

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ПРИКАРПАТСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ
ВАСИЛЯ СТЕФАНИКА**

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**Практикум
з теоретичної
граматики
англійської мови**

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Навчальний посібник *«Практикум з теоретичної граматики англійської мови»* призначений для студентів 4 курсу освітнього рівня бакалавр освітньо-професійної програми «Англійська мова і література та друга іноземна мова» факультетів іноземних мов закладів вищої освіти. Посібник уміщує розробки занять з навчальної дисципліни «Теоретична граMATика», що мають на меті сприяти якісному самостійному оволодінню студентами актуальними питаннями граMATичної теорії сучасної англійської мови. Посібник охоплює питання для обговорення на практичних заняттях, лінгвістичні терміни, глосарій, різноманітні види вправ та завдань, а також рекомендовану літературу для самостійного опрацювання.

Друкується за ухвалою вченої ради факультету іноземних мов
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ПЕРЕДМОВА

Теоретична граматики англійської мови входить до циклу фундаментальних навчальних дисциплін із підготовки фахівців і призначена для здобувачів вищої освіти освітньо-професійних програм «Англійська мова і література та друга іноземна мова», «Середня освіта (англійська мова і література)», які навчаються за освітньо-кваліфікаційним рівнем бакалавра.

Матеріал посібника являє собою систему завдань, ключових понять і перелік питань, які відповідають силабусу дисципліни «Теоретична граматики», що поглиблює не тільки професійний рівень майбутніх фахівців з англійської мови, а й розширює іншомовну компетенцію студентів-бакалаврів.

Основним принципом побудови посібника є його практичне спрямування, адже запропоновані завдання сприятимуть активізації самостійного мислення студентів, глибшому розумінню змісту граматичних категорій, розвитку навичок морфологічного аналізу слова, морфологічного аналізу частин мови і семантико-синтаксичного аналізу речень, а також кращому засвоєнню нових тенденцій в розвитку морфології і синтаксису сучасної англійської мови.

В додатку посібника подані зразки аналізу різних типів речень в англійській мові і список літератури, яку рекомендовано студентам для самостійного опрацювання і використання в подальшій практичній та науковій роботі.

Мета посібника – сформувати у студентів необхідні лінгвістичні компетентності для глибшого опанування основ теоретичної граматики, виробити вміння самостійно аналізувати граматичні явища, що підвищить освітньо-науковий рівень підготовки здобувачів вищої освіти в галузі іноземної мови та подальшого виконання робіт науково-дослідного характеру.

Посібник складається з 10 розділів (**SECTIONS**) і додатків відповідно до чинного силабусу навчальної дисципліни. Кожен розділ посібника містить перелік питань до теми (**A. ISSUES FOR DISCUSSION**); словник найбільш уживаних лінгвістичних термінів (**B. GLOSSARY**); зміст теми у вигляді запитань до обговорення на практичних заняттях (**C. SUGGESTED QUESTIONS AND ASSIGNMENTS**), а також контрольні вправи з морфології і синтаксису англійської мови, у т.ч. завдання із зіставленнями з українською мовою, зорієнтовані на перевірку опрацьованого матеріалу до кожної теми (**D. REVISION TASKS**). У Додатках (**APPENDICES**) подаються зразки аналізу різних типів речень в англійській мові, а також список рекомендованої літератури (**REFERENCE MATERIAL**).

SECTION 1

THEORETICAL GRAMMAR: A PRELIMINARY OUTLINE. INTRODUCTION TO MORPHOLOGY

A. ISSUES FOR DISCUSSION

1. Grammar as a linguistic study.
2. Types of Grammar: descriptive *vs* prescriptive.
3. The history of English Grammars.
4. Basic concepts in morphology.
5. Types of morphemes.
6. Paradigmatic and syntagmatic relations of grammatical units.
7. Grammatical form and grammatical category.

B. GLOSSARY

GRAMMAR is a linguistic science that deals with the grammatical structure of the language.

GRAMMAR refers to the complete system of phonological, morphological, syntactic and semantic information and rules that speakers of a given language possess.

MORPHOLOGY is concerned with types of morphemes, the word classes, their grammatical categories and systems of forms (paradigms) in which these categories actually exist.

SYNTAX studies how words are combined into more complex units to form phrases and sentences.

PRESCRIPTIVE APPROACH is concerned with prescribing the ways in which language should be used.

DESCRIPTIVE APPROACH is concern with describing how language is used rather than prescribing how it should be used.

MORPHEME is the smallest meaningful unit into which a word-form may be divided.

MORPHEME is a set of morphs having the same meaning and being in the state of complementary distribution.

MORPH is the smallest meaningful succession of phonemes which cannot be divided into any other meaningful units and which regularly occurs in different utterances.

MORPH is the smallest meaningful unit characterized by the state of complementary distribution.

COMPLEMENTARY DISTRIBUTION is concerned with different environments of formally different morphs which are united by the same meaning.

DERIVATIONAL MORPHEMES (class-changing and class-maintaining) serve to build words and alongside with the change of lexical meaning they often indicate the change of part of speech.

INFLECTIONAL MORPHEMES change the grammatical meaning of the word and are not used to indicate part of speech.

WORD-FORM is the combination of the base of the word with the inflectional morphemes.

SYNTAGMATIC RELATIONSHIPS deal with the study of the internal constituent structure of words.

PARADIGM is a set of grammatical forms (word-forms), expressing the definite categorial function.

PARADIGMATIC RELATIONSHIPS are used to denote the ordered set of linguistic elements with a common property expressing a definite categorial function.

PRIVATIVE OPPOSITION is a part of members one of which is marked (strong) and the other is unmarked (weak).

GRADUAL OPPOSITION is a group of members which are distinguished by the degree of one and the same feature.

EQUIPOLLENT OPPOSITION is a pair of members which are equal by different positive features.

C. SUGGESTED QUESTIONS AND ASSIGNMENTS

1. What image comes to mind when you hear the word “grammar”?
2. What is the difference between practical and theoretical grammar?
3. What does the grammatical system analyse and define?
4. What is the subject matter of morphology?
5. What is the subject matter of syntax?
6. Differentiate between synchronic and diachronic descriptions of the grammatical system.
7. Differentiate between language and speech, and define the units of language and speech.
8. Differentiate between prescriptive and descriptive grammars.
9. Speak on the history of English grammatical theory.
10. Comment on the terms “a word-form”, “a morpheme”, “a morph (allomorph)”, “complementary distribution”.
11. Differentiate between derivational and inflectional morphemes.
12. Comment on the suppletive morphemes.
13. Speak on the difference between synthetical and analytical languages.
14. Define “a word-form”, “a paradigm”, “a grammatical category”, “a grammatical opposition”.
15. What are the types of grammatical opposition?

D. REVISION TASKS

1. *Grammar as a constituent part of language is*

- a. the abstract system of rules governing the modification of words and the combination of words into sentences,
- b. the study and analysis of the structures found in a language,
- c. the identification of the ‘proper’ or ‘best’ structures to be used in speaking and writing,
- d. the structured system that underlies our language and that the basic unit of language structure is the sentence,
- e. a system that puts sentences together,
- f. the study how sentences function in our own writing so that we can become more thoughtful writers and readers, more knowledgeable teachers and mentors of writing and reading, or more discerning editors.

2. What do you understand by Robert Lowth’s statement in *A Short Introduction to English Grammar*, published in 1762, that the purpose of English grammar was to teach us to “express ourselves with propriety” and to “judge of every phrase and form of construction whether it be right or wrong.”

3. *Consider this rule of grammar:*

‘You should use “any” in negatives and questions and “some” in positive sentences.’

Is it true? Can you think of exceptions?

e.g.

Would you like some tea?

I haven’t stolen some of the money, I’ve stolen all of it.

Any teacher can tell you that ‘any’ can be used in positives.

