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**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО
ОРГАНІЗАЦІЇ САМОСТІЙНОЇ /
ІНДИВІДУАЛЬНОЇ РОБОТИ**

**обов'язкової освітньої компоненти
«Практична граматики англійської мови»
Syntax: Simple Sentence**

**для підготовки здобувачів
першого (бакалаврського) рівня вищої освіти**

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Методичні рекомендації до організації самостійної / індивідуальної роботи обов'язкової освітньої компоненти «Практична граматики англійської мови» (Syntax: Simple Sentence) / Войналович Л. П., Левченко О. М. – Житомир: Вид-во ЖДУ ім. І. Франка, 2024. – 43 с.

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1. ПОЯСНЮВАЛЬНА ЗАПИСКА

Методичні рекомендації до організації самостійної / індивідуальної роботи студентів з навчальної дисципліни “Практична грамати́ка англійської мови” розроблені для здобувачів вищої освіти ННІ іноземної філології Спеціалізації 035.041 германські мови та літератури (переклад включно) денної та заочної форми навчання. Дане навчальне видання спрямоване на засвоєння здобувачами вищої освіти синтаксичних структур простого речення шляхом ґрунтовного вивчення граматичного матеріалу, що, у свою чергу дасть змогу покращити навички мовлення та розуміння мови.

Метою вивчення освітньої компоненти «Практична грамати́ка англійської мови» є формування у студентів практичних знань з граматичної будови іноземної мови, які необхідні для фахівця англійської мови, формування в них стійких навичок граматично вірної англійської мови в її усній і писемній формі.

Основними **завданнями** вивчення освітньої компоненти є:

- удосконалити знання студентів щодо всіх часових форм та частин англійської мови, а також безособових форм дієслів (інфінітива, герундія, дієприкметника), вторинно-предикативних конструкцій з безособовими формами дієслова, модальних дієслів, непрямих способів, синтаксису простого і складного речення;
- сформувані у студентів навички правильного використання граматичних конструкцій в усній (діалогічній і монологічній) та письмовій мові, а також під час перекладу;
- сформувані у студентів стійкі граматичні уміння і навички сприймати комунікаційно-функціональну інформацію, що передається засобами граматичних структур;
- розвивати у студентів вміння розпізнавати, аналізувати, утворювати та використовувати речення різного типу за структурою і прагматичним спрямуванням;
- спонукати студентів до самоаналізу та відповідального ставлення до навчальної автономії, здібності до подальшої організації процесу самостійного навчання та індивідуального виконання вправ різноманітного характеру.

З огляду на вищезазначене, програмними результатами навчання є: вільне використання граматичних структур, що вивчаються для успішної та ефективної міжкультурної комунікації іноземною мовою; розуміння різних синтаксичних структур іноземної мови; аналізувати мовні одиниці, визначати їх взаємодію та характеризувати мовні явища і процеси, що їх зумовлюють.

2. ПЕРЕЛІК ТЕМ ДЛЯ САМОСТІЙНОГО ОПРАЦЮВАННЯ І ІНДИВІДУАЛЬНОГО ВИКОНАННЯ

Тема 1. Просте речення. Комунікативні типи речень. Односкладні речення і їх класифікація. Двоскладні речення і їх класифікація.

Тема 2. Головні члени речення. Повнозначний підмет і його вираження. Формальний підмет, виражений “безособовим it”, “увідним it”, “увідним there”, “емфатичним it”.

Тема 3. Головні члени речення. Присудок: простий дієслівний, простий іменний, складений іменний, складений іменний подвійний, складний дієслівний модальний, складний дієслівний фазовий, змішані типи присудків.

Тема 4. Другорядні члени речення. Додаток. Означення. Прикладка. Обставина. Відокремлені члени речення. Еліптичні речення.

3. ПОНЯТІЙНИЙ АПАРАТ ТЕМ

3.1. КОМУНІКАТИВНІ ТИПИ РЕЧЕНЬ

COMMUNICATIVE TYPES OF SENTENCES

The sentence is defined as a minimal unit of communication. According to the purpose of the utterance sentences are divided into four types:

1) **DECLARATIVE** (these sentences contain a statement, which can be

- positive (affirmative) e.g. *I like it.*
- negative e.g. *I don't like it.*

2) **INTERROGATIVE** (these sentences contain questions and they are made to ask for information.

There are the following types of questions:

a) **a general question** is asked when the speaker is interested to know whether some event or phenomenon asked about exists or does not exist; accordingly, the answer may be positive ("yes" or negative ("no"): *Do they read a lot? Has she finished her work?*

b) **a tag question/ a disjunctive question** is a short "yes-no" question added to a statement: *She is a doctor, isn't she? They wrote dozens of emails yesterday, didn't they?*

c) **an alternative question** implies a choice between two or more alternative answers: *Would you like tea or coffee?*

d) **a special question** opens with an interrogative pronoun or a pronominal adverb: *Who is your best friend? How long have you been studying English?*

e) **a suggestive question /a declarative question** (it keeps the word order of statements but serves as a question owing to the rising tone in speaking and a question mark in writing: *You really mean it?*

3) **IMPERATIVE** (an imperative sentence conveys the desire of the speaker to make someone perform an action. Imperative sentences express command, prohibition, a request, an invitation, a warning, persuasion, etc. Imperative sentences may be:

- positive e.g. *Do it right now.*
- negative e.g. *Don't go there alone.*

4) **EXCLAMATORY** (these sentences are used to convey speaker's emotions)

What a wonderful day! Hurry up!

Exercise 1. Define the kinds of sentences according to the purpose of the utterance:

1. Should I call him and apologize? 2. We must work together, brothers! 3. It's an interesting place. 4. In Japan you are taught great respect for your elders. 5. Is this really happening or is it a dream? 6. You mustn't say things like that. 7. Don't stop – drive on! 8. Has the date of the next meeting been fixed? 9. The bank is on your right. 10. Can you give me something to help me get to sleep? 11. Do you enjoy listening to music? 12. The work must be done in time!

Exercise 2. Define the kinds of sentences according to the purpose of the utterance:

1. Shut the door after you. 2. How can I make up for the way I've treated you? 3. You never cease to amaze me! 4. Try lying on your back. 5. The dog wants in. 6. This should soothe the pain. 7. She's been off work since Tuesday. 8. Their house is very similar to ours. 9. Excuse me, is this your seat? 10. A cracked bell can never sound well. 11. Mum, I'm still hungry! 12. When did it happen?

Exercise 3. Define the type of the question:

1. He's gone home, hasn't he? 2. Have you seen it? 3. Where did you spend your summer holidays? 4. Excuse me, is this your seat? 5. Had they left before you got there? 6. How did I go wrong in my calculations? 7. How are you feeling now? 8. Do we have to finish this today? 9. You used to see a lot of

her, didn't you? 10. Is there enough food for everyone? 11. Why should I help him? He's never done anything for me. 12. Do you have change for five dollars? 13. Shall we meet at five, then? 14. You don't happen to know his name, do you? 15. What do you want for dinner? 16. Can you find a hotel for me? 17. How are we going to find £5 000 for a car? 18. Have they found anyone to replace her yet? 19. Will she cancel the party? 20. You really said it? 21. Have you seen the Picasso exhibition? 22. Should we call a doctor or someone?

Exercise 4. Define the kinds of sentences according to the purpose of the utterance:

1. People can easily handle the conflict in a proper way. 2. How could he have done it? 3. In our time the level of carbon emissions has become a marker of country's economic development. 4. Stop letting people discuss others behind their backs! 5. The day was wonderful, wasn't it? 6. My brother could not repair his motorbike. 7. The doctor suggested doing more physical exercises. 8. Wait for another chance. 9. Look! 10. The weather is rapidly changing. 11. Do you enjoy playing chess or football? 12. Don't forget to phone her.

STRUCTURAL CLASSIFICATION OF SENTENCES

SIMPLE	ONE-MEMBER	NOMINAL	a) unextended: <i>Summer.</i> b) extended: <i>Hot summer.</i>
		VERBAL	a) unextended: <i>Swimming.</i> b) extended: <i>Pleasant swimming in the river.</i>
	TWO-MEMBER	COMPLETE	a) unextended: <i>The guests arrived.</i> b) extended: <i>The guests arrived yesterday.</i>
		INCOMPLETE (ELLIPTICAL)	a) <i>Translate the text!</i> b) <i>Where did you meet him? – In Paris.</i>

From the point of view of their structure simple sentences can be **one-member** (односкладові) or **two-member** (двоскладові).

Simple **one-member** sentences may be:

- 1) **nominal** (the principal part is expressed by a noun):
 - **unextended** (containing only the principal part): *Autumn.*
 - **extended** (containing the principal part and some other words): *Yellow autumn leaves.*
- 2) **verbal** (the principal part is expressed by an infinitive or a gerund):
 - **unextended** (containing only the principal part): *Swimming.*
 - **extended** (containing the principal part and some other words): *Swimming alone in the cold river.*

Simple **two-member** sentences may be complete (повні) or incomplete (неповні або еліптичні):

- 1) a **two-member complete sentence** contains the subject and the predicate: *She is a doctor.*
- 2) a **two-member incomplete sentence** lacks the subject or the predicate or their parts.
What is she? - A doctor.

Simple **two-member complete** sentences may be:

- **unextended** if they contain only the subject and the predicate: *They laughed.*
- **extended** if they contain not only the subject and the predicate but also secondary parts of the sentence: *They laughed gaily.*

SELF-TESTING (THE SIMPLE SENTENCE)

Define the type of the sentence according to the purpose of the utterance and structure:

1. We managed to catch the train to Warsaw.	According to the purpose of utterance it is a declarative affirmative sentence. According to the structure it is a simple two-member complete extended sentence.
2. Run faster.	According to the purpose of utterance it is an imperative sentence. According to the structure it is a simple two-member incomplete (elliptical) sentence.
3. Are they Italians?	According to the purpose of utterance it is an interrogative sentence (a general question). According to the structure it is a simple two-member complete unextended sentence.
4. Where are you going to spend this weekend? – 5. In the countryside.	According to the purpose of utterance it is an interrogative sentence (a special question). According to the structure it is a simple two-member complete extended sentence. According to the purpose of utterance it is a declarative affirmative sentence. According to the structure it is a simple two-member incomplete (elliptical) sentence.
6. Frosty and windy evening.	According to the purpose of utterance it is a declarative affirmative sentence. According to the structure it is a simple one-member incomplete (elliptical) sentence.
7. They prefer chicken to lamb, don't they?	According to the purpose of utterance it is an interrogative sentence (a disjunctive question). According to the structure it is a simple two-member complete extended sentence.

Exercise 5. Define the kinds of simple sentences according to their structure:

1. Please pay at the till. 2. You shouldn't drink and drive. 3. We then moved to Paris. 4. You simply must read this book. 5. Unity is strength. 6. Cars must not park in front of the entrance. 7. Where does he live? – In Kyiv. 8. Where did you read that? 9. The roads should be less crowded today. 10. He broke the bar of chocolate in two and gave me half. 11. Look at page five. 12. Five and four is nine. 13. How many sisters does he have? – Four. 14. He should have been more careful. 15. He is an engineer.

Exercise 6. Define the kinds of simple sentences according to their structure:

1. Who is that woman? 2. Hot summer days! 3. Who are you phoning to? 4. Where did you spend your summer holidays? – In Spain. 5. I'm sorry. Have I taken a wrong one? 6. Something is better than nothing. 7. Knowledge is power. 8. Keep straight on for the beach. 9. Winning isn't everything. 10. Youth and age will never agree. 11. Do not be arrogant. 12. A little knowledge is a dangerous thing. 13. Open the door, please. 14. Spare the rod and spoil the child. 15. The basic conditions for the job include a table with a computer, a phone, and a fast Internet connection.

3.2. ГОЛОВНІ ЧЛЕНИ РЕЧЕННЯ

The Subject

The subject is the principal part of a sentence, which is grammatically independent of the other parts of the sentence, and on which the predicate is grammatically dependent and it agrees with the subject in number and person.

