



**«ԻՆՏԵՐԱԿՏԻՎ ԿՐԹՈՒԹՅԱՆ
ԶԱՐԳԱՑՈՒՄ»
ՀԻՄՆԱԴՐԱՄ**



**ՀԵՐԹԱԿԱՆ ԱՏԵՍՏԱՎՈՐՄԱՆ ԵՆԹԱԿԱ
ՈՒՍՈՒՑԻՉՆԵՐԻ ՎԵՐԱՊԱՏՐԱՍՏՄԱՆ
ԴԱՍԸՆԹԱՑ 2022**

ՀԵՏԱԶՈՏԱԿԱՆ ԱՇԽԱՏԱՆՔ

ԹԵՄԱ

Theoretical Background for Analyzing Proverbs and Sayings

ԱՌԱՐԿԱ

Անգլերեն

ՀԵՂԻՆԱԿ

Հայարփի Իսաղուլյան

ՄԱՐԶ

Արմավիր

ՈՒՍՈՒՄՆԱԿԱՆ ՀԱՍՏԱՏՈՒԹՅՈՒՆ

Վաղարշապատի թիվ 10 ավագ դպրոց

INTRODUCTION

This is **devoted to** “The forms of negation in proverbs and sayings and their teaching in High School”. The actual **subject-matter** of the thesis is the forms of negation used in proverbs and sayings. Negation in natural languages has properties different from those of negation in logic, which is very well seen in proverbs and sayings.

The relevance of the research is predetermined by the rising interest in the studies of language in its actual realization and the description of the ways conversation is constructed, particularly forms of negation in proverbs and sayings.

The aim of the thesis is to study the forms of negation in proverbs and sayings

To achieve the aim the following objectives are set forth:

1. to define the concept of negation
2. to define the place of proverbs and sayings in the system of phraseology
3. to indicate the forms of negation in proverbs and sayings
4. to examine the explicit means of expressing negation in proverbs and sayings
5. to investigate the implicit means of expressing negation in proverbs and sayings
6. to introduce methods of teaching proverbs and sayings in High School

From **theoretical** point of view our research is important because it gives more precise description of forms of negation which are used in proverbs and sayings.

The practical value consists in presenting proverbs and sayings in High school

The following **methods** have been applied in our research: systemic, structural, comparative, contextual

The empirical material is taken mainly from various dictionaries

The thesis consists of **Introduction, four chapters, Conclusion and Bibliography**

Introduction deals with the explication of the most general concepts on which the research is based.

Chapter I is devoted to the theoretical part of our thesis. It consists of two separate subchapters devoted to:

1. “The category of negation in linguistics”
2. “Proverbs and sayings in the system of phraseology”.

In the first part of this chapter we studied and analyzed the concept of linguistic negation, different scientific approaches to the issue by the prominent scholars in this field. It also deals with the place of proverbs and sayings in the field of phraseology.

Chapter II “Explicit Negation in Proverbs and Sayings” is devoted to all the forms of overt negation. In this chapter two main groups of negation are examined: ‘Grammatical expressive means of negation’ and ‘Morphological expressive means of negation’ used in proverbs and sayings. Various structural types of negation are studied: verb phrase negation, noun phrase negation, adjective phrase negation, adverb phrase negation etc.

Chapter III “Implicit Negation in Proverbs and Sayings” gives us a view of covert negation which is hidden in the meaning of the proverbs and sayings. To identify the implicity of negativity an attempt is made to reveal all the hidden meanings of the proverbs and sayings under discussion.

Chapter IV “Teaching the Forms of Negation in Proverbs and Sayings in High School” is devoted to methods of presenting proverbs and sayings in High School. A number of suggested exercises on proverbs and sayings contain negative forms for learners to memorize them and recognize their negative forms and meanings.

Conclusion summarizes the outcomes of the carried research.

Bibliography provides the list of references and sources used in the thesis.

CHAPTER I

Theoretical Background for Analyzing Proverbs and Sayings

1.1 Proverbs and Sayings in the System of Phraseology

Phraseology is a branch of lexicology which studies set or fixed expressions, such as idioms, phraseological units (set expressions, phraseologisms, or idioms, proverbs and sayings, phrasal verbs, and other types of multi-word lexical units (often collectively referred to as *phrasemes*), in which the component parts of the expression take on a meaning more specific than or otherwise not predictable from the sum of their meanings when used independently.

Some linguists as N.N. Amosova, J. Casares don't include *proverbs* and *sayings* into their classifications. Others like I.V. Arnold, A.V. Koonin, V.V. Vinogradov do, on the grounds that 1) like in phraseological units their components are never changed 2) phraseological units are often formed on the basis of proverbs and sayings.

Professor G.B. Antrushina considers that: "proverbs are different from those phraseological units. The first distinctive feature is the obvious structural dissimilarity. Phraseological units are a kind of ready-made expressions which fit into the structure of a sentence performing a certain syntactical function as words do" (Antrushina, Ch12). On the other hand, proverbs, if viewed in their structural aspect are sentences and cannot be used in the way in which phraseological units are used. Antrushina mentions that proverbs and sayings are emotionally charged, they are stronger than single words or word combinations. If we compare proverbs and sayings with phraseological units in the semantic aspect, the difference seems to become more obvious.

E.g. "A drowning man will clutch at a straw → to clutch at a straw."

Proverbs and sayings are units which always moralise, give advice, give warning, admonish, criticize while no phraseological unit ever does any of these things. They don't stand for whole statements as proverbs and sayings do but for a single concept. Their function in speech is purely *nominative* (i.e. denote an object) while the function of proverbs and sayings in speech is *communicative* (i.e. impart certain information). (V.V. Vinogradov 'The main concept of Russian phraseology')

"The question of whether or not proverbs and sayings should be regarded as a subtype of phraseological units and should be studied together with the phraseology of a language is controversial one." (Antrushina Ch 12.)

“Professor A.V. Koonin includes proverbs in his classification of phraseological units and considers them communicative phraseological units.”(Antrushina Ch13). From his point of view one of the main criteria of a phraseological unit is its stability and this is the main feature which proverbs and sayings have as they are always stable and remain unchangeable.(Kunin ‘Phraseology of modern English’, Moscow 1972)

According to professor Ginzburg: “ proverbs and sayings cannot be considered and studied the same way as phraseological units because they do not function as word –equivalents. As it was already mentioned, they exist as readymade expressions with a specialized meaning of their own which cannot be inferred from the meaning of their singly taken components. Due to this, the linguists who rely mainly on the criterion of idiomaticity classify proverbs and sayings as phraseological units, and vice versa the proponents of the functional criterion argue that proverbs and sayings lie outside the province of phraseology.”(Ginzburg “Phraseology”)

What are proverbs and sayings?

Every culture has a collection of **proverbs** and wise **sayings** that offer advice about how to live your life.

In folklore among all the variety and richness of its poetical significance and form it is difficult to find out more interesting researchable genre than proverbs and sayings. It was the subject of deep study of scientists in most different ideological branches. Most scientists agreed that the proverbs are folklore speech in which not only the person’s point of view but also general people’s outlook is expressed. Proverbs and sayings play an important role in language. They give emotionality, expressiveness to the speech. They have certain pure linguistic features that must always be taken into account in order to distinguish them from ordinary sentences. Proverbs are brief statements showing uncensored form of the accumulated life experience of the community and serving as conventional symbols for abstract ideas. They are usually didactic and image bearing. Many of them became very polished and there is no extra word in proverbs and sayings.

According to Oxford Dictionary “a **proverb** is a brief traditional saying which presents a truth or some bit of useful wisdom, it offers advice or presents a moral in a short and pithy manner. It is usually based on common sense or practical experience. The effect of a proverb is to make the wisdom it tells seem to be self-evident. The same proverb often occurred among several different peoples. True proverbs are sayings that have been created by people for centuries in their social and historical life and passed from generation to generation primarily by word of mouth. They may also have been put

into written form. Paradoxically, many phrases which are called ‘proverbial’ are not proverbs as we now understand the term. The confusion dates from before the eighteenth century, when the term ‘proverb’ also covered metaphorical phrases, similes, and descriptive epithets, and was used far more loosely than it is today.”

Proverbs were always the most vivacious and at the same time most stable part of the national languages, suitable competing with the sayings and aphorisms of outstanding thinkers.

Saying is a well-known phrase or statement about life that most people believe is wise and true .

Proverbs fall readily into three main categories:

1. Those of the first type take the form of abstract statements expressing general truths :

E.g. ”Absence makes the heart grow fonder.”

2. Proverbs of the second type include many of the more colourful examples, use specific observations from everyday experience to make a point which is general:

E.g. “You can take the horse to water, but you can’t make him drink.”

3. The third type of proverb comprises sayings from particular areas of traditional wisdom and folklore. : E.g. “After dinner rest a while, after supper walk a mile.”

Proverbs serve as an excellent source of studying peoples culture, politics, economy, ect. Proverbs reflect the life of people over different periods and moral norms and religious faith of nations.

1.1. The Category of Negation in Linguistics

Over the centuries, there has been a tremendous interest in negation on the part of scholars and philosophers all over the world. Negation has always occupied a central position in the studies of logic. Most of the books on the negation are concerned with issues that derive from philosophical and logical problems of sentences in which negation is involved. And only recently there has been an attempt to study the properties of negation in language use, particularly proverbs and sayings.

