

Міністерство освіти і науки України
Харківський національний педагогічний університет імені Г.С.Сковороди

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**THEORETICAL ENGLISH GRAMMAR:
AN EXPRESS COURSE
FOR PART-TIME STUDENTS**

Методичні рекомендації з теоретичної граматики англійської мови
для студентів IV курсу мовних спеціальностей заочної форми навчання

Харків-2024

УДК 811.111 36

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Коваленко О.А., Єгорова О.В., Маріна О.В. THEORETICAL ENGLISH GRAMMAR: AN EXPRESS COURSE FOR PART-TIME STUDENTS: Методичні рекомендації з теоретичної граматики англійської мови для студентів IV курсу мовних спеціальностей заочної форми навчання. Х.: ХНПУ імені Г.С. Сковороди, 2024. 66с.

У методичних рекомендаціях представлено плани лекційних і практичних занять, стислий виклад теоретичного матеріалу англійською мовою, вправи для аудиторної і самостійної роботи студентів, список рекомендованої літератури, тестові завдання. Завдання методичних рекомендацій – поглибити й систематизувати знання студентів про граматичну будову сучасної англійської мови з метою практичного використання набутих знань у самостійній навчальній і науково-дослідній роботі. Методичні рекомендації розраховані на студентів заочної форми навчання, що вивчають англійську мову як фах.

Затверджено редакційно-видавничою радою Харківського національного педагогічного університету імені Г.С.Сковороди

Протокол № 3 від 20.03. 2024 р.

Видано за рахунок укладачів

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LECTURES

Lecture 1

Grammar in the Systemic Conception of Language

1. Language and its constituent parts.
2. The nature of grammar as a constituent part of language.
3. Language as a system of lingual units. Syntagmatic and paradigmatic relations between lingual units.
4. Segmental and supra-segmental units of language.

Lecture 2

Morphemic Structure of the Word. **Grammatical Classes of Words**

1. Morphemic structure of the word.
2. Classifications of morphemes.
3. Grammatical classes of words.

Lecture 3

Notional Parts of Speech

(the Noun, the Adjective, the Pronoun, the Numeral, the Adverb)

1. The Noun.
 - 1.1. The Noun as a part of speech;
 - 1.2. The category of number;
 - 1.3. The category of case.
 - 1.4. The category of gender;
2. The Adjective.
 - 2.1. The Adjective as a part of speech;
 - 2.2. The category of the degrees of comparison.
 - 2.3. Substantivized adjectives
3. The Pronoun.
 - 3.1. The Pronoun as a part of speech;
 - 3.2. Classes of pronouns.
4. The Numeral.
 - 4.1. The Numeral as a part of speech;
5. The Adverb.
 - 5.1. The Adverb as a part of speech.
 - 5.2. Classifications of adverbs.
 - 5.3. The category of the degrees of comparison.

Lecture 4

The Verb

1. The Verb: general.
2. Finite verbs:
 - a) the category of person and number;
 - b) the category of tense;
 - c) the category of aspect;

- d) the category of voice;
- e) the category of mood.

3. Non-finite verbs:

- a) the Infinitive;
- b) the Gerund;
- c) the Participle.

Lecture 5 **Functional Parts of Speech**

- 1. The article.
 - 1.1. The article: general.
 - 1.2. The definite article.
 - 1.3. The indefinite article.
- 2. The conjunction.
- 3. The preposition.
- 4. The particle.
- 5. The interjection.
- 6. Modal words.

Lecture 6 **Syntax. Word-combinations. The Sentence**

- 1. Introduction.
- 2. Syntagmatic connections of words.
- 3. The Sentence. The structural classification of sentences.
- 4. The simple sentence.
- 5. Communicative types of sentences.

Lecture 7 **Parts of the Sentence. Main Parts of the Sentence**

- 1. Parts of the Sentence. Ways of expressing them.
- 2. Levels of syntactical analysis.
- 3. The subject.
- 4. The predicate.

Lecture 8 **Secondary Parts of the Sentence**

- 1. The Object.
- 2. The Attribute.
- 3. The Apposition.
- 4. The Adverbial modifier.

Lecture 9 **The Composite Sentence**

- 1. The Composite Sentence.
- 2. The Compound Sentence.
- 3. The Complex Sentence.

PART I MORPHOLOGY

SEMINARS

UNIT I

GRAMMAR IN THE SYSTEMIC CONCEPTION OF LANGUAGE

language, speech, sign, lingual unit, system, subsystem, systemic approach, segmental lingual units, supra-segmental lingual units, hierarchy, hierarchical (hierarchic) relations, phoneme, morpheme, word (lexeme), word-combination (phraseme), denoteme, sentence (proposeme), supra-sentential construction, plane of content, plane of expression, synonymous relations (synonymy), homonymous relations (homonymy), paradigm, paradigmatic relations, syntagma, syntagmatic relations

1. Answer the following questions:

1. Give definitions to the phenomenon of language.
2. What constituent parts does language incorporate?
3. What is the aim of theoretical grammar of a language?
4. What planes of language do you know?
5. In what fundamental types of relations do lingual units stand to one another? Characterize them.

6. How are the units of language divided?

2. Give the paradigms of the nouns “clothes” and “woman-doctor”. Define the paradigm.

3. Analyze various syntagmatic relations between the elements in the following extracts:

... He was convinced the girl did not have the money on her. She was too astute to run that risk; also, the amount of cash would be too bulky to conceal. He had looked at her closely during their talk and afterwards, observing that her clothes

clung tightly to her body and there were no suspicious bulges. The handbag she carried from the bank was tiny. She had no packages.

Wainwright felt certain that an accomplice was involved. (Hailey)

UNIT II

MORPHEMIC STRUCTURE OF THE WORD

GRAMMATICAL CLASSES OF WORDS

morphology, morpheme, allomorph, root, affix, lexical (derivational, word-building) affix, grammatical (functional, word-changing) affix, stem, outer inflexion, inner inflexion, suppletivity, free and bound morphemes, overt and covert morphemes, synthetical forms, analytical forms, free word combination

4. Answer the following questions:

1. In the light of what basic criteria was the study of the morphemic structure of the word in traditional grammar conducted?

2. Continue the following statements:

a) in accordance with the traditional classification, morphemes are divided into _____ and _____.

b) on the basis of the degree of self-dependence _____ and _____ morphemes are distinguished.

c) On the basis of formal presentation _____ and _____ morphemes are distinguished.

3. What kinds of grammatical morphemes do you know? Give your examples.

4. What is the difference between an overt morpheme and a covert one?

5. What processes are characteristic of the following paired words:

tooth – teeth

child – children

picture – pictures

good – better

medium – media

ring – rang

6. On the basis of what criteria are parts of speech discriminated in modern linguistics?

7. What notional and functional parts of speech do you know?

5. Analyze root and affixal morphemes in the group of the following words:

blacken, blackish; unofficially, impossible, children's.

6. Analyze morphemes and allomorphs in the following words:

speaker, worker, actor; walked, loaded, explained.

7. Identify the functions of the “s”-morpheme in the following words:

Phonetics Brussels Alps tidings tanks news

stops linguistics proceeds blocks officials

pens corps odds

8. Identify the “s” morpheme (lexical or grammatical). Group the words according to the nature of “s” and the meanings it conveys:

takes, books, vitals, spectacles, man's, pants, speaks, fists, ashes, linguistics, odds, stops, tanks, news, stays.

9. Analyze the synthetical forms in the given words:

roots, worse, went, better, mice, geese, was, were, me, her, us; teeth, cats.

10. Distinguish the analytical forms in the following combinations: was there, was written, was writing, is written, has been grouping, has a group, had been a group, had been grouped, more interesting, will say, must play, may run about, would read

11. What grammatical categories are expressed by the following oppositions?

cat/cats; mother/mother's; read/reads; come/is coming; come/has come; build/has been built; go/went; show/will show; we/us; good/better; that/those; long/longer;

will translate/will be translating; has passed/had passed; man/men; had dictated/had been dictated.

12. Group the following forms into: a) synthetical forms, b) analytical forms, c) free word combinations. Add some examples of your own to each group.

Is looking, more difficult, the man, has played, bigger, to go, goes, going.

13. Suggest your own examples of:

a) outer inflexion look/looks, _____

b) inner inflexion (partial suppletivity) – meet/met, _____

c) suppletivity – go/went, _____

UNIT III

THE NOUN

proper and common nouns; animate and inanimate nouns; human and non-human nouns; countable and uncountable nouns; concrete and abstract nouns; masculine and feminine nouns; simple, derivative and compound nouns; the category of number; the category of case; the category of gender

14. Study the following information and fill in the gaps in the statements with your examples.

✓ **THE NOUN** is a notional part of speech, which has the **categorical meaning** of « _____ », or « _____ ».

✓ The noun can perform the following **syntactical functions** in a sentence _____

✓ **According to their morphological composition** there are _____

- ✓ The first noun subclass opposition differentiates _____ and _____ nouns according to the **type of nomination**.
- ✓ The second subclass opposition differentiates _____ and _____ nouns on the basis of form of existence.
- ✓ The third subclass opposition differentiates _____ and _____ nouns on the basis of personal quality.
- ✓ The fourth subclass opposition differentiates _____ and _____ nouns on the basis of quantitative structure.
- ✓ Somewhat less explicitly and rigorously realized is the division of English nouns into _____ and _____.

15. Characterize the following noun categories: 1) the category of number; 2) the category of case; 3) the category of gender:

16. Give the plural forms of the following nouns and group them in several subgroups a) productive forms of the plural, b) suppletive forms, c) forms with archaic suffixes, d) forms with borrowed suffixes, e) plural forms homonymous with the singular:

foot, crisis, child, horse, stimulus, deer, louse, formula, man, pupil, ox, brother, cloth, terminus, trout, cow, swine, datum, goose, virtuoso, sheep, cactus, antenna, leaf.

17. Consult the dictionary to allocate the given nouns to the following groups: 1) regular countable nouns; 2) *Singularia Tantum*; 3) *Pluralia Tantum*.

Demonstrate their functioning in contexts:

book, army, cavalry, crowd, courage, peace, tongs, advice, peasantry, evidence, family, money, hair, wages, acoustics, sail, suspenders, contents, measles, watch, the Thames, suds, means, gallows, hoof, news, bellows, breeches, tweezers, foolishness, rickets, pincers, whereabouts, ashes, billiards, ceramics, police, Wales, the Netherlands, the United States.

18. Fill in the table below according to the way the plural forms are written:

y ... ies	o ... es	o + s	o ... s or o + s
Cries	Negroes	Banjoes	buffalo(e)s

1.day; 2.boy; 3.veto; 4. journey; 5. Germany; 6. torpedo; 7. fly; 8. tomato; 9. ray; 10. volcano; 11. city; 12. potato; 13. party; 14. tornado; 15. hero; 16. toy; 17. echo; 18.Kitty; 19. flamingo; 20. Lady.

19. Make the following compound nouns plural:

1) attorney general; 2) notary public; 3) passer-by; 4) assistant director; 5) boy friend; 6) grown-up; 7) sit-in; 8) take-off; 9) forget-me-not; 10) cover-up; 11) looker-on; 12) bird of prey; 13) comrade-in-arms; 14) bride-to-be; 15) man-of-war; 16) fountain-pen; 17) breakdown; 18) stand-by; 19) spoonful; 20) summing-up; 21) tooth-brush; 22) postman; 23) commander-in-chief.

