

**ЖИТОМИРСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ ІМЕНІ ІВАНА ФРАНКА
НАВЧАЛЬНО-НАУКОВИЙ ІНСТИТУТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ ТА ПЕРЕКЛАДУ**

**ПРАКТИЧНА ГРАМАТИКА АНГЛІЙСЬКОЇ МОВИ:
ІНСТРУКТИВНО-МЕТОДИЧНІ МАТЕРІАЛИ
ДО САМОСТІЙНОЇ ТА ІНДИВІДУАЛЬНОЇ РОБОТИ**

Обов'язкової освітньої компоненти
для підготовки здобувачів
першого (бакалаврського) рівня вищої освіти

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Освітня програма	Англійська мова та література (переклад включно)

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Інструктивно-методичні матеріали укладено для обов'язкової освітньої компоненти «Практична граматики англійської мови» (“SYNTAX”) відповідно до освітньо-професійної програми «Англійська мова та література (переклад включно)» для здобувачів першого (бакалаврського) рівня вищої освіти 3 курсу денної форми навчання галузі знань 03 Гуманітарні науки, спеціальності 035 Філологія. Матеріали містять завдання практичного спрямування для самостійної роботи з чотирьох тем модуля (Прикладка, Відокремлені члени речення, Еліптичні речення, Складне речення з сурядним і підрядним зв'язком), індивідуальні завдання, питання для самоперевірки, термінологічний мінімум, питання для підготовки до іспиту, тестові завдання та перелік рекомендованої літератури.

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ПЕРЕДМОВА

Інструктивно-методичні матеріали для самостійної та індивідуальної роботи підготовлено для обов'язкової освітньої компоненти «Практична граматики англійської мови» (Модуль VIII «Синтаксис») відповідно до освітньо-професійної програми «Англійська мова та література (переклад включно)» для здобувачів першого (бакалаврського) рівня вищої освіти 3 курсу денної форми навчання (спеціальність 035 Філологія).

Практична граматики посідає особливе місце в підготовці фахівця-філолога перекладацького профілю. Ця освітня компонента забезпечує системне опанування синтаксичного устрою англійської мови як інструмента точного й комунікативно адекватного формулювання думки англійською мовою. У структурі модуля «Синтаксис» на самостійну роботу відведено 45 із 75 годин (67%), що зумовлює потребу в чіткому методичному супроводі та системній організації позааудиторної навчальної діяльності.

Відповідно до робочої програми навчальної дисципліни, на самостійне опрацювання здобувачів денної форми навчання винесено чотири теми: Прикладка (Apposition); Відокремлені члени речення (Detached Secondary Parts); Еліптичні речення (Elliptical Sentences); Складне речення з сурядним і підрядним зв'язком (Compound-Complex Sentences). Завдання для самостійного опрацювання містять виключно практичні вправи (трансформаційні, аналітичні, продуктивні, перекладацькі), питання для самоперевірки та індивідуальні завдання. Кожне завдання супроводжується ілюстративним мовним матеріалом – десятьма реченнями та коротким текстом для аналізу, що забезпечує самодостатність методичного видання та полегшує організацію самостійної роботи.

Завдання, питання для самоперевірки та індивідуальні завдання подаються англійською мовою відповідно до мови викладання курсу. Термінологічний мінімум (Key Terms) до кожної теми містить не менше 20 одиниць і формує активний професійний метамовний апарат англійською. Виконання практичних

вправ для самостійної роботи є обов'язковим компонентом підготовки до практичних занять і враховується при поточному оцінюванні.

1. ЗАГАЛЬНА ХАРАКТЕРИСТИКА ОСВІТНЬОЇ КОМПОНЕНТИ

1.1. Місце освітньої компоненти в освітній програмі

Обов'язкова освітня компонента «Практична граматики англійської мови» (Модуль VIII «Синтаксис») викладається на III курсі у VI семестрі в межах спеціальності 035 Філологія, освітньої програми «Англійська мова та література (переклад включно)». Загальний обсяг модуля становить 75 годин (2,5 кредити ЄКТС), з яких 30 годин – практичні заняття, 45 годин – самостійна робота. Співвідношення аудиторного та позааудиторного навантаження для денної форми – 33 % : 67 %. Форма підсумкового контролю – екзамен.

1.2. Мета та завдання освітньої компоненти

Мета освітньої компоненти полягає у формуванні стійких практичних навичок аналізу й продукування синтаксично правильно побудованих англійських висловлювань, опанування синтаксичної норми англійської мови та розвитку аналітичної граматичної компетентності, необхідної для усного і письмового перекладу.

Основні завдання освітньої компоненти:

1. сформувати навички безпомилкового вживання основних і другорядних членів речення в усному й письмовому продукуванні англійською мовою;
2. розвинути вміння виконувати повний синтаксичний аналіз простого, складносурядного, складнопідрядного і складносурядно-підрядного речень із застосуванням метамови англійською мовою;
3. сформувати вміння трансформувати синтаксичні структури зі збереженням комунікативного значення (активний / пасивний стан, пряма / непряма мова, синтетичні / аналітичні умовні форми, інверсія, тощо);
4. навчити розпізнавати, виправляти і пояснювати англійською мовою синтаксичні помилки в автентичних та навчальних текстах;

5. розвинути перекладацькі навички у тих випадках, коли необхідні граматичні трансформації на синтаксичному рівні.

