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Н. Л. Голубкова, А. М. Коваленко, О. А. Свердленко

**FUNDAMENTALS OF AN ENGLISH
SENTENCE**

ОСНОВИ АНГЛІЙСЬКОГО РЕЧЕННЯ

Навчальний посібник

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Рецензенти:

К. І. Мізін, доктор філологічних наук, професор, завідувач кафедри іноземної філології, перекладу та методики навчання ДВНЗ «Переяслав-Хмельницького державного педагогічного університету імені Григорія Сковороди;
О. А. Заболотна, доктор педагогічних наук, професор Уманського державного педагогічного університету імені Павла Тичини.

Голубкова Н.Л., Коваленко А.М., Свердленко О.А.

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Навчальний посібник призначений для розвитку граматичних навичок студентів ВНЗ і факультетів іноземної філології, які вивчають англійську мову як іноземну.

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FUNDAMENTALS OF AN ENGLISH SENTENCE (SYNTAX)

ОСНОВИ АГЛІЙСЬКОГО РЕЧЕННЯ (СИНТАКСИС)

Syntax is the part of grammar which deals with sentences and combinability of words. The core of syntax is the study of the sentence. On the one hand, syntax embraces the structure of the sentence: its components, their structure and the relations between these components. On the other hand, syntax deals with structural and communicative types of sentences.

In other words, **syntax** is the study of sentences and their structure, and the constructions within sentences. Syntax tells us what goes where in a sentence.

LESSON 1.

INTRODUCTION TO PARTS OF SENTENCE ANALYSIS. THE PARTS OF SPEECH

Words are fundamental units in every sentence, so we will begin by looking at these. Consider the words in the following sentence:

My brother drives a big car.

We can tell almost instinctively that *brother* and *car* are the same type of word, and also that *brother* and *drives* are different types of words. By this we mean that *brother* and *car* belong to the same word class. Similarly, when we recognize that *brother* and *drives* are different types, we mean that they belong to different word classes.

The words of every language fall into classes, which are called **parts of speech**. Each part of speech has its own characteristics. The parts of speech differ from each other in:

- 1) meaning,
- 2) form,
- 3) function.

All words in the E. language may be divided into **3 main groups**:

- 1) notional words
- 2) structural words
- 3) independent elements.

Notional words have distinct lexical meaning and perform independent syntactic functions in the sentence, serving as primary or secondary parts of the sentence.

Structural words differ from notional words semantically – their lexical meaning is of more general character than that of the notional words. Structural words do not perform any independent syntactic function in the sentence, but serve to express various relations between the words in the sentence or to supply the meaning of the word (“a” book / “the” book, “on the” desk).

Independent elements are words, which are characterized by peculiar meaning of various kinds. They have no grammatical connection in the sentence in which they occur. They do not perform any syntactic function.

NOTIONAL WORDS

- | | |
|---|------------------------------------|
| 1. VERB | go, sit, play |
| 2. NOUN | man, girl, table |
| 3. ADJECTIVE | nice, brilliant, clever |
| 4. NUMERAL | one, twenty, fifth, tenth |
| 5. PRONOUN | I, you, my, his, somebody, this |
| 6. ADVERB | nicely, often, seldom, here, there |
| 7. WORDS OF CATEGORY OF STATE / STATIVES | asleep, alone, awaken, alive |

STRUCTURAL WORDS

- | | |
|-----------------------|--------------------------|
| 1. ARTICLE | a (an), the |
| 2. PARTICLE | to, too, not, also |
| 3. PREPOSITION | in, on, with, of |
| 4. CONJUNCTION | and, but, if, though, or |

INDEPENDENT ELEMENTS

- | | |
|---|----------------------------|
| 1. INTERJECTION | Alas! Wow! Ouch! Oh! |
| 2. MODAL WORDS | indeed, probably, no doubt |
| 3. WORDS OF AFFIRMATION & NEGATION | yes, no |

EXERCISES

1. Match a term from B with an example in A.

A	B
a) write, want	1) preposition (<i>Prep.</i>)
b) she, him	2) adjective (<i>Adj.</i>)
c) car, tree	3) adverb (<i>Adv.</i>)
d) slowly, always	4) pronoun (<i>Pron.</i>)
e) nice, pretty	5) verb (<i>V.</i>)
f) a, the	6) numeral (<i>Num.</i>)

g) on, at, under,	7) modal word (<i>Mod. W.</i>)
h) one, second	8) interjection (<i>Int.</i>)
i) afraid, asleep	9) particle (<i>Part.</i>)
j) but, if, though	10) word of affirmation and negation
k) too, also	11) noun (<i>N.</i>)
l) perhaps, maybe	12) article (<i>Art.</i>)
m) ouch, oh	13) conjunction (<i>Conj.</i>)
n) yes, no	14) word of category of state (stative)

2. Each sentence given below contains an underlined word. You have to find out what part of speech that word belongs to.

1. She was running a high temperature.
a) adjective b) adverb c) noun
2. I am the happiest woman in the world.
a) adverb b) adjective c) verb
3. He has many powerful friends.
a) noun b) verb c) adjective
4. Choose the lesser of the two evils.
a) adverb b) noun c) verb
5. Harry is the most intelligent boy in the class.
a) conjunction b) preposition c) adverb
6. A fast car goes fast.
a) verb b) adjective c) adverb
7. She was angry but she said nothing.
a) preposition b) pronoun c) conjunction
8. There is something under the bed.
a) preposition b) conjunction c) noun
9. They live in a small cottage above the lake.
a) verb b) noun c) preposition
10. He cut himself while shaving.
a) adverb b) adjective c) verb
11. She was angry with him.
a) adverb b) adjective c) noun
12. I have other things to attend to.
a) adjective b) adverb c) noun

3. Study the following sentence and identify the selected parts of speech. For each word listed underline the correct part of speech.

The *customer* and I *critically evaluated* information *on* the company Web site.

1. *customer* a) noun b) pronoun c) verb d) adjective

- | | | | | |
|----------------------|----------------|----------------|----------------|-----------|
| 2. <i>and</i> | a) preposition | b) conjunction | c) adjective | d) adverb |
| 3. <i>critically</i> | a) adjective | b) conjunction | c) preposition | d) adverb |
| 4. <i>evaluated</i> | a) adverb | b) noun | c) verb | d) adverb |
| 5. <i>on</i> | a) preposition | b) conjunction | c) adjective | d) adverb |

4. Identify the underlined words as noun (N.), pronoun (Pron.), verb (V.), adjective (Adj.), adverb (Adv.), preposition (Prep.), interjection (Int.), or conjunction (Conj.).

1. Paul Anderson was proclaimed the world-champion weight lifter.
___ ___
2. He established this record by lifting 1175 pounds. ___ ___
3. The records indicate that the first fight *with* boxing gloves was fought in 1818 in France. ___ ___
4. He had so much to do that he went home early. ___ ___
5. Not wanting to be rude, he made his apologies to his host. ___ ___
6. "Ordinarily, I would not leave so soon, but I have so much to do," he told his host. ___ ___
7. The understanding was between the guest and his host. ___ ___
8. In 1876, R. Barnes of Chicago led the National League with an average of .403. ___ ___
9. In the 1957 World Series, Lew Burdette won three games, two of which were shutouts. ___ ___
10. They attended the concert last weekend. ___ ___
11. The truck driver delivered the packages quickly. ___ ___
12. Fast runners won all the awards at the track meet. ___ ___
13. Hey! That is my seat. ___ ___
14. The diagram was pretty complicated for us. ___ ___
15. Check the score, Tom. ___ ___
16. Will the students be able to find the answer by themselves? ___ ___
17. They slowly carried the couch down the stairs. ___ ___
18. Can you see beyond the hills from the top of the tower? ___ ___
19. Hurray! Our team has finally scored a touchdown. ___ ___
20. Sara did not know whether to swing at the ball or take the pitch. ___ ___
21. Mark would like to go, but he cannot. ___ ___
22. Rich likes the food at this restaurant, yet he seldom eats here. ___ ___
23. Run with him or her. ___ ___
24. The track team ran into the hills. ___ ___
25. The temperature is several degrees below zero. ___ ___
26. Call me around four o'clock. ___ ___

5. In each of the following sentences, one word is used as an adjective (Adj.), as a noun (N.), and as a verb (V.). For each sentence indicate the part of speech for the underlined word.

1. We have little time in which to make a decision. ____
2. Officials will time the runners in the marathon. ____
3. Factory workers must punch a time clock. ____
4. He had to dress quickly for the awards ceremony. ____
5. Does your company have a dress code? ____
6. She decided to wear a suit instead of a dress to the interview. ____
7. Doug prefers a casual work environment. ____
8. Susan arrives at work early each morning. ____
9. The entire department worked overtime to finish the project. ____
10. Advertisements promised instruction from a master teacher. ____
11. Few students can master Web design in a short course. ____
12. Warren Buffet is a master in the field of investing. ____

6. The underlined words in the following sentences are either prepositions or conjunctions. Write (Conj.) for conjunction or (Prep.) for preposition.

1. Technical skills are important for entry-level positions, but communication skills are necessary for promotion into management. ____

2. Writing good letters and e-mail messages to customers creates goodwill for business and professional organizations. ____
3. One e-mail message contained a virus, but it was very quickly deleted. ____
4. The hotel manager selected four trainees from many applicants. ____
5. Words are the most powerful drug used by mankind. ____

7. Complete these statements.

1. Names for persons, places, things, qualities, feelings, concepts, activities, and measures are _____.
a) verbs b) adjectives c) nouns d) pronouns
2. Words that substitute for nouns are _____.
a) adverbs b) adjectives c) interjections d) pronouns
3. The part of speech that answers the question "What kind?" and "How many?" is a/an _____.
a) adverb b) adjective c) preposition d) conjunction
4. Words such as slowly, very, and tomorrow that answer the questions "How?" and "When?" are _____.
a) adverbs b) adjectives c) nouns d) conjunctions

5. *I, you, they, hers, and he* are examples of _____.
- a) pronouns b) nouns c) adverbs d) adjectives
6. *Wow, well, and oops* are examples of _____.
- a) pronouns b) prepositions c) interjections d) adjectives
7. *And, or, nor, and but* are _____
- a) adverbs b) prepositions c) interjections d) conjunctions
8. Words such as *by, in, and of* that join noun or pronoun objects to other words in sentences are _____.
- a) adverbs b) prepositions c) conjunctions d) adjectives

LESSON 2.

SENTENCE

Most people recognize a sentence as a unit which begins with a capital letter and ends with a full stop (a period), a question mark, or an exclamation mark. Of course, this applies only to written sentences. Sentences have also been defined notionally as units which express a "complete thought", though it is not at all clear what a "complete thought" is.

CLASSIFICATION OF SENTENCES.

COMMUNICATIVE TYPES OF SENTENCES

Sentences may be classified according to their use in discourse. So, we recognise four main types of sentence according to the purpose of utterance:

- **declarative**
- **interrogative**
- **imperative**
- **exclamatory.**

Declarative sentences are used to convey information or to make statements. Grammatically statements are characterized by the subject-predicate structure with the direct order of words.

David plays the piano.

I hope you can come tomorrow.

We have been to London this year.

According to the information presented declarative sentences may be **affirmative** and **negative**.

John knows English.

Mary does not know French.

Interrogative sentences contain questions (general, special, alternative, disjunctive (tag questions)).

- **General questions** *Do you like coffee? – Yes, I do. / No, I do not.*
- **Alternative questions** *Did you go to the café or to the park yesterday?*
- **Special questions** *Where do you live?*
- **Disjunctive (tag) questions** *This book is interesting, isn't it?
This book is not interesting, is it?*

Are you a student?

Is this your book?

Did you receive my message?

Have you found a new job yet?

Will you go to the cinema with your daughter?

Is the baby sleeping now?

The examples above are **general** or **YES/NO questions**, because they provoke a response which is either *yes* or *no*.

Alternative questions offer two or more alternative responses.

Are you a teacher or a student?

Is your friend going to be a teacher or an interpreter?

Should I telephone you or send an email?

Have you done your homework or not?

Do you want tea, coffee, or espresso?

General and alternative questions are introduced by an auxiliary verb.

Special or WH- questions, on the other hand, are introduced by a *wh*-word, and they provoke an open-ended response.

What are you doing now?

Where do you work?

When will you graduate from the University?

Why did you decide to become a teacher of English?

Whose book is this?

How long have you been living in Sumy?

Which cake would you like?

How old is your mother?

Questions are sometimes tagged onto the end of a declarative sentence.

David plays the piano, doesn't he?

You know English well, don't you?

There is a big match tonight, isn't there?
She has already read this book, hasn't she?
You don't want to be a doctor, do you?
You are not going to cook, are you?
You won't go to the sea-side, will you?
You haven't done your homework, have you?
There isn't a book on the desk, is there?

These are known as **disjunctive (tag) questions**. They consist of a main or auxiliary verb followed by a pronoun or existential *there*.

Both **general** and **special** questions may serve as **rhetorical questions**. A rhetorical question contains a statement disguised as a question. Usually it is a positive question hiding a negative statement. No answer is expected.

What else could I do? (I could do nothing.)
Do we always act as we ought to? (We don't always act as we ought to.)

A rhetorical question does not ask for any new information. It implies a statement and is always emotionally coloured. Besides, it is used to attract the listener's attention.

Will you give me a photo of yours? – What for?...

Imperative sentences express orders, commands or requests.

Leave your coat in the hall!
Don't shut the door!
Stop!

Commands may be softened and made requests with the help of the word *please*, the rising tone, a tag question or "yes-no" question beginning with *will* or *would*.

Give me your phone number, please!
Repeat the word, will you?
Leave your coat in the hall, will you?
Write soon, won't you?
Will you help me?
Would you give me a cup of coffee?

Commands are sometimes expressed without an imperative verb. Such commands are called verbless ones.

Silence!
Water, please!
To the right!
Careful, please!
No smoking!
No talking!

Hush!

Exclamatory sentences express some kind of emotion or feeling.

What a stupid man he is!

How wonderful you look!

What an interesting book!

How kind of you to come!

Isn't it funny! (How funny it is!)