20. Fill in the table below according the way the plural forms are spelt.

f ... ves	f + s	N + en	root vowel change:
knives	beliefs	Children	teeth

1) hoof; shelf; chief; calf; half; cliff; leaf; roof; safe; life; still life; loaf; wife; cuff; grief; thief; wolf; scarf; elf; sheaf; turf; handkerchief;
2) goose; man; woman; louse; mouse; ox; foot.

21. Fill in the gaps in the sentences below:

1.The scissors _ sharp. 2. Measles _ quite serious. 3. Mathematics _ difficult for many people. 4. The tights _ pretty expensive. 5. The pants _ quite worn-out. 6. Their

politics _ complicated. 7. Mumps _ said to be pretty dangerous. 8. Braces _ absolutely necessary here. 9. The clothes _ really smart. 10. Billiards _ exciting, and the draughts _ interesting. 11. Diabetes _ painful. 12. The surroundings _ pleasant. 13. The archives _ important. 14. The premises _ comfortable. 15. The outskirts _ wretched. 16. Shingles _ infectious. 17. Cards _ popular with many people. 18. The summons _ been issued.

22. Fill in the gaps in the following sentences:

1. The hangings _ stripped. 2. Youth _ reckless. 3. The statistics _ inaccurate. 4. The cattle _ thoroughbred. 5. The pajamas _ loose. 6. The committee _ unanimous. 7. The people _ been troublesome. 8. The family _ amiable. 9. The majority _ been against the project. 10. The crowd _ violent. 11. The clergy _ likely to support the new policy. 12. The government _ agreed on the subject. 13. The herd _ branded with the letter. 14. The general public _ not admitted. 15. Vermin _ harmful.

23. Concrete and Abstract Nouns. Divide the words in this exercise into two lists: concrete nouns and abstract nouns.

Rose; justice; happiness; cow; school; truth; grace; skiing; stars; bubbles; fear.

24. Collective Nouns. For each of the collective nouns below, write two sentences. The first should describe the group acting as a single impersonal unit; the second should describe the group as a collection of people acting as individuals.

family couple class staff crowd

25. Mass Nouns. Decide which of these sentences using mass nouns needs correction. Write the corrected form in your notebook.

1. Owen has a great deal of assignments to do this week. 2. There was a lot of traffic in town over the holidays. 3. A large amount of deer were shot this season. 4. Ann receives too many junk mail. 5. They bought several rings at the auction.

26. Substitute, where possible, the nouns with the preposition “of” by the possessive case.

1. The new club of the workers. 2. The poems of Lermontov. 3. The clothes of the boys. 4. The walls of the room. 5. The plays of Shakespeare. 6. The voice of his sister. 7. The orders of the commander-in-chief. 8. The pages of the book. 9. The watch of my friend Peter. 10. The birthday of my daughter Helen. 11. The parents of all the other boys. 12. The boats of the fishermen. 13. The opinion of the lawyer. 14. The signature of Mr. Brown. 15. The offer of the seller.

UNIT IV

THE ADJECTIVE

simple adjective, derivative adjective, compound adjective, relative adjective, qualitative adjective, the category of the degrees of comparison: the positive degree, the comparative degree, the superlative degree, synthetic, analytical and suppletive ways of forming degrees of comparison of adjectives, substantivized adjectives

27. Study the following information and fill in the gaps in the following statements:

✓ **THE ADJECTIVE** is a notional part of speech which has **the categorical meaning of**_____.

✓ From the point of view of their **structure** adjectives can be_____

✓ **Semantically** all adjectives are divided into_____

✓ The category of the _____ is the only grammatical category of the adjective. There are **three degrees of comparison**:_____. Monosyllabic adjectives and those disyllabic, which end in *-y, -e, -er, -ow, -some* form their degrees of comparison in a _____ way; some adjectives undergo different spelling changes; polysyllabic adjectives and all the other disyllabic ones – _____, that is with the help of the word-morphemes *more* and

most, *less* and *least* form their degrees of comparison_____.

✓ **Substantivized adjectives** are those adjectives which_____. **Wholly substantivized adjectives** are those_____. **Partially substantivized adjectives** have _____. They are subdivided into two groups:_____

As for the **adjectives denoting nationalities**, they also fall under two groups:_____. Those ones, which end in – _____belong to _____ adjectives, all the others – to _____.

In the sentence, an adjective can be either _____or a_____. It can also be an _____.

NB:

ABSOLUTE ADJECTIVES

<p>Some words cannot be used in comparisons, because of their meaning. These words are called absolute adjectives – words such as, <i>correct</i> and <i>final</i>. An answer on a test is either correct, or not correct. It cannot be <i>more correct</i>, or <i>correcter</i>.</p>	<p style="text-align: center;"><u>Examples:</u></p> <p>complete conclusive eternal final</p> <p>immaculate level perfect right</p> <p>perpendicular perpetual round unique</p> <p>spotless square supreme unanimous</p>
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28. Form the degrees of comparison of the following adjectives:

new; small; famous; big; nice; beautiful; old; comfortable; young; dark; tall; exotic; short; thin; thick; hot; expensive; cheap; interesting; noisy; popular; heavy; light; simple; slow; fast; hungry; pleasant; quiet; soft; little; early; icy; many; clever; loud; bad; far; rainy; sunny; narrow.

29. Single out substantivized adjectives and say, whether they are fully substantivized or partially substantivized. Divide them into two groups: those, denoting groups of people, and those, denoting abstract ideas:

1) He basked in the company of the young (Snow). 2) A mother eagle teaches her young to fly by pushing him out of the nest. 3) She warned the domestics not to touch the child, as Mrs. Osborne might be offended (Thackeray). 4) The papers are full of stories about the royals. 5) Islam forbids the killing of the innocents. 6) Among the suspects there were James Calhoun and Edelberto Montoya, still possibles, but not yet probables (Hailey). 7) They were like poor savages confronted with a beautiful white girl (Murdoch). 8) It was this belief in a power larger than myself and other than myself, which allows me to venture into the unknown and even the unknowable (Angelou). 9) We must take the bitter along with the sweet (Reade). 10) Loving colors, I bought for myself beautiful reds and oranges, and greens and pinks, and teals and turquoise (Angelou).

UNIT V

THE ADVERB

simple adverb, derivative adverb, compound adverb, composite adverb; adverb of time, adverb of frequency, adverb of place and direction, adverb of cause and consequence, adverb of manner, adverb of degree, interrogative adverb, relative adverb, conjunctive adverb, analytical, synthetic and suppletive ways of forming degrees of comparison of adverbs

30. Fill in the gaps in the following statements:

✓ **THE ADVERB** is a notional part of speech, which expresses

✓ **The function of the adverb** is that of _____. It may modify_____.

✓ According to their **structure** adverbs are divided into

✓ According to their **meaning** adverbs fall under several groups:

✓ Three groups of adverbs stand aside: _____

✓ Some adverbs form **degrees of comparison**. **One-syllable adverbs and the adverb *early*** form their degrees of comparison _____. **Polysyllabic adverbs** form their degrees of comparison _____. **The adverb *often*** can form its degrees of comparison _____. **A number of adverbs form the degrees of comparison in a _____ way:**

31. Form adverbs from the following adjectives:

Near; cheap; shy; hard; nice; fast; quick; good; bright; late; correct; high; bad; lovely; deep; slow; beautiful; wide; happy; angry; fluent; straight; close.

32. Make sentences according to the model:

Model: comes, she, late, seldom, home – She seldom comes home late.

1. Early, get, I, up, always. 2. Mary, before, cannot, bed, to go, midnight.
3. Always, at, me, shyly, looks, he. 4. Has, lately, windy, been, it, rather. 5. Met, him, have, recently, chance, by. 6. Can, he, ever, stay, hardly, alone. 7. Quite, they, just, come, unexpectedly, have. 8. You, well, nowadays, be, job, educated, should, get, good, to, a. 9. Twice, have, I, spoken, it, already, about. 10. Party, she, at, perfectly, the, danced.

33. Choose the right word:

1. The cake smells (delicious, deliciously). 2. She spoke (high, highly) of him. 3. You treated him (bad, badly). 4. She seldom wakes up (late, lately). 5. The plane was (high, highly) in the sky. 6. Mary's been working very (hard, hardly) (late, lately). 7.

Your sister looks (wonderful, wonderfully) today. 8. I was (deep, deeply) touched. 9. The cloth feels (soft, softly). 10. She looked at me (close, closely). 11. Do you feel (bad, badly) today? 12. She entered the room (quiet, quietly). 13. The cat smelled the meat (suspicious, suspiciously). 14. It could (hard, hardly) be heard. 15. The stew tastes (perfect, perfectly).

34. Use the given adverbs in the comparative and superlative degrees:

1) He was ... educated than the rest (well). 2) Which do you like ...? (well) 3) It is no ... a secret (long). 4) We meet twice a week or even ... (often). 5) Roger behaves ... of all the boys (politely).

UNIT VI

THE PRONOUN

35. Study the following information and fill in the gaps in the statements below:

THE PRONOUN as a notional part of speech has the categorical meaning of _____. It points out objects and their qualities without naming them. Semantically pronouns fall under the following classes:

- 1) **personal** _____
- 2) **possessive** _____
- 3) **reflexive** _____
- 4) **reciprocal** _____
- 5) **demonstrative** _____
- 6) **interrogative** _____
- 7) **relative** _____
- 8) **conjunctive** _____
- 9) **indefinite** _____
- 10) **defining** _____
- 11) **negative** _____

36. Define the classes of the pronouns in the sentences below:

1. Mr Curry dried his hands, smoothing the towel one finger at a time, as though he were drawing on gloves. (Hill) 2. Which programme do you want to watch 3. It's I who did it. 4. Everyone knows John. 5. He is a friend of mine. 6. Whom did you see there? 7. I myself was surprised. 8. I like neither of the brothers. 9. Her car is posh. 10. It was night. (Garnett)? 11. One can't help noticing differences between American and British pronunciation. 12. They did not shake each other's hand. 13. Neither was at home when I dropped in. 14. Enjoy yourselves, gentlemen!

37. Pronouns and Antecedents. A. Explain in your own words what an antecedent is. B. Rewrite these sentences in your notebook. Draw an arrow from the antecedent to the noun it replaces.

1. The president should take his office seriously. 2. Some managers write their business letters themselves. 3. The students asked for new books. The instructor will give them those. 4. The jury were presenting their opinions. 5. Our family is not large. It gathers once a year for a reunion. 6. One of the girls will receive her trophy at the banquet. 7. My family are always ready to support their relatives. 8. We ourselves were happy to participate.

UNIT VII

THE NUMERAL

38. Study the following information and fill in the gaps in the statements:

➤ **THE NUMERAL** is a part of speech which indicates _____. Accordingly numerals are divided into _____.

➤ As for their **structure** cardinal numerals from 1 to 12 and 100, 1000, 1,000,000 are _____ words; those from 13 to 19 (with the suffix -teen: *thirteen, fourteen*), the cardinal numerals indicating tens (with the suffix -ty: *thirty, fifty*) and ordinals (*the fifth, the sixth*) with the exception of the first three are _____.

The numerals from 21 to 29, from 31 to 39 are _____: *twenty-two, thirty-five*. Cardinal numerals indicate _____, they are used in counting. **Cardinal numerals** are used in the function of _____. **Ordinal numerals** show the order of persons and things in a series.