Structurally subjects fall into four types:

1. **The simple subject** (expressed by a single word-form) *Seeing is believing.*
2. **The phrasal subject** (expressed by a phrase): *To ask her again was impossible. Aunt Mary sent me to you.*
3. **The complex subject** (expressed by a predicative complex): *For me to go back would be to lose a chance.*
4. **The clausal subject** (expressed by a subordinate subject clause): *Who has done this is still unknown.*

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

The **notional subject** denotes or points out a human being or a non-person. The notional subject is expressed by:

1. a noun

The teacher came. (The noun in the Common Case, Singular)

The grocer's was full. (The noun in the Possessive Case, Singular)

2. a pronoun:

- *personal pronoun: They are the best friends of mine.*
- *negative pronoun: Nothing can be done about it.*
- *possessive pronoun: His was the last word*
- *interrogative pronoun: Who gave you this?*
- *demonstrative pronoun: This is my new car.*
- *indefinite pronoun: One learns by making mistakes.*

3. a substantivized adjective or participle:

- *The poor need more care. (The substantivized adjective)*
- *The wounded were taken to the hospital immediately. (The substantivized participle)*

4. a numeral or a phrase with a numeral:

- *Ten is more than eight. (The cardinal numeral)*
- *The first was the most difficult question. (The ordinal numeral)*
- *Three of them didn't arrive to the meeting. (The phrase with a numeral)*

5. an infinitive, an infinitive phrase or an infinitive construction:

- *To err is human. (The infinitive: the non-perfect correlation, the active voice, the common aspect)*
- *To forget the past is to have no future. (The infinitive phrase, "to forget" is the infinitive in the non-perfect correlation, the active voice, the common aspect)*
- *She was heard to sing. (The Subjective Infinitive Construction)*

6. a gerund, a gerundial phrase or a gerundial construction:

- *Swimming is good for your health. (The gerund: the non-perfect correlation, the active voice)*

- His swimming was improving. (*The gerundial construction with the gerund “swimming”: the non-perfect correlation, the active voice*)

7. the Subjective Participial Construction:

- The students were heard discussing the latest articles of the famous scholar.

8. a clause:

- What she really wants is to find a right path in life. (*The subordinate subject clause, which makes the whole sentence a complex one*)

Formal Subject

The **formal subject** neither denotes nor points out a person or non-person. It is only a structural element of the sentence filling the position of the subject. It may be expressed by:

- the impersonal **it**

It is summer. (*The impersonal it describing a state of nature or characteristics of the environment*)

Is it far to the station? (*The impersonal it describing time, distance or other measurements*)

It is really fantastic! (*The impersonal it describing a general state of things*)

- the introductory **it**

It is difficult to live without hope. (*The introductory it which introduces the notional subject expressed by the infinitive phrase*) It is important for them to attend the conference. (*The introductory it which introduces the notional subject expressed the for-to-infinitive construction*)

It is no use crying over the broken vase. (*The introductory it which introduces the notional subject expressed the gerundial phrase*)

- the introductory **there**

There was a complete silence in the house. (*The introductory there which introduces the notional subject expressed by the nominal phrase*). There is no understanding between them.

(*The introductory there which introduces the notional subject expressed by the gerundial phrase*).

- the emphatic **it**

It was Nick who came the first.

SELF-TESTING (THE SUBJECT)

Point out the subjects in the following sentences and analyse them:

1. <u>The puppies</u> played in the garden.	“Puppies” is the simple notional subject expressed by a common noun in the Common Case Plural.
2. <u>She</u> has been cherishing the dream to become an actress.	“She” is the simple notional subject expressed by a personal pronoun in the Nominative Case, the 3d person, Singular
3. <u>The fifth</u> was given a floor to speak.	“Fifth” is the simple notional subject expressed by a ordinal numeral.
4. <u>The blind</u> were taught according to the adopted curriculum.	“The blind” is the simple notional subject expressed by a substantivized adjective.
5. <u>Not to attend the conference</u> means to lose a chance for	“Not to attend the conference” is the phrasal notional subject expressed by an infinitive phrase. “To attend” is the non-perfect

negotiations.	infinitive in the Active Voice, the Common Aspect.
6. Was <u>it</u> unusual <u>for bears not to hibernate</u> at that time of the year?	" <i>It</i> " is the formal subject expressed by "the introductory it", which introduces the notional subject " <i>for bears not to hibernate</i> " expressed by the "for-to Infinitive construction". The nominal part " <i>bears</i> " is expressed by the common noun in the Common Case Plural. The verbal part " <i>to hibernate</i> " is expressed by the infinitive. " <i>To hibernate</i> " is the non-perfect infinitive in the Common Aspect, the Active Voice.
7. <u>Sharon</u> is said <u>to have passed the exam successfully.</u>	" <i>Sharon...to have passed the exam successfully</i> " is the complex notional subject expressed by the Subjective Infinitive Construction. The nominal part " <i>Sharon</i> " is expressed by the proper noun in the Common Case, the verbal part " <i>to have passed the exam successfully</i> " is an infinitive phrase; " <i>to have passed</i> " is a perfect infinitive in the Common Aspect, the Active Voice.
8. <u>It</u> was essential <u>for us to write a letter to the editor.</u>	" <i>It</i> " is the formal subject expressed by "the introductory it", which introduces the notional subject " <i>for us to write a letter to the editor</i> " expressed by the "for-to Infinitive construction". The nominal part " <i>us</i> " is expressed by the personal pronoun in the Objective case, the 1st person Plural. The verbal part " <i>to write a letter to the editor</i> " is expressed by the infinitive phrase. " <i>To write</i> " is the non-perfect infinitive in the Common Aspect, the Active Voice.
9. <u>It's</u> no use <u>making</u> the synopsis of the lecture.	" <i>It</i> " is the formal subject expressed by "the introductory it", which introduces the notional subject " <i>making</i> " expressed by a gerund. " <i>Making</i> " is a non-perfect gerund in the Active Voice.
10. <u>It</u> is good <u>Kate's helping them.</u>	" <i>It</i> " is the formal subject expressed by "the introductory it", which introduces the notional subject. " <i>Kate's helping them</i> " expressed by the gerundial construction. The nominal part " <i>Kate's</i> " is a proper noun in the Possessive Case, Singular. The verbal part " <i>helping them</i> " is a gerundial phrase. " <i>Helping</i> " is a non-perfect gerund in the Active Voice.
11. <u>It</u> was terribly hot that day.	" <i>It</i> " is the formal subject expressed by "the impersonal it", which is used in a sentence denoting a phenomenon of nature.
12. <u>There</u> is <u>an umbrella</u> on the chair.	" <i>There</i> " is a formal subject expressed by "the introductory there", which introduces the notional subject " <i>umbrella</i> " expressed by a common noun in the Common Case Singular.
13. <u>It</u> was advisable <u>that workers should have a break.</u>	" <i>It</i> " is the formal subject expressed by "the introductory it", which introduces the clausal notional subject " <i>that workers should have a break</i> " expressed by the subordinate subject clause.
14. <u>It</u> was Polly <u>who signed up for this course.</u>	" <i>It</i> " is the formal subject expressed by the "emphatic it".
15. <u>Window-shopping</u> is her favourite pastime.	" <i>Window-shopping</i> " is the simple notional subject expressed by the non-perfect gerund in the Active Voice.

Exercise 7. Point out the subject and say by what it is expressed:

1. There are two people waiting outside. 2. I seem to have left my book at home. 3. Nothing comes free. 4. Their grandchildren are a constant source of happiness. 5. The horse was seen descending the hill. 6. Theirs are the children with very fair hair. 7. What's happened to your car? 8. He's a friend of ours. 9. Nobody will oppose it. 10. No, those are Ellie's kids. Ours are upstairs. 11. It seems only reasonable to ask students to buy a dictionary. 12. There must be some mistake. 13. This happens to be my favourite restaurant. 14. Tickets are likely to be expensive. 15. He was greatly respected by his brother. 16. Where's your car? 'It's in the garage.' 17. The door happened to be unlocked. 18. For her to have survived such an ordeal was remarkable. 19. They seem to know what they're doing. 20. Flying is quite the best way to travel. 21. We are expected to work on Saturdays. 22. You're supposed to buy a ticket. 23. I seem to have left my book at home. 24. Smoking can seriously damage your health. 25. Somebody should have told me the truth. 26. He sometimes writes to me. 27. She seemed to have everything – looks, money, and intelligence.

Exercise 8. Point out the subject and say by what it is expressed:

1. Three fives are fifteen. 2. My hair is very fine. Yours is much thicker. 3. You should stop worrying about it. 4. She's the mother of twins. 5. What makes you say that? 6. The robbers drove off in a stolen vehicle. 7. Is there enough room for me? 8. That's a terrible thing to say. 9. There is no reason to suppose it. 10. He seemed to feel no remorse at all. 11. Something ought to have been done before now. 12. Her blood was found to contain poison. 13. It's probably good for you to get some criticism now and then. 14. Giving her that money was a good thing to do. 15. Train fares are likely to remain unchanged. 16. Everything has gone. 17. When does your driving license expire? 18. There's someone at the door. 19. Living in Africa was very different from home. 20. Someone's left their bag behind. 21. He never seems to smile. 22. All is well. 23. Gossiping and lying go hand in hand. 24. There is no accounting for tastes. 25. Who is there? - It's me.

Exercise 9. Comment on "it" in the following sentence:

1. It's a book for children. 2. Was it you who put these books on my desk? 3. It's your mother on the phone. 4. Hi, it's me! 5. It's two miles to the beach. 6. Start a new file and put this letter in it. 7. It's good to talk. 8. It's a long time since they left. 9. It was raining this morning. 10. It's no good trying to talk me out of leaving. 11. It's important to try and make something of your life. 12. It's impossible to get there in time. 13. It's no use quarrelling. 14. It takes two to make a quarrel. 15. It's not worth losing sleep over. 16. It's never too late to mend. 17. It is better to live in a desert land than with a vexing woman. 18. It is better to live on a corner of the roof than to share the house with a nagging wife.

Exercise 10. Complete the following sentences by inserting:

- the notional subject "it" expressed by a personal pronoun;
- the notional subject "it" expressed by 'the demonstrative it';
- the formal subject expressed by "the impersonal it";
- the formal subject expressed by "the introductory it";
- the formal subject expressed by "the introductory there";
- the formal subject expressed by "the emphatic it";

1. ___ is useless for us to continue. 2. We have \$1000. Will ___ be enough for a deposit? 3. Does ___ matter what colour it is? 4. ___'s impossible to get there in time. 5. ___'s no use shouting. 6. ___ was a letter on the desk. 7. ___'s ten past twelve. 8. Hello, Alan, ___'s Ted here. 9. ___'s quite warm at the moment. 10. ___'s Germany that they're going to, not Sweden. 11. ___'s our anniversary. 12. Suddenly ___ was a loud bang. 13. ___ was beginning to snow. 14. ___ is good practice to supply a written report to the buyer. 15. ___'s no good trying to talk me out of leaving. 16. ___'s particularly interesting to compare the two versions. 17. ___ is best to treat the disease early. 18. ___'s something frightening about

this place. 19. ____ soon became clear that the project was a failure. 20. ____ 's no excuse for such behavior. 21. ____ 'is enough room for you. 21. ____ is a book for children. 22. ____ is impossible to foresee everything. 23. ____ takes her forever to get dressed. 23. ____ should not be forgotten that people used to get much more exercise. 24. ____ 's a small world. 25. ____ 's no smoke without fire.

THE PREDICATE

The predicate is the second main part of the sentence and its organizing centre. The predicate is expressed by the verb and objects and nearly all adverbial modifiers are dependent on it.

Structural classification of the predicate

1. Simple	1.1. The Simple Verbal Predicate (the SVP): They <u>study</u> in Ukraine. She <u>has graduated</u> .	
	1.2. The Simple Nominal Predicate (the SNP): She, <u>a doctor</u> !	
2. Compound	2.1. Verbal	The Compound Verbal Modal Predicate (the CVMP): We <u>can go</u> to the cinema if you like.
		The Compound Verbal Phasal Predicate (the CVPhP): They <u>began to pay</u> more attention to details.
	2.2. Nominal	The Compound Nominal Predicate proper (the CNP pr): They <u>are satisfied</u> with the results.
		The Compound Nominal Double Predicate (the CNDP): He <u>left sad</u> .
	2.3. Mixed	a) The Compound Modal Nominal Predicate (the CMNP): Politics <u>can be provocative</u> at times. b) The Compound Phasal Nominal Predicate (the CPhNP): They <u>started to be</u> more <u>serious</u> . c) The Compound Modal Phasal Predicate (the CMPhP): They <u>should begin practicing</u> .