A great amount of human activities require the linguistic possibility to deny. We cannot influence each other without negation, we could not have public or private discussions without negation, we could not

think over our past or our future without negation, because we could not have counterfactual reasoning.

It is commonly known that negation in natural language has different properties from those of negation in logic, where it is manifested as contradiction. This law states that two contradictory statements cannot be true, at least one of them is false. It means that one statement is necessarily false. Whether the other statement is true or false is not stated. It can be either true or false. Besides, the logical category of negation reflects the absence of a feature, as well as the absence of an object or a phenomenon, the presence of which could be possible under other conditions and in other times.

In linguistics the grammatical category of negation is considered as the whole of similar grammatical meanings signified by appropriate grammatical formats. Negation is an expression with the help of lexical, phraseological, and syntactic means to show that the connection between the elements of a statement does not exist in reality (is thought over in speech as non-existent). At the same time it should be stressed that the “affirmation of non-action”, or “non-knowledge”, or “non-awareness” is more emphatic than “affirmation proper”: when using a negative form, something may be affirmed”, even more strongly. So, negation means

- A grammatical term denoting the process of transformation of an affirmative statement into a negative one;
- A component of a sentence meaning, which points to a non-existent connection between parts of a sentence;
- The process that turns an affirmative statement into its opposite denial;
- Contradicting of a sentence meaning or its parts;

Thus, negation can be represented as one of the members of the opposition affirmation-negation, where affirmation is an initial, non-marked member, and negation is a marked one. So, being an opposite phenomenon to affirmation, negation also belongs to the universal conceptual categories. That’s why linguistic category of negation pertains to those speech categories, which most closely correspond to logical categories.

In a broad sense, negation is exactly a linguistic category, and not only lexical, morphological or syntactical; because logical negation can be expressed with a help of various language means (world-building, lexical, phraseological). Negation is an integral part of the language substance, and it is the feature, which explains all its functions and forms.

Many researches carried out during the last decades have dealt with the acquisition of negation in language learning. All of them agreed that the acquisition of linguistic negation is a central step in cognitive development.

The use of negation postulates complex cognitive abilities, as psycholinguistic research has shown. In order to use negation we need to know the difference between our mental representations and the mental representations of the person we are speaking to.

Psycholinguists have been identifying the different semantic categories of negation that arise during cognitive and linguistic development. The number of these categories increases or decreases depending on the criteria of classification adopted in each study.

According to many studies the following three steps in the acquisition of linguistic negation are acknowledged:

1) rejection/refusal, 2) disappearance/non-existence/unfulfilled expectation, 3) denial.

Rejection is the first category of negation to be acquired. We use “no” to express refusal of something existing in our present context and before the time we start to produce the single word “no” to express rejection, we have already expressed it non-linguistically. However we can find examples of rejection in human pre-linguistic gestures and even in animal behavior. Rejection, according to Pea “does not require abstract mental representation, while non-existence and denial does require them”. (Pea, 1980)

The second category of linguistic negation is non-existence/unfulfilled expectation. At this stage, we are able to notice the absence or disappearance of an expected referent in the context of speech or indicate something that influence our expectations, based on the previous experience.

Finally, the third category to be acquired is denial. Denial implies negation of a predication. The referent is usually symbolically expressed. As L. Bloom argues, “to deny, we must have the ability to distinguish between our own knowledge of the world and the knowledge of our listener” (L. Bloom 1970). In order to deny a sentence we have to manage with two propositions, one affirming and one negating the same predication. “To deny the truth of another person’s statement entails the understanding that the other person may hold different beliefs, or that language is itself a representation of reality, not reality itself” (Tager-Flusberg 1999:328).

According to Antinucci and Volterra , “categories of negation are acquired according to the complexity of the inferences about that they entail” (Antinucci and Volterra 1979) . At the beginning, we are only able to make inferences about the present cognitive situation. Thus, we can only negate something currently present in the cognitive context of speech or something that was present in the speech context, but when we start to express a denial, we become aware of our listeners presuppositions and this time, we rely on both cognitive and pragmatic context.

Negation shows complex interaction with many aspects of meaning and structure. When we look at negation from a cross-linguistic perspective, we immediately see that there is much more to it than just adding a negative marker to an affirmative sentence.

As we have already mentioned, in natural language negation is a complex and multifaceted phenomenon, not all aspects of which have been studied by typologists. Having spoken about categories of negation we also should overview current typological knowledge of negation such as standard negation, the negation of declarative clauses, and other types of clausal negation: negation of imperatives, negation of nonverbal and existential clauses, and the major topic covered is negative indefinite pronouns.

There are different approaches as to the status of negation. Every natural language possesses means to express clausal negation, that is, a construction or constructions the function of which is to negate a clause. We will look at the various ways in which the world’s languages express standard negation. The term ‘standard negation’ ” originates from Payne (Payne 1985). It can be characterized as the basic means that languages have for negating declarative verbal main clauses. “In English we can identify the construction that adds *not* after the auxiliary verb as the standard negation strategy. It has been noted by many linguists that certain grammatical environments are more likely than others to have negative constructions different from standard negation”. (In Kahrel’s (1996: 70-1).

Negative assertion can be true or false, and a true assertion can be affirmative or negative. It is obvious that early psychological researches focused on interaction between the affirmative or negative polarity of sentences and the *truth values* of the propositions that they express.

“The early discovery of the interaction between polarity and truth value resulted three main results according to Wason and colleagues” (Wason & Johnson-Laird, 1972, Ch. 2). The first result was that negative assertions are harder to verify than affirmative assertions (Wason, 1959, 1961). The second result concerns the difference between *complementary* predicates, such as “odd” and “even”, which have just one alternative, and contrastive predicates, such as “red. “green”, “blue”. etc, which have

many alternatives. “In negative assertions, individuals often replace the negation of a complementary predicate, such as *not even*, with an affirmation of its complement, *odd*. The third result was that contrastive predicates yield the interaction between polarity and truth value. When individuals verify assertions containing these predicates, they evaluate affirmatives as true rather than false, but they evaluate negatives as false rather than as true” (Wason & Jhones, 1963). Wason’s research showed that any explanation of negation had to take into account both its grammar and meaning. It led to the development of psycholinguistic models of the verification of assertions, which included both these factors.

A linguistic theory of negation needs to explain the syntax, semantics, and pragmatics of negation; a psychological theory needs to explain how the process of comprehension takes grammar, meaning, and knowledge into account, what is mentally represented as a result of comprehension, and the contextual factors that affect these processes.

Negation, as we have already mentioned, is a linguistic, cognitive, and intellectual phenomenon. It is essentially important to human thought. As Horn and Kato put it, “Negative utterances are a core feature of every system of human communication and of no system of animal communication. Negation and its correlates – truth-values, false messages, contradiction, and irony – can thus be seen as defining characteristics of the human species.” (Horn and Kato 2000).

“*Cognitively* negation is primary offline thinking; it includes some comparison between a ‘real’ situation lacking some particular element and an ‘imaginal’ situation that does not lack it. There are many diverse conversational (STORY AND DISCOURSE) and (WRITING AND READING) approaches for specifying and interpreting focus elements, and even more for modulating them.” (Negation and Negative Polarity. Article from the Cambridge encyclopedia of the language sciences, August 31, 2007)

“*Formally* a functor called by logicians ‘Negation’ is the only significant element; its behavior is described by the most basic axiom of logic., the Law of Contradiction, which asserts that No Proposition is both True And Not True.” (Negation and Negative Polarity. Article from the Cambridge encyclopedia of the language sciences, August 31, 2007)

“*Pragmatically* negation provides, among many other concepts, the basic ‘cancellation test’ for presupposition, as well as the fundamental observations that underlie theories of politeness and ironic bonding.” (Negation and Negative Polarity. Article from the Cambridge encyclopedia of the language sciences, August 31, 2007)

In natural language, negation functions as an ‘operator’, along with quantifiers and modals operators which are more basic and have more properties than ordinary predicates or functors. “In particular, operators have a ‘scope’; that is, there is always some other element – either assumed or verbally present in the discourse – to which a negative, modal, or quantifier refers. That linked element is said to be ‘the focus’ or to be ‘in the scope’ of the negative.” (Negation and Negative Polarity. Article from the Cambridge encyclopedia of the language sciences, August 31, 2007)

“There is also a large, complex, and diverse system of *Negative Polarity Items* (‘NPIs’ – like *ever* in *He didn’t ever see it*), which felicitously occurs **only** in the scope of some negative element (*He ever saw it*). The details of what ‘scope’ actually is, and of how and which and why NPIs occurs within it, vary among specific negative and NPI elements.” (Negation and Negative Polarity. Article from the Cambridge encyclopedia of the language sciences, August 31, 2007)

“ ‘NPI’ is a term applied to lexical items, fixed phrases, or syntactic construction types that demonstrate unusual attitudes towards negation. NPIs might be words or phrases that occurs only in negative polarity contexts (*fathom, in weeks*) or have an idiomatic sense in such contexts (*not too bright, drink a drop*); or they might have a lexical affordance that only functions in such contexts (*need/dare (not) reply*); or a specific syntactic rule might be sensitive to negation, like Subject-Verb Inversion with Adverb Fronting in *Never/Ever/Frequently* have seen such thing.” (Negation and Negative Polarity. Article from the Cambridge encyclopedia of the language sciences, August 31, 2007)

The grammatical occurrence of NPIs in an utterance is powerful evidence that it contains some sort of negation, and this allows NPIs to function as ‘indicators’ for various types of semantic opposition and syntactic structure. This has turned out to be a sensitive tool in other research areas of linguistics, and linguists using NPIs have found out many covert negative phenomena; for instance, NPIs can also occur in questions (*Have you ever been there?*), hypothetical clauses (*Tell me if he ever arrives*), and comparatives (*He’s better than we ever expected*).