39. Define the syntactical function of numerals in the following sentences:

1. Two big ideas, not just one, are at issue: the evolution of all species, as a historical phenomenon, and natural selection, as the main mechanism causing that phenomenon. 2. The first is a question of what happened. The second is a question of how. (Quammen). 3. "In our lifetime," says economist Robert K. Kaufman of Boston University, who is forty-six, "we will have to deal with a peak in the supply of cheap oil." (Appenzeller) 4. Last year newly prosperous professionals snapped up over two million – up 70 percent of cars over 2002. (Appenzeller) 5. Using data from the U Geological Survey, Greene presents a brighter picture, with world production most likely to peak around 2040. (Appenzeller).

40. Spell the following numerals: 33, 12, 11, 2, 4, 17, 103, 20900, 1000 000, 123 763 576, $\frac{3}{5}$, 0.7, 230 599, $\frac{1}{2}$, $\frac{3}{8}$, $1\frac{1}{2}$, 6.09.

41. Make the corresponding ordinal numerals from the given cardinal ones: 1, 2, 39, 102, 500, 38, 18, 14, 99, 87, 155, 203, 902, 13, 11, 63, 102.

UNIT VIII

THE VERB

simple verb, sound-replacive verb, stress-replacive verb, expanded verb verb, composite verb, phrasal verbs, conversion (zero suffixation) the category of finitude, finite verbs, non-finite verbs, the category of person, the category of number, the category of tense, the category of aspect, the category of voice, the category of mood, notional verb, semi-notional (functional) verb, terminative verb, non-terminative verb, the Infinitive, the Gerund, the Participle (present and past).

42. Fill in the blanks in the following statements:

✓ The general categorical meaning of the verb is _____

✓ From the point of view of their **outward structure**, verbs are characterized by specific forms of word-building as well as by the formal features expressing the corresponding grammatical categories. The verb stems may be _____

_____ **Th**
e **grammatical categories** which find their expression in the outward structure of the verb are: _____

✓ All the verbs are divided into _____

All notional verbs are divided into _____. **Actional verbs** express _____. **Statal verbs** denote _____.

Alongside of the two verbal sets a third one could be distinguished which is made up of verbs expressing neither action nor states but processes _____.

✓ Verbs are divided into _____

✓ The English **non-finite forms** of the verb four forms are distinctly different from one another within the general verbal system: _____

43. Use the appropriate person-number form of the verb, account for your choice

1) The police ... on his track (to be). 2) The fish ... plentiful there (to be). 3) There ... a lot of people in the hall (to be). 4) The army ... (to be retreating). 5) A series of windows ... (to look) out in the garden.

44. Action Verbs and Linking Verbs. Copy these sentences into your notebook.

Then underline the verbs. For each verb that you identify, indicate whether it is an action or a linking verb. 1. The dog jumped over the fence. 2. The baseball hit the boy in the face. 3. His car smashed into a bridge. 4. We watched a movie last night.

5. The students were happy about their marks. 6. My sister's name is Paula. 7. Mr. Smyth was my uncle. 8. They will be angry about your forgetfulness. 9. We were afraid of the storm. 10. We feared the storm.

45. Point out notional, auxiliary, modal and link verbs

She went into the drawing-room and lighted the fire; then picking up the cushions, one by one, that Mary had disposed so carefully, she threw them back on the chairs and the couches. That made all the difference; the room came alive at once. As she was about to throw the last one, she surprised herself by suddenly hugging it to her, passionately. But it did not put on the fire in her bosom. Oh, on the contrary!

The windows of the drawing-room opened onto a balcony overlooking the garden. At the far end, against the wall, there was a tall, slender pear tree in fullest, richest bloom; it stood perfect, as though becalmed against the jade-green sky. Bertha couldn't help feeling, even from this distance, that it had not a single bud or a faded petal. Down below, in the garden beds, the red and yellow tulips, heavy with flowers, seemed to lean upon the dusk. A grey cat, dragging its belly, crept across the lawn, and a black one, its shadow, trailed after.

46. Point out all the verbs. State whether they are transitive or intransitive. Translate into Ukrainian.

1. She had spoiled his life, wounded his pride to death, defrauded him of a son. 2. The door opened, and a thickset heavy-looking young man entered. 3. The paddock was fairly well filled with people, and they were walking the horses around in a ring under the trees behind the grandstand. 4. Fleur didn't answer. She stood for a moment looking at him and her mother. 5. After turning the matter over and consulting with Irene, he wrote to his daughter.

47. Translate into English paying attention to the usage of tenses.

1. Ленні сім років прожив у Кейптауні, коли він вирішив повернутися додому. 2. Мені вдалося дізнатися адресу установи, в якій вона працювала шість років

тому. 3. Ви були у мене у вівторок; наступного ранку Олексій заїжджав до мене, і з тих пір я його не бачила. 4. Шубін підняв голову. Сльози блищали на його щоках. 5. Вона відклала вбік листа, якого писала, і замислилась. 6. Усі ще спали, коли задзвонив телефон. 7. На щастя він не побачив її червоних від сліз очей і не здогадався, що вона плакала. 8. Я вже два тижні гостювала у своєї подруги, коли отримала вашого листа.

48. The Category of Voice: Answer the following questions:

1. What is the difference between the Active Voice and the Passive Voice?
2. Which of the following verbs can form passive constructions: to rise, to break, to depend on, to fly, to follow, to raise, to arrive at, to have, to become, to fetch, to live in, to cost?

49. Analyze the voice-forms in the following sentences:

- a) A rising bell had been rung soon after six, but Dora had learned that it did not concern her, only those who were going to Mass (I. Murdoch).
- b) Soames didn't count; these young nephews – Soames was thirtyeight – couldn't drink (J. Galsworthy).
- c) I opened the door for them with my key (I. Shaw).
- d) Ivor, fanning himself with the portrait of an Astral Being, looked out into the darkness and drew a breath (A. Huxley).
- e) She rang the bell and when the boy came asked him who had brought the book and when (S. Maugham).
- f) A man is not worth much when he is ready to sell himself and his country for fifty pounds or less even if the bank notes are brand new and numbered in sequence (O. Pinto).

50. Insert the required tense (The Passive Voice)

1. "I don't want to hear another word. I _ never _ so _ in my whole life." (to insult)
2. But what shall I do if you _? (to kill)
3. Godfrey waited, before he spoke again, until

the ail _ and the door _ . (to bring, to close) 4. You can feel when you _ . (to watch)
 5. After lunch we heard that Charles Lenton _ for. (to send) 6. Rumania is a Balkan
 state which _ long _ for its mineral springs. (to know) 7. We _ if we _, but never
 mind. (to scold, to see) 8. The little patient _ and _, and now lay composed in her
 crib. (to examine, to soothe)

51. Analyze the mood-forms in the following sentences:

- a) "Let them spend their God-damned money", she said fretfully, twitching her head as though to get the cigarette smoke out of her eyes. "I wish they were spending a lot more, the fat-heads. I wish the poor bastard had had enough sense to make them grease him good to take the beating he's in for. Now all he'll get will be the ride. Ignorance is bliss"(R. Warren).
- b) If I were you I would ask at the embassy whether there has been any change (G. Greene).
- c) Dutty, still retreating, looked toward the band and waved his arms at them and shouted, "Play, play! Play the 'Star-Spangled Banner'!" (R. Warren).
- d) I suppose you are a stranger in these parts, or you would have heard what happened last autumn (Ch. Brontë).
- e) But now, do sing again to us (G. Eliot).

52. State the functions of infinitives in the following sentences:

- 1. He came into the room to shut the windows. 2. He seemed to know everything about influenza and said there was nothing to worry about. 3. Do you want me to read to you? 4. They said the boy had refused to let anyone come into the room. 5. Don't make me laugh. 6. It took me about five minutes to work out how much a suit at nine and a half guineas would cost. 7. The British museum is much too big to be seen in an hour or so. 8. It was necessary to make it in a day, just on Monday.

53. Put “to” where necessary before the infinitives:

1. The teacher made me ... repeat it all over again. 2. You needn't ... ask for permission, I let you ... take my books whenever you like. 3. Will you help me ... move the table? 4. You seem ... know these places very well. 5. You had better ... make a note of it. 6. I heard the door ... open and saw a shadow ... move across the floor. 7. He told me ... try ... do it once again. 8. I'd rather ... walk a little before going to bed. 9. There is nothing ... do but ... wait till somebody comes ... let us out.

54. Identify the syntactical functions of the Infinitives:

1) *To be good* is to be in harmony with oneself. 2) His dearest wish was *to have a son*. 3) She *ought to have told* me before. 4) Can you afford *to buy it yourself*? 5) I think I will go to England *to improve my English*. 6) *To begin with*, I'd like to tell you some words about myself. 7) The best thing is *for you to do it now*.

55. Point out Participle I, Gerund or Verbal noun:

1) Curtis Hartman came near dying from the effects of that night of waiting in the church ... (Anderson). 2) They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication (O. Henry). 3) The stewardess announced that they were going to make an emergency landing. All but the child saw in their minds the spreading wings of the Angel of Death. The pilot could be heard singing faintly ... (Cheever).

56. Distinguish the Gerund, Participle I, and Participle II. Identify their syntactical functions:

1) John's hobby is *collecting vintage cars*. 2) The boy was *caught teasing* the cat. 3) *Strictly speaking*, this is illegal. 4) We all appreciate *your helping us*. 5) The boy demonstrated his skill *in building model boats*. 6) She *remained standing*. 7) *Being a newcomer*, he felt ill at ease. 8) Again you *start arguing*. 9) You'll achieve a lot *by telling the truth*. 10) We went along the street *leading to the seashore*.

57. Identify the syntactical functions of Participle II:

1) It was a *neatly written* letter. 2) You *seem surprised*. 3) Everybody *is gone*. 4) John will speak for hours, *unless interrupted*. 5) He is very affable when spoken to, but naturally silent.

58. Translate the sentences into English, using the Complex Object or the Complex Subject:

1. Його змусили звернутися до лікаря. 2. Виявляється, він нічого про це не чув. 3. Здається, ви засмучені. Щось трапилось? 4. Я ніколи не бачила, як танцює Джейн Бак. 5. Я спала і не чула, як вони пішли. 6. Батьки завжди хочуть, щоб їх діти вирости чесними людьми. 7. Я вважаю, що це було несправедливо з вашого боку. 8. Хто дозволив вам розпоряджатися моїми речами?

59. Comment on the functions of the gerund in the following sentences

1. Looking after children requires patience. 2. It is no use discussing it now. 3. What he loves best in the world is playing football. 4. The main thing to do in this situation is getting away as soon as possible. 5. The car began moving away down the road. 6. Every second he kept glancing at the clock. 7. Do you mind seeing these photos again? 8. I dislike reminding you continually of the things you ought to have done. 9. He was busy getting ready for the journey. 10. She knew that there was a danger of falling ill. 11. I walked to my place as fast as I could without breaking into a run.

60. Point out Participle I and state its functions in the sentence:

1. She sat very still, and the train rattled on in the dying twilight. 2. I sat quite silent, watching his face, a strong and noble face. 3. He wished to say something sympathetic, but, being an Englishman, could only turn away his eyes. 4. She was always to him a laughing girl, with dancing eyes full of eager expectation. 5. It was a bright Sunday morning of early summer, promising heat. 6. The door opened and he entered, carrying his head as though it held some fatal secret. 7. I'm afraid it's the

moon looking so much a slice of melon. 8. Lying he spoke more quickly than when he told the truth.

