Test 1  
on the topic “Realization of lexical system in the text”

1. The vocabulary of any language is a structured set of interdependent and interrelated elements. What kinds of relations exist between words?

a) syntagmatic and syntactic  
b) syntagmatic and paradigmatic  
c) paradigmatic and lexical

2. Complete the following sentences:

“________ relations are based on some common feature of words with respect to which words may be regarded as equivalent.”

“________ relations are based on linear character of speech that is on the influence of context.”

a) syntagmatic, paradigmatic  
b) paradigmatic, syntactic  
c) paradigmatic, syntagmatic  
d) syntagmatic, syntactic

3. What are the main types of analysis of syntagmatic relations?

4. Complete the sentence determining the type of linguistic relations:

“________ linguistic relations determining the vocabulary system may be subdivided as follows: the interdependence of elements within words; the interdependence of words within the vocabulary; the influence of other aspects of the same language.”

5. The main aspects of paradigmatic studies of lexical units are

<table>
<thead>
<tr>
<th>a) synonymy</th>
<th>b) polysemy</th>
<th>c) antonymy</th>
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<td>d) functional styles</td>
<td>e) denotation</td>
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6. Read the text and fulfill the assignments that follow.

What kinds of fact does a semantic theory have to explain? This
question, asked of a theory of any subject, provokes a self-evident reply, for there is no satisfactory way of charting in advance the territory which is the concern of a particular discipline. The only recourse is to an informal statement, in ordinary, non-technical language. “The aim of semantics is to explain and describe meaning in natural languages”. To make our stating point in ordinary usage more explicit, we may even say that the goal of semantics is to explain what underlies the use of the word “means” and related terms (sense, nonsense, signify, ambiguous, antonym, synonym, etc.) in English and other languages. The word “means” so hopelessly vague and confusing as some philosophers, linguists, and literary critics have sought to show. Much of its assumed vagueness stems from its use not only for cognitive meanings, but for the factors of tone, attitude, emotion, etc., evoked by a particular form of language. The distinction between these senses is admittedly difficult to draw, as, indeed, are most of the demarcation lines in linguistics. However, I shall now assume that such a line can and ought to be drawn – otherwise most of the basic concepts of semantics are worthless. For example, I shall use the word “synonymous” to mean “equivalent” as regards cognitive meaning only. The further requirement of equivalence as to context of use is so strong as to make the notion of synonymy virtually useless in linguistics. Yet this additional requirement has often been imposed in the past, leading to the triumphantly negative conclusion “There is no such thing as a synonym”. Similarly, I shall interpret “ambiguity” as referring to the condition of one formal item having more than one cognitive meaning. If it was maintained that an expression has a “different meaning” for every difference in tone, evocative effect, etc., the notion of ambiguity would be as indeterminate as the notions of tone, evocative effect, etc., and no precise way of determining whether a formal item was ambiguous would be available.

7. In what way are paradigmatic relations of lexical units realized in the text. Make a list of:
   a) synonyms
   b) antonyms

8. Define word-formation paradigms.
   Example: use – usage – useless

9. Define paradigms with the similar meanings.
10. Analyze syntagmatic relations of lexical units in the text.
   a) attributive word combinations;
   b) word combinations with ‘...to-Infinitive’

11. Consider lexical means of the text cohesion and coherence.
Note: Cohesion (связность текста) is the network of surface relations which link words and sentences in a text. Coherence (логичность текста) is the network of conceptual relations which underlie the surface text.

12. Classify the text connectors according to grammatical (e.g. part of speech) and semantic criteria (semantic features of lexical units).

13. Find stylistic devices providing the text cohesion (e.g. repetition).

14. Make a list of context-free words. Suggest the Russian substitutes for them.

15. Translate the context-bound words (polysemantic words).

16. Note the use of conjunctions in the text. Suggest the appropriate Russian translations.

17. Synonyms are one of the language’s most important expressive means. The following example convincingly demonstrates that the principle function of synonyms is to represent the same phenomenon in different aspects, shades and variations.

Example:
   In the extract an irritated producer is talking to an ambitious young actor:
   “Think you can play Romeo? Romeo should smile, not grin, walk, not swagger, speak his lines, not mumble them.”
   (From Some Men and Women by B. Lowndes)

Discern the same denotative component and connotative components in the meanings of the synonyms of the given context.

18. Find antonyms in the following joke and describe the resultant stylistic effect.

   Policeman (holding up his hand): Stop!
   Visitor: What’s the matter?
P.: Why are you driving on the right side of the road?
V.: Do you want me to ride on the wrong side?
P.: You are driving on the wrong side?
V.: But you said that I was driving on the right side.
P.: That is right. You are on the right, and that’s wrong.
V.: A strange country! If right is wrong, I’m right when I’m on the
    wrong side. So why did you stop me?
P.: My dear sir, you must keep to the left. The right side is the
    left.
V.: It’s like a looking-glass! I’ll try to remember. Well, I want to
go to
    Bellwood. Will you kindly tell me the way?
P.: Certainly. At the end of this road, turn left.
V.: Now let me think. Turn left! In England left is right, and right
    is
    wrong. Am I right?
P.: You’ll be right if you turn left. But if you turn right, you’ll be
    wrong.
V.: Thank you. It’s as clear as daylight.

(After G.C. Thornley)