Negation expresses complex interrelation with many aspects of meaning and structure. When we study negation from a cross-linguistic point of view, we right away see that there is much more to it than simple adding a negative marker to an affirmative sentence. In human language negation is a complex and versatile phenomenon, which is studied by typologists. The main field based on typological studies of negation is standard negation.

Negation can be expressed both explicitly and implicitly. Explicit means of expressing negation cover negative words, affixes, prefixes, suffixes, etc. Explicit expression of negativity in sentence is usually doesn't demand additional semantic analysis. As far as, implicit means of expressing negation are concerned, they do not contain formal markers of negativity; the negative meaning is expressed implicitly in them. The meaning of implicitly negative utterances is usually inferred from the context itself. For identifying the negativity of such sentences we need to analyze and infer their meaning. From the point of view of several linguists negation is more comprehended, as compared to affirmation. As H. Clark has mentioned, "a negative sentence takes longer to process and is less accurately recalled and evaluated relative to a fixed state of affairs than the corresponding positive sentence"

We should point out that the expression of negation in communication is very important, as it enables us to deny, to contradict and to express opposition. The importance of implicit negation is doubled when we consider its role in communication, in our everyday life. Surely, the fundamental role of implicit negation is conveying negative meaning. However, expressing negation or refuse through implicit negation is more preferred in many cases, as it helps to escape direct negation. By implicit negation it is probable to deny, to reject, to contradict an idea without hurting the partner in conversation. This is due to the hidden nature of implicit negation, through which we can avoid direct negation, rejection, contradiction, denial, which can sometimes be inappropriate and offensive. Implicit negation makes the process of communication "smoother" and "softer", as with the use of it people engaged in communication express contradiction or negation indirectly.

CHAPTER II

Explicit Negation in Proverbs and Sayings

Natural language has a rich arsenal of means of negation. There are a number of aspects according to which we can classify negative expressions into groups. The main basic, common accepted distinction of the negative forms in English is that all negatives are divided into those which are negated grammatically and those which are negated semantically. The group of negative forms which is negated grammatically is called *Explicit Negation*. Explicit negation in English includes negative words *no, not*, negative adverbs *never, nowhere*, negative pronouns *nobody, none, nothing, neither, negative affixes*, negative conjunction *neither....nor*. So, as we have already mentioned, explicit negation may be expressed by negative words (no), negative prefixes (un-known), negative forms of certain parts of speech: verb (do not), pronoun (nobody).

Means of expressing explicit negation in English include:

1. Grammatical expressive means of negation
 2. Morphological expressive means of negation
1. Traditionally the negative particle 'not' is referred to grammatical means of expressing negation as it participates in formation of negative forms: *the auxiliary + main verb*. At the same time, the particle 'not' is the means of negation realization on the syntactic level. It can stand in different position to the verb and making it negative in meaning. Together with the particle 'not' there is also another main way of negation expression *nobody, neither, nothing, none, nowhere* etc. The

other highly productive means of negative action is the usage of the adverb *never* before verbs. Adverbs have individual characteristics: they express ‘denying of action or objection’, giving some “false or wrong accomplishment of the utterance”.

2. Morphological expressive means of negation in English are frequent. There are 16 negative affixes in the English language: 1 negative suffix (*-less*) and 15 negative prefixes (*un-*, *dis-*, *di-*, *mis-*, *de-*, *non-*, *be-*, *counter-*, *a-*, *under-*, *ill-*, *mal-*, *pre-*, *ter-*, *ex-*).

The most frequently used affixes are *-less*, *un-*, *in-*, *non-*, *anti-*, *dis-*. Prefix *in-*, as a rule, coins negative adjectives and nouns from the corresponding adjective stems (capable- incapable) and seldom verbs from verbal stems. Prefix *dis-* commonly forms verbs both from nouns/adjectives and verbs (disable, disapprove). Prefix *un-* is the only originally English prefix which remains a productive word- building element during all periods of language development: (wealthy- unwealthy, grateful-ungrateful).

Suffixal means of negative semantic expression is one of the characteristics of English. So, the negative meaning of suffix *-less* is ‘lack of something that is stated in the motivating stem’ (homeless, regardless). There is another suffix ‘*-free*’ used for the expression of shortage or absence of something (sugar-free).

Generally, it may be said that morphological means of expressing negation are closely connected with the lexical level of the utterance since isolated morphemes do not have meaning, but they obtain new negative meaning in combination with the stem form.

2.1 Grammatical Expressive Means of Negation

The first main group of explicit negation is subdivided into subgroups:

1. Verb phrases negation
2. Noun phrases negation
3. Adjective phrases negation
4. Adverbs phrases negation
5. Negative pronoun negation

We shall analyze each in detail.

Verb Phrases Negation

There is a negation rule in English which says, “If we want to assert that something is not true, we can form a negative sentence by adding particle *not* after the first auxiliary verb in the affirmative sentence.” This type of negation in English is called verb *phrase negation*. Negative clauses all need a verb functioning as an *operator* in the inflection constituent. If the inflection contains a modal verb, the modal is the operator and when the clause is negative, *not* must follow this operator and often gets attached to it. So, as we have already mentioned verb phrases in English can be negated by inserting the negative particle *not* after the first auxiliary verb of the verb phrase or by inserting the operator *do* and the negative word *not* before the verb. For example, the following sentence is an example of negated English sentence in which the verb phrase is negated:

e.g. “Clothes don’t make the man.”

The formation of negative proverbs by inserting the operator *do* and negative particle *not* before the verb is the most common form of negation that occurs very frequently in the English proverbs and sayings. The form *do + not* is used in the *simple present* or the *simple past* before the main verb to negate the sentence. In this case only the auxiliary verb *do* is conjugated, the main verb is used as infinitive. The form *does* is used for the third person singular in the *simple present* as in: “One swallow *does not* make a summer” but *do* for all other persons and *did* for all forms in the *simple past*. We should mention that while studying English proverbs and sayings we haven’t come across forms in the Past Tenses with *did* as proverbs and sayings do not represent advice, wisdom, judgment directed to the past. They are usually based on common sense or practical experience which occurs among people passing from generation to generation by keeping its vivid element, describing every branch of people’s life and becoming a part of everyday speech.

The English language is full of the proverbs and sayings with the form *do not* in the Imperative Mood. The imperative form of the verb is itself different in meaning when negated. If affirmative sentences in Imperative Mood expresses a request, negative sentences used in Imperative Mood express prohibition. The only common thing of both negative and affirmative sentences in Imperative Mood is expression of command.

E.g. “Don’t look a gift horse in the mouth.”

“Don’t play with fire.”

As we can judge from these proverbs negative Imperatives are used principally for ordering or advising the listener not to do something. They are also often used for giving instructions as to

how to behave in a given situation. The use of the negation in Imperative Mood may be seen as impolite, rude or even offensive in certain circumstances. Here, of course, we should mention, that in order not to offend the interlocutor a word like *'please'* or a phrase like *'if you could'* may be used. In our example given above it will sound like:

E.g. "If you could, don't look a gift horse in the mouth."

"Please, don't play with fire."

But we are not authorized to change the structure of the proverb or saying.

Another frequently used auxiliary verb in forming negation is the verb *be*. When we use the auxiliary verb *be*, negative statements are formed by placing *'not'* after the verb:

E.g. "The devil *is not* so black as he is painted."

"The tongue *is not* steel but it cuts."

The verb *have* is also used to negate a sentence. The verb *have* has two ways of functioning - as a main verb and as an auxiliary verb. As a main verb it has meanings "own, possess", along with particle *not* it respectively means *'not to own, not to possess'*, while in the meaning of the auxiliary verb *have not* performs its grammatical function, that is it shows perfect tenses. In the following example we shall point out the difference that is expressed in meaning by *have not*:

E.g. "People who have not secret agreement are beaten by a single club."

In this meaning, the verb 'have' is a stative verb and means *'not to own', 'not to possess something'*.

The second proverb: "We have not saddled and yet we are riding." *have not* has the function of an auxiliary verb and is used in the formation of the perfect tense. Here, *'have not* carries only its grammatical function and the interlocutor's attention is drawn more to the action verb than to the auxiliary 'have'.

We should also mention that *have not* as a main verb is used in a large number of set expressions in which it may keep or lose the meaning "own, possess": "Who is always sad, *have not fun* even when drunk."

The phrase *have not got* is used as a synonym for the verb *have* in the meaning "to own, to possess" in the present tense, especially in everyday speech. For example:

E.g. “A penny is a lot of money, if you *have not got* a penny.”

Modal Verbs + not

Studying verb phrases negation, we must also mention a very important group of verbs that are modal verbs. The modal verbs of English refer to a small group of auxiliary verbs used mostly to express modality (such as possibility, obligation, etc.). Modal verbs in negative proverbs usually express a lack of necessity, obligation, possibility, ability, prohibition, advice of not doing something because it is not correct, not polite or may do harm. They are distinguished from other verbs by two main features by their defectiveness (they do not have infinitive forms or participle) and by the fact that in the third-person singular they do not take the ending *-(e)s*. When a verb phrase containing a modal is negated, the negation applies in some cases to the modal and in other cases to the proposition.