EXERCISES

1. Identify the type of the sentence (declarative, interrogative, imperative, exclamatory).

1. How well she sings!

a) Declarative b) Imperative c) Interrogative d) Exclamatory

2. What is your name?

a) Declarative b) Imperative c) Interrogative d) Exclamatory

3. Did I say anything to make you angry?

a) Declarative b) Imperative c) Interrogative d) Exclamatory

4. What is your name?

a) Declarative b) Imperative c) Interrogative d) Exclamatory

5. Who told you this?

a) Declarative b) Imperative c) Interrogative d) Exclamatory

6. She is a successful writer.

a) Declarative b) Imperative c) Interrogative d) Exclamatory

7. It is raining cats and dogs.

a) Declarative b) Imperative c) Interrogative d) Exclamatory

8. I want to become a writer.

a) Declarative b) Imperative c) Interrogative d) Exclamatory

9. She does not eat meat or fish.

a) Declarative b) Imperative c) Interrogative d) Exclamatory

10. Go at once.

a) Declarative b) Imperative c) Interrogative d) Exclamatory

11. Bring me that file please!

a) Declarative b) Imperative c) Interrogative d) Exclamatory

12. My mother makes delicious cookies.

a) Declarative b) Imperative c) Interrogative d) Exclamatory

13. Fetch me a glass of water.

a) Declarative b) Imperative c) Interrogative d) Exclamatory

14. Please leave your footwear outside.

a) Declarative b) Imperative c) Interrogative d) Exclamatory

15. Please be seated.
a) Declarative b) Imperative c) Interrogative d) Exclamatory
16. Sit down.
a) Declarative b) Imperative c) Interrogative d) Exclamatory
17. She writes with her left hand.
a) Declarative b) Imperative c) Interrogative d) Exclamatory
18. What a tragedy!
a) Declarative b) Imperative c) Interrogative d) Exclamatory
19. How beautiful she is!
a) Declarative b) Imperative c) Interrogative d) Exclamatory
20. I have two sisters.
a) Declarative b) Imperative c) Interrogative d) Exclamatory
21. How ridiculous this is!
a) Declarative b) Imperative c) Interrogative d) Exclamatory
22. I have lost my way.
a) Declarative b) Imperative c) Interrogative d) Exclamatory
22. Will you wait here?
a) Declarative b) Imperative c) Interrogative d) Exclamatory
23. Where have you been all this while?
a) Declarative b) Imperative c) Interrogative d) Exclamatory
24. We will not tolerate this.
a) Declarative b) Imperative c) Interrogative d) Exclamatory
25. I am your friend.
a) Declarative b) Imperative c) Interrogative d) Exclamatory
26. My sister lives in Mexico.
a) Declarative b) Imperative c) Interrogative d) Exclamatory
27. What did you do then?
a) Declarative b) Imperative c) Interrogative d) Exclamatory
28. Do be a bit more careful.
a) Declarative b) Imperative c) Interrogative d) Exclamatory
29. Never speak to me like that again.
a) Declarative b) Imperative c) Interrogative d) Exclamatory
30. Always remember what I told you.
a) Declarative b) Imperative c) Interrogative d) Exclamatory

2. Identify the type of the question (general, special, alternative, disjunctive (tag), rhetorical).

1. What is Tony writing?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical

2. You have Mr. Eden's address, haven't you, Mr. Ends?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
3. What is the meaning of that?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
4. Does Diana like golf?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
5. Does Diana like golf or tennis?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
6. They live in Manchester, don't they?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
7. Who killed President John F. Kennedy?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
8. She is going to live in the house, isn't she?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
9. Don't you realize it's quite against the rules to have him?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
10. Arthur is 21, isn't he?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
11. Were you talking about the house?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
12. We will be having some sort of celebration for the bride, won't we?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
13. I would like to have your phone number. – What for?...
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
14. Are they football or hockey fans?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
15. When were the twins born?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
16. You can speak Spanish, can't you?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
17. What time do you have to get up?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
18. You are married, aren't you?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
19. Do you get paid monthly or weekly?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
20. Is rain wet?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
21. You don't work in a bank, do you?
a) General b) Special c) Alternative d) Disjunctive e) Rhetorical

22. What kind of pet does he want?
 a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
23. Are you stupid?
 a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
24. What is the meaning of life?
 a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
25. Why me?
 a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
26. Who cares?
 a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
27. Have they been to Wales this year?
 a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
28. Where have they been this year?
 a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
29. Have they been to Wales this year or this month?
 a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
30. They have been to Wales this year, haven't they?
 a) General b) Special c) Alternative d) Disjunctive e) Rhetorical
31. Who knows?
 a) General b) Special c) Alternative d) Disjunctive e) Rhetorical

3. Fill in the words to form questions.

did, are, do, have, was, haven't, is, isn't

1. What types of books ____ you like to read?
2. ____ she reading a love story or an adventure story?
3. ____ you seen «Titanic»?
4. Who ____ watching TV at eight o'clock last night?
5. It's an exciting book, _____ it?
6. ____ you going to watch a romantic film or a musical?
7. You have seen this film, _____ you?
8. ____ you go to the cinema last night?
9. ____ you ever been to London?
10. When ____ you go to London?
11. How long ____ you been studying English?
12. You don't like apple juice, _____ you?

Now group these questions by their types.

General (Yes / No) Questions: _____.

Alternative Questions: _____.

Special Questions: _____.

Disjunctive (Tag) Questions: _____.

5. Form questions using the words. Start each question with a capital letter. Answer the question.

1. birthday / is / when / your?

2. many / how / cards / did / get / you?

3. do / what / like / you / presents?

4. mum / what / make / did / cake / your?

5. at the party / you / did / what / do?

6. like / you / parties / do / why?

7. summer / are / this / where / you / going?

8. there / going / how / you / are?

9. take / going / to / what / you / are?

10. with / are / you / who / going?

11. do / going / to / you / there / what / are?

12. you / stay / going / to / are / where?

13. playing / dad / sports / your / games / is / of / fond?

14. roller-skate / when / learn / you / to / did?

15. of / afraid / are / spiders / you?

LESSON 3.

STRUCTURAL CLASSIFICATION OF ENGLISH SENTENCES

According to the structure sentences may be **simple** and **composite**.

Simple sentences comprise one predicative center (line). In other words they consist of one clause (A **clause** is a part of a sentence containing a subject and a predicate).

I don't like dogs.

Karen baked cookies for dessert.

Jeff and John are brothers.

Where are you going?

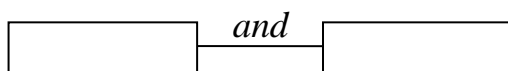
How long have you been reading this book?

Our school basketball team lost their last game of the season 75-68.

The old hotel opposite the bus station in the center of the town is probably going to be knocked down at the end of next year.

Composite sentences consist of two or more predicative centers. Composite sentences may be:

Compound sentences contain two independent clauses that are joined by coordinating conjunctions. (The most common coordinating conjunctions are: *and, but, or, so.*)

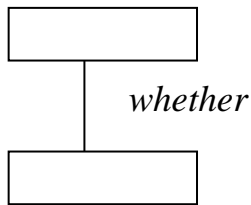


I don't like dogs, and my sister doesn't like cats.

You can write on paper, or you can use a computer.

A tree fell onto the school roof in a storm, but none of the students was injured.

Complex sentences contain an independent clause (main clause) plus one or more dependent clauses. (A dependent clause starts with a subordinating conjunction. Examples: *that, because, while, although, where, if, whether,* etc.)



I don't know whether she is pretty or not.

I don't like dogs that bark at me when I go past.

She did her homework while her father cooked dinner.

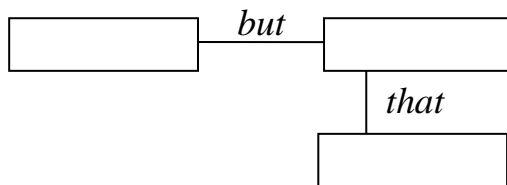
When it stops raining, we will play baseball.

You should brush your teeth before you go to bed.

Because she is nice, Mrs. Thomas let us read books that we brought from home.

Compound-complex sentence is a type of composite sentence that contains 3 or more clauses (of which at least two are independent and one is dependent).

The weather had been all the week extremely sultry but the storm broke so suddenly that the thunder and lightning were frequent.

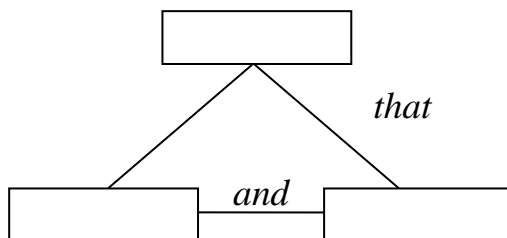


I don't like dogs, and my sister doesn't like cats because they make her sneeze.

You can write on paper, but using a computer is better as you can easily correct your mistakes.

Complex-Compound sentence is a type of composite sentence that contains 3 or more clauses (of which one is independent and has at least two dependent subordinate clauses which are connected by the conjunction *and*).

I remember that the landscape was buried deep in snow and we had very little fuel.



According to their structure simple sentences are divided into **two-member** and **one-member** sentences.

A **two-member sentence** comprises two main (principle) parts of the sentence (Subject and Predicate).

A two-member sentence may be **complete** or **incomplete (elliptical)**.

A **complete two-member sentence** has both main parts (Subject and Predicate) in its structure:

Mary is a student.

John lives in London.

She is always happy with us.

I didn't go to the cinema yesterday.

She won't be happy.

An **incomplete (elliptical) two-member sentence** is a type of simple two-member sentence in which one main part is missing or both principle parts are missing but they can be easily understood (restored) from the context:

Where were you yesterday? – At the theatre.

Where are you going? – To the University.

What are you thinking about? – You.

How are you feeling? – Well.

Whose dress is this? – Ann's.

A **one-member sentence** is a sentence comprising only one member which is neither subject nor predicate. One-member sentences may be:

nominal – *Silence. Summer. Midnight. Morning.*

verbal – *Only to go there. To think of that.*

Both two-member and one member sentences may be:

a) **unextended** – *The car has stopped. John is reading. It is raining. Autumn. Ann is a teacher.*

b) **extended** – *The new blue car has stopped near the gates of the central market. He treated them badly. She laughed heartily at the joke. John is an excellent doctor. A beautiful day. Dusk of a summer night.*

An extended two-member sentence has both main (principal) parts of the sentence (subject and predicate), and secondary parts (object, attribute and adverbial modifier).

EXERCISES

1. Read the following sentences and state whether they are simple, complex or compound.

Remember:

A simple sentence has just one clause.

A complex sentence has one main clause and one or more subordinate clauses.

A compound sentence has two or more clauses of equal rank.

1. The girl looked at her brother and smiled.
a) Simple b) Compound c) Complex
2. The meeting was held in a room near the library.
a) Simple b) Compound c) Complex
3. As soon as the bell rang, the children rushed out.
a) Simple b) Compound c) Complex
4. We saw a film which was based on the life of Nelson Mandela.
a) Simple b) Compound c) Complex
5. His crude remarks offended me.
a) Simple b) Compound c) Complex
6. Jane and Alice had their dinner and went for a walk.
a) Simple b) Compound c) Complex
7. The boys and the girls were shouting loudly.
a) Simple b) Compound c) Complex
8. The customers were happy because they got what they wanted.
a) Simple b) Compound c) Complex
9. When he was 12, David moved to London.
a) Simple b) Compound c) Complex
10. The tiny dog and her owner went on a walk, but they quickly got tired.
a) Simple b) Compound c) Complex
11. The meeting was held in a room near the library.
a) Simple b) Compound c) Complex
12. Because the diamond is worth so much, there were policemen nearby.
a) Simple b) Compound c) Complex
13. Neither John nor Mary wanted to go.
a) Simple b) Compound c) Complex
14. These students are best friends, and they plan to go to college together
a) Simple b) Compound c) Complex
15. Mickey Mouse and Donald Duck are enjoying their time in Walt Disney World.
a) Simple b) Compound c) Complex
16. Disney World, where dreams come true, is my favorite place on Earth.
a) Simple b) Compound c) Complex
17. Logan and Morgan decided to go to the mall to buy some presents next Monday morning.
a) Simple b) Compound c) Complex
18. I forgot my jacket, so I stayed inside at recess.
a) Simple b) Compound c) Complex
19. She loves to eat chocolate ice cream, but it makes her tummy hurt.
a) Simple b) Compound c) Complex

20. Even though she loves to eat chocolate ice cream, it makes her tummy hurt.

- a) Simple b) Compound c) Complex

21. You are very good at singing, so you can join our band!

- a) Simple b) Compound c) Complex

22. Since you are good at singing, you can join our band!

- a) Simple b) Compound c) Complex

23. The teacher had a conversation with the student's parents, yet he didn't improve his behaviour in class.

- a) Simple b) Compound c) Complex

24. Although the teacher had a conversation with the student's parents, he didn't improve his behaviour in class.

- a) Simple b) Compound c) Complex

25. I'm happy, but my kids are always complaining.

- a) Simple b) Compound c) Complex

26. I'm happy, even though I don't make much money.

- a) Simple b) Compound c) Complex

27. This new laptop computer, which I bought yesterday, has already crashed twice.

- a) Simple b) Compound c) Complex

28. I was wearing my navy linen suit, a white shirt, a red tie, and black loafers.

- a) Simple b) Compound c) Complex

29. He can follow that path and see the waterfall.

- a) Simple b) Compound c) Complex

30. Robert doesn't eat meat, so Barbara made a special vegetarian dish for him.

- a) Simple b) Compound c) Complex

2. Point out two-member sentences (say whether they are complete or incomplete) and one-member sentences.

Remember: *A two-member sentence may be complete or incomplete. It is complete when it has a subject and a predicate.*

1. Young Jolyon could not help smiling.

- a) two-member, complete b) two-member, incomplete c) one-member

2. Best not to see her again. Best to forget all about her.

- a) two-member, complete b) two-member, incomplete c) one-member

3. Freedom! Bells ringing out, flowers, kisses, wine.

- a) two-member, complete b) two-member, incomplete c) one-member

4. What were you doing? - Drinking.
 a) two-member, complete b) two-member, incomplete c) one-member
5. We must go to meet the bus.
 a) two-member, complete b) two-member, incomplete c) one-member
6. Who does it for Mr. George? - James, of course.
 a) two-member, complete b) two-member, incomplete c) one-member
7. What do you want of us? – Miracles.
 a) two-member, complete b) two-member, incomplete c) one-member
8. What were you thinking about? - You.
 a) two-member, complete b) two-member, incomplete c) one-member
9. Winter. Snow.
 a) two-member, complete b) two-member, incomplete c) one-member
10. The blue of the sky showed that it was morning already.
 a) two-member, complete b) two-member, incomplete c) one-member
11. Sweet home!
 a) two-member, complete b) two-member, incomplete c) one-member
12. What time does Dave come for lunch? - One o'clock.
 a) two-member, complete b) two-member, incomplete c) one-member
13. Dusk of a summer night.
 a) two-member, complete b) two-member, incomplete c) one-member
14. No! To have his friendship, his admiration, but not at that price.
 a) two-member, complete b) two-member, incomplete c) one-member
15. Where were you yesterday? - At the cinema.
 a) two-member, complete b) two-member, incomplete c) one-member
16. To come home! To see your folks!
 a) two-member, complete b) two-member, incomplete c) one-member
17. Thirteen is my favourite number.
 a) two-member, complete b) two-member, incomplete c) one-member
18. To look for the keys or not in the dark was the question.
 a) two-member, complete b) two-member, incomplete c) one-member
19. Mary has been going out with Jake since April.
 a) two-member, complete b) two-member, incomplete c) one-member
20. Night. A lady's bed-chamber in Bulgaria, in a small town near the Dragoman Pass, late in November in the year 1885.
 a) two-member, complete b) two-member, incomplete c) one-member

The Scheme of Analyzing Simple Sentences

1. The communicative type: *declarative / interrogative (general / special, alternative, disjunctive question) / imperative;*

2. The type of the simple sentence according to the information presented in it: ***affirmative / negative***;
3. The type of the simple sentence according to the constituents of predication (Subject and Predicate): ***one-member / two-member***;
4. The type of the simple sentence as to the presence of the sentence parts: ***complete / incomplete***;
5. The type of the simple sentence depending on the quantity of the sentence parts ***extended / unextended***;

3. Give general characteristics of the simple sentence according to the model.

Model: He has been happy here for a long time. – *It is a declarative, affirmative, simple, two-member, complete, extended sentence.*

He has not been happy here for a long time. – *It is a declarative, negative, simple, two-member, complete, extended sentence.*

Has he been happy here for a long time? - *It is an interrogative (general question), simple, two-member, complete, extended sentence.*

1. There is a book on the table. 2. I don't like going to the café without my friends. 3. It is time to start working. 4. You can speak English, can't you? 5. Will he come soon? 6. This is not a place to smoke. 7. Can't you speak louder? 8. Neither John nor Mary wanted to go. 9. My family are perfectly normal. 10. The New York's population is greater than London's. 11. When are we going to have got lunch? 12. Next year the school will have a new gym. 13. Does she often have car accidents? 14. What kind of table is there in the living room? 15. Something has happened in his life. 16. The first three prizes were awarded to the winners. 17. John never used to smoke a lot. 18. Every evening husband and wife would sit in front of the fire. 19. What are you doing tonight? 20. He ordered himself the dinner. 21. He had no intention of buying that book. 22. The cough had been lasting for a period of years. 23. He could see no advantage in killing creatures. 24. His lumpy mattress caused Andrew to sleep badly that night. 25. He usually works with correspondence from 10 a.m. to 5 p.m.

LESSON 4.

THE SUBJECT

Every English sentence but one-member and the imperative one must have a subject. **The subject** is one of the two main parts of the sentence.

1. The most important feature of the subject in English is that in declarative sentences it normally comes immediately before the predicate, whereas in questions its position is immediately after an auxiliary verb. It means that in English sentences any word or words which occur in these positions are to be treated as the subject of the sentence.

Declarative: David is unwell.

When we change this into a general (yes/no) question (interrogative), the subject and the verb change places with each other:

Interrogative: Is David unwell?

If an auxiliary verb is present, however, the subject changes places with the auxiliary:

Declarative: Jim has already left.

Interrogative: Has Jim already left?

In this interrogative, the subject still comes before the main verb, but after the auxiliary. This is true also of interrogatives with a do-auxiliary:

Declarative: Jim left early.