1.3. Формовані компетентності

Компетентності

Змістовно освітня компонента спрямована на формування здобувачами вищої освіти здатності розв'язувати складні спеціалізовані задачі та практичні проблеми в галузі філології (лінгвістики, літературознавства, фольклористики, перекладу) в процесі професійної діяльності або навчання, що передбачає застосування теорій та методів філологічної науки і характеризується комплексністю та невизначеністю умов.

ЗК 2. Здатність зберігати та примножувати моральні, культурні, наукові цінності і досягнення суспільства на основі розуміння історії та закономірностей розвитку предметної області, її місця у загальній системі знань про природу і суспільство та у розвитку суспільства, техніки і технологій, використовувати різні види та форми рухової активності для активного відпочинку та ведення здорового способу життя.

ЗК 3. Здатність спілкуватися державною мовою як усно, так і письмово.

ЗК 4. Здатність бути критичним і самокритичним.

ЗК 5. Здатність учитися й оволодівати сучасними знаннями.

ЗК 6. Здатність до пошуку, опрацювання та аналізу інформації з різних джерел.

ЗК 7. Уміння виявляти, ставити та вирішувати проблеми.

ЗК 8. Здатність працювати в команді та автономно.

ЗК 9. Здатність спілкуватися іноземною мовою

ЗК 10. Здатність до абстрактного мислення, аналізу та синтезу

ЗК 11. Здатність застосовувати знання у практичних ситуаціях.

ЗК 12. Навички використання інформаційних і комунікаційних технологій

ЗК 13. Здатність проведення досліджень на належному рівні.

ЗК 14. Усвідомлення поваги до різноманіття культур.

ЗК 15. Здатність розвивати в собі креативність, гнучкість та системність мислення, оперативність у вирішенні особистісних, соціальних та професійних проблем.

ЗК 16. Здатність розуміти сутність й соціальну значущість майбутньої професії, прогнозувати перспективи розвитку сфери професійної діяльності.

СК 1. Усвідомлення структури філологічної науки та її теоретичних основ.

СК 2. Здатність використовувати в професійній діяльності знання про мову як особливу знакову систему, її природу, функції, рівні.

СК 3. Здатність використовувати в професійній діяльності знання з теорії та історії мов(и), що вивчаються(ється).

СК 4. Здатність аналізувати діалектні та соціальні різновиди мов(и), що вивчаються(ється), описувати соціолінгвальну ситуацію.

СК 5. Здатність використовувати в професійній діяльності системні знання про основні періоди розвитку літератури, що вивчається, від давнини до ХХІ століття, еволюцію напрямів, жанрів і стилів, чільних представників та художні явища, а також знання про тенденції розвитку світового літературного процесу та української літератури.

СК 6. Здатність вільно, гнучко й ефективно використовувати мову(и), що вивчається(ються), в усній та письмовій формі, у різних жанрово-стильових різновидах і регістрах спілкування (офіційному, неофіційному, нейтральному), для розв'язання комунікативних завдань у різних сферах життя.

СК 7. Здатність до збирання й аналізу, систематизації та інтерпретації мовних, літературних, фольклорних фактів, інтерпретації та перекладу тексту (залежно від обраної спеціалізації).

СК 8. Здатність вільно оперувати спеціальною термінологією для розв'язання професійних завдань.

СК 9. Усвідомлення засад і технологій створення текстів різних жанрів і стилів державною та іноземною (іноземними) мовами.

СК 10. Здатність здійснювати лінгвістичний, літературознавчий та спеціальний філологічний (залежно від обраної спеціалізації) аналіз текстів різних стилів і жанрів.

СК 11. Здатність до надання консультацій з дотримання норм літературної мови та культури мовлення.

СК 12. Здатність до організації ділової комунікації

СК 13. Розуміння сутності й соціального значення майбутньої професії, основних проблем дисциплін, що визначають конкретну філологічну галузь, їх взаємозв'язку в цілісній системі знань.

СК 14. Вільне володіння навичками усного та письмового перекладу текстів різних стилів і жанрів з англійської мови на українську, їх редагування на професійному рівні.

СК 15. Здатність усвідомити важливості розвитку та поглиблення співробітництва між Україною та Європейським Союзом у сфері професійної діяльності.

Програмні результати навчання

ПР 1. Вільно спілкуватися з професійних питань із фахівцями та нефахівцями державною та іноземною(ими) мовами усно й письмово, використовувати їх для організації ефективної міжкультурної комунікації.

ПР 2. Ефективно працювати з інформацією: добирати необхідну інформацію з різних джерел, зокрема з фахової літератури та електронних баз, критично аналізувати й інтерпретувати її, впорядковувати, класифікувати й систематизувати.

ПР 3. Організовувати процес свого навчання й самоосвіти.

ПР 7. Розуміти основні проблеми філології та підходи до їх розв'язання із застосуванням доцільних методів та інноваційних підходів.

