

**Мелітопольський державний педагогічний університет  
ім. Богдана Хмельницького**

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ  
З ТЕОРЕТИЧНОГО КУРСУ  
ІНОЗЕМНОЇ МОВИ (ГРАМАТИКА)  
ДЛЯ СТУДЕНТІВ  
ФІЛОЛОГІЧНОГО ФАКУЛЬТЕТУ**

**Мелітополь 2019**

Методичні рекомендації з теоретичного курсу іноземної мови (граматика) для студентів філологічного факультету / Укладачі М. В. Ткач, В.Ю. Котлярова – Мелітополь, 2019. – 46 с.

Пропоновані методичні рекомендації з теоретичного курсу іноземної мови (граматика) адресовано студентам філологічного факультету, а саме для підготовки бакалаврів напрямку 014.01 Середня освіта. Українська мова і література. Завдання рекомендацій допомогти студентам використовувати їх знання на практиці, при підготовці до семінарських занять.

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## ВСТУП

Пропоновані методичні рекомендації з теоретичного курсу іноземної мови (граматика) адресовано студентам старших курсів філологічного факультету, а саме для підготовки бакалаврів напряму 014.01 Середня освіта. Українська мова і література.

Завдання методичних рекомендацій – є активізація знань студентів теоретичної програми, допомогти використовувати їх знання на практиці, при підготовці до семінарських занять.

Весь матеріал для семінарських занять поділений на дві групи: морфологія та синтаксис. Кожна із частин присвячена розробці окремих тем (Grammar, its subject and methods; Morphological categories and their realization; Word-class theory; Classification of Parts of Speech; Classification of the sentences).

Пропонується така структура розділів:

**1. Перелік тем для обговорення в аудиторії**, який є розгорнутим планом занять. Він загострює увагу на найбільш суттєвих питаннях, що виникають при розгляді конкретного граматичного явища. Зазначені теми пропонуються, щоб спрямувати увагу студентів на обговорення даних проблем. Деякі із названих тем можуть бути опрацьовані шляхом підготовки студентами окремих доповідей, повідомлень, рефератів.

**2. Таблиці**, в яких дається стислий виклад відповідного теоретичного матеріалу, що призначається головним чином як зорова опора для усного обговорення проблемних питань та практичного виконання вправ на закріплення даного матеріалу.

### **3. Практичні завдання.**

Практичні завдання містять вправи різноманітного характеру, вони можуть виконуватися як в аудиторії, так і самостійно як домашні завдання. Виконання більшості завдань вимагає попереднього опрацювання теоретичного матеріалу. Вправи виконуються після обговорення відповідної теми і є засобом контролю знань і розуміння даного питання.

### **4. Список використаної літератури.**

В кінці розділу додається література, що включає обов'язковий та додатковий матеріал для опрацювання.

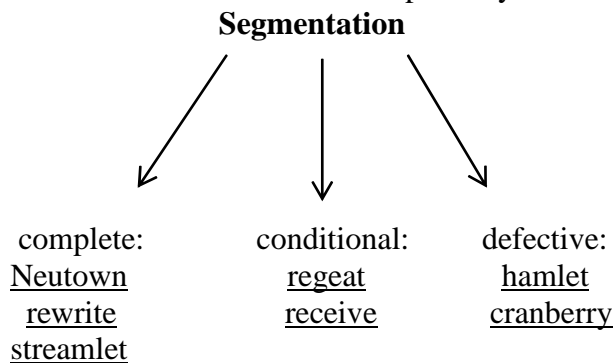
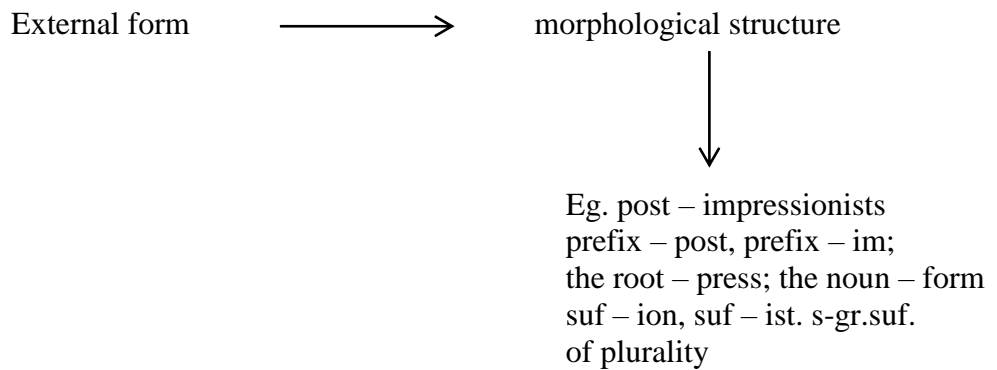
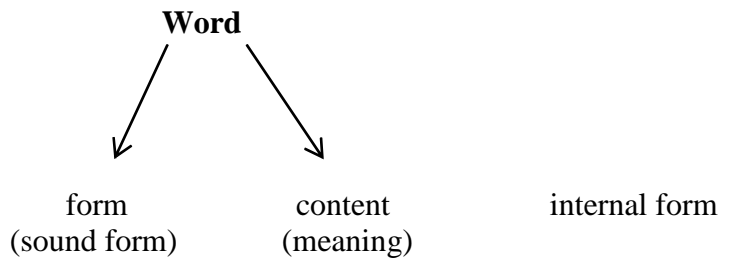
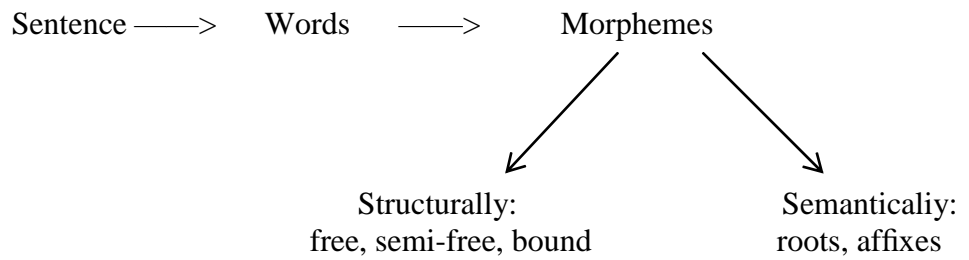
# PART I MORPHOLOGY

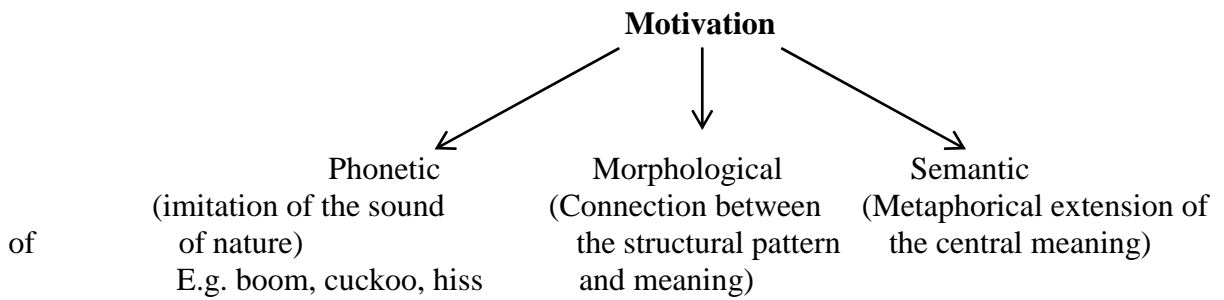
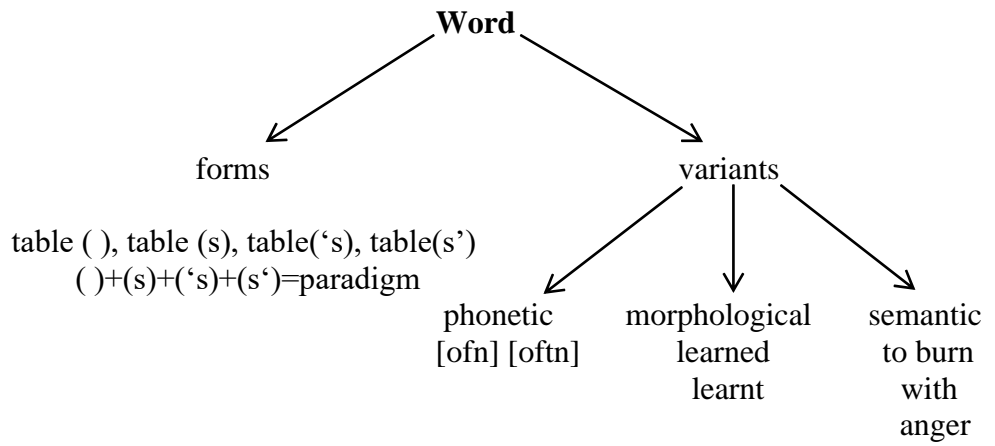
**Grammar is the systemic conception of language**

## For Class Discussion

1. The science of theoretical grammar.
2. The plane of content and the plane of the expression.
3. Language and speech.
4. Syntagmatic and paradigmatic relations.
5. Segmental levels of language.

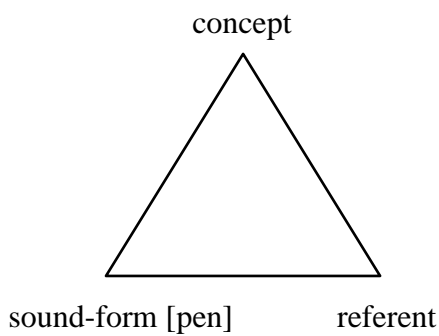
### Segmentation of Word



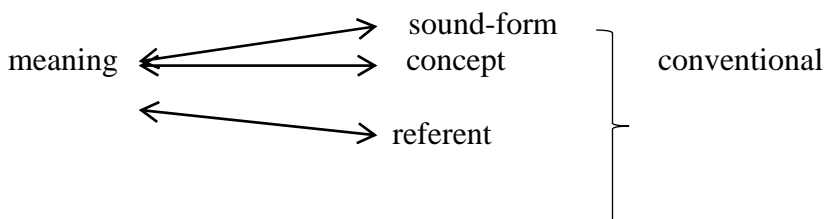


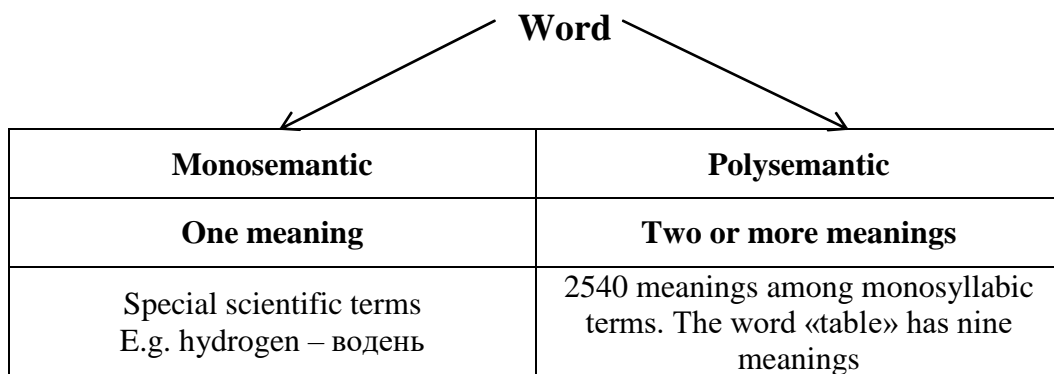
**Meaning**  
(Component of the word through which a concept is communicated)

Referential approach Functional approach



Meaning is studied through its relation in other linguistic unit (to try the door, to try one's best)



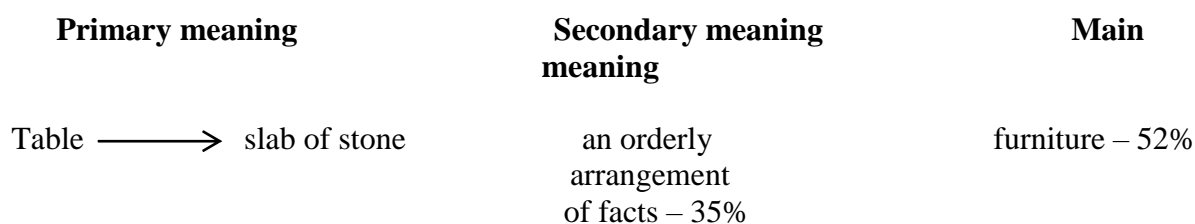


### Sources of polysemy

Diachronic approach – the change of semantic structure of the word (lexico-semantic variants).