Consider the following proverb:

E.g. “A house divided against itself cannot stand.”

In this proverb the modal is negated (there is no house that can stand if it is divided against itself. In the same cases the proposition is negated as in:

E.g. “Money cannot buy everything.” (not everything but there are things that money can buy”).

The difference may influence the choice of the auxiliary: for example, epistemic *must* (“*The remedy must be worse than the disease*”) usually forms its negative equivalent through *may not* for negating the proposition (*The remedy may not be worse than the disease*: It is possible that it is not worse than the disease) and *can't* for modal negation (*It can't be that remedy is worse than disease*).

Modal verbs express a great number of functions, depending on how they are used and what they express within a given text. Negative forms of modal verbs show impossibility, inability, and unpredictability. They aid speakers in discussing the future with certainty, or discussing the past with uncertainty. Modal verbs also help other verbs in expressing their meanings. Grammatically, modal verbs make sentences more meaningful and complete. For instance, the negative form of *must* denotes *prohibition* or sometimes a *negative obligation*. It cannot express *absence of necessity* which can be

expressed by *needn't*. In negative forms there are several ways of expressing the negative meaning of probability or prohibition in proverbs and sayings: by negative affixes, or negative pronouns, or lexically.

E.g. "Children and fools must not play with edge tools."

"Asses must not be tied up with horses."

The modal verb *must not* expresses different modal meanings in different situations, as it is clearly seen from examples above. In the first proverb the modal verb *must not* expresses prohibition with sense of warning of something that can be dangerous, whereas, in the second proverb negative *must not* also expresses prohibition but with the sense of advice about an undesirable action.

E.g. "A man cannot serve two masters." (*also* "No man can serve two masters").

The modal verb "*cannot*" expresses impossibility of doing something as it clearly see in the proverb given above.

E.g. "Those who live in glass houses should not throw stones."

Here we can state that though the proverb contains particle *not* that makes the proverb grammatically negative, from the semantic point of view we can say that the particle *not* has positive meaning as it gives advice not to criticize others.

Consider the following examples:

E.g. "One must not look a gift horse in the mouth."

We see that *must +not* expresses both grammatical and semantic negation having the meaning of prohibition.

Negation often expresses strict prohibition and impossibility, which can be seen in the proverbs with modal verb *to be + no* used only in the negative form.

E.g. "All truths are not to be told."

In this case we use the passive form of the non-perfect infinitive.

Another verb by means of which we can form negation is the verb *need*. But it should be mentioned that *need* is a «two-faced» verb. It can have not only modal but also semantic meaning «need to have a need, to behave properly».

E.g. “In misfortune we need help, not lamentation” -in this proverb ‘need’ is used as a notional verb.

“Bare-footed men need not tread upon thorns.” (‘if a man is bare-footed he doesn’t tread upon thorns’) – ‘need’ is used as a modal verb.

Despite this, the importance of the modal verb *need* is not very different from the basic meaning of the verb. When we encounter a negative sentence with the modal verb *need*, it will express “no need for permission to do something” (you cannot do or do not have), doubt or negative ideas. Modal *need* is usually limited by questions and negative sentences. Although some grammarians often claim that lexical and modal *need* are interchangeable, but they have slightly different meanings. Modal *need* has a *deontic* flavour. This means that it is used to talk about permission and obligation as opposed to pure necessity. Usually modal *need* implies that a person assumes or thinks that it is necessary to do something - or doesn't make it necessary. This can have all sorts of subtle effects. So, the difference between *need* as a modal verb and ordinary verb is that we use Modal *need* in order to say or show that there is no necessity in something, while we use verb *need* when we want to say that there is no necessity in something general. Consider the following:

E.g. “You don't need a dog to catch a lame hare.”

“You needn't a dog to catch a lame hare.”

The first is quite neutral saying that it's not necessary for you ‘*to have a dog to catch a lame hare*’ in general. The second is saying something like “*I don't find it necessary for you ‘to have a dog to catch a lame hare’ or ‘I don't oblige you to have a dog to catch a lame hare’.*”

We must mention that the options for the use of the verb in negative sentences *need* is:

1) you do not need (*semantic*)

2) you need not (*modal*).

E.g. “If you buy what you don't need, you steal from yourself.” – semantic negation

“Charity sees the need not the cause.” – modal verb

In negative statements the modal verb *need* combined with *perfect infinitive* indicates that the action expressed by the infinitive was performed but was not necessary. It implies a waste of time or effort, shows us the action that has been committed, but in which there was no need.

E.g. “You needn’t have cut a tree down to get at the fruit.”

There is another modal verb that also expresses an absence of necessity. It is the modal verb *don’t have to* which can be used instead of *needn’t* or *don’t need*, but there is a difference between these two negative expressions, for example:

E.g. 1. “You don’t have to cut a tree down to get at the fruit.”

2. “ You needn’t have cut a tree down to get at the fruit.”

The first difference is the **structure**: 1. *don’t have to* + **infinitive** → *don’t need to do*

2. *needn’t have* + **past participle** → *needn’t have done*

The second distinction is the **meaning**. In their essence both these proverbs are almost the same but there is a difference in their meanings. In the first proverb with negative *don’t have to* the speaker states that somebody didn’t have to or didn’t need to ‘cut a tree down’ (or do something), it means that the person did not do it as the action was not necessary. While in the second proverb when the speaker says that somebody ‘needn’t have cut a tree down’ (or needn’t have done) something, he means that the action is done, but it was unnecessary and even considers it a waste of time.

By studying negation with modal verb we should go further and must pay attention to the other ways of expressing the idea of prohibition expressed in proverbs and sayings. These are *mustn’t*, *can’t*, and *shouldn’t*. *Mustn’t* and *can’t* are often found in negative answers to express prohibition instead of *may not*. So, for this purpose we observe two following modal verbs used to make negative advice, prohibition:

E.g. “Charity begins at home, but shouldn’t end there.”

In the proverb we have modal verb ‘should’ which, when used in the negative form *should* denotes a **weakened prohibition**, more like **negative advice**.

Prohibition (as prohibition may be understood as *the negation of permission - not to be allowed to*) is found only with the negative form of the modal verb.

E.g. “You may not sit in Rome and strive with the Pope.”

“Fools must not be set on eggs.”

“A man cannot sit down alone to plan for prosperity.”

In all these proverbs we see that negative forms are used when we mean it is not “*well advised*” to do something, we negate permission and not allow to do something that can be inappropriate or harmful and may lead to undesirable consequences.

Strong doubt, improbability, incredulity are the meanings that may be used with the negative forms of the modal verb + *perfect infinitive, continuous infinitive, or be*.

E.g. “A single man can’t have built a house.” (it is impossible that a single man built a house).

Constructions with ‘*let*’

One of the most interesting lexical units of English verbs is the verb *let*. Continuing our study about the forms of negation in proverbs and sayings we should pay attention to it, as *let* is very frequently used, especially in imperative sentences, having the meaning of ‘allow, permit’. But as we analyze negation we will concentrate on the negative form of the verb, that is *let+ not* which expresses ‘don’t allow, don’t permit’.

E.g. “Let not the sun go down upon your wrath.”

The proverb can be interpreted as request to someone in authority that means: “Limit one’s anger or bad temper, not carry it over from one day to another”

In this case the main verb is *let not* (meaning ‘not allow’) and ‘go’ is a bare infinitive.

E.g. “Let not the cobbler go behind his last.”

“Let not your left hand know what your right hand does.”

In all these cases with *let* the negative particle *not* expresses negating doing something, giving wise advice not to do something.

Noun Phrases Negation

Sentences in English can also be negated through noun phrase negation. A noun phrase is a phrase in which the main word is always a noun or a pronoun, which is called the head. It can contain a noun – person, place, thing or idea and its modifiers. Modifiers can come after or before the head in the noun

phrase. The modifiers which come before the noun are generally articles, adjectives, possessive pronouns, demonstratives, possessive nouns, and quantifiers. So, a way of changing an affirmative sentence into a negative sentence is to place a negative determiner or a restrictive quantifier before the noun. In a noun phrase negativity is expressed by *no*, *not*. For example, the following sentences are examples in which the noun phrases are negated.

E.g. “Not a pin to choose between them.”

This saying means to indicate that there is not any difference between who or what is speaking about. The negative particle ‘not’ in the saying preserves some positive meaning by expressing similarity and not difference between objects.

E.g. “If it's not one thing, it's another.”

The saying is used for things when everything is going wrong or bad things keep happening. In this case the particle *not* imposes full negation making stress on something wrong or bad.

As we can judge from the above examples *not* in a noun phrase, according to different situations in different proverbs and sayings has different negative tint. In some cases *not* expresses very strong negation, in other cases – it is more positive in meaning.

However, there is a question whether all noun phrases can be negated by *not*. When the denotation of the negated noun phrase has a readily definable interpretation negation by *not* is allowed.

Determiner *no*

“No’ is another commonly used negative determiner which stands before a noun to render a negative meaning into a proverb.

E.g. “No cross, no crown.”

“No gains without pains.”

If we use the determiner *no* to refer to a singular item, we can replace it with *neither* : “ Neither cross nor crown” where the meaning of the proverb is preserved.

There are limitations to noun phrase negation. Only plural, uncountable, and collective nouns can be negated with the quantifier *no*.

Noun phrase negation has a very strong role in emphasizing:

E.g. “No flying from fate”

The hearer will concentrate on the negative part of the statement.