ПР 8. Знати й розуміти систему мови, загальні властивості літератури як мистецтва слова, історію мови (мов) і літератури (літератур), що вивчаються, і вміти застосовувати ці знання у професійній діяльності.

ПР 10. Знати норми літературної мови та вміти їх застосовувати у практичній діяльності.

ПР 11. Знати принципи, технології і прийоми створення усних і письмових текстів різних жанрів і стилів державною та іноземною (іноземними) мовами.

ПР 12. Аналізувати мовні одиниці, визначати їх взаємодію та характеризувати мовні явища і процеси, що їх зумовлюють.

ПР 14. Використовувати мову(и), що вивчається(ються), в усній та письмовій формі, у різних жанрово-стильових різновидах і реєстрах спілкування (офіційному, неофіційному, нейтральному), для розв'язання комунікативних завдань у побутовій, суспільній, навчальній, професійній, науковій сферах життя.

ПР 17. Збирати, аналізувати, систематизувати й інтерпретувати факти мови й мовлення й використовувати їх для розв'язання складних задач і проблем у спеціалізованих сферах професійної діяльності та/або навчання.

ПР 21. Володіти навичками усного та письмового перекладу текстів різних стилів і жанрів з іноземної мови на українську, редагувати та інтерпретувати їх на професійному рівні.

1.4. Міждисциплінарні зв'язки

Освітня компонента «Практична граматики англійської мови» перебуває у системних зв'язках з іншими дисциплінами освітньої програми: «Практичний курс англійської мови» (інтеграція синтаксичних форм у комунікативній практиці); «Теоретична і порівняльна граматики» (теоретичне підґрунтя категоріального апарату синтаксису); «Порівняльна лексикологія» (взаємозв'язок лексичної валентності й синтаксичних структур); «Порівняльна стилістика» (функціонально-стилістичний потенціал синтаксичних засобів); «Теорія та практика перекладу» (синтаксичні трансформації в перекладацькій практиці).

2. ЗАГАЛЬНІ МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО САМОСТІЙНОЇ РОБОТИ

Самостійна робота з курсу «Практична граматики англійської мови» (Модуль «Синтаксис») є основним засобом формування й автоматизації синтаксичних навичок поза аудиторними заняттями. Вона охоплює такі види навчальної діяльності:

1. виконання практичних тренувальних вправ (substitution drills, transformation drills, error-correction tasks);
2. письмовий синтаксичний аналіз речень (sentence parsing) англійською мовою;
3. робота з автентичними англомовними текстами для добору ілюстративного матеріалу;
4. виконання перекладацьких вправ (Ukrainian–English / English–Ukrainian) із синтаксичними трансформаціями;
5. засвоєння термінологічного мінімуму англійською мовою для кожної теми;
6. підготовка індивідуальних завдань – рефератів і дослідницьких ІНДЗ;
7. тестування.

2.1. Загальний алгоритм виконання завдань

Перед опрацюванням теми ознайомтеся з планом самостійної роботи та переліком завдань. Виконайте практичні вправи у визначеному обсязі, опрацьовуючи ілюстративні речення та текст, наведені після кожного завдання. До кожної відповіді дайте коротке обґрунтування англійською мовою з використанням метамовних термінів. Підготуйте письмові відповіді на питання для самоперевірки. Перед поданням роботи пройдіть тестові завдання відповідної теми з розділу 5 та проаналізуйте власні помилки.

2.2. Алгоритм виконання практичних (тренувальних) вправ

Ознайомтеся з формулюванням вправи й переконайтеся, що чітко розумієте вимогу. Повторіть теоретичний матеріал, що лежить в основі завдання (правило, термін, приклади). Виконайте вправу повністю й послідовно, без пропусків. Кожне речення нумеруйте; своє рішення супроводжуйте коротким обґрунтуванням англійською мовою (наприклад: 'the predicate is compound nominal because the link verb seem requires an adjective phrase as complement').

2.3. Алгоритм синтаксичного аналізу речення (sentence parsing)

Виконуючи синтаксичний аналіз, дотримуйтеся такої послідовності: визначте структурний тип речення (simple / compound / complex / compound-complex); визначте комунікативний тип (declarative, interrogative, imperative, exclamatory); встановіть кількість предикативних центрів; для кожного центру виокремте subject і predicate, вказавши їхній структурний підтип; послідовно ідентифікуйте всі другорядні члени (object, attribute, adverbial modifier), вказавши спосіб морфологічного вираження; виявіть відокремлення, апозицію, еліпсис, інверсію, якщо вони наявні; для складних речень визначте тип і функцію кожної підрядної клаузи та засіб зв'язку (subordinator). Аналіз оформлюється англійською мовою у формі лінійного запису.

2.4. Робота з термінологічним мінімумом

Ключові терміни (Key Terms), що супроводжують кожну тему, призначені для активного засвоєння англійською мовою і складають фундамент аналітичної роботи з мовним матеріалом. Рекомендовано вести єдиний термінологічний глосарій упродовж усього семестру за схемою: term – English definition – Ukrainian equivalent – source. Усі слова, що входять до визначення, мають бути зрозумілими; за потреби зверніться до тлумачного словника (Longman Dictionary of Language Teaching and Applied Linguistics, Oxford Dictionary of Linguistics).