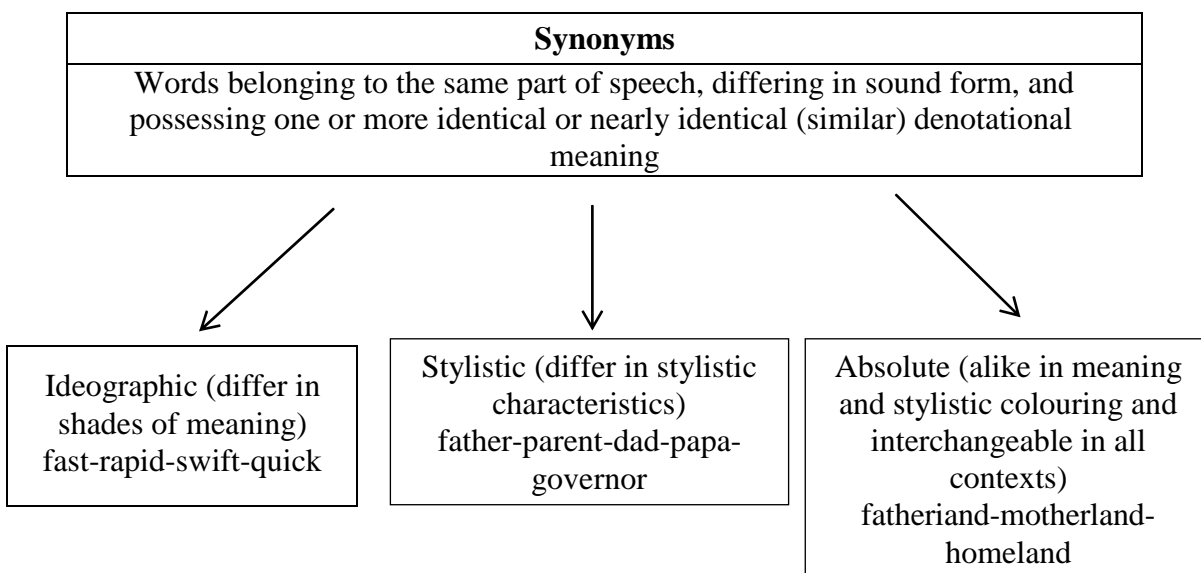
Polysemy arises from homonymy.

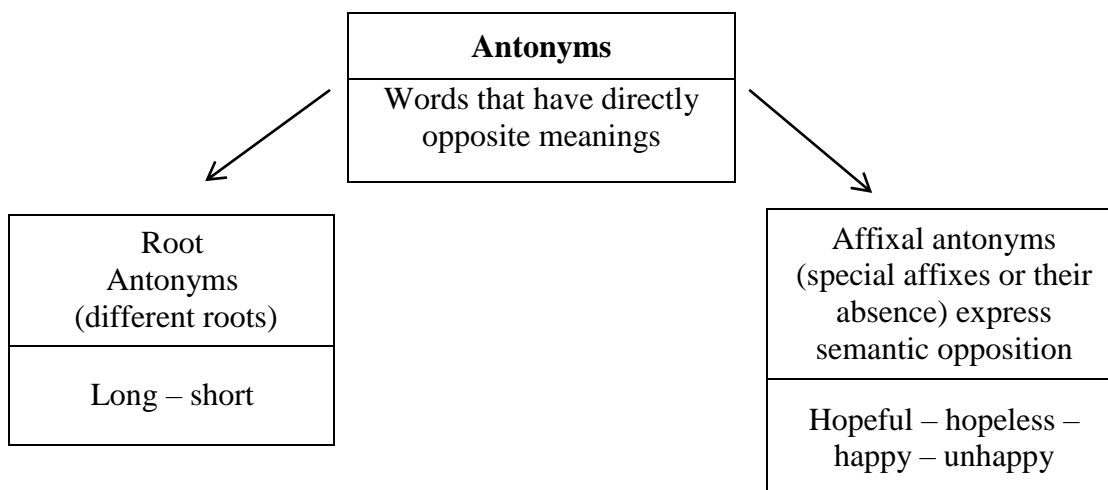
Synchronic approach – the coexistence of various meanings of the same word.



### Meanings of the words

1. etymological – earliest known meaning
2. archaic – superseded by a newer one
3. absolute – gone out of use
4. original – serving as the basis for other meanings
5. Present – day use – the most frequently used in present day language





### Practice Assignment

**1. Define on what types of oppositions the categories of tense, voice, mood, number, case and degrees of comparison are based in Modern English and Ukrainian.**

**2. Analyze the morphemic structure of the following words:** to criticize, to reconstruct, removable, sweetish, removed, paralinguistic, immaterial, imperious, irrepressible, irresponsible, restlessness, irretrievable, supernaturalistically, prehistorical, unaffected, worker.

**3. Give two or three illustrative examples of monosemantic morphemes and three examples of polysemantic morphemes in Modern English and Ukrainian.**

**4. Define syntagmatic relations in the following sentences:**

- In the house Marry thought of their future life.
- The requirement was for every applicant to do through medical inspection first thing.
- It is high time for them to give up this wild idea.
- The great thing is to make a good breakfast.
- Everyone had a wish to say something.

**5. Arrange the following words in groups, their stem structure being taken into consideration.**

suited	apple-tree	languages	in reference to
black out	forester	eatable	bring up
stress	give in	longer	downstairs
constitute	acceptability	attention	downwards

**6. Analyse the following groups of words, supply their derivational formulas and state differences in the meanings of affixes appended to different stems. Use transformations if helpful.**

a) British, Spanish, bookish, sheepish, childish, thinnish, stiffish, fourish, sixtyish, goodish, loafish;

b) elector, actor, indicator, vibrator, reader, Britisher, toaster, marker, attender, promenader, bedder;

c) betake, bespread, beset, befog, bedew, becloud, bedim;

d) enclasp, enfold, enrich, entrap, entruck, enact, enlist.

**7. Analyse the morphological structure of the words**

Reproductiveness, irregularities, unexpectedly, dispensability, pretendership, exclusive, temporarily.

**8. Define syntagmatic relations in the following sentences:**

– In the house Marry thought of their future life.

– The requirement was for every applicant to do through medical inspection first thing.

– It is high time for them to give up this wild idea.

– The great thing is to make a good breakfast.

– Everyone had a wish to say something.

**9. Define the type of syntactic notional syntagmas:**

Theoretical grammar, to work hard, they are playing, very attentively, a difficult work, to do an exercise, rather beautiful, John understands, an industrial center, to speak Ukrainian, we are late, to pass an examination.

**10. Define whether the referent of nomination is represented as a concrete thing, an action, a quality, a whole situation:**

To write a novel, a beautiful girl, the desirable visit of his parents, very interesting, the opening of a university in the city, to pass a credit, extremely important, her new husband.

**Questions:**

1. Is language social by nature? Prove it.

2. What three constituent parts («sides») does language incorporate?

3. Are these parts inherent in language because of its social nature?

4. What forms a language?

5. How is the grammatical description of language effected?

6. What is the purpose of theoretical grammar of a language?

7. How is the nature of grammar as a constituent part of language understood?

8. What does the plane of content comprise?

9. What does the plane of expression comprise?

10. What do grammatical elements of language present?



11. What can you say about the correspondence between the plane of content and the plane of expression?
12. What can you say about the two planes in cases of polysemy and homonymy?
13. What can you say about the two planes in cases of synonymy?
14. What is the aim of grammar as a linguistic discipline in the plane of content and the plane of expression?
15. What is language in the narrow sense of the word?
16. What is speech in the narrow sense of the word?
17. What does the system of language include?
18. What does speech comprise?
19. Why are language and speech inseparable?
20. What is language proper?
21. What is speech proper?
22. Which meaning has the sign in the system of language?
23. What can you say about the potential meaning of the lingual sign in speech?
24. Which two fundamental types of relations do you know? Which 4 main types of notional syntagmas do you know?
25. What kind of relations are paradigmatic relations?
26. How are paradigmatic relations realized in the sphere of grammar?
27. How do paradigmatic relations coexist with syntagmatic relations? Give an example.
28. What is the minimal paradigm?
29. What can you say about more complex paradigm?
30. Which two units of language can you mention? What can you say about supra-segmental units?
31. What belong to the supra-segmental units?
32. What do segmental units form?
33. What are the levels of the segmental units?
34. What is the lowest level of lingual segments?
35. What can you say about the phonetic level?
36. What can you say about the morphemic level?
37. What can you say about the lexemic level?
38. What can you say about the phrasemic level?
39. What can you say about the proposemic level?
40. What is predication?
41. In what way is theoretical grammar related to other branches of linguistics?
42. What methods of linguistic analysis do you know?
43. What are the necessary prerequisites for existence of a category?
44. What is a grammatical opposition?
45. What types of grammatical oppositions do you know?
46. What are explicit (grammatical) and implicit (lexico-grammatical) categories? Name some of them.
47. What do they call a morphological paradigm?
48. What are the marked/unmarked members of a binary opposition?

## **Material to Use**

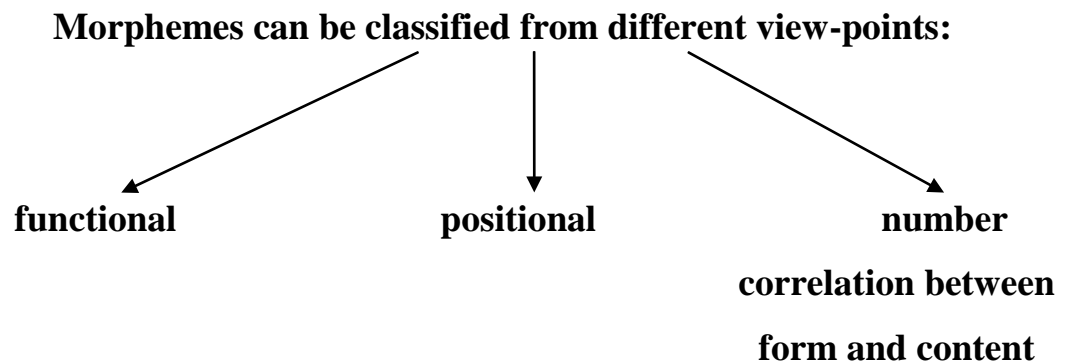
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## PART 2 FUNDAMENTALS OF MORPHOLOGY

### For Class Discussion

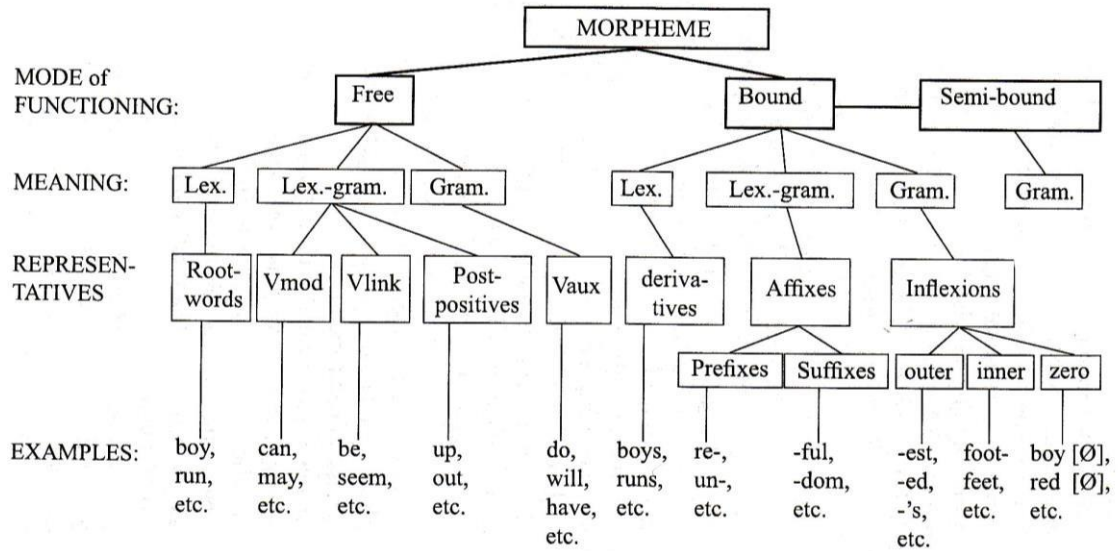
1. Morphology and syntax as two parts of linguistic description.
2. The morpheme and the word.
3. Types of morphemes.
4. The grammatical category.
5. Types of word form derivation:
  - a) Synthetic type
  - b) Sound alternations
  - c) Analytical type
  - d) Suppletive formations.

<i>overt morpheme</i>	<i>Zero morpheme</i>	<i>empty morpheme</i>	<i>discontinuous morpheme</i>
eye, bell, big	ask – asks high – higher	statesman	He is writing a letter



<b>Content morphemes</b>	<b>Function morphemes</b>
carry some semantic content as opposed to performing a grammatical function. For example <i>car</i> , <i>-able</i> , <i>-un</i> .	act solely to provide grammatical information and syntactic agreement. <i>and</i> , <i>plural -s</i>

TYPES AND KINDS OF MORPHEMES



**Compounding**

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Words produced by combining two or more stems which occur in the language as free forms

**Affixation**

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words are created by adding affixes to stems

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E.g. approve-disapprove

---

act-actor

**Prefixation**

---

Forming new words with the help of prefixis

---

E.g. happy-unhappy

**Suffixation**

---

Forming new words with the help of suffixes

---

E.g. friend-friendly

## Practice Assignment

**1. Compare English and Russian in respect to their treatment of sex differences. Comment on the relatedness of sex and gender (if any). Give English equivalents of the following pairs of words:**

певец – певица

наставник – наставница

лётчик – лётчица

медведь – медведица

студент – студентка

кот – кошка

москвич – москвичка

гусь – гусыня

друг – подруга

**2. Record the words listed below in groups on the grounds of**

**a) similarity of general lexico-grammatical meaning; b) similarity of implicit grammatical meaning inherent; c) similarity of categorical grammatical meaning signified.**

Despair, police, reader's, readers, water, industrial, go, later, late, astir, pains, sand, went, informed, friendly, amicable, third, colours, sends, took, spectacles, readers', gentlemen's, examines, deer, woolen, feet, islanders, interesting, eating, meeting, feeling.