We should also mention that *no* + noun often makes the negative stronger. In case when a noun has an ungradable meaning (it is either something or it is not) we cannot use *no* + noun, in this case we always use not + noun:

E.g. “A spoken word is *not a sparrow*. Once it flies out, you can't catch it.”

Not: ~~“A spoken word is *no sparrow*. Once it flies out, you can't catch it”~~

When a noun has a gradable meaning, *no* + noun means the same as *not a/an* + noun:

E.g. “It is no secret that is known to three.” (= It is not a secret that is known to three. A secret is gradable. Something can be much more of a secret than something else.)

‘No’ and ‘not’ is also frequently used in fixed expressions, which we can often observe in the proverbs and sayings using or hearing everyday speech. Such fixed expressions are common and their equivalents are found in many languages with the same negative meaning. They are *no problem*, *no good*, *not worth*:

E.g. “Who follows the elephant will have no problems.”

“A friend to my table and wine, is no good neighbor.”

“It's not worth crying over split milk.”

“It's not worth crying over spilt milk.”

Adjective Phrases Negation

Sentences in English can be negated through adjective phrase negation. An adjective phrase is the one the head word of which is an adjective. Adjective phrases in English are negated by inserting the negative particle *not* in front of the adjective phrase. For example, in the following English proverbs the only adjective phrase is negated:

E.g. “What is frequent is not wonderful.”

“You may grow taller, but no taller than your head.”

The adjective phrase ‘taller than’ is negated with the particle ‘*no*’. We can compare two adjectives in the comparative degree through positive part of the sentence and negative one: ‘taller’ but ‘no taller than’.

Another proverb has a very interesting negative form:

E.g. “Don’t act aggressive and you will not be feared.”

From the grammatical point of view we see some discrepancy: the adjective ‘*aggressive*’ functions as an adverb to refer to a person who shows negative attitude to something.

There is a debate as whether *no* should be classed as adverb, but it is the most commonly used word for creating negative statements. We use *no* as an expression of disagreement or a negative answer to questions. According to some grammarians, it is often classed as a determiner or an exclamation, especially when it is used to negate *comparative adjectives* or *comparative adverbs*. For example:

E.g. “There is no better patch than one off the same cloth.”

“Raise no more devils than you can lay.”

Adverb Phrase Negation

Negative adverbs and adverbials (a group of words that functions as an adverb) are used to modify the meaning of an adjective, verb, other adverb, or the whole clause *in a negative way*. Like all adverbs, they usually answer questions about manner, place, time, or degree. In English, there are some negative adverbs which create negative sentences, without adding *no/not* negative particles. So, when we use a negative adverb, we don’t need the ‘*no*’ part of a negative sentence.

The negative adverb *never* has several functions in the English language which we shall observe in following proverbs and sayings:

1. *Never* means at no time in the past or at no time in the future.

E.g. “Never cast dirt into that fountain of which you have sometimes drunk.”

“Never offer to teach fish to swim.”

“Never cackle till your eggs is laid.”

In these proverbs we see that *never* has negative grammatical function, but semantically it expresses positive meaning to mean not to do something that can harm, or you don't know well, or do in haste.

2. *Never* means 'not in any circumstances at all'.

E.g. “Never say die.”

“Never spur a willing horse.”

“Never try to prove what nobody doubts.”

In these proverbs the meaning of *never* has fully negative expression and means ‘not to do something, under no circumstances, no way, not at all, on no account’.

The negative adverb *nowhere*

E.g. “All dressed up and nowhere to go.”

It means: wearing one's best clothes for a special occasion but not having actually such a destination.

E.g. “Who is everywhere is nowhere.”

“When fortune deserts us, our friends are nowhere.”

Double Negatives

In English cannot use **double negatives**, which appear when in the same sentence two negative elements are used. We must always remember that in case we use a negative adverb, we cannot use *no*, *not* or any other negative adverb because the two negatives neutralize each other, making the sentence **affirmative** in meaning. Double negation has two distinct forms: one indicating euphemism and the other emphasis. In of euphamism we weaken the statement, making it milder, while in case of emphasis we reinforce it, making it vigorous and stronger. In other words, we aim at softening effect and strengthening effect.

Double negation with weakening effect used for euphemism

A double negative in English where one of its members is negated by a negative prefix or suffix or a word implying negation (e.g. deny, blind) has the effect of *euphemism*. When two negatives refer to the same word or idea, they do not exactly cancel each other out in a manner that is similar to a simple affirmative: “the longer expression is always weaker”.

For example: “Who does not want to work, need not to eat.”

“It not seldom happens that what seems to be impossible is made possible.”

Double negation with strengthening effect used for emphasis

Though we are recommended to avoid using double negatives in our writing and speech, there are certain circumstances when they **can** be used for rhetorical or an emphatic effect to strengthen or highlight the effect that a negative element is **not** the case. In this case they are more emphatic than simple affirmatives, therefore they are often found in proverbs, epigrams, antitheses, etc.

The most correct and accepted way to use a double negative in this manner is to pair a negative adverb with a negative word, as in:

1. *no+ no*

E.g. “No seek, no find.”

“No cross, no crown.”

“No longer pipe, no longer dance.”

2. *not+ not / nothing*

E.g. “You *can't* make something out of nothing.”

“Do not do to others what you would not like yourself.”

“Do not do to others what you would not have them do to you.”

3. *no + without*

E.g. “**No** gains without pains.”

“No good building without good foundation.”

“No rose without a thorn.”

4. *not + unworthy / unwilling*

“He is *not* an *unworthy* man to live who lives for others”.

5. *nothing + impossible*

“Nothing is impossible to a willing mind.”

This usage is especially common in literary writing. In more everyday speech and writing, it is more reasonable to use two *nots* together to emphasize that a negative action did not happen. For example:

E.g. “Well, I *didn't not* tell him the truth; I just didn't tell him the whole truth.”

Literal meaning: I didn't lie, I just left out some information.

“You *can't* just *not* go to school!” We must learn to walk before we can run.

Literal meaning: You must go to school.

However, this is a much less formal construction, so it should only be used sparingly and not in formal or professional writing.

Cannot...unless...; no...unless...

The double negative “cannot...without...” can be transformed into another formula “cannot...unless...”

We cannot see without our eyes. (We cannot see unless we have eyes.)

Both have the same concept, only *unless* is a conjunction while *without* is a preposition, which means “*if not* or *except when*.”

Not...until...; not...till...

E.g. “Health is not valued till sickness comes.”

Using inversion

When a negative adverb is placed at the beginning of the sentence inversion occurs. For example:

E.g. “Under no circumstances *can you* serve God and mammon.”

“Never can a beggar be bankrupt.”

Negative Pronoun Phrases

English negations also include negative pronouns such as *no one, nobody, none, nothing*.

Frequently, forms of negation used in English proverbs and sayings contain negative pronouns, which indicate the absence of something. We can include in this group the following types of proverbs and sayings:

- 1) The negative meaning which is expressed by the negative pronoun *no* which is used as an adjectival pronoun.

E.g. “No man is born wise or learned.”

“ No legacy so rich as honesty.”

“ No news is good news.”

2) The negative meaning is expressed by *neither*

Neither is defined as ‘not one nor the other’ of two things. In English proverbs and sayings *neither* is usually accompanied by *nor*. It is neither the one nor the other. *Neither* usually stands in the first part of a negative sentence, and is followed by *nor* in the subsequent part. These are two negative statements which are used to link a pair of negative utterances. *Nor* when used by itself introduces the second of a pair of negative statements. *Neither* and *nor* can be attached to:

- *nouns* (subjects or objects):

E.g. “Neither fish nor flesh.”

“Neither rhyme nor reason.”

“ Neither a borrower nor a lender be.”

- *adverbial phrases*:

E.g. “ Neither here nor there.”

3) The negative meaning is expressed by *nothing*, *nobody*, *none*.

The pronoun *nothing* denotes the absence of something or particular thing that one might desire or expect to have. It is used as a pronoun subject.

E.g. “Nothing flies into the mouth of sleeping fox.”

“Nothing is impossible to a willing heart.”

It also expresses the inactivity of a thing or things that are usually or could be expected.

E.g. “Nothing seek, nothing find.”, or “Nothing venture, nothing have.”

Nobody, *none*, *no one*, mean *not a single member* or *not a single person of a particular group or set*. Though there exists a difference between *no one* and *nobody* people tend to use them as synonyms. *No one* and *nobody*’ actually differ in their usage. Both *no one* and *nobody* are pronouns. It is evident that both words carry negative meaning since the prefix *no* -is added to both words. When we look back at the history of the word *nobody*, we can see that it was originated in the Middle English. If we

consider the meaning of the two words *nobody* and *no one* both seem to indicate ‘not a single person.’ However, you will be interested to know that the pronoun ‘*no one*’ is always used in the singular form while the pronoun *nobody* can be used in the plural form.

E.g. “Nobody is enemy but his own.”

In this proverb the word *nobody* is used in the sense of ‘not a single person’. It is worth mentioning that ‘nobody’ is generally used in the present tense.

E.g. “Nobody so blind as he who won’t see.”

The negative form in this proverb is expressed by double negation, here we have negative markers *nobody* and *will not* but the negatives in double negation are not in the same clause. The negative forms *none*, *no one* in the following proverbs express general truths about life and human nature.

E.g. “No one is perfect.”

“None but the brave deserve the fair.”