2.5. Алгоритм підготовки реферату

Оберіть тему з пропонованого переліку індивідуальних завдань або запропонуйте власну тему, погодивши її з викладачем. Укладіть план реферату (вступ, 2–3 параграфи основної частини, висновки, список літератури). Відберіть джерела (рекомендовано 8–12, з яких щонайменше 4 – англомовні автентичні граматики, переважно за останні 15 років). Організуйте матеріал відповідно до плану, забезпечуючи логічний зв'язок між абзацами. Наприкінці кожного параграфу сформулюйте висновок. На основі основної частини напишіть вступ та загальні висновки. Оформіть бібліографію в алфавітному порядку (спочатку україномовні джерела, потім – латиницею) за чинним стандартом ДСТУ 8302:2015. Посилання в тексті оформлюйте за зразком: [1, с. 27; 3, с. 78]. Підготуйте короткий виступ тривалістю 7–10 хвилин.

2.6. Алгоритм підготовки ІНДЗ

ІНДЗ передбачає самостійне дослідження автентичного англомовного матеріалу. Оберіть автентичний англомовний текст обсягом не менше 3000 слів (художня проза, академічна стаття або публіцистика). Випишіть із нього не менше 25 речень, що репрезентують різні синтаксичні структури (compound, complex, compound-complex, з різноманітними типами підрядних клауз і неособовими формами). Виконайте повний синтаксичний аналіз кожного речення англійською мовою. Узагальніть результати у вигляді частотної таблиці. Сформулюйте висновки про стилістичну своєрідність обраного тексту з опорою на синтаксичні особливості.

2.7. Робота з тестовими завданнями

Тести призначені для самоконтролю та підготовки до іспиту. Виконуйте тести після опанування відповідної теми. Обирайте відповідь самостійно, без використання довідкових матеріалів. Виявлені помилки фіксуйте та проаналізуйте: повторіть теоретичний матеріал, виконайте додаткові вправи.

2.8. Вимоги до оформлення

Завдання для самостійної роботи виконуються у зошиті або в друкованому вигляді (Times New Roman 14 pt, міжрядковий інтервал 1,5). Рекомендований обсяг виконаної справи 1–2 сторінки. Реферат – 10–15 сторінок, ІНДЗ – 12–18 сторінок. Поля: верхнє та нижнє – 20 мм, лівє – 30 мм, правє – 10 мм; абзацний відступ – 1,25 см. Усі завдання, окрім тих, де явно зазначено інше, виконуються англійською мовою.

2.9. Академічна доброчесність

Усі завдання для самостійної та індивідуальної роботи виконуються особисто здобувачем. Політика освітньої компоненти ґрунтується на засадах академічної доброчесності (<https://zu.edu.ua/academic-integrity.html>).
Порушеннями вважаються: списування; плагіат; фабрикація даних або прикладів; самоплагіат; недекларовані використання генеративних технологій. При цитуванні джерел обов'язкове оформлення посилань відповідно до ДСТУ 8302:2015. У разі виявлення порушень робота повертається на доопрацювання з відповідним зниженням оцінки.

3. ТЕМИ ДЛЯ САМОСТІЙНОГО ОПРАЦЮВАННЯ

(Модуль VIII «Синтаксис»)

Відповідно до робочої програми навчальної дисципліни, на самостійне опрацювання здобувачів денної форми навчання винесено чотири теми:

Тема 1. Прикладка (Apposition);

Тема 2. Відокремлені члени речення (Detached Secondary Parts);

Тема 3. Еліптичні речення (Elliptical Sentences);

Тема 4. Складне речення з сурядним і підрядним зв'язком (Compound-Complex Sentences).

Кожна тема супроводжується системою з п'яти практичних завдань (Tasks for Independent Study), питаннями для самоперевірки (Self-Check Questions), індивідуальним завданням (Individual Assignment) та термінологічним мінімумом (Key Terms). До кожного практичного завдання надано 10 ілюстративних речень та короткий текст для аналізу, що забезпечує самодостатність методичного видання.

ТЕМА 1. ПРИКЛАДКА (APPOSITION) ЯК РІЗНОВИД ОЗНАЧЕННЯ

Apposition as a Type of Attribute

Independent Work № 1

Tasks for Independent Study:

1. Identify all appositions in the following sentences. Classify each as close (restrictive) or loose (non-restrictive). Justify your classification by reference to punctuation, determiner sharing and the deletion test.

- 1) My colleague Professor Hartley has been appointed to the editorial board.
- 2) Dickens, the foremost chronicler of Victorian London, was also a tireless social reformer.
- 3) The novelist George Eliot, born Mary Ann Evans, adopted her pseudonym for professional reasons.
- 4) Their youngest daughter Olivia has just defended her doctoral thesis at Cambridge.