Interrogative: Did Jim leave early?

However, there are exceptions to this. For instance:

Yesterday the theatre was closed

Here, the first element is an adverb *yesterday*, but this is not the subject of the sentence. Notice that *the theatre*, and not *yesterday*, inverts with the verb in the interrogative:

Declarative: Yesterday the theatre was closed.

Interrogative: Was the theatre closed yesterday?

Yesterday was the theatre closed?

So the subject here is *the theatre*, even though it is not the first element in the sentence.

2. The subject determines the form of the verbal part of the predicate as regards its number and person.

I go to the University every day.

He goes to the University every day.

I am a student.

We are students.

WAYS OF EXPRESSING THE SUBJECT

The subject may be expressed by:

1. A noun in the common case (including substantivized adjectives and participles) or a nominal phrase with a noun.

The fog is thinning.

The blue of the sky deepened visibly.

The unbelievable happened.

Four and three is seven.

A great number of trees were broken.

Note: Occasionally a noun in the genitive case is the subject. This may be where a noun denotes someone's place of business or residence.

The grocer's was full.

Jim's was a narrow escape. (Jim's escape was a narrow one). This type of subject is rather emphatic.

2. A personal pronoun in the nominative case or any other pronoun.

I shall do the best I can.

She is very pretty.

It was very cold yesterday.

Nothing can be done about it.

One learns by experience.

Who told you this?

3. A numeral (either cardinal or ordinal) or a nominal phrase with a numeral.

Seven cannot be divided by two.

Two of them were left in the camp.

The third was a young man with a dog.

4. An infinitive or an infinitive phrase.

To understand is to forgive.

To deny the past is to deny the future.

5. A gerund or a gerundial phrase.

Talking mends no holes.

Working for someone keeps a woman calm and contented.

6. An infinitive or a gerundial predicative complex.

For her to fall asleep in broad daylight was not at all usual.

It was no good his coming back.

7. Any word or words used as quotations.

"And" is a conjunction.

His "How do you do" never sounds cordial enough.

8. A clause (then called a subject clause), which makes the whole sentence a complex one.

What girls of her sort want is just a wedding ring.

STRUCTURAL CLASSIFICATION OF THE SUBJECT

Structurally subjects fall into four types: **the simple subject, the phrasal subject, the compound subject and the complex subject.**

1. **The simple subject** is expressed by a single word-form.

Mike likes dancing.

Spring has come at last.

Smoking is bad for your health.

Seeing is believing.

To live is to struggle.

2. **The phrasal subject** is expressed by a phrase, i. e. a group of two or more notional words functioning as a whole.

Uncle John called me.

Building houses becomes more difficult.

To ask him again was useless.

The blue of the sky deepened visibly.

3. **Compound subject** consists of formal subject *there* and notional subject, which denotes a person or thing that can be clearly defined.

There is a book on the table.

There – formal subject;

a book – notional subject.

There were flowers in the vase.

There – formal subject;

flowers – notional subject.

4. **The complex subject** is expressed

1) by a predicative complex:

a) For-to-Infinitive constructions:

For them to do it would be impossible.

For him to earn bread was a problem.

b) Gerundial constructions:

My meeting him again was a surprise.

2) by a subject clause:

Who has done this is still to be found.

Where he lives is unknown to me.

GRAMMATICAL CLASSIFICATION OF THE SUBJECT

From the point of view of its grammatical value the subject may be either **notional** or **formal**.

The notional subject denotes or (if expressed by a pronoun) points out a person or a non-person.

The formal subject neither denotes nor points out any person or non-person and is only a structural element of the sentence filling the linear position of the subject. Thus, a formal subject functions only as a position-filler.

In English there are two such position-fillers: **it** and **there**.

According to the character the **notional** subject can be:

1) **definite personal** (personal proper).

This subject denotes a person, thing or process that can be clearly defined:

Fleur smiled.

The book is interesting.

Smoking is forbidden here.

To talk to them is always pleasant.

2) **indefinite personal**.

This subject denotes some indefinite person, a state of things or a certain situation.

It is expressed by the pronoun *one* or *you*

One should do one's duty.

You can't be too careful.

3) **generalized personal**:

They say . . .

EXERCISES

1. Point out the subject in the following sentences and identify what part of speech it is expressed by.

1. Time flies. _____
2. We will try. _____
3. The Johnsons have returned. _____
4. The rich never cry. _____
5. Our school cafeteria always smelled like stale cheese and dirty socks.

6. The children were very excited at that moment. _____

7. The birds can fly high in the sky. _____
8. Could you carry some of these books? _____
9. The woman in the back of the room asked a question. _____
10. Will you play with me? _____
11. The old man at the head of the line was holding a Darth Vader lightsaber. _____
12. To err is human. _____
13. Have you eaten breakfast yet? _____
14. Reading is fun. _____
15. Drinking milk is healthy. _____
16. My drinking milk pleases my mother. _____
17. To forgive is divine. _____
18. To become a librarian requires at least one graduate degree. _____
19. During his biology lab, Tommy danced on the table. _____
20. In a small house adjacent to our backyard lives a family with ten noisy children. _____
21. Who interviewed all the witnesses? _____

2. Point out the subject in the following sentences and say whether it is *simple, phrasal, compound or complex*.

1. Your new neighbours are very noisy. _____
2. Drinking beer is not permitted here. _____
3. Without thinking, the professor stepped off the pavement. _____
4. To ensure confidentiality, we will conceal your name and address. _____
5. There was a storm last night. _____
6. Good books are worthy companions. _____
7. The love of money is the root of all evil. _____
8. To be ready for storm is the duty of the sailor. _____
9. Whatever he did was misunderstood. _____
10. The Society for the Prevention of Cruelty to Animals has done much good by its teachings. _____
11. To pay his bills promptly is characteristic of an honest man. _____
12. The news was received at eight o'clock. _____
13. The result of the examination was not yet known. _____
14. All the talents and all the accomplishments developed by liberty and civilization were now displayed. _____
15. There were flowers in the Chinese vase on the table. _____
16. To exercise power over another unlawfully is tyranny. _____

17. The rays of the evening sun came solemnly through the painted windows above his head and fell in gorgeous colors on the opposite wall. _____
18. There, across the great rocky wharves, a wooden bridge goes, carrying a path to the forest. _____
19. For me to please you is my duty. _____
20. Time flies. _____
21. Dead men tell no tales. _____
22. The children in the first row received badges. _____
23. The birds and the bees are flying in the trees. _____
24. My little dog and my old cat play hide-and-seek in the garage. _____
25. For a woman to look at her best is a point of discipline. _____
26. Your coming home has made me as foolish as a young girl of nineteen. _____
27. There were three different desserts arranged on the table. _____
28. For him to leave his native town was impossible. _____
29. There were four basic causes of the Civil War. _____
30. What you told me about Albert will remain a secret between us. _____
31. What he told me turned out to be a lie. _____
32. That Jane failed her exam is a great disappointment. _____
33. Couldn't the poor grasshopper sleep? _____
34. Around the peach trees are several buzzing bumblebees. _____

Examples of analyzing subject:

1. My *aunt* was a big woman, very tall, with a strong mind and will.
Aunt – is the subject of the sentence.
 It is a simple, notional, definite personal subject which is expressed by a simple, common, class noun in singular number form, common case form.
2. *I* had no intention of buying the book.
 The subject of the sentence is *I*.
 It is a simple, notional, definite personal subject which is expressed by a personal pronoun *I* – first person, singular, nominative case.
3. *A number of books* have been published this year.
 The subject of the sentence is *A number of books*.
 It is a phrasal, notional definite personal subject expressed by a noun phrase.
4. *My training* as an engineer was not to begin till the autumn.
 The subject of the sentence is *My training*.

It is a complex, notional, definite personal subject expressed by a gerundial construction.

5. *There is a book* on the table.

The subject of the sentence is *There ...a book*.

It is a compound subject that consists of a formal subject *There* and a notional subject *a book* expressed by a noun.

3. Point out the subject in the following sentences and analyze it.

1. Is Tom studying chemistry? 2. The clock struck eight. 3. There was no sign of any of the other guests. 4. Still, the good of mankind was worth working for. 5. Sitting on the roof of my house was a huge black bird. 6. A person doesn't have to be rich to be clean. 7. Sometimes the past injects itself into the present with a peculiar force. 8. Forgetting some things is a difficult matter. 9. Both my parents have to work at the weekend. 10. There was an eagerness and excitement in the faces of the men. 11. Nobody knows the trouble I've seen. 12. During the civil war, women disguised themselves as men and went to battle. 13. Stretching before exercising reduces the chance of injury. 14. Hoping to find a good restaurant, we walked in circles for hours. 15. Who has visited Spain? 16. That he had travelled the world was known to everyone. 17. His constant hammering was annoying. 18. "I love you" is often heard these days. 19. To read is easier than to write. 20. A large herd of cows was grazing by the river. 21. To live on good terms with people one must share their work and interests. 22. His was the harsh world of reality.

LESSON 5.

"IT" AS A SUBJECT OF THE SENTENCE

In the sentence the pronoun *it* may perform the function of a subject either notional or formal.

A. When it is a **notional subject** the pronoun *it* has the following meanings:

1. It stands for a definite thing or some abstract idea — the **personal** *it*.
This is a book. It (The book) is on the table. It (The book) belongs to me.

2. It points out some person or thing, having a demonstrative meaning — the **demonstrative** *it*.

It (This) is Jack.

It (This) is a large room with a great window.

B. When the pronoun *it* is a **formal** subject, it does not represent any person or thing.

Here we must distinguish:

- 1) the **impersonal** *it*;
- 2) the **introductory** or **anticipatory** *it*;
- 3) the **emphatic** *it*.

1. The **impersonal** *it* is used:

a) to denote natural phenomena (such as the state of the weather, etc.) or that which characterizes the environment.

It often rains in autumn.

It is spring.

It is freezing.

It is still too hot to start.

b) to denote time and distance.

It is half past six.

It is morning already.

How far is it from your office to the bank?

It is a long way to the station.

2. The **introductory** or **anticipatory** *it* introduces the real subject of the sentence expressed by an infinitive, a gerund, an infinitive/gerundial phrase, a predicative complex, or a clause. The sentence thus contains two subjects: the formal (introductory) subject **it** and the notional subject.

It is impossible to deny this.

It gave him a pain in the head to walk.

It was no good coming there again.

It would be wonderful for you to stay with us.

It did not occur to her that the idea was his.

It was useless to argue with him.

Sentences with introductory *it* can be transformed into sentences with the notional subject in its usual position before the predicative.

It is impossible to deny this → To deny this is impossible.

3. The **emphatic** *it* is used for emphasis.

It was our mother who cooked supper.

It was his sisters who took care of him.

EXERCISES

1. Point out the subject in the following sentences and state the nature of it

1. It was a little house. It was a little pink house.
a) notional b) formal impersonal c) formal introductory
d) formal emphatic
2. It is very painful to me to give this information.
a) notional b) formal impersonal c) formal introductory
d) formal emphatic
3. I took a good room. It was very big and light and looked out on the lake.
a) notional b) formal impersonal c) formal introductory
d) formal emphatic
4. If this is liberty, it isn't going to mean a thing.
a) notional b) formal impersonal c) formal introductory
d) formal emphatic
5. It was now almost four-thirty in the afternoon.
a) notional b) formal impersonal c) formal introductory
d) formal emphatic
6. It is sometimes boring to study English.
a) notional b) formal impersonal c) formal introductory
d) formal emphatic
7. It is always cloudy on the hills.
a) notional b) formal impersonal c) formal introductory
d) formal emphatic
8. The baby is crying. It must be hungry.
a) notional b) formal impersonal c) formal introductory
d) formal emphatic
9. It was Susie who painted this picture.
a) notional b) formal impersonal c) formal introductory
d) formal emphatic
10. It is sometimes exciting to walk in the pouring rain.
a) notional b) formal impersonal c) formal introductory
d) formal emphatic
11. I love my dog. It is almost human.
a) notional b) formal impersonal c) formal introductory
d) formal emphatic
12. Don't drink the milk. It smells terrible.
a) notional b) formal impersonal c) formal introductory
d) formal emphatic

13. It was nice to talk with them again.
 a) notional b) formal impersonal c) formal introductory
 d) formal emphatic
14. It will be great fun to fly to Africa.
 a) notional b) formal impersonal c) formal introductory
 d) formal emphatic
15. It was his sister who ran the marathon in New York, wasn't it?
 a) notional b) formal impersonal c) formal introductory
 d) formal emphatic
16. It is hard for him to think of that woman.
 a) notional b) formal impersonal c) formal introductory
 d) formal emphatic
17. It was crazy her going off like that without telling anyone.
 a) notional b) formal impersonal c) formal introductory
 d) formal emphatic
18. It is often illogical to think about the danger.
 a) notional b) formal impersonal c) formal introductory
 d) formal emphatic
19. It is no use getting angry with the waiter.
 a) notional b) formal impersonal c) formal introductory
 d) formal emphatic
20. It is always useful to speak English when travelling abroad.
 a) notional b) formal impersonal c) formal introductory
 d) formal emphatic
21. It's always interesting to find out about your family history.
 a) notional b) formal impersonal c) formal introductory
 d) formal emphatic
22. It was the Prime Minister who made this announcement.
 a) notional b) formal impersonal c) formal introductory
 d) formal emphatic
23. It was fun looking after those nice children.
 a) notional b) formal impersonal c) formal introductory
 d) formal emphatic
24. Is it Friday already?
 a) notional b) formal impersonal c) formal introductory
 d) formal emphatic
25. It is no use trying to escape.
 a) notional b) formal impersonal c) formal introductory
 d) formal emphatic

THE FORMAL SUBJECT "THERE"

Sentences with a notional subject introduced by *there* express the existence or coming into existence of a person or non-person denoted by the subject.

The predicate in such sentences is generally a simple verbal predicate expressed by the verb *to be*.

There is an arm-chair in the corner of the room.

There are apples on the plate.

There was silence for a moment.

There was nobody in the room.

There were flowers on the table.

EXERCISES

1. Fill in the blanks with *it* or *there* to suit the corresponding meanings of the sentences.

1. A few days ago ____ was a storm. ____ is a lot of damage.
2. The journey took a long time. ____ was a lot of traffic.
3. What's the new restaurant like? Is ____ good?
4. Is ____ a bookshop near here? 'Yes, ____ is one in Hill Street.
5. When we got to the cinema, ____ was a queue outside. ____ was a very long queue, so we decided not to wait.
6. I couldn't see anything. ____ was completely dark.
7. ____ was trouble at the club last night. They had to call the police.
8. How far is ____ from Milan to Rome?
9. ____ was Keith's birthday yesterday. We had a party.
10. I wanted to visit the museum but ____ wasn't enough time.
11. Is ____ time to go? - Yes, ____ is nearly midnight.
12. ____ is an accident in King Street but ____ is not very serious.
13. a) ____ was too windy. ____ was no use going to the beach. b) ____ was no wind, though ____ was very cold.
14. a) ____ was day already. b) ____ was still a day to spare. ____ was lucky.
15. a) ____ wasn't light enough. ____ was difficult to read. b) ____ was light coming through the trees. ____ hope in it.
16. a) ____ is about ten already. ____ is time to start. b) ____ is all the time we need. ____ is no need to hurry.
17. ____ were many things to do and see at the amusement park.
18. ____ was a lightning storm last night.

19. How many people were ____? - ____ were only four people.
20. ____ wasn't any furniture in the apartment. ____ was almost empty.
21. How many people were ____? - ____ were only four people.
22. ____ rains a lot in winter.
23. ____ was a strong wind yesterday.
24. Is ____ a bookshop near here?
25. ____ was a nice day yesterday.
26. We can't go skiing. ____ isn't any snow.
27. ____ is hot in this room. Open a window.
28. I was afraid because ____ was very dark.
29. ____ was a storm last night. Did you hear it?
30. ____ is a long way from here to the nearest shop.
31. ____ wasn't anything on television last night.

LESSON 6. THE PREDICATE

In English grammar, the **predicate** is one of the two main parts of a sentence. (The other main part is the subject.) A predicate is usually defined as a word group that comes after the subject to complete the meaning of the sentence or clause.