1.1. The Simple Verbal Predicate is expressed by:

- a verb in a synthetical or analytical form: They are writing a test. Helen came yesterday. The film has already started.
- a verbal phrase: She changed her mind. (the examples of the verbal phrases include to have a look, to have a smoke, to have a talk, to give a look, to give a laugh, to give a cry, to take a look, to make a move, to pay a visit, to change one's mind, to get rid of, to lose sight of, to make fun of, to make up one's mind, to make use of, to take care of, to take part in, etc.)

1.2. The Simple Nominal Predicate does not contain a link verb and shows the incompatibility of the idea expressed by the subject and that expressed by the predicate. Such predicates are used in exclamatory sentences in colloquial English: Me, marry him!

2.1.1. The Compound Verbal Modal Predicate consists of a modal part and an infinitive. The modal part can be expressed by:

- a modal verb + the infinitive: We should follow his recommendations. It may rain soon.
 - a modal expression + the infinitive: Are you able to complete this assignment on your own?
- (to be able, to be allowed, to be willing, to be capable, to be bound, to be going + the infinitive)

- the expressions had better/best/, had rather, would sooner, would rather + the infinitive: We had better take a taxi.

2.1.2. The Compound Verbal Phasal Predicate consists of a phasal verb and an infinitive or a gerund.

- phasal verbs denoting the beginning of the action:
to begin, to start, etc + an infinitive or a gerund: They began to laugh or They began laughing.
to set about, to take to, to fall to + a gerund: He took to playing football.
to come + an infinitive: Peter came to understand it.
- phasal verbs denoting the continuation of the action:
to go on, to continue + an infinitive or a gerund: They continued to live with his parents even after the marriage.
to keep + a gerund: She kept talking as if being charmed.
to proceed + an infinitive: The manager proceeded to inform me about the changes in the company.
- phasal verbs denoting the end of the action:
to cease + an infinitive or a gerund: The empire ceased to exist many years ago.
to stop, to finish, to give up, to leave off + a gerund: Emily finished reading the book.
- phasal verbs denoting the repetition of the action:
would, used to + the infinitive: I used to attend this music school.

2.2.1. The Compound Nominal Predicate Proper consists of a link verb and a predicative or a nominal part. Link verbs can be:

- link verbs of being: to be, to feel, to sound, to smell, to taste, to look, to appear, to seem, etc. It was cold outside. The coffee smells nice.
- link verbs of becoming: to become to grow, to turn, to get, to make. The noise became intolerable.
- link verbs of remaining: to remain, to continue, to keep, to stay. She remained bewildered. The students kept suspiciously silent.

The predicative can be expressed by:

- a noun: Norway is a beautiful country. The telephone is Victoria's.
- an adjective or an adjective phrase: His eyes grew angry. I was happy to see them.
- a pronoun: It was he. She was not herself yet.
- a numeral: She is thirty. He was the first to come.
- an infinitive or an infinitive phrase or construction: My ambition is to become a popular writer.
- a gerund or a gerundial phrase or construction: Her hobby is taking photos.
- a participle or a participial phrase: The theme of the report seemed strangely chosen.
- a prepositional phrase: We are on your side.
- a stative: At five o'clock, I was wide awake.
- an adverb: She is up.

2.2.2. The Compound Nominal Double Predicate consists of two notional parts. The first part is expressed by the verb and the second part can be expressed by a noun, an adjective, a stative or past participle: They married young. He died a hero.

2.3. Mixed types of Compound Predicate combine parts of different kinds of predicates but the most common types include:

- the Compound Modal Nominal Predicate: He can't be happy.
- the Compound Phasal Nominal Predicate He was beginning to look angry.
- the Compound Modal Phasal Predicate: He should give up smoking.

SELF-TESTING (THE PREDICATE)

Point out the predicates in the following sentences and analyse them:

1. My nieces, <u>graduates!</u>	" <i>graduates</i> " is the Simple Nominal Predicate expressed by the common noun " <i>graduates</i> " in the Common Case, Plural.
2. Our wedding ceremony <u>will be held</u> in a registry office.	" <i>will be held</i> " is the Simple Verbal Predicate expressed by the verb " <i>to hold</i> " in the Indicative Mood, the Future Indefinite Tense, the Passive Voice.
3. What <u>is</u> the capital of Spain?	" <i>is</i> " is the Simple Verbal Predicate expressed by the verb " <i>to be</i> " in the Indicative Mood, the Present Indefinite Tense, the Active Voice.
4. She <u>is having</u> a piano lesson at the moment.	" <i>is having</i> " is the Simple Verbal Predicate expressed by the verb " <i>to have</i> " in the Indicative Mood, the Present Continuous Tense, the Active Voice
5. <u>Had</u> he <u>finished to write</u> his letter of complaint by 11 o'clock?	" <i>Had... finished to write</i> " is the Compound Verbal Phasal Predicate. It is expressed by the phasal verb " <i>to finish</i> " in the Indicative Mood, the Past Perfect Tense, the Active Voice and the infinitive " <i>to write</i> " the Non-Perfect Correlation, the Active Voice, the Common Aspect.
6. Students <u>used to live</u> in the dormitory in the suburbs of Manchester.	" <i>used to live</i> " is the Compound Verbal Phasal Predicate. It is expressed by the phasal verb " <i>used</i> " denoting the repetition of the past action and the infinitive " <i>to live</i> " the Non-perfect Correlation, the Active Voice, the Common Aspect.
7. Frankly speaking, she <u>was modest and naive</u> .	" <i>is modest and naive</i> " is the Compound Nominal Predicate proper expressed by the link verb " <i>to be</i> " in the Indicative Mood, the Past Indefinite Tense, the Active Voice and the predicative " <i>modest and naive</i> " expressed by homogeneous adjectives.
8. Their tweens <u>were 10</u> last month.	" <i>were 10</i> " is the Compound Nominal Predicate proper expressed by the link verb " <i>to be</i> " in the Indicative Mood, the Past Indefinite Tense, the Active Voice and the predicative " <i>10</i> " expressed by a cardinal numeral.
9. Within some time he <u>became intolerable</u> to such kind of people.	" <i>became intolerable</i> " is the Compound Nominal Predicate proper expressed by the link verb " <i>to become</i> " in the Indicative Mood, the Past Indefinite Tense, the Active Voice and the predicative " <i>intolerable</i> " expressed by the adjective.
10. They <u>would rather announce</u> this wonderful news at the	" <i>would rather announce</i> " is a Compound Verbal Modal Predicate. It is expressed by the expression " <i>would rather</i> " which expresses preference and the bare infinitive " <i>announce</i> " the Non-Perfect Correlation, the Active

reception party.	Voice, the Common Aspect.
11. Her niece <u>will be able to drive</u> a car in four months' time.	" <i>will be able to drive</i> " is the Compound Verbal Modal Predicate. It is expressed by the modal expression " <i>to be able</i> " in the Future Indefinite Tense (expressing the ability in the future) and the infinitive " <i>to drive</i> " the Non-Perfect Correlation, the Active Voice, the Common Aspect.
12. Rosy <u>must have failed</u> her exam in Psychology.	" <i>must have failed</i> " is a Compound Verbal Modal Predicate. It is expressed by the modal verb " <i>must</i> " (expressing the positive logical assumption) and the infinitive " <i>have failed</i> " the Perfect Correlation, the Active Voice, the Common Aspect.
13. Suddenly he lights in the room <u>came red and bright.</u>	" <i>came red and bright</i> " is the Compound nominal double predicate expressed by the verb " <i>to come</i> " in the Indicative Mood, the Past Indefinite Tense, the Active Voice and the qualitative adjectives " <i>red</i> ", " <i>bright</i> ".
14. The delegates <u>can't be disappointed.</u>	" <i>can't be disappointed</i> " is the Compound Modal Nominal Predicate expressed by the modal verb " <i>can</i> " (expressing the negative logical assumption), a link verb " <i>to be</i> " and the predicative expressed by the qualitative adjective " <i>disappointed</i> ".
15. The manager <u>should proceed to inform</u> the staff about the new rules.	" <i>should proceed to inform</i> " is the Compound Modal Phasal Predicate expressed by the modal verb " <i>should</i> " (expressing the meaning of moral obligation or duty) and the phasal verb " <i>to proceed</i> " denoting the continuation of the action and the infinitive " <i>to inform</i> " the Non-Perfect Correlation, the Active Voice, the Common Aspect.

Exercise 11. Point out the predicate and say by what it is expressed:

1. A new computer system has been installed at a cost of \$120 000. 2. You'd better go to the doctor about your cough. 3. The plan had to be abandoned on grounds of cost. 4. My brother and I went to the same school. 5. The bus should have arrived ten minutes ago. 6. Here, have a look at this. 7. My lawyer has been urging me to make a will. 8. I began to feel dizzy. 9. He began his political career as a student. 10. Are you going to continue with the project? 11. That phone never stops ringing! You'd better not do that again. 12. I'll give you back the money tomorrow. 13. I'll feel better after a good night's sleep. 14. We used to go sailing on the lake in summer. 15. 'You'd better believe it!' 16. Do you believe in God? 17. He continued to ignore everything. 18. Something ought to have been done before now. 19. The company ceased trading in June. 20. We'd better leave now. 21. A lot of new homes are being built on the edge of the town. 22. You should not identify wealth with happiness. 23. In your situation, I would look for another job. 24. We had begun to feel sleepy. 25. The jet began to turn off the main runway.

Exercise 12. Point out the predicate and say by what it is expressed:

1. I don't like the look of that guy. 2. We must support our weaker brethren. 3. At last the guests began to arrive. 4. Has it stopped raining yet? 5. Doctors couldn't stop the bleeding. 6. Did you have a good sleep? 7. We have had to raise our prices because of rising costs. 8. We should be grateful for your help. 9. I used to live in London. 10. At last the guests began to arrive. 11. You'd better go to the doctor about your cough. 12. Looks can be deceptive. 13. We are expecting a rise in food prices this month. 14. He felt like bursting into tears. 15. She won't be able to help us. 16. She'd rather die than give a speech. 17. You should stop worrying about it. 18. I'm leaving in like twenty minutes. 19. I'll take a photo of you.

20. She was a wonderful mother to both her natural and adopted children. 21. We both started to feel ill shortly after the meal. 22. She kept turning over the events of the day in her mind. 23. Turn the first turning on the right. 23. You are only being examined on this semester's work. 24. She felt excluded by the other girls. 25. May I sit here?

Exercise 13. Point out the predicate and say by what it is expressed:

1. It's not hard to get him talking. 2. The problem is stopping him! 3. His drinking is getting to be a problem. 4. He got a 'C' in Chemistry and a 'B' in English. 5. We must have taken a wrong turning somewhere. 6. That's something, anyway. 7. I'm going away for a few days. 8. Dishonesty is foreign to his nature. 9. The statue will remain in the museum. 10. They were unaware of it. 11. He seemed pleasant enough to me. 12. The human skeleton consists of 206 bones. 13. He used to slop around all day in his pajamas. 14. Is she a friend of yours? 15. The dog had smelt a rabbit. 16. The water was as smooth as glass. 17. The engine was running smoothly. 18. The grass was soft and springy. 19. To err is human, to forgive is divine. 20. The moon rose round and yellow. 21. His voice sounded cold. 22. He was difficult to convince. 23. The main problem is his being away at the moment. 24. The light came gray and pale. 25. She stood absolutely silent.

Exercise 14. Point out the predicative and say by what it is expressed:

1. How are you? 2. He remained motionless. 3. Is that book yours? 4. Dinner smells good. 5. That's mine. 6. That's where you're wrong. 7. 'He's not a bad player, is he?' 8. We all felt like celebrating. 9. She felt betrayed. 10. I don't feel too good today. 11. It was a rather difficult question. 12. The weather was cold and wet. 13. I'm very happy for you. 14. Our new babysitter is a real find. 15. She looked surprised. 16. Your work is just not good enough. 17. He sure looked unhappy. 18. His hair was as white as snow. 19. The future looks pretty black. 20. What's the best way to get into journalism? 21. His landlady was a kind, homely woman. 21. The Church became increasingly identified with opposition to the regime. 22. He fell ill and died soon after. 23. This is where I live. 24. The castle is magnificently sited high up on a cliff. 25. He seems happy. 26. The results were pretty good. 27. The weather has turned cold. 28. She's really somebody in that car. 28. My job as a journalist is to expose the truth. 29. I felt a fool. 30. Most breakfast cereals are enriched with vitamins.