- 5) Vienna, the cultural capital of the late Habsburg Empire, attracted intellectuals from across the continent.
- 6) The Prime Minister herself, an experienced negotiator, intervened at a critical moment in the talks.
- 7) We were greeted by the curator, a quietly authoritative man with an encyclopaedic knowledge of the collection.
- 8) Her latest book, a sweeping account of post-war European architecture, has been universally acclaimed.
- 9) The composer Benjamin Britten frequently collaborated with the tenor Peter Pears.
- 10) Mount Everest, the highest peak in the world, has claimed the lives of nearly three hundred climbers.

Short text for analysis:

Edinburgh, the capital of Scotland, has long enchanted visitors from across the globe. The city's most prominent landmark, Edinburgh Castle, dominates the skyline from its perch on Castle Rock. Walter Scott, the celebrated novelist and poet, immortalised the city in many of his works. Every August, Edinburgh hosts the Fringe, the world's largest arts festival, drawing performers from over sixty countries. The festival's founder, Sir Rudolf Bing, an Austrian-born impresario, established the event in 1947 to revitalise European culture after the war.

2. Distinguish appositions from attributes in the sentences below. Where the construction is an attribute (modifier), state its morphological means of expression; where it is an apposition, indicate the type.

- 1) The treaty signed last spring has already proved controversial in several member states.
- 2) Margaret Atwood, the Canadian novelist, has won numerous international literary prizes.
- 3) Her ambition to become a concert pianist was unwavering throughout her childhood.
- 4) The man standing by the window is the visiting examiner from Oxford.
- 5) Brexit, the United Kingdom's withdrawal from the European Union, dominated political debate for years.

- 6) She has an irrepressible talent for languages and a remarkable memory for detail.
- 7) Our keynote speaker tonight, Dr Helena Voss, has flown in from Berlin especially for the occasion.
- 8) The decision to postpone the launch was met with general approval among the engineers.
- 9) A man of immense charm, the ambassador soon won over even his sternest critics.
- 10) The play opening next week at the National Theatre has already attracted considerable advance publicity.

Short text for analysis:

Sir David Attenborough, the renowned naturalist and broadcaster, recently presented a new documentary series about the Arctic. The series, a co-production between the BBC and several European networks, was filmed over three years in some of the most remote regions of the planet. Attenborough, now in his late nineties, continues to bring stories of the natural world to global audiences. His ability to convey scientific complexity in accessible language remains unmatched. The opening episode, an exploration of polar bear migration, has already been hailed by critics as a landmark in nature broadcasting.

3. Insert appropriate punctuation marks (commas, dashes, parentheses) where necessary to mark the appositions. Provide reasons for your choice of mark.

- 1) The poet W. H. Auden one of the most influential voices of the twentieth century emigrated to America in 1939.
- 2) Our nearest neighbours the Carmichaels invited us to a barbecue last Saturday afternoon.
- 3) Mary Shelley the author of Frankenstein was only nineteen when she began the novel.
- 4) The conference will be held in Prague the capital of the Czech Republic in early September.
- 5) Her grandfather a veteran of the Normandy landings rarely spoke about his wartime experiences.
- 6) The Mediterranean diet rich in olive oil fish and fresh vegetables has been linked to longevity.

- 7) Tom my eldest cousin has just moved to a small village in the Pyrenees.
- 8) Our company's chief executive Mr Hargreaves announced his retirement at the annual meeting.
- 9) The Hubble Space Telescope a joint NASA-ESA project has been operational since 1990.
- 10) Beethoven the towering figure of Western classical music composed nine symphonies in total.

Short text for analysis (insert punctuation):

Marie Curie a Polish-born physicist and chemist became the first woman to win a Nobel Prize. Her husband Pierre Curie shared the 1903 prize in Physics with her. Their elder daughter Irène also a distinguished scientist later won the Nobel Prize in Chemistry. The Curie family one of the most extraordinary scientific dynasties in history thus accumulated five Nobel Prizes between them. Curie's principal discovery the elements polonium and radium revolutionised the understanding of radioactivity.

4. Transform the following sentences so that the apposition becomes a relative clause, and vice versa. Comment on the stylistic difference between the two constructions.

- 1) Charles Darwin, the founder of modern evolutionary theory, published *On the Origin of Species* in 1859.
- 2) The painter who created *The Persistence of Memory* was the Spanish surrealist Salvador Dalí.
- 3) Albert Einstein, a German-born theoretical physicist, developed the general theory of relativity.
- 4) Florence Nightingale, who pioneered modern nursing, transformed medical care during the Crimean War.
- 5) The conductor Sir Simon Rattle has recently been appointed to the London Symphony Orchestra.
- 6) Jane Austen, whose six major novels established her literary reputation, never married.

- 7) Her brother, a celebrated diplomat, has served in three different embassies in his career.
- 8) The economist who advised three successive governments has just published her memoirs.
- 9) Stratford-upon-Avon, the birthplace of Shakespeare, attracts millions of tourists every year.
- 10) The journalist whose investigative work exposed the scandal has won several prestigious awards.