Here, we should state that many negative sentences that include the indefinite pronoun *any* can be turned into affirmative sentences with a negative meaning by using the pronoun *no*. However, there is a change in meaning with this transformation: the sentence with pronoun with *no* is stronger, and can imply strong emotional content, as in the proverbs:

E.g. “Not any man is wise at all times.” – “No man is wise at all times.”

“There isn’t anything that flies into the mouth of sleeping fox”- Nothing flies into the mouth of sleeping fox.”

The particle *not* can also be used independently.

E.g. “Not to see an inch beyond one’s nose.”

We see in the above example that the negative marker is added to the infinitive without any auxiliary verb and expresses negation without breaking any grammatical order of the sentence, or leading to misunderstanding.

In the following saying we can observe sememe negation.

E.g. “Live not to eat, but eat to live.”

“Open not your door when the devil knocks.”

“Pour not water on a drowned mouse.”

2.2. Morphological Negation

Morphological negation in the English language is also called affixal negation and is marked by the presence of negative affixes, as we have already mentioned above. The term “affixal negation means “negation carried out by or with the help of an affix” such as - less, *un-*, *dis-*, *di-*, *mis-*, *de-*, *in-*, *non-*, *be-*, *counter-*, *a-*, *under-*, *ill-*, *mal-*, *pre-*, *ter-*, *ex-*. With the help of affixation a new form is created which is called a derivative. Affixal negation is divided into two main groups – *direct negation* and *indirect negation*.

E.g. “The man who wakes up and finds himself infamous has been asleep.”

“Who owns too much, remains unhappy.”

“Unkindness destroys love.”

“Unlearned is the enemy of his own.”

“Uneasy lies the head that wears a crown.”

Prefixes of negative meaning make these proverbs negative at the semantic level.

In the above examples we have two adjectives negated by affixes *in-* and *un-* *unhappy* and *infamous*. The comprehension of these units helps us in distinguishing between these two types of negation. An *unhappy* person means a person who is *not happy*, which is in direct opposition with *happy*. An *infamous* person, on the other hand, means not someone who is not famous, but someone who is famous for the wrong reasons. The word *infamous* is thus not in direct opposition with *famous*, but still maintains a negative connotation. The first type of negation (*happy / unhappy*) is that of direct negation, whereas the latter example (*famous / infamous*) is that of indirect negation.

Negative affixes, as in this case, may exhibit a great range of shades of meaning (which is evident in the meaning of the respective derivative). This polysemy makes these affixes flexible in terms of the positioning of their derivatives within the two types of negation described above. Affixal negation provides an efficient way of formulating semantically negative notions, while still preserving the construction of “affirmative” sentences. The proverb :

E.g. “Who owns too much, does not remain happy.”

Can be rewritten as: “Who owns too much, remains unhappy.”

But affixal negation can only negate certain elements. The elements belonging to such grammatical categories as “pronoun”, “proper nouns” (even some of the nouns), “prepositions” and “conjunctions” cannot be negated by means of affixation.

CHAPTER III

Implicit Forms of Negation in Proverbs and Sayings

Implicit negation is a means of expressing negation that does not contain formal markers of negativity; the negative meaning is expressed implicitly in them. The meaning of implicitly negative utterances is usually inferred from the context itself. For identifying the negativity of such sentences we need to analyze and infer their meaning. The role of implicit negation is important when we consider its role in communication, in our everyday life. Surely, the fundamental role of implicit negation is conveying negative meaning. However, expressing negation or refusal through implicit negation is preferred in many cases, as it helps to escape direct negation. By implicit negation it is possible to deny, to reject, to contradict an idea without hurting the partner in conversation. This is due to the hidden nature of implicit negation, through which we try to avoid direct negation, rejection, contradiction, denial, which can sometimes be inappropriate and offensive. Implicit negation makes the process of communication “smoother” and “softer”, as with the use of it people engaged in communication express contradiction or negation directly. Implicit negation includes such linguistic units as *forget, fail, doubt, and deny, scarcely, hardly, few, seldom, little, only, etc.*

Implicit negation is often called a lexico-grammatical means of negation as they lack special forms indicating negative meaning. Nevertheless we cannot accept such a purely formal approach since lexical units can express negative meaning directly. The speaker clearly correlates certain lexemes with specific negative content: forbidden- not allowed, absent- not present. Lexical units mainly render

not just negation but objection to something specific: objection to presence (to vanish, missing), objection to similarity (to differ, other), objection to reality (ephemeral, imaginary). Negation is only a part of semantic structure of lexical units. So, on the one hand, lexical resources of negation give an opportunity to convey certain information indirectly, and, in this case make communication more agreeable, and, on the other hand, this negation is functionally limited by the frames of certain content structure.

3.1. Negative Adverbs Expressing Implicit Negation

Adverbs such *hardly, rarely, barely, scarcely, seldom, etc.* are used to form negative sentences though they are not accompanied by negative indicators.

Adverb has a special feature as it contains negative semantics in its meaning but require an absence of any negative indicator.

Thus, it is correct to say *I can hardly wait* but incorrect to say *I can't hardly wait*. This is because adverbs like *hardly* are treated as if they were negatives, and it is a well-known grammatical rule of standard English that double negatives (i.e. in this case having *hardly* and *not* in the same clause) are not acceptable. Adverbs like *hardly* behave as negatives in other respects as well, as for example in combining with words like *any* or *at all*, which normally occur only when a negative is present thus, standard usage is *I've got hardly any money* but not *I've got any money*.

The adverb form of the adjective *hard* is also *hard*. *Hardly*, however, means “almost not” but never means “in a hard way.” For example:

E.g. “Men in office must work hard.” (correct—Men in office work a lot or with much effort.)

“Men in office must work *hardly*.” (incorrect)

Implicit negation in proverbs and saying may be also expressed by adverbs as *scarcely, hardly, few, seldom, little, and only*. We can use them to refer to things that almost never happen, or do not happen very often. They have negative meaning. We use them without *not*. Grammatically they have no any negative particle, semantically they express negation.

E.g. “You can hardly make a friend in a year, but you can easily offend one in an hour.”

“Elm trees have beautiful branches but hardly ever bear fruit.”

“Two dogs can seldom agree on one bone.”

“Good faith is a seldom guest, when you have him, hold him fast.”

“Hunger and thirst scarcely kill any. But gluttony and drink kill a great many.”

This proverb has blended forms of negation, the first part contains word ‘scarcely’, while the second part of the proverb contains the verb ‘kill’ as an indicator of implicit negation.

E.g. “To be in love and act wisely is scarcely granted to a god.”

“Opportunity only knocks once.”

Expressions such as *few*, *scarcely*, *hardly*, *seldom*, and *little*, *only* although not morphologically realized as negative, are nevertheless syntactically and semantically negative under a number of well known factors.

These negative adverbs have also the meaning “*almost not*”.

They commonly stand after the first auxiliary or modal verb in the same position as *not*, before a main verb when it is the only verb, and after forms of the verb *be*.

E.g. “Two dogs can hardly agree on one bone.” (two dogs almost don’t agree on one bone.)

“There are many lies but barely one truth.” (but almost no truth.)

“To be in love and act wisely is scarcely granted to God.” (It is not very granted to God.)

Adverbs mentioned above i.e. *hardly*, *barely*, *scarcely*, *no sooner* are used as negative adverbs that **emphasize quick succession of events**. In case we want to express that two events took place in quick succession (one event *almost did not finish* before the next event happened) we can use any of these negative adverbs.

They are the same negative adverbs that mean *almost not*, but when we use them for events in quick succession, we must use them in combination with either *when* (for *hardly*, *scarcely* and *barely*), or *than* (for *no sooner*).

The first action is usually expressed in the **past perfect** tense, with the negative adverb placed after the auxiliary verb *had*. The two clauses are joined with *when* or *than* (depending on which the negative adverb is used), and the second event follows in the **past simple** tense. Unfortunately, these negative adverbs which express succession expressed in the Past Perfect and Past simple tenses are not found in the proverbs and sayings. The main reason of their irrelevant use is the fact that the semantic sphere

of proverbs and sayings is very vivid and is not use in Past tenses as they represent and describe people's life in the present, not in the past.

Negative adverbs meaning not *often* or *not ever*

When we want to emphasize how infrequently something happens, we can use these negative adverbs:

- *rarely*
- *seldom*
- *barely ever*
- *hardly ever*

E.g. "There are many lies but barely one truth."

"A thief seldom grows rich by thieving."

"Physicians rarely take medicine."

"Elm trees have beautiful branches but hardly ever bear fruit."

3.2. Adverbial phrases for total negation

There are a few adverbial phrases that are used to negate a whole clause. For example:

- *under no circumstances*
- *in no way*
- *on no condition*

Like particle *not*, these adverbials can be placed in mid position:

E.g. "If you in no way like the heat, get out of the kitchen." (if you don't like heat.)

"It is under no circumstances allowed in war to blunder twice." (It is definitely not allowed in war to blunder twice.)

"The barking of the dogs will on no condition disturb the clouds." (don't disturb the clouds.)

3.3. Using *only* for conditional negativity

Only can be used when we want to place conditions on whether something is going to happen or not. It most closely means "exclusively," and can be used in several combinations. For example:

- *only ... after*
- *only ... if*
- *only ... when*
- *only ... until*

Usually, we put *only* before the action that may or may not occur, and *if/after/when/until* before the condition. For example:

E.g. “Pigs *only* may fly *if/ after/ when/until* they have wings.”