SUBJECT – PREDICATE AGREEMENT

The subject and the verb-predicate in a sentence must agree in person and number:

- a singular subject takes a singular verb, while a plural subject takes a plural verb. *The book is read by the students. The books are read by the students.*
- a prepositional phrase, which separates the subject and the verb-predicate, has no effect on the verb-predicate: *The formation of languages is a very interesting theme. Several theories on this subject have been proposed.*
- There is (was, has been) + a singular subject: *There is a storm approaching.*
There are (were, have been) + a plural subject: *There are extra benefits for people on low wages.*
- if the subjects are of different numbers, the predicate agrees with the subject that stand first: *There was much traffic at night and many mules on the road.* However, in informal style the singular verb is used before a subject in plural: *There's too many of them living up there.*

- the expressions “together with”, “accompanied by”, “along with” has no effect on the verb-predicate: *The actress, along with her some friends and a manager, is going to a party tonight. Mr. Bennet, accompanied by his wife and children, is arriving tonight.*
- if homogeneous subjects are connected by the conjunction “and” or asyndetically, the verb-predicate is plural: *A car and a motorbike are my means of transportation.*
- the verb-predicate is singular if the two subjects separated by and refer to the same person or thing: *Red beans and rice is my mom's favorite dish.*
- when two subjects are connected by the conjunction “as well as”, the verb-predicate agrees with the subject that stands first: *My parents as well as my sister are teachers. My sister as well as my parents is a teacher.*
- with homogeneous subjects connected by the conjunctions “not only ... but also”, “either...or”, “or”, “neither... nor” the verb-predicate agrees with the nearest noun-subject: *Not only my brother but also my parents know about it. Not only my parents but also my brother knows about it.*
- the verb-predicate is in the singular if the subject is expressed by an infinitive phrase (or phrases): *To know everything is to know nothing.*
- if two infinitives are separated by and they may take the plural form of the verb in modern English: *To walk and to chew gum require great skill.*
- if a gerund is used as the subject of a sentence, it takes the singular verb form of the verb, but when two gerunds are linked by “and” they take the plural form: *Standing in the water was a bad idea. Swimming in the ocean and playing drums are my hobbies.*
- subjects expressed by anybody, anyone, anything, somebody, someone, something, nobody, no one, nothing, every, everybody, everyone, everything always take singular verb-predicates: *Anybody who has lost his ticket should report to the desk. Nobody works harder than John does.*
- each, either, neither are singular if they are not used with “or” and “nor”: Neither of them is available to speak right now. *Either of us is capable of doing the job.*
- if one of the words “each”, “every”, or “no” comes before the subject, the verb is singular: *No smoking or drinking is allowed.*
- none can be either singular or plural: *None of the engines are working. None of the food is fresh.*
- the subjects expressed by interrogative pronouns “who” and “what” take the predicate in singular: *Who has come? What is it?*
- with words that indicate portions such as percent, fraction, part, majority, some, all, none, both a singular or plural verb can be used: *Fifty percent of the pie has disappeared. - Fifty percent of the pies have disappeared.*
- the singular verb form is usually used for units of measurement: *Four quarts of oil was required to get the car running. Twenty-five pounds is too much to pay for that shirt.*
- the expression “the number” is followed by a singular verb while the expression “a number” is followed by a plural verb: *The number of people we need to hire is thirteen. A number of people have written in about this subject.*
- the word “majority” can be singular or plural. If it is alone it is usually singular, if it is followed by a plural noun, it is usually plural: *The majority believes that we are in danger. The majority of the students believe him to be innocent.*

- the subjects expressed by such invariable singular nouns as “hair”, “money”, “information”, “progress”, “advice”, “furniture”, “equipment” have a singular verb-predicate: *Our information is that the police will shortly make an arrest. His hair is black.*
- the subjects expressed by such invariable plural nouns as “goods”, “contents”, “riches”, “clothes”, “wages” have a plural verb-predicate: *His clothes are dirty.*
- collective nouns such as “congress”, “organization”, “government”. “family”, “team”, “jury”, “group”, “army”, “committee”, “club”, “minority”, “class”, “crowd”, “public” are usually singular. In some cases they are plural if the sentence indicates that the individual members are acting separately: *The organization has lost many members this year. The class are outside.*
- collective nouns denoting the individuals of the group taken separately such as “people”, “infantry”, “cavalry”, “gentry”, “clergy”, “police”, “cattle”, “poultry” take the verb-predicate in the plural: *Police are advising people to stay at home.*
- some nouns indicating groups of certain animals and are followed by a verb-predicate in the singular: flock of birds, sheep; herd of cattle, pack of dogs, school of fish, pride of lions: *The flock of birds is circling overhead.*
- words such as “scissors”, “trousers”, “shorts”, “glasses”, “pants”, “pliers”, “jeans”, “tweezers”, “tongs” and are regarded as plural (and require plural verbs) unless they are preceded by the phrase pair of (in which case the word pair becomes the subject): *My trousers were torn. A pair of trousers is in the closet.*
- some words end in -s and appear to be plural but are really singular and require singular verbs: *The news from the front is bad. Measles is a dangerous disease for pregnant women.*
- titles of books, movies, novels, etc. are treated as singular and take a singular verb: *The Burbs is a movie starring Tom Hanks.*
- a numerical expression, such as arithmetical addition, subtraction, division: *Four and four is eight. Four minus two is two.*
- the names of the countries take a singular verb: *The United States of America is one of the biggest countries.*

SELF-TESTING (SUBJECT – PREDICATE AGREEMENT)

Use the appropriate form of the verb:

1. The proposals of our colleague from the stationery department <u>is / are</u> quite reasonable.	The <u>proposals</u> of our colleague from the stationery department <u>are</u> quite reasonable.
2. It turned out that every one of the headphones <u>was / were</u> faulty.	It turned out that <u>every one</u> of the sweatshirts <u>was</u> faulty.
3. Fifteen years <u>is / are</u> an early time to start a family.	Fifteen years <u>is</u> an early time to start a family.
4. Our niece or a nephew <u>was / were</u> chosen to participate in the tournament.	Our niece or a <u>nephew</u> <u>was</u> chosen to participate in the tournament.
5. All of the flour <u>was / were</u> spread over the kitchen.	All of the <u>flour</u> <u>was</u> spread over the kitchen.
6. Eleven tons <u>was / were</u> the weight of that notorious monument.	Eleven tons <u>was</u> the weight of that notorious monument.

7. Ten thousand euros <u>is / are</u> monthly paid by the local community for the maintenance of this animal shelter.	Ten <u>thousand</u> euros <u>is</u> monthly paid by the local community for the maintenance of this animal shelter.
8. Neither interviewee <u>was / were</u> suitable for that post.	Neither <u>interviewee</u> <u>was</u> suitable for that post.
9. Insomnia, as well as headaches, <u>is / are</u> the result of your constant keeping late hours.	<u>Insomnia</u> , as well as headaches, <u>is</u> the result of your constant keeping late hours.
10. Each of the soldiers <u>wears / wear</u> a uniform.	<u>Each</u> of the soldiers <u>wears</u> a uniform.
11. The fence, our neighbours have painted, <u>is / are</u> of green colour.	The <u>fence</u> , our neighbours have painted, <u>is</u> of green colour.
12. Neither the headmaster nor the other top managers <u>knows / know</u> about this deal.	Neither the headmaster nor the other top <u>managers</u> <u>know</u> about this deal.
13. This pair of jeans <u>is/ are</u> out of fashion this season.	This <u>pair</u> of jeans <u>is</u> out of fashion this season.
14. Measles <u>is / are</u> a serious contagious disease that is fraught with serious consequences.	Measles <u>is</u> a serious contagious disease that is fraught with serious consequences.
15. Sarah saw that there <u>was / were</u> a pair of nice suede gloves with pearl buttons on her bedside table.	Sarah saw that there <u>was</u> a <u>pair</u> of nice suede gloves with pearl buttons on her bedside table.
16. Neither Nora nor her sister Scarlet <u>has / have</u> got long hair.	Neither Nora nor her <u>sister</u> Scarlet <u>has</u> got long hair.

Exercise 15. Choose the correct form of the verb in brackets in the following sentences:

1. John along with twenty friends, (is, are) planning a party. 2. The picture of the soldiers (bring, brings) back memories. 3. The quality of these recordings (is, are) not very good. 4. If the duties of these officers (isn't, aren't) reduced, there will not be enough time to finish the project. 5. The effects of cigarette smoking (have, has) been proven to be extremely harmful. 6. The use of credit cards in place of cash (has, have) increased rapidly in recent years. 7. Advertisement on television (is, are) becoming more competitive than ever before. 8. Living expenses in this country, as well as in many others, (is, are) high. 9. Mr. Jones, accompanied by several members of the committee, (have, has) proposed some changes of the rule. 10. The levels of intoxication (vary, varies) from subject to subject. 11 John or George (is, are) bringing the car. Neither Alecia nor Carmen (has seen, have seen) this movie before. 12. Neither the director, nor the secretary (wants, want) to leave yet. 13. Either Kiana or Casey (is, are) helping today with stage decorations. 14. The danger of forest fires (is, are) not to be taken lightly. 15. The effects of that crime (is, are) likely to be devastating. 16. No example (is, are) relevant to this case. 17. No examples (is, are) relevant to this case. 18. The dog, who is chewing on my jeans, (is, are) usually very good. 19. Jessica or Christian is/ are to blame for the accident. 20. Everybody (wants, want) to be loved. 21. Dogs and cats (are, is) both available at the pound. 22. Either the bears or the lion (has, have) escaped from the zoo. 23. Neither the lion nor the bears (has, have) escaped from the zoo. 24. Everyone (has, have) done his or her homework. 25. Somebody (has, have) left her purse.

Exercise 16. Choose the correct form of the verb in brackets in the following sentences:

1. Some of the beads (is, are) missing. 2. Some of the water (is, are) gone. 2. Each of the students (is, are) responsible for doing his or her work in the library. 3. The mayor as well as his brothers (is, are) going to prison. 4. The mayor and his brothers (is, are) going to jail. 4. The pants (is, are) in the drawer. 5. A pair of pants (is, are) in the drawer. 6. My glasses (was, were) on the bed. 7. Neither of the two traffic lights (is, are) working. 8. Which shirt do you want for Christmas? Either (is, are) fine with me. 9. Either my father or my brothers (is, are) going to sell the house. 10. Neither my brothers nor my father (is, are) going to sell the house. 11. There (is, are) two reasons for this. 12. There (is, are) no reason for this. 13. Here (is, are) two apples. 14. Two miles is too much to run in one day. 15. "An American Tragedy" (is, are) the most popular of Dreiser's novels. 16. Some of the voters (is, are) still angry. 17. A large percentage of the older population (is, are) voting against her. 18. Two-fifths of the troops were lost in the battle. 19. Two-fifths of the vineyard (was, were) destroyed by fire. 20. Two and two (is, are) four. 21. A school of fish (is, are) being attacked by sharks. 22. There (has been, have been) an increase in the importation of foreign cars. 23. The jury (is, are) trying to reach a decision. 24. A pair of jeans (was, were) in the washing machine this morning. 25. It (was, were) the children who saw us yesterday.

3.3. ДРУГОРЯДНІ ЧЛЕНИ РЕЧЕННЯ

THE OBJECT

The object is a secondary part of the sentence which refers to any other part of the sentence completing, specifying or restricting its meaning. From the point of view of their structure, objects are classified as simple, phrasal, and complex.

- a simple object is expressed by a single word-form: *They have finished **the test**. He agreed **to come**.*
- a phrasal object is expressed by a phrase: *I am happy **to see you**. She spoke **to Mr. John White**.*
- a complex object is expressed by different types of predicative constructions: *I waited **for them to arrive**. He saw **them rushing along the street**.*

From the point of view of their value and grammatical peculiarities, three types of objects are distinguished in English: the direct object, the indirect object, formal 'it', and the cognate object.

DIRECT		(non-prepositional): I can see a beautiful picture .
INDIRECT	RECIPIENT	(non-prepositional): He gave me a rose.
		(prepositional): He gave a rose to me .
	NON-RECIPIENT	(prepositional): She insisted on the conversation .
COGNATE		(non-prepositional): He lived a happy life .

A **direct object** is a non-prepositional object that follows transitive verbs, adjectives, or stative verbs and completes their meaning: *I have **a car**. He is afraid **to speak**. They are ready **to answer**.*

As a rule, a direct object stands after the predicate verb it refers to. A direct object comes before the non-prepositional indirect object if it is the pronoun *it*, and the indirect object is any other personal pronoun.