Short text for analysis and transformation:

Virginia Woolf, who was a leading figure in modernist literature, lived for most of her adult life in London. Her husband Leonard Woolf, a political theorist and publisher, founded the Hogarth Press with her in 1917. Their home in Bloomsbury, which became a meeting place for writers and intellectuals, gave its name to the celebrated literary circle. Woolf's most experimental novel, *Mrs Dalloway*, was published in 1925 to mixed reviews. The novel, which is set on a single day in June, has since become a cornerstone of twentieth-century fiction.

5. Translate the following Ukrainian sentences into English, paying particular attention to: (a) the correct use of commas with appositions; (b) the distinction between close and loose appositions; (c) the choice between an apposition and a relative clause.

- 1) Моя сестра Анна нещодавно повернулася зі стажування в Берліні.
- 2) Тарас Шевченко, видатний український поет і художник, провів багато років у засланні.
- 3) Київ, столиця України, був заснований понад півтори тисячі років тому.
- 4) Наш науковий керівник професор Коваленко завжди заохочує самостійні дослідження.
- 5) Леся Українка, одна з найвидатніших постатей української літератури, померла молодою.
- 6) Місто Львів, культурна перлина Західної України, славиться своїм кафе.
- 7) Її чоловік Андрій працює перекладачем у міжнародній організації.

8) Іван Франко, видатний письменник і вчений, володів багатьма іноземними мовами.

9) Дунай, друга за довжиною річка Європи, протікає через десять країн.

10) Доктор Стельмах, відомий хірург з тридцятирічним стажем, очолює нашу клініку.

Self-Check Questions:

- 1) What is apposition as a syntactic category and how does it differ from an attribute expressed by a relative clause?
- 2) What formal criteria (punctuation, determiner sharing, deletion test) distinguish close (restrictive) from loose (non-restrictive) apposition?
- 3) Why is apposition considered an important means of textual cohesion in academic and journalistic prose?
- 4) What are the principal stylistic functions of apposition in English literary prose?
- 5) How does the use of apposition in English differ from the use of apposition in Ukrainian?

Individual Assignment № 1

1. Compile a corpus of 20 sentences containing various types of apposition from authentic English newspapers (e.g. The Guardian, The Economist, The New York Times). Classify each example by type and write a 250-word commentary on the role of apposition as a cohesion device in journalistic prose.
2. Prepare a research mini-paper (5–7 pages) on the topic 'Apposition as a Means of Textual Cohesion in Academic English', illustrating with at least 15 authentic examples from research articles in the field of linguistics or literary studies.

Key Terms:

apposition • close apposition • loose apposition • restrictive apposition • non-restrictive apposition • appositive • head noun • appositional construction • determiner sharing • deletion test • coreferential noun phrases • non-defining modifier • parenthetical apposition • afterthought apposition • appositional pronoun • namely-apposition • that is-apposition • for example-apposition • cohesion device • textual cohesion • elaboration.

ТЕМА 2. ВІДОКРЕМЛЕНІ ДРУГОРЯДНІ ЧЛЕНИ РЕЧЕННЯ

Detached (Loose) Secondary Parts of the Sentence

Independent Work № 2

Tasks for Independent Study:

1. Identify all detached members in the sentences below and classify them by syntactic function (detached attribute, detached apposition, detached adverbial, detached object). State the formal markers of detachment in each case.

- 1) The defendant, visibly shaken by the verdict, sat motionless in the dock.
- 2) Exhausted by the long journey, the travellers fell asleep almost immediately.
- 3) Her speech, delivered with characteristic eloquence, captivated the entire audience.
- 4) Determined to succeed despite the setbacks, she resumed her preparations at once.
- 5) The professor – a man of formidable erudition – answered every question with disarming modesty.
- 6) Having considered all the evidence, the jury returned a unanimous verdict.
- 7) Tom, my eldest brother, has just been awarded a research grant in Oslo.
- 8) The witness spoke calmly, his voice betraying no trace of emotion whatsoever.
- 9) Surprised by the unexpected announcement, the audience fell into stunned silence.
- 10) The minister, his face pale with anxiety, refused to comment to the assembled press.

Short text for analysis:

The conductor, an imposing figure with snow-white hair, raised his baton slowly. The orchestra, tense with anticipation, awaited the first downbeat. Conducting with quiet authority, he led the players through the opening movement with extraordinary precision. The violinist – a young prodigy from Helsinki – performed her solo with breathtaking virtuosity. As the final chord faded, the audience, momentarily stunned, then erupted into thunderous applause. The conductor, his eyes glistening, bowed deeply to the players and to the audience alike.

2. Rewrite the sentences without detachment (integrate the detached element into the main structure). Compare the original and the rewritten versions in terms of communicative emphasis and style.

- 1) The diplomat, weary after weeks of negotiation, finally signed the agreement.
- 2) Encouraged by her supervisor, she submitted the paper to a leading journal.
- 3) Their guide, a retired schoolteacher, led them through the historic quarter.
- 4) Reluctant to abandon the project, he continued working through the night.
- 5) The general, mounted on a magnificent grey stallion, reviewed the troops.
- 6) Having tasted success once, she was determined to repeat it at any cost.
- 7) Her voice, surprisingly resonant for such a slight figure, filled the auditorium.
- 8) Disappointed by the response, he resolved to revise his proposal completely.
- 9) The lecturer, microphone in hand, paced back and forth across the stage.
- 10) Drained by the ordeal, the candidates emerged from the examination hall in silence.