61. Translate into English, using Participle I:

1. Будьте обережні, переходячи вулицю. 2. Написавши твір, вона почала готувати інше завдання. 3. Студенти, які не приділяють достатньо уваги граматиці, ніколи не опанують англійську мову. 4. Ми сиділи в саду і розмовляли про нашу поїздку по Волзі. 5. Збігши зі сходів, вона зупинилась на мить, ніби вагаючись, в якому напрямку піти. 6. Пояснивши все детально, він спокійно сів на своє місце. 7. Опинившись одна на вулиці, вона одразу пожалкувала про те, що трапилось. 8. Схопивши сина, Еліза кинулась бігти.

62. State whether the -ing form is a participle, a gerund or a verbal noun:

1. To my mind the setting of the scene was beautiful. 2. As to his stooping, it was natural when dancing with a small person like myself, so much shorter than he. 3. I found him in exactly the position I had left him, staring still at the foot of the bed. 4. If possible, give up smoking, at least for a time. 5. There you can see the Fire of London with the flames coming out of the windows of the houses. 6. Having finished the work, he seemed more pleased with himself than usual. 7. Pausing in his story, Burton turned to me. 8. I admired the grounds and trees surrounding the house.

63. Read the text taken from "Prose and Memoirs, Essays" by Evelyn Waugh. Analyse the ing-forms morphologically, formulate the criteria that help to distinguish between adjectives in -ing like interesting (an interesting film) and the so-called verbals, i.e. non-finite forms of the verb: Participle I and Gerund.

"That morning just before luncheon the weather began to show signs of clearing, and by half-past one the sun was shining. The doctor made one of his rare visits to the school dining-hall. At his entry everybody stopped eating and laid down his knife and fork,

"Boys", said the Doctor, regarding them benignly, "I have an announcement to make. Clutterbuck, will you kindly stop eating while I am addressing the school. The boy's manners need correcting,

Mr. Prendergast. Boys, the chief sporting event of the year will take place in the playing-fields tomorrow.

Mr. Pennyfeather, who, as you know, is himself a distinguished athlete, will be in charge of all arrangements. The preliminary heats will be run off to-day. All boys must compete in all events. The countess of Circumference has kindly consented to present the prizes. Mr. Prendergast will act as referee, and Captain Grimes as timekeeper. I shall myself be present to-morrow to watch the final competitions. That is all, thank you. Mr. Pennyfeather, perhaps you will favour me with an interview when you have finished your luncheon?"

64. Point out the "Absolute Nominative Construction" and translate the sentences into Ukrainian:

1. My task having been finished, I went to bed. 2. Peter being away, Alexander had to do his work. 3. It being very cold, they made a fire. 4. It being very stormy, they stayed at home. 5. All this having been settled, he went home. 6. The preparations being completed, they began to climb up the mountain. 7. The moon being bright, everything was clearly visible.

65. Translate the sentences into English, using the Nominative Absolute Participial Construction:

1. Оскільки часу залишилось небагато, ми змушені були поспішати. 2. Був чудовий день, у небі не було ні хмаринки. 3. Оскільки робочий день закінчився, ми пішли додому. 4. Якщо серпень буде теплим, я поїду до моря. 5. Хлопчик стояв мовчки, його очі були опущені. 6. Коли фільм закінчився, люди залишили зал. 7. Він був один, свою ненависть він сховав глибоко в серці.

UNIT IX

THE ARTICLE

66. Study the following information and fill in the gaps in the statements below:

✓ **THE ARTICLE** belongs to a syntactical class of words called _____, which modify a _____. The class of _____ includes:

- 1) the definite and indefinite articles;
- 2) the demonstrative pronouns (*this \ these, that \ those*);
- 3) the conjoint form of possessive pronouns;
- 4) the pronouns *which, whose, each, every, some, any*;
- 5) a noun in the possessive case.

✓ The definite article has developed from the O.E.

✓ The definite article has developed from the O.E. _____

✓ The definite article is used with both singular and plural nouns. It has the _____ and the _____ meanings.

✓ The indefinite article can have _____ meanings.

67. Identify the main functions of the Indefinite article (classifying, generic and numerical):

- 1) I am a school teacher.
- 2) A complex sentence has two or more clauses.
- 3) A friend in need is a friend indeed.
- 4) Of course, I won't say a word.
- 5) I've read a novel .
- 6) A tram runs on rails, a bus does not.
- 7) He was a man I would be glad to spend half my time in hell with.
- 8) The Indian summer returned for a day.
- 9) A man who looks after a library is called a librarian.

68. Define the functions of the Definite article (specifying and generic)

- a) The tiger is in danger of becoming extinct.
- b) Somebody moved in the room above.
- c) The man standing by the window is my uncle.

d) The atom was known to the ancient Greeks.

e) We got into the wrong train.

69. Insert articles where necessary:

Charles Dickens, ... great English writer, was born on ... 7th of ... February 1812 in ... small English town. He was ... weak child and did not take part in ... noisy and active games. ... little boy was very capable. He learned to read at ... early age and read many books in his childhood. When he was about six, someone took him to ... theatre for ... first time. He saw ... play by Shakespeare and liked it so much that he decided to write ... play himself. When it was ready, he performed it with some of his friends. Everybody enjoyed ... performance and ... little writer felt very happy.

When Charles was nine years old, ... family moved to ... London where they lived in ... very old house. Charles' father was ... poor clerk, ... life of ... family was very hard. There were several younger children in ... family besides Charles, ... future writer could not even go to ... school. At that time his father was put in ... prison because he could not pay his debts. His wife and all ... children went into ... prison too. Those were ... most unhappy days in ... Charles' life. At ... age of ten he had to start working. ... boy worked from ... morning till ... night to help his family.

When his father was out of prison, ... young Charles was sent to ... school where he remained three years. When he was fifteen he had to leave ... school and start earning his own living again. He spent his spare time reading in ... British Museum.

In ... few years he became ... newspaper reporter. In 1836 Dickens published his first book,

70. Insert articles where necessary (Articles with class nouns.)

1. I think that _ man's life is worth saving, whoever it belongs to. 2. Though _ earth was cold and wet, _ sky was clear and _ sun rose bright and beautiful. 3. He made them provide not one car, but half _ dozen. 4. Not _ word was spoken, not _ sound was made. 5. _ compass was invented in ancient China. 6. He looks older than he is, as _ dark men often do. 7. As ... man sows, so shall he reap. 8. And what _ beautiful moth there is over there on _ wall. 9. _ old couldn't help _ young. 10. When I was _ child, my mother used to make _ cakes.

71. Insert articles where necessary (Articles with abstract nouns.)

1. We both appreciate _ simplicity. 2. In less than _ week Cowperwood knew _ financial condition of Messrs. 3. He had _ comfortable feeling of working alone in _ large empty building, _ feeling of _ peace and _ complete privacy. 4. I've reason to believe Fleur has never properly got over _ feeling she used to have. 5. You must learn to face _ life seriously, Stephen. 6. May you be happy in _ life you have chosen! 7. I love to think of _ time that will come some day when _ man will be conquered by _ nature, and _ toiled human race enter upon _ era of _ peace. 8. And _ passion that held Strickland was _ passion to create beauty.

72. Insert articles where necessary (Articles with geographical names.)

1. After _ tour in _ Austrian Alps they had gone to _ Hôtel Splendide at _ Montreux, in order to enjoy for _ day or two _ charms of _ Lake Geneva. 2. Dusk was already falling on _ noble curve of _ Thames. 3. I hear he's off to _ Central Africa. 4. In *Ivanhoe* Walter Scott describes _ England of _ Middle Ages. 5. _ Capetown is in _ South of Africa. 6. In _ heart of _ Central Asia lies _ Khorasm, _ small fertile area in _ sea of _ sand. 7. _ prospect ends in little hills that come nearly to _ sea; rudiments, these, of _ Atlas Mountains. 8. "We've been touring _ world. We tried _ South America. We lasted three days in _ Australia." "Have you ever been to _ States?" 9.

Michael looked quizzically at his parent. Did he quite understand _ England of today?

UNIT X

THE CONJUNCTION

73. Fill in the gaps in the following statements:

THE CONJUNCTION is a part of speech which denotes_____

According to their **morphological structure** conjunctions are divided into the following groups: _____

✓ As to their **functions**, conjunctions fall under two classes:_____

74. Allocate the following conjunctions into the four groups:

<i>SIMPLE</i>	
<i>DERIVATIVE</i>	
<i>COMPOUND</i>	
<i>COMPOSITE</i>	

As well as, wherever, and, or, however, as long as, unless, till, after, in case, so, for the reason that, when, on the ground that, whereas, until, that, where.

75. Coordinating conjunctions are divided into four semantic classes. Each class includes conjunctions that introduce a certain type of compound sentences. Match the type of conjunction with its description:

<i>1. Copulative conjunctions</i>	a) show that one statement or fact is contrasted with or set against another;
<i>2. Disjunctive conjunctions</i>	b) chiefly denote that one statement or fact is simply added to another, with <i>nor</i> and <i>neither</i> expressing that relation in the negative sense;
<i>3. Adversative conjunctions</i>	c) denote consequence, result or reason. These conjunctions indicate that one statement or fact is inferred from another;
<i>4. Causative-consecutive conjunctions</i>	d) offer some choice between one statement and another.

76. Subordinating conjunctions introduce, as a rule, subordinate clauses within a complex sentence. They are differentiated on the ground of the clause type. Read the following examples and say, what types of clauses subordinating conjunctions introduce or whether a subordinating conjunction joins homogeneous members:

1. Greg cannot know if the plane will arrive on time.
2. If Greg had no other plans for tonight he would join us for dinner.
3. That Jill has come late is no surprise for us.
4. What Greg means is that she spends money like water.
5. He reports that the company has lost half of its clients this year.
6. He was pleased though tired.
7. He turned to the sales assistant that she should help choose the present.

77. Copy these sentences in your notebook. Underline the conjunctions. Then indicate whether they are joining words, or groups of words (phrases), or complete ideas (clauses).

1. Apples and oranges are good for you.
2. It was a life and death situation.
3. Look under the table and in the closet.

UNIT XI

THE PREPOSITION

78. Fill in the gaps in the following statements:

✓ **THE PREPOSITION** is a part of speech, which denotes _____. It shows the relations between a noun or a pronoun and other words. Usually the preposition is not stressed and stands _____ the word it refers to.

✓ According to their **morphological structure** prepositions fall under the following groups: _____

✓ According to their **meaning** prepositions may be divided into _____

79. Allocate the given prepositions into four groups:

<i>simple</i>	<i>Derivative</i>	<i>Compound</i>	<i>Composite</i>

Inside, in accordance with, on, across, for, without, at, behind, below, because of, along, in, with, within, notwithstanding, outside, in front of.

80. A. Choose a preposition to join the following parts of sentences. How many different prepositions will fill in the blank?

For example: Carl drove the bank.

Answer: Carl drove to, from, around, near, beside, etc. the bank.

1. Dawn fell the horse. 2. Earl worked him. 3. I will meet you the front entrance.
4. The horse galloped the field. 5. Smoking is not allowed the building.

B. In the next part of this exercise, find and underline the prepositions.

1. They searched for shells and pebbles along the beach at the end of the day.
2. Krista searched among the rubble for pictures of her mother and father. 3. I can never find a sales clerk or a cashier in this store! 4. I think all the odd socks in the world end up under my son's bed. 5. Be careful walking near the tree with the hornets' nest! 6. Down the hill and around the corner came the three lost children.
7. The cat with the sore ear comes to the door every day at noon.

UNIT XII

THE PARTICLE

81. Fill in the blanks in the statements below:

✓ **THE PARTICLE** is a part of speech giving _____ or _____ emphasis to other words or groups of words or clauses.

✓ According to their meaning particles are divided into: _____

82. Find particles and define their types in the sentences below:

1. Jack was not prepared to deliver the report. Linda was not at her best either. 2. Henry just tried to help! He did not mean to pry into your private life! 3. He promised to come back but he never did. 4. "I can't see anything of great interest in the letter!" "Yet there is one point that struck me at once". 5. Jane saw Sam. I saw him too.

UNIT XIII**THE INTERJECTION****83. Study the following information and fill in the missing words and phrases:**

❖ **THE INTERJECTION** is a part of speech which expresses _____ without naming them.

❖ According to their **meanings** interjections fall under two main groups: _____

Interjections may also be _____

84. Study the following interjections and decide, whether they are primary (simple/composite) or secondary (simple/composite).

1. Hush! 2. Goodness! 3. My! 4. Oh! 5. Hey-ho! 6. Eh! 7. Gees! 8. Wow! 9. Boy! 10. Holla-ho! 11. Blimey! 12. Hey! 13. Dear me! 14. Hang it! 15. Ouch! 16. Chrissake! 17. Ugh! 18. Why! 19. Good Gracious! 20. Hey! 21. Well, I never!

85. Say, whether the interjections in the following statements are emotional or imperative. Make sentences of your own to demonstrate their usage:

1. Come on! 2. Alas! 3. Hush! 4. Lo! 5. Bravo! 6. Here! 7. Hurray! 8. Ouch! 9. Wow! 10. Hey!

UNIT XIV**MODAL WORDS****86. Study the information below and fill in the blanks with your own examples:**

• **MODAL WORDS** express the attitude of the speaker to _____ he speaks about.

- **According to their meanings** modal words fall under the following main groups:_____
- Most modal words have developed from_____, but differ from them in meaning and syntactical function.
- **Morphological structure** of modal words is of two types: English modal words may be either _____ or _____.

87. Fill in the blanks in the statements above with the following modal words:

fortunately, mayhappen, certainly, apparently, perhaps, happily, perchance, surely, possibly, no doubt, naturally, obviously, seemingly, actually, of course, undoubtedly, truly, mayfall, forsooth, presumably, clearly, methinks, indeed, verily, probably.

FINAL TEST

1. A. Read this paragraph.

Michael's first job was with Bearskin Airlines as a bush pilot. He regularly flew supplies and construction equipment from Edmonton to Yellowknife. Sometimes he carried groceries like milk, fruit, and meat. Once he even transported a hockey team to a small settlement on the Arctic Ocean. He loved the beauty of the landscapes he saw and the honesty of the people he met. He was pleased with his success and happy in his work.

B. In the paragraph above, find one example of each of the following:

a. Common noun	g. Countable noun
b. Proper noun	h. Uncountable noun
c. Concrete noun	i. Possessive noun
d. Abstract noun	j. Singular noun
e. Collective noun	k. Plural noun
f. Noun used as an adjective	

2. Match the term on the right with the correct example on the left.

A. What	1. 3rd person singular
B. Someone	2. possessive noun, plural

C. We	3. interrogative pronoun
D. Their	4. means "it is"
E. Its	5. indefinite pronoun
F. It's	6. 1st person plural
G. Paul's	7. 3rd person plural
H. Sisters'	8. non-count noun
	9. possessive noun, singular

Exercise 3: Identifying Verb Tenses. Name the verb tenses in the following sentences.

1. Today, Carl kicks the ball across the field. 2. Today, Carl is kicking the ball across the field. 3. Tomorrow, Carl will kick the ball across the field. 4. Carl has been kicking the ball that way for years. 5. Today, Carl has kicked the ball across the field six times. 6. Tomorrow, Carl will have kicked the ball across the field. 7. Yesterday, Carl had kicked the ball across the field. 8. You will be leaving Bathurst tomorrow, won't you? 9. My aunt was giving lectures in Asiatic culture this summer. 10. He had been learning Chinese at school.

4. Identify the part of speech of every word in each of these sentences.

1. Dogs make good pets for young children.(7)
2. The pioneers settle quickly on the small farms around Gloucester. (10)
3. Your ancestors lived beside the sea; mine lived near Moncton. (10)
4. Does he often go to the beach during the summer? (10)
5. Those big, chunky pots sell for nine dollars, so you can buy several of them.(15)
6. I do not think about their problems now because I don't have time. (14)
7. Casually, the thieves surveyed the neighbourhood until they spotted the right house.(12)
8. Everyone recognized his courage and strength even if he did not. (11)
9. Lilacs always smell wonderful in spring. (6)
10. Mark smelled the skunk and left the area immediately. (9)
11. The students in this program are very hard workers. (9)
12. She believes in his ability. (5)

13. The frail, old lady is safe but unhappy at the seniors' home. (12)

14. He has always been a really excellent hockey coach. (9)

15. You must never show your fear of snakes to your children. (11)

PART II

SYNTAX

UNIT I

Syntax. Word-combinations. The Sentence

1. Supply Ukrainian equivalents and definitions of the following terms:

syntax; notional phrase; equipotent/coordinate phrase (consecutive; cumulative); dominational/subordinate phrase (consecutive; cumulative); predicative phrase; noun phrase, verb phrase, adjective phrase, adverb phrase, pronoun phrase; simple/composite (compound and complex) sentence; complete/incomplete (elliptical) sentence; two-member (double-nucleus)/one-member (single-nucleus); communicative types of sentences: declarative sentence, imperative sentence, exclamatory sentence, interrogative sentence; unexpanded and expanded sentence; simple sentence, compound sentence and complex sentence

2. Continue the following statements:

- ✓ Syntax is the part of grammar which deals with_____
- ✓ Performing their semantic functions words in an utterance form _____
- ✓ A phrase is_____
- ✓ Depending on the relations between its components, phrases may be divided into **two kinds**:_____

✓ Phrases which are divisible both syntactically and semantically contain a headword and one or more word-forms dependent on it. Here the following kinds of phrases can be distinguished: _____

✓ Equipotent phrases are _____

✓ Equipotent connection in groupings of notional words is realized _____

✓ **Domination phrases** are constituted by _____

✓ **Predicative phrases** are those _____

✓ From the point of view of their structure sentences can be: _____

✓ Anything that is said in the act of communication is called an utterance.

Utterances fall into two groups: _____

✓ Sentences may be regarded from the point of view of their _____. From the point of view of their **structure**, sentences can be: _____

Communicative types of sentences include: _____

3. Allocate the following phrases into three groups: coordinate phrases (consecutive; cumulative); subordinate phrases (consecutive; cumulative); predicative phrases:

Neither here nor there; breakfast over; for you to go; ready to go; cold water; strict but just; high in the air; nothing of any value; Tom and Jerry; weather permitting; difficult for me to say; politically active; pens and pencils; reading a book; strangely solemn; rather sharply; worth reading; clever boys; became a soldier; incredibly beautiful; busy writing out sums upon the blackboard; a minute later; so obviously; something attractive; alone and free and happy; hot, dusty, tired out; for the men to get home.

4. Fill in the table below with the appropriate examples of subordinate phrases. A few examples have been done for you:

Noun phrases	Verb phrases	Adjective phrases	Adverb phrases	Pronoun phrases
<i>young lady</i>	<i>saw a house</i>	<i>typically French</i>	<i>years later</i>	<i>something to say</i>

white dogs; those of us; suddenly gay; late that night; remembered that hour; good advice; believes in God; slept soundly; easy with her; rich in possible modulations; so obviously; nothing personal.

5. Define the type of the phrase coordinate phrases (consecutive; cumulative); subordinate phrases (consecutive; cumulative); predicative phrases and their subtypes in the sentences below:

1. She was **precious but remote** (J.Galsworthy).
2. I wonder at **Jolyon`s allowing this engagement** (J.Galsworthy).
3. He stared at **the slanting rain** (W.S.Maugham).
4. Gabriel **laughed nervously** (J.Joyce).
5. Arthur refused **everything but a piece of bread** (E.Voynich).
6. She was sitting in a chair idly, **neither reading nor sewing**, staring in front of her (W.S.Maugham).
7. She was clever, **far cleverer** than he (A.Cronin).
8. Mary could not help **the tears filling her eyes** (W.S.Maugham).
9. It was obvious that she had **nothing to lose**; she certainly had **nothing to hide**; and she answered questions with frankness (W.S.Maugham).
10. John thrust his hands **deep into his pockets** (J.Galsworthy).

11. It has long seemed to me **both unfortunate and wrong** that many pupils leave school with no keen delight in the study of English grammar (L. Kimball).
12. He was **clean, handsome, well-dressed and sympathetic** (Th. Dreiser).
13. Anthony jumped out of bed and, **the night being cold**, put on his dressing-gown and slippers (A. Huxley).
14. There is **nobody** here **for him to play with** (E. Hemingway).
15. He was **hot, dusty, tired out** (K. Mansfield).
16. **The young man Edgar** sat staring in front of him (A. Christie).
17. He cordially extended one forefinger **for Eric to shake** (M. Wilson).
18. "I'll be **happy to wait**" (G. Elliott).
19. **His first shot a failure**, Dyke fired again (F. Norris).
20. She is **so very unlike** a Dombey (Ch. Dickens).

6. Define the structural type of the sentences below:

1. Open the door (E. Caldwell).
2. I haven't made up my mind yet (I. Shaw).
3. You angry about something? (Gr. Green).
4. How long were you here? – Two years. (D.H. Lawrence).
5. You stop laughing, Joe (E. Hemingway).
6. A bright, sunny day after a heavy frost (St. Rudd).
7. Tom never neglects his work (K.S. Prichard).
8. He opens his eyes (E. Welty).
9. Let's hurry! (J. Collier).
10. Don't try anything (J. Irving).
11. Doesn't matter (W. Trevor).
12. Let the boy get dressed (J. Wain).
13. To make me dance alone! (R. Lardner).
14. I put some coffee on (J. Craig).
15. Never heard of him (L.G. Blochman).
16. Serves her right (G. Gordon).

7. Choose terms out of those listed below which classify sentences 1) according to their structure; 2) according to the purpose of communication. Supply examples to all of them.

- a) declarative; b) one-member; c) imperative; d) two-member; e) simple; f) composite; g) exclamatory; h) interrogative.

8. Indicate the kind of sentence (by function). Rewrite the sentence and add the appropriate end punctuation (e.g. ! . ?)

Example: Do you plan to go to the concert tonight

Interrogative: Do you plan to go to the concert tonight?

PROMPT: When you write sentences, you write them for four different reasons. You may want to ask a question, express a strong emotion, express a command, or simply make a statement.

1. To make a statement, use a **declarative sentence**.
2. To ask a question, use an **interrogative sentence**.
3. To give an order, use an **imperative sentence**.
4. To express surprise, etc, use an **exclamatory sentence**.

1. How lucky they were to have won the lottery
2. Please return your books to the library on time
3. Remember to put gas in the car before you bring it back, please
4. Pick a card, any card
5. Are you taking the train or the plane
6. Giselle was born in Lamèque, New Brunswick
7. What a view this is
8. That is fantastic
9. Michael Brown lives on Shaw Boulevard
10. Did you see the new program on Channel 9 yesterday

9. Define the place of the sentences in the linguistic fields of declaration, interrogation, inducement and exclamation.

1. Wake up, Nellie (E. Gadsell).
2. My breakfast ready? (L. Hellman).
3. Who's that? (T. Williams).
4. Go home (B. Malamud).
5. I seen nobody (J. Morrison).
6. Colonel, I want you to do me a favour... (B. Becker).
7. For God's sake, Mom!

(J.Irwing). 8. How long you staying this time? (A. Wesker). 9. Won't you sit down, sir, please? (J. Galsworthy). 10. What a strange place! (I. Murdoch). 11. You were friendly with him? (E.S. Gardner). 12. Some coffee, please (J.London). 13. May I ask you a question? (A. Christie). 14. Let's forget it (E. O'Neill). 15. My heart sank (S. Levenson). 16. You'd better come in here (G. O. Baxter).

10. State the types of the following questions. Translate them into your mother tongue:

1. Can you fly this aircraft and land it? 2. What does he have to say? 3. Wasn't it an adventure? 4. So, they did take part in the reception, after all? 5. Will you do it alone, or will you have someone to help you? 6. Do we read a book for the book's sake? 7. A good deal had been written about the importance of practice, hasn't it? 8. Has it been a monotonous day, or have you come across some diversions? 9. At what range will the plane shown on the radar?

11. Comment on the structural type of the sentences below:

1. What are you thinking of? My school days!
2. My school days! Those dear days of mine!
3. A wonderful warm night, gracious and inviting!
4. What night did you have yesterday? A wonderful warm night, gracious and inviting!
5. You looking the very piece of beauty!
6. You were looking the very piece of beauty that day!

12. Point out unexpanded and expanded sentences. State the part-of-speech characteristics and the syntactic function of the basic and expanding elements.

1. Some wall tiling was loose.
2. His connection has long been broke.
3. Without turning Jim gave a little chuckle.
4. I'll show you out.
5. The man was full of paternal goodwill.
6. But something has been happening.
7. The next instant she had recognized him.
8. This seems a problem.
9. The electric torch went out.
10. Do you

attach importance to this discovery. 11. Why, Mary is in excellent spirits! 12. The newcomer rose obediently.

13. Put an S next to each complete sentence. Put an F next to each fragment.

1. Neither the coach nor the players.
2. Unless you have a license.
3. When my father was a child, he spoke only French.
4. I have the day off tomorrow.
5. When the telephone rang.
6. Pick up those papers.
7. The girl threw the baseball deftly.
8. The whole class afterschool.

14. Look at the portion of each sentence written in *italics*. Tell if the italicized words form a clause (C) or a phrase (P) by writing the appropriate letter in the blank. Hint: It may be helpful to find the subjects and verbs first.

Example: (P) The library does not open *until ten o'clock*.

1. *During his term in office*, the mayor made many mistakes.
2. The man ran five miles *in thirty minutes*.
3. The car *which was found behind the store* had been abandoned.
4. *After the concert*, fans waited by the stage door.
5. *As a special reward*, we took the children for ice cream.
6. Eventually, *after a long wait*, we boarded the train.
7. Please close the door *when you leave*.
8. *My grandmother was ninety years old* when she made that quilt.
9. *As we sat down to dinner*, the telephone rang.
10. I feel sure that there is no reason *for your anxiety*.

15. Consider the following sentences. Pick out elliptical sentences and give their full version.

1. Too many women nowadays, and they don't know what they want.
2. You going to take Irene?
3. Mean to tell me you didn't know?
4. I don't write. Not such a fool.
5. "Can't we set the grass on fire?" Macober asked. "Too green".
6. Cup of tea

soon. Good. Mouth dry. 7. Hello. Where off to? Something to eat? I too was just in here. 8. Am I not going there? Seems not. No-one about.

16. State whether the following sentences are single-nucleus or double-nucleus.

1. The death of a hero! What mockery, what blood cant! What sickening putrid cant! George's death is a symbol to me of the whole sickening bloody waste of it, the damnable stupid waste and torture of it (Aldington).

2. A very different England, that of 1890, and yet curiously the same. In some ways so fabulous, so remote from us; in others so near, terrifyingly near and like us. An England morally buried in great foggy wrappings of hypocrisy and prosperity and cheapness. The wealth of that England, the maritime power of that England, its worse than R.L.S. optimism, its righteous cant! Victoria, broad-bottomed on her people's will; the possessing class, heavy-bottomed on the people's neck. The working class beginning to have restively, but still Moody and Sankeyish, still under the Golden Rule of 'Ever remember, my dear Bert, you may one day be manager of that concern!' The middle classes, especially the trades, making money hand over fist, and still praying that our unexampled prosperity may last! The aristocracy still pretty flip, keeping its tail up. Still lots of respect for rank and Property – Dizzy not long dead, and his novels not yet grotesques, not yet wholly a fossil parody. The intellectuals aesthetic and Oscarish, or aesthetic and Burne-Morrisy, or Utilitarian and Huxley-Darwinish.

3. English spring flowers! What an answer to our ridiculous "comic woe", how salutary, what a sort of reproach to bitterness and avarice and despair, what balm to hurt minds! The lovely bulb-flowers, loveliest of the year, so unpretentious, so cordial, so unconscious, so free from the striking after originality of the gardener's tamed pets! The spring flowers of the English woods, so surprising under those bleak skies, and the flowers of the English love so much and tend so skilfully in the

cleanly wantonness of their gardens, as surprisingly beautiful as the poets of that bleak race!

17. Analyse the following compound sentences and state whether the boldfaced clauses are single-nucleus or elliptical.

1. It was very mild – **all over in half an hour.** 2. The parcel was from Elizabeth – **how sweet of her to remember!** 3. He looked now at his wrist watch – **a quarter to one.**
4. It was three months later, **and a fine March afternoon.** 5. The wind was in the north; it was cold, clear; **very blue sky, heavy ragged white clouds chasing across; the river blue, too, through the green of goldening trees...** 6. He himself had always been a worker and saver, **George always a drone and a spender;** and yet, if confiscation once began, it was he – the worker and the saver – who would be looted! 7. **A few shirts and collars, a pair of muddy boots** – the room was bare even of garments. 8. **Beautiful piece;** she played well – **the touch of an angel.** 9. **Buying land** – what good do you suppose I can do by buying land, building houses?

UNIT II

Parts of the Sentence. Main Parts of the Sentence

main (the subject, the predicate), secondary (the object, the attribute, the apposition and the adverbial modifier) parts of the sentence; levels of syntactical analysis: the sentence level and phrase level; notional subject (personal, non-personal); formal subject (impersonal, introductory (it-subject, there-subject); predicate (simple (verbal/nominal), compound verbal (phrasal/modal/ of double orientation), nominal (proper/double)

18. Fill in the gaps in the following statements:

- 1) A sentence can be divided into certain components which are called **parts of the sentence**. Parts of the sentence are usually classified into _____ and _____. The main parts of the sentence are _____ and _____. They constitute the

backbone of the sentence. The secondary parts of the sentence are _____, _____, _____ and _____.

2) Within the sentence we usually distinguish **two syntactical levels of analysis**. One belongs to the sentence proper which is called _____. The other belongs to various phrases and is called _____. The subject and the predicate belong to the sentence level only. _____, _____, _____, and _____ may belong either to the sentence level or to the phrase level.

3) Every English sentence but the one-member and the imperative one must have _____. **The subject** is one of the _____ of the sentence.

Ways of expressing subjects:

_____.

From the point of view of its grammatical value the subject may be either _____ or _____.

4) **The Predicate** is the second main part of the sentence and its organizing centre. From the structural point of view there are two main types of predicate: _____
_____. Both these types may be either **nominal** or **verbal** which gives four sub-groups: **simple verbal, simple nominal, compound verbal, compound nominal**. _____ may be classified into **nominal proper** and **double nominal**. **Compound verbal predicates** may be further subdivided into _____, _____ and _____.

19. Point out the subject in the following sentences and state what it is expressed by:

1. You couldn't define it more precisely! 2. It never rains, but it pours! 3. Two plus two makes four. 4. There was a tall lamp-post beside the packing house. 5. What is

the meaning of all this? 6. A few more of these is all that is needed. 7. People don't easily recognize their faults. 8. Dark blue is not your color for a costume. 9. Who will be the second in command? 10. Which of them is the President? 11. To be or not to be, that is the question. 12. Smoking is not allowed. 13. One can't be too sure.

20. Find all the subjects and comment on them.

1. "Yes," he has said, "Charlie Hapgood is what they call a rising young woman – somebody told me as much. And it is true. He'll make the Governor's Chair before he dies, and, who knows? Maybe the United States Senate." "What makes you think so?" Mrs. Morse had enquired. "I've heard him make a campaign speech. It was so cleverly stupid and unoriginal, and also so convincing, that the leaders cannot help but regard him as safe and sure, while his platitudes are so much like the platitudes of the average voter that – oh, well, you know you flatter any man by dressing up his own thoughts for him and presenting them to him" (London). 2. It is ill to waken sleeping dogs (proverb). 3. It is absurdly easy for a man like me to impose on underlings – absurdly easy (Bennett). 4. It was an ill day for us all when Augustus married so far beneath him (Aldington). 5. There had been no quick, vigorous lip-pressure such as should accompany any kiss. Hers was a kiss of a tired woman who had been tired so long that she had forgotten how to kiss (London). 6. After dinner comes the reckoning (proverb). 7. A good beginning makes a good ending (proverb). 8. Being only a chemist hampers me (Jerome). 9. Not having money does that (Saroyan). 10. It is good fishing in troubled waters (proverb). 11. Of course, she didn't want to marry again. Once was certainly enough (Mitchel). 12. It is hopeless attempting to make good fire, so you light the methylated spirit stove and crowd round that (Jerome). 13. There may be little differences in an English family, for the best of friends fall out at times, but in all serious crises they may be dependent upon to show a united front (Aldington).

21. Fill in the blanks with it (formal or introductory) or there to suit the corresponding meanings of the sentences.

1. a) ...was too windy. ...was no use going to the beach. b) ... was no wind, though ... was very cold. 2. a) ... was day already. ...was a ride in the country to look forward to. b) ... was still a day to spare. ... was lucky. 3. a)... wasn't light enough. ... was difficult to read. b) ... was light coming through the trees. ... was hope in it. 4. a) ... was a great joy to get the news of our team's victory. ... was a celebration ahead. b) ... was joy written all over his face. ... was no sham. 5. a) ... could be anybody. ... was difficult to see through the mist. b) ... was nobody in the house. ... could be no mistake about it. 6. a) ... was not much to be added, and ... was a relief. b) ... was too much to be said about him, ... was felt by everyone present. 7. a) ... is another letter from Polly, isn't ... fine? b) ... was another of his letters, and ... was a lot of bitterness expressed there. 8. a) Is ... so serious? Is ... really much to be worried about? b) ... is nothing serious about it. ... is no cause for anxiety whatsoever.

22. Combine the following subjects and predicates to form five sentences. Use each subject and each predicate only once.

SUBJECTS	PREDICATES
John Mildew Tammy's daughter a fawn Mrs. Hall	started school last fall drove to Winnipeg barbecued the steaks grew in my basement last summer wandered into my backyard

23. Identify the subject and the predicate in the sentences below, and indicate whether they are simple or compound.

1. Dogs and cats are rarely good friends. 2. The band and its leader boarded the bus at 9:30 and left for Moncton. 3. His letter of resignation will not reach you before Tuesday or Wednesday. 4. Either his old car or their newest truck will be at the auction. 5. The tiniest bits of gossip in this town are turned into public

announcements. 6. Alex and his sister were sitting in the café and talking about their troubles. 7. The clowns jumped out of cars and ran through sprinklers. 8. Suddenly, rain and hail poured out of the sky.

24. Underline the subject with a single line and the predicate with a double line. Say whether they are simple or compound.

1. The president of that company and his new secretary will move into that office before the end of the month. 2. Across the boardwalk scurried the diners. 3. After the party, did the young men return to the hotel? 4. How simple yet elegant was the service! 5. Between Shediach and Tidnish, the climate is perfect for tourists. 6. Deep in the heart of the jungle was the fantastic city called Manaus. 7. Several thousand labourers were required for that job.

25. For each sentence, tell whether the subject and predicate are simple or compound.

1. They will sing and dance at the party.
2. After six months of hard work, the men and machines finally left the site.
3. Three men and two women shared the lottery prize.
4. Initially, Marlene and the people with her didn't realize their good fortune.
5. Into the dusty square wheezed the old double decker bus.
6. The kids were arranging their toys on the shelf.
7. Bob and Paul have already bought and paid for their cars.
8. You and I should take a holiday and travel to New Orleans in Louisiana.

26. Underline the bare subject with a single line and the bare predicate with a double line. Place a double slash between the complete subject and the complete predicate.

1. The president of that company and his new secretary will move into that office before the end of the month.
2. Across the boardwalk scurried the diners.
3. After the party, did the young men return to the hotel?

4. How simple yet elegant was the service!
5. Between Shediach and Tidnish, the climate is perfect for tourists.
6. Deep in the heart of the jungle was the fantastic city called Manaus.
7. Several thousand labourers were required for that job.
8. Because of his rescue training, Bill helped the victims from the wreckage.

UNIT III

Secondary Parts of the Sentence

A. The Object

simple, complex, clausal object; *the direct object* (non-prepositional) / *the indirect object* (recipient (non-prepositional/prepositional) non-recipient (prepositional)/ *the cognate object* (non-prepositional) and *the retained object* (non-prepositional)

27. Fill in the blanks in the following statements:

1. **THE OBJECT** is _____
2. The object **can be expressed by** _____
3. Thus, **from the point of view of their structure** objects may be **simple**, _____ and _____.
4. From **the point of view of their value and grammar peculiarities** four type of objects can be distinguished in English: _____, _____, **the cognate object** and **the retained object**.

28. Find all the objects. Say what they are expressed by.

1. I found nothing in my re-reading of Freud's works that cast any light on the subject I had in mind (Maugham).
2. Henceforth I shall insist always on being called Smoke Bellew (London).
3. He promised to stay with them at least until they could determine what to do, or until the missing man arrived and professed to be an expert shot with the revolver – a weapon strange to him – in order to give them confidence (Wells).
4. ... He wished at all costs to impress Baily with his promptness and punctuality (Cronin).
5. Michael was hungry and finished his bird. Sir James gave

most of his to the cats (Galsworthy). 6. The voice of Swithin roused him from his reverie (Galsworthy). 7. He couldn't bear her to cry (*ibid.*).

29. IT'S USEFUL TO KNOW...

Direct objects are nouns or pronouns which complete the meaning of an **action verb**. They answer the reader's questions about **Whom? What?** received the action of the verb.

Direct objects **NEVER** answer the questions when, where, or how.

Indirect objects are nouns/pronouns which complete the meaning of an **action verb**. They answer the reader's questions about **To whom? For whom? Of whom?**

Only a few verbs allow direct and indirect objects: **give, take, offer, tell, show, bring, make, send, sell, etc.**

30. Identify the direct and indirect objects in the sentences below.

1. The committee offered Rebecca a better job.
2. Give them your new address.
3. Did you offer me the very best deal?
4. Mark laid the unconscious dog on the mat.
5. The post office sent him a change of address card.
6. Jack gave the tiny bear cub a dish of milk.
7. They sliced me some turkey.
8. Sean gave the car a second coat of wax.
9. His invention made him a fortune.

31. A. Find and label the direct and indirect objects in this exercise.

1. Answer the door quickly.
2. Have you already seen the latest fashions from Montreal?
3. He strolled slowly past the bus depot.
4. At last, the sun came out and melted the ice on the roads.
5. The stray cat meowed pitifully at the back door.
6. The Byrons moved their new house to the village of Rexton.
7. The job offered Leo a chance for promotion.
8. Doug and he continuously asked them questions.
9. She skated gracefully around him and then stopped suddenly.

B. Make a list of all the adverbs (words and phrases) in this exercise.

C. What function do the remaining prepositional phrases in these sentences perform?

32. Find all the objects. Classify them. Say to what words they refer.

1. I will teach you to make a fool of me (B. Shaw). 2. I tried to look at my tongue. I stuck it out as far as ever it would go, and I shut one eye, and tried to examine it with the other (Jerome). 3. One man told us he meant to try to get away from Shepperton Station (Wells). 4. He put his large hands on the counter of the office, feeling them warm with sweat (Bates). 5. He sat morose and silent refusing to eat more than a mouthful, and he stared at the slanting rain (Maugham). 6. He had married her in order to combine the flourishing steel works of which she was the heiress with his equally flourishing manufactory of locomotives (*ibid.*). 7. I'm too tired for balancing the right and the wrong of it any more (Wells). 8. But I was flattered and I was too young to have learned to say no, to a woman (Maugham). 9. You've just time to catch the seven-ten (Leacock). 10. "At all events it is something," he said "that you have not the effrontery to attempt to excuse yourself" (Maugham). 11. Had you no thought of that wounded hero whose services to his country have been rewarded with a licence to sell tobacco? (*ibid.*). 12. The keeping of engagement had not as yet been a conspicuous feature in the life of young Val Dartie ... (Galsworthy).

33. Find complex objects and simple objects with objective predicatives. Comment upon their morphological structure.

1. Next morning, Winterbourne watched through glasses the Germans carrying out their dead on stretchers (Aldington). 2. They could hear the men muttering and cursing behind them (*ibid.*). 3. Her vulnerable, tragic face made him uneasy (M. Dickens). 4. Pauline was wearing her school gingham, which Mrs. Abinger thought too skimpy for a girl with her overdeveloped figure (*ibid.*). 5. She closed her ears. She would not think of Miss Loscoe dead among the furniture in the basement (*ibid.*). 6. Grudgingly he admitted her still beautiful, and in figure almost as young as ever (Galsworthy). 7. Perhaps she refused to have him sent for because she knew he

would refuse to come (Maugham). 8. I cannot sit still and see another man slaving and working (Jerome). 9. Miss Wilmarth, standing in the nursery adjoining, testing the temperature of the baby's milk against her wrist, could hear them all talking lightly and swiftly, tossing their sentences into the air to hang them unfinished (Parker). 10. Mrs. Matson herself thought it worthy of repetition (*ibid.*). 11. She saw a policeman crossing the end of the street and it made her hope that they would get caught and go to prison (M. Dickens). 12. Secretly they felt it unreasonable of Ann to have left them like this without a word, without even a struggle (Galsworthy). 13. He had them lined up now, Billy making holes with a towel, Tess dropping in the plants and Wilfred, with his small craftsman's hands and absorbed face, patting down the earth (M. Dickens).

B. The Attribute

34. Fill in the gaps in the statements below:

❖ **THE ATTRIBUTE** is a secondary part of the sentence which _____

❖ An attribute **may be expressed by different parts of speech:** _____

❖ Attributes **may refer to** nouns and _____.

35. What are the ways of expressing the attribute in the following sentences?

1. He seemed a very silent, awkward lad. 2. I looked at her, and at none other, from that moment. 3. In that green London, what time had they to be sentimental? 4. I recognized him, the village painter and carpenter. 5. Her father's nerves would never stand this. 6. To think that a man of his abilities would make such a horrible trick. 7. In the light of after events one cannot but sympathize with him. 8. She hated the idea of borrowing and living on credit. 9. The idea of his being barbarous had never occurred to his father. 10. They must have more opportunity to broaden their life.

36. Change the prepositional and clause attributes into the corresponding non-prepositional attributes. Translate into Ukrainian.

Model: The region of acute earthquake. – An acute earthquake region.

The limit imposed on time. – A time limit.

1. The cutting machine-tool of high precision. 2. The missile of long range. 3. The flight with no stops. 4. The motor with eight cylinders. 5. The car with two seats. 6. The games that are played outdoors. 7. The characters of the film. 8. The lorry carrying a load of twenty-four tons. 9. The building having twenty-eight storeys. 10. The warship with twenty cannons.

C. The Apposition

37. Study the following information:

➤ **THE APPPOSITION** is a part of the sentence expressed by a noun or nominal phrase and referring to another noun or nominal phrase: *The City of London; Edward the Confessor; Inspector Craddock, of Scotland Yard; Byron, the great English poet; William the Conqueror.*

➤ From the point of view of their **relation to the headword**, appositions are subdivided into **non-detached** and _____.

38. Find all appositions in the sentences below. State whether they are loose (detached) or close (undetached).

1. Cousin Val is going to train racehorses in the Sussex Downs (Galsworthy).
2. "Oh, loo, Uncle Roddie", interrupted Joy, with a little shriek that made him wince (M. Dickens).
3. Had her husband, the man she had run away with, deserted her? (Dreiser).
4. "Didn't know you were a racing man," he said to Monsieur Profond (Galsworthy).
5. One day not so long after Clyde's discovery of his sister Esta, Hortense, walking along Baltimore Street – the smartest portion of the shopping section of the city – at the noon hour with Doris Trine, another shop girl in her department store, saw in the window a fur coat (Dreiser.)
6. "Mrs. Kinch's Alice has

the congestion!” Hannah Brace, the next door neighbor, stopped her on the way in (Cronin). 7. He was at his best – a thorough man of the world (Galsworthy).

39. Point out all the attributes and appositions, state their kinds, explain the semantic relations expressed by them. Translate into your mother tongue.

1. On the third there was sudden excitement down at the bend. 2. The landscape class, with stools and easels and sketch-boxes, tramped off twice a week to some vantage point to indulge in plein-air painting. 3. There were golden days in my life; it was more than twenty years ago. 4. The evening beauty of the river with a soft mist rising from its glassy surface stirred her out of the state of suspended animation. 5. Their next season`s crop was threatened too, for the pumping plant could not operate. 6. Beyond the half-drawn curtains at the French windows the summer sun beat down upon the green lawn. 7. Oh, that never-to-be-forgotten summer in the Golden Valley!

D. The Adverbial Modifier

simple, phrasal, complex, clausal adverbial modifier; adverbial modifier of place (place proper, direction, distance)/ of time (time proper, frequency, duration) / of manner/ of cause (reason) / of purpose/ of result (consequence) / of condition / of concession / of attendant circumstances / of comparison / of measure / of exception

40. Fill in the gaps in the following sentences:

1. The adverbial modifier is a secondary part of the sentence which modifies another part of the sentence expressed either by _____ or _____

2. An adverbial modifier may refer to _____

3. An adverbial modifier **may be expressed by: an adverb, an adverbial phrase,**_____

4. **From the point of view of its structure** the adverbial modifier may be **simple, phrasal,**_____

5. **Semantically** adverbial modifiers are divided into: **adverbials of place, adverbials of time, adverbials of purpose**_____

41. Find all the adverbial modifiers and state what they are expressed by.

1. They were all sufficiently uncomfortable (Ch. Dickens). 2. She was conscious again of blood on her cheeks (Galsworthy). 3. Like James in the old days, Soames found time to go there nearly every Sunday ... (Galsworthy). 4. When we'd finished, Ronnie sat staring at us for a moment puffing his pipe noisily and fiddling with a sheaf of notes and a gold Eversharp pencil (Braine). 5. Willoughby had enough sense to park himself on a café and get drunk... (Heym). 6. They dined quietly, in style and taste; felt the Club smoking cigars, with just two bottles inside them, and dropped into stalls at the Liberty (Galsworthy). 7. He was too nervous, he said, to sit and do nothing for an evening (Parker). 8. Already fully dressed for the evening, she had but little on, and her hair was shingled (Galsworthy).

