**Theoretical Questions for final exam** ( History of English language)

1. Which of the ME ancestors of the following words were pronounced with long open [ε:], with long closed [e:], and which with short [e]? Make an educated guess and argue your choice. *Sea, see, wet, weather, death, tear?*

2. What was status of the following four ways of plural formation in the Middle English period? (a) OE *stan (sg.)- stanas* (pl.),(b) OE *sunu (sg.)-suna* (pl.) (c) OE *swin (sg.)-swin* (pl.) , (d) OE *eage (sg.)-eagen* (pl.)

3. Chain shifts and the use of the notion in explaining linguistic changes?

4. Try to explain the semantic change from OE *bedu* “prayer” to ModE *bead*?

5. In what way may language internal, systemic factors have been behind the phonological changes reflected in the Great Vowel Shift?

6. What is the difference between metaphor and metonymy? Give examples.

7. How might one explain that the irregular verbs that still exist in modern English are typically very frequent and belong to the so called core vocabulary of the language?

**Stylistics**

1. Stylistic devices and expressive means (lexical, phonetic, syntactical).

State the notions of SDs and EMs. Classify lexical, phonetic and syntactical SDs and EMs.

Determine the stylistic devices which refer to the metonymical group.

Give the definition to metaphor its varieties and comment on the functions they fulfill.

Comment on the structures of epithet, oxymoron, irony and their stylistic effect.

Specify the figures of quantity and quality (antonomasia, periphrasis and euphemism), explain their stylistic purpose. Use examples.

**2. Stylistic differentiation of the English vocabulary (bookish, neutral, colloquial).**

Name three main layers of English word stock and define their sphere of usage.

Discuss the subgroups of literary and colloquial layers.

Comment on the use of following words: a) child, kid, infant b) chap, associate, fellow.

Differentiate a) terms b) archaisms c) slangs d) dialectal words e) vulgarisms f) jargonisms

**3. Stylistic meaning (connotation, expressiveness, emotional).**

Define the linguistic term “meaning”. What types of word meaning do you know?

Differentiate contextual, grammatical and lexical meanings.

Distinguish three types of meanings represented by imagery and comment on their characteristic features.

Specify the transference of meanings from nominal to logical.

**4. Functional styles of the English language.**

Name the Functional styles of the English language. Define their substyles.

Describe the bookish style and its five representations.

Characterize newspaper speech and the diversity of its content.

Evaluate the usage of repetition, antithesis, climax and parallel constructions in oratory and speeches.

**5. Stylistics as a branch of linguistics.**

Speak about Stylistics as a subject. State its aims and tasks.

 Define the general language problems touched by investigating SDs and EMs, and FS of the English language.

 Identify individual style and specify its features.

Explain the connection of Stylistics with other branches of Linguistics and specify their relations.

 **Lexicology questions**

1. Name the area of lexicology specializing in the semantic studies of the word?

2. The leading semantic component in the semantic structure of the word?

3. The main way of enriching and enlarging the English vocabulary?

4. Conversion derivation and composition.

5. Three aspects of composition in the English language.

6 . The four types which represent the main structural types of Modern English words.

**Theoretical phonetics**

Define the phoneme nature in English and name the phoneme theories suggested by different phonological schools.

Define vowel- consonant distinctions.

Classify English Consonants according to main principles.

Analyze the principles of classification of English vowels.

Name the modifications of consonant and vowel sounds in connected speech and give examples to some of them.

What is generalized formula of a syllable structure in English and name the syllable types.

Give the definition to the Stress in English and define the difference in the accentual patterns of compound nouns, adjectives, verbs.

Distinguish the principle varieties of English and speak about orthoepic norm of English.

Name the major speech areas in the USA and give examples to each one.

**Сравнительная типология**

1. Formulate principles of classifying of languages, categorize them according to the formation and compare examples in English, Russian and Kyrgyz.
2. Illustrate three criteria of arranging parts of speech in English, Russian and Kyrgyz. Demonstrate discrepancies of peculiarities of parts of speech.
3. Recall the theories of isomorphism and allomorphizm, develop your explanation, compose structural feature in English, Russian and Kyrgyz.

**Theoretical grammar**

1. Formulate noun as a part of speech and give morphological, semantic and syntactic properties of the noun.

Choose the important members of this category in the following examples:

*(a) My new****jeans are****Italian.*

*(b) We have to buy Peter new****pyjamas****, since his old****ones****are worn out.*

*(c) In this experiment,****headphones****are to be used.*

*(d) The ship's doctor made use of****tweezers****to remove the foreign object.*

*(e) The****minutes were****kept by Sheila.*

*(f) The****goods have****been exported to Germany.*

*(g) All our****valuables have****been stolen.*

*(h) The****police are****investigating the case.*

2 Define the category of case and its evolution of theoretical interpretations of the category of case in English.

3. Define the verb as a part of speech and grammatically relevant subclasses of verbs (transitive/intransitive, terminative / nonterminative).

 Compare syntagmatic properties of verbs: valency, combinability, adjunct, complement, supplement.

4. Classify finite and non-finite forms of the verb and categorize the category of finitude. Grammatical status of verbids. Identify the finite and non-finite forms of the verbs in the following sentences.

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| 1. My sister spoke French on holiday
 |
| 1. It took courage to continue after the accident
 |
| 1. Leaving home can be very traumatic
 |  |
| 1. Leave immediately when you are asked to do so
 |  |

5. Define description of the adjective as a part of speech and analyze the subclasses of the adjective and their relation to the category of comparison.

- Compare the grammatical category of comparison and its controversy over types and number of forms; the elative comparison