English predicate always contains a finite verb form, which agrees with the subject in number and person.

STRUCTURAL CLASSIFICATION OF THE PREDICATE

From the structural point of view there are two main types of predicate:

- **The simple predicate**
- **The compound predicate.**

The simple predicate may be a) **simple verbal** and b) **simple nominal**.

The compound predicate may be a) **compound verbal** that may be 1) compound verbal aspect, 2) compound verbal modal, and 3) compound verbal predicate of double orientation, and b) **compound nominal** may be: 1) compound nominal proper and 2) compound nominal double predicate.

THE SIMPLE VERBAL PREDICATE (SVP)

The simple verbal predicate denotes an action or process. It is expressed by a finite form of the verb either in simple or compound tense form.

John went to London.

Went – is a simple verbal predicate expressed by the verb “to go” in past simple tense form, active voice form, third person, singular.

It has been raining since morning.

Has been raining – is a simple verbal predicate expressed by the verb “to rain” in present perfect continuous tense form, active voice form, third person, singular.

The letters will have been written by 5 o'clock tomorrow.

Will have been written – is a simple verbal predicate expressed by the verb “to write” in future perfect tense form, passive voice form, third person, plural.

A subdivision of a simple verbal predicate is the so-called **phraseological predicate**. It is expressed by a phraseological unit. Here belong:

a) phrases denoting momentaneous actions: *to have a look, to have a smoke, to have a talk, to give a look, to give a laugh, to give a cry, to take a look, to make a move, to make a remark, to pay a visit, to have a swim, to have a dance*, etc.

Did you have a sleep?

Nurse Sharp gave him a look and walked out.

b) phrases denoting various kinds of actions. In most cases they comprise an abstract noun used with no article: *to change one's mind, to get rid (of), to get hold (of), to lose sight (of), to make fun (of), to make up one's mind, to make use (of), to take care (of), to take leave (of), to take part (in)*; etc.

He takes part in all the competitions held at the Institute.

I have never taken much interest in French.

THE COMPOUND VERBAL PREDICATE

A. THE COMPOUND VERBAL ASPECT PREDICATE (CVAP)

The **compound verbal aspect predicate** denotes the *beginning, duration, repetition* or *end* of the action expressed by an *infinitive* or a *gerund*. Its first component is an **aspect** verb of:

1. Beginning: *to begin, to start, to commence, to set about, to take to, to fall to, to come.*

He has already started to work at this project.

It began raining.

Andrew and he began to talk about the famous clinic.

2. Duration: *to go on, to keep, to proceed, to continue.*

He went on reading.

Ann kept laughing at him.

3. Repetition: *would, used to...*

He used to smoke much when he was young.

4. Ending: *to stop, to finish, to cease, to give up, to leave off.*

He gave up smoking last month.

Note: The difference in the functions of the gerund and the infinitive after the verb *to stop*.

She stopped talking to him. (Compound verbal aspect predicate)

She stopped to talk to him. (Simple verbal predicate)

Example of analyzing the predicate (CVAP):

We continued to laugh at his words.

Continued to laugh – is a compound verbal aspect predicate consisting of an aspect verb of duration “*to continue*” in past simple tense form and an infinitive *to laugh*.

B. THE COMPOUND VERBAL MODAL PREDICATE (CVMP)

The **compound verbal modal predicate** shows whether the action expressed by an infinitive is considered to be possible, impossible, obligatory, necessary, desirable, planned, certain, permissible, etc. in most cases it denotes the attitude to the action of the person or non-person expressed by the subject.

This predicate can consist of the following components:

1. A modal verb (*can, may, must, should, ought to, will, would, shall, should*) + an infinitive.

I can't read English well.

2. The verbs “*be*” and “*have*” in modal meanings, also “*have got*” in the meaning of necessity + an infinitive.

They were to marry in the autumn.

3. A notional verb with a modal meaning and an infinitive or a gerund (*hope expect, want, wish, desire, long, attempt*) + infinitive, *try* and *intend* + infinitive or gerund.

I long to see her.

I tried to write a letter.

4. The combination “*to be going to*” denoting intention + an infinitive.

He was going to start early in the morning.

5. The phraseological units *had better, would rather, would sooner* + an infinitive.

I would rather go to the café tonight.

6. Modal expressions, which are synonymic with modal verbs (*to be able, to be obliged, to be willing, to be eager, to be anxious*) + an infinitive.

The girls were not been able to walk more.

Example of analyzing predicate (CVMP):

He must work hard.

Must work – is a compound verbal modal predicate consisting of a modal verb “*must*” and an infinitive “*work*”.

EXERCISES

1. Point out the predicate in the following sentences and say whether it is *simple verbal (SVP)*, *compound verbal aspect (CVAP)* or *compound verbal modal (CVMP)*.

1. I've been waiting for you for two hours.

a) SVP

b) CVAP

c) CVMP

2. She began to cry.

a) SVP

b) CVAP

c) CVMP

3. You should have told me about it yesterday.

a) SVP

b) CVAP

c) CVMP

4. She began crying.

a) SVP

b) CVAP

c) CVMP

5. Somebody broke the door.

a) SVP

b) CVAP

c) CVMP

6. The door had been broken.
a) SVP b) CVAP c) CVMP
7. My cat played with the toy mouse.
a) SVP b) CVAP c) CVMP
8. Last night, two girls were singing at the talent show.
a) SVP b) CVAP c) CVMP
9. My brother and I always race each other up the stairs at bedtime.
a) SVP b) CVAP c) CVMP
10. All men are created equal.
a) SVP b) CVAP c) CVMP
11. We intended going to the country-side.
a) SVP b) CVAP c) CVMP
12. My family and I moved to Louisiana last month.
a) SVP b) CVAP c) CVMP
13. Nobody can do it better.
a) SVP b) CVAP c) CVMP
14. The mother gave the baby a smile.
a) SVP b) CVAP c) CVMP
15. How much shall I pay?
a) SVP b) CVAP c) CVMP
16. This newspaper article was written by a very famous journalist.
a) SVP b) CVAP c) CVMP
17. You ought to see a doctor.
a) SVP b) CVAP c) CVMP
18. The baby fell asleep soon.
a) SVP b) CVAP c) CVMP
19. My elder brother took part in the conference.
a) SVP b) CVAP c) CVMP
20. The first Indian Group began constructing earthen burial sites and fortifications around 600 B.C.
a) SVP b) CVAP c) CVMP
21. Children can't play with matches.
a) SVP b) CVAP c) CVMP
22. May I leave my children with you?
a) SVP b) CVAP c) CVMP
23. You must not smoke so much.
a) SVP b) CVAP c) CVMP
24. The car began moving down the road.
a) SVP b) CVAP c) CVMP

25. I looked at the photograph above the mantel piece and saw my own face for the first time.

- a) SVP b) CVAP c) CVMP

26. She kept talking about her future studying at the University.

- a) SVP b) CVAP c) CVMP

27. Two young girls in red came by.

- a) SVP b) CVAP c) CVMP

2. Point out the predicate in the following sentences and analyze it.

1. The little girl began to cry. 2. I took a big red apple from the plate. 3. Students from all over the world may be found on most college campuses. 4. People are travelling more frequently today than ever before. 5. The administrative assistant found several errors in the report. 6. It continued raining. 7. I must return home at once. 8. He ceased going there. 9. She used to talk to me for hours. 10. She has invited me to her birthday party. 11. He began to feel some curiosity. 12. He kept us waiting. 13. During the storm, our electricity went out. 14. We will no longer tolerate this. 15. A rich merchant was passing by the shoemaker's window.

LESSON 7.

THE COMPOUND NOMINAL PREDICATE (CNP)

The compound nominal predicate denotes the state or quality of the person or thing expressed by the subject (*He is tired*) or the class of persons or thing to which the person or thing belongs (*He is a doctor*).

It consists of a **link verb** and a **nominal element** which is called **predicative**. According to its structure the predicative can be:

- **Simple** – *She is a teacher.*
- **Phrasal** – *It is nine o'clock already.*
- **Complex** – *It is for you to decide. The main trouble was his coming late.*

CLASSIFICATION OF LINK VERBS

According to their meaning link verbs can be:

- 1) of being (the “pure” link verb *be*);
- 2) of perception (*feel, look, smell, taste, sound*);
- 3) of becoming (*become, fall, get, grow, turn*);

4) of remaining (*continue, keep, remain, stay*);

5) of seeming or appearing (*seem, appear*).

A particular place is occupied by the link verb “*prove*”.

WAYS OF EXPRESSING THE PREDICATIVE

The predicative can be expressed by:

1. A noun in the common case or in the genitive case.

Miss Sedly's father was a merchant.

The face was Victoria's.

2. An adjective or an adjective phrase.

Her eyes grew angry.

They were full of enthusiasm.

Note: It should be remembered that in English the verbs *to smell, to look, to sound, to feel* may be notional verbs (simple verbal predicate) and link verbs (the first part of the compound nominal predicate).

She looked at me carefully. (SVP)

She looked miserable. (CNP) = She was miserable.

She tasted the dish and liked it. (SVP)

The dish tasted nice. (CNP) = The dish was nice.

3. A pronoun.

It was he.

She is somebody.

The pen is hers.

Who are you?

4. A numeral.

He was sixty last year.

I am the first.

5. An infinitive (or an infinitive phrase or construction).

His first thought was to run away.

My idea is to go there myself.

The only thing to do is for you to help them.

6. A gerund (or a gerundial phrase or construction).

My hobby is dancing and his is collecting stamps.

The main problem was his being away at the moment.

7. A participle (or a participial phrase).

She looks troubled.

Participle I seldom occurs in this function unless it has become an adjective.

That sounded quite distressing.

8. A prepositional phrase.

She is on our side.

9. A stative (word of category of state: *alive, alone, awake, afraid, asleep, ashamed, etc.*).

I was awake by this time.

10. A clause.

That is what has happened.

Compare the following:

He was pale.

He looked pale.

He became pale.

He remained pale.

He seemed pale.

The milk was sour.

The milk turned sour.

The milk tasted sour.

Example of analyzing predicate:

He grew angry.

grew angry – is a compound nominal predicate consisting of a link verb of becoming “*to grow*” in past simple tense form and simple predicative “*angry*” which is expressed by an adjective in positive degree.

My mother's idea was to go there and help them.

was to go there and help them – is a compound nominal predicate consisting of a link verb of being “*to be*” in past simple tense form and phrasal predicative “*to go there and help them*” which is expressed by an infinitive phrase.

EXERCISES

1. Point out the compound nominal predicate in the following sentences and analyze it.

1. The only remedy is spending more time out-of-doors. 2. I'm twenty-five years old. 3. Your resemblance to your mother is very striking. 4. He's a good chap. 5. We are in danger of our lives. We are white people in a Chinese city. 6. The best thing is for you to move in with me. 7. The rest of the time was yours. 8. She is very happy. 9. He looks an adult. 10. Her greatest pleasure was travelling. 11. The only remedy for such a headache as mine is going to bed. 12. Anne was completely

confused. 13. She turned pink and pale during this speech. 14. She sounds serious. 15. I have felt dependent on him. 16. The room came alive at once. 17. And then they were silent for a few moments together. 18. That was for him to make the right decision. 19. My intention was to see her as soon as possible. 20. Her dearest wish was to enter this University. 21. The rest of the time was yours. 22. My neighbour is an excellent doctor. 23. We are in danger of our lives now. 24. My idea is to go and help them immediately.

2. Use the adjective or adverb.

1. Catherine smiled at me very _____. (happy, happily) 2. I felt very _____ myself. (good, well) 3. I felt _____ when we started. (terrible, terribly) 4. He sounded _____ and _____. (brick, brickly; cheerful, cheerfully) 5. It will sound _____. (strange, strangely) 6. The hay smelled _____. (good, well) 7. I write English _____. (bad, badly) 8. But don't look _____, my little girl. It breaks my heart (sad, sadly). 9. The brandy did not taste _____. (good, well). 10. The pistol felt _____ on the belt (heavy, heavily). 11. Please, shut the door _____ (quiet/ quietly). 12. Can you be _____ (quiet/ quietly), please? 13. This soup tastes _____ (nice/ nicely). 14. The cake smells _____ (delicious/ deliciously). 15. He is (serious/ seriously) wounded. 16. You treated him (bad/ badly). 17. She seldom wakes up (late/ lately). 18. The plane was (high/ highly) in the sky. 19. Mary has been working (hard/ hardly) (late/ lately). Her marks in English are much higher. 20. I was (deep/ deeply) touched. 21. Do you feel (bad/ badly) today? 22. The cloth feels (soft/ softly). 23. She looked at me (attentive/ attentively). 24. She entered the room (quiet/ quietly). 25. The cat smelled the meat (suspicious/ suspiciously). 26. I could (hard/ hardly) be heard. 27. Thanks, I'm (good/ well) now.

LESSON 8.

THE COMPOUND NOMINAL DOUBLE PREDICATE

The compound nominal double predicate is a kind of mixed predicate. It consists of a notional verb which expresses an action of the thing denoted by the subject and a word belonging to nominal parts of speech (noun, adjective, stative, participle II qualifying the subject in the same way as a predicative of a compound nominal predicate.)

John left angry → *John left. He was angry.*

The moon rose red. → The moon rose. It was red.

The moon was shining cold and bright.

The predicate here denotes two separate notions: 1) *The moon was shining*, and at the same time 2) *The moon was cold and bright*.

There is a number of verbs that most occur in this type of predicate: *to die, to leave, to lie, to marry, to return, to rise, to sit, to stand, to shine*, etc.

My mother sat silent.

He died a hero.

The sun was shining warm and bright.

Example of analyzing predicate:

He returned home pale.

returned pale – double predicate consisting of a notional verb “to return” which expresses an action in past tense form and simple qualitative adjective in positive degree.

THE COMPOUND VERBAL PREDICATE OF DOUBLE ORIENTATION

The compound verbal predicate of double orientation consists of two parts. The first part is a finite verb which denotes the attitude of the speaker to the content of the sentence.

John seemed to dislike hot weather.

(It seemed (to people) that John disliked hot weather).

The second part denotes the action which is (was/will be) performed by the person/non-person expressed by the subject.

The plane is reported to have landed.

(They reported that the plane had landed).

Here we see the double orientation to the action, the action is regarded from two points of view: that of the speaker and that of the person (or non-person) expressed by the subject.

The first component of the compound verbal predicate of double orientation is a verb or phrase belonging to one of the following three groups:

1. Intransitive verbs of seeming or chancing with the general meaning of evaluation in the active voice: *to seem, to appear, to prove, to turn out, to happen, to chance*.

He seemed to understand everything I said.

Money just doesn't happen to interest him.

Only yesterday I happened to see your brother.

No one appears to have noticed his absence.

2. Some verbs in the passive voice:

a) Verbs of saying: *to say, to declare, to state, to report, to rumour.*

My teacher is said to love his job.

b) Verbs of mental activity: *to believe, to consider, to expect, to find, to know, to mean, to presume, to regard, to suppose, to think, to understand.*

He has never been known to lose his control before.

c) Verbs of perception: *to feel, to hear, to see, to watch.*

The boy was seen to play in the yard.

3. Phrases with some modal meaning: *to be (un) likely, to be sure, to be certain.* The adjectives *likely, unlikely, sure* and *certain* indicate the speaker's attitude to the future:

The weather is not likely to change.

The film is certain to produce a sensation.

George *is sure to see* Mary. (*Sure* indicates the attitude of the speaker, it is the speaker rather than George who is sure).

Example of analyzing predicate:

I happened to meet his wife at the party.

happened to meet – compound verbal predicate of double orientation, which consists of a verb of chancing “*to happen*” which expresses an action in past tense form and indefinite, active infinitive “*to meet*”.

My brother is sure to come soon.

is sure to come - compound verbal predicate of double orientation, which consists of a phrases with some modal meaning “*to be sure*” which expresses an action in present tense form and indefinite, active infinitive “*to come*”.

MIXED TYPES OF COMPOUND PREDICATE

Compound predicates can combine elements of different types. Thus we have:

1. The compound modal nominal predicate.

Ann must feel better pleased than ever.

She couldn't be happy.

2. The aspect nominal predicate.

He was beginning to look desperate.

George began to be rather ashamed.

3. The compound modal aspect predicate.

You ought to stop doing that.

