** Lexical meaning of the words with which the word under consideration is combined.

**Lexical homonyms.** Homonyms that have no link between their lexical meanings.  
**Lexical meaning of affixational morphemes.** Lexical meaning which is of a more generalizing character than the lexical meaning of root-morphemes, for example, the lexical meaning of the suffix *-less* in *careless, thoughtless* is ‘without’.

**Lexical meaning of compounds.** The meaning which is formed on the base of the combined lexical meanings of their constituents.

**Lexical meaning of root-morphemes.** An individual lexical meaning shared by no other morphemes in the language, for instance, *light, deaf, deep*, etc.

**Lexical meaning of the word.** The meaning proper to the given linguistic unit in all its forms and distributions.

**Lexical meaning of the word-group (combined lexical meaning).** The inseparable meaning of all components of the word-group rather than the lexical meaning of its constituents.

**Lexicology.** The branch of linguistics dealing with different properties of words and the vocabulary of a language.

**Lexico-semantic group.** A group of words describing sides of one and the same general notion.

**Lexico-semantic variant.** One of the meanings of a polysemantic word.

**Linguistic causes of semantic change.** Factors acting within the language system.

**Marginal (minor) meanings of the word.** All meanings of a polysemantic word besides the first and the most frequent meaning; they are observed only in certain contexts.

**Meaning.** The direct information conveyed by the units constituting the sentence.

**Meaning of the word-group.** The meaning derived from the combined lexical meanings and inseparable from the meaning of the pattern of the arrangement.

**Metaphor.** A type of phraseological transference which deals with likening of the object (phenomenon, action) of reality to another, which is associated with it on the basis of real or imaginable resemblance.

**Metonymy.** A type of phraseological transference which deals with a transfer of name from one object (phenomenon, thing, action, process, etc.) to another based on the contiguity of the properties, relations, etc. *A silk stocking.*

**Non-productive affixes.** The affixes which are not able to form new words in this particular period of language development.

**Non-root morphemes.** Inflectional morphemes (inflections) and affixational-morphemes (affixes).

**Paradigm.** The system showing a word in all its word-forms.

**Phraseological unit.** A non-motivated word-group that cannot be freely made up in speech, but is reproduced as a ready-made unit; a group of words whose meaning cannot be deduced by examining the meaning of the constituent lexemes.

**Praseology.** The branch of linguistics which studies different types of set expressions, which like words name various objects and phenomena; they exist in the language as ready-made units.

**Phrasological unities.** Expressions the meaning of which can be deduced from the meanings of their components; the meaning of the whole is based on the transferred meanings of the components, for instance, *to show one's teeth* (to be unfriendly).

**Polysemy.** The ability of a word to possess several meanings or lexico-semantic variants.

**Prefix.** A derivational morpheme preceding the root-morpheme and modifying its meaning. *Understand – misunderstand.*

**Prefixation.** The formation of words with the help of prefixes, which are derivational morphemes, or affixes before the derivational base.

**Semantic borrowing.** The development in an English word of a new meaning under the influence of a related word in another language.

**Semantic change.** A change of meanings of words in the course of their development.

**Semasiological approach.** The approach which starts with the name and consists in considering different meanings of the word, determining interrelations between them, as well as discovering semantic relations between different words.

**Semasiology.** The branch of lexicology that is devoted to the study of meaning.

**Similarity of meanings (metaphor).** The semantic process of associating two referents, one of which in some way resembles the other.

**Sound imitation (onomatopoeia).** The naming of an action or a thing by a more or less exact reproduction of the sound associated with it, cf. *Cock-a-doodle-do.*

**Special lexicology.** The lexicology of a particular language (e. g. *English, German, Ukrainian, etc.*), i. e. the study and description of its vocabulary and vocabulary units. Every special lexicology is based on the principles of general lexicology.

**Suffixation.** The formation of words with the help of suffixes, which usually modify the lexical meaning of the base and transfer words to a different part of speech.

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

**Synonyms.** Words belonging to one part of speech, close in meaning and interchangeable at least in some contexts; they are characterized by either the semantic relations of equivalence or by semantic relations of proximity.

**Word.** The basic unit of a language resulting from the association of a particular meaning with a particular group of sounds capable of a particular grammatical employment; word is. A structural and semantic entity within the language system; it possesses both form (sound form) and content (meaning).

**Word-composition (compounding).** The type of word-formation in which new words are produced by combining two or more immediate constituents, which are both derivational bases.

**Word-derivation.** A word-formation process by which a new word is built from a stem – usually through the addition of an affix – that changes the word class and/or basic meaning of the word.

**Word-formation.** The system of derivational types of words and the process of creating new words from the material available in the language after certain structural and semantic formulas and patterns.

**Word-structure.** Internal / morphological organization of words.

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## 4. ПОРІВНЯЛЬНА ГРАМАТИКА

### Зразки завдань для поточного контролю

#### **1. Contrastive grammar investigates:**

- a) the grammatical and lexical system of the languages;
- b) the morphological and syntactic levels in the contrasted languages;
- c) the morphological systems of the languages;
- d) similar and divergent syntactic phenomena in the contrasted languages.

#### **2. The common Indo-European origin of English and Ukrainian conditions the existence of:**

- a) isomorphic features in both languages;
- b) allomorphic features of two languages.

#### **3. In Ukrainian the grammatical function of a word in the sentence is expressed by means of:**

- a) auxiliary words;
- b) word order;
- c) inflexions;
- d) inflexions and word order.

#### **4. English is:**

- a) an analytical language;
- b) a synthetic language;
- c) neither analytical nor synthetic.

#### **5. The part-of-speech division in the contrasted languages is their:**

- a) isomorphic feature;
- b) allomorphic feature.

#### **6. The grammatical category of number is:**

- a) absent in English;
- b) represented by the opposition of singular :: double :: plural in English and Ukrainian;
- c) represented by the plural number form in English and Ukrainian;
- d) represented by the opposition of singular :: plural in English and Ukrainian.