**3. Analyse the following oppositions. Decide which of the morphological categories is realized in each particular one. State markers.**

write

long

table

men

to break

am writing

longer

tables

men's

to be broken

**4. Arrange the words listed below in groups, their grammatical form being taken into consideration.**

Will speak, went, sends, John's, ladies, were, rose, has come, is done, men, knives, built, are reading, cut, broke, looks, cost, geese, wanted, longer, biggest, worse, those, me, illustrated, sent.

**5. Read the following extract. Comment on the morphological forms and the meanings they render. Speak on the morphological categories realized in different paradigmatic forms of nouns, adjectives and verbs. Supply oppositions to justify your arguments.**

The moon shone bright in the cold March sky. I finished my work earlier, by moonlight. Professor Herbert really did not know how much work I had to do at home. If he had known he would not have kept me after school. He would have loaned me a dollar to have paid my part on the cherry tree. He had never lived in the hills. He did not know the way the hill boys had to work so that they could go to school. Now he was teaching in a Country High School where all the boys who attended were from hill farms. (*Jesse Stuart*)

**6. Think of the grounds for the following phenomena to be grouped.**

- a) speaks, trousers, pencils, linguistics, airs;
- b) spoke, wanted, was, cut, built;
- c) introduce, introduced, is introducing, will introduce, has introduced;
- d) will come, was written, has done, is playing, is being asked, should have been done;
- e) their, the students', notebooks of the students;
- f) majority, windows, many a deer, polysemantic, cattle.

**7. Identify the «s»-morpheme. Record the words in groups according to the nature of the «s» and the meanings it conveys.**

Takes	pants	phonetics	Brussels	linguistics
Books	speaks	pens	Alps	lots
Vitals	fists	corps	tidings	proceeds
Humans	ashes	odds	tanks	blocks
Spectacles	civics	stops	news	officials

**8. Identify affixes where they are distinguishable synchronically. Set up arguments.**

- a) butter, winter, enter, singer, consider, reader, inventor, latter, later, meter;
- b) dismiss, dishful, dishonest, dismay, display, dismal, dishearten, dishevel, disturb, distrust;
- c) begone, begonia, behaviour, behave, benedict, bename, behalf, behind, beforehand.

**9. Define the morphemes in the following words and analyze their meanings:**

Readers, teachers, carelessly, unbelievable, unforgettable, workers, disagreeable.

**10. Define the types of word-form derivation in the following words:**

(He) speaks, children, (they) are speaking, went, boys, (she) worked, feet, met, (he) does not work, playing, knives, lice, us, (he) would have been waiting, oxen, men, (it) works, best. women; (they) have done, nicest, (I) shall invite, worse, song, me, (she) is cooking, worst, (yon) had not told, greater, teeth, first, (we) were being shown, wrote, her, (you) would have given, second, geese, (I am) shown.

**11. Analyze the following words into morphemes. Comment on the meaning of the morphemes:**

Meaningfully, occupational, indicative, accuracy, assumption, observable, indistinguishable.

**12. Underline all the prefixes and suffixes; state to what part of speech each word belongs.**

Darken, disjoin, depart, magnify, industrialize, mistrust, disobey, overdo, underpay, outnumber, forget, intercede, maltreatment, autobiography, bemoan, forecast, monophthong, superstructure, interconnect, transformation, delicacy, technician, continuance, countermand, glorification, underling, actress, darkness, innocence, solitude, antiwar, dictatorship.

**13. a) Compare the meaning added by the suffixes to the same stems.**

**b) Translate the words into Ukrainian.**

**Absorb:** absorbable, absorbed, absorbedly, absorbency, absorbent, absorber, absorbing, absorbingly, absorption, absorptive, absorptiveness, absorptivity;

**Beauty:** beauteous, beauteously, beauteousness, beautician, beautification, beautifier, beautiful, beautifully, beautify;

**Centre:** centering, central, centralization, centralism, centralize, centrality, centrally, centric, centrically, centricity, centralness, centricity;

**Man:** manful, manfully, manhood, manlike, manliness, manly, manned, mannish, mannishness;

**Woman:** womanfully, womanhood, womanize, womanish, womanishly, womanishness, womanlike, womanliness, womanly.

**14. Give antonyms to the following words.**

To encourage; powerful; honour; active; to inhale; afforestation; to export; to arrange; to overestimate; to replenish; productive; everywhere; inlet; possible.

**15. Comment on the phenomenon of synonymy. In column «B» find synonyms to the words in column «A».**

A		B	
Absurd	dread	ability	magnificence
Air	fortitude	angle	manner
Amiable	general	awkward	matted
Capacity	grandeur	belief	pair
Checks	lonely	bucket	preposterous
Clumsy	pail	courage	solitary
Corner	tangled	fear	squares
Couple	trust	improbable	universal
Dissimilar	unlikely	lovely	unlike

**16. Arrange the following words into three groups: those having:**

**a) free stems; b) bound stems; c) semi-bound stems.**

Public, voyage, boyish, disarrange, manly, freedom, vital, waiter, experience, businesslike, annual, speechless, careful, policeman, well-known, half-done, personal, difference, patience, untrue, longish, length, likely, terrorist, unselfish, tremendous, famous, weekly.

**17. Comment on the two main types of word-meaning. State what meaning the following word-forms and groups of words have.**

1. Friends, mothers, sisters, teachers.
2. Go, went, gone, going.
3. Write, wrote, written, writing.
4. Asked, stopped, walked, went, wrote, thought.
5. Speaks, reads, writes, goes, asks, thinks.
6. Friend's, mother's, sister's, teacher's.

### **Questions**

1. What does the morphological system of language reveal?
2. Which two segmental units does morphology as part of grammatical theory face?
3. How does Boris Ilyish define the morpheme?
4. How does Irina Ivanova consider the morpheme?
5. How does Mark Blokh define the morpheme?
6. What is the morpheme formed by?
7. Is the morpheme a meaningful component of the word?
8. How do you understand the definition «the morpheme is elementary»?
9. How many morphemes has the form «readers»? What are they? What do they express?
10. What types of morphemes can you mention?
11. What do the roots express?
12. What do the affixes express?
13. What kind of morphemes are the roots of notional words?
14. What do the affixal morphemes include?
15. What are grammatical inflexions commonly called in the tradition of the English school?
16. What has word-building functions?
17. What is the stem of the word?
18. What do grammatical suffixes express?
19. What kind of unit of language is the word?
20. How is the word formed?
21. What determines the grammatical form of the word?
22. What kinds of meanings are grammatical meanings?
23. Is the grammatical form limited by an individual form?
24. What does it unite?
25. What does each word of the class express?
26. Which types of word-form derivation do you know?
27. What is the synthetic type of word-form derivation?
28. What is the analytical type of word-form derivation?
29. What are sound alternations? Can you give examples?
30. What can you say about suppletive formations in Modern English?



## **Material to Use**

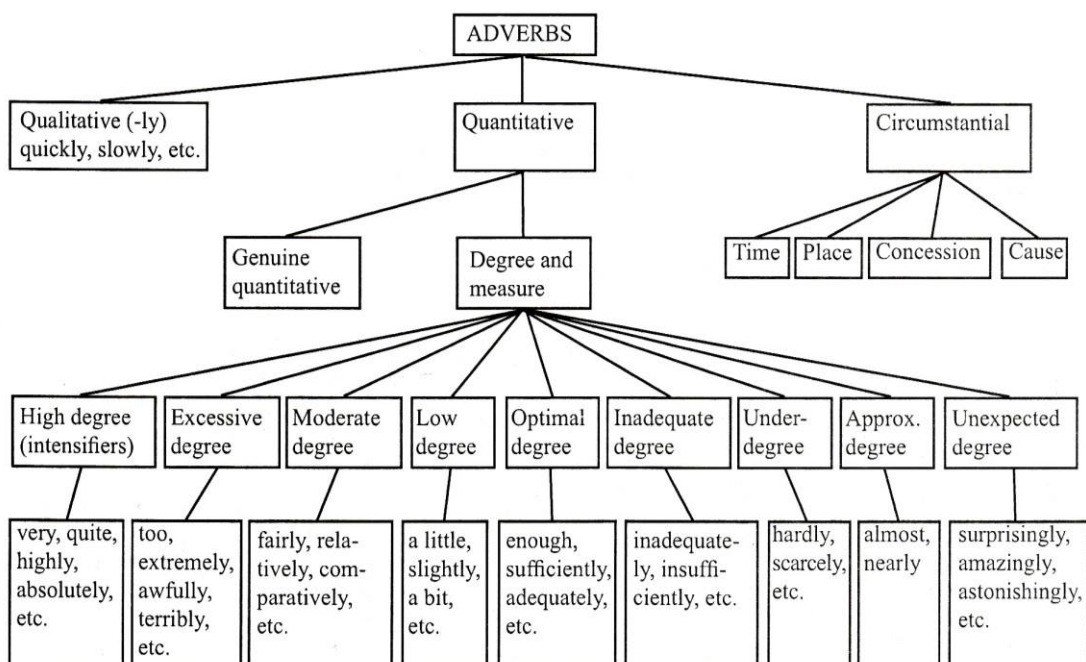
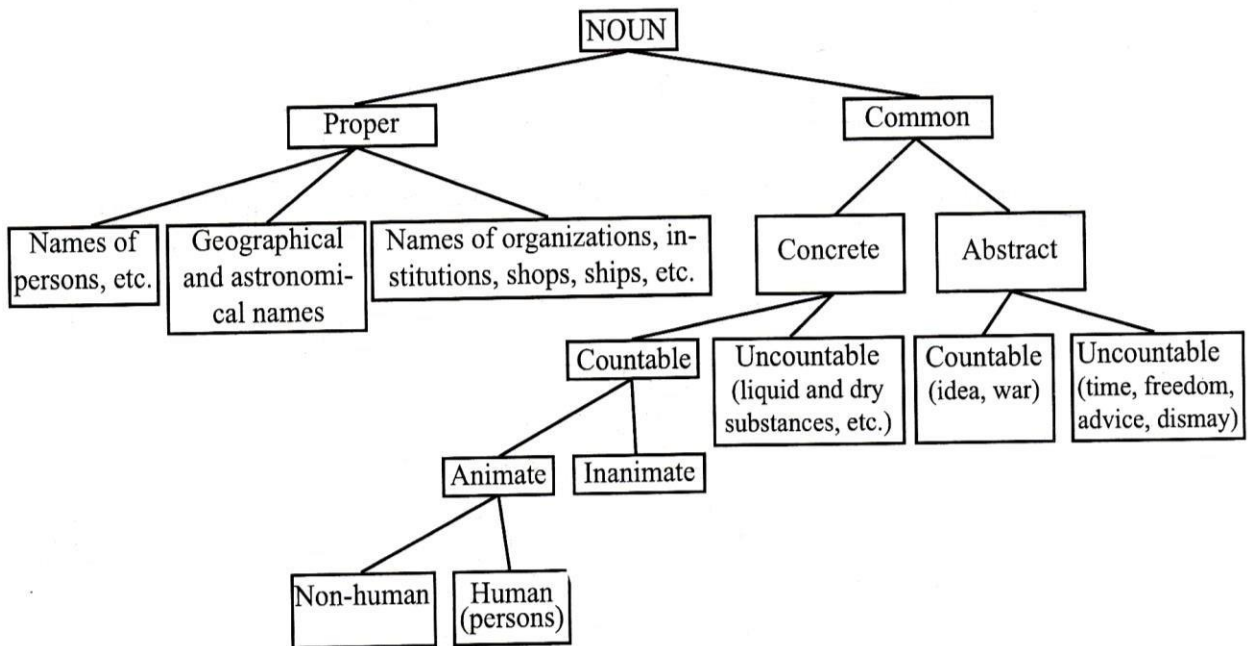
1. Алексеева І.О. Курс теоретичної граматики сучасної англійської мови: навчальний посібник. – Вінниця: Нова Книга, 2007.
2. Блох М.Я. Практикум по теоретической грамматике английского языка. – М.: Высшая школа, 2004.
3. Блох М.Я. Теоретическая грамматика английского языка. – М.: Высшая школа, 1983.
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5. Ильиш Б.А. Строй современного английского языка: Теоретический курс. – М., Л.: Просвещение, 1965.
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## PART 3 WORD-CLASS THEORY