He can't continue training.

EXERCISES

1. Point out the predicate in the following sentences and say whether it is compound nominal double predicate (CNDP), or compound verbal predicate of double orientation (CVPDO)

1. The day broke grey and dull.

a) CNDP

b) CVPDO

2. Her husband stood invisible at the top of the stairs

a) CNDP

b) CVPDO

3. He seems to be smiling.

a) CNDP

b) CVPDO

4. The morning of the village started clear and bright.

a) CNDP

b) CVPDO

5. The moon shone peacefully.

a) CNDP

b) CVPDO

6. She appeared to have said all.

a) CNDP

b) CVPDO

7. The dust lay thick on the country road.

a) CNDP

b) CVPDO

8. She was announced to be the winner.

a) CNDP

b) CVPDO

9. He is said to have returned at last.

a) CNDP

b) CVPDO

10. The sky shone pale

a) CNDP

b) CVPDO

11. The moon rose red over the silent valley.

a) CNDP

b) CVPDO

12. But Alex sat silent, thoughtful.

a) CNDP

b) CVPDO

13. The boy appeared to have been running all the way.

a) CNDP

b) CVPDO

14. He proved to be a healthy child.

a) CNDP

b) CVPDO

15. He was lying flat on his back looking up into the eternal blue of the sky.

a) CNDP

b) CVPDO

Alice caught the baseball.

Alice is the subject, the doer or performer,
caught is a verb that refers to the action,
baseball is the object involved in the action.

Subject *Verb* *Object*

STRUCTURAL CLASSIFICATION OF THE OBJECT

Structurally objects fall into three types: **the simple object, the phrasal object, and the complex object.**

1. **Simple.** It is expressed by a single word-form.

I've never seen him.

They played soccer.

2. **Phrasal.** It is expressed by a phrase.

I've brought a lot of news.

3. **Complex.** It is expressed by a predicative complex (Objective Infinitive Construction / For-to-Infinitive Construction / Objective Participle Construction / Gerundial Construction).

I want him to help me.

We waited for him to begin.

We saw Olga crossing the street.

Nobody knew of his being absent from town.

According to the way the object is connected to its headword, it may be either **non-prepositional** or **prepositional**:

I'll see you tomorrow. (non-prepositional)

He is too proud of his position (prepositional).

He bought a book (non-prepositional) for Mary (prepositional).

WAYS OF EXPRESSING THE OBJECT

The object can be expressed by:

1. A noun in the common case, a substantivized adjective, or a nominal phrase.

I saw the boys two hours ago.

She attended to the wounded.

He took the bread and butter from the table.

2. A pronoun. Personal pronouns in the objective case, others are in the common case or in the only form they have.

I saw him yesterday.

I don't know anybody here.

3. A numeral.

At last he found three of them high up in the hills.

4. A gerund or a gerundial phrase.

He insists on coming.

A man hates being run after.

5. An infinitive or an infinitive phrase.

He decided to stop.

Every day I had to learn how to spell pages of words.

6. Various predicative complexes.

She felt the child trembling all over.

Everything depends on your coming in time.

EXERCISES

1. Point out the objects in the following sentences and say whether it is *simple, phrasal, or complex*.

1. The students are baking pies in their cooking class. _____
2. Jesse has to practice the trumpet before he goes to the movies. _____
3. I know all about it. _____
4. I never heard you express that opinion before. _____
5. I expect him to come and help. _____
6. They've bought a lot of books. _____
7. Do you want me to go with you? _____
8. Yesterday we met Professor Brown. _____
9. He's going to stop letting his mother treat him as a baby. _____
10. We did not see her enter the room. _____
11. She is afraid of walking alone in the evening. _____
12. Ann could not remember having seen that gentleman before. _____
13. I saw him running along the street. _____
14. Harry didn't know how to talk with Ann about it. _____
15. I watched them crossing the street. _____
16. Do you know anything more about this wonderful palace? _____
17. We sent them a telegram yesterday. _____
18. You must forgive me coming at such an hour. _____
19. I shall explain my viewpoint on the matter again some other time.

20. Why is he afraid to take the responsibility? _____

21. The dog bit the postman. _____
22. The police have arrested three people. _____
23. Sally opened the door to the dining room. _____
24. Fifteen children from the school choir will be singing African folk songs. _____

2. Point out the object in the following sentences and identify by what it is expressed.

1. She often reads English newspapers. _____
2. We like to travel. _____
3. Ann opened a little door and showed me my bedroom. _____

4. The commander gave us the instruction yesterday. _____
5. The young sportsman was proud of his victory. _____
6. Aren't they tired of working? _____
7. She is certainly fond of art. _____
8. You gave no warning to them. _____
9. Before eating the brownie, Nancy sniffed it. _____
10. When I finally found my brother, I kissed him. _____
11. Sally hates biting her fingernails. _____
12. Dennis and Susan ate omelets for breakfast. _____
13. After I give my daughter a lollipop, she always kisses me. _____

14. Alex gave me his algebra notes yesterday. _____
15. Dad made Val a cheese sandwich. _____

LESSON 10. TYPES OF OBJECTS

From the point view of their value and grammatical peculiarities, there are three types of objects in English: **the direct object, the indirect object, and the cognate object.**

1. **The direct object** is a non-prepositional object that follows transitive verbs, adjectives, or statives and completes their meaning. The direct object answers the question "what?" or "whom?"

David repaired his car. - *car* is the direct object of the verb *repaired*.
(What did David repair?)

He invited Mary to the party. - *Mary* is the direct object of the verb *invited*.
(Whom did he invite?)

I wrote a poem.

He likes arguing.

She was ready to sing.

2. **The indirect object** follows verbs, adjectives and statives. The indirect object answers the question "to whom?", "for whom?", "for what?".

They sent him a postcard - him is the indirect object of the verb sent. (To whom did they send a postcard?)

He bought his son a bike - son is the indirect object of the verb bought. (For whom did he buy a bike?)

From the point of view of their semantics and certain grammatical characteristics indirect objects fall into two types: **recipient** and **non-recipient**.

a) **The indirect recipient object** is attached only to verbs. It is expressed by a noun or pronoun which denotes a person who is the addressee or recipient of the action of the verb.

I'll show you the garden.

My mother bought me a necklace.

John told Peter a story.

Sometimes this object denotes other living beings, such as animals or very seldom inanimate objects.

She ordered the dog to follow.

The indirect recipient object is generally used together with the direct object and precedes it. When it precedes the direct object it is **non-prepositional**.

Jane sang me a song.

He bought his son a book.

The indirect recipient object is **prepositional** when it follows the direct object. In this case the prepositions are *to* or *for*.

Jane sang a song to me.

He bought a book for his son.

b) The indirect non-recipient object is attached to verbs, adjectives, statives and sometimes adverbs. It is usually a noun (less often a pronoun) denoting an inanimate object, although it may be a gerund, a gerundial phrase or complex, an infinitive complex. It never denotes the addressee (recipient) of the action of the governing verb.

The indirect non-recipient object is always prepositional.

She is not happy about her new friends.

Why are you looking at me so?

I thought about it a good deal.

3. **The cognate object** is a non-prepositional object which is attached to a verb and is always expressed by nouns derived from, or semantically related to, the root of the governing verb.

The child smiled the smile and laughed the laugh of happiness.

The verbs that most frequently take a cognate object are: *to live (a life), to smile (a smile), to laugh (a laugh), to die (a death), to sigh (a sigh), to sleep (a sleep), to dream (a dream), to run (a race), to fight (a fight, a battle).*

The cognate object is always used with words modifying it, never alone: *the death of a hero, a heavy sigh, one's own life.*

He died the death of a hero.

He ran a long race.

Smith died a horrible death.

Sam lived a happy life.

Smith danced a jolly dance.

OBJECT TO ADJECTIVES

There are quite a number of adjectives that can take an object. In the sentence they are mainly used as predicatives. The objects they take are of two kinds:

1. Direct objects expressed only by infinitives or infinitive phrases.

She was quick to understand.

Nick was very glad to get home.

2. Indirect non-recipient objects governed by various prepositions. These objects are usually expressed by a noun or pronoun, gerund, a gerundial phrase or complex.

She was ready for anything.

I was amazed at her being so shy.

OBJECT TO STATIVES

The statives that take objects are few in number. The most frequent of them are: *afraid, aware, alive, ashamed, ahead*. Their objects are direct (expressed by an infinitive), or indirect non-recipient object (expressed by a noun, a pronoun, a gerund, a gerundial phrase or predicative complex).

She had never been afraid to experiment.

I was afraid of you.

Examples of analyzing objects

Everything depends on your coming in time.

on your coming in time – complex, indirect non-recipient prepositional object expressed by gerundial construction.

I saw the boys two hour ago.

the boys – simple, direct object expressed by a noun.

My father brought a lot of books yesterday.

a lot of books – phrasal, direct object expressed by a nominal phrase.

EXERCISES

1. Rewrite the following sentences putting the indirect objects before the direct objects.

1. Jane told a secret to me.

2. John's father left a huge property for him.

3. Call a taxi for me.

4. They promised their help for us.

5. My mother gifted a necklace to me.

6. My friend did a great favour for me.

7. She lent her necklace to me.

8. The principal granted leave for us.

9. I promised my support for him.

10. The President awarded a gold medal to him.

11. Our guest told an interesting story to us.

12. I bade a sad farewell to my friends.

2. Point out the objects in the following sentences and say whether it is *direct*, or *indirect recipient*, or *indirect non-recipient*.

1. The man looked at the pictures and paintings on the wall. _____
2. I spoke with my brother and sister about the vacation. _____

3. She gave John the tickets to the game. _____ _____
4. Dan bought the kids a ball for their birthday. _____ _____
5. The man bought his son and wife tickets. _____ _____
6. The teacher gave her students prizes. _____ _____
7. The man looked for his dog in the yard. _____
8. The boys played football on the weekend. _____
9. Give Marie the prize. _____ _____
10. The taxi driver charged us twenty dollars. _____ _____
11. I wished my friends a happy new year and headed back into the house. _____ _____
12. After washing the dishes, I told the children a bedtime story about otters and eagles. _____ _____
13. Berta often lends her brother money, but he never pays her back.
_____ _____
14. Mikey handed me a note from his mother explaining his absence the day before. _____ _____
15. The young man built his family a house in an isolated hollow near White Bluff. _____ _____

3. Point out the objects in the following sentences and analyze them.

1. She will be glad of your company.
2. He took a carefully tied bundle of letters from the drawer.
3. The man smiled a sarcastic smile.
4. The old couple has lived a long and happy life.
5. The manager asked for the newspaper to be brought in the morning.
6. The doctor advised the room to be aired.
7. Why is he afraid to take the responsibility upon himself?
8. Where are the papers you have brought me?
9. The telegram was sent them two weeks ago.
10. The mother was proud of him.
11. I am extremely glad to see you again in our town.
12. He is slowly recovering from his illness.
13. He has promised to help me.
14. After dinner he called on us and proposed a walk.
15. He died the death of a hero.
16. When I awoke this morning, I was surprised to find my sister gone.
17. Excuse my interrupting you.
18. He often enjoyed cooking his own meals.
19. I gave up thinking about it.
20. Will you make John some tea?
21. Jim built his granddaughter a sandcastle on the beach.
22. We told

Mom a lie. 23. Tomas paid 200 dollars to the mechanic to fix the squeaky brakes. 24. Tomas paid the mechanic 200 dollars to fix the squeaky brakes. 25. I'll definitely lend you my car. 26. He could see the man and his mother talking together. 27. He hated her to work in the boarding house. 28. She sent her friend an email. 29. Where did you put the keys? 30. He gave them a bag full of money.

LESSON 11.

THE ATTRIBUTE

The attribute is a secondary part of the sentence which characterizes person or non-person expressed by the headword either qualitatively, quantitatively, or from the point of view of situation. Attributes may refer to nouns and other words of nominal nature.

It was a letter from his devoted friend.

WAYS OF EXPRESSING ATTRIBUTES

An attribute may be expressed by different parts of speech:

1. By adjectives or adjectival phrases:

I've never seen a better place.

He stood and raged within himself with sour despair, unable to move or say a word.

2. By pronouns:

Here is some money for you.

I will always remember that moment.

3. By numerals: ordinal or cardinal:

He arrived three weeks ago.

He has always been the first boy in the class.

4. By nouns in the common case or prepositional nominal phrases:

It happened on a December evening.

He was a man of very regular habits.

5. By nouns in the genitive case:

He caught the sound of children's voices.

6. By statives:

No man alive would ever think of such cruelty.

7. By participles I and II, participial phrases:

He made his way down the creaking stairs.

There was a tiny smile playing about the corners of his mouth.

8. By gerunds, gerundial phrases or gerundial complexes:

Her walking shoes were elegant.

He would not run the risk of being late.

There is no chance of our seeing him again.

9. By infinitives, infinitival phrases or complexes:

I haven't any time to spare.

There was nothing in his look to show the courage of the man.

This is a problem for you to solve.

STRUCTURAL CLASSIFICATION OF THE ATTRIBUTE

From the point of view of their structure, attributes may be **simple**, **phrasal** and **complex**.

1. The **simple attribute** is expressed by a single word.

We sat in the growing darkness.

His idea was brilliant.

2. The **phrasal attribute** is expressed by a phrase.

Nick looked at Ann sitting by the fire.

The letter from his sister comforted him.

He gave a book with a strange picture on its cover.

3. The **complex attribute** is expressed by:

a) For-to-Infinitive construction.

It was a difficult task for them to fulfill.

b) Gerundial construction.

There was a chance of our making up the quarrel.

TYPES OF ATTRIBUTES

According to the syntactical position to the head word attributes may be:

a) **prepositive**:

It is not always easy to understand a child's language.

His idea was to help them immediately.

b) **postpositive**:

She hated the idea of borrowing and living on credit.

This is a book for you to read.

The girl sitting in front of you is my sister.

Example of analyzing attributes

It was a little house.

Little – simple, prepositive attribute expressed by simple qualitative adjective in positive degree.

She hated the idea of living on credit.

Of living on credit – phrasal, postpositive attribute expressed by a gerundial phrase.

THE APPOSITION

The **apposition** is a special kind of attribute which is expressed by a noun (with or without accompanying words) which characterizes or explains the word modified by giving the person or thing another name. There are two kinds of apposition: **the close (non-detached) apposition** and **loose (detached) apposition**.

The close (non-detached) apposition is not separated by commas and stands in close connection with the word modified. These word-groups generally consist either of the name of a person and a noun denoting a title, rank, profession, or the name of a person and a noun, denoting relationship, or a geographical name and some common noun: *Sir Peter, Professor Higgins, Doctor Watson, Aunt Polly, Uncle Soames, President Clinton, Lake Ontario, the River Thames.*

Even Aunt Polly was there.

In these word-groups the noun modified is the name of a person or a geographical name, the first component is a noun which performs the function of an apposition.

Sometimes the apposition consists of the preposition of + noun:

the town of York

The loose (detached) apposition is not so closely connected with the noun. It is always separated by commas and has a stress of its own.

She lived in the house of Timothy, her younger brother.

Beyond the villa, a strange-looking building, began the forest.

EXERCISES

1. Point out the attribute and identify by what it is expressed.

1. Martha's baby smiled. _____
2. Fresh milk is wholesome. _____
3. Kennedy, President of America, was assassinated. _____
4. His voice shook. _____
5. A rolling stone gathers no moss. _____
6. Birds of the same feather flock together. _____
7. His will to live pulled him through the difficult times. _____
8. The first day's journey from Gaza to Escalon was intolerably boring.
9. What do you say to a stroll through the garden?
10. He was always the first to come to school and the last to leave it.
11. Sally hated the idea of going home alone. _____
12. The two ladies faced each other silently. _____
13. I do not have a habit of reading other people's letters. _____
14. He thrust his hands deep into his overcoat pockets. _____
15. He pointed to the pink house standing on the hill. _____
16. A middle-aged man carrying a stick in his hands walked into the room. _____
17. Peter's happiness or unhappiness is quite a life and death question for his parents. _____
18. Roger had a high forehead and large blue eyes. _____
19. When she returned he was still standing there like a man of stone.
20. There came a girl with a face beautiful and attractive. _____
21. The rising moon shone brightly on the calm waters. _____
22. He had no intention to post the letter immediately. _____
23. It is the best method of doing it. _____
24. She had nobody to help her in the house. _____
25. In a short time he mastered the theory of driving. _____

2. Point out the attributes in the following sentences and analyze them according to the model.

Model: *The distant trees were lost in the gloom of a starless night.*
distant - simple, prepositive attribute expressed by simple qualitative adjective in positive degree.

starless- simple, prepositive attribute expressed by derivative qualitative adjective in positive degree.