The proverb means: ‘ pigs may not fly as/ they don’t have wings / pigs may fly when they have wings but as they haven’t they can’t.’

We must pay attention to if only which is very close to *only if*. They are similar expressions that are used in different ways. ‘*If only*’ expresses a hope or wish; *only if* expresses a command or requirement, both are used in a conditional clause. *Only if* means ‘only one condition happens’. This form basically means the same as *if*. When *only if* is placed at the beginning of the sentence you need to invert the main clause. When we want to form negative conditional expressions with *only*, we have to do a bit more rearranging. The entire **conditional clause** joins *only* at the beginning of the sentence, and the subject-verb word order changes in the **main clause**, i.e. inversion takes place.

E.g. “I will *only* go to the movie *if* you go too.” (no inversion)

“*Only if* you go too *will I* go to the movie.” (inversion)

“I’ll *only* help you *when* you ask for help.” (no inversion)

“*Only when* you ask for help *will I* help you.” (inversion)

“They are *only* living here *until* they find a new house.” (no inversion)

“*Only until* they find a new house *are they* living here.” (inversion)

We have analyzed how negative adverbs are often placed in mid position. However, for negative adverbs, it’s also very common, to appear at the beginning of a sentence. This way of using negative adverbs is often done in more formal or literary styles, and preferable when we want to place special emphasis on the negative adverb.

We must use *inversion* when we place the negative adverb at the beginning of the sentence. This is when we rearrange the normal subject/verb order of the sentence. For example:

E.g. “A better seldom comes after.” (no inversion)

“Seldom a better comes after.” (inversion)

If a negative adverb begins a sentence and it contains only a main verb, we must insert the auxiliary verbs *do/does* or *did* and the **bare infinitive** form of the verb, just like when we form questions. For example:

E.g. “He in no way *talks the wind.*” (no inversion)

“In no way *does he talk the wind.*” (inversion)

“She scarcely *gets quit of her debts.*” (no inversion)

“Scarcely *does she get quit of her debts.*” (inversion)

Inversion with the verb *be*

When a negative adverb is placed at the beginning of a sentence that contains only the verb *be*, we change the order of the subject.

E.g. “*He is seldom* afraid of his own shadow .” (no inversion)

“*Seldom is he* afraid of his own shadow.” (inversion)

“He is *hardly* a sour grape, yet behaves like a raisin.” (no inversion)

“*Hardly is he* a sour grape, yet behaves like a raisin.” (inversion)

Implicit negation may be expressed by *if* - clauses:

E.g. “If the blind lead the blind, both shall fall into the ditch.”

The proverb has negative meaning “those without knowledge should not try to teach the ignorant”. Grammatically the proverb is expressed through Conditional I with *if* -clause, where the implicit negation is expressed in the *main clause* showing a probable negative result.

E.g. “If you sell the cow, you sell her milk.”

The proverb means ‘never do something that does harm to you’.

E.g. “If wishes were horses, beggars might/would ride.”

The proverb suggests: “if wishing could make things happen, then even the most destitute people would have everything they wanted”. Implicit negation in this proverb is in an unreal situation which is expressed by means of Conditional II where it is obvious that something that is desired to be real, can never be as such.

E.g. “If ifs and ans were pots and pans.”

The meaning of the proverb is: “to be doubtful about something”.

The exclusive focus is expressed by the particle *only* which has no negative morphological form but means: ‘not one but’, ‘not anybody/anything but’.

E.g. “Only a great man can do the work of a great man.”

The particle ‘only’ in this grammatically positive proverb serves as a means of conveying negative meaning to the proverb, in other words the expression ‘only a great man’ has the meaning ‘nobody/none except a great man’

The same way of expressing negation through particle *only* is seen in the next proverb.

E.g. “Only an elephant can bear an elephant’s load.”

Implicit negation can be also expressed through prepositions such as *without* as in:

E.g. “A king *without* learning is but a crowned ass.”

The preposition *without* here has the meaning of ‘lack of knowledge’.

The same implicit negative meaning can be seen in proverb:

E.g. “A room without books is a body without soul.”

The preposition ‘without’ also means ‘a lack of something’.

Let us consider the following proverb:

E.g. “Too many cooks spoil the broth.”

The meaning of implicit negation is that ‘too many people doing the same thing at the same time will *not* be a success’. So, the negative particle *not* expresses implicit negation. Here we should pay attention to the verb ‘spoil’ which is the clue carrier of negation in the proverb.

Another proverb:

E.g. “Cut your coat according to your cloth.”

It means – ‘live within your income: don’t be too ambitious in your plans’ is also semantically negative. Implicit negation is revealed by the verb ‘cut’.

E.g. “A miss is as good as a mile.”

Meaning ‘something that one already has is better than something that one may not be able to get’.

It is not easy to interpret adequately a proverb with implicit negation as there are no formal negative markers in the proverb and saying.

E.g. “A chicken and egg question.” – a mysterious question which can’t be answered.

“Turn up like a bad penny.” – something or someone disliked won’t go away.

“Even a broken/stopped clock is right twice a day.” – no one is ever wrong all the time.

“If you buy cheaply, you pay dearly.” – cheap goods are usually not the best in terms of quality.

“If you want a thing done right, do it yourself.” – do not rely on others to complete your work for you.

Let us analyze the following proverb:

E.g. “A little learning is a dangerous thing.”

We clearly see that in this proverb the implicit negation is hidden in the words “a little” and “dangerous”. Both these words turn the affirmative proverb into negative one.

Implicit negation involves negative meaning whose source is pragmatic (presupposition or implicature). For current purposes, we consider the class of “emotive” predicates, which trigger negative inferences, though their negative content is not asserted. Emotive verbs describe certain emotions or attitudes (hence the term “emotive”) towards the content of an embedded clause, which is presupposed to be true (hence the term “emotive factive”).

E.g. “Curiosity killed the cat.”

On the one hand the emotive verb ‘curiosity’ and action verb ‘killed’ makes the proverb to be interpreted as negative one. On the other hand, the proverb teaches us and gives advice not to be curious in order to escape difficulties or problems.

E.g. “Cry over spilled milk.”

It’s pointless to get upset or feel regret about a loss or mistake that can’t be undone. Implicit meaning expresses ‘a relation of contrariness between a certain fact and some mental or emotional state’

E.g. “Between the upper and neither millstones.”

Proverb is used when you have no choice, or don’t know how to behave to be correct.

E.g. “Debt is the worst kind of poverty.”

Implicit negation turns the communication into a ‘smoother’ process, as using it people engaged in communication can express negation or contradiction indirectly without hurting the interlocutor. Though proverbs and sayings themselves carry some piece of advice and wisdom, nevertheless, direct negation can sound rough and hurt the listener. That’s why using implicit negation is preferable, especially in those cases when people engaged in the communication process don’t know each other very well or are not very close to each other.

Let us illustrate this by the following example:

E.g. “Can the leopard change its spots? “

It can easily be inferred from the proverb that the speaker is trying to escape a direct denial used for the situation where people speak about a person who has changed. It is obvious, however, that, by using the proverb in the form of the question “ Can the leopard change its spots?” speaker intends to be polite. So, the rejection of this kind sounds more polite in communication, and for this reason, we often prefer milder means of expressing negation, especially when we do not want to sound rude. As a result, the act of communication becomes more pleasant and courteous.

On the contrary, we express negation using the imperative mood we can offend the hearer and sound very rude:

E.g. “Stretch your hand as far as your sleeve will reach.”

It is obvious, that the imperative mood suggests a command, request or instruction.

E.g. “Live not as you want but as you can”.

In this case instruction expressed by imperative mood make the proverb sound strong and rude.

Denials expressed through implicit means usually do not undergo special rules. Proverbs and saying, affirmative in form, may often express negation, arising out of the speaker’s intention and depending on the speech situation. Since there are no negative markers in the structure of implicit negative sentences, the meaning is comprehended through semantic analysis. In the following example we have implicit negation:

E.g. “Eaten bread is soon forgotten.”

The meaning of the proverb is ‘an ungrateful person’. As we can notice from the example brought above, the speaker does not want to sound rude by saying it directly and choose a more timid means of expression. The analysis of the meaning of the proverb shows that it contains negative meaning.

In the following example implicit negation is conveyed through expressing preference:

E.g. “Better sit still than rise up and fall.”

As we have noticed, speaker does not reject anything, however, he shows preference that ‘if you rise up you can fall down, that’s why it is better to sit still in order not to fall’. The proverb suggests an alternative for making a more reasonable choice in order to avoid unpredictable outcomes.

E.g. “As like as chalk to cheese.”

The proverb means very different, not like each other.

E.g. “ As wide as the poles apart.”

This proverb can be interpreted this way: when a certain fact does not conform to our expectations; relieved when it does not conform to our fears; disappointed when it is not in line with our hopes; and lucky, if it is not in line with some standard set of probabilities.”.

CHAPTER IV

Teaching the Forms of Negation in Proverbs and Sayings in High School

The grammar of language is an object of many disputes in the methodology. There are lots of approaches as to the role and place of grammar in foreign language teaching. Any foreign language teaching is conducted through grammar as it is one of the most important aspects of teaching and studying. We cannot express our thoughts correctly only through the set of lexical units as they serve only to name subjects. Grammar organizes speech and serves as a skeleton on which all words, utterances, sentences, texts are based. Grammar is a “blood system” which nourishes a natural language, the fundament on which the ‘building’ called “foreign language’ is constructed. Studying

grammar helps us to understand grammar rules of both native and foreign languages and to develop logical thinking, the ability of analyzing and communication.