4. *The following sentences would be rejected by some speakers as breaking various ‘rules’ of prescriptive grammar. Try to find out what the rule is in each case. Do you consider that the rule has any validity in Modern English?*

1. None of the children have finished their homework.
2. There should be no ill feeling between you and I.
3. We were surprised at them being absent.
4. It would be unwise to completely ignore him.
5. Which room were you hiding in?
6. They have been monitoring our progress more closely than it has ever been before.
7. Sonia is taller than him.

5. Think of the meaning the 's' morpheme signifies in a particular case. Is the 's' morpheme an inflection or a word-building suffix?

cloth – clothes

custom – customs

quarter – quarters

force – forces

air – airs

arm – arms

manner – manners

draught – draughts

honour – honours

pain – pains

6. Pay attention to the meanings of the Ukrainian prefixes “не” and “проти”. Give English equivalents of the words given below. Supply your own examples.

- a. неможливий, неприємний, нелегальний, незначний, нерішучий, недобрий, незалежний, недобррозичливий, невихований, неграмотний, невизначений,
b. протидія, протиприродний, протиударний, протилежний, протипоказаний, протитанковий.

7. Analyse the morphological structure of the words below and identify the type of each morpheme.

premodernism, simpler, uncivilized, manservant's, demilitarization, recreated, minimalists, deformation, removable, interdependency

8. Arrange the following words in groups, taking into consideration their grammatical forms.

Ladies, worse, rose, sends, are reading, biggest, least, were, went, worked, built, John's, women, me, wanted, knives, shorter, him, fewer, flats, flattest, have been, cost, is done, geese, will speak.

9. Give paradigms of

to bring, to lie, speaker, long, to take

10. Define the following oppositions:

a. comment on the categorical nature of the opposition,

b. identify markers of the marked members.

man's	men	go	show	will translate	has passed
men's	men's	went	will show	will be translating	had passed

SECTION 2

GRAMMATICAL CLASSES OF WORDS

A. ISSUES FOR DISCUSSION

1. The problem of classifying words.
2. Open vs closed classes.
3. The theory of Ch. Fries.
4. Other morphological classifications.

B. GLOSSARY

PARTS OF SPEECH are lexico-grammatical classes of words which are singled out on the basis of formal and semantic features in each language.

LEXICAL MEANING is the meaning common to all the words of the given class and constituting its essence.

MORPHOLOGICAL FORM is the morphological characteristics of words (the system of morphemes and grammatical categories of the given class).

SYNTACTIC FUNCTION is the method of combining of the words with other words that perform certain functions in the sentence.

NOTIONAL PARTS OF SPEECH possess full lexical meaning, i.e. naming a certain notion.

FUNCTIONAL PARTS OF SPEECH are devoid of lexical meaning of their own and serve to show relations in the sentence.

OPEN CLASS WORDS reflect their lexical content (for example, nouns characteristically denote substances and entities, verbs – processes and states, adjectives – properties and qualities).

CLOSED CLASS WORDS show the relationship between notional words in a sentence or phrase.

C. SUGGESTED QUESTIONS AND ASSIGNMENTS

1. How can parts of speech be defined?
2. What are the criteria of parts-of-speech division? Comment on their acceptability for word-classification.
3. What parts of speech are singled out according to the traditional classification?
4. What is the main drawback of the traditional classification?
5. What are the notional parts of speech?
6. Name functional parts of speech.
7. Rodney Huddleston's classification of part of speech.
8. What units does the class of determinatives include?

9. What is the role of interjections in the grammar of English?
10. What words are referred to open class words?
11. What words are referred to closed class words?
12. What classes and groups of function words does Charles Fries distinguish?
13. What grammar is considered to be one of the first scientific English grammars?

D. REVISION TASKS

1. Decide to what parts of speech these words may belong. Analyse their nature.

exactly

since

just

still

only

2. Look at the following sentences and try to allocate each word to its word class. How many words are from open and closed classes?

1. *When I think about it, we should have done better.*

2. *Melt the butter in a separate pan.*

3. *Double standards abound in the discussion on climate change.*

3. Look at the concordance lines below for round. Work out on which line it is

a) an adjective

b) an adverb

c) a noun

d) a preposition

e) a verb

Check the meanings associated with each word class in a dictionary if necessary.

Example: Why don't you come *round* for dinner? (Answer: adverb.)

1. . . . [he], to the surprise of the gallery, turned the match round by winning a second set . . .

2. It was supposed to work the other way round.

3. The next step will be a round of preliminary talks. . . .

4. This is a Perspex tube that runs round the outside rim of the table . . .

5. . . . she paused briefly to hand round the plates and a bowl of crisp salad . . .

6. It was agreed to hold the sixth round of talks in January 1982.

7. . . . a man's mates might collect for him by passing round a hat.

8. We told him weeks ago that we were writing round trying to get a mortgage.

9. . . . [he] had been stung by the nettles that grew thickly round the boathouse.

10. . . . the post of Director was advertised but first time round was not filled . . .

11. . . . [she] could be out of the second round of the Four Nations tennis championship . . .
12. Woil stared round at him and seemed to be in a state of shock . . .
13. . . . relaxation techniques I had learned in drama, sending round my mental supervisor . . .
14. . . . [they managed] to round up stragglers and ensure no one got lost.
15. He strode round the room, shouting: 'I am number one . . .

4. Look at the concordance lines below. First of all think of the word classes which are possible for back and then work out which class is shown in each line. Which word class do you think will be most common?

1. All he owned were the clothes on his back and a few cassettes . . .
2. They walked back into the main bar . . .
3. . . . governments have been considering action to cut back on emissions of greenhouse gases . . .
4. Back at the office you said something about a secret . . .
5. . . . [he] walked past her up the narrow passage and into the back kitchen.
6. You stopped being angry with them and held back your furious rage.
7. Dolly was wedging the doorhandle with the back of a chair . . .
8. . . . I'll be back for dinner . . .
9. . . . and now he thumped George on the back with great bonhomie . . .
10. . . . she managed to bring them both back to earth again.
11. What they often get instead is a pat on the back, a stack of reading matter . . .
12. She hurried back down the stairs . . .
13. . . . through the lounge into the kitchen at the back.
14. . . . as one goes further back through the geological record . . .
15. Fold back the ear flap, and briskly pull out one or two hairs . . .
16. . . . Will you back me? . . .

5. The following sentences contain words (underlined) that can belong to more than one part of speech category. Identify the part of speech of each one.

- a. I must perfect the operation to make the perfect robot.
- b. Disappointed by Jane again, he left an even more disappointed man.
- c. If there's no light on the ceiling, light a lamp to make the room light.
- d. Turn right at the corner, then make another right turn at the police station.
- e. It is described as a quarterly journal, even though it is not published quarterly.
- f. He is not normally a fast runner, but he runs fast in major events.

SECTION 3

NOUNS AND ADJECTIVES

A. ISSUES FOR DISCUSSION

1. General characteristics of the English noun.
2. The classification of nouns.
3. The category of number.
4. The category of case.
5. The problem of gender in English.
6. The problem of article.
7. Grammatical properties of the adjectives.
8. The classification of adjectives.
9. Words belonging to the category of state.

B. GLOSSARY

NOUN is the part of speech which has the lexical meaning of thingness or substance. THE NUMBER CATEGORY shows whether the noun stands for one object or for more than one.

CASE is a form of the noun indicating the relation of the noun to the other words in a sentence or phrase. Traditionally two cases are singled out in English – common and possessive.

GENDER. The biological category of “sex” determines English gender distinctions. The category of gender has completely been lost in English by the end of the Middle English period.

ARTICLE represents the category of definiteness and indefiniteness. There exist definite, indefinite and zero article.

ADJECTIVE is a part of speech which has the lexical meaning of property or quality. GRADABLE ADJECTIVES denote various qualities of the noun. The quality can be high or low, adequate or inadequate, sufficient or insufficient, optimal or excessive, etc.