1. A little, round clock ticked solemnly. 2. She is an unreasonable person. 3. Is there anything new in this information? 4. He spoke like a man afraid. 5. The frozen ground was as hard as stone. 6. Every bough was swinging in the wind, every spring bird calling. 7. There were no words for Ann's emotions. 8. A window in his Uncle's old home shined like a jewel in the sun's last rays between the poplar trees. 9. It was a delicious winter night. 10. The letter from my brother gave me much pleasure. 11. The rain showed no sign of stopping. 12. Hand in hand with reading, he had developed the habit of making notes. 13. He was a man with a round white face. 14. He was a young man of middle height. 15. It was a long story for Jacob to tell. 16. The day soon came for our going. 17. He spread a rug for his wife to sit on.

3. Point out the apposition and say whether it is close or loose.

1. Maria, the mother, had not taken off her shawl.
a) Close (Non-detached) b) Loose (Detached)
2. One of our number, a round-faced, curly-haired, little man of about forty, looked at him aggressively.
a) Close (Non-detached) b) Loose (Detached)
3. There are plenty of dogs in the town of Oxford.
a) Close (Non-detached) b) Loose (Detached)
4. You look all right, Uncle Soames.
a) Close (Non-detached) b) Loose (Detached)
5. James, a slow and thorough eater, stopped the process of chewing.
a) Close (Non-detached) b) Loose (Detached)
6. He talked about his native town of Dublin.
a) Close (Non-detached) b) Loose (Detached)
7. They, the professors, were right in their literary judgement.
a) Close (Non-detached) b) Loose (Detached)
8. But now he had seen that world, possible and real.
a) Close (Non-detached) b) Loose (Detached)
9. His house was at the end of the village, a little log house with whitewashed walls.
a) Close (Non-detached) b) Loose (Detached)
10. He envied little Jimmy, the son of their neighbour, who was allowed to go barefoot all summer.
a) Close (Non-detached) b) Loose (Detached)

11. I am afraid Aunt Augusta won't quite approve of your being here."
 a) Close (Non-detached) b) Loose (Detached)
12. Major Samson looked at his watch impatiently.
 a) Close (Non-detached) b) Loose (Detached)
13. Nurse Lloyd was openly and bitterly his enemy.
 a) Close (Non-detached) b) Loose (Detached)
14. A path leads me by the winding of the river Ouse.
 a) Close (Non-detached) b) Loose (Detached)
15. The Straits of Dover separated Great Britain from France.
 a) Close (Non-detached) b) Loose (Detached)
16. She was dressed in grey, the colour of a pigeon's feathers.
 a) Close (Non-detached) b) Loose (Detached)

LESSON 12. THE ADVERBIAL MODIFIER

The adverbial modifier is a secondary part of the sentence which modifies another part of the sentence expressed either by a verb, an adjective, a stative or an adverb.

STRUCTURAL CLASSIFICATION OF THE ADVERBIAL MODIFIER:

From the structural point of view there are three main types of adverbial modifiers:

1. **Simple.** It is expressed by a single word-form.

We started early.

Jane sings beautifully.

The ship sailed east.

2. **Phrasal.** It is expressed by a phrase.

We started at 5 in the morning.

They worked till late at night.

We met ten years ago and parted two years later.

3. **Complex.** It is expressed by a predicative complex (For-to-Infinitive Construction / Gerundial Construction / Participle Construction) or a Clause (as a part of a complex sentence).

Are you angry because of my being late?

The problem is too difficult for a child to solve.

John sat with his elbows on the table.

ABSOLUTE CONSTRUCTIONS PERFORMING THE FUNCTION OF COMPLEX ADVERBIAL MODIFIER

Functions	Nominative Absolute Participle	Nominative Absolute	Prepositional Absolute Participial	Prepositional Absolute
Complex Adverbial Modifier of:				
a) Time	<u>The game having ended,</u> the streets were crowded.	<u>The concert over,</u> the lottery came next.		
b) Attendant circumstances	She stood motionless, <u>her head bent.</u>	He sat on the steps, <u>his hands in his pocket.</u>	He lay in bed, <u>with the light burning.</u>	He was going along the street, <u>with a pipe in his mouth.</u>
c) Cause	I found the house empty, <u>my mother being at the shops.</u>	-	-	-
d) Condition	<u>Conciliation failing,</u> force remains.	-	-	-

WAYS OF EXPRESSING ADVERBIAL MODIFIERS

An adverbial modifier can be expressed by:

1. An adverb (sometimes preceded by a preposition).

Ann dances beautifully.

I'll be here before long.

2. An adverbial phrase.

They worked till late at night.

3. A noun, pronoun or numeral preceded by a preposition or prepositional nominal phrase.

A dim light was burning in the archway under the inner gate.

Classes begin on the first of September.

4. A noun without a preposition or a non-prepositional noun phrase, the latter usually containing such words as *this, that, every, last, next*.

Wait a minute!

We meet every day.

5. A non-finite form of the verb:

a) a gerund or a gerundial phrase.

Open the window before doing your morning exercises.

b) an infinitive or an infinitive phrase.

The problem is too difficult to solve.

c) a participle or a participial phrase.

Rounding the house, they entered a quiet, walled garden.

6. An adjective, an adverb, a participle, a noun, a prepositional phrase, an infinitive introduced by a conjunction.

I'll come earlier if necessary.

He quickly did this, and while doing it dropped his umbrella.

7. A predicative Complex:

a) a gerundial construction.

Are you angry because of my being late?

b) a for-to-infinitive construction.

The decision is too difficult for us to make.

c) a non-propositional or prepositional absolute construction.

There having been no rain, the earth was dry.

The meal over, they went to the fuel store.

EXERCISE

1. Point out the adverbial modifier in the following sentences and say whether it is *simple, phrasal, or complex*.

1. Philip hurried off after breakfast. _____
2. You should make effort to go out more often. _____
3. For some reason or other he had not returned. _____
4. But for his open eyes, he might have been asleep. _____
5. His life was extremely hard. _____
6. Mike slowly nodded his head. _____
7. Our grandmother coming on Saturday at one o'clock. _____
8. It was quite a long story. _____
9. George is always busy. _____
10. Classes begin on the first of September. _____

11. Remember to open the window before doing your morning exercises.

12. We've come here to ask you a favour. _____
13. Singing, Betty returned to the kitchen. _____
14. The meal over, they went to the living-room. _____
15. She had to talk because of her desire to laugh. _____
16. Morris was walking too quickly for Sally to keep up with him.

17. I'll come earlier if necessary. _____
18. Does he often come to see you? _____
19. I never heard of such a thing! _____
20. I am going to the country to-morrow. _____
21. The water is hot enough to make a drink. _____
22. She felt her pulse; it's abnormally fast. _____
23. After her illness, she gets tired exceptionally easily. _____
- _____
24. There are spies everywhere. _____
25. Jack left the room without saying a word. _____

2. Point out the adverbial modifier and identify by what it is expressed.

1. Our friends will come tomorrow. _____
2. Lily would complain that she always told Jane everything she knew.

3. With his hands by his sides, he walked very slowly to the door.

4. Don't go worrying about what may never happen. _____
5. Mr. Ernest has been suddenly called back to town. _____
6. He is clever enough but very lazy. _____
7. The book was too primitive for me to read. _____
8. Mary was too busy to see anyone. _____
9. To occupy her mind, she took the job offered to her.
10. Mary turned away to hide her tears. _____
11. The next morning Sofia woke up early to finish her essay. _____

12. We had nothing to do but wait. _____
13. To make a living Elizabeth started giving private lessons. _____
14. He looked at me as if to shock me. _____
15. Jerry is too proud to accept our help. _____
16. Tessa was too astonished at the first moment. _____

17. I slowly left the living-room. _____
18. Behind him he could hear Kristie sobbing. _____
19. We met in 1975. _____
20. That night I could scarcely sleep for thinking of it. _____
21. She breathes heavily. _____
22. We have been quite patient with him. _____
23. They dig deep to get at the roots. _____
24. He did not feel hungry and ate sparingly. _____
25. Abu has the oldest camel in the desert. _____

LESSON 13.

SEMANTIC CLASSES OF ADVERBIAL MODIFIERS

1. The Adverbial Modifier of Place:

John was born in Australia.

He moved to Australia.

He lives far from my parents.

The identifying questions are *where?, where to?, where from?, how far?*

2. The Adverbial Modifier of Time:

We shall meet tomorrow.

We often see each other.

I have been here a couple of days.

It was still raining.

The identifying questions are *when?, how long? how often*

3. The Adverbial Modifier of Manner.

The identifying questions are *how?, in what way?, by what means?*

He danced badly, but energetically.

He began learning English by listening to the new sounds.

4. The Adverbial Modifier of Cause (Reason):

The identifying questions are *why, for what reason?*

The accident happened owing to bad driving.

Thanks to my parents I got a decent education.

She couldn't speak for anger.

5. The Adverbial Modifier of Purpose:

The identifying questions are *what for?, for what purpose?*

Jane has come to help us.

I've repeated my words for you to remember them.

6. The Adverbial Modifier of Result:

It refers to an adjective or an adverb accompanied by an adverb of degree, such as *too, enough, sufficiently, so... as.*

It is too, cold to go out.

The lecturer spoke slowly enough for us to take down everything he said.

7. The Adverbial Modifier of Condition:

The identifying questions are *in what case?* or *on what condition?*

But for you I wouldn't be here at all.

Without faith there can be no cure.

Jane won't sing unless asked to.

We'll come earlier if necessary.

8. The Adverbial Modifier of Concession:

It expresses some idea that is in contradiction with what is stated in the modified part of the sentence. The identifying question is *in spite of what?*

In spite of his anger John listened to me attentively.

With all his faults, I like him.

9. The Adverbial Modifier of Attendant Circumstances:

We walked three miles without meeting anyone.

He stood before the window, smoking his pipe.

10. The Adverbial Modifier of Comparison:

It is introduced by the conjunctions *than, as, as if, as though* and preposition *like.*

Tom speaks French as fluently as a born Frenchman.

As if obeying him, I turned and stared into his face.

11. The Adverbial Modifier of Degree:

The identifying questions are *how much?, to what extent?*

The story is extremely long.

12. The Adverbial Modifier of Measure:

It is expressed by a noun denoting a unit of measure (length, time, weight, money, temperature).

The room measures 30 feet across.

We walked five miles.

13. The Adverbial of Exception:

It is expressed by nouns or prepositional phrases introduced by such prepositions as *but, except, save, but for, save for, apart from, aside from, with the exclusion of.*

I looked everywhere except in the bedroom.

Our cat eats nothing but fish.

EXERCISES

1. Point out adverbial modifiers in the following sentences, and identify their semantic classes.

1. The next morning Sofia woke up early to see the sunrise. _____

2. I'll come tomorrow if necessary. _____
3. When argued with, Ida had one answer. _____
4. We stayed at home because of bad weather. _____
5. He took off his hat and walked shakily toward the table. _____

6. Since then she'd been engaged. _____
7. You should make effort to come more often. _____
8. For some reason or other he had not returned. _____
9. I smiled to her to show my sympathy. _____
10. She used the tiny box for keeping small bits and odds. _____
11. But for his open eyes, he might have been asleep. _____
12. I cooked outside, in spite of rain. _____
13. Despite the open curtains, the room was dark. _____
14. Her eyes are as bright as diamonds. _____
15. Her younger daughter is quite a beauty. _____
16. In three steps the granny reached the door. _____
17. The lesson being over, I decided to speak to the professor. _____
18. Sybil had gone to town to buy a new carpet. _____
19. She was always on the point of telling him the truth. _____
20. Take your hands away, Huckleberry; what a mess you are always making. _____
21. Occasionally a small band of people followed the preachers to their mission. _____
22. I entirely agree with you. _____
23. The conversation was conducted with icy formality. _____
24. I feel better for having spent a good deal of my time abroad. _____
25. She is too fond of her child to leave it. _____

Example of analyzing adverbial modifiers:

He sings beautifully.

Beautifully – simple adverbial modifier of manner expressed by an adverb.

There having been no rain, the earth was dry.

There having been no rain – complex adverbial modifier of cause expressed by nominative absolute participle construction.

2. Point out adverbial modifiers in the following sentences, and analyze them.

1. John plays the piano better than Ann. 2. In spite of being busy, he did all he could to help her. 3. At the top of the stairs she paused to wave to him. 4. Marcellus accepted this information without betraying his amazement. 5. Having knocked on his door, she firmly entered her mother's room. 6. After waiting for a few minutes, he went up the steps. 7. That over, she sat back with a sigh and softly rubbed her knee). 8. They were returning from the forest, their hands full of flowers 9. Turning away, they saw Jim. 10. With all her faults, he loved her passionately.

LESSON 14.

INDEPENDENT ELEMENTS OF THE SENTENCE

Independent elements of the sentence are not grammatically dependent on any particular part of the sentence and as a rule refer to the sentence as a whole. The independent element may consist of a word or a phrase. Its position is more free than that of any other parts of the sentence and accordingly it may occur in different positions in the sentence. There are two groups of independent elements:

1. **Direct address.** A direct address is the name of a person (occasionally a non-person) to whom the rest of the sentence is addressed.

I'm sorry, Professor, we had an arrangement.

Jenny, darling, don't say such things.

2. **Parenthesis.** As to its meaning and function a parenthesis may be of several types:

a) It may express the speaker's attitude to the relation between what is expressed in the sentence and reality (*perhaps, maybe, certainly, of course, evidently, oh, Goodness, Gracious, etc.*)

Undoubtedly you are both excellent engineers.

Surely we'll help them.

Oh, we can't go.

b) It may connect the sentence it belongs to with the preceding or the following one (*first, firstly, secondly, finally, after all, moreover, besides, by the way, that is, for example, etc.*).

I was thinking and listening. Besides, I wanted to tell you something.

Finally the whole party started walking.

c) It may specify that what is said in the sentence or express a comment (*according to my taste, in my opinion, to tell the truth, in other words, as is known, by the way, etc.*).

Frankly speaking, I don't know how to help you.

To tell you the truth, I do agree with Mr. Griffins.

As to its morphological nature, a parenthesis can be expressed by:

1. A modal word: *perhaps, no doubt, indeed, certainly, in fact, maybe, etc.*

Perhaps they would go soon.

2. An interjection: *Oh, Dear me, By God, Good heavens, etc.*

You like the outfit, eh?

3. A conjunct (that is, an adverb combining the function of a parenthesis with that of a connector): *finally, anyway, besides, moreover, otherwise, consequently, etc.*

But there's no chance here. Besides, he couldn't make two ends meet on the job.

4. A prepositional phrase: *in my opinion, in short, by the way, on the other hand, on the contrary, at least, to one's surprise, etc.*

In my opinion you are wrong.

5. An infinitive phrase: *to tell the truth, to be sure, to begin with, to make a long story short, to put it in a nutshell, to crown it all, etc.*

To crown it all, I had an accident the other day.

To begin with, there was not much to listen to.

6. A participial phrase: *frankly speaking, strictly speaking, generally speaking, etc.*

Generally speaking, I think you are right.

7. A clause.

As it was, Nell departed with surprising obedience.

EXERCISES

1. Point out all the independent elements and say by what they are expressed.

1. In the morning, however, there was a comforting excitement in leaving the train. _____

2. Maybe, after all, there was something in that wild idea of Ann's. _____

3. They gave him, in fact, a pleasant feeling of vicarious fatherhood. _____

4. Nicholas, unfortunately, had passed an unquiet night. _____

5. Perhaps, he'll come soon. _____

6. What has happened to you, Mary? _____
7. Frankly speaking, I adore good Spanish wine. _____
8. He was surprised, evidently, to find Sally at home in high spirits.