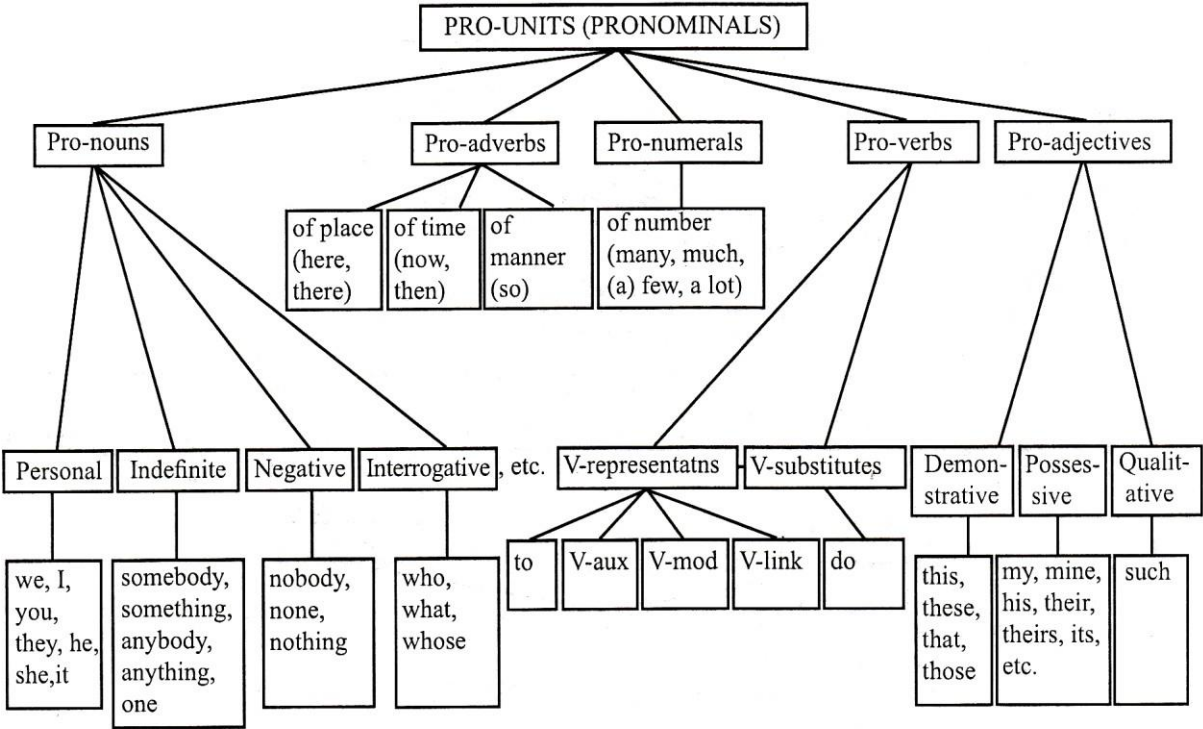
### For Class Discussion

1. Parts of speech as traditional grammatical classes of words.
2. The three criteria of differentiation of parts of speech.
3. Traditional classification of parts of speech.
4. Subcategorization of parts of speech.
5. Three-level classification of parts of speech.

### CLASSIFICATION OF NOUNS



SEMANTIC CORRELATION of CASE SYSTEMS in ENGLISH and UKRAINIAN		EXAMPLES:
NOUN	COMMON case	<p>називний</p> <p>родовий</p> <p>давальний</p> <p>знахідний</p> <p>орудний</p> <p>місцевий</p> <p>кличний</p>
	POSSESSIVE case	<p>родовий</p>
		<p>The boy opened the book.</p> <p>This is a book <u>of the boy</u>.</p> <p>She gave her book <u>to the boy</u>, or: She gave the boy her book.</p> <p>She saw <u>the boy</u> and greeted him.</p> <p>The book was taken <u>by the boy</u>.</p> <p>The story is <u>about the boy</u>.</p> <p><u>Boy!</u> Come here!</p> <p>The boy's book was open.</p>

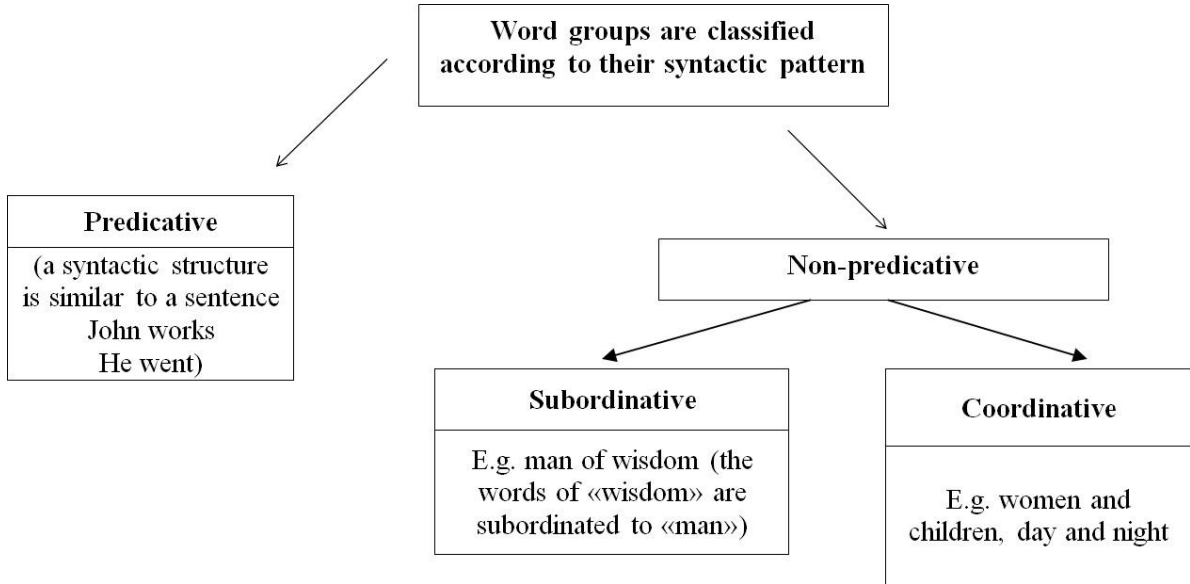
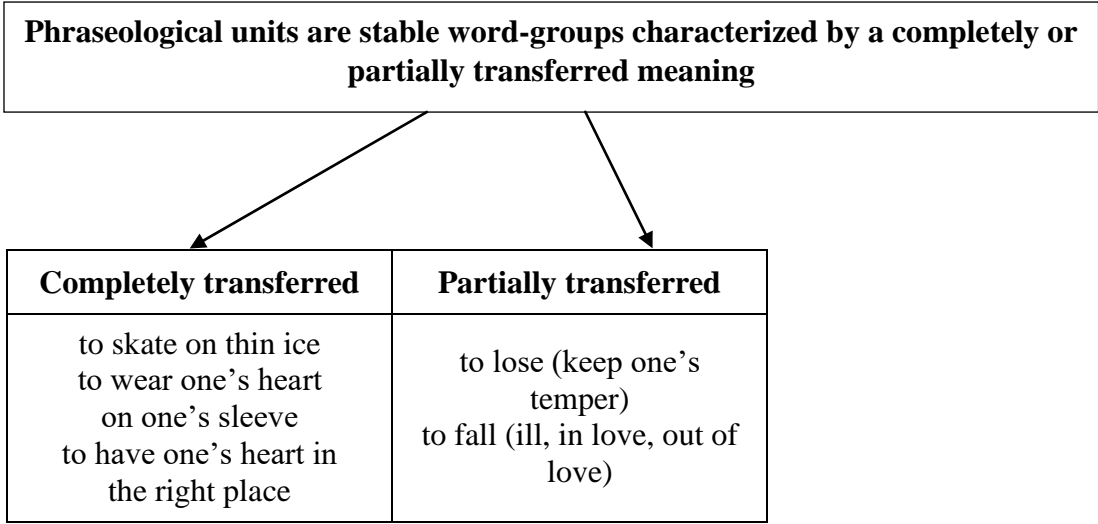


MEANS OF EXPRESSING MODALITY

The FIELD of MODALITY								
Microfields, zones, sectors  Means of expres- sing modality	The micro- field of RE- ALITY	The microfield of IRREALITY						
		The zone of hypotheticality				The zone of incentiviness		
		The pos- sibility sector	Supposition	Desira- bility, wish	Obliga- tion, ne- cessity	Order	Request	Advice, appeal, etc.
LEXICAL, GRAMMATI- CAL, LEXI- CO-GRAM- MATICAL	The Indica- tive mood proper and in transposition	Modal verbs and words	Modal verbs and words, Subj. I, the Supposition- al mood	Subjunc- tive II	Some modal verbs, oblique moods	Imper- ative mood, oblique moods, etc.	Imper- ative mood, oblique moods, etc.	Imper- ative mood, oblique moods, etc.(+Infi- nitive word-or- der, etc).

THE SYSTEM OF TENSES IN MODERN ENGLISH  
(Passive Voice)

	Common Aspect				Continuous Aspect			
Non-Perfect	Present Indefinite  is written	Past Indefinite  was written	Future Indefinite  will be written	Future Indefinite- in-the-Past  would be written	Present Continuous  is being written	Past Continuous  was being written	Future Continuous  will be being written	Future Continuous- in-the-Past  would be being written
Perfect	Present Perfect  have been written	Past Perfect  had been written	Future Perfect  will have been written	Future Perfect-in- the-Past  would have been written	Present Perfect Continuous  have been being written	Past Perfect Continuous  not used	Future Perfect Continuous  not used	Future Perfect Continuous- in-the-Past  not used



**Practice Assignment**

**1. Decide to what parts of speech the words italicized may be assigned. Pose arguments.**

1. *After* the conversation he went back to the memory of the previous afternoon, *just* recalling fragments of friendliness and *exactly* revealed solicitude. (*Cronin*)
2. Ten years *after* his famous experiment was performed. (*Wilson*)
3. Fox longed for an earthquake to shake him *back* to life. (*Wilson*)
4. His *work* began at eight and he went *on* working till midnight. He went to bed *only when* he finished it up. *Too* tired to *work*, to dulled to talk and *simply* vaguely satisfied that he had *just* managed to complete the minimum. (*Wilson*)
5. One of the things that *surely* served to darken Clyde's mood *just about* the

time *when* he was seeking some practical solution for himself... was the fact that his sister ran away with an actor. (*Dreiser*) 6. He stood up to go because everyone else was on the way out and Erick rose with him *too*. (*Wilson*)

**2. Point out function and form words identifying them as determiners, specifiers, intensifiers, modals, interjections, connectors, negators, different auxiliaries, pronominals, interrogators.**

Well! Well! This must be Doctor Manson. Come in, my dee-ar, come in. I am Doctor's wife, Mrs. Page. I do hope you did not have a tryin' journey. I am pleased to see you. I been out my mind, nearly, since that last awful feller we had left us. You ought to have seen him. He was a waster if ever I met one, I can tell you. Oh! But never mind. It's all right now you're here. Come along, I'll show you to your room myself. (*Gronin*)

How did it happen that you handed in my application yesterday, two days after our run? Why then, instead of two months ago? (*Wilson*)

**3. Point out pronominal elements and mere substitutes. Indicate anaphorical and provisional types of correlativity.**

Roy was very modest about his first novel. It was short, neatly written, and, as is everything he has produced since then in perfect taste. He sent it with a pleasant letter to all the leading writers of that day, and in this he told each one how greatly he admired his works, how much he had learned from his study of them and how ardently he aspired to follow albeit at a humble distance, the trail his correspondent had blazed. [...] He was so young, so bluff, so gay, he laughed so merrily at other people's jokes that no one could help liking him. [...]

**4. Many nouns of abstract nature can be concretized. Decide what makes them concrete. Think of the shift of meaning. Supply examples of the following kind:**

**contribution – contributions**

**difficulty – difficulties, a difficulty**

**Translate the following. Comment on the nouns formed up by «s».**

1. A careful reading of the Prime Minister's explanations... shows that the anxieties of the MPs were more than justified. 2. He would go on taking chances. 3. Their own fertile imaginations needed no comment. 4. Would he have approved these casual references to a farming past? 5. They felt unharmed by the revenges of enemy action. 6. There are men coming out of the services now who want jobs. 7. She wanted to get out of Warmsley Vale, up into the hills and open spaces. 8. But at once Lynn's mind dropped from vague generalities to the immediately personal. Herself and Rowley. 9. The thin fluttering voice went on. She listened interpolated comments, uttered reassurances, received thanks. 10. Over the past 20 years there have been considerable improvements in gardening shears.

**5. Suggest names for the following genitives:**

A mile's trip; a friend of Tom's; an hour's detention; the town's MP; the union's declaration; Britain's government; a week's holidays; the event's aim.

**6. Translate the following into English. Underline Russian genitives, determine their meanings and comment on the ways they may be rendered in English.**

1. К нам вошла девушка лет семнадцати. 2. Чтение стихов – её любимое занятие. 3. Из сада доносился аромат гвоздики. 4. Платье девочки было небесно-голубым. 5. Положение лидера было незавидным. 6. Чашка чаю, ломтик хлеба и кусочек колбасы – вот и весь завтрак. 7. Ожидание прибытия поезда всегда утомительно. 8. Они купили рояль красного дерева. 9. Я услышал крик ребёнка. 10. Начало учебного года было холодным.

**7. Translate the following extract into English paying attention to the rendering of Russian case meanings.**

В городе был большой бульвар с двумя цветниками и с английским сквером, с павильонами, где кушали мельхиоровыми ложечками мороженое, с домиком, в котором пили кумыс... Аллеи, засаженные сиренями и липами, вязами и тополями, вели к деревянной эстраде, построенной в виде раковины. По воскресеньям в раковине играл полковой оркестр. Весь город ходил туда гулять, все сословия, все возрасты. (*К. Федин*)

**8. Explain the difference in the meanings of the plural forms of the grammatical duplets.**

Brother, cloth, genius, index, penny.

**9. Transform the sentences listed below so that the idea of quantity (plurality) be expressed. Comment on the ways.**

There is a weekly magazine on the stand.

One of you is to use this means of expression so that to convey a piece of information to the recipient without a change.

During the interval he had a talk with the actress.

**10. Subcategorize the following nouns:**

Nick, the Dnieper, Ukrainian, Helen, a river, a girl, a country, Lviv. a bov, a city;

an elephant, the earth, a lady, a stone, a car, a bus, an eagle, a rail, a scientist, a doctor;

a book, money, iron, sugar, types, time, an iron, a play, a morning, paper;

a bush, happiness, hunger, a dream, hatred, a cottage, life.

**11. Give the main forms of the verbs, comment on their formation.**

To breed, to smite, to light, to rid, to grind, to flee, to creep, to hit, to shoe, to tread, to fly, to awake, to knit, to seek, to spin, to forsake, to speed, to bid, to leap, to mow, to rive, to cost, to hide, to swell, to split.

**12. Use the appropriate form of «lie» and «lay» or «rise» and «raise». Think of contextual indicators, if any.**

1. Our cat always \_\_\_ in front of the fire. 2. They \_\_\_ the flag two hours late yesterday. 3. The dogs \_\_\_ a dreadful fuss last night. 4. Bread must before baking. 5. They should have \_\_\_ their son more properly. 6. The steel \_\_\_ mills off more workers yesterday. 7. The moon has just in the east. 8. This is no time to \_\_\_ down on the job. 9. The river always \_\_\_ during the raining season. 10. Holland \_\_\_ lots of tulips.

**13. Give Russian equivalents of the following English verbs of double aspective character. Use the English verbs in sentences to reveal either the terminative or the non-terminative character of the verb.**

To write	to finish	to hear	to understand
To pour	to translate	to read	to show

**14. Give English equivalents of the following pairs of Russian verbs. Comment on the way perfectiveness and imperceptiveness is rendered in both languages.**

бежать – убежать	напоминать – напомнить
читать – прочитатъ	грузить – погрузить
расти – вырасти	печатать – напечатать
лить – налить	объединять – объединить
терпеть – вытерпеть	искать – отыскать
выбирать – выбрать	сидеть – сесть
исчезать – исчезнуть	начинать – начать
лежать – лечь	

**15. Comment on the transitivity and intransitivity of the verbs listed below. Test yourself using these verbs in the N + V and N + V + N1 patterns. Supply examples.**

to read	to teach	to address	to run
to walk	to serve	to drop	to smile
to help	to live	to pause	to open

**16. For each example below give derived passive constructions. Experiment possible variants. Comment on the way the same ideas are rendered in Russian.**

1. Jin hired a taxi for her aunt. 2. Only yesterday I received a copy of *Morning Star* for my group. 3. He wrote a letter to the place called Hermitage.



4. Nobody spoke to her about this accident. 5. They just saw you climb into a cherry tree. 6. They should have finished this experiment by Monday. 7. She knotted her hair.

**17. Analyze the following sentences. Point out the V be + «ed»-form predicates. Identify them as simple or compound. Comment on the meanings rendered by the given forms.**

1. Britain's National Theatre and its director Sir Laurence Oliver have been awarded the American Theatre's top honor for distinguished achievement. 2. It is often believed that intelligence tests are developed and constructed according to a rationale derived from a sound scientific theory. 3. MPs were surprised and exited by Mr. Houghton's intervention... 4. Lots of people were obviously moved to tears at the Press show of Richard Attenborough's screen version of «Oh What a Lovely War». 5. All the songs are extremely well integrated with general patterns of the film. 6. Mr. Davis was detained and questioned for 45 minutes before being released. 7. Mrs. Strington was determined to reveal the secret thought she, herself, was at first flatly against...

**18. Note that the following verbs can be used transitively and intransitively. Use them in sentences so that these meanings realize.**

to alter	to resume	to spread	to begin
to bend	to run	to apply	to twist
to break	to shake	to change	to reveal

**19. Subcategorize the following verbs:**

Say, might, play, work, become, must, sleep, will; Bring, snow, love, stay, give, ache, live; Suffer, drive, exist, rest, walk, go, dream, read; Start, mind, love, draw, catch, think, wish, speak.

**20. Analyze each word as a part of speech in the following sentences:**

1. She is old enough to be his aunt.  
2. The students wrote a dictation yesterday.  
3. The radio was invented by Alexander Popov.  
4. Charles Dickens, the great English writer, was born on the 7<sup>th</sup> of February, 1812 in a small English town.

**21.**

**a) Read the following sentences.**

**b) Define what part of speech the words in bold type are and what part of speech they are derived from.**

**Model:** to narrow – narrow

**c) Arrange the original words in columns according to what part of speech they are.**

**d) Translate the original and the converted words into Russian.**

1. Her heart **hungered** for action. 2. The years had not **dulled** in her the interest that any woman feels in such matters. 3. The road was **mined**. 4. The farmers **inned** the crop. 5. The cows are **milking** well now. 6. The women **cleared** the table. 7. His face **chilled** suddenly. 8. Cal **voiced** his dream. 9. But on the way home, his resentment slowly **cooled**. 10. The place was **crowded** with doctors and their wives.

**22. Comment on the demonical verbs in the following word-combinations. Give Ukrainian equivalents of these word-combinations.**

To head an office; to toe a mark; to eye somebody; to chair a candidate; to finish for compliments; to mind a command; to dress a wound; to cork a bottle; to table a resolution; to book a ticket; to hand a plate; to hook a picture; to map a programme; to word somebody's impression; to value one's life; to face some problem; to air the room; to shoulder somebody.

**23. Comment on the meaning of the following converted verbs. Use them in sentences of your own.**

Dog – to dog

Duck – to duck

Dress – to dress

Fish – to fish

Head – to head

Line – to line

Pocket – to pocket

**24. a) Comment on the meanings of the following compound nouns.**

**b) Translate the words into Ukrainian.**

Corner-room, cream-puff, plum-pudding, name-cards, country-road, breast-pocket, apple-pie, side-door.

**25. a) Give nouns corresponding to the following verbs and adjectives.**

**b) Translate the pairs into Ukrainian.**

Abive, advice, bathe, believe, bite, blood, breathe, breed, broad, calve, choose, clothe, deep, devise, excuse, feed, fill, gild, glaze, grieve, halve, house, knit, live, long, loose, lose, practice, prove, relieve, serve, shelve, speak, strike, strong, use, wide, worthy, wreath.

**26. Give Ukrainian equivalents to the following English interjections:**

a-tishoo, baa, bow-wow, caw, chirp-chirp, chuck, clipped-clip, cluk-cluk, cock-a-doodle-doo, croak, cuckoo, ding-dong, drip-drop, flop, gook-gook-gook, haw-haw, kerplunk, meow (mew, miaow, miaou), moo, oink-oink, pit-pat, quack, rat-a-tat, tap-tap, te-hee (toe-hee), thump-thump, tick-tack (tick-tick, tick-tock), tweet-tweet, wash, weet-weet, whoosh, wuff-wuff, yak-yak-yak, zonk.

**27. a) Pronounce the following words with the stress:**

- 1) on the first syllable;**
- 2) on the second syllable.**
- 3) Translate both variants into Ukrainian.**
- 4) Use the words in sentences of your own.**

Absent, abstract, accent, affix, annex, asphalt, attribute, compact, compound, compress, concrete, conduct, conflict, contest, contract, contrast, convict, decrease, digest, essay, export, extract, forecast, frequent, impact, import, impress, increase, insult, object, perfect, perfume, permit, present, produce, progress, project, protest, rebel, record, subject, survey, torment, translate, transport.

**Questions:**

1. How are the words of language divided?
2. How are the traditional grammatical classes of words called?
3. Why can't the term «parts of speech» be taken as defining or explanatory?
4. How are parts of speech discriminated in modern linguistics?
5. What does the semantic criterion presuppose?
6. What does the formal criterion provide for?
7. What does the functional criterion concern?
8. Which two groups are words divided into?
9. What national parts of speech of the English language can you mention?
10. What are the features of the noun?
11. What are the features of the adjective?
12. What are the features of the numeral?
13. What are the features of the pronoun?
14. What are the features of the verb?
15. What are the features of the adverb?
16. What do the identifying properties of the national parts of speech unite?
17. What are functional parts of speech?
18. Which words belong to the basic functional parts of speech in English?
19. What does the article express?
20. What does the preposition express?
21. What does the conjunction express?
22. What does the particle unite?
23. What position does the modal word occupy in sentence?
24. What does the modal word express?
25. What is subcategorization of parts of speech?
26. Give the notion of the modality.
27. What kinds of moods do you know?
28. How many kinds of voices in English do you know?
29. Be ready to discuss the problem of reflexive, middle and reciprocal voices in English.
30. What's the main difference between active and passive voices?

31. Comment on the main tendency so-called «ся» – voice in Russian and their equivalence in English.
32. Can the objects expressed by the non-finite forms of the verb be called direct or indirect?
33. What types of grammatical objects existing in Modern English are absent in Modern Ukrainian and Russian?
34. How are the adverbial modifiers (adverbials) classified?

### **Material to Use**

1. Алексеева І.О. Курс теоретичної граматики сучасної англійської мови: навч. посібник. – Вінниця: Нова Книга, 2007.
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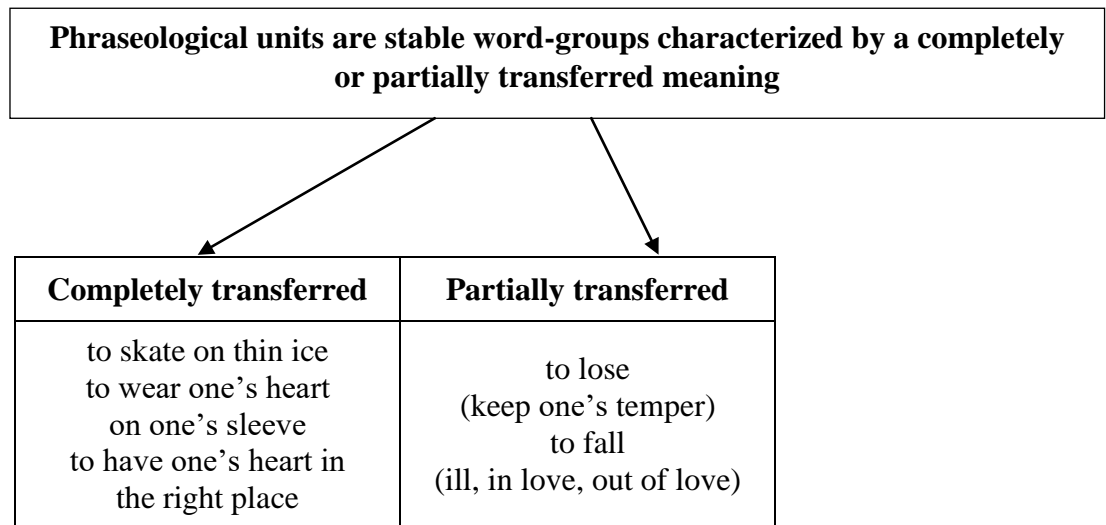
# SYNTAX

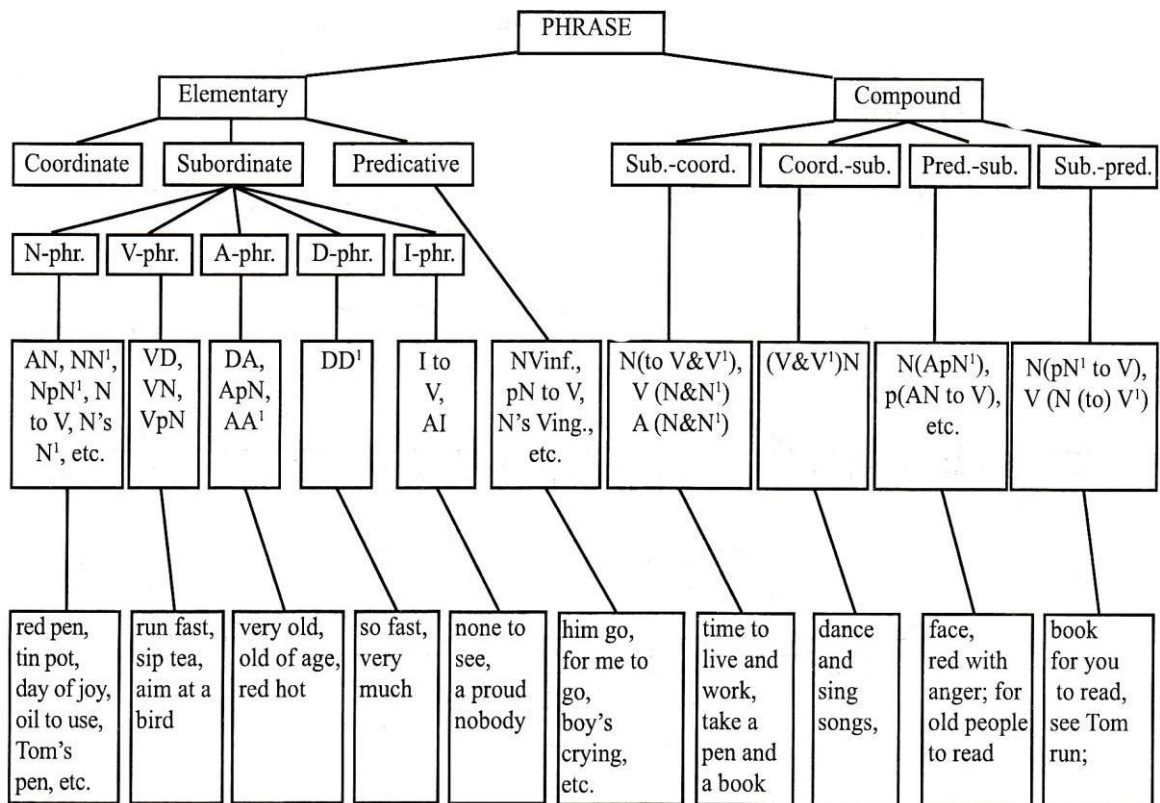
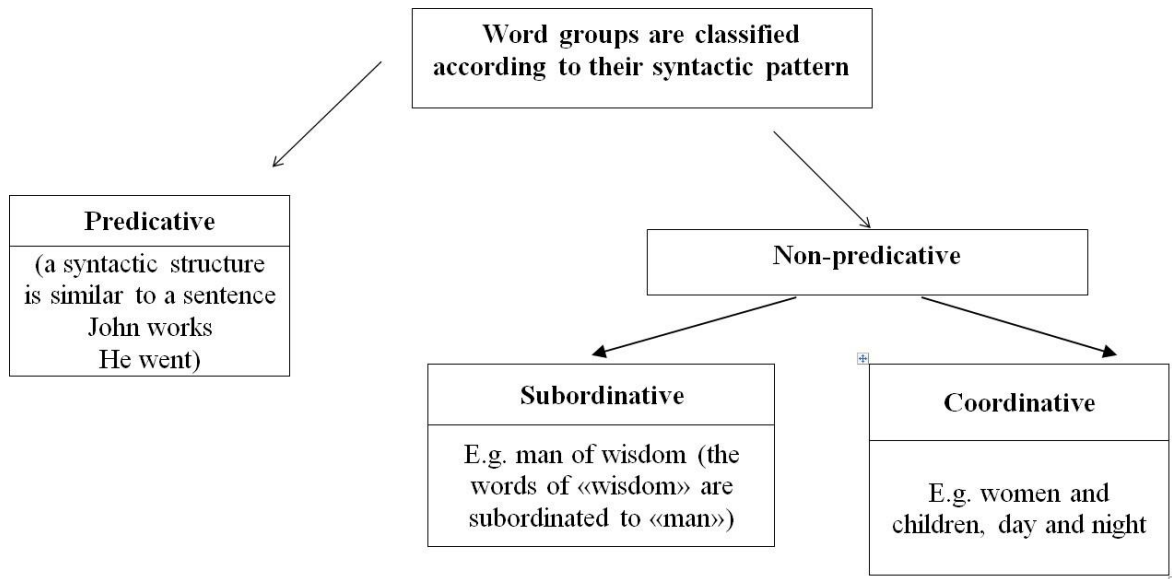
## SEMINAR 5 THE THEORY OF THE PHRASE

### For Class Discussion

1. The notion of the phrase.
2. The phrase and the sentence.
3. Phrase in grammar and lexicology.
4. The function of the phrase in the sentence.
5. Classification of phrase.
6. Syntactical relations between the components of the phrase:
  - a) agreement
  - b) government.
7. Basic syntactical notions:

syntactic units	syntactic functions
syntactic meanings	syntactic positions
syntactic forms	syntactic constructions
syntactic relations	syntactic processes





## Practice Assignment

**1. Give 10 examples of phrasal verbs with the postpositive «up», «down», «out», «off», «away».**

**2. Analyse the meaning of the «of-Phrase» in the following sentences. Comment on the possible substitution of the «of-phrase» for the 's-inflexion in each case:**

1. In James love of his children was now the prime motive of his existence. (J. Galsworthy) 2. And here was a man of experience and culture, one who knew every rope of business life and polite society. (J. Galsworthy) 3. I'm not prepared to run the risks of concealment. (J. Galsworthy) 4. Alone suddenly like that, Fleur felt the first shocks of reality. (J. Galsworthy) 5. ... the Captain took the desperate determination of running away. (Ch. Dickens) 6. And in those days he was most simple, a very Spartan of a boy. (Th. Dreiser) 7. The eye of Alexander, who had been his favorite, was insupportable to the Captain; the voice of Juliana, who was the picture of her mother, made a coward of him. (Ch. Dickens) 8. You could hear their clear, rich voices over the singing of everyone else. (D. Carter) 9. Ann never had much sense of time. (J. Galsworthy) 10. The latter nodded and looked at Butler shrewdly, recognizing him at once as a man of force and probably of position. (Th. Dreiser) 11. He wasn't much of a businessman - too emotional. (M. Quin) 12. But she did not hear him for the beating of her heart. (E. Hemingway) 13. She has a perfect devil of a brother. (J. Galsworthy) 14. It was the face of a man who studied his play, warily. (Ch. Dickens)

**3. Replace the «of-phrase» by the noun in the genitive case:**

A 1. Andrew raised his eyes and kept them on the eyes of Miss Barlow. 2. It was her job, not the job of old lady Winnie. 3. He put out his left hand and took the hand of Kate. 4. She had an unexpectedly pleasant voice, a little deeper than the voice of most women. 5. His face is long and white like the face of a clown. 6. Yesterday I met a girlfriend of my sister.

B 1. The middle wall had precisely the same books as used to be in the library at the house of his own father, in Park Lane. 2. After breakfast he went off to the house of Fleur. 3. I'd like you to come to the place of my sister. 4. I'm not going to the house of Karoline Kent at all. 5. «They tell me at the house of Timothy», said Nicholas lowering his voice, «that Dartie has gone off at last».

**4. Translate into Ukrainian the following word combinations with the so-called «double genitive», supply examples of your own.**

Tom's sister's room

Jane's father's bag

John's friend's book

My neighbour's wife's car

My wife's sister's husband

My sister's boyfriend's jacket

**5. Examine the following sentences and point out the verb-forms which are characterized by the neutralization of the opposition «common/continuous aspect».**

1. It is evening again. The sea runs very high. It frets, sweeps up and over, hugs, leaps upon the rocks. Every moment the light changes. Even as I write it is no longer hard. Some small white clouds top the mountain like tossed-up smoke. And now a purple color, very menacing and awful, is pulling over the sky. (K. Mansfield) 2. The clock is striking five and the last rays of the sun pour under the swinging blind. (K. Mansfield) 3. I was telling Robinson at the bank today, I've been getting pains, and I'm sleeping badly. (G. Greene) 4. I am in the sitting room downstairs. The wind howls outside, but here it is so warm and pleasant. (K. Mansfield) 5. It is a dark, reluctant day. The fire makes a noise like a flag. (K. Mansfield) 6. Mrs Giott scolded and exclaimed at the men for being in such a hurry. (K. Prichard) 7. While he looked at it she watched his face as though her life depended upon its expression. (E. Voinich)

**6. Define elementary and compound phrases, present their syntactic patterns in symbols:**

The time to live and work; Tom and Jane; a girl for you to love; bird cage, stone wall; for me to go; soft cheeses; a man of property; knee deep snow; a flower of a girl; to look well and fit; to run fast; to see somebody run; to see somebody running; to sleep well and long; a sight to be laughed at; a red flag; deep brown fabric; deep green water; an extremely furiously barking dog; king of France's arrival; to live, a long and happy life.

**7. Translate the following noun phrases into Ukrainian:**

Home linguists, home trade, home office, home address, home letter, home journey, air passage, air service, air transport, air travel, air bath, the Moscow Region State Farm Horse Exhibition, oil export problems.

**8. Determine the function of the phrase *in* the following sentences:**

1. John and Ann are late for classes today.
2. In accordance with Article 10 of the Constitution, Ukrainian is the state language of this country.
3. My sister takes French lessons four times a week.
4. He started as soon as he received the news,
5. He was speaking on behalf of my colleagues and myself.
6. She works hard now because she has lagged behind her group.

**9. Classify the following phrases:**

They speak to laugh merrily, under the tree, the King of England, the dog's paw, to make (a) dinner, to write a book, to love dearly, a convenient place, the children are playing, full of life, to go to school, a girl in the room, entirely natural, a week's absence, speech sound, to stay at home, to wait a minute, silver watch.



**10. Divide the following phrases into two groups according to agreement or government:**

This group, to see her, without us, those days, to give him, to live with them, these men, from me, to take her, that village.

**11. Comment on the denominal verbs in the following word-combinations. Give Ukrainian equivalents of these word-combinations.**

To head an office; to toe a mark; to eye somebody; to chair a candidate; to finish for compliments; to mind a command; to dress a wound; to cork a bottle; to table a resolution; to book a ticket; to hand a plate; to hook a picture; to map a programme; to word somebody's impression; to value one's life; to face some problem; to air the room; to shoulder somebody.

**12. Comment on the meaning of the following converted verbs. Use them in sentences of your own.**

Dog – to dog

Duck – to duck

Dress – to dress

Fish – to fish

Head – to head

Line – to line

Pocket – to pocket

**13. Discriminate between compounds and free word-groups.**

Blue dress, blue-black, blue-bell, blue scarf, blue cap, blue-berry, blue-book, blue skirt, blue-coat, blue-disease, blue-eyed, blue blouse, blue-fish, blue-fox, blue-green, blue stockings, blue pencil, blue-print, blue sky.

**14. Give the proverbs from which the following phraseological units have developed.**

A bee in one's bonnet; beer and skittles; a bird in the bush; birds of a feather; a black sheep; to cast pearls before swine; to catch smb. with chaff; to clutch at a straw; to cry over spilt milk; the early bird; to eat one's cake and have it; the last straw; to lock the stable door; to make hay; a new broom; an old bird; to put all one's eggs in one basket; a silver lining; to stick to one's last; a stitch in time; to take care of the pence; a velvet paw.

**Questions:**

1. Give the notion of the modality.
2. What kinds of moods do you know?
3. How many kinds of voices in English you know?
4. Be ready to discuss the problem of reflexive, middle and reciprocal voices in English.
5. What's the main difference between active and passive voices?

6. Comment on the main tendency so-called «ся» – voice in Russian and their equivalence in English.
7. Which two levels should be distinguished in the sphere of syntax?
8. How are parts of speech characterized?
9. How does V. Burlacova define the phrase?
10. How does B. Ilyish term the phrase?
11. Which part of speech may the constituent elements of a phrase belong to?
12. What is the difference between the phrase and the sentence?
13. What is the basic difference between the grammatical and the lexicological approach to phrases?
14. What is the function of the phrase in the sentence?
15. Which types of phrases does Professor Ilyish distinguish?
16. Will you describe the type «noun + noun»?
17. Will you describe the type «verb + noun»?
18. What problem can you mention in the study of the phrase type «noun + verb»?
19. What classification of phrases does Varvara Burlakova suggest?
20. Which types of syntactical relations between the components of the phrase do you know?
21. What is agreement?

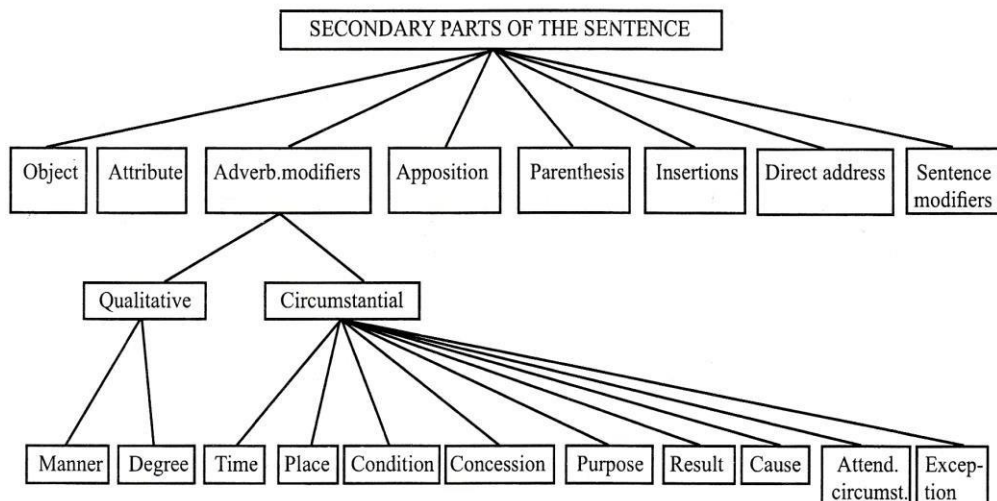
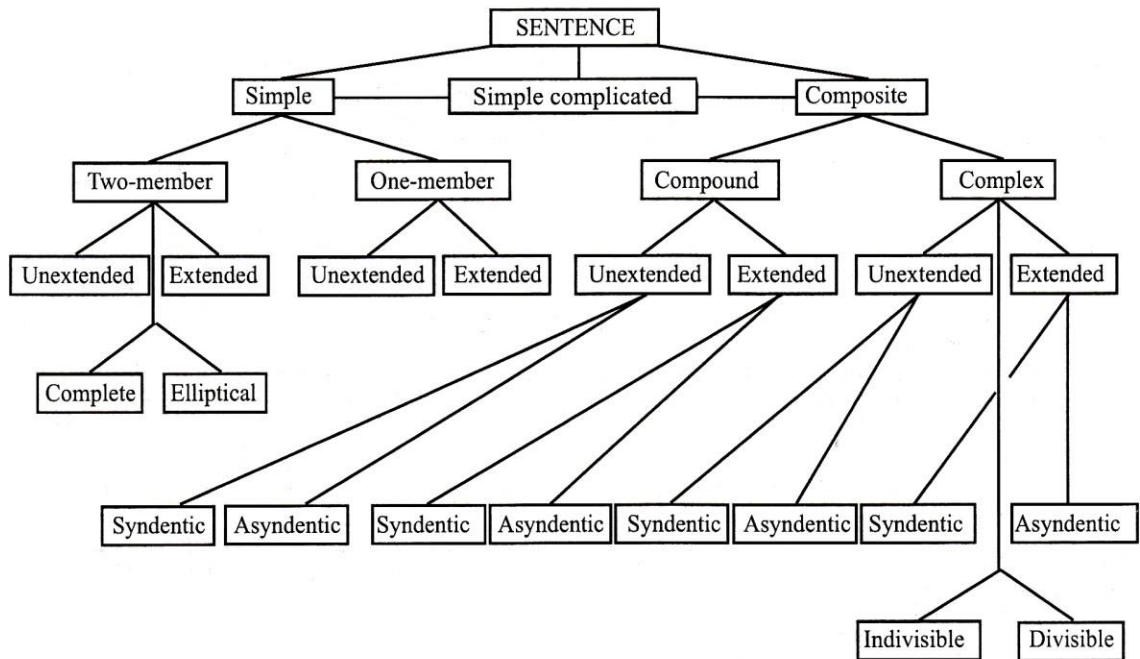
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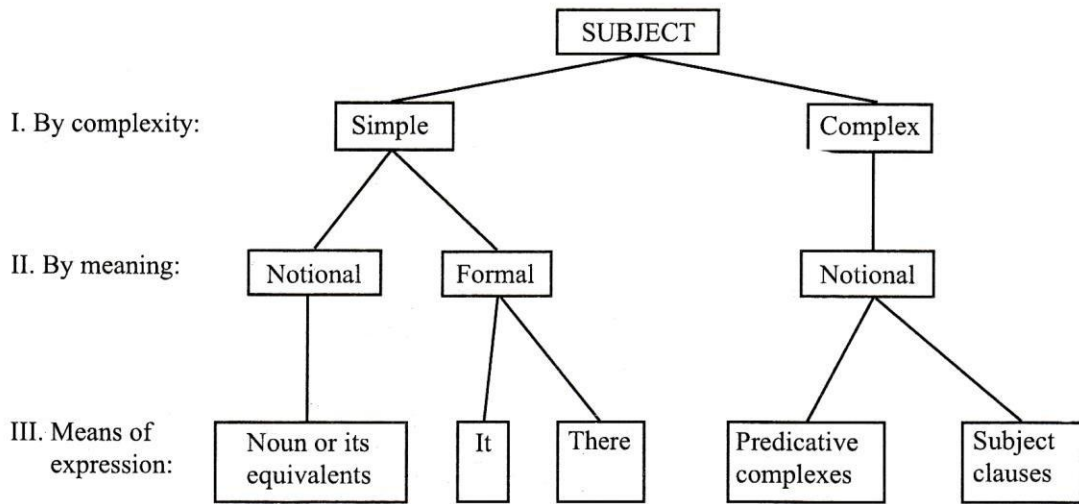
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## PART 6 THE SENTENCE. THE SIMPLE SENTENCE (GENERAL SURVEY)

### For Class Discussion

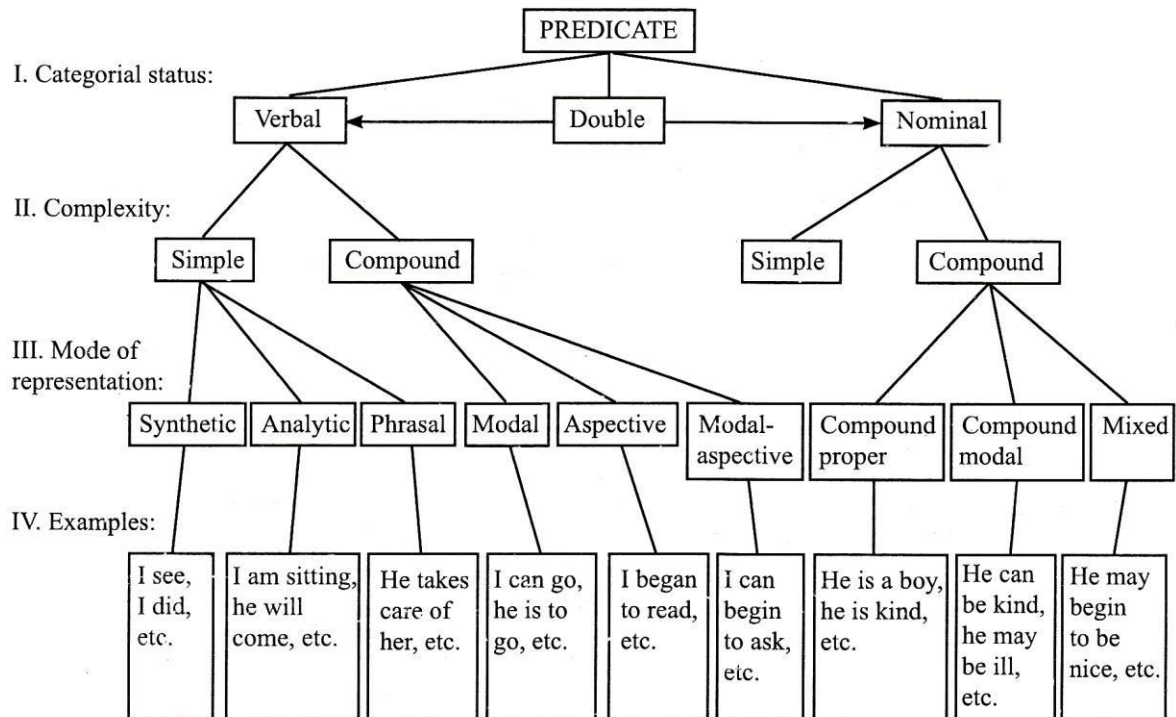
1. Definition of the sentence. Different views and their consistency.
2. Classification of sentences and the principles it can be based on.

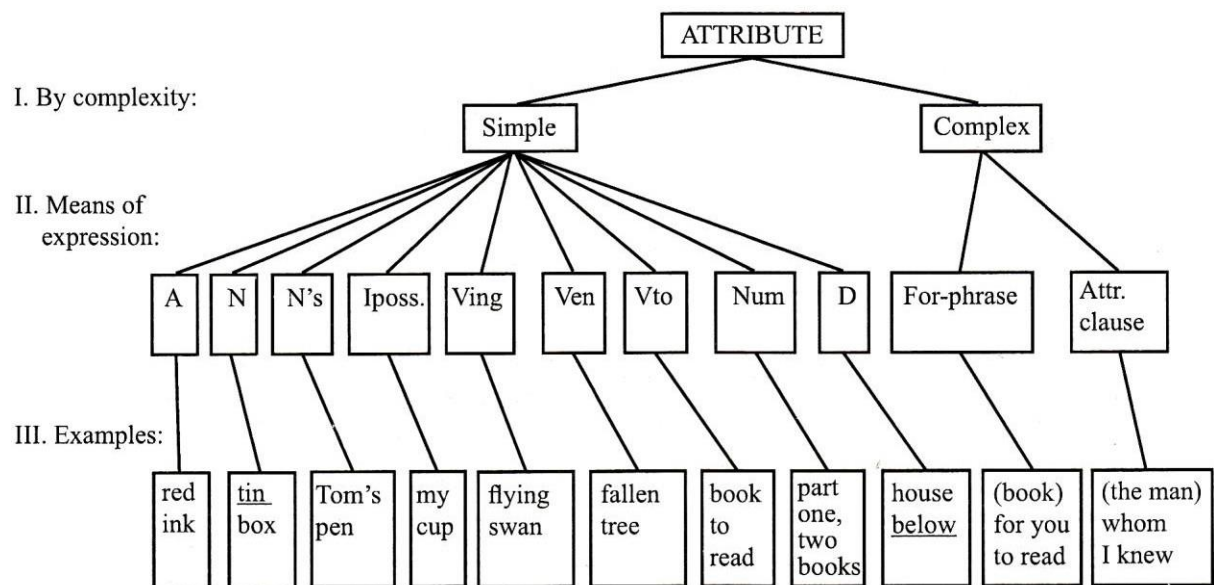




Various meanings of the pronoun “it”:

1. Personal “it” (anaphoric use): I see a flower. It is very nice.
2. Impersonal “it”: a) It is raining. b) It is cold here c) It is there o’clock.
3. Anticipatory “it”: It is necessary to go there.
4. Demonstrative “it”: It was his friend John.





## Practice Assignment

**1. Read the definitions of the sentence cited below. Comment on the arguments posed by the scholar in intention to focus either logical, psychological or linguistic aspects in defining the sentence.**

A sentence is an expression of a thought or feeling by means of a word or words used in such form and manner as to convey the meaning intended. (*G. Gurme*)

An oral or written communication is made up of one or more units, each of which contains a complete utterance formed according to a definite pattern. Such units are called sentences. (*R. W. Zandvoort*)

The sentence is a communication in words conveying a sense of completeness and containing at least one independent verb with its subject. (*M. Bryant*)

**2. Comment on the word-order permutation, explain whether such word-order is conceded by English Grammar rules. Indicate instances of inversion, emphasis, detachment, specification, etc.**

1. In many big strikes of the period these reactionary leaders with a policy of «save himself who can» shamefully betrayed the great labor battles. 2. Little did I know then of war and nothing of what it was in reality. 3. From all over Britain last night came news of more railmen deciding to strike in support of their pay claims. 4. On the right there was a door marked «Office». 5. Never until now had she been content just to drift along. 6. The last few days she found unbearably monotonous. 7. Care should be taken while introducing all these sentence-patterns in class. 8. Right here on a street corner, he told her about everything.

**3. Point out the contrasts in English and Russian tendencies: a) to formulate questions; b) to express negation; c) to employ inversion; d) to express indefinite personal activity. Translate the following into English, indicating differences in both variants.**

А. 1. Уже пришли? Хорошо. 2. Не скажете ли вы мне, где находится Дом культуры железнодорожников? 3. Ты ведь не будешь больше плакать, правда? 4. И он всегда так ведет себя? 5. И зачем тебе надо было беспокоить их? 6. И стоило ли расстраиваться из-за пустяка? 7. Разве это не интересно? 8. Что-то я не пойму твоего намёка. 9. Нужно помочь или сама справишься?

Б. 1. Не может быть, чтобы она вам об этом рассказала. 2. Не мог он вас не заметить. 3. Жаль, что ты этого не понимаешь. 4. Он сожалел, что ему не с кем было поговорить. 5. Нет, вы никогда ничего не говорили мне об этом. 6. Они никуда не поедут ни в июле, ни в августе. 7. Я нигде не мог его найти. Не знаете, где он? 8. Никогда не видела ничего подобного! 9. Нет, не стоит помогать, ничего не подделаешь. 10. Руками не трогать!

В. 1. Существуют различные толкования этого явления. 2. Прозвенел звонок, разошлись по классам дети, и вновь установилась тишина. 3. Был последний шанс добиться победы.

Г. 1. В этом журнале часто помещают хорошие стихи. 2. Когда прекращают подписку? 3. Он не любит, когда ему мешают в работе. 4. Что посеешь, то и пожнешь.

**4. Speak on the peculiarities of expressing negation in Modern English. Analyze the following sentences, indicating devices used to render negation.**

1. She would have shown him in there, but he negatived this. 2. They have no more to do with this story than their friends. 3. No, why should I come here. 4. Don't mind him! He won't disturb us. 5. The dog stood still. I could not scream, I could not move though it was no longer watching me. 6. All I can say is I never heard her sing half so well. 7. These are the notes of your lecture, aren't they? 8. No hope; nothing to be done. The pitiless night crept slowly by. 9. His part in the conversation consisted chiefly of yeses and noes. 10. He never hurried people.

**5. Try to explain why the following is wrong. Point out irregularities in sentence structuring. Compare with Russian equivalents.**

You don't like the film, do you? – No, I don't.

The word it is the main linguistic unit.

Only then he did agree to help us.

Despite that he wanted to...

I can't tell you how I am glad.

They all are here.

He was elected as a delegate.

**6. Read the following. Point out different kinds and types of sentences. Comment on their structure and the nature of predication.**

Silence again. There came a little rustle, a scurry, a hop.

«A mouse», said Constantia.

«It can't be a mouse because there aren't any crumbs», said Josephine.

«But it doesn't know there aren't», said Constantia.

A spasm of pity squeezed her heart. Poor thing! She wished she'd left a tiny piece of biscuit on the dressing table.

It was awful to think of it not finding anything. What would it do?

«I can't think how they manage to live at all», she said slowly.

«Who?» demanded Josephine.

And Constantia said more loudly than she meant to, «Mice».

Josephine was furious. «Oh, what nonsense, Con!» she said.

«What have mice got to do with it? You're asleep».

*(Mansfield)*

**7. State the type of the following sentences according to the purpose of communication and comment your argument:**

1. English is spoken as a native language by nearly three hundred million people.
2. Where do you live?
3. I had a letter from him this morning.
4. Translate this article, please.
5. You want some money, don't you?
6. Have you ever been to London?
7. Let's read this book.
8. I am going to speak to you very seriously.
9. Do you work there or does your brother?
10. Don't go there.

**Questions:**

1. What do the secondary parts of the sentence modify?
2. Is the presence or absence of a secondary part always optional?
3. On what criteria is the classification of the secondary parts based?
4. Why is it not always easy to draw a hard-and-fast line of demarcation between the secondary parts of the sentence?
5. What classifications of grammatical objects do you happen to know?
6. By what parts of speech can objects and attributes be expressed?
7. Can the objects expressed by the non-finite forms of the verb be called direct or indirect?
8. What types of grammatical objects existing in Modern English are absent in Modern Ukrainian and Russian?
9. How are the adverbial modifiers (adverbials) classified?
10. What is an idioethnic feature of English adverbial modifiers?

11. Give a definition and comment on loose (detached) parts of the sentence.
12. What are simple complicated sentences? Can we make them complex?

### **Material to Use**

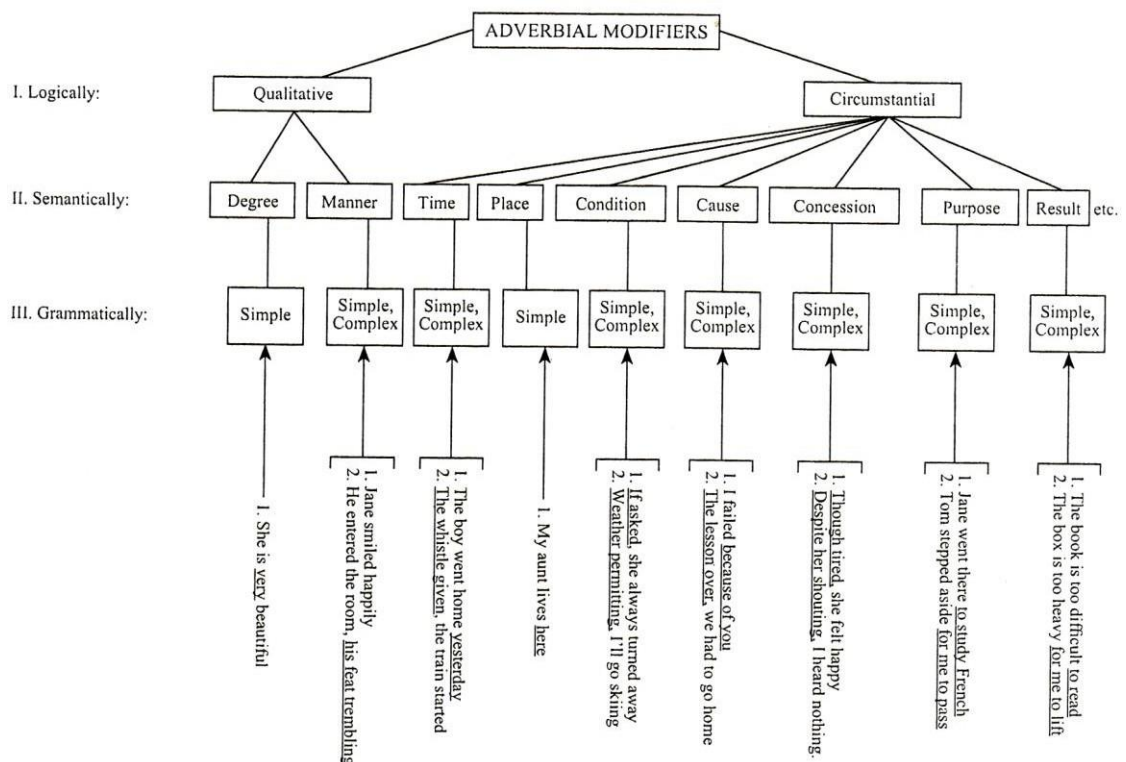
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## PART 7 THE COMPOSITE SENTENCE

### For Class Discussion

1. General survey of composite sentences as syntactic units.  
Peculiarities of structure and meaning.  
Simple and composite sentences compared.
2. Classification of composite sentences: two and three type classifications.  
The problem of asyndetic composite sentences. Peculiarities of structure, relationship between the parts, ways and means of connection.  
Composite sentences. Relations between the clauses. Ways and means of connection.  
The problem of co-ordination and subordination.
3. The compound sentence.  
Definition, general characteristics of structural peculiarities and syntactic relations. Ways and means of connection.
4. The complex sentence.  
Definition, general characteristics of structure, constituting parts and their relationships.  
Ways and means of connection. Complex sentences with different sub-clauses.  
Classification of subordinate clauses.
5. Actual division of the sentence.



## Practice Assignment

**1. The following sentences or extracts contain ideas that can be expressed through subordination as well. Analyse the relations inherent in between them and suggest another way of expressing the same. Use appropriate subordinators. Comment on both ways – co-ordination and subordination.**

1. They were together again, she spoke of the University question and Gabriel felt more at ease. (*J. Joyce*) 2. They walked up the steps and entered the hall. Miss Thompson was standing at her door, chattering with a sailor. (*Maugham*) 3. It is a good news. I'll let you know. (*Wilson*) 4. He was inquisitive and he did not understand and he wanted to know. (*G. Greene*) 5. Davy kept his head down, and Ben regretted this more and more and watched the Red Sea coast... (*Aldridge*) 6. Ben did not hear the answer, he felt himself fading out again... (*Aldridge*) 7. I did not say anything. I was always embarrassed by the words sacred, glorious and sacrifice and the expression in the vain. (*Hemingway*) 8. The interview began. Owen, in a quiet voice, explained the conditions of the post. (*Cronin*) 9. Papa came home. They had dinner. All through the meal Jones sat planning to leave at eight-thirty. (*Leacock*)

**2. Analyze the forthcoming composite sentences containing «when»-clauses. Identify the function of these clauses and try to determine what shades of meaning the connector «when» may render.**

1. Then the day came when I had to go back to school. (*Maugham*) 2. He was wearing pajamas and bedroom slippers when he came up into the square, but there was no one to see him. It was that hour of evening in a residential district when everyone is at the theatre or at home. (*G. Greene*) 3. They had hardly gone when Aunt Julia wandered slowly into the room, looking behind her at something. (*J. Joyce*) 4. It was next day, when he was coming back from the hospital... that the half-caste stopped him as he was going upstairs. (*Maugham*) 5. This was for him a moment in deep waters, when the heart must be hardened to this dangerous decision... (*Galsworthy*) 6. But the fact was, that when she was away from him, he could see her good points so much better than when she was not. (*Galsworthy*)

**3. Read the following composite sentences. Comment on the relations between the clauses. Decide whether they are transformable into syndetic sentences or not.**

1. It (voice) shriveled them: you could not describe it in any other way, it made them smaller, they were not happy any more... (*G. Greene*) 2. The moon sank behind the hill; the doorway framed only a path of pale sky; the wily-wagtail chirped behind the house, the mosquitoes buzzed angrily against the net. (*Cusack*) 3. A fish splashed, a long white cloud brushed the poplar tops beyond

the water. (*Galsworthy*) 4. Somas always attended the General Meeting; it was considered better that he should do so. (*Galsworthy*) 5. In the sight of both men that light vanished from her face, her hands dropped to her sides; she stood like stone. (*Galsworthy*) 6. Loomis hated Tolachian; it seemed to him he had hated the man ever since Tolachian had reported himself to the Detachment, back in the States. 7. He wanted to forget Therese, he wanted to forget Ruth, he wanted to forget what had been. 8. The office was small, whitewashed and undistinguished; the upper half of the wall opposite the desk was a blackboard. (*Wilson*) 9. He went directly to his suite; without removing his overcoat he picked up the telephone. (*Wilson*)

**4. Analyze the following composite sentences with «and». Comment on the structural peculiarities of the whole and the parts, determine relations inherent.**

1. The road curved and we saw the three cars looking quite small. (*Hemingway*) 2. Christine bit her lip and her worried look increased. (*Cronin*) 3. The wooded slopes of Taronga came down to the water's edge beyond Bradleys, he could see the harbor stirring slothful and silky under the long swell of rollers pouring in through the Heads. (*Cusack*) 4. The cab rattled gaily along the streets, and old Jolyon was struck by their unwonted animation. (*Galsworthy*) 5. It was already half-past seven, and Irene, dressed for dinner, was seated in the drawing room. (*Galsworthy*) 6. She herself was seated in the green plush armchair, and in her pudgy lap were twenty pound notes and her black leather purse. (*Cronin*) 7. A sharp wind was blowing and the gleam of April sunshine... was pale and cold. (*Cronin*)

**5. Underline the parts of the given sentences which illustrate the transition cases between the simple and the composite sentences. Pose arguments.**

1. The old man sat silent, his head bent, his hands dangling helplessly over his withered knee. (*Lessing*) 2. Even so, it was a lucky chance that he could do it (shark chasing). (*Aldridge*) 3. I stopped at a barber shop and was shaved and went to the hospital. (*Hemingway*) 4. The ham and eggs were in a round dish – the ham underneath and the eggs on the top. (*Hemingway*) 5. Professor Lamplough, when confronted by obscurity in his words, had a neat little ticket, which he tactfully applied. (*Cronin*) 6. Her attitude whether of suspicion or jollity, seemed always designed to get the last ounce out of him and to give as little as possible in return. (*Cronin*) 7. We'll be there in a second, if needed. (*Cronin*) 8. I could continue them till the reader was surfeited, if desirable. (*Twain*) 9. About thirty miners filled the room, seated, and all of them smoking, gazing at him blunt but not unfriendly curiosity. (*Cronin*) 10. Whatever their impressions of the outside however, the new owners were speedily comforted. (*Cronin*)

**6. Analyze the following sentences indicating «theme» and «rheme».**

1. For giving the youngsters meals in the garden, always a treat, there is a combination bench and meal table. (Morning Star) 2. Not in the exhibition as yet is a line of do-it-yourself garden furniture. (Morning Star) 3. That same day Mc. Butt went out to the suburbs and put the Joneses' furniture to rights. (Leacock) 4. It was ten o'clock exactly when he paused before the well-remembered house. (Galsworthy) 5. With his shuffling feet he kicked up the dust as he walked. (Maugham) 6. It was the hard work, the many children and the nagging of her husband that had changed her. (J. London) 7. If only it were so she would accept it on the spot. (Coppard) 8. Soon, completely garbed, he left the room. (H. E. Bates) 9. From the bed, reclining, Armstid watches her gather the remaining coins from among the china fragments... (Faulkner) 10. He got up and paid the bill and out they went into the street. (G. Greene) 11. Secretly, after nightfall, he visited the home of Prime Minister. (Leacock) 12. Only once Tom spoke to Seth. (Leacock) 13. The woman sits on a tow sack pad, uninterested, tranquil. (Faulkner) 14. Here there was a good fire, but in a large armchair, comfortably toasting her toes, was a monumental old lady who glared at Poirot with such ferocity that he beat an apologetic retreat. (A. Christie) 15. On the walls were enlarged photographs in massive gold frames. (Maugham) 16. With marriage the interest of his life ceased for all but one person. (A. Christie)

**7. State the type of the sentence according to the situation:**

1. I shall give you the address.
2. She did not answer him and he went to his room to change his clothes.
3. Put a warm coat on or you will catch cold.
4. Whose children are playing in the yard?
5. What she wanted was sea air.
6. They waited some time for her, but she did not come down again.
7. Druitt followed him with his eyes, much interested.
8. The village where he was born has changed very much.

**8. Do the actual division of the sentence:**

1. I found there a book published in the 17<sup>th</sup> century.
2. At some distance from the factories stands their hospital.
3. Next Sunday she will arrive in Kyiv.
4. Then came the news that June had gone to the sea side.

**Questions:**

1. Be ready to discuss the problem of simple and composite sentences.
2. Be ready to discuss the problem of using the complex sentences.
3. Be ready to discuss of using of the actual division of the sentence.
4. How does Mark Blokh define the sentence?
5. What is the sentence in Georgy Pocheptsov's conception?

6. What must any definition of the sentence include according to Boris Ilyish's interpretation?
7. May the word and the sentence wholly coincide? Why not?
8. What kind of language unit is the word?
9. What kind of language unit is the sentence?
10. What are the peculiarities of the sentence as distinct from the word?
11. What is the difference between the sentence and the word in the plane of communication?
12. Is the sentence a unit of language or a unit of speech? What is your opinion?
13. What is predication?
14. What is the general semantic category of modality?
15. What is modality in general?
16. Which word can be recognized as modal?
17. Which lexemes can be called modal?
18. What kind of modality is predication?
19. What do the secondary parts of the sentence modify?
20. Is the presence or absence of a secondary part always optional?
21. On what criteria is the classification of the secondary parts based?
22. Why is it not always easy to draw a hard-and-fast line of demarcation between the secondary parts of the sentence?
23. What classifications of grammatical objects do you happen to know?
24. By what parts of speech can objects and attributes be expressed?
25. Can the objects expressed by the non-finite forms of the verb be called direct or indirect?
26. What types of grammatical objects existing in Modern English are absent in Modern Ukrainian and Russian?
27. How are the adverbial modifiers (adverbials) classified?
28. Give a definition and comment on loose (detached) parts of the sentence.
29. What are simple complicated sentences? Can we make them complex?

### **Material to Use**

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