NON-GRADABLE ADJECTIVES express such properties of the noun which are determined by the relation of the noun to the other noun.

THE CATEGORY OF DEGREES OF COMPARISON is expressed by the positive degree, the comparative degree and the superlative degrees of comparison.

POSITIVE DEGREE is the expression or the statement of a quality or attribute but implying no comparison, it is the basis of an adjective.

COMPARATIVE DEGREE is the expression of a higher or lower degree of a particular quality or attribute in relation to a relevance point.

SUPERLATIVE DEGREE is the expression of the highest or lowest degree of a quality or attribute.

C. SUGGESTED QUESTIONS AND ASSIGNMENTS

1. What is the lexico-grammatical meaning of the noun?
2. What functions can the noun perform in the sentence? State the combinability of nouns.
3. What classes of nouns are singled out?
4. What are the patterns of agreement with collective nouns?
5. Define the category of number.
6. What nouns are the absolute singular?
7. What nouns are the absolute plural?
8. How is the case relation of English nouns expressed?
9. Comment on the number and kinds of cases in Modern English.
10. Characterize number and case oppositions.
11. What are the theories concerning the number of cases in English?
12. Point out the linguistic ways of gender expression.
13. Comment on the main functions of the indefinite, definite and zero article.
14. What is the lexico-grammatical meaning of the adjective?
15. What are the main two large groups the adjectives are divided into?
16. Speak on the grammatical category and the type of opposition in the system of adjectives.
17. Comment on the alternative forms of adjectives.
18. Which of the linguists single out statives as a separate part of speech?
19. Comment on the syntactic function of a-words.

D. REVISION TASKS

1. Do the underlined nouns in the following sentences have a count or mass interpretation?

1. Would you prefer tea or coffee?
2. I'll have a coffee please; with just a drop of milk and two sugars
3. Would you care for a cake?
4. No, thanks, I am watching my weight

2. Many nouns are able to act as both count and mass nouns, each with a different meaning. For each of the following nouns, devise a pair of sentences which illustrate the difference between the count and mass meanings:

e.g.

gold: Gold is a precious metal (mass) – She has won another gold (count)

hair, glass, lemonade, weakness

3. Give the corresponding nouns denoting living beings of the female sex.

hero, widower, governor, mister, duke, emperor, count, marchese, dude, bridegroom, fox, horse, monk, priest, God, waiter, conductor, spokesman, policeman, shepherd

4. How would do you reorder the describers in the following noun groups to make them sound more natural?

What generalization can you make about the usual order of such describers?

a square large table

a green beautiful carpet

a yellow new car

green strange large eyes

a little charming brown old pot

a little funny middle-aged man

a English boring long exercise

a ancient German small town

5. Which of the underlined adjectives are gradable?

a total stranger, a sweet victory, an African safari, a guilty verdict, a mature attitude, a positive attitude, an overweight boxer, a chemical reaction

6. Give an example to illustrate the uses of gradable and non-gradable adjectives and comment on the difference in meaning in the two cases.

e.g.

French

She is a French woman (n/g: 'of French nationality')

She is very French (g: 'pertaining to the French stereotype')

musical, foreign, magnetic, abstract, odd, moral

SECTION 4

MORPHOLOGY OF THE VERB

A. ISSUES FOR DISCUSSION

1. General characteristics of the verb.
2. The classification of verbs.
3. The categories of person and number of the verb.
4. The category of tense. The problem of future tense.
5. The category of aspect.
6. The category of voice.
7. The category of mood.

B. GLOSSARY

VERB is a part of speech which has the lexical meaning of action or process. Verb has such grammatical categories as person, number, tense, aspect, voice, mood, it performs the syntactic function of the predicate in a sentence.

NOTIONAL VERBS can perform function as the separate tense (notion), they possess full lexical meaning.

LINK VERBS. Verbs like *look, seem, get, grow*, etc. form a compound nominal predicate.

AUXILIARY VERBS. Verbs like *be, have, do* are used with another verb to make tenses, passive form, and simple verbal predicate.

TRANSITIVE VERB is a verb that requires a direct object to complete its meaning.

INTRANSITIVE VERB is a verb used in such a way that it doesn't require a direct object.

OBJECTIVE VERBS are usually associated both with the subject and the object.

SUBJECTIVE VERBS are only associated with nouns denoting the subject.

TERMINATIVE VERBS denote an action which cannot develop beyond a certain limit (e.g. *to bring, to come, to stand up, to sit down*, etc.)

NON-TERMINATIVE VERBS denote actions which have no limits of this kind (e.g. *to cany, to go, to stand, to sit*, etc.)

VERBAL CATEGORY OF TENSE is the reference of the verb to the moment of speech and it presents the opposition of present and past tenses.

TIME or temporality is used to refer to the point of time at which an action unfolds. Essentially, it answers the question "when?" and can also be expressed with the help of temporal adverbials.

ASPECT indicates that the action of a verb is either completed or continuing; the action flows or it stops. Aspect relates to information about whether an event is going on, has been completed or is being repeated. There are two aspects in English –

perfect and progressive (also known as continuous) – which express opposition (contrast).

VOICE expresses the relation between the subject and the action.

VOICE expresses the relation between the subject and the object on the one hand, and the process on the other hand.

ACTIVE VOICE shows that the person or thing denoted by the subject of the sentence is the doer of the action expressed by the predicate verb that it acts.

PASSIVE VOICE serves to show that the person or thing denoted by the subject is not the doer of the action, but is the object of the action.

THE CATEGORY OF MOOD expresses the relation of the action denoted by the verb to reality from the speaker's point of view.

MOOD may be also defined as the relation between the subject and the predicate (H. Sweet).

THE INDICATIVE MOOD is viewed as expressing assertions, and it shows that the speaker presents this action as real.

THE IMPERATIVE presents the action as ordered or recommended, addressed immediately to the second person.

SUBJUNCTIVE MOOD expresses suppositional or desired activity.

PRESENT SUBJUNCTIVE is used in *that*-clauses (technically object clauses), when the main clause contains an expression of recommendation, resolution, demand to suggest a future 'desired' state or action (the 'mandative' subjunctive) (*suggest, demand, recommend, insist, it is necessary, it is strange, it is advisable, etc*).

PAST SUBJUNCTIVE mostly appears in *if* clauses, it relates to the forms homonymous to Past Simple and Past Perfect that express the degree of possibility of the action or hypothetical situations.

CONDITIONAL MOOD or 'modal subjunctive' denotes the consequence of unreal condition and uses analytical forms with modal verbs "would" + non-perfect or perfect infinitive in the main clauses.

C. SUGGESTED QUESTIONS AND ASSIGNMENTS

1. Identify the main lexico-grammatical characteristics of the verb.
2. What are the principles of verb classification?
3. What groups are verbs divided into?
4. How are the verbal categories of person and number expressed in Modern English?
5. Differentiate between the notions about "time" and "tense".
6. What are the views to the number of tenses in Modern English?
7. What does the category of tense show?
8. Identify the problem of the Future Tense in Modern English.
9. When is the Present Tense used?
10. When is the Past Tense used?
11. What are the ways of expressing the Future Tense in English?
12. Differentiate between the category of aspect in Ukrainian and English.

13. What are the views to the number and kinds of aspects in English and their terminology?
14. What are the two major aspects of the English verb?
15. What are the approaches to the English aspect?
16. Define the category of voice.
17. What are the meanings of Active and Passive voices respectively?
18. How does the category of transitivity /intransitivity correlate with the voice category?
19. Discuss the problem of homonymy of the Passive Voice and the compound nominal predicate.
20. Define the category of mood.
21. Speak on different views concerning the number and kinds of moods in English.
22. Comment on the opposition of the forms of oblique moods and direct moods.
23. What action does the indicative mood present?
24. What actions or activities does the imperative mood express?
25. What are the types of the subjunctive mood?
26. What actions or activities does the present subjunctive express?
27. What actions or activities does the past subjunctive express?
28. What action does the conditional mood or 'modal subjunctive' express?
29. In what cases is 'formulaic subjunctive' used?

D. REVISION TASKS

1. Analyse the morphological structure of the following verbs. Comment on the devices they are derived by.

to give in, to like, to undermine, to put down, to nationalize, to overload, to take care, to broadcast, to throw, to regulate, to give in, to like, to undermine, to put down, to nationalize, to overload, to take care, to broadcast, to throw, to regulate

2. Identify the type of each verb: link verb, transitive/intransitive.

1. As the sun slanted in the afternoon sky, he **grew** restless and ordered the band to play (fiction)

So I'm really not sure why we **grow** it.

They burned her eyebrows off, and they didn't ever **grow** back.

2. It was the first time he had **appeared** in public since this incident.

Gram **appeared** relaxed and at peace with his decision.

3. The whole color scheme looked nice but it could have **looked** better.

If you **look** out the window, you can see the leaves are starting to change.

4. Your breath **smells** fine – I don't **smell** your breath, so I don't even know it **smells**.

5. Well, I **got** hungry and wanted something to chew on.
And I of course want to go and **get** the scrub brush and scrub those walls.

6. Your hero is Dr Frankenstein, you've **proved** that tonight.
Finding common ground often has **proved** difficult over the past two years.

3. Look at the verb forms below. Which refer to future time? What is the difference in meaning between them? (i.e. what meaning do they have in addition to 'future'?)

1. *You will do as you are told.*
2. *The train leaves in 15 minutes.*
3. *I'm seeing him tonight. I'll tell him then.*
4. *They're going to sell their house.*

4. Identify the time reference of the underlined finite verbs in the following sentences. Use the following possibilities: past, present, future, general time.

1. *May I stay? I'd rather you left.*
2. *Is it true that in the last book Harry Potter dies?*
3. *After you speak to him, call me.*
4. *At that point we decided to leave.*
5. *I hear you are getting married.*

5. Look at the following sentences and decide whether the -ing form represents a verb or adjective (in the case of promising), or verb, adjective or noun (in the case of entertaining).

A. Promising

1. Fashion designers are promising a return to the austere clothing of the 1950s.
2. The company is also promising data compression.
3. If the site is promising enough, compared with all others . . .
4. The Centre has had a very promising first year . . .
5. . . . the bill may be promising more than it can deliver.
6. . . . several times promising movements failed for want of a penetrative final pass . . .
7. . . . its credentials look promising on paper.
8. He's taken them away, promising to get back to me in a couple of days.

B. Entertaining

1. We try to create an entertaining and constructive atmosphere.
2. They preferred entertaining at home.
3. Any match of nine tries . . . is bound to be entertaining.
4. Franker discussion about the nature and value of conventional entertaining could improve matters even more.

5. . . . there are two function rooms overlooking Princes Street for entertaining customers.
6. Entertaining, in this context, seems an unnecessary luxury.
7. A public relations company is entertaining its clients.
8. Not really successful but entertaining on the whole.
9. Flag officers have considerable entertaining responsibilities.
10. There was, however, a more significant side to Surrealism, as this entertaining show documents.
11. . . . it is entertaining to look at some of the blind alleys of the past.
12. . . . we're entertaining there for a weekend's golf.

6. Look at these sentences (concordance lines) for bored and work out whether it is an adjective or -ed participle (in either a passive or perfect construction).

1. So after a while the wolf became bored and decided to go and catch a little pig . . .
2. Mary looked out of the window in a bored way . . .
3. It's quite a while since I've bored you with my observations . . .
4. I began to get bored with my walk-on roles . . .
5. It's like being lectured to and bored at the same time.
6. I suppose I was bored.
7. . . . they had to be carefully marked out so that . . . they would be bored in the right place.
8. The devil always started whispering to him when he was especially bored.

7. Set is a highly irregular verb in that its three forms for memorising are all the same: set-set-set. Look at the concordance lines below and decide whether set represents

- a) *the present tense*
- b) *the infinitive*
- c) *the past tense*
- d) *the -ed participle*

1. The firm said . . . the bionauts set a new world record . . .
2. Some villas had several rooms set aside just for sleeping . . .
3. . . . we will set and communicate targets in these areas . . .
4. . . . it could be set against your salary . . .
5. I haven't set any essays on Napoleon, have I?
6. Although we set ourselves high standards, if we do not meet your expectations . . .
7. One sunny morning recently I set about painting the house
8. . . . something which if set in a contemporary context . . .
9. From a crest above the hut we watched the sun set on a line of peaks . . .
10. The science-fiction thriller topped the record set nearly a year ago . . .

8. Some of the following active sentences can be transformed into a passive, but others cannot. For those that have a passive counterpart, say what it is. For those that do not, suggest a reason why not.

1. *Eliot became a major literary figure*
2. *Colonel Carruthers ordered the troops to advance*
3. *Uncle Ted called last week*
4. *Saussure established that language is a sign system*
5. *Our supervisor instructed us to begin working*
6. *He died a pauper*
7. *We know John to be a fraud*

9. Use the following sentences to support a distinction between tense and time:

- a. *If you went to town tomorrow, I could meet you at Marks and Spencer.*
- b. *He has created some famous cartoon characters.*
- c. *I could help you with your homework tomorrow.*

10. Indicate whether the verbs in the following sentences are main (lexical) verbs or auxiliary verbs. (From Bill Flanagan's interview with Bob Dylan in *The Big Issue in the North* 801:12)

- (a) Bob Dylan has at various times revolutionized folk, rock, country and gospel music.
- (b) From the very first, this was an artist who made us look at the familiar with new eyes and ears.
- (c) Isn't there enough irreverence in the world?
- (d) The songs don't require much acting.
- (e) The inflections would maybe differ if we changed the key and sometimes that might affect the emotional resonance.
- (f) Did you have a favourite cowboy singer as a kid?
- (g) Nothing back there would play any part in where I was going.

SECTION 5

NON-FINITE FORMS OF THE VERB

A. ISSUES FOR DISCUSSION

1. The Infinitive.
2. The Gerund.
3. Participles.

B. GLOSSARY

NON-FINITE VERBS (VERBIDS, VERBALS) stand between the verb and non-actional parts of speech. Non-finite verbs express the function of semi-predication, they render processes as peculiar kinds of substances and properties, they are formed by special morphemic elements which do not express either grammatical tense or mood.

INFINITIVE is the non-finite form of the verb which has some properties of the verb and some properties of the noun serving as the verbal name of a process.

BARE INFINITIVE is one that does not employ the marker “to” (e.g. He made me do it).

SPLIT INFINITIVE is the structure in which the marker “to” is separated from the infinitive by a word or phrase.

GERUND is the non-finite form of the verb which has some properties of the verb and some properties of the noun, it is the *-ing* form of the verb. The Gerund can be modified by a noun in the possessive case or possessive pronouns and it can be used with prepositions.

PRESENT PARTICIPLE is the non-finite form of the verb which combines the properties of the verb with those of the adjective and the adverb.

PAST PARTICIPLE is the non-finite form of the verb which combines the properties of the verb with those of the adjective.

C. SUGGESTED QUESTIONS AND ASSIGNMENTS

1. What are the fundamental differences between finite verbs and non-finite verbs?
2. What is the infinitive?
3. In what positions is the infinitive used?
4. Reveal the dual nature of the infinitive through the verb-type combinability and the noun-type combinability.
5. What infinitive constructions do you know?
6. In what cases is “bare” infinitive used?
7. Speak on the grammatical forms of the infinitive.

8. Identify the double nature of the gerund.
9. In what cases are the gerund and the participle practically indistinguishable?
10. What grammatical categories does the gerund have?
11. Does the gerund form any constructions?
12. Comment on the triple nature of the Present Participle.
13. What predicative constructions can the Present Participle form?
14. What are the syntactic properties of the Past Participle? Does it have any grammatical categories?
15. What predicative constructions with the Past Participle do you know?
16. Comment on the form of the past participle of intransitive verbs.

D. REVISION TASKS

1. Differentiate between infinitive and gerund in the following sentences.

*a. I do not like to argue over trifles.
I don't like arguing over trifles.*

*b. We prefer to go by air.
We prefer going by air.*

*c. I forgot to lock the door.
I forgot locking the door.*

2. In what cases is the marker 'to' necessary?

*a. I helped her (to) open the door.
I helped him (to) mend the puncture.*

*b. I have never known him (to) be cruel with animals.
I have always known him (to) be the author of the novel.*

3. Comment on the forms and the functions of the infinitive.

- a. It's everyone's duty to obey the laws.*
- b. I'm awfully glad to have met him.*
- c. We waited patiently for the letter to be answered.*
- d. It was pleasant to be driving a car again (Braine).*
- e. I saw her sharp glance soften, and her smile become quite gentle ... (Dickens).*
- f. Her ambition was to become an actress.*
- g. He resolved to concentrate on his studies and make things up with his mother.*
- h. He went to Africa to die there.*

4. Make up a table of all the forms of the infinitive. Use the verbs "to lead" and "to stand".

5. Comment on the forms and the functions of the gerund.

- a. *Going in for sport would do him a world of good.*
- b. *I've no intention of sending Susan away.*
- c. *After turning off the oven he went back to the room.*
- d. *She kept on crying, burying her face in my chest.*
- e. *He minds Mary's going there.*
- f. *They say you never cross O'Connell Bridge without seeing a white horse.*

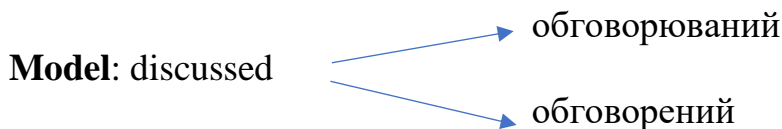
6. Point out the gerunds and the verbal nouns. State the difference in their use.

- a. I stammered worse than before in replying that I meant no compliment, but the plain truth. (Dickens).
- b. I felt as if the stopping of the clocks had stopped time in that mysterious place. (Dickens).
- c. Wollingford . . . is a very ancient town, and has been an active centre for the making of English history. (Jerome).
- d. You are mistaken in supposing me a beggar. (Brontë).
- e. As for Nella, she . . . watched the incomings and outgoings of Prince Aribert with a kindly interest. (Bennett).

7. Comment on the forms and the functions of the present and past participles.

- a. *I could hear the wind whistling all night.*
- b. *He was seen surrounded by a group of newsmen.*
- c. *People were happy to spend a night or a vacation surrounded by the cool ocean breeze.*
- d. *He stopped at the doorway as if hesitating what to do next.*
- e. *Things packed, we started off.*
- f. *You look exhausted.*
- g. *He could hear the skirts sweeping against the drawing-room door.*
- h. *It being very cold we stayed at home.*

8. Give all the possible ways of translating the Past Participle into Ukrainian. Use the participle in sentences, giving the corresponding form of the Ukrainian participle.



The question discussed at the meeting now interests me greatly.
The question discussed at the meeting yesterday interests me greatly.

organized —
translated —

studied —
described —

written —
read —

SECTION 6

WORD PHRASE

A. ISSUES FOR DISCUSSION

1. The word phrase as a syntactic unit.
2. The internal structure of phrases.
3. Classifications of word phrases.

B. GLOSSARY

WORD PHRASE is a nominative unit of the language the components of which can undergo grammatical changes according to the grammatical categories represented in it without destroying its identify.

SENTENCE is a communicative unit of the language with every word having its definite form, the elements of which cannot undergo grammatical changes.

WORD PHRASE is the combination of two or more notional words.

WORD PHRASE is every combination of two or more words which is a grammatical unit, but is not an analytical form of some word.

WORD COMBINATION is the nominative means of the language and together with words denoting objects, persons, actions, processes, events, qualities and relations it forms the system of the nominative means of the language.

AGREEMENT is the method of expressing a syntactical relationship which consists in making the subordinate word take a form similar to that of the head word.

GOVERNMENT is the use of a certain form of the subordinate word required by its headword, but not coinciding with the form of the headword.

ADJOINMENT is the adjoining position of two words joined by the common grammatical function and meaning.

CUMULATIVE PHRASES are those ones the constituents of which are equal by their formal representation but unequal by their character of nomination.

C. SUGGESTED QUESTIONS AND ASSIGNMENTS

1. Explain the difference between a word combination and a sentence.
2. Give comments on Bloomfield's theory of a word phrase.
3. How are phrases related to prepositions and conjunctions?
4. Describe the positions of words in the NP's.
5. Speak on the classification of word combinations in terms of their syntactic functions
6. Review your knowledge of the grammatical organization of verb phrases, adjectival phrases, adverbial phrases, pronominal phrases.

7. What types of phrases can be singled out according to their syntactic structure?
8. What are the phrases according to the part speech of the head?
9. How can phrases be classified according to the type of syntactic connection and relations between the components of a word phrase?
10. Analyse the ways and means of expressing relations between the constituents of subordinate and co-ordinate phrases.
11. Explain the difference between endocentric and exocentric phrases.
12. Identify the structure of predicative phrases.

D. REVISION TASKS

1. State the type of syntactic relations in the following phrases:

- *really amazing*
- *people were busy*
- *a lower I'm-talking-to-myself voice*
- *came in to ask*

2. Define by means of transformational analysis the semantic relations between the components of the following noun-adjunct phrases.

Model: table lamp (=a lamp for tables)

chair legs, silver box, field worker, sheep dog, prairie dog, world peace, night owl, river sand, soap salesman, school child, oil painting

3. Analyse the following phrases

a. according to their syntactic structure

b. according to the part of speech

c. according to their grammatical and semantic properties

freedom fighters, income tax, silky hair, to answer my sister, to receive a letter, example to follow, to come at 5 o'clock, to have a friend, a rat of a child, to be tired, winter night, to show a picture to a baby, to look beautiful

SECTION 7

SIMPLE SENTENCE

A. ITEMS FOR DISCUSSION

1. The problem of a sentence definition.
2. Predicativity as the main feature of the sentence.
3. Classification of sentences.

B. GLOSSARY

SENTENCE is a word or group of words capable of expressing a complete thought or meaning (H. Sweet).

SENTENCE is a relatively complete and independent human utterance (O. Jespersen).

SENTENCE is an independent linguistic form, not included by virtue of any grammatical construction into any larger linguistic form (L. Bloomfield).

SENTENCE is the minimum syntactical construction, used in the acts of speech communication, characterized by predicativity and realizing a definite structural pattern (H. Pocheptsov).

PREDICATIVITY is the relation of the thought expressed in the sentence to the situation of the speech.

PREDICATIVITY is referring the utterance to reality.

PREDICATION reflects the connection between the nominal denotation of the event, on the one hand, and the objective reality, on the other, showing the time of the event, its being real or unreal, desirable or undesirable, necessary or unnecessary.

MODALITY is defined by linguists as exposing the speaker's attitude toward the situation being described.

MODALITY is the connection between the named objects and reality, but it is not confined to the sentence.

SIMPLE SENTENCE is one consisting of only one clause, while a multiple sentence consists of more than one clause.

C. SUGGESTED QUESTIONS AND ASSIGNMENTS

1. What does syntax study?
2. Give comments on different views of the sentence definition.
3. Comment on the definition of the sentence as suggested by professor Pocheptsov.
4. What aspects do the scholars focus their attention on in defining the sentence?

5. Differentiate between one-word sentences and a word.
6. What is the predicativity (or predication)?
7. Distinguish between the predicate negation and particle *not*.
8. What are the views regarding the category of modality?
9. What meanings do epistemic and deontic modality express? How do these types correlate with 'objective' modality and 'subjective' modality?
10. Explain the difference between such notions as predicativity and modality.
11. What are the principles of the simple sentence classification?
12. How can the sentences be classified according to the principle of types of communication?
13. What types of sentences are singled out according to sentence structure?
14. Comment on the specific features of one-member and two-member sentences.

D. REVISION TASKS

1. *The following sentences contain a modal auxiliary which is ambiguous between an epistemic and a deontic interpretation. Explain the different meanings.*

- a. Mary may visit him after lunch.
- b. He must have regular treatment.
- c. They should contact us soon.

2. *Indicate the sentence type in each case (declarative, interrogative, imperative or exclamative). Punctuation is deliberately omitted.*

1. a. *What a mess you've made*
b. *Haven't you made a mess*

2. a. *Will you help me*
b. *Help me please*

3. a. *I would like to have a turn*
b. *Let me have a turn*

3. *Are the sentences declarative, interrogative, imperative or exclamative?*

- (a) Why is anyone interested?
- (b) Is that love in your eyes, or just obsession?
- (c) C'mon, tax me out of here!
- (d) Try to get a look on your face that hints you might whip out a wad of cash at any moment, for the right price.
- (e) Oh Lord, won't you buy me a Mercedes Benz.
- (f) God damn it kid – just put the kayak under my arm and roll me off the grandstand! (AUS#61:38)
- (g) Let's keep these people permanently where they belong!

- (h) You've seen that?
- (i) Who needs movies when Arsenal is enjoying such a wicked season?
- (j) Rollins *does* hate women far more than he hates everyone else.

4. Consider the following sentences, pick out elliptical sentences and give their full versions.

a. *Wonder what I look like to her.*
Height of a tower? (Joyce)

b. *Am I not going there? Suzy is not.*
No-one about (Joyce).

c. *Cup of tea soon. Good. Mouth dry (Joyce).*

d. *How do you like your coffee? Sweet?*
Not too sweet, thank you.

5. Analyse the following sentences.

- (1) *Dusk – of a summer night.*
- (2) *Stop talking!*
- (3) *The idea that they should behave like this!*
- (4) *Could've been professional.*
- (5) *Is the weather not likely to change?*
- (6) *I found my life dull.*
- (7) *To think that he should have met her again in this way!*
- (8) *To think that she should have said so!*

6. Point out one-member and two-member sentences.

Say a) if they are extended or unextended,

b) if the two-member sentences are complete or incomplete.

- 1. *Ben closed his eyes to think clearly for a moment (Aldridge).*
- 2. *“Two cups of coffee, please, ... young Flynn timidly ordered. ...” “What else do you want?” – “Jam turnover,” replied the child (Coppard).*
- 3. *... The mystery was awful and complete. Abandoned perambulator! Total disappearance of a baby! Ransom! Horror! Martyrdom! Death! (Bennett).*
- 4. *A room in Harley Street furnished as the Superintendent's Office in a Nursing Home (Berkeley).*

SECTION 8

CONSTITUENT STRUCTURE OF THE SENTENCE

A. ISSUES FOR DISCUSSION

1. The problem of sentence parts.
2. The main parts of the sentence.
3. Secondary parts of the sentence.
4. Constituent structure.

B. GLOSSARY

SUBJECT is the main part of the sentence which denotes the thing or person whose action or characteristic is expressed by the predicate, which is not dependent on any other part of the sentence but predicate.

SUBJECT represents an entity which the sentence is about, or to represent the ‘doer of the action’.

PREDICATE is one of the two main parts of the sentence which denotes the action or property of the thing expressed by the subject. It is not dependent on other parts of the sentence but subject.

PREDICATE (or the term ‘verb’) usually refers to everything in a sentence that says something about the subject.

SIMPLE VERBAL PREDICATE consists of a notional verb in any tense, aspect, voice or mood form and also is expressed by phraseological units or phrases.

COMPOUND VERBAL PREDICATE can be of two types:

a. the compound verbal modal predicate consists of the verb with a modal meaning or a modal expression and the infinitive.

b. the compound verbal aspect predicate consists of a notional verb with an aspective meaning and the infinitive or gerund. The first component of this predicate usually expresses:

a. the beginning, the duration and the end of the action (to begin, to start, to commence, to come, to go on, to proceed, to continue, to stop, to finish, to cease, to give up). Here also belong would (+inf.), used (+inf.) denoting a repeated action in the past.

b. verbs of chancing and seeming (unexpected occurrence) (to chance, to appear, to seem, to happen, to prove, to turn out).

c. verbs denoting motion and position (to be in/out/away).

COMPOUND NOMINAL PREDICATE consists of finite verbs (*to be, to look, to seem, to turn, etc.*) and a predicative (=a nominal part) commonly expressed by a noun, an adjective, an infinitive, a numeral, a pronoun and sometimes an adverb.

DOUBLE PREDICATE (or VERBAL-NOMINAL PREDICATE) combines the features of the simple verbal predicate and those of the compound nominal predicate.

The first component is commonly expressed by verbs of motion and position (*come, go, run, fly, stand, sit lie, hang*). The second part expressed by a noun or an adjective denotes the properties of the subject. *E.g. She sat motionless.*

OBJECT is the secondary part of the sentence denoting a thing to which the action passes on, which is a result of the action, in reference to which an action is committed or a property is manifested.

ATTRIBUTE is the secondary part of the sentence characterizing the thing as to its quality or property.

ADVERBIAL MODIFIER is the secondary part of the sentence serving to characterize an action or a property as to its quality or intensity, or to indicate the way the action is done, the time, place, cause, purpose, or condition with which the action or the manifestation of the quality is connected.

CONSTITUENT is a string of words which functions as a group at some level.

IMMEDIATE CONSTITUENTS of a construction are those which are directly below it in the hierarchy, those that is firstly – ‘immediately’ – divided into.

SUBSTITUTION. If a sequence of words can be substituted by a single word, then it can generally be assumed that the sequence is a constituent.

MOVEMENT. The possibility of moving a constituent to another position.

C. SUGGESTED QUESTIONS AND ASSIGNMENTS

1. What groups of the parts of the sentence can be single out?
2. What are the views upon the hierarchy of the main parts of the sentence?
3. Define the subject as a constituent of the sentence.
4. What are the ways of expressing the subject in English?
5. Define the predicate as a constituent of the sentence.
6. What classifications of predicates in Modern English do you know?
7. Provide the definitions of the secondary parts of the sentence (object, attribute, adverbial modifier).
8. Give comments on the classification of objects.

D. REVISION TASKS

1. Point out the subject. State what it is expressed by. Translate the sentences into Ukrainian.

- a. “Thinking won’t help” (Mansfield).
- b. From five to six is my real working time (Shaw).
- c. “Finding you has not made any difference, has it?” (Du Maurier).
- d. One never knows another human being (Greene).
- e. Unfortunately the innocent are always involved in any conflict (Greene).
- f. How to attain them I didn’t know (Braine).
- g. We often see other people’s faults without seeing our own.

2. State the kind of the predicate.

- a. “. . . I couldn’t help walking with my shoulders bent” (Greene).
- b. “It seems so odd to us . . . ” (Du Maurier).
- c. I had a drink of brandy (Greene).
- d. On the first of October he was able to tell her to refurnish the house (Cronin).
- e. Within ten minutes he had been awakened by his servant (Aldington).
- f. She was moaning and crying (Maugham).
- g. “It wouldn’t have been very nice for the Davidsons to have to mix with all that rough lot in the smoking-room” (Maugham).
- h. . . . Her lips quivered as she sat silent (O’Casey).

3. Insert the appropriate link verbs (to look, to feel, to be, to break, to get, to seem, to grow, to become).

- a. Then he was frightened: she — so pale (Galsworthy).
- b. . . . Her short, red-brown hair had — wildly loose (Huxley).
- c. He — very short-tempered (Maugham).
- d. She — limp with her suppressed fear (Coppard).
- e. Repton shrugged his shoulders, but he — happier (Coppard).
- f. Something horrible might happen . . . and the money be snatched from her very fingers. O, she would — mad then! (Coppard).

4. Comment on the kind of the predicate as in the given model.

Model: Ben . . . **took** a quick **look** to see that Davy **was** not **ill** . . . and **went to sleep** (Aldridge).

“took a quick look” – a simple verbal predicate expressed by a phraseological unit; “was . . . ill” – a compound nominal predicate expressed by the link verb “was” and its predicative, the adjective “ill”; “went to sleep” – a compound verbal predicate of aspect containing the finite verb “to go”, which expresses the beginning of the action, and an infinitive.

- a. When he came on deck next morning they were close to land (Maugham).
- b. “Hullo, Davidson! You look hot. Have a cup of tea?” (Aldington).
- c. Father Brown made no answer (Chesterton).
- d. He had no impulse to explore the countryside (Warner).
- e. . . . He was afraid of arriving home alone . . . He began to loiter on purpose to be noticed . . . (Greene).
- f. He seemed scared about something (Greene).
- g. A table had been set up under a tree . . . (Lawrence).

5. Is the underlined expression an object or a predicative complement?

1. a. She felt a sharp pain.
b. She felt a complete idiot.
2. a. John grew a beard.
b. John grew angry.
3. a. We are keeping calm.
b. We are keeping the jewellery.

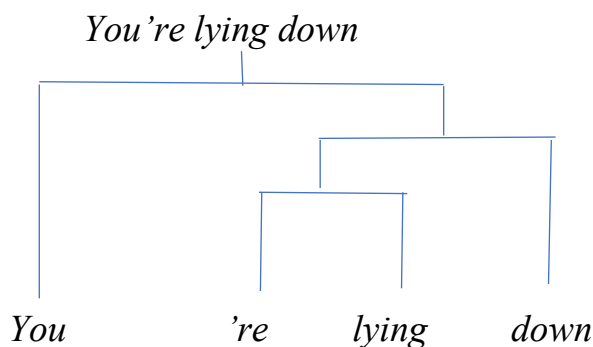
6. Analyse the following sentences.

- a. Dinner at the Traskers' had become by this time almost a family routine for the Gorins (Wilson).
- b. The two women stood side by side looking at the slender, flowering tree (Mansfield).
- c. She had to talk because of her desire to laugh (Mansfield).
- d. I opened the knife, and cut a length of twine, and came back into the room again (Du Maurier).
- e. Old Jolyon watching from his corner saw his brother's face change (Galsworthy).

7. Draw tree diagrams for the following sentences and provide tests for each of the constituents you postulate.

- a. The students must draw diagrams on the blackboard.
- b. Her obsession with tree diagrams was extremely disturbing.
- c. Flying planes can be dangerous.

8. Answer the questions based on the following constituency 'tree diagram'.



- a. Is *'re lying down* a constituent?
- b. Is *You're lying* a constituent?
- c. What are the immediate constituents of *You're lying down*?

SECTION 9

COMPOSITE SENTENCE

A. ISSUES FOR DISCUSSION

1. The definition of the composite sentence.
2. Intermediate types of composite sentences.
3. Compound sentences.
4. Complex sentences.

B. GLOSSARY

CLAUSE is a part of a composite sentence which contains the predicative centre (a subject and a predicate).

COMPOSITE SENTENCE expresses a complicated act of thought which has more than one predicative line.

SYNDETTIC SENTENCES contain clauses linked by conjunctions and conjunctive words (adverbs or pronouns).

ASYNDETTIC SENTENCES are those ones without any connectors.

COMPOUND SENTENCE is a polyredicative unit the clauses of which are joined by coordination that is on an equal rank.

COPULATIVE COORDINATION implies that two events or ideas conveyed by coordinate clauses are merely joined in time and place.

ADVERSATIVE COORDINATION joins clauses containing opposition, contradiction or contrast.

CAUSATIVE-CONSECUTIVE COORDINATION joins clauses connected in such a way that one of them contains a reason and the other – a consequence. The second clause may contain either the reason or the result of the event conveyed by the previous clause.

COMPLEX SENTENCE is a polypredicative construction built up on the principle of subordination that is of units of unequal rank.

SUBORDINATION is a non-symmetrical relation between two clauses one of which is a constituent part of the other. Each subordinate clause may itself become superordinate to one or more other clauses.

PARALLEL SUBORDINATION is the type when two subordinate clauses refer to one and the same principal clause.

CONSECUTIVE SUBORDINATION is the type when one subordinate clause becomes main clause in reference to the other subordinate clause.

C. SUGGESTED QUESTIONS AND ASSIGNMENTS

1. Define the difference between the simple sentence and the composite one.
2. What is the polypredicativity of the composite sentence?
3. Discuss the sentences with homogeneous parts.
4. Comment on the type of semi-composite sentences, i.e. transition cases. What sentences are called "sentences with secondary predication"?
5. Comment on the structural classification of sentences.
6. Define syndetic and asyndetic sentences.
7. What is the compound sentence?
8. What types of coordinators do you know?
9. What is the complex sentence?
10. Comment on the types of subordination, ways and means of connection.
11. Give the classification of subordinate clauses.

D. REVISION TASKS

1. *The four sentences below illustrate the same basic meaning relationships using different grammatical means:*

a co-ordinating conjunction in 1,
a subordinating conjunction in 2,
a linking adverb in 3 and
a preposition in 4.

Work out

a) how many grammatical sentences there are in each case;

b) what type of sentences there are (simple vs multiple, compound vs complex).

1. He's stubborn but I still like him.
2. I still like him although he's stubborn. (or Although . . .)
3. He's stubborn; however, I still like him.
4. In spite of his stubbornness I still like him.

2. *Analyse the sentences.*

- a. The loudspeakers announced the departure but one seat was empty.
- b. They always left because they were afraid of my stepfather.
- c. The woman who ran the place was very cheerful.
- d. What surprised him was that there was no pain about it.
- e. It was unfortunate that her friend wasn't at home.
- f. I longed to stay here and tell the truth but how could I tell the truth that was so ridiculous?
- g. What you mean is that he had once or twice got the better of him (Christie).

SECTION 10

COMMUNICATIVE ANALYSIS OF THE SENTENCE

A. ISSUES FOR DISCUSSION

1. The theory of semantic roles.
2. Actual division of the sentence.
3. Means of expressing actual division.

B. GLOSSARY

SEMANTIC ROLES are semantic functions of words in the deep structure of the sentence. Like a drama, the sentence obligatorily involves a process and most often actors and circumstances. Transferred from the theatre to structural syntax, the process, the actors, and the circumstances become respectively the verb, the actants, and the circumstants.

AGENT is defined as an animate thing (participant) that performs the action denoted by the verb.

NOMINATIVE is a semantic role which correlates with the agent but unlike the agent it is expressed by an inanimate being.

PATIENT: the participant that is immediately affected by the action or state. It is expressed by the object or object complement in the surface structure.

RECIPIENT: the participant that receives another participant as a consequence of the action. Recipients are typically animate entities.

FACTITIVE is the entity that didn't exist before but come into being as a result of the action.

INSTRUMENT is the object (usually inanimate) with which the act is accomplished.

LOCATION: the participant which specifies where the agent/force is, or the participants which specify where the patient moves from/to.

TEMPORATIVE usually corresponds to the adverbial modifier of time in the surface structure but sometimes it may correspond to the subject.

PURPOSE denotes the purpose of an activity.

MANNER means the way in which an activity is done or the way in which a change of state takes place.

ACTUAL DIVISION is a communicative organization of the sentence which is predetermined by speaker's will who singles out introductory information which as a rule is connected with tire previous sentence and a new information.

THEME denotes something which is already established or set.

RHEME denotes that which is told about the fact which was already established.

THEME as an item of discourse denotes something that is spoken about, something that is known or at least obvious in the given situation.

RHEME is what one says about the theme, it conveys the most important information already established and whose expression is the purpose of communication.

THEME denotes something which is already established or set.

RHEME denotes that which is told about the fact which was already established.

C. SUGGESTED QUESTIONS AND ASSIGNMENTS

1. Give comments on the deep structure when analysing the sentence.
2. Prove that each sentence is a sign of situation.
3. What semantic roles are singled out in the communicative organization of the sentence?
4. What are the main components of actual division?
5. What does the theme denote? What does the rheme denote?
6. What are the means of expressing actual division?
7. Provide examples to illustrate various means of expressing actual division. Make comparison of the analogous notion in Ukrainian.

D. REVISION TASKS

1. For each sentence in the following (from *The Hobbit*), give the corresponding *it-cleft* sentence, focusing the italicized item. Make note of where the corresponding cleft is ungrammatical.

- (a) Gollum was *really hungry*.
- (b) He was a *Gollum* – as dark as darkness.
- (c) He had a *little boat*, and he rowed about quite quietly on the lake.
- (d) Actually Gollum lived *on a slimy island of rock in the middle of the lake*.
- (e) *Bilbo* could not see him.

2. For each sentence below write the corresponding *non-cleft* version.

- (a) It was just then that Gandalf came back.
- (b) It was the wizard's voice that had kept the trolls bickering and quarrelling.
- (c) It was he that made the dwarves begin the dangerous search on the western slopes for the secret door.
- (d) It is always poor me that has to get them out of their difficulties.
- (e) It was at this point that Bilbo stopped.

3. Translate the sentences given below and give similar examples of your own.

a. <i>It is</i>	<i>He</i>	<i>who did it.</i>
b. <i>It isn't</i>	<i>Frank</i>	<i>whom I asked to go there.</i>
	<i>your book</i>	<i>that the students were talking about.</i>
	<i>because of his illness</i>	<i>that we seldom see him.</i>

APPENDICES

(1) SYNTACTIC ANALYSIS: MODELS

MODEL 1

The morning sky was blue and clear, and the winds were silent.

Sentence: composite, compound, declarative, affirmative, consists of two independent clauses joined by means of the co-ordinating conjunction *and*.

1st clause: The morning sky was blue and clear.

Sentence: simple, unextended, declarative, affirmative.

The subject: *the morning sky* is expressed by the simple, substantival word combination of the type N + N where *morning* is used in an attributive sense.

The predicate: *was blue and clear* – a compound nominal predicate expressed by tire link verb *to be*, Past Indefinite Tense, singular; homogeneous predicatives that are expressed by two adjectives joined by the conjunction *and*.

2nd clause: the winds were silent.

Sentence: simple, unextended, declarative, affirmative.

The subject: *the winds* is expressed by the common norm in plural, Common Case.

The predicate: *were silent* is a compound nominal predicate consisting of the link verb *to be*, Past Indefinite, plural; predicative is expressed by the adjective.

MODEL 2

I took him into the kitchen, where, so far as it was possible, he cleaned himself.

Sentence: composite, complex, consisting of a principal clause and two subordinate clauses; declarative, affirmative.

The principal clause: I took him into the kitchen.

Sentence: simple, extended, declarative, affirmative.

The subject: *I* – a personal pronoun, 1st person, singular, Nominative Case.

The predicate: *took* – a simple verbal predicate expressed by the verb *to take*; it is irregular, transitive verb, Past Indefinite Tense, non-continuous aspect, non-perfect correlation, Active Voice, Indicative Mood.

him – a direct object expressed by the personal pronoun, 3rd person, singular, Objective Case.

into the kitchen – an adverbial modifier of place expressed by the prepositional phrase (Prep + N).

The 1st subordinate clause: where he cleaned himself – an adverbial clause of place introduced by the relative adverb *where*.

Sentence: simple, extended, declarative, affirmative.

The subject: *he* is expressed by the personal pronoun, 3rd person, singular, Nominative Case.

the predicate: *cleaned* – a simple verbal predicate expressed by the verb *to clean*-, it is regular, transitive, Past indefinite Tense, non-continuous aspect, non-perfect correlation. Active Voice, Indicative Mood.

himself – a direct object expressed by the reflexive pronoun, 3rd person, singular.

The 2nd subordinate clause: so far as it was possible – an adverbial clause of manner introduced by the subordinating conjunction *so far as*.

Sentence: simple, subordinate, unextended, declarative, affirmative.

Subject: *it* – a personal pronoun, 3rd person, singular, Nominative Case.

Predicate: *was possible* – a compound nominal predicate expressed by the link verb *to be*, Past Indefinite, singular; predicative is expressed by the adjective.

MODEL 3

- ▶ LEVEL 1: *The guy that you met yesterday has told his girlfriend's dad that he bought expensive rings for his engagement two months ago, because he had money.* (clause)
 - ▶ a: *The guy that you met yesterday* (subject, noun phrase)
 - ▶ b: *has told* (verb, verb phrase)
 - ▶ c: *his girlfriend's dad* (indirect object, noun phrase)
 - ▶ d: *that he bought expensive rings for his engagement two months ago* (direct object, nominal subclause)
 - ▶ e: *because he lacked money* (adverbial of reason, adverbial subclause)
- ▶ LEVEL 2a: *The guy that you met yesterday* (noun phrase)
 - ▶ a: *the* (determiner, article)
 - ▶ b: *guy* (head, noun)
 - ▶ c: *that you met yesterday* (postmodifier, relative clause)
- ▶ LEVEL 2b: *has told* (verb phrase)
 - ▶ a: *has* (premodifier, auxiliary)
 - ▶ b: *told* (head, verb)
- ▶ LEVEL 2c: *his girlfriend's dad* (noun phrase)
 - ▶ a: *his girlfriend's* (determiner, noun phrase)
 - ▶ b: *dad* (head, noun)
- ▶ LEVEL 2d: *that he bought expensive rings for his engagement two months ago* (subclause)
 - ▶ a: *that* (subjunctive constituent, subjunction)
 - ▶ b: *he* (subject, noun phrase)
 - ▶ c: *bought* (verb, verb phrase)
 - ▶ d: *expensive rings for his engagement* (direct object, noun phrase)
 - ▶ e: *two months ago* (adverbial of time, noun phrase)
- ▶ LEVEL 2e: *because he had money* (subclause)
 - ▶ a: *because* (subjunctive constituent, subjunction)
 - ▶ b: *he* (subject, noun phrase)
 - ▶ c: *had* (verb, verb phrase)
 - ▶ d: *money* (direct object, noun phrase)
 - ▶ LEVEL 3ac: *c: that you met yesterday* (subclause)
 - ▶ a: *that* (subjunctive constituent, relative pronoun)
 - ▶ b: *you* (subject, noun phrase)
 - ▶ c: *met* (verb, verb phrase)
 - ▶ d: *yesterday* (adverbial of time, noun phrase)
 - ▶ LEVEL 3ca: *his girlfriend's* (noun phrase)
 - ▶ a: *his* (determiner, possessive pronoun)
 - ▶ b: *girlfriend's* (head, noun)
 - ▶ LEVEL 3dd: *rings for his engagement* (noun phrase)
 - ▶ a: *expensive* (premodifier, adjective phrase)
 - ▶ b: *rings* (head, noun)
 - ▶ c: *for his engagement* (postmodifier, noun phrase)
 - ▶ LEVEL 3de: *two months ago* (noun phrase)
 - ▶ a: *two* (quantifier, numeral phrase)
 - ▶ b: *months* (head, noun)
 - ▶ c: *ago* (junctive, postposition)
 - ▶ LEVEL 4ddd: *for his engagement* (noun phrase)
 - ▶ a: *for* (junctive, preposition)
 - ▶ b: *his* (determiner, possessive pronoun)
 - ▶ c: *engagement* (head, noun)

(borrowed from *Richard Madsen, Morphology: Introduction to English Morphology for University Students*, 2022).

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