9. Good morning, sweet child! _____
10. Perhaps her colonial upbringing had something to do with it. _____
11. Oh, if I only knew that awful news. _____
12. Don't be tiresome, Mike! _____
13. Speaking seriously, his wife is very good and thoughtful. _____
14. To tell you the truth, I don't want to go there. _____
15. Sarah, my dear, comparatively speaking, you're safe. _____

16. By the way, Harry, we haven't seen each other for ages. _____

17. Evidently, he was not a brave man. _____
18. Luckily, poor dear Roger has come home tired but alive. _____
19. He was losing money. Furthermore, he was ruined. _____
20. By the way, Harry, this is a report. _____

SENTENCES WITH HOMOGENEOUS PARTS

Two or more parts of the sentence having the same function and referring to the same part of the sentence are called **homogeneous parts** of the sentence. They are linked either by means of coordinating conjunctions (*and, but, or, nor, etc.*) or *asyndetically*. There can be:

1. Two or more homogeneous subjects to one predicate.

Spoons, forks and knives were already on the table.

2. Two or more homogeneous predicates to one subject.

- a) Simple predicates:

He went away and came back without informing anybody.

b) A compound verbal modal predicate with homogenous parts within it:

He could run and jump better than anybody.

c) A compound verbal aspect predicate with homogeneous parts within it:

He began to take the things away and put them into the cupboard.

- d) A compound nominal predicate with several predicatives within it:

She was smart, pretty and sensitive.

It became gloomy and cold.

3. Two or more attributes, objects, or adverbial modifiers to one part of the sentence.

Red, brown and yellow leaves covered the ground. (Attributes)

I want to take some newspapers and magazines. (Objects)

It often rains here in autumn and in winter. (Adverbial modifier)

APPENDIX 1. PARTS OF THE SENTENCE

The present table introduces the names for the parts of the sentence in the English language. It allows the student to get acquainted with the terms and to compare them with the correspondent terms in Ukrainian and Russian.

Term	Explanation	Ukrainian / Russian equivalent
Subject	The subject is one of the two main parts of a sentence which determines the verbal part of the predicate regarding its number and person.	Підмет / подлежащее
Predicate	The predicate is the second main part of the sentence. It is the organizing centre of the sentence as the object and practically all adverbial modifiers are connected with the predicate and dependent on it. The predicate may denote an action, a state, a quality, or an attitude to an action or state ascribed to the subject.	Присудок / сказуемое
Object	The object is a secondary part of the sentence which refers to some other part of the sentence.	Додаток / дополнение
Direct object	The direct object is the non-prepositional object which follows transitive verbs, adjectives or statives and completes their meaning.	Прямий додаток / прямое дополнение
Indirect object	The indirect object is the object that follows verbs, adjectives and statives and can be attached to both transitive and intransitive verbs.	Непрямий додаток / непрямоє дополнение
Cognate object	The cognate object is the non-prepositional object which is attached to usually intransitive verbs and which is always expressed by nouns derived	Додаток-іменник, який утворено від одного кореня з дієсловом / дополнение-

	from or semantically related to the root of the governing verb.	существительное, которое образовано от одного с глаголом корня
Attribute	The attribute is a secondary member of the sentence. It characterizes person or non-person expressed by the head word either from the point of view of quality, quantity or from the point of view of the situation. The attribute is always subordinated to its head word.	Означення / определение
Apposition	The apposition is a part of the sentence which is expressed by a noun or nominal phrase and refers to another noun or nominal phrase as well as sometimes to a clause. The apposition is connected to its head word by means of coordination, i.e. they are constituents of the same level in the sentence.	Прикладка / приложение
Adverbial modifier	The adverbial modifier (adverbial) is a secondary part of the sentence which modifies another part of the sentence expressed by a verb, an adjective, a stative or an adverb. Semantically adverbs can denote place, time, manner, cause, result, purpose, condition, concession, comparison, degree, measure, exception, attendant circumstances, thus forming corresponding semantic classes, such as adverbial of time, place, manner, etc.	Обставина / обстоятельство

APPENDIX 2.

AGREEMENT OF THE PREDICATE WITH THE SUBJECT

In the English language the predicate **agrees** with the subject in person and number. It means that a singular subject requires a predicate in the singular; a plural subject requires a predicate in the plural.

But in Modern English there is often a conflict between form and meaning, in this case the predicate does not agree with the subject.

*"Great expectations" **was written** by Ch. Dickens in 1860.*

The following **rules of agreement** of the predicate with the subject should be observed.

1. The predicate is used in the plural when there are two or more homogeneous subjects connected by the conjunction *and* or without any conjunction.

*His **father and mother are** very respected in our neighbourhood.*

If two or more homogeneous subjects are expressed by infinitives or gerunds, the predicate is in the singular.

***To live and to work in peace is** very important.*

***Gardening and cooking is** my hobby.*

2. In the structure *There is / There are* the predicate agrees with the subject that stands the first.

*There **is a pen** and a book on the table.*

*There **are some pens** and a book on the table.*

*There **is a book** and some pens on the table.*

3. When two homogeneous subjects in the singular are connected by the conjunctions: *not only... but (also), neither ...nor, either ...or, or, nor*, the predicate is usually in the singular.

*Neither my **sister nor my brother wants** to leave Ukraine.*

If the subjects are of different person or number, the predicate agrees with **the one next** to it.

*Neither my **sister nor I want** to leave Ukraine.*

*Neither **I nor my sister wants** to leave Ukraine.*

4. When two subjects in the singular are connected by the conjunction *as well as* the predicate is in the singular.

*My **mother as well as my father is going** to the party tonight.*

If the subjects are of different person or number, the predicate agrees with **the subject** that stands first.

*My **mother as well as my sisters is going** to the party tonight.*

*My **sisters as well as my mother are going** to the party tonight.*

5. If the subject is expressed by a definite, indefinite or negative pronoun (*each, everybody, everyone, everything, somebody, someone, something, nobody, no one, nothing, etc.*) the predicate is in the singular.

***Everybody was glad** to see Martin back.*

6. If the subject is expressed by an interrogative pronoun (*who, what*) the predicate is usually in the singular.

***Who is** to be blamed?*

***What was** there in him that made women love him?*

If the question refers to more than one person the predicate may be used in the plural.

***Who were to be the subjects** of their piracies was a matter that did not occur to him.*

7. If the subject is expressed by a relative pronoun (*who, which, that*) the predicate agrees with its antecedent.

Ann, who was engaged in reading, put her book aside.

He told me about two important events in his life, which were of great importance.

8. If the subject is expressed by the emphatic *it* the predicate is in the singular no matter what follows.

It was the mother, who decorated the house.

It was my sisters who cooked all the dishes.

9. If the subject is expressed by the pronoun *both* the predicate is in the plural.

“Which of these examples is correct? – Both are correct.”

10. If the subject is expressed by the pronoun *all* the predicate is either in the singular or in the plural.

All is clear.

All were of the same opinion.

11. If the subject is expressed by a noun in the plural which is the title of the book, or the name of the newspaper or magazine, the predicate is usually in the singular.

“Great expectations” was written by Ch. Dickens in 1860.

12. If the subject is expressed by a noun denoting time, measure, or distance, the predicate is in the singular when the noun represents the amount or mass as a whole.

Twenty dollars is not a big sum.

Four hundred miles is a huge distance.

13. If the subject is expressed by a collective noun denoting a group or collection of similar individuals taken as a whole (*mankind, humanity, etc.*) the predicate is in the singular.

Perhaps humanity was better than he thought.

If the subject is expressed by a noun of multitude, i.e. a collective noun denoting the individuals of the group taken separately (*people (люди), cavalry, clergy, police, cattle, jury, etc.*) the predicate is as a rule in the plural.

The police are all over the place.

With the collective nouns (*family, committee, crew, army, board, chorus, government, party, team, company, band, etc.*) as the subject the predicate is either in the singular or in the plural; this depends on what is uppermost in the mind, the idea of oneness or plurality.

My brother’s family is large.

The family were sitting around the table.

14. The predicate agrees in number with the subject expressed by a syntactic word-group (*a combination of words forming one part of the sentence*), consisting of 2 nouns connected by the conjunction **and**. Here we find the agreement according to the meaning expressed in the word-group.

a) If the word-group consists of two nouns denoting different persons, things, or notions, the predicate is in the plural.

Andreis and I were alone.

(Syntactic word-group should not be confused with homogeneous parts of the sentence. A sentence with two homogeneous subjects can be divided into 2 sentences with each subject taken separately, independently of the other.

Kate and Ann were kind girls. = *Kate was a kind girl. Ann was a kind girl.*

b) If the subject is expressed by a word-group that consists of several nouns, which represent one person or thing, or 2 persons or things forming a close unit often corresponding to one notion, the predicate is in the singular.

A carriage and pair was passing through the gate.

c) If the subject is expressed by a word-group consisting of 2 nouns connected by the preposition *with*, or the expression *together with*, the predicate is in the singular.

A woman with a baby in her arms was standing at the gate.

d) If the subject is expressed by a syntactic word-group the first element of which denotes an indefinite number or amount such as *a number of*, *a variety of*, *the majority of*, *a lot of*, *plenty of*, *a mass of*, etc. the predicate may be in the singular or in the plural. In most cases the form of the predicate depends on the form and meaning of the second element, which from a semantic point of view is the dominant element of the word-group.

A lot of children were coming.

A lot of truth was told to him.

e) If the subject is expressed by the word-group *many a...* the predicate is in the singular.

The banks of the Avon are beautiful in these parts. **Many an artist comes there.**

f) If the subject is expressed by a group of words denoting arithmetic calculations (addition, subtraction, division) the predicate is usually in singular; multiplication presents an exception as the verb may be in the singular and in the plural.

Two and two is four.

Twice two is (are) four.

EXERCISES

1. Choose the correct completion for each sentence.

1. Nearly 40 percent of the people in our town never *votes / vote* in local elections. 2. A number of students *has / have* participated in intensive language programme abroad. 3. The number of students who knew the answer to the last question on the exam *was / were* very low. 4. Every one of the boys and girls in the school *knows / know* what to do if the fire alarm rings. 5. *Isn't / Aren't* Portuguese spoken in Brazil? 6. A lot of Brazilians *speaks and understands / speak and understand* Spanish. 7. Why *is / are* the police standing over there? 8. Why *does / do* most of the television stations broadcast news at the same hour? 9. Some of the most important books for my report *is / are* not available in the school library. 10. There *has / have* been times when I have seriously considered dropping out of school. 11. Not one of the women in my office *has / have* received a promotion in the past two years. All of the promotions *has / have* gone to men. 12. The news on the radio and TV stations *confirms / confirm* that a serious storm is approaching our city. 13. Geography *is / are* fascinating. Mathematics *is / are* fascinating. 14. Mathematics and geography *is / are* my favourite subjects. 15. By law, every man, woman, and child *is / are* guaranteed the right to free speech. 16. *Isn't / Aren't* sugar and pineapple the leading crops in Hawaii? 17. Why *is / are* there a shortage of certified school teachers in the present time? 18. How many states in the United States *begins / begin* with the letter "A"? 19. The United States *consists / consist* of 50 states. 20. What places in the world *has / have* no snakes? 21. Politics *is / are* a constant source of interest to me. 22. *Was / Were* there ever any doubt in your mind about the outcome of the election?

2. Choose the correct completion for each sentence.

1. Some of the road *is / are* closed due to flooding. 2. Some of the roads *is / are* closed due to flooding. 3. A lot of that movie *is / are* full of violence. 4. A lot of those movies *is / are* full of violence. 5. Three-fourth of the pizza *has / have* already been eaten. 6. Three-fourth of the pizzas *has / have* already been eaten. 7. Most of the houses *was / were* destroyed by fire. 8. Most of the house *was / were* destroyed by fire. 9. One of the houses *was / were* destroyed by fire. 10. Each of the houses *is / are* in ruins. 11. Each house *is / are* in ruins. 12. Every one of the houses *has / have* serious damage. 13. Every house *has / have* serious damage. 14. None of the houses *has / have* escaped damage. 15. None of the city *is / are* safe at night. 16. None of the cities *is / are* safe at night. 17. The number of desks in that

classroom *is / are* thirty-five. 18. A number of stores *is / are* closed today because of the holiday. 19. There *is / are* some cups on the table. 20. There *is / are* a cup on the table. 21. Why *isn't / aren't* any chalk on the blackboard? 22. Five minutes *isn't / aren't* too long to wait. 23. The chairs in this room *is / are* comfortable. 24. The furniture in those rooms *is / are* made of wood. 25. The chairs, as well as the table, *is / are* made of wood. 26. The chair, as well as the tables, *is / are* made of wood. 27. Eating vegetables *is / are* good for you. 28. Every boy and girls *is / are* here. 29. Every child in the classroom *knows / know* the alphabet.

3. Complete the following extracts from newspapers with either *was / were* or *has / have*. If both singular and plural forms are possible, write them both.

1. The crowd _____ growing restless as the day got hotter. 2. Sony _____ announced rising profits for the third year running. 3. The police _____ issued a warrant for Adamson's arrest. 4. When she was found, her face was bruised and her clothes _____ torn. 5. The public _____ a right to know how the money is to be spent. 6. Thomas was thought to be in Spain, although his exact whereabouts _____ unknown. 7. The stairs leading to the exit _____ steep and dangerous, said the reporter. 8. Lord Traver's family _____ lived in the house for twelve generations. 9. The college _____ spent over \$ 500 000 on a new sport centre. 10. People _____ running in all directions, trying to get away.

4. Write sentences from these notes. Choose *is* or *are* as the verb in each case. If you can use either *is* or *are*, put both.

1. Prime Minister / her deputy / opening the debate.

Either Prime Minister or her deputy is opening the debate.

2. Tom / his friends / going to clean the car.

Either _____

3. the children / their mother / delivering the letters.

Either _____

4. the management / the workers / going to have to give way in the disagreement.

Either _____

APPENDIX 3.

SEMANTIC CLASSIFICATION OF PRONOUNS

From the semantic point of view all pronouns fall into the following groups:

1. **Personal pronouns**, indicating persons (*I, you, he, she, we, they*) or non-persons (*it, they*) from the point of view of their relation to the speaker.

2. **Possessive pronouns**, indicating possession by persons (*my, mine, your, yours, his, her, hers, our, ours, their, theirs*) or non-persons (*its, their, theirs*).

3. **Reflexive pronouns**, indicating identity between the person and non-person they denote and that denoted by the subject of the sentence (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*).

4. **Demonstrative pronouns**, indicating directly persons or non-persons or their properties (*this, that, such, same, these, those*).

5. **Indefinite pronouns**, indicating persons or non-persons or their properties in a general way, without defining the class of objects they belong to, or the class of properties they possess (*some, something, somebody, someone; any, anything, anybody, anyone, one*).

6. **Negative pronouns**, indicating the negation of the general meaning expressed by their morphemes (*no, nothing, nobody, no one, none, neither*).

7. **Universal pronouns**, indicating all objects (persons and non-persons) in general or all the representatives of the groups of objects denoted by the noun they refer to (*all, each, both, either, every, everything, everybody, everyone*).

8. **Detaching pronouns**, indicating the detachment of some object from other objects of the same class (*other, another*).

9. **Reciprocal pronouns**, indicating a mutual relationship between persons or non-persons (*each other, one another*).

10. **Interrogative pronouns**, indicating the necessity to name persons or non-persons, or their properties (*who, what, which, whose, whoever, whatever, whichever*).

11. **Conjunctive pronouns**, indicating persons or non-persons that are the doers or the receivers of the action expressed in the principal clause or are identical with it (*who, what, which, whose, whoever, whatever, whichever*).

12. **Relative pronouns**, indicating persons or non-persons denoted by words modified by subordinate attribute clause (*who, whose, which, that*).

APPENDIX 4. PUNCTUATION

To separate different parts of the sentence, the following rules are observed:

I. With homogeneous members:

1. A comma is used to separate homogeneous members joined asyndetically.

She shook her head, dried the dishes herself, sat down with some mending.

2. A comma is used after each of several homogeneous members if the last is joined by the conjunction **and**.

The cart was loaded with wheat, barley, and maize.

She shook her head, dried the dishes herself, and sat down with some mending.

Note. The comma before the last of the homogeneous members can be omitted.

3. If two homogeneous members are joined by the conjunction **and**, no comma is used.

She stood up and left the room.