An **indirect object** can be of two types: **the indirect recipient object** and **the indirect non-recipient object**.

The indirect recipient object is attached only to verbs. It is expressed by a noun, which denotes, or a pronoun, which points out, a person who is the addressee or the recipient of the action. It is joined to the headword:

- without a preposition: *He gave **her** an envelope.*
- by the preposition “to” (or occasionally “for”) *Will you bring that book **to me**?*

An **indirect recipient object** is used mainly with transitive verbs, which thus take two objects (the indirect recipient object and the direct object): *I told **him** (the indirect recipient object) to leave me (the direct object); I’ve bought a pair of earrings (the direct object) **for you** (the indirect recipient object).* The indirect recipient object usually names a person (*I’ll show you the garden*), sometimes denotes animals in the services of people (*She ordered the dog to follow*) and very seldom denotes inanimate objects (*Let’s ask the computer what’s the best way*).

An **indirect non-recipient object** is always prepositional: *I thought **about it**. He was looking forward to getting the letter.*

A **formal object “it”** is expressed by “the introductory it”, which introduces the notional object: *I think **it** important **to speak English**.* “It” is the direct formal object expressed by the introductory it” to introduce the notional object “to speak English” expressed by the infinitive phrase; the infinitive “to speak”– the non-perfect correlation, the active voice, the common aspect.

A **cognate object** is a non-prepositional object which is always expressed by nouns derived from, or semantically related to, the root of the governing verb: *The baby smiled a happy **smile**. His father died **the death** of a hero.*

SELF-TESTING (THE OBJECT)

Point out the objects in the following sentences and analyse them:

1. Nick gave her a letter .	“ <i>her</i> ” is the simple indirect recipient non-prepositional object expressed by the personal pronoun “she” in the Objective case, the 3d person, Singular “ <i>letter</i> ” is the direct non-prepositional object expressed by a common noun in the Common Case, Singular.
2. The workers claimed not to have read the contract .	“ <i>not to have read the contract</i> ” is the direct non-prepositional object expressed by the infinitive phrase. Its head (nucleus) is the infinitive “ <i>read</i> ” the Perfect Correlation, the Active Voice, the Common Aspect.
3. The principal didn’t object to our taking the floor at the conference .	“ <i>to our taking the floor on the conference</i> ” is the indirect non-recipient complex prepositional object expressed by the gerundial construction. Its nominal part “ <i>our</i> ” is a possessive pronoun in the conjoint form. Its verbal part “ <i>taking the floor at the conference</i> ” is the gerundial phrase. Its head (nucleus) is the gerund “ <i>taking</i> ” the Non-Perfect Correlation, the Active Voice.

4. Could Spenser afford <u>to buy an expensive car</u> when he was 30?	<i>“to buy an expensive car”</i> is the direct non-prepositional object expressed by the infinitive phrase. Its head (nucleus) is the infinitive <i>“buy”</i> the Non-Perfect Correlation, the Active Voice, the Common Aspect.
5. Mrs Dunham hated <u>her daughters’ being rumored about.</u>	<i>“her daughters’ being rumored about”</i> is the indirect recipient complex object expressed by the gerundial construction. Its nominal part <i>“daughters’ ”</i> is a common noun in the Possessive Case, Plural. Its verbal part <i>“being rumored about”</i> is the gerundial phrase. Its head (nucleus) is the gerund <i>“being rumored”</i> the Non-Perfect Correlation, the Passive Voice.
6. Aunt Emily didn’t want <u>the niece to be punished that night.</u>	<i>“our niece to be punished that night”</i> is the indirect recipient complex object expressed by the infinitive construction. Its nominal part <i>“niece”</i> is a common noun in the Common Case, Singular. Its verbal part <i>“be punished that night”</i> is the infinitive phrase. Its head (nucleus) is the infinitive <i>“be punished”</i> the Non-Perfect Correlation, the Common Aspect, the Passive Voice.

Exercise 17. Point out the object and say by what it is expressed:

1. Who’s the money for? 2. She has tried to lead a good life. 3. I suddenly found myself running down the street. 4. I find it astonishing that he should be so rude to you. 5. I want you to continue as project manager. 6. We heard him drive away. 7. I find it strange that she doesn’t want to go. 8. I wanted to stop over in India on the way to Australia. 9. What’s your shirt made of? 9. I’m not used to eating so much at lunchtime. 10. I’m happy to leave it till tomorrow. 11. Does she have any brothers and sisters? 12. Dentists advise you to have your teeth checked every six months. 13. Nick has always been good at finding cheap flights. 14. I want to buy a present for my mother and father. 15. Wine is made from grapes. 16. She always makes me laugh. 17. He wants to be more careful. 18. They expected all their children to be high achievers. 19. I find it interesting that she claims not to know him. 20. I read about it in the paper. 21. Give me something to do. 22. We’re very sorry about the damage to your car. 23. We see each other every now and then. 24. The doctor examined her but could find nothing wrong. 25. They waited for something exciting to happen.

Exercise 18. Point out the object and say by what it is expressed:

1. You don’t want to do it like that. 2. This dress makes me look fat. 3. The director objected to the cuts ordered by the censor. 4. She loves to win an argument. 5. I suggested going in my car. 6. He was beginning to get very annoyed with me about my carelessness. 7. I was annoyed with myself for giving in so easily. 8. I tried to persuade her to wait. 9. Who was that letter from? 10. She tried to make a good impression on the interviewer. 11. She had her bag stolen. 12. He managed to buy a car after all. 13. The police are trying to restore public order. 14. He got his fingers caught in the door. 15. Nothing will make me change my mind. 16. The kids found it hard to stay still. 17. You just found it lying in the street? 18. The very thought of drink made him feel sick. 19. I find it amazing that they’re still together. 20. The

boiler uses solid fuel. 21. She hurt herself. 22. They are seriously concerned about security. 23. What can I do for you? 24. Her father forbade the marriage. 25. We've known each other for some years now.

Exercise 19. Point out the object and say by what it is expressed:

1. He refused to admit his guilt. 2. She admitted having driven the car without insurance. 3. Can you suggest a good dictionary? 4. She was annoyed at having to write it out again. 5. I was annoyed that they hadn't turned up. 6. I've fixed the problem. 7. What did she have on? 8. We've known each other for some years now. 9. Some disapprove of the idea. 10. She had refused all solid food. 11. She finds it a strain to meet new people. 12. Would you like an apple or an orange? 13. Go and wash your hands; they're absolutely black! 14. She knows how to get round her dad. 15. She screamed at me to get out. 16. Parents are always anxious for their children to get on. 17. He was lucky to get away with only a fine. 18. I'll never get all this work finished. 19. You may find it hard to accept your illness. 20. I didn't hesitate for a moment about taking the job. 21. The room was softly lit by a lamp. 22. The directors are responsible for preparing the company's financial statements. 23. She didn't seem quite herself this morning. 24. Peter ought to be ashamed of himself. 25. He had managed to extricate himself from most of his official duties.

THE ATTRIBUTE

The attribute is a secondary part of the sentence, which characterizes a person or a thing expressed by the headword. This characterisation can be qualitative, quantitative, or from the point of view of the situation. An attribute may be expressed by different parts of speech:

- adjectives or adjectival phrases: *There is something **unusual** about it.*
- pronouns or pronominal phrases: ***His** work is better than mine. **Some** people do not care about environment.*
- numerals (cardinal and ordinal): *She arrived **two** days ago. This is **the second** attempt.*
- nouns in the common or the possessive cases: *It was a **November** evening. She could hear **children's** voices.*
- prepositional nominal phrases: *He was a man **of regular habits**.*
- statives: *No man **alive** would ever think of it.*
- participles I and II or participial phrases: *She was afraid to go down **the creaking** stairs. The **frozen** ground was hard as stone.*
- gerunds, gerundial phrases, or gerundial constructions: *Her **walking** shoes were extremely elegant. Nick wouldn't run the risk of **being too late**.*
- infinitives, infinitive phrases, infinitive constructions: *I have no time **to spare**. He was the first **to hand in his test**. This is the task **for you to cope with**.*
- adverbs or adverbial phrases: *The thieves appeared on **the upstairs** balcony. They lived in **out of the way** places.*
- sentences used as a whole: *This is "**a-place-for-everything-and-everything-in-its-place**" kitchen.*

SELF-TESTING (THE ATTRIBUTE)

Point out the attributes in the following sentences and analyse them:

1. At weekends we watched the	"the most boring" is an attribute to the object-noun "film"
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<u>most boring</u> film ever screened.	expressed by a qualitative adjective in the superlative degree of comparison.
2. Yesterday participants were acquainted with <u>hospitable</u> people.	<i>"hospitable"</i> is an attribute to the object-noun "people" expressed by a qualitative adjective in the positive degree of comparison.
3. Jason was the fifth <u>to answer</u> .	<i>"to answer"</i> is an attribute to the predicative – substantivized ordinal numeral <i>"the fifth"</i> expressed by the infinitive the Non-Perfect Correlation, the Active Voice, the Common Aspect.
4. Mr. Show sees no point <u>in discussing this issue</u> at lunch.	<i>"in discussing this issue"</i> is an attribute to the object-noun "point" expressed by the gerundial phrase. Its nucleus <i>"discussing"</i> is the gerund the Non-Perfect Correlation, the Active Voice.
5. Did she have anything <u>to add?</u>	<i>"to add"</i> is an attribute to the indefinite pronoun <i>"anything"</i> expressed by the infinitive the Non-Perfect Correlation, the Active Voice, the Common Aspect.
6. The window <u>broken last week</u> has been repaired.	<i>"broken last week"</i> is an attribute to the subject-noun "window" expressed by the participial phrase. Its nucleus is <i>"broken"</i> (Participle II).
7. Thanks to the qualified teacher the students had no fear <u>of communicating with foreigners</u> .	<i>"of communicating with foreigners"</i> is an attribute to the object-noun "fear" expressed by the gerundial phrase. Its nucleus <i>"communicating"</i> is the gerund the Non-Perfect Correlation, the Active Voice.
8. On receiving such wonderful news <u>our</u> cousin was beaming with joy.	<i>"our"</i> an attribute to the subject-noun "cousin" expressed by a possessive adjective.
9. There will be no need <u>for pupils to rewrite the composition</u> .	<i>"for pupils to rewrite the composition"</i> is a complex attribute expressed by the for-to-infinitive construction. Its nominal part <i>"pupils"</i> is a common noun in the Common Case, Plural. Its verbal part <i>"to rewrite the composition"</i> is the infinitive phrase. Its head (nucleus) is the infinitive <i>"rewrite"</i> the Non-Perfect Correlation, the Common Aspect, the Active Voice.
10. Frankly speaking, in this case two rival teams have so much <u>to lose</u> .	<i>"to lose"</i> is an attribute to the substantivized quantitative adjective <i>"much"</i> expressed by the infinitive the Non-Perfect Correlation, the Active Voice, the Common Aspect.

Exercise 20. Point out the attribute and say by what it is expressed:

1. There must be some mistake. 2. They were discussing the problems of Western society. 3. The news caused great excitement among her friends. 4. They were watching her every movement. 5. It's a three-hour drive to London. 6. It's a favorite game of theirs. 7. Do you like Italian food? 8. The tiger's home is in the jungle. 9. Could we get back to the question of funding? 10. The team has a wealth of home-grown talent. 11. Is there any water left? 12. I like your dress. 13. Have we got enough food in? 14. He had every reason to be angry. 15. He had plenty to say for himself. 16. Will these latest changes do any good? 17. A clever lawyer might find a way of getting round that clause. 18. You've won yourself a trip to

New York. 19. The TV is always on in their house. 19. These boots can be ordered direct from the manufacturer. 20. The job requires diplomatic skills of a high order. 21. The company has won a contract to supply books and materials to schools. 22. She was a snob of the first order. 23. I could never part with this ring. 24. He's a third-year student at the College of Art. 25. A doubtful look crossed his face.

Exercise 21. Point out the attribute and say by what it is expressed:

1. It was a very foolish thing to do. 2. She had a red jacket on. 3. There's still some wine in the bottle. 4. She knows every student in the school. 5. There's no need for you to go. 6. Have you made enough copies? 7. The kitchen is a good size. 8. I can't get out of the habit of waking at six in the morning 9. We enjoyed every minute of our stay. 10. Have you had enough to eat? 11. I felt a need to please people. 12. He's a ruthless businessman. 13. She doesn't have much to say for herself. 14. He could hear every word. 15. A good name is better than riches. 16. A friend to all is a friend to none. 17. A drowning man will clutch at a straw. 18. Habit is second nature. 19. Necessity is the mother of invention. 20. Honesty is the best policy. 21. Two heads are better than one. 22. No news is good news. 23. She gave him a book to translate. 24. There is no need for you to go there. 25. The frozen lake mesmerized me with its beauty.

THE APPOSITIVE

An appositive is a noun or noun phrase that refers to another noun and identifies or renames a person or a lifeless thing. An appositive most often appears directly after the noun (or a nominal phrase) it identifies or renames: *His son, **a youth of sixteen**, was of lighter colour in hair and eyes. Arizona Bill, "The Great Benefactor of Mankind," toured Oklahoma with herbal cures and a powerful liniment.*

Occasionally, an appositive may appear in front of a word that it identifies: ***A dark wedge**, the eagle hurtled earthward at nearly 200 miles per hour.*

An appositive at the beginning of a sentence is usually followed by a comma. Appositives are subdivided into non-detached (close) and detached (loose) ones.

A **non-detached appositive** and the word it refers to form one sense group, which may be treated as an indivisible word-group: *John's sister **Mary** became a nurse last year.*

A **detached appositive** is set off by a commas, parentheses, or dashes and form separate sense groups: *People are summed up largely by the roles they fill in society- **wife or husband, soldier or salesperson, student or scientist**- and by the qualities that others ascribe to them.*

SELF-TESTING (THE APPOSITIVE)

Point out appositives in the following sentences:

1. Miss Shanan, the top manager from the Skyline Company, has announced this tragic news.	Miss Shanan, <u>the top manager from the Skyline Company</u> , has announced this tragic news.
2. The amendment was rejected by Judge Spokmer.	The amendment was rejected by Judge <u>Spokmer</u> .
3. Steven, a friend of mine, sent my parents an invitation card.	Steven, <u>a friend of mine</u> , sent my parents an invitation card.
4. That evening Captain Smith was in suspiciously high spirits.	That evening Captain <u>Smith</u> was in suspiciously high spirits.

5. Paris, the capital of France, is famous for its UNESCO-listed places of interest.	Paris, <u>the capital of France</u> , is famous for its UNESCO-listed places of interest.
6. His niece Emily showed them the route to the hospital.	His niece <u>Emily</u> showed them the route to the hospital.
7. His cousin, a ten-year-old girl, was shivering with cold.	His cousin, <u>a ten-year-old girl</u> , was shivering with cold.
8. President John F. Kennedy was assassinated in Autumn 1963 while serving his first presidential term.	President <u>John F. Kennedy</u> was assassinated in Autumn 1963 while serving his first presidential term.

Exercise 22. Point out appositives in the following sentences:

1. I took a cookie from Gretel, the woodcutter's daughter. 2. John Reed, an American journalist, helped found the Communist Labor Party in America. 3. I once saw Margot Fonteyn, the famous ballerina. 4. Emma, a good country woman, has a daughter named Maggy. 5. Hue Danson, a professional botanist, led the kids on a nature hike. 6. I read a biography of Disraeli, the 19th-century statesman and novelist. 7. Did you see the manager himself? 8. My cousin Dillon broke his arm. 9. My father, a skiing instructor, broke his arm. 10. My friend Nick likes water skiing. 11. I'm looking for a present for my sister Elika. 12. Bob likes the color red. 13. Bruce will introduce the famous architect Michael Graves. 14. She invited her daughter's fiancée, Fred Morris, for dinner. 15. Have you read "The Grapes of Wrath" a novel by John Steinbeck? 16. He couldn't find his favorite food, salmon, on the menu. 17. At the far end of the pasture, the most magnificent animal I had ever seen – a white-tailed deer – was cautiously edging toward a salt-lick block. 18. She herself was at the meeting. 19. Paul Revere, a silversmith and a soldier, is famous for his "midnight ride". 20. He gave her a wry look, something between amusement and regret. 21. "Bob, my best friend, works here". 22. Mikky, Steve's black and white cat, slowly crept up behind the kittens. 23. The bookshelf, a modern piece of furniture, was moved into the house first. 24. The insect, a large and hairy creature, scared the children as they walked outside. 25. Kate's bag, a display of her wealth, was stained with paint because she wasn't careful. 26. My mother, a lovely woman, baked cupcakes for my birthday. 27. Eleanor, my sister with dark hair, sang a song. 28. Brandon and Derek graduated from UWEC, my alma mater.

THE ADVERBIAL MODIFIER

An adverbial modifier is a secondary part of the sentence which modifies another part of the sentence. Structural classification of the adverbial modifier:

- simple (expressed by one word): *We woke up **early**.*
- phrasal (expressed by a phrase): *He begins his work **at seven o'clock**.*
- complex (expressed by an absolute construction): *She was sitting, **her hands on the book**.*

Semantic Classes of Adverbial Modifiers

From the semantic point of view, adverbials denote place, time, manner, cause, purpose, result, condition, concession, attendant circumstances, comparison, degree, measure, exception, thus forming, corresponding classes:

- the Adverbial Modifier of Place;
- the Adverbial Modifier of Time;
- the Adverbial Modifier of Manner;

- the Adverbial Modifier of Cause (Reason);
- the Adverbial Modifier of Purpose;
- the Adverbial Modifier of Result/Consequence;
- the Adverbial Modifier of Condition;
- the Adverbial Modifier of Concession;
- the Adverbial Modifier of Attendant Circumstances;
- the Adverbial Modifier of Subsequent Events;
- the Adverbial Modifier of Comparison;
- the Adverbial Modifier of Degree;
- the Adverbial Modifier of Measure;
- the Adverbial Modifier of Exception

The Adverbial Modifier of Place denotes:

- place proper: *He has lived **in New York**.*
- direction or destination: *They are going to move **to Spain**.*
- distance: *She lives **far from her parents**.*

The identifying questions are: Where? Where to? Where from? How far? The Adverbial Modifier of Place may be expressed by adverbs, prepositional phrases, nouns or noun phrases.

The Adverbial Modifier of Time expresses:

- time proper: *We'll meet **tomorrow**.*
- frequency: *We **seldom** see each other.*
- duration: *I've been waiting here **for a couple of hours**.*
- time relationship: *It was **still** raining.*

The identifying questions are: When? How often? How long?

The Adverbial Modifier of Time may be expressed by an adverb (tomorrow, now, tonight) or adverbial phrases (some days ago, early in the morning); a non-prepositional noun phrase, often containing such words as “this”, “that”, “next”, “last”, “any”; a prepositional noun or a prepositional phrase; a noun, adjective or adverb preceded by the conjunction “when”; a participle or a participial phrase; a gerund with a preposition or by a prepositional gerundial phrase; an absolute construction.

The Adverbial Modifier of Manner characterizes the action of the verb by indicating the way it is performed or by what means it is achieved. The identifying questions are: In what way? By what means? *She walked **in with short quick steps*** (a prepositional nominal phrase);

*They danced **badly*** (an adverb).

*You begin learning a language **by listening to the new sounds and trying to reproduce them*** (a prepositional gerundial phrase).

*John came **in jumping*** (participle I).

The Adverbial Modifier of Cause (Reason) expresses the reason of a certain action. The identifying questions are: why? For what reason?

***Wanting a cigarette**, he reached for a case and took it from his pocket* (a participial phrase).

There being nothing else to do, we decided to return home (the absolute nominative construction with participle I).

The prepositions of reason are: because of, due to, owing to, on account of, for the reason of, thanks to, etc.: *The accident happened **because of his bad driving**. Thanks to my parents, I got a decent education.*

The Adverbial Modifier of Purpose expresses the aim of a certain action. The identifying questions are: What for? For what purpose? It may be expressed by:

- an infinitive, an infinitive phrase or construction: *He has come **to discuss this question with us**. We must run **in order not to be late**.*
- a prepositional phrase (nominal or gerundial) with the preposition “for”: *They reserved this table **for lunch**. The thermometer is used **for measuring temperature**.*

The Adverbial Modifier of Result/Consequence refers to an adjective or an adverb accompanied by an adverb of degree: too, enough, sufficiently, so...as.

It is expressed by an infinitive, an infinitive phrase or construction: *It was **too cold to swim in the river**. He was **so fortunate as to get the highest prize**.*

The Adverbial Modifier of Condition can be expressed by:

- the prepositional phrase (nominal or gerundial) with the prepositions 'but for,' 'except for,' 'without': ***But for your help** I wouldn't have entered this university. **Without real faith** there can be no cure. You won't learn the language **without using a dictionary**.*
- a participle or an adjective with the conjunctions 'if' or 'unless': *She would not speak **unless asked to**. We'll come later **if necessary**.*
- an infinitive: ***To look at her**, you would understand everything even without words.*

The identifying questions are in what case? On what condition?

The Adverbial Modifier of Concession expresses the idea that is in contradiction with what is stated in the modified part of the sentence. The identifying question is: In spite of what?

This adverbial modifier can be expressed by:

- a prepositional phrase introduced by 'in spite of,' 'despite,' 'for all,' 'with all': ***In spite of his anger and disappointment**, he listened to me carefully. **With all her faults**, he loved her.*
- phrases introduced by the conjunctions 'though,' 'even though': ***Though being a bad painter**, John had a delicate feeling for art.*

The Adverbial Modifier of Attendant Circumstances expresses a fact that accompanies the event presented by the modified part of the sentence. This adverbial modifier can be expressed by:

- a gerundial phrase: *They entered the building **without meeting anyone**.*
- a participial phrase: *She continued to speak loudly, **turning her head to us**.*
- absolute constructions: *He sat at the table, **the tune ringing in his ears**.*

The Adverbial Modifier of Subsequent Events points out an event following the event presented in the modified part of the sentence. This adverbial modifier can be expressed by:

- an infinitive: *She hurried to the abandoned house **only to find it completely empty**.*
- a participle: *He said something to her, **receiving no distinct answer**.*

The Adverbial Modifier of Comparison can be introduced by such conjunctions as 'than,' 'as,' 'as if,' 'as though' or the preposition 'like': *A mountain is higher **than a hill**. She is as tall as **her mother**. He speaks English fluently **as a born Englishman**. As if **obeying him**, I went out.*

The Adverbial Modifier of Degree modifies various parts of the sentence. This adverbial modifier characterizes actions, states and quality from the viewpoint of their intensity. The identifying questions are: How much? To what extent?

*I **entirely** agree with you. I was **completely** happy. The story is **extremely** long. It was snowing **pretty heavily**.*

The Adverbial Modifier of Measure is expressed by a noun denoting a unit of measure (length, time, weight, money, temperature): *The room measures **35 feet across**. We walked **for almost 10 miles**. The temperature went down **ten degrees below zero**.*

The Adverbial Modifier of Exception is expressed by nouns or prepositional phrases introduced by the prepositions 'but,' 'but for,' 'except,' 'apart from,' 'aside from,' 'with the exclusion of,' 'save for' (in formal writing): *I looked for my keys everywhere **except in the kitchen**. Everybody was present on the lecture **except Jane Burns**. Our cat eats nothing **but fish**.*

SELF-TESTING (THE ADVERBIAL MODIFIER)

Point out the adverbial modifiers in the following sentences and analyse them:

1. Derek arrived <u>late in the afternoon</u> and parked his car <u>behind the playground</u> .	"late in the afternoon" is an adverbial modifier of time expressed by an adverbial phrase. "behind the playground" is an adverbial modifier of place expressed by a prepositional phrase.
2. The maiden <u>anxiously</u> hastened to the nursery	"anxiously" is an adverbial modifier of manner expressed by an adverb.
3. Monika was <u>extremely</u> pleased to see her nearest and dearest <u>at the festive dinner table</u> .	"extremely" is an adverbial modifier of degree expressed by an adverb. "at the festive dinner table" is an adverbial modifier of place expressed by a prepositional phrase.
4. She went out <u>to get some provision</u> .	"to get some provision" is an adverbial modifier of purpose expressed by an infinitive phrase. Its nucleus is the infinitive "to get" the Non-Perfect Correlation, the Common Aspect, the Active Voice.
5. Sarah is old enough <u>to live alone</u> .	"to live alone" is an adverbial modifier of result (consequence) expressed by an infinitive phrase. Its nucleus is the infinitive "to live" the Non-Perfect Correlation, the Common Aspect, the Active Voice.
6. There won't be healing <u>without proper care</u> .	"without proper care" is an adverbial modifier of condition expressed by a prepositional nominal phrase. Its nucleus "care" is a noun in the

	Common Case, Singular.
7 <u>With all his unbearable temper,</u> they found a compromise and made a deal.	“ <i>with all his unbearable temper</i> ” is an adverbial modifier of concession expressed by a prepositional phrase.
8. Mr. Darley began to dance, <u>limping on his right leg.</u>	“ <i>limping on his right leg</i> ” is an adverbial modifier of attendant circumstances expressed by a participial phrase. Its nucleus is the present participle “ <i>limping</i> ” the Non-Perfect Correlation, the Active Voice.
9. Margaret <u>definitely</u> would have attended a public lecture in the Carnegie Hall the following Monday <u>except for constant coughing.</u>	“ <i>definitely</i> ” is an adverbial modifier of degree expressed by an adverb. “ <i>except for constant coughing</i> ” is an adverbial modifier of exception expressed by a gerundial phrase. Its nucleus is the gerund “ <i>coughing</i> ” the Non-Perfect Correlation, the Active Voice.
10. We’d like to resolve conflicts in a peaceful way <u>than to make a quarrel.</u>	“ <i>than to make a quarrel</i> ” is an adverbial modifier of comparison expressed by an infinitive phrase. Its nucleus is the infinitive “ <i>to make</i> ” the Non-Perfect Correlation, the Common Aspect, the Active Voice.