42. Study the following sentences. Identify semantic classes of adverbial modifiers.

1. He prospered greatly, almost as though against his will. 2. These men were in fact quite civil save during certain weeks of autumn and winter. 3. I dropped my fists and walked away, "Scout's a coward", ringing in my ears. 4. Skilfully managed conversation with him might prove amusing. 5. The meal over, they went with Thomas to the fuel store. 6. Cleary, for all his reputation, was already out of date.

UNIT IV

The Composite Sentence

coordination, subordination; copulative, adversative, disjunctive and causative-consecutive connection; nominal clauses, attributive clauses and adverbial clauses (of place / time / manner / comparison / condition / concession / purpose / cause / result)

43. Fill in the blanks in the following statements:

The Composite Sentence is a sentence consisting of _____.

Within a composite sentence clauses may be joined by means of **coordination or subordination**, thus forming a _____ or a _____ sentence.

1. **A Compound Sentence** consists of _____ of equal rank, which form one syntactical whole in meaning and intonation. Clauses that are parts of a compound sentence are called coordinate, as they are joined by _____.

2. From the point of view of the relationship between coordinate clauses we distinguish four kinds of coordinate connection: _____.

3. Subordination is usually defined as a non-symmetrical relation, that is, in a complex sentence with a minimal composition of two clauses, one is the basic element, the other is a constituent part of the first. The first one is called _____, the second – _____.

4. Subordinate clauses function as different parts of the sentence (subject, predicative). Traditionally they are arranged in three groups: _____ (clauses functioning as nouns in various syntactical positions), _____ and _____.

44. Define the type of coordinate connection between coordinate clauses in the following sentences:

1. Mr. Hoopdriver was (in the days of this story) a poet, though he had never written a line of verse. Or perhaps a romancer will describe him better (Wells).
2. The chief public glory of her youth had been a sudden triumph in London on the occasion of her first appearance on any stage; and she now felt a mind to repeat this and crown her career where it had begun. So she accepted the manager's offer (B. Shaw).
3. They had no desire to spread scandal, no desire to be ill-natured. Who would have? And to outsiders no word was breathed, unwritten law keeping them silent (Galsworthy).
4. Soames walked with his eyes on the ground, his lips opening and closing as though in anticipation of a delicious morsel. But when he arrived at the site, Bosinney was nowhere to be seen (Galsworthy).
5. They sat together in the twilight room, close together on the old settee, her arm crooked into his, the grasp of her fingers tightening on his wrist as bit by bit he blurted out the whole story; Ventnor, Slinger – everything. And that night Mr. Bunting slept (Greenwood).
6. But it makes me sick to think of this Irish business. Because, you know, it's true – we are drifting towards civil war here" (Wells).
7. The little village perches high among the hills and woods, and at its very centre is the inn and the linden tree and Adam Meyer. Or at least Adam Meyer was there (Greenwood).
8. He let himself in with his key, and called his wife's name. But she had gone out, taking Jolly and Holly, and the house was empty (Galsworthy).
9. All that succession of blunders became Mr. Britling. Or rather Mr. Britling became all that last succession of blunders (Wells).
10. Was Hurley right, and was all humanity, even as Mr. Britling, a careless, fitful thing, playing a tragically hopeless game, thinking too slightly, moving too quickly, against a relentless antagonist? Or is the whole thing just witless, accidentally cruel, perhaps, but not malignant? Or is it wise, and merely refusing to pamper us? (ibid).
11. She wanted to be told of things that were not, yet might be, to peep behind the

curtain, and see the very spirit of mortal happenings escaped from prison and this was so unusual for Barbara (Galsworthy).

45. Place brackets around the dependent clauses. Identify their types.

1. The people whom I most admire are those who do benefit concerts.
2. Since I missed the bus, I will have to walk home.
3. They finally found a house which they could afford.
4. The announcer said that the snow would turn to rain later in the day.
5. When he first heard of the contest, he didn't think that he had a chance.
6. I found the gloves that I lost in the bus depot.
7. Because it was he who made the complaint, the supervisor called him.
8. Lucy would make more progress if she did more work at home.
9. The couple returned some of the wedding gifts they had received.
10. Fragments of glass were embedded in the wall after the patio door smashed.

FINAL TEST

1. Write the bare subject and bare predicate for each sentence below.

- a. In the distance, the guide spotted a black bear and her cub.
- b. Matt and his wife bought a new TV.
- c. Did the pilots and their passengers wait long?
- d. Volunteers at the centre serve lunches and sort clothes.
- e. Max hasn't seen or talked to them in months.
- f. Give the children their presents now.
- g. Ice and snow covered the roads and made travel difficult.

2. Subjects and Predicates A. Use a slash (/) to separate the complete subject from the complete predicate. B. Underline the bare subject once and the bare predicate twice. C. For each subject and predicate you indicated, indicate whether it is simple or compound.

1. The old porch on the back of our house is rotten and needs to be pulled down.

2. Where did you find that present?
3. After the birthday party, everyone went to the movies.
4. John and Sue are building a new house out in the country.
5. The men with the proper credentials were interviewed yesterday.
6. The members of the Rotary Club raised money and donated it to charity.
7. The old, yellow dog crawled under the porch and growled quietly.
8. Mark and his older brother entered the house and crept down the stairs to the basement.

3.Complements. Identify and label all the complements (direct object, indirect object, predicate nominative, predicate adjective).

1. My Aunt Sarah sent John a beautiful card for his graduation.
2. Give me your answer as soon as you can.
3. The wind is strongest at night.
4. Fritz is the man for the job.
5. He put the fish in the refrigerator.
6. Night is always darkest before the dawn.
7. The pie cooling on the window sill smells wonderful.
8. The personnel department sent every candidate a letter of acknowledgement.

4. A. Identify these sentences by structure.

1. Who bought that dress which was on sale?
2. Please forward my mail after I move, so I can pay my bills
3. After you finish this course, will you look for a job?
4. Dad was so busy that he forgot the doctor's appointment which you made for him last month.
5. The raffle prizes which were donated raised \$600, but that's still not enough.
6. Because of her boyfriend's enthusiasm, her interest in hockey is growing.
7. Under a locked cabinet in the kitchen is a good place for cleaning products.
8. Quickly, the children formed a circle and began their exercises.

B. Identify each of the sentences above by purpose.

5. A. Using the sentences below supply the grammar name for each of words below and indicate how each is used. B. Use a double slash (//) to separate the complete subject from the complete predicate. Say, whether it is simple or compound. The first one is done for you. Capital: noun, direct object of the verb do know

~~capital~~; Sonia; who; decision; tools; money; but; available; writers; dangerous; because; neither

- a. Jessie is going to Alberta for Christmas and will stay for a week.
- b. Do you know the capital of Manitoba?
- c. Her sons and daughters gathered for the celebration and wished her luck.
- d. Dictionaries and grammar handbooks are essential tools for all writers and are usually quite inexpensive.
- e. On the marsh near the shore grew wild marigolds and lilies.
- f. Brad and Holly gave Sonia the money she had won.
- g. Video lottery terminals are dangerous for those with addictive personalities and should be banned.
- h. Teachers who work in primary schools have long hours but usually enjoy their jobs.
- i. Because they disagree, the mayor and council will either delay the decision or drop the whole matter.
- j. Before the start of the program, will you be available for advice.

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EXAMPLES OF PARTS OF SPEECH ANALYSIS

The Noun

The **table** is high.

Table: noun, (*i.f.* table), simple, common, inanimate, non-human, countable, concrete, singular, common case, subject.

The Adjective

The table is **high**.

High: adjective, (*i.f.* high), simple, qualitative, positive degree of comparison, predicative.

The Verb

The table **is** high.

Is: verb, (*i.f.* to be), simple, functional, link-verb, statal, predicative.

He **goes** to school.

Goes: verb, (*i.f.* to go), simple, finite, notional, actional, non-terminative, intransitive, third person, singular, present tense, non-continuous, non-perfect, active voice, indicative mood, predicate.

The Pronoun

He goes to the fifth school.

He: pronoun, (*i.f.* he), personal, nominative case, third person, singular, subject.

The Numeral

He goes to the **fifth** school.

(the) **Fifth:** numeral, derivative, ordinal, attribute.

The Adverb

She speaks **slowly**.

Slowly: adverb, derivative, positive degree of comparison, adverb of manner, adverbial modifier.

The Article

The table is high.

The: article, definite, the specifying function.

The Conjunction

I like ice-cream **and** chocolate.

And: conjunction, simple, coordinating, copulative.

The Preposition

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

On: preposition, simple, preposition of place.

The Interjection

Hurrah! We have come.

Hurrah: interjection, interjection of joy.

The Particle

Man cannot live on bread **alone**.

Alone: particle, limiting.

Modal Words

Fortunately, they are here.

Fortunately: modal word, modal word of estimation.

Sentences for Analysis:

1. That mountain is also low.
2. Have you ever been to London?
3. This book is even thicker than that one.
4. The lion is the king of animals.
5. Alas! They have lost their key.
6. He is not running very fast now.
7. Is your room more comfortable than mine?

Models of Syntactic Analysis

1. The house is very large.

The sentence is: *simple, two-member, complete, extended, positive, declarative.*

- ❖ **(The) house:** the subject, notional (non-person).
- ❖ **...is large:** the predicate, compound nominal (*is* – link verb, *large* – predicative).
- ❖ **...very :** the adverbial modifier of degree and measure.

2. The sun is shining, the birds are singing.

- The sentence is: *composite, compound (2 clauses; connected asyndetically), copulative connection, declarative.*
- **The sun is shining:** the first clause is *two-member, complete, unextended, positive.*
- **...the birds are singing:** the second clause – *two-member, complete, unextended, positive.*
- The first clause:
 - **(The) sun:** the subject, notional (non-person).
 - **...is shining:** the predicate, simple verbal (analytical form).
- The second clause:
 - **...the birds:** the subject, notional (person).
 - **...are singing:** the predicate, simple verbal (analytical form).

3. We couldn't play the match, because it was rather foggy.

- The sentence is: *composite, complex (2 clauses), declarative.*
- **We couldn't play the match:** *the principal clause is two-member, complete, extended, negative.*
- **...because it was rather foggy:** *the subordinate clause of concession, two-member, complete, extended, positive.*
- ✓ The principal clause:
 - **We:** the subject, notional (person).
 - **...could (not) play:** the predicate, compound modal verbal.
 - **...(the) match:** the object, direct.
- ✓ The subordinate clause:
 - ✓ **...It:** the subject, formal (impersonal).
 - ✓ **...was foggy:** the predicate, compound nominal.
 - ✓ **...rather:** the adverbial modifier of degree and measure.

Навчальне видання

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AN EXPRESS COURSE FOR PART-TIME STUDENTS**

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Відповідальний за випуск: Зосімова О.В.

Комп'ютерна верстка: Єгорова О.В.

Коректор: Коваленко О.А.

Відповідальність за дотримання вимог академічної доброчесності несуть автори

Підписано до друку Формат 60x84 1/16 Папір офсетний.

Гарнітура Times New Roman.

Друк ризографічний.

Ум.друк.арк.0,6

Обл.- вид.арк.

Зам №

Тираж прим.

Ціна договірна

Відомості про видавництво