4. If there are several homogeneous members and each of them is joined to the preceding by the conjunction **and** or **nor**, they may or may not be separated by commas.

She was not brilliant, nor witty, nor wise overmuch.

She looked, and listened, and her face got animated.

1. A comma is used to separate two homogeneous members joined by the conjunction **but** or **not only ... but also**.

Not only hope, but confidence has been restored.

2. A comma is used to separate homogeneous members going in pairs.

They have forgotten time and place, and life and death.

II. With detached members of the sentence:

1. To separate a loose apposition a comma or a dash is used. The latter is less common.

A.S. Pushkin, a great Russian poet, was born in 1799.

2. To separate all types of detached adverbial modifiers a comma is used.

The people, seeing my empty carriage, would rush for it.

He sat in his arm-chair, with his eyebrows raised.

He drew his hands away, shivering.

Their family was, in the very earliest times, closely connected with agricultural interests.

3. To separate detached attributes a comma is used.

There are some truths, cold, bitter, tainting truths.

4. To separate detached objects a comma is used.

Ann, with a large book on her lap, shook her heavy hair.

III. To separate **parenthetical words, group of words, and clauses** a comma is used. (A dash or a bracket may be used, but the comma is most usual.)

In fact, his brother was brought up by their grandmother.

As for my mother, both her brothers were policemen.

Her sister, I have forgotten to mention, was a doctor.

IV. To separate **interjections** a comma or a note of exclamation may be used.

Oh, I didn't know it.

Ah! That was the way he made money.

V. To separate **direct address** a comma is used.

Peter, take this bag, please,

Helen, where is my pen?

Note. In salutation in letters a comma (Br. E.) or a colon (Am. E.) and not a note of exclamation is used.

Dear Nick,

We have just received your letter ...

Dear Sirs:

In answer to your letter ...

VI. In **compound sentences** a comma is used between the sentences, and before the conjunction **and** or **but**.

The buyers made a claim against the sellers, but the latter refused to admit it.

A library was her favourite place, and we might find her there.

VII. **Complex sentences:**

1. Subject clauses as a rule are not separated from the principal clause by any stop.

How this happened is not clear to anyone.

2. Predicate clauses as a rule are not separated from the principal clause by any stop. A comma is often used when they are joined asyndetically.

The trouble is that I have lost my key.

My point of view was that he was not right.

My opinion is, she'd come to me.

3. Object clauses are not separated from the principal clause by a stop. If the object clause precedes the principal clause, a comma may or may not be used.

He asked how much they had paid for the house.

... and what Browning had done for her, Martin decided he could do for Ruth.

4. Attributive clauses:

A) **Non-restrictive relative attribute clauses** are as a rule separated from the principal clause by a comma. (Описове означальне речення містить додаткові відомості про особу або предмет, позначений іменником, до якого відноситься підрядне речення. Якщо таке речення випустити, зміст усього речення не зміниться.)

In these sentences **who, whom,** and **which** are used, **that is never used**

In the street I met two children, who showed me the way to the station.

The manager of the office, who is a highly educated person, speaks several foreign languages.

B) **Restrictive relative attribute clauses** are as a rule not separated from the principal clause by a stop. (Обмежувальні означальні речення поділяються на індивідуалізуючі та класифікуючі. Індивідуалізуюче означальне речення уточнює, про який саме предмет йде мова. Іменник, до якого відноситься обмежувальне означальне речення, вживається з означеним артиклем. Класифікуюче означальне речення вказує до якої групи або класу належить предмет, позначений іменником, до якого відноситься підрядне речення. Такий іменник вживається з неозначеним артиклем (у множині – без артикля). Якщо випустити індивідуалізуюче чи класифікуюче означальне речення, то зміст усього речення міняється або зовсім порушується.)

The letter which (that) I received from him yesterday is very important.
(індивідуалізуюче)

The letter which (that) is written in pencil is difficult to read.
(класифікуюче)

There is a student that (whom) I saw at the theatre yesterday.

5. Adverbial clauses:

A) An adverbial clause **which precedes** the principal clause is separated from it by a comma.

If I see him, I shall tell him the truth.

Though it was only 9 o'clock, there were few people in the streets.

The more time you spend in the Crimea, the sooner you will recover.

Wherever he went, he was welcome.

B) An adverbial clause **which follows** the principal clause is not separated from it by a stop.

I shall tell him the truth if I see him.

There were few people in the streets though it was only 9 o'clock.

She loved him as if he was her son.

APPENDIX 5. GLOSSARY OF GRAMMAR TERMS

English Term	Ukrainian / Russian Term
A	
active voice	активний (дійсний) стан / активный (действительный залог)
adjective	прикметник / прилагательное
adlink	категорія стану / категория состояния
adverb	прислівник / наречие
adverbial clause	підрядне речення обставини / придаточное предложение обстоятельства
adverb of frequency	частотний прислівник / частотное наречие
adverbial modifier	обставина / обстоятельство
<ul style="list-style-type: none"> • of time • of place • of manner • of reason (cause) • of concession • of comparison • of exception • of condition • of degree and measure • of attendant circumstances and subsequent events • result (consequence) • purpose 	<ul style="list-style-type: none"> • часу / времени • місця / места • способу дії / образа действия • причини / причины • поступки / уступки • порівняння / сравнения • виключення / исключения • умови / условия • міри і ступені / меры и степени • супровідних обставин і наступних подій / сопутствующих обстоятельства и последующих событий • результату / результата (наслідку / следствия) • мети / цели
affirmative sentence	стверджувальне речення / утвердительное предложение
agreement	узгодження / согласование

alternative question	альтернативне питання / альтернативный вопрос
animate noun	одушевленне существительное / живий іменник
apposition • close • loose (detached)	прикладка / приложение • обособлена прикладка / необособленне приложение • обособлена прикладка / обособленне приложение
attribute	означення / определение
attributive clause	означальне підрядне речення / опредетельное придаточное предложение
aspect	аспект/аспект
asyndetical connection	безсполучниковий зв'язок / бессоюзная связь
auxiliary verb	допоміжне дієслово / вспомогательный глагол
B	
bare infinitive	інфінітив без частки 'to' / инфинитив без частицы 'to'
basic forms of the verb	основні форми дієслова / основные формы глагола
C	
cardinal numeral	кількісний числівник / количественное числительное
clause	просте речення / простое предложение
collective noun	збірний іменник / собирательное имя существительное
common case	загальний відмінок / общий падеж
common nouns	загальні іменники / нарицательные существительные
comparative degree	порівняльний ступень / сравнительная степень
complex object	складний додаток / сложное дополнение
complex sentence	складнопідрядне речення / сложно- подчиненное предложение
complete sentence	повноскладне речення / полносоставное предложение
composite sentence	складне речення / сложное предложение
compound nouns	складні іменники / сложные существительные

compound sentence	складносурядне речення / сложно-сочиненное предложение
compound subjects	складений підмет / составное подлежащее
correlation	кореляція / корреляция
compound nominal predicate	складений іменний присудок / составное именное сказуемое
compound verbal aspect predicate	складений дієслівний аспектний присудок / составное глагольное аспектное сказуемое
compound verbal modal predicate	складений дієслівний модальний присудок / составное глагольное модальное сказуемое
conjoint form	залежна форма / зависимая форма
conjunctive pronouns	сполучникові займенники / союзные (соединительные) местоимения
countable nouns	злічувальні іменники / исчисляемые существительные
D	
decimals	десяткові дроби / десятичные дроби
declarative sentence	розповідне речення / повествовательное предложение
<ul style="list-style-type: none"> • declarative affirmative • declarative negative 	<ul style="list-style-type: none"> • стверджувальне розповідне / утвердительное повествовательное • негативне розповідне / отрицательное повествовательное
degrees of comparison	ступені порівняння / степени сравнения
demonstrative pronoun	вказівний займенник / указательное местоимение
derivative	похідне слово / производное слово
detaching pronoun	означальний займенник / определительное местоимение
direct object	прямий додток / прямое дополнение
disyllabic	двускладовий / двусложный
direct speech	пряма мова / прямая речь
disjunctive question	розподільне питання / разделительный вопрос
durative verbs	неграничне дієслово / неопределённый глагол
dynamic verb	дієслово дії / глагол действия
E	
emphasis	емфаза, посилення / эмфаза, усиление

exclamation	вигук / восклицание
exclamatory sentence	окличне речення / восклицательное предложение
extended sentence	поширене речення / распространенное предложение
F	
finite forms of the verb	особисті форми дієслова / личные формы глагола
fractions	прості дробы / простые дроби
frequency	частота, частотність / частота, частотность
G	
genitive case	родовий відмінок / родительный падеж
gerund	герундій / герундий
gerundial construction	герундіальний зворот / герундиальный оборот
general question	загальне питання / общий вопрос
H	
homogeneous members of the sentence	однородні члени речення / однородные члены предложения
I	
incomplete sentence	неповне речення / неполное предложение
indefinite pronoun	неозначений займенник / неопределенное местоимение
indicative mood	дійсний спосіб / изъявительное наклонение
indirect object	непрямий додаток / косвенное дополнение
imperative mood	наказовий спосіб / повелительное наклонение
imperative sentence	спонукальне речення / побудительное предложение
impersonal sentence	безособове речення / безличное предложение
inanimate noun	неживий іменник / неодушевленное существительное
infinitive	інфінітив (початкова форма дієслова) / инфинитив (начальная форма глагола)
interjection	оклик / междометие
interrogative sentence	питальне речення / вопросительное предложение

interrogative pronoun	питальний займенник / вопросительное местоимение
intransitive verb	неперехідне дієслово / непереходный глагол
introductory verb	дієслово, що вводить непряму мову / глагол, вводящий косвенную речь
irregular verb	неправильне дієслово / неправильный глагол
L	
link verb	дієслівно- зв'язка / глагол-связка
M	
main clause	головне речення / главное предложение
main word	головне слово / главное слово
many-syllabic	багатоскладовий / многосложный
monosyllabic	односкладовий / односложный
modal verb	модальне дієслово / модальный глагол
mood	стан / наклонение
morphological	морфологічний / морфологический
N	
negative-interrogative sentence	питально-заперечне речення / вопросительно-отрицательное предложение
negative pronoun	заперечний займенник / отрицательное местоимение
nominal sentences	номінальні речення / номинальные предложения
nominative case	називний відмінок / именительный падеж
non-perfect correlation	неперфектна кореляція / неперфектная корреляция
non-finite forms of the verb	неособисті форми дієслова / неличные формы глагола
noun	іменник / существительное
noun-substitute; word-substitute	слово-замінник / слово-заменитель
notion	поняття / понятие
notional verb	самостійне дієслово / самостоятельный глагол
number	число / число
numeral	числівник / числительное
O	
object	додаток / дополнение

objective case	об'єктний відмінок / объектный падеж
one-member sentence	одночленне речення / одночленное предложение
ordinal numeral	порядковий числівник / порядковое числительное
P	
participle	дієприкметник / причастие
<ul style="list-style-type: none"> • present participle • past participle 	<ul style="list-style-type: none"> • дієприкметник теперішнього часу / причастие настоящего времени • дієприкметник минулого часу / причастие прошедшего времени
participial construction	дієприкметниковий (дієприслівниковий) зворот / причастный (деепричастный) оборот
passive voice	пасивний стан / страдательный залог
pattern	модель, зразок, шаблон / модель, образец, шаблон
perfect correlation	перфектна кореляція / перфектная корреляция
person	особа / лицо
personal pronoun	особовий займенник / личное местоимение
phrasal verbs	фразове дієслово / фразовый глагол
plural	множина / множественное число
polysyllabic adjective	багатоскладовий прикметник / многосложное прилагательное
possessive case	присвійний відмінок / притяжательный падеж
possessive pronoun	присвійний займенник / притяжательное местоимение
positive degree	позитивний ступень / положительная степень
predicate	присудок / сказуемое
<ul style="list-style-type: none"> • simple verbal • simple nominal • compound verbal aspect • compound verbal modal 	<ul style="list-style-type: none"> • простий дієслівний присудок / простое глагольное сказуемое • простий іменний присудок / простое именное сказуемое • складний дієслівний аспектний присудок / составное глагольное aspectное сказуемое • складний дієслівний модальний присудок / составное глагольное модальное сказуемое

• compound nominal	• складений іменний присудок / составное именное сказуемое
predicative	предикатив; іменна частина складного іменного присудка / предикатив; именная часть составного именного сказуемого
present simple (indefinite)	теперішній простий (неозначений) час / настоящее простое (неопределенное) время
present continuous (progressive)	теперішній тривалий час / настоящее длительное время
present perfect	теперішній перфектний (доконаний) час / настоящее перфектное (совершенное) время
principal clause	головне речення / главное предложение
principal member of the sentence	головний член речення / главный член предложения
pronoun • personal pronoun • possessive pronoun • reflexive pronoun • reciprocal pronoun • indefinite pronoun • demonstrative pronoun • interrogative pronoun • relative pronoun • conjunctive pronoun • negative pronoun • universal pronoun detaching pronoun	займенник / местоимение • особовий займенник / личное местоимение • присвійний займенник / притяжательное местоимение • зворотний займенник / возвратное местоимение • взаємне местоимение / взаимный займенник • неозначений займенник / неопределенное местоимение • указательное местоимение / вказівний займенник • вопросительное местоимение / питальний займенник • относительное местоимение / відносний займенник • союзные (соединительные) местоимения / союзні (сполучникові) займенники • отрицательное местоимение / заперечний займенник • универсальное местоимение / універсальний займенник • определительное местоимение / означальний займенник
proper noun	власний іменник / имя собственное

prepositional object	прийменниковий додаток / предложное дополнение
Q	
qualitative adjective	якісний прикметник / качественное прилагательное
quantifier	квантифікатор / квантификатор
question word	питальне слово / вопросительное слово
quotation	цитата / цитата
R	
regular verb	правильне дієслово / правильный глагол
relative adjective	відносний прикметник / относительное прилагательное
reported speech	непряма мова / косвенная речь
reported question	непряме питання / косвенный вопрос
request	прохання / просьба
S	
secondary members of the sentence	другорядні члени речення / второстепенные члены предложения
verb of sense perception	дієслово чуттєвого сприйняття / глагол чувственного восприятия
simple sentence	просте речення / простое предложение
simple verbal predicate	простий дієслівний присудок / простое глагольное сказуемое
simple nominal predicate	простий іменний присудок / простое именное сказуемое
singular	однина / единственное число
special question	спеціальне питання / специальный вопрос
statement	ствердження / утверждение
stative verb	дієслово стану / глагол состояния
stem of the verb (word)	основа дієслова (слова) / основа глагола (слова)
subject	підмет / подлежащее
subject group	група підмета / группа подлежащего
subject-predicate agreement	узгодження підмета і присудка / согласование подлежащего и сказуемого
subjunctive mood	умовний спосіб / сослагательное наклонение
syndetical connection	сполучниковий зв'язок / союзная связь
subordinate clause	підрядне речення / придаточное предложение

substantivized adjective	субстантивізований прикметник / субстантивизированное прилагательное
superlative degree	вищий ступінь / превосходная степень
T	
tag-question	розділове питання / разделительный вопрос
tense	час (дієслова) / время (глагола)
tense form	видо-часова форма дієслова / видо- временная форма глагола
transitive verbs	перехідне дієслово / переходный глагол
two-member sentence	двучленне речення / двухчленное предложение
U	
uncountable noun	незлічувальний іменник / неисчисляемое существительное
unextended sentence	непоширене; нерозповсюжене речення / нераспространенное предложение
universal pronoun	універсальний займенник / универсальное местоимение
V	
verb	дієслово / глагол
verbal sentence	дієслівне речення / глагольное предложение
verbals	неособові форми дієслова / неличные формы глагола
verbs of mental activity	дієслова розумової діяльності / глаголы умственной деятельности
verbs of mental perception	дієслова розумового сприйняття / глаголы умственного восприятия
voice	стан / залог
W	
word order	порядок слів / порядок слов
Y	
'yes-no' question	загальне питання / общий вопрос

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Навчальне видання

ГОЛУБКОВА Наталія Леонідівна
КОВАЛЕНКО Андрій Миколайович
СВЕРДЛЕНКО Олена Анатоліївна

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ФОП Цьома С.П. 40002, м. Суми, вул. Роменська, 100.
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