Exercise 23. Define the adverbial modifier in the following sentences:

1. He smiled with relief. 2. He’s been working in the bank since leaving school. 3. Can I get there and back in a day? 4. He gained valuable experience whilst working in the project. 5. On arriving home I discovered they had gone. 6. We all learn by experience. 7. He got out of the bath, slopping water over the sides. 8. We must get together for a drink sometime. 9. She hesitated before replying. 10. He spoke fluently and without unnecessary hesitation. 11. He lives all by himself. 12. He smiled suddenly, exposing a set of amazingly white teeth. 13. Hockey teams try to hit the ball into the other team’s goal. 14. I held out my hand to steady her. 15. In spite of their quarrel, they remain the best friends. 16. Select the text to format by holding down the left button on your mouse. 17. She sent the letter by airmail. 18. Seriously though, it could be really dangerous. 19. She wept unashamedly. 20. I’ve seen him somewhere before. 21. Please send it as soon as possible. 22. I couldn’t speak for laughing. 23. He was flushed with excitement at the thought. 24. Do you still live at the same address? 25. People arrived in twos and threes.

Exercise 24. Define the adverbial modifier in the following sentences:

1. He’s not very friendly. 2. The instructions were rather complicated. 3. She brought the car to a stop. 4. He rubbed his hands together in satisfaction. 5. If necessary I can come at once. 6. Try to stop off for at least an hour to explore the medieval town. 7. She was happy enough with her performance. 8. I couldn’t sleep because of the noise. 9. The box is too heavy for me to lift. 10. I had to sleep on the sofa. 11. We’ve changed jobs since then. 12. He slept solidly for ten hours. 13. For more information, call this number. 14. I wrote to them last month. 15. A cup of coffee finished the meal perfectly. 16. He’s very good with children. 17. You spoke really well at that meeting, standing up for us all. 18. Marie has returned to the cottage to wash her hands. 19. I’m older than her. 20. My cake finally baking in the oven, I was free to rest for thirty minutes”. 21. I had nothing to wear except for my old dresses. 22. In spite of winning the competition, he wasn’t satisfied. 23. They lived in a beautiful house on the coast. 24. He stood as if hypnotized. 25. The weather was too hot to go swimming.

Exercise 25. Define the adverbial modifier in the following sentences:

1. We did not even make enough money to cover the cost of the food. 2. Babies do not grow at a steady rate but in stops and starts. 3. Some teachers find it difficult to keep their classes in order. 4. In order to get a complete picture, further information is needed. 5. She fell and hurt her leg rather badly. 6. She nailed the two boards together. 7. I didn't have enough clothes to last a week. 8. They arrived late at the airport. 9. We're open till 6 o'clock. 10. Is it clear enough for you to read? 11. The trip included an overnight stop in Brussels. 12. I'm not too happy about her living alone. 13. I couldn't speak for laughing. 14. He left without saying goodbye. 15. I put the sleeping baby down gently. 16. She made some cuts before handing over the finished novel. 17. She sleeps with the window open. 18. There was more whisky in it than soda. 19. I can see it quite clearly. 20. They all came except Barbara. 21. The wine made him bold enough to approach her. 22. The project failed for want of financial backing. 23. In spite of having a lot of money, they are very mean. 24. We stopped off at a hotel for the night. 25. He rushed to the house only to find it empty.

5. СХЕМИ АНАЛІЗУ ПРОСТОГО РЕЧЕННЯ

PATTERNS OF THE SIMPLE SENTENCE ANALYSIS

Sentence 1. Samira went on talking about the accident, her body shivering all over.

According to the purpose of utterance it is a declarative affirmative sentence.

According to the structure it is a simple two-member complete extended sentence.

“Samira” is the Simple Notional Subject expressed by a proper noun in the Common Case;

“went on talking” is the Compound Verbal Phasal Predicate. It is expressed by the phasal verb “to go on” in the Indicative Mood, the Past Indefinite Tense, the Active Voice and the gerund “talking” the Non-Perfect Correlation, the Active Voice.

“about the accident” is a Simple Indirect non-recipient prepositional object expressed by a common noun in the Common Case, Singular;

“her body shivering all over” is the Adverbial Modifier of Attendant Circumstances expressed by the Nominative Absolute Participial Construction, its nucleus “shivering” is the present participle (the Non-Perfect Correlation, the Active Voice).

Sentence 2. Was the main trouble the manager’s being away at that moment?

According to the purpose of utterance it is an interrogative sentence (a general question).

According to the structure it is a simple two-member complete extended sentence.

“trouble” is the Simple Notional Subject expressed by a common noun in the Common Case, Singular;

“main” is an Attribute to the subject-noun “trouble” expressed by a qualitative adjective in the positive degree of comparison;

“was the manager’s being away” is the Compound Nominal Predicate Proper expressed by the link verb “to be” in the Indicative Mood, the Past Indefinite Tense, the Active Voice and the predicative “the manager’s being away” expressed by the gerundial construction. Its nominal part “manager’s” is a common noun in the Possessive Case, Singular. Its verbal part “being away” is the gerundial phrase. Its head (nucleus) is the gerund “being” the Non-Perfect Correlation, the Active Voice;

“at that moment” is an Adverbial Modifier of Time expressed by a prepositional phrase.

Sentence 3. Having dug the hole, the convict quickly disappeared in the narrow corridor at dawn.

According to the purpose of utterance it is a declarative affirmative sentence.

According to the structure it is a simple two-member complete extended sentence.

“convict” is the Simple Notional Subject expressed by a common noun in the Common Case, Singular;

“disappeared” is the Simple Verbal Predicate expressed by the verb in the Indicative Mood, the Past Indefinite Tense, the Active Voice;

“quickly” is an Adverbial Modifier of Manner expressed by an adverb;

“in the corridor” is an Adverbial Modifier of Place expressed by a prepositional phrase;

“narrow” is an attribute to the noun “corridor” expressed by a qualitative adjective in the positive degree of comparison;

“at dawn” is an Adverbial Modifier of Time expressed by a prepositional noun;

“having dug the hole” is the Adverbial Modifier of Time expressed by the participial phrase. Its nucleus “having dug” is the present participle (the Perfect Correlation, the Active Voice).

Sentence 4. The ship was reported to have crashed near the Caribbean islands last year.

According to the purpose of utterance it is a declarative affirmative sentence.

According to the structure it is a simple two-member complete extended sentence.

“The ship...to have crashed” is the Complex Notional Subject expressed by the Subjective Infinitive Construction. The nominal part “ship” is expressed by the common noun in the Common Case, the verbal part “to have crashed” is an infinitive phrase; “to have crashed” is a perfect infinitive in the Common Aspect, the Active Voice.

“was reported” is the Simple Verbal Predicate expressed by the verb in the Indicative Mood, the Past Indefinite Tense, the Passive Voice;

“near the Caribbean islands” is an Adverbial Modifier of Place expressed by a prepositional phrase;

“last year” is an Adverbial Modifier of Time expressed by a non-prepositional noun phrase.

Sentence 5. Frankly speaking, was there any sense in Carol’s visiting the meeting?

According to the purpose of utterance it is an interrogative sentence (a general question).

According to the structure it is a simple two-member complete extended sentence.

“Frankly speaking” is a parenthesis expressed by the participial phrase. Its nucleus “speaking” is the present participle (the Non-Perfect Correlation, the Active Voice);

“there” is the Formal Subject expressed by “the introductory there”;

“sense” is the Notional Subject expressed by the common noun in the Common Case, Singular;

“was” is the Simple Verbal Predicate expressed by the verb “to be” in the Indicative Mood, the Past Simple Tense, Singular;

“in Carol’s visiting the meeting” the Complex Attribute to the noun “sense” expressed by the gerundial construction. Its nominal part “Carol’s” is expressed by a proper noun in the Possessive Case, Singular. Its verbal part “visiting the meeting” is the gerundial phrase. Its head (nucleus) is the gerund “visiting” the Non-Perfect Correlation, the Active Voice.

Sentence 6. To get the most comfortable suite, they must make a reservation on Friday.

According to the purpose of utterance it is a declarative affirmative sentence.

According to the structure it is a simple two-member complete extended sentence.

“they” is the Simple Notional Subject expressed by a personal pronoun in the Nominative Case, the 3d person, Plural;

“must make” is the Compound Verbal Modal Predicate. It is expressed by the modal verb “must” (expressing the obligation or necessity referring to the future) and the infinitive “make” the Non-Perfect Correlation, the Active Voice, the Common Aspect;

“reservation” is a Simple Direct non-prepositional object expressed by a common noun in the Common Case, Singular;

“on Friday” is an Adverbial Modifier of Time expressed by a prepositional noun;

“to get the most comfortable suite” is an *Adverbial Modifier of Purpose* expressed by an infinitive phrase. Its nucleus “to get” is the infinitive the *Non-Perfect Correlation*, the *Active Voice*, the *Common Aspect*.

Sentence 7. Have the teenagers found the activities interesting in the summer camp?

According to the purpose of utterance it is an interrogative sentence (a general question).

According to the structure it is a simple two-member complete extended sentence.

“teenagers” is the *Simple Notional Subject* expressed by a common noun in the *Common Case*, *Plural*;

“have...found” is the *Simple Verbal Predicate* expressed by the verb in the *Indicative Mood*, the *Present Perfect Tense*, the *Active Voice*;

“activities” is a *Simple Direct non-prepositional object* expressed by a common noun in the *Common Case*, *Plural*;

“interesting” is an *Attribute* to the noun “activities” expressed by a qualitative adjective in the *positive degree of comparison*;

“in the summer camp” is an *Adverbial Modifier of Place* expressed by a prepositional phrase.

Exercise 26. Analyse the following simple sentences.

1. She solemnly promised not to say a word to anyone about it. 2. I read every last article in the newspaper. 3. Crushed to pieces by a sledgehammer, the computer no longer worked. 4. We were expecting him yesterday. 5. I must ask you not to do that again. 6. He felt in his pockets for some money. 7. Some teachers find it difficult to keep their classes in order. 8. The police are trying to restore public order. 9. Her voice was shaking despite all her efforts to control it. 10. He didn't even begin to understand my problem. 11. The path begins at Chorleywood village. 12. He spoke frankly about the ordeal. 13. He is a very good man. 14. Students were angry at being treated like children. 15. Would you rather walk or take the bus? 16. Very few people know that. 17. The new building has been very much admired. 18. He might be phoning her at this very moment. 19. She found it extremely difficult to get a job. 20. The risks involved are extremely high. 21. People are better educated now. 22. He plays quite well. 23. I paid in cash. 24. She started working here 25. It should be snowing now, according to the weather forecast.

Exercise 27. Analyse the following simple sentences.

1. She arrived early in order to get a good seat. 2. They pay slightly more than the going rate. 3. In spite of his age, he still leads an active life. 4. I met her at the hospital. 5. She is to leave home at 7 every day. 6. He came to me for advice. 7. Mix the sand and cement together. 8. He didn't answer for fear of hurting her. 9. It was a rather difficult question. 10. I slept at my sister's house last night. 11. Don't stand with your hands in your pockets. 12. I'd rather email than phone, if that's OK by you. 13. His fingers were numb with cold. 14. The shadows lengthened with the approach of sunset. 15. Skill comes with practice. 16. It never takes more than an hour. 17. Their new CD is selling extremely well. 18. You'll be quite comfortable here. 19. He spoke in a loud voice. 20. The kids were playing in the street. 21. We work every day except Sunday. 22. I didn't have enough clothes to last a week. 23. Where are you going for your holidays this year? 24. Despite applying for hundreds of jobs, he is still out of work. 25. The illness was caused, most likely, by a virus.

Exercise 28. Analyse the following simple sentences.

1. Put it in writing. 2. After winning the prize she became famous. 3. I always have to clean up after the children. 4. Sound travels better in water than in air. 5. We'd better leave now. 6. The army has been sent in to maintain order in the capital. 7. She's lived there since the war. 8. She spoke quietly not to frighten the child. 9. Dogs can be trained to obey orders. 10. He stepped boldly forward to speak. 11. Headwords are printed in bold. 12. She's old enough to decide for herself. 13. I should have finished the book by Friday. 14. I'm going to the school today to talk to Kim's teacher. 15. I was surprised, to say the least. 16. We'll go slowly to begin with. 17. They went swimming in spite of all the danger signs. 18. The kids are at school until 4.00. p.m. 19. In my experience, very few people really understand the problem. 20. We didn't leave early enough. 21. Do you enjoy swimming? 22. I expect her to be honest. 23. I have bought a pair of earrings for you. 24. It must have been raining the whole night yesterday. 25. There were no people in the house.

4. ПЕРЕЛІК ВИДІВ РОБОТИ З РЕКОМЕНДАЦІЯМИ ЩОДО ЇХ ПРОВЕДЕННЯ

Самостійна робота є невід’ємною складовою вивчення навчальної дисципліни. Вона здійснюється за такими напрямками:

- підготовка теоретичних питань до занять;
- виконання практичних завдань;
- виконання індивідуальних завдань;
- підготовка до підсумкових модульних робіт;
- підготовка до заліків.

Підготовка теоретичних питань до занять передбачає опрацювання теми заняття. Такі питання могли розглядати як під час практичного заняття, так і повністю виноситися на самостійне опрацювання.

Алгоритм підготовки

- Визначте питання для підготовки (мають бути розглянуті усі питання теми).
- Візьміть у бібліотеці університету (читальному залі або на кафедрі) джерела, зазначені у списку основної літератури. При підборі літератури Ви можете користуватися бібліотечними каталогами (алфавітним, предметним або систематичним).
- Визначте розділи (теми або параграфи), у яких розкрито питання заняття.
- Опрацюйте ці розділи та складіть план-конспект відповіді на кожне питання.
- Визначте основні поняття, які Ви повинні засвоїти.
- Проаналізуйте, як опрацьований матеріал пов’язаний з іншими питаннями теми.
- Для кращого засвоєння та запам’ятовування матеріалу складіть короткий конспект, схеми, таблиці або графіки по прочитаному матеріалу.
- Визначте проблеми в опрацьованому матеріалі, які Ви недостатньо зрозуміли. З цими питаннями Ви можете звернутися на консультації до викладача.
- Перевірте, як Ви засвоїли опрацьоване питання. Ви можете це зробити, відповівши на тестові питання до теми або розв’язавши практичні завдання.

Виконання індивідуальних завдань має на меті вироблення умінь, необхідних для практичного застосування навичок, отриманих впродовж вивчення теми.

Алгоритм виконання

- Ознайомтеся з вимогами до виконання відповідного завдання та уважно прочитайте завдання.
- Проаналізуйте теоретичний матеріал, необхідний для виконання індивідуального завдання.
- Визначте питання, на які ви не можете дати відповіді самостійно, та зверніться з ними на консультації до викладача.
- Конкретизуйте завдання, які ви маєте вирішити в ході виконання індивідуального завдання.
- Складіть розгорнутий план виконання завдання.
- Виконайте індивідуальне завдання відповідно до плану.

- Проаналізуйте, чи всі поставлені завдання ви виконали.
- Внесіть, при потребі, корективи до виконаного завдання.
- Оформіть завдання відповідно до вимог.
- Здайте завдання викладачу у зазначений термін.

Підготовка до підсумкових модульних робіт (ПМР), заліку, екзамену має на меті узагальнення та систематизацію знань з окремого модуля або дисципліни у цілому.

Алгоритм виконання

- Ознайомтеся з переліком питань та завдань до ПМР, заліку або екзамену.
- Підберіть підручники, інструктивно-методичні матеріали або іншу довідкову літературу, необхідну для підготовки (її перелік Ви можете знайти в списку рекомендованої літератури інструктивно-методичних матеріалів до відповідної освітньої компоненти).
- Перегляньте зміст кожного питання, користуючись власними конспектами або підручниками.
- Визначте питання, які потребують ретельнішої підготовки (опрацювання додаткової літератури, складання конспектів, схем, розв'язання окремих типів завдань тощо). З цією метою зверніться до алгоритму підготовки теоретичних питань до семінарських занять та виконання практичних завдань до лабораторних занять.
- Для самоперевірки перекажіть теоретичні питання або вирішіть практичне завдання.

6. ЗАВДАННЯ ДЛЯ САМОКОНТРОЛЮ

Exercise 1. Analyse the following simple sentences:

1. Alice's ambition to marry a well-heeled businessman dominated her life.
2. Yesterday Kate was heard playing the piano in the dancing hall.
3. Mark wrote his greatest masterpieces working as a senior sailor.
4. But for being well-educated, she wouldn't have won that competition.
5. The matter having been settled amicably, Debora felt quite satisfied with the results.
6. Though being stuffy, Monika left the windows shut for the thieves not to get in.
7. The decision to celebrate grandparents' anniversary caused the great excitement in the family.
8. Playing cards, the inspector couldn't help noticing the manager's worry.
9. Aunt Jennifer would talk to her grandchildren about her life in the countryside.
10. There were many interesting topics in the magazine that day.
11. Despite being sad the whole evening, Andrew didn't seem to know about her departure to Germany.
12. The participants should hand their tickets to the man standing at the door.
13. It was useless students' learning rules without practice.
14. Daniel was made to clean the whole house in spite of being tired.
15. Ted was aware of Amanda's striving to get the higher position in the firm.

Exercise 2. Analyse the following simple sentences:

1. Parents suspected their neighbor of stealing the bicycle.
2. The boy was walking down the narrow lanes whistling an amusing tune.
3. Though having launched into excitement, he could find necessary words to continue.
4. You must not leave your valuables lying around in public places.
5. Steve was tall enough to reach the upper shelf easily.
6. In refusing to answer the question, Angela lost the opportunity to win the award.
7. Being very shy, Helen did not enjoy the parties in the dormitory.
8. To put it mildly, Carol was beginning to look impatient.
9. Chandler arrived at the meeting to find it had been postponed.
10. My cousin's dream was to travel abroad at the beginning of the following year.
11. It will be a mistake for Bertha to discuss her project with the rival team at the meeting.
12. Having arrived home, Peter arranged for the electrician to come the following day.
13. There were five chairs for guests to sit on in the assembly hall.
14. It was essential for the colleague to translate the article in time.
15. Being completely broke, Dorothy couldn't afford to go on holiday last year.

Exercise 3. Match the beginning of the proverbs and sayings with their endings.

Analyse the following proverbs and sayings:

1. The best fish	A. is a body without soul
2. Dry bread at home	B. catches no mice
3. A room without books	C. side of the wall are the sweetest

4. False friends are	D. louder than words
5. An early bird	E. horses in midstream
6. The apples on the other	F. is better than roast meat abroad
7. Every family has	G. likes its own nest
8. Hasty climbers	H. gets the late one's breakfast
9. Nothing hurts more	I. swims near the bottom
10. Actions speak	J. bent while young
11. A cat in gloves	K. breaks the camel's back
12. Every bird	L. than truth
13. A tree must be	M. have sudden falls
14. Don't change	N. a skeleton in the cupboard
15. The last straw	O. worse than open enemies

Exercise 4. Match the beginning of the proverbs and sayings with their endings.

Analyse the following proverbs and sayings:

1. Idleness is	A. known by his chips
2. Don't teach your	B. than a good lawsuit
3. Business makes a man	C. does not choke the wolf
4. A bad compromise is	D. the mother of learning
5. Vows made in storm s	E. and drink the milk
6. It is no use	F. catches no flies
7. A small leak	G. will be many
8. A good workman is better	H. the mother of all evil
9. The dust raised by the sheep	I. like a garden full of weeds
10. Prevention is	J. will sink a great ship
11. Repetition is	K. grandmother to suck eggs
12. A close mouth	L. crying over spilt milk
13. Penny and penny laid up	M. are forgotten in calms
14. A man of words and not of deeds is	N. as well as tries him
15. You cannot sell the cow	O. better than cure

Exercise 5. Match the English proverbs and sayings with their Ukrainian equivalents.

Analyse the following proverbs and sayings:

1. A bad workman always quarrels with his tools	A. Ранок вечора мудріший
2. Constant dropping wears away a stone	B. Нема диму без вогню
3. The chain is no stronger than its weakest link	C. Один цвіт не робить вінка, одна дівчина не робить танка
4. Early to bed and early to rise, makes a man healthy, wealthy and wise	D. Великому кораблеві велике й плавання
5. Evil communications corrupt good manners	E. Всяк свого щастя коваль
6. Don't look a gift horse in the mouth	F. Пан з паном, а Іван з Іваном.

	Одного поля ягода
7. An hour in the morning is worth two in the evening	Г. Вода камінь точить
8. Hawk will not pick out hawk's eyes	Н. Поганий мир краще доброї сварки
9. One swallow does not make a summer	І. Поганому танцюристу і штани заважають. У невмілого руки не болять
10. There is no smoke without fire	Ж. З добрим дружись, а лихих стережись
11. Great ships require deep waters	К. За один раз не зітнеш дерева в раз
12. A bad peace is better than a good quarrel	Л. Ворона вороні ока не виклює
13. The tree does not fall at the first stroke	М. Хто рано лягає і рано встає, здоров'я, багатство і розум наживе
14. Every man is an architect of his own fortune	Н. Дарованому коню в зуби не заглядають
15. Birds of a feather flock together	О. Де тонко, там і рветься

Exercise 6. Match the proverbs and sayings with their definitions. Analyse the following proverbs and sayings:

1. Absence makes the heart grow fonder	A. One cannot be loyal to two opposing sides at the same time, in order to get advantages from both
2. You cannot run with the hare and hunt with the hounds	B. People often have good intentions but fail to put them into practice. It is not enough to intend to do something; it is the doing itself that is the most important
3. Cut your coat according to your cloth	C. Prompt actions will prevent a lot of trouble later
4. Time and tide wait for no man	D. A person who constantly changes his work or his home cannot expect to make money, gain lasting friendship, be relied on
5. The proof of the pudding is in the eating	E. It is not wise to concentrate only on working and not to allow time for relaxation. Without proper leisure time, the worker and therefore the work will suffer
6. The early bird catches the worm	F. Don't treat unimportant things as if they were important
7. Don't put the cart before the horse	G. It is better to be content with what we have or can easily get, than to reject it in the hope of getting something better, as this may never happen
8. A stitch in time saves nine	H. We should not be too ambitious and should not want things which are beyond what we have
9. All work and no play makes Jack a dull boy	I. The forces of nature (e.g. the passing of time, the action of the sea) are stronger than the forces of man
10. Don't put all your eggs in one basket	J. If people are parted for a time, they tend to appreciate each other more
11. A bird in the hand is worth two in the bush	K. Small sacrifices of some kind must be made in order to attain one's purpose
12. Don't make a mountain out of a	L. Only early or prompt actions will bring success. If we want

molehill	something, we should not wait until it may be too late
13. You can't make an omelette without breaking eggs	M. One can only prove something by putting it into action or use
14. A rolling stone gathers no moss	N. We should deal with things in the right order and should not start from the wrong end
15. The road to hell is paved with good intentions	O. It is risky to concentrate all one's hopes, chances, money on only one thing, for if this one thing is lost, there will be nothing left

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