Short text for analysis and transformation:

The mountaineer, his oxygen mask frozen to his face, struggled up the final ridge. Battered by relentless winds, he nevertheless refused to turn back. His teammates, having reached the summit half an hour earlier, had already begun their descent. Pausing briefly to gather his strength, the climber took a final photograph of the panorama below. The sky, an unearthly shade of deep cobalt, stretched cloudless to every horizon. Triumphant but utterly exhausted, he began the long descent towards base camp.

3. Insert appropriate punctuation marks (commas, dashes, parentheses) in the unpunctuated sentences below to render the intended detached structures. Provide reasons for your choice of mark.

- 1) The novel a finely crafted exploration of memory and loss was published to universal acclaim.
- 2) Stranded by the sudden snowstorm the travellers took refuge in an abandoned shepherd's hut.
- 3) Her latest film a haunting meditation on grief has been longlisted for several awards.

- 4) The negotiations long deadlocked over a single procedural point suddenly resumed last week.
- 5) Determined to prove her critics wrong she devoted three years to research and writing.
- 6) The chairman a soft-spoken man of considerable presence intervened at the critical moment.
- 7) Astonished by the revelation the audience sat in spellbound silence for several seconds.
- 8) Her grandfather a survivor of the wartime deportations rarely spoke about his past.
- 9) The athlete his face contorted with pain crossed the finish line in second place.
- 10) Persuaded by the strength of the evidence the committee revised its earlier decision.

Short text for punctuation insertion:

The expedition leader a veteran of three previous polar journeys called the team together at dawn. The weather having improved overnight conditions were now favourable for the final assault. Each climber wearing layered thermal protection and carrying a heavy pack approached the base of the icefall with caution. Anxious to maintain their schedule they began the ascent immediately. The youngest member of the team a graduate student from Edinburgh struggled visibly with the altitude. By midday the summit clearly visible against the cobalt sky seemed almost within reach.

4. Convert the participial detached adverbials into finite subordinate clauses, and vice versa. Identify cases where the conversion produces a different semantic relation (e.g. concessive instead of causal).

- 1) Having finished her thesis, she finally took a long-awaited holiday.
- 2) Because he was unfamiliar with the procedure, the new employee asked numerous questions.
- 3) Encouraged by the positive feedback, the researchers expanded the study to a new region.
- 4) As she had no choice in the matter, she accepted the assignment without protest.
- 5) Defeated in the elections, the former leader retired from public life entirely.
- 6) When she heard the news, she immediately called her sister abroad.

- 7) Considering the complexity of the case, the judge reserved her decision for further reflection.
- 8) Although he was exhausted, he insisted on completing the experiment that evening.
- 9) Convinced of her innocence, the lawyer agreed to take on the case pro bono.
- 10) Since the funding had been secured, the project could begin without further delay.

Short text for analysis and transformation:

Having reviewed the manuscript carefully, the editor returned it with extensive marginal annotations. As she had requested substantial revisions, the author was initially disheartened. Encouraged by his agent, however, he set about reworking the difficult chapters with renewed determination. Working long hours through the autumn, he completed the revised version by Christmas. Although he was now satisfied with the result, the editor proposed yet further changes. Eventually, after months of patient negotiation, the manuscript was approved for publication.

5. Translate the following Ukrainian sentences into English. Pay particular attention to absolute participial constructions, which are far more frequent in English written prose than in Ukrainian.

- 1) Втомлений довгою подорожжю, він заснув одразу після приїзду.
- 2) Переговори, що тривали кілька місяців, нарешті завершилися успішно.
- 3) Зачинивши за собою двері, вона глибоко зітхнула.
- 4) Усі формальності виконано, делегація вирушила до аеропорту.
- 5) Його батько, відомий хірург, працював у цій лікарні понад тридцять років.
- 6) Натхненна успіхом виставки, вона негайно почала готувати наступну.
- 7) Коли обговорення завершилося, голова закриття засідання.
- 8) Доповідач, говорячи тихо й переконливо, утримував увагу зали.
- 9) Збентежений несподіваним питанням, він довго не міг знайти відповіді.
- 10) Дослідження завершено, команда подала результати до міжнародного журналу.

Short text for translation into English:

Знесилений важкою хворобою, старий господар маєтку нарешті погодився прийняти гостей. Його донька, жінка незвичайної краси та розуму,

господарювала у будинку вже багато років. Обід, поданий у великій залі, вражав вишуканістю та елегантністю. Розмова, що точилася навколо найрізноманітніших тем, тривала далеко за північ. Захоплені теплою атмосферою цього дому, гості залишилися ще на кілька днів. Прощаючись, господар, голос якого тремтів від хвилювання, запросив усіх повернутися знову влітку.