#### **7. The grammatical category of gender is present:**

- a) in the system of both Ukrainian and English nouns;
- b) in all English parts of speech;
- c) in Ukrainian parts of speech;
- d) neither in Ukrainian nor English.

**8. ... have the grammatical category of definiteness / indefiniteness.**

- a) English nouns;
- b) all English nominal parts of speech;
- c) Ukrainian nouns;
- d) both English and Ukrainian nouns.

**9. The category of animateness / inanimateness is grammatically explicit in:**

- a) both languages;
- b) Ukrainian nouns;
- c) English nouns;
- d) neither of the contrasted languages.

**10. Both English and Ukrainian verbs have isomorphic categories of:**

- a) aspect and voice;
- b) gender;
- c) person;
- d) tense, aspect, mood, voice.

**11. The grammatical category of correlation (phase) is:**

- a) isomorphic for English and Ukrainian verbs;
- b) allomorphic for Ukrainian verbs;
- c) allomorphic for English verbs;
- d) isomorphic for Indo-European languages.

**12. The category of degree of quality in the system of adjectives is:**

- a) an isomorphic category for English and Ukrainian;
- b) allomorphic for English;
- c) allomorphic for Ukrainian;
- d) absent in the contrasted languages.

**13. Numerals have number, case and gender distinctions in:**

- a) Ukrainian;
- b) English.

**14. Is there any isomorphism in the structure and classes of English and Ukrainian pronouns?**

- a) no, there is not;
- b) yes, there is.

**15. All the parts of the sentence in English and Ukrainian have some ... lexico-grammatical nature and functional meaning.**

- a) isomorphism;
- b) allomorphism.

**16. Agreement is the main way of expressing syntactic relations in:**

- a) English;
- b) English and Ukrainian;
- c) neither of the contrasted languages;
- d) Ukrainian.

**17. Adjoinment is the dominant way of expressing syntactic relations:**

- a) both in English and Ukrainian;
- b) in Ukrainian;
- c) in English;
- d) neither in English nor in Ukrainian.

**18. The formal subject is:**

- a) an isomorphic feature of English and Ukrainian;
- b) an allomorphic feature of English;
- c) an allomorphic feature of Ukrainian.

**19. The main difference in the system of English and Ukrainian verbs exists in:**

- a) finite forms of the verb;
- b) non-finite forms of the verb;
- c) both finite and non-finite forms of the verb;
- d) neither finite forms nor verbals.

**20. In Ukrainian the category of aspect is represented through the opposition of:**

- a) доконаний :: недоконаний вид;
- b) перфект :: неперфект;
- c) тривалий :: нетривалий вид;
- d) дійсний :: пасивний стан.

**21. Contrastive grammar studies languages comparing them with the purpose of establishing:**

- a) their isomorphic grammatical features;
- b) their isomorphic and allomorphic features;
- c) their allomorphic features;
- d) peculiarities of their phonetic systems.

**22. Find the false statement:**

- a) language is a system, phonological, lexical and grammatical;
- b) speech is the manifestation of language, its use by various speakers;
- c) grammar is found both in language and speech;
- d) grammar belongs to the sphere of language only.

**23. Isomorphic features are:**

- a) opposite features of the languages;
- b) divergent features of the languages;
- c) common features of the languages;
- d) features of all the existing languages.

**24. Which of the following does not characterize analytical language organization:**

- a) morphologically indeclinable words and analytical forms and constructions;
- b) comparatively few grammatical inflections;
- c) well-developed declension system;
- d) strict word-order.

**25. Main branches of grammar are:**

- a) Phonology and syntax;
- b) Morphology and syntax;
- c) Morphology and synthesis;
- d) Analysis and synthesis.

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

- a) true;
- b) false.

**27. Synthetic type of syntactic connection in the word group is dominant in English:**

- a) and less common of Ukrainian.
- b) true;
- c) false.

**28. Regularities characteristic of all or the majority of all languages are called:**

- a) language universals;
- b) language type;
- c) absolute universals;
- d) language transformations.

**29. Structurally morphemes can be divided into:**

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

**30. The specific method of comparative grammar is called:**

- a) contrastive;
- b) inductive;
- c) generative;
- d) universal.

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

- a) true;
- b) false.

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

- a) simple, derivate and compound;
- b) simple and compound;
- c) simple and derivate.

**33. W. Humboldt grouped all languages into:**

- a) isolating, agglutinative, flexional and incorporating languages;
- b) isolating, agglutinative and incorporating languages;
- c) agglutinative, flexional and incorporating languages.

**34. Morphological categories in English are expressed ...**

- a) synthetically;
- b) analytically;
- c) both synthetically and analytically.

**35. Affixal or derivational word-formation in English and Ukrainian includes:**

- a) suffixal, prefixal and combined word-formation;
- b) suffixal and prefixal word-formation;
- c) combined word-formation.

**36. English and Ukrainian functionals ...**

- a) differ slightly;
- b) differ considerably;
- c) are absolutely identical.

**37. Gender-denoting suffixes can be found in ...**

- a) Ukrainian;
- b) English;
- c) English and Ukrainian.

**38. Compound sentences in English and Ukrainian ... .**

- a) have different semantics;

- b) have different structure;
- c) are structurally and semantically identical.

**39. *Linking verbs ... are used to form a verbal, nominal or mixed-type compound predicate.***

- a) in both languages;
- b) only in English;
- c) only in Ukrainian.

**40. *The plural form of a noun can be formed with the help of sound interchange in the following languages:***

- a) English;
- b) Ukrainian;
- c) English and Ukrainian;
- d) none.

## Зразки завдань для модульного контролю

### **1. Compound sentences consist of:**

- a) the main clause and subordinate clause;
- b) the main clause and extended clause;
- c) equal subordinate clauses.

### **2. Gender-denoting suffixes can be found in ...**

- a) Ukrainian;
- b) English;
- c) English and Ukrainian.

### **3. Since present-day English is mainly analytical by its structure, the predominant means of its grammatical connection in word-groups are ...**

- a) syndetic (prepositional) and asyndetic (syntactic placement);
- b) only syndetic;
- c) only asyndetic.

### **4. Typology studies ...**

- a) non-kindred languages;
- b) kindred languages;
- c) types of languages and language structure types.

### **5. The number of diminutive noun-forming suffixes in Ukrainian is ... in English.**

- a) the same as;
- b) much greater than;
- c) less than.

### **6. Gender-denoting suffixes can be found in ...**

- a) English;
- b) Ukrainian;
- c) English and Ukrainian.

### **7. In English syndetic and asyndetic connection is observed ... word groups.**

- a) in verbal, adjectival, numerical, pronominal, adverbial and stative;
- b) only in verbal;
- c) in verbal and adjectival.

### **8. Grammatical category is a system of opposed grammatical forms with homogeneous ...**

- a) parts of the sentence;
- b) inflections;
- c) meanings;
- d) morphological features.

**9. The noun category of determination can be expressed by:**

- a) an affix;
- b) any article;
- c) zero article;
- d) an affix or any article.

**10. What is not mentioned among criteria, relevant for comparing part of speech in various languages?**

- a) combinability;
- b) word-building type;
- c) definiteness / indefiniteness;
- d) function.

## ТЕРМІНОЛОГІЧНИЙ МІНІМУМ

**Absolute tenses.** Tenses describing the action in its relation to the moment of speech.

**Adjunct.** A subordinate component of a phrase, usually that of a noun phrase.

**Adjective.** A notional part of speech traditionally defined as a describing word or ‘a word that tells us something about a noun’, which can be used attributively in a noun phrase and have comparative and superlative degrees.

**Adjective phrase.** A phrase functioning adjectivally, and consisting of an adjective as a head-word plus premodifier(s) or postmodifier(s) (*very difficult, simple enough*).

**Adverb.** A notional part of speech that usually modifies or qualifies a verb (*run quickly*); an adjective (*really awful*), or another adverb (*very quietly*).

**Adverb phrase.** A phrase functioning as an adverbial in clause structure and containing an adverb as a head-word (*he speaks very quickly*).

**Affirmative.** Of a sentence: stating that a fact is so; answering ‘yes’ to a question, put or implied.

**Affix.** A bound morpheme, an addition to the root (or base form) of a word or to a stem in order to form a new word or a new form of the same word.

**Agent.** The doer of the action denoted by a verb.

**Agreement.** A way of connection implying concord of grammatical forms in a phrase of subordination, as in *these people, гарна погода*.

**Allomorphism.** Divergence of organization.

**Allomorphic features.** Divergent features of language units.

**Analytic.** Designating a language without (or with few) inflections.

**Analytical constructions.** Grammatical constructions formed by analytical means.

**Appositive clause.** A finite clause often introduced by *that*, defining and post-modifying a noun phrase, and sharing identity of reference with it: *they had the idea that everything would be all right in the end*.

**Article.** A part of speech belonging to the class of determiners.

**Aspect.** A lexical-grammatical category used in describing how the action of a verb is marked.

**Asyndetic.** Not connected by conjunctions, the term applied to the coordination of words or clauses without an overt marker.

**Attribute.** The part of a sentence, expressed by the adjective, noun, infinitive, participle, clause, etc., complementing a subject or object of the sentence.

**Auxiliary verb.** A verb used in forming tenses, moods, voices of notional (lexical) verbs.

**Case.** The functional role of a noun or noun phrase in relation to other words in the clause or sentence, the form of a word (shown by inflection) showing it.

**Category.** A class of items with the same function; one of the characteristics of such a class.

**Clause.** A grammatical unit operating at a level lower than a sentence but higher than a phrase.

**Complement.** A constituent of a verb-phrase filling out or completing the meaning of the head-verb.

**Compound sentence.** A sentence containing two or more coordinate clauses.

**Conjunction.** A function word used to join clauses, words in the same clause, and sometimes sentences.

**Contamination.** A syntactic process implying fusion of structures.

**Contrastive grammar.** Synchronic study of grammars of two or more languages.

**Declension.** The variation of the form of a noun, adjective or pronoun, to show different cases, such as nominative, accusative, dative, instrumental, locative, vocative; the class into which such words are put according to the exact form of this variation, usually called first, second, ... declension.

**Definiteness / indefiniteness.** A grammatical category of a noun expressed by the definite and indefinite articles.

**Determiner.** A member of a class of words that precede nouns (noun phrase head-words) and limit the meaning in some way.

**Diachronic.** Concerned with the historical development of language; as opposed to synchronic.

**Expansion.** A syntactic process of conjoining cognate elements (expanders): *a sunny day. A sunny but cold day.*

**Extension.** A syntactic process of adjoining subordinate elements (extenders) to the head-word: *a sunny day. A very sunny in may.*

**Feminine.** See *gender*.

**Free morpheme.** The smallest linguistic unit that can stand alone.

**Function.** Manifestation of relationship between related elements, e. g. Objective relations inherent between the *v*-head and *n*-complement can be the manifestation of the object function of the complement: *read a book.*

**Function word** (form word, empty word, grammatical word, structural word) – a word that primarily has formal or grammatical importance rather than meaning.

**Government.** A way of connection when the head-word of a phrase of subordination requires of its adjunct to assume an appropriate grammatical form (usually a case-form) or to be used with definite preposition: *to see him, to look at a man.*

**Gender.** A grammatical category of a noun, adjective, numeral, pronoun, etc., according to gender the words are divided into three classes, traditionally related to the properties of sex, and called feminine, masculine and neutre.

**Gerund.** A non-finite form of the verb (-ing form), which combines properties of a verb and a noun.

**Grammar.** The structure of a language, including morphology and syntax.

**Head (word).** The word which is an obligatory member of certain kinds of phrase and which, standing alone, would have the same grammatical function as the whole phrase of which it is part.

**Infinitive.** The unmarked base of the verb, the non-finite form of the verb, combining properties of the verb and that of the noun.

**Infix.** An affix inserted within the main base of a word.

**Inflection.** A word-changing affix.

**Interjection.** A word class, whose members are outside normal clause structure, having no syntactical connection with other words, and generally having emotive meaning.

**Isomorphism.** Likeness or similarity of organization.

**Level.** In structural grammar a stage, a layer in hierarchy of language structure. It is common to distinguish the three main levels: phonological, morphological and syntactical levels.

**Marker.** A formal signal of grammatical meaning.

**Masculine.** See *gender*.

**Mood.** A grammatical category of a verb, indicating whether the verb is expressing fact, command, hypothesis etc.

**Morphology.** A branch of grammar studying parts of speech, their characteristic features and grammatical categories.

**Neuter.** See *gender*.

**Notional word.** Words that have lexical meaning.

**Noun.** A part of speech, denoting a person, thing or place that can function as subject or object or attribute in the sentence, can be combined with adjectives, articles and others within a noun phrase.

**Number.** A grammatical category expressing the idea of quantity.

**Oblique moods.** Moods expressing unreal actions.

**Paradigm.** A set of paradigmatic forms of linguistic units (words, phrases and sentences).

**Paradigmatics.** One of the two planes of language structure comprising language units in their class membership.

**Pattern.** An extracted and abstracted backbone of a construction describable in terms of constants (constituents) and their distribution.

**Postpositive.** A subordinate placed after the head-word.

**Prepositive.** A subordinate placed before the head-word.

**Syntactic processes.** Transformations and modifications (external and internal) of syntactic units caused by lingual and extralingual factors.

**Syntagmatics.** One of the two planes of language structure comprising language units in their linear ordering.

**System.** An organized interlocked arrangement of cognate interrelated objects.

**Valency.** Potential ability of elements to pattern with one another.

## СПИСОК РЕКОМЕНДОВАНИХ ДЖЕРЕЛ

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## 5. ЛІНГВОКРАЇНОЗНАВСТВО

### Зразки завдань для поточного контролю

**1. Who made the Church in England truly English by breaking away from the Roman Catholic Church?**

- a) Henry VI;
- b) Henry VII;
- c) Henry VIII.

**2. Who brought glory to the state by defeating the powerful navy of Spain?**

- a) Henry VII;
- b) Elizabeth I;
- c) Richard III.

**3. The Presbyterian Church is recognised as the official church in the Republic of Ireland:**

- a) Scotland;
- b) Wales.

**4. The three branches of power in the UK are headed by:**

- a) the King;
- b) the Prime Minister;
- c) the Speaker.

**5. Union Jack is made of \_\_\_\_\_ crosses.**

- a) 3;
- b) 4;
- c) 2.

**6. The national flower of Northern Ireland is a:**

- a) rose;
- b) shamrock;
- c) thistle.

**7. A red rose with a white center is called:**

- a) the rose of York;
- b) the Tudor rose;
- c) the rose of Lancaster.

**8. Which is the correct chronological order of the four invasions of England?**

- a) Norman, Roman, Anglo-Saxon, and Scandinavian;
- b) Scandinavian, Norman, Roman, and Anglo-Saxon;
- c) Roman, Anglo-Saxon, Scandinavian, and Norman.

**9. Choose an event which is NOT a part of the history of Anglo-Saxon England:**

- a) the Heptarchy development;
- b) the Norman Conquest;
- c) the revolt of Queen Boudicca (Boadicea) of the Iceni.

**10. The period in the history of the United Kingdom, known as Anglo-Saxon England, chronologically corresponds to:**

- a) the time from the end of Roman Britain until the establishment of Anglo-Saxon kingdoms in the 5th century;
- b) the time from the end of Roman Britain and the establishment of Anglo-Saxon kingdoms in the 5th century until the Conquest by the Normans in 1066;
- c) the time from the arrival of the Vikings at the end of the 8th century until the Conquest by the Normans in 1066.

**11. The tribes which took part in the Anglo-Saxon Invasion include:**

- a) Angles, Saxons, Jutes, Frisians;
- b) Angles and Saxons followed by the Celts;
- c) Angles, Saxons and Jutes supported by the Norsemen.

**12. The British Parliament works in a large building called:**

- a) the Buckingham Palace;
- b) the Houses of Parliament;
- c) the House of Commons.

**13. This is a traditional date when Angles, Saxons, Jutes, and Frisians began to occupy Great Britain, thus changing its major population to English speakers and separating the early English language from its Continental relatives:**

- a) 449;
- b) 597;
- c) 664.

**14. Who built the foundations of a wealthy nation state and a powerful monarchy?**

- a) Henry VI;
- b) Henry VII;
- c) Henry VIII.

**15. In 1510 Henry married Catherine of Aragon. Then he divorced Catherine and married his new love, Anna Boleyn. Who was he?**

- a) Henry VI;
- b) Henry VII;
- c) Henry VIII.

**16. The title F. D. (faith defender) was rewarded to:**

- a) Henry VI;
- b) Henry VII;
- c) Henry VIII.

**17. Who was quarrelling with Parliament all the time and this resulted in civil war:**

- a) the Stuart monarchs;
- b) the Tudors;
- c) Lancastrians.

**18. Who was the author of the Anglo-Saxon document “Ecclesiastical History of the English People”?**

- a) Bede;
- b) Alcuin;
- c) J. R. R. Tolkien.

**19. The national emblem of England is:**

- a) the rose;
- b) the shamrock;
- c) the clover.

**20. Who had become king as a baby, grew up to be book loving, hated the war-like nobles, and was an unsuitable king for such a violent society?**

- a) Henry VI;
- b) Henry VII;
- c) Henry VIII.

**21. The British Constitution has such branches:**

- a) Parliament, the Government, the law courts;
- b) Parliament and the Government;
- c) Parliament and the law courts.

**23. The Constitutional Monarchy means:**

- a) Parliament, which makes laws and the law courts, which interpret laws;
- b) Parliament, which makes laws and the Government, which executes laws;
- c) the King is the official Head of State and has a central role in state affairs, but only through her ceremonial functions.

**22. The National British Anthem originated as a patriotic song first performed in:**

- a) 1745;
- b) 1000;
- c) 1042.

**24. Who was the last of the Anglo-Saxon kings?**

- a) Harold;
- b) Alfred;
- c) Edward the Confessor.

**25. Shrove Tuesday is the last day before the period of fasting known as Lent.**

**In some places \_\_\_\_\_ races are organised. It is often called \_\_\_\_\_ Day.**

- a) Maundy;
- b) Pancake;
- c) Egg.

**26. The British Parliament works in a large building called:**

- a) the Buckingham Palace;
- b) the Houses of Parliament;
- c) the House of Commons.

**27. The King is officially the head of:**

- a) Parliament, the Government, the law courts;
- b) the Government and the legal system;
- c) Parliament and the legal system.

**28. The Heptarchy is a collective name applied to the \_\_\_\_\_ kingdoms of Anglo-Saxon England.**

- a) 5;
- b) 9;
- c) 7.

**29. The epic poem Beowulf was probably composed in:**

- a) the early eighth century;
- b) the late fifth century;
- c) the fifteenth century.

**30. Who remained loyal to Henry VI in the so-called “Wars of the Roses”?**

- a) merchants;
- b) Yorkists;
- c) Lancastrians.

**31. Dublin is a capital city of:**

- a) the Republic of Ireland;
- b) Scotland;
- c) Wales.

**32. Cardiff is a capital city of:**

- a) the Republic of Ireland;

- b) Scotland;
- c) Wales.

**33. Who call their country *Cymru* and themselves *Cymry*, a word which has the same root as “a friend”?**

- a) the Irish;
- b) the Scottish;
- c) the Welsh.

**34. Who persuaded the bishops to make him head of the Church in England, and this became law after Parliament passed the Act of Supremacy in 1534?**

- a) Henry VI;
- b) Henry VII;
- c) Henry VIII.

**35. Which country is poetically called *Caledonia* (with its capital city *Edinburgh*)?**

- a) the Republic of Ireland;
- b) Scotland;
- c) Wales.

**36. The capital city of Northern Ireland is:**

- a) Cardiff;
- b) Belfast;
- c) Dublin.

**37. British like symbols of tradition and stability, e. g.: *My home is my castle or There is prestige in living in an absolutely old house. That means:***

- a) conservatism;
- b) multiculturalism;
- c) formality.

**38. The French king described him as “the wisest fool in Christendom”. Who was he?**

- a) James I;
- b) Charles I;
- c) Richard III.

**39. In 1963 a quarter of a million people marched on Washington to demand civil rights legislation. Who made a speech beginning with the immortal words ‘I have a dream’, in which he outlined his vision of racial harmony?**

- a) President Kennedy;
- b) Martin Luther King;
- c) Lyndon B. Johnson.

**40. The Civil war (1642–1651) was between:**

- a) “Roundheads” and Royalists;
- b) Yorkists and Lancastrians;
- c) “Cavaliers” and Royalists.

**41. A Christian festival which marks the Crucifixion and Resurrection of Jesus Christ, also it is lots of fun when the Easter Bunny comes with chocolate eggs.**

- a) Easter;
- b) Christmas;
- c) Columbus Day.

**42. Celtic Cross, green colour, shamrocks are symbols of:**

- a) Thanksgiving celebration;
- b) St. Patrick's Day;
- c) Columbus Day.

**43. The event in 1890 marked the end of the Indian Wars and the final triumph of the white man is known as:**

- a) the Boston Massacre;
- b) the Massacre at Wounded Knee; the Trial of Tears.

**44. The Great Seal first appeared in England during the reign of \_\_\_\_\_.**

- a) Ethelbert;
- b) Edward the Confessor;
- c) Canute.

**45. Elizabeth I was in love with her childhood friend:**

- a) Robert Dudley;
- b) William Cecil;
- c) William Grindal.

**46. Who was particularly influenced by the idea of the divine right of kings and therefore tried to rule without Parliament?**

- a) Henry VI;
- b) Henry VII;
- c) Charles I.

**47. On Easter morning British and American children receive big chocolate eggs from the “Easter \_\_\_\_\_”.**

- a) Rabbit;
- b) Bunny;
- c) Lamb.

**48. A sweetened fruit concentrate which has to be diluted with water is called:**

- a) the bottled beer;
- b) squash;
- c) the pub beer.

**49. "Elevenness" is:**

- a) a cup of tea or coffee and some biscuits;
- b) cornflakes or cereal;
- c) lunch.

**50. Partly as a joke, Samuel Adams and other Bostonians dressed up as Indians and dumped a cargo of India Company Tea into the Massachusetts Bay. That event is known as:**

- a) the Boston tea party;
- b) the Massacre at Wounded Knee;
- c) the Trial of Tears.

## Зразки завдань для модульного контролю

**1. Sir Thomas Dale became the Governor of the colony in North America. He introduced strict discipline with a code of laws called 'Laws, Divine, Moral and Martial' in:**

- a) 1526;
- b) 1611;
- c) 1606.

**2. The British colonies came into conflict with the natives because:**

- a) the Europeans introduced many diseases to which natives had little resistance;
- b) the Virginia Company was founded;
- c) the Pilgrim fathers practiced their religion.

**3. The British captured New Netherland and renamed it New York in honor of the king's brother the Duke of York in:**

- a) 1630;
- b) 1664;
- c) 1606.

**4. In 1764 the British Prime Minister, George Grenville, passed so-called Sugar Act. Its proper name was:**

- a) the American Revenue Act;
- b) the Stamp Act;
- c) the Declaratory Act.

**5. The immortal phrase 'no taxation without representation' was caused by:**

- a) the Great Proclamation;
- b) the Stamp Act;
- c) the Declaratory Act.

**6. A group of people threw snowballs at British soldiers. The soldiers opened fire, killing 5 people and wounding 6 of them. That incident caused:**

- a) the Salem Witch trials;
- b) the Pequot War;
- c) the Boston Massacre.

**7. A number of refugees from the religious policies of \_\_\_\_\_ decided to settle in America, where they established the new Puritan colonies.**

- a) James I and Charles I;
- b) Henry VIII;
- c) Elizabeth I.

**8. The American Thanksgiving holiday falls on the:**

- a) 26th November;
- b) fourth Thursday of November;
- c) fourth Tuesday of November.

**9. The first Thanksgiving holiday was celebrated in:**

- a) 1621;
- b) 1620;
- c) 1864.

**10. On Christmas Eve children put \_\_\_\_\_ at the foot of the bed believing that Father Christmas visit them coming down the chimney:**

- a) stockings;
- b) Christmas trees;
- c) presents.

## ТЕРМІНОЛОГІЧНИЙ МІНІМУМ

**The Presbyterian Church (USA), abbreviated PC (USA)** is a mainline Protestant denomination in the United States.

**Tudor Rose** – conventionalized; typically five-lobed figure of a rose used in architectural and other decorations in the Tudor Period; in particular a combination of the red and white roses of Lancaster or York adopted as a badge by Henry VII.

**Defender of the Faith** – special title given to the King of England by the Pope for writing against Martin Luther.

**A national emblem** is an official emblem or seal reserved for use by a nation state as a symbol of that nation.

**The Constitutional Monarchy** is a form of national government in which the power of the monarch (the king or queen) is restrained by a parliament, by law, or by custom.

**Heptarchy** is a hypothetical confederacy of seven Anglo-Saxon kingdoms of the seventh and eighth centuries.

**A civil war** is a war in which parties within the same culture, society, or nationality fight against each other for the control of political power.

**Shrove Tuesday** is the day before the Christian period of Lent begins.

**Cymry** is the Brythonic branch of the Celtic people, comprising the present Welsh, Cornish, and Bretons. See Brythonic.

**Head of the Church** is a title given in the New Testament to Jesus.

**“The wisest fool in Christendom”** – a wise person is one who is not conditioned by the past or by the future and is open to respond to the present from the freedom of eternity.

**The reign** is the period during which a sovereign occupies the throne.

**The symbol** is the immanent expression of the Divine.

**Civil rights** are the rights of individuals to be protected against unfair treatment based on certain personal characteristics.

**Colony** is a country or area controlled politically by a more powerful country that is often far away.

**Sugar Act** is a law passed by the British Parliament in 1764 raising duties on foreign refined sugar imported by the colonies so as to give British sugar growers in the West Indies a monopoly on the colonial market.

**The Revenue Act** was a bill the United States Congress passed to help fund the American Civil War.

**The Boston Massacre** was a deadly riot that occurred on March 5, 1770, on King Street in Boston.

**The Celtic Cross** is a traditional Christian symbol used for religious purposes as well as to symbolize concepts like Irish pride.

**Shamrock** is a small plant with three leaves on each stem that is the national symbol of Ireland.

**The Church of England**, or Anglican Church, is the primary state church in England, where the concepts of church and state are linked.

**Boudicca** was an Iceni queen who led a revolt against the conquering Romans in 60 CE.

**Conservatism** is the quality of not usually liking or trusting change, especially sudden change.

**Roundheads** were members the supporters of the Parliament of England during the English Civil War (1642–1651).

**Royalists** were a person who supports a ruling king or queen or who believes that a king or queen should rule their country.

**The Boston tea party** was a political protest that occurred on December 16, 1773, at Griffin's Wharf in Boston, Massachusetts.

**The epic poem Beowulf** is an Old English epic poem in the tradition of Germanic heroic legend consisting of 3,182 alliterative lines.

**A national emblem** is an emblem or seal that is reserved for use by a nation state or multi-national state as a symbol of that nation.

**Puritan** is a member of a group of English Protestants of the late 16th and 17th centuries who regarded the Reformation of the Church under Elizabeth I as incomplete and sought to simplify and regulate forms of worship.

**Thanksgiving** is a federal holiday in the United States celebrated on the fourth Thursday of November.

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## 6. ПОРІВНЯЛЬНА СТИЛІСТИКА

### Зразки завдань для поточного контролю

**1. According to the pragmatic effect produced upon the addressee metaphors are subdivided into:**

- a) trite and genuine;
- b) simple and prolonged;
- c) expressive and unexpressive.

**2. “В каламутній воді ловити рибу; All is fish that comes to his net”. The following set-phrases are based upon:**

- a) metonymy;
- b) metaphor;
- c) simile.

**3. Among the given English and Ukrainian examples choose the ones illustrating nomination metaphor:**

- a) smoldering discontent;
- b) полиновий мед самоти;
- c) the eye of a needle.

**4. “He could not rise above his emotions. Ми внутрішньо виростили”. The following sentences contain the examples of:**

- a) anthropomorphic metaphor;
- b) orientation metaphor;
- c) zoo-metaphor.

**5. Among the given English and Ukrainian examples choose the one that illustrate synergetic metaphor based upon the mixing of the powers of taste and hearing:**

- a) dry subject;
- b) soft voice;
- c) солодкий голос.

**6. The appropriate translation for the Ukrainian metaphor базар is:**

- a) confusion;
- b) bazaar;
- c) market.

**7. “Romaine Heilger’s evidence was a tissue of lies from beginning to end”. Determine the vehicle in the given metaphor.**

- a) a tissue;
- b) evidence;
- c) Romaine Heilger’s.

**8. The best way to render the meaning of the Ukrainian prefix *nono-* in the sentence “Добре поногнула я там спину” is:**

- a) to omit it;
- b) to resort to a set-phrase with the corresponding meaning;
- c) to use the corresponding English prefix.

**9. Phonetic, morphological, word-building, lexical and syntactic forms which function in the language for emotional (logical) intensification of the utterance are known to be:**

- a) stylistic devices;
- b) expressive means;
- c) set-phrases.

**10. In the sentence “She is a waiter – I can see that now. And I guess she had at lengthy last grown weary of waiting” the suffix *-er-* perform:**

- a) word-building task;
- b) is used to give name to a new phenomenon;
- c) stylistic task.

**11. In the sentence “She is the wellest wife in the world until she is sick, which isn’t often, and then she is the sickest wife in the world” the unit which is stylistically emphasized is:**

- a) the wellest;
- b) the sickest;
- c) she.

**12. According to the modified idiom in the sentence “John Atwood ate of the lotus, root, stem and flower” the man:**

- a) became contented and lazy;
- b) turned to eating plants;
- c) became environmentalist.

**13. The metaphor in a word-combination “a left-handed compliment” is built upon:**

- a) emotional experience;
- b) physical experience;
- c) outer similarity.

**14. The best way to render the meaning of the genitive tautological as in “судити суднем, їсти поїдом” is:**

- a) to resort to the genitive tautological in English;
- b) to find an appropriate lexical unit in English;
- c) to make use of the genitive case in English.

**15. “How do you find the film? Oh, it is a typical weepie”. The suffix -ie in the word weepie is an example of:**

- a) lexical-semantic suffix;
- b) augmentative suffix with pejorative coloring;
- c) lexical-grammatical suffix.

**16. In the sentences: “We Americans agree. But maybe not our Senate”. “That Senate of yours, muttered Hubert, seems to be a pretty hard proposition” the language element, which alongside its ordinary grammatical function displays connotation is:**

- a) that;
- b) yours;
- c) our.

**17. Lexical-semantic suffixes:**

- a) do not change the semantics of the basic word;
- b) give the word different shades of meaning;
- c) create new words with different meanings.

**18. Among the given examples choose the one whose stylistic meaning would be impossible to render in English due to the differences in the word-building systems of the languages:**

- a) Їхав козак на війноньку;
- b) Це не орнітологія, а ерундологія;
- c) Ані хмарки в небі – лише височінь, глибочінь.

**19. Continue the statement. Endearment-diminutive suffixes in English:**

- a) can be attached to verbs;
- b) can be attached to adverbs;
- c) cannot be attached to verbs.

**20. “Ніжна-ніжна (пісня), тихий-тихий (плач)” are:**

- a) complex words;
- b) compound words with reduplicated components;
- c) compound words.

**21. English suffixes -ling-, -let- correspond in Ukrainian to:**

- a) diminutive suffixes;
- b) augmentative suffixes;
- c) diminutive-augmentative suffixes.

**22. According to the metaphor in the sentence “Dorothy’s brief excursion into his life and abrupt exit from it and her own, had given him a little more bother but not much”:**

- a) he feels sorry for her;
- b) she likes excursions;
- c) the relation between the man and woman are over.

**23. Among the given word-combinations choose the one, illustrating “attributive genitive” in English:**

- a) a spur-of-the-moment thing;
- b) a deuce of a journey;
- c) the snows of Kilimanjaro.

**24. “In these days he felt how insufficient were his memories of Jolly, and what an amateur of a father he had been”. The appropriate way to translate “an amateur of a father” into Ukrainian is:**

- a) батько-аматор;
- b) батько він був аніякісінський;
- c) займався у гуртку самодіяльності.

**25. In the sentences: “He goes frightening people with his stories. Do not go putting on any airs with me” the verb to go:**

- a) is used idiomatically to intensify the meaning of the notional verb;
- b) signifies motion;
- c) has its primary denotative meaning.

**26. In the sentence “I’m loving the film” the use of the present continuous tense is:**

- a) grammatically meaningful but stylistically wrong;
- b) grammatically wrong but stylistically meaningful;
- c) both grammatically and stylistically inappropriate.

**27. Continue the statement. The sentence “Did you ever hear of such a thing?”:**

- a) contains grammar mistake;
- b) is emotional exclamation;
- c) contains lexical mistake.

**28. In the metaphor “the relationship soon went sour” the vehicle is:**

- a) human relationship;
- b) human activities;
- c) food.

**29. “Do not listen to him! He’ll tell you incredible thing.” In the given sentence the Future Simple:**

- a) denotes activity essentially characteristic of the subject with some disapproval or reproach;
- b) denotes activity essentially characteristic of the subject with some approval and admiration;
- c) illustrates its ordinary use with reference to a future action.

**30. Inversion in English is a more powerful means of stylistic emphasis than in Ukrainian because:**

- a) it is rarely used in Ukrainian;
- b) there are no other means of stylistic emphasis on the syntactical level in English;
- c) English has a fixed word order.

**31. Stylistic synonyms are:**

- a) forms that coincide in emotional value but differ in their content;
- b) forms that coincide in their secondary syntagmatic meanings;
- c) forms that coincide in their content but differ in the subtle shades of meaning.

**32. In the word-combination “менльке міце” connotation is created with the help of:**

- a) Metonymic transference and diminutive suffix;
- b) Metaphoric transference and diminutive suffix;
- c) Word composition.

**33. To connote means:**

- a) To suggest something in addition to the main meaning;
- b) To emphasize the main meaning of the word;
- c) To change the main meaning of the word.

**34. Choose example of connotation in grammar:**

- a) Іржати (голосно, нестримно сміятися);
- b) That dog of yours is spoiling the garden;
- c) Pipsqueak.

**35. In the sentence “I speak twelve languages. English is the bestest” the use of the form “the bestest” points to the:**

- a) Desire of the author to emphasize the idea expressed;
- b) Illiteracy of the author;
- c) Foreign origin of the author.

**36. Absence of phraseological units with the component “queen” in Ukrainian is accounted for by:**

- a) Lexical combinability factors;
- b) Grammar factors;
- c) Purely extra linguistic factors.

**37. The possessive case in the sentence “Levinstein is a photographer’s photographer” indicates that:**

- a) Levinstein is a rather mediocre photographer;
- b) Levinstein is good at it;
- c) There is no match for him.

**38. Single out the type of associations, which give rise to the following English and Ukrainian metaphors: “to drive sth into one’s head, to get sth out of one’s head” – “сидіти у голові, не виходити з голови”:**

- a) Head is associated with a container;
- b) Head is associated with a living being;
- c) Head is associated with an abstract thing.

**39. The appropriate translation equivalent for the Ukrainian metaphor “жук (проноза, шахрай, хитрун, шельма)” is:**

- a) Beetle;
- b) Rogue;
- c) Fly.

**40. The sentence “Who should come in but his first wife” expresses:**

- a) Surprise on the part of the speaker;
- b) Advice;
- c) Speaker’s awkwardness.

**41. Phraseological units are mostly built on the basis of:**

- a) Litotes;
- b) Metaphor;
- c) Hyperbole.

**42. Metaphors “bedridden arguments, vagrant thoughts, flabby speech” illustrate metaphorical transference, where the vehicle is:**

- a) A human being;
- b) Mental processes;
- c) Different challenges.

**43. Stylistic effect of metonymy is less powerful than that of metaphor because:**

- a) Metonymy does not possess descriptive faculties;

- b) Metonymy does not appeal to people's imagination;
- c) Metonymy is based on real contiguity.

**44. Choose the sentence that illustrates the phenomenon of double accentuation in phraseology:**

- a) Наше діло півняче – прокукурікали, а там хоч і не розвидняйся;
- b) He was born with a silver spoon in his mouth and hasn't stirred since;
- c) Faults are thick where love is thin.

**45. “Хутко на березі ніде було камінчику внасти” – “Before long, people were crammed onto the bank like herrings in a barrel”. The given translation equivalents prove the following:**

- a) it is impossible to render the stylistic meaning of Ukrainian endearment-diminutive suffixes into English;
- b) it is impossible to render the stylistic meaning of Ukrainian augmentative suffixes into English;
- c) stylistic meaning of Ukrainian stylistic suffixes can be rendered into English with the help of the means on a different language level.

**46. Vulgarisms as distinct from slang are:**

- a) substandard;
- b) used by limited groups of people;
- c) rough, swear words.

**47. The main function of a stylistic neologism is:**

- a) to convey the idea of the social status of the personage;
- b) to achieve greater expressiveness of style;
- c) to denote new phenomena.

**48. Archaisms proper are:**

- a) antiquated words replaced by new ones;
- b) words denoting phenomena that have gone out of use;
- c) archaic words with the fixed sphere of usage in poetry.

**49. Stylistic neologisms are coined:**

- a) according to the unusual word-building patterns;
- b) according to the productive word-building patterns of the language;
- c) borrowed from other languages.

**50. The subject of stylistics is:**

- a) expressive resources available in the vocabulary and grammar of the language;
- b) composition of a literary work;
- c) word from the viewpoint of its morphemic structure, history and meaning.

## ТЕРМІНОЛОГІЧНИЙ МІНІМУМ

**Archaisms proper** are antiquated words replaced by new ones (*to deem* – to think, *to befall* – to happen, *десниця* – права рука, *перст* – палець).

**Attributive genitive** is a word in the genitive case used as an attributive adjective. It is capable of expressing complex and subtle shades of meaning and therefore is widely used for stylistic purposes.

**Connotation** is an idea or feeling which a word invokes for a person in addition to its primary denotative meaning.

**Expressive means** are phonetic, morphological, word-building, lexical and syntactical forms that function in the language for the purpose of emotional or logical intensification of an utterance.

**Extra-linguistic factors** are factors not included within the realm of language; they pertain to the sphere of culture, history, traditions and mores of the nation.

**Grammatical synonyms** are grammar forms that coincide in their content but differ in subtle shades of that content or in the emotive value.

**Idiom** is a group of words established by usage as having a meaning not deducible from those of the individual words.

**Inversion** is a reversal of position, order, form, or relationship, such as a change in normal word order.

**Lexical-grammatical suffixes** are suffixes that do not change the semantics of the basic word; they give the word different shades of meaning thus stylistically enriching it; they possess stylistic potential and are used for stylistic purposes.

**Lexical-semantic suffixes** are suffixes that create new words with different meanings.

**Metaphor** is the result of transference of the name of one object to the other, which is based upon similarity (analogy) of the objects.

**Metonymy** is the result of transference of the name of one object to the other, which is based upon closeness (contiguity) of the objects.

**Modification of a phraseological unit** is changing its lexical, syntactical or both forms for the purpose of stylistic intensification.

**Morphological expressive means** are grammar forms, which alongside their ordinary grammatical function display a kind of emphasis and therefore can be used for stylistic purposes.

**Poetic words** are archaic words with the fixed sphere of usage in poetry and elevated prose.

**Phraseological unit** is a lexicalized, reproducible billexemic or polylexemic word group in common use, which has relative syntactic and semantic stability, may be idiomatized, may carry connotations, and may have an emphatic or intensifying function in a text.

**Proverbs** are brief statements showing in condensed form the accumulated life experience of the community and serving as conventional practical symbols for abstract ideas. Proverbs as distinct from sayings are didactic.

**Stylistics** is study of the devices in languages (such as rhetorical figures and syntactical patterns) that are employed to produce expressive or literary style.

**Stylistic devices** are the results of conscious and intentional literary use of some facts of the language (including expressive means) for the purpose of further intensification of the emotional or logical emphasis.

**Stylistic neologisms** are words and expressions coined by their creators in quest of expressive utterance. As a rule they are built according to the productive word-building patterns of the language and are easily understood by the readers.

## СПИСОК РЕКОМЕНДОВАНИХ ДЖЕРЕЛ

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**НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК**

**з Теоретичного курсу з першої іноземної мови**

(історія мови, порівняльна лексикологія, порівняльна граматики,  
теоретична фонетика, лінгвокраїнознавство, порівняльна стилістика)

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