The word 'grammar' is polysemic, on one hand, the word is used in the meaning 'grammatical structure', i.e. the structure of words and sentences inherited by given language, which the native speakers own intuitively and which they understand and study in school. On the other hand, it is a theory of given language, linguistic section, in which the varied description of grammar is given.

The process of forming grammatical skills is organized through different methodological approaches. In teaching methodology of foreign languages the following approaches are distinguished:

1. Explicit approach
2. Implicit approach
3. Differentiative approach

1. Explicit approach is divided into: deductive and inductive.

Deductive method comes from the word 'deduction' which means a method of reasoning from general to particular. A deductive approach to teaching language starts by giving learners rules, then examples, then practice. It is a teacher-centered approach to presenting new content. This is compared with an inductive approach, which starts with examples and asks learners to find out rules, and hence is more learner-centered approach.

2. Implicit approach includes two methods with different modifications: structural and communicative. The structural method means arrangement of words in such way as to form a suitable pattern of sentence. The structural approach is based on the assumption that language teaching can best be done through systematic selection and grading of structures or sentences, symbolically expressed as: S-V-O – where S-subject, V- verb, O-object. Structural models sometimes are also called language and speech models if they are expressed through not symbolic but lexical units.

The other method of implicit approach is communicative method. Communicative method includes different variants of intensive methods, so called 'the method of governess' and immersion into language environment which triggers communicative process.

3. Differentiative approach also known as differentiated learning or effective teaching involves providing all students within their diverse classroom community of learners, contribute to a more lasting and deeper acquisition of knowledge, the formation of positive motivation to learning,

creation of suitable studying environment, fostering student's self-esteem and making them more autonomous and independent.

Now we turn to the teaching of the forms of negation in proverbs and sayings. Firstly, we should give learners some information of proverbs and sayings.

Proverbs play an important role in language teaching but as a rule this layer of vocabulary is not commonly studied because proverbs and sayings are generally included into lexicology and phraseology. From the purely grammatical point of view utterances which have proverbial type, differ from simple sentences which are freely-constructed in language. They are part of gaining cultural knowledge, metaphorical understanding and communicative competence. Teaching negation through proverbs and saying we should pay attention to the grammatical structures. Proverbs and sayings are an important segment in English language. They have been used to spread knowledge, wisdom and truths about human life from the very ancient times up to the present days. So, introducing proverbs and sayings in the classroom, we must present them both in the affirmative and negative form.

Proverbs are a good material in teaching English grammar as their usage provokes grammatical skills, they also develop creative initiative, enrich vocabulary of the students, help them to understand language construction, train memory and emotional expressiveness of speech. That is why we shouldn't underestimate methodological and practical value of using proverbs and sayings in teaching process. It is a precious material as one and the same thought may be expressed in different ways and they are irreplaceable in monologues and dialogues making them more colorful and vivid. As we observe studying and teaching of negation as a grammatical pattern in proverbs and sayings, we must explain all the negative forms, both explicit and implicit through the proverbs finding out the most available and best understandable ways of their explaining to the students. English negation is of special attention as it has different ways of expression, i.e. it is explicit and implicit and both these types of negation have a lot of different ways of expression.

Working with students, we, first of all, should explain what is negation in the English language and make sure that they are aware that a negative sentence is one indicating something that is rejected. Negation refers to the grammar of the English language and our purpose is to apply the methods and ways of teaching, presenting a clear picture about negation, its forms, ways of using, especially in proverbs and sayings. We have discussed, described and studied various ways of negative forms used in proverbs and sayings, and based on our previous study we shall apply our knowledge in teaching them in High School. The simplest activity for teaching a negative sentence is to assign students a list of positive sentences to be turned into negative ones through the general traditional way by adding a

negative word after the first auxiliary. But negation is not an ‘easy subject’ to teach, it is especially difficult to teach and learn for a few reasons. Firstly, negatives cannot be taught as nouns, adjectives, verbs, adverbs because they hold a number of meanings and applications. Secondly, it can be hard for teachers to pinpoint which aspect of negation the student is having a trouble with. Thirdly, negation completely reverses the meaning of the sentence, which can be hard to grasp. And fourthly, it demands special attention if we speak about the negation used in proverbs and sayings, as they are not simple sentences and demand the most productive ways of teaching them. There are types of negation which can be easily seen but there are types which are difficult to reveal as it is in cases with implicit negation, and also there are forms which we don’t find in proverbs and sayings. And the last, but not the least sentence negation in English is different from that of Armenian.

In teaching proverbs and sayings we should pay special attention to forms of negation in them:

Exercises on explicit negation.

Exercise 1.

Turn the sentences from the affirmative to the negative form.

1. I often read my daughter a tale before she goes to bed.
2. He has both Mary’s address and her telephone.
3. There are some new houses in our street.
4. We knew that he could swim since childhood.
5. My friend has just recovered after a serious illness.
6. Look! My friends are playing football.

Exercise 2

Indicate the explicit indicators of negation in the following sentences.

1. No great loss without some small gain.
2. A watched pot never boils.
3. If you run after two hares, you will catch neither.
4. A beggar can never be bankrupt.
5. Not to see an inch beyond one’s nose.
6. Don’t whistle till you are out of the wood.

Exercise 3

Change the given sentences using other forms of negation. Explain all the changing make up with negation.

1. It's no use crying over split milk. (Don't cry over crying milk)
2. Don't judge a book by its cover. (One shouldn't judge a book by its cover)
3. One swallow doesn't make a summer. (One swallow cannot make a summer)
4. A house divided against itself cannot stand. (A house divided against itself never stand)
5. If at first you don't succeed, try, try again. (If at first you have no success, try, try again)

Exercise 4

Fill in the correct form of negative words in the following proverbs

1. We ... know the value of water till the well is dry
 - a) never
 - b) nothing
 - c) no
 - d) none
2. There is ... rose without a thorn
 - a) not
 - b) no
 - c) nothing
 - d) none
3. A beggar can ... be bankrupt
 - a) nowhere
 - b) none
 - c) never
 - d) not
4. He that is born to be hanged shall ... be drowned
 - a) not
 - b) never
 - c) nothing
 - d) neither
5. A chain is ... stronger than its weakest link
 - a) never
 - b) no one
 - c) no
 - d) nothing

Exercise 5

Explain double negation in the following proverbs.

1. One cannot make bricks without straw.
2. Omelets are not made without breaking eggs.

3. Nothing comes from nothing.
4. No one will give stuck to a child that does not cry.
5. Never try to prove what nobody doubts.
6. Neither fish nor flesh.

Exercises on implicit negation

Exercise 1.

Find out and explain implicit negation in the following proverbs and sayings.

1. Too many cooks spoil the broth.
2. The sky is the limit.
3. A miss is as good as a mile.
4. Cut your coat according to your cloth.
5. A light purse makes a heavy heart.
6. If you buy cheaply you pay dearly.
7. Cry over spilled milk.
8. Turn up like a bad penny.
9. Be swift to hear, slow to speak.

Exercise 2

Insert *hardly*, *rarely*, *barely*, *scarcely*, *seldom*.

1. What the eye ... sees, the heart soon despises.
2. A good horse has many faults; a bad one has ... any.
3. Common fame is ... to blame.
4. To be in love and act wisely is ... granted to a god.
5. There are many lies but ... one truth.

Exercises on both explicit and implicit negation

Exercise 1

Match the beginning with the correct ending. Then make a presentation on it or make a short story that can explain the proverb.

- | | |
|-------------------------|-------------------------------|
| 1. A house divided | a)with your bread and butter |
| 2. The leopard | b)go behind his last |
| 3. Dog that barks at | c)ass's mouth |
| 4. Good can never | d)no accounts |
| 5. Good wine | e)cannot changes its spots |
| 6. Happiness takes | f)needs no bush |
| 7. He cannot speak well | g)against itself cannot stand |
| 8. Honey is not for | h) a distance never bites |
| 9. Let not cobbler | i) grow out of evil |
| 10. Never quarrel | j)who cannot hold his tongue |

Exercise 2

From the given words make up proverbs

1. a, lead, to, can, him, but, can't, horse, You, water, you, drink, make
2. those, not, are, will, There, as, hear, none, who, deaf, so
3. ditch, blind, If, shall, blind, into, the, both, the, fall, the, lead
4. silk, a, of, a, cannot, out, You, ear, make, sow's, purse
5. than, no, link, A, is, its, stronger, weakest
6. after, the, the, shut, gone, barn, door, is, Don't, horse
7. must, roses, that, never, He, to, thorns, gather, that, expect, plants
8. anything, say, have, to, nice, say, If, don't, at, anything, you, don't, all
9. let, what, is, Never, the, doing, hand, right, know, hand, left, the
10. not, Little, be, and, wounds, enemies, must, little, despised

Exercise 3

Render the following proverbs into Armenian.

1. Death when it comes will have no denial.
2. Can a leopard change its spots?

3. A constant guest is never welcome.
4. Ha that fears every bush must never go a – birding.
5. If you run after two hares, you will catch neither.
6. It is no use crying over split milk.
7. Great talkers are little doers.
8. If you sell the cow you sell her milk too.
9. If the blind lead the blind, both shall fall into the ditch.
10. First catch your hare, than cook him.