Self-Check Questions:

- 1) What is detachment as a syntactic phenomenon and how does it differ from ordinary subordination?
- 2) What functional styles favour the use of detached secondary parts and why?
- 3) What is an absolute construction and how is it punctuated in English?
- 4) What is the role of intonation in marking detachment in spoken English?
- 5) Why is the absolute participial construction described as a typologically marked feature of English literary style?

Individual Assignment № 2

1. Compile a corpus of 25 sentences with various types of detached members from English literary prose (recommended authors: Ian McEwan, Kazuo Ishiguro, Hilary Mantel, Julian Barnes). Classify each example by type of detachment and write a 250-word commentary on their stylistic function.
2. Write a research paper (6–8 pages) on the topic 'Detached Members of the Sentence in English Academic Prose: a Functional Account', illustrating with at least 20 authentic examples drawn from recent journal articles.

Key Terms:

detachment • loose part of the sentence • detached member • detached attribute • detached apposition • detached adverbial • detached object • absolute construction • nominative absolute • absolute participial construction • comma • dash • parenthetical insertion • intonational marker • non-restrictive modifier • free modifier • supplementary clause • appositional comment clause.

ТЕМА 3. ЕЛІПТИЧНІ РЕЧЕННЯ

Elliptical Sentences

Independent Work № 3

Tasks for Independent Study:

1. Identify the elliptical sentences in the examples below. For each, restore the omitted element(s) and indicate whether the ellipsis is contextual, situational or structural.

- 1) – Coffee or tea? – Coffee, please.
- 2) – Where have you been all morning? – In the library.
- 3) Some prefer the mountains; others, the seaside.
- 4) – Will you join us for dinner? – Of course.
- 5) Cold morning, isn't it?
- 6) – Who left the door open? – Probably the cat.
- 7) – Did you read the report? – Yes, last night.
- 8) She had ordered the salmon; her husband, the duck.
- 9) Wonderful performance!
- 10) – Have they replied yet? – Not yet, unfortunately.

Short text for analysis (a brief dialogue):

– Splendid evening, isn't it? – Indeed, quite remarkable. – Been here long? – About an hour, perhaps a little less. – Seen any familiar faces? – Hardly any, surprisingly. The hostess passed by, then a waiter with a tray. – Drink? – Yes, please. White, if there is any. – Of course. And the host? – Hasn't appeared yet. Strange, given the hour. – Very strange indeed.

2. Distinguish between elliptical sentences and one-member sentences in the following examples. State the structural type of each one-member sentence (nominative, infinitival, imperative).

- 1) What a magnificent autumn!
- 2) To leave now would be unthinkable.
- 3) Silence!
- 4) – What about him? – Still abroad.

- 5) Spring at last.
- 6) To be or not to be: that is the question.
- 7) Look out!
- 8) Nothing but trouble from start to finish.
- 9) Why bother arguing with him?
- 10) An absolute disaster.

Short text for analysis:

Midnight. The deserted square. A solitary figure beneath a flickering streetlamp. To wait or to leave – that was the dilemma. Footsteps in the distance. Closer now. A voice, urgent yet barely audible. Then silence again. To act decisively! No time for hesitation. The figure stepped forward into the lamplight, drew a deep breath, and disappeared into the shadows of the adjoining alley.

3. Reconstruct full two-member sentences from the elliptical answers in the dialogue below. Comment on which elements are typically omitted in spoken English and why.

- 1) – Are you ready? – Almost.
- 2) – Where did you find it? – In the attic.
- 3) – Who told you? – Nobody, actually.
- 4) – Did she accept? – Eventually, yes.
- 5) – Going home? – Not yet.
- 6) – Any news from Tom? – None whatsoever.
- 7) – Coming to the meeting? – Possibly.
- 8) – Tired? – Exhausted, more like.
- 9) – Why so quiet? – Just thinking.
- 10) – Whose turn is it? – Mine.

Short text for reconstruction (a telephone conversation):

– Hello? – Yes? – Tom there? – Speaking. – How are things? – Fine, thanks. You? – Not bad. Listen, about Saturday. – Yes? – Still on? – Of course. Eight o'clock as agreed? – Make it half past, if you don't mind. – Why? – Late meeting at the office. – Fair enough. Same place? – Same place. – See you then. – See you. Bye. – Bye.

4. Distinguish between gapping, stripping, sluicing and verb-phrase ellipsis in the sentences below. Identify the antecedent and the elided material in each case.

- 1) Caroline reads poetry, and Henry, fiction.
- 2) She has been invited, but he hasn't.
- 3) Tom finished the report, and Sarah the presentation.
- 4) Someone called, but I don't know who.
- 5) I haven't decided yet, but my sister has.
- 6) She speaks Italian, and her brother French.
- 7) The committee approved the motion, but reluctantly.
- 8) He claims to have seen them, but I doubt whether.
- 9) The first proposal was rejected outright; the second, accepted with revisions.
- 10) She invited her colleagues to the launch, but not all of them.

Short text for analysis:

The reviewers were divided. Some praised the novel's structural innovations; others, its emotional honesty. A few rejected it outright, but most accepted it as a significant achievement. The author had hoped for unanimous acclaim, but his agent hadn't. Someone leaked the manuscript before publication, though no one knew who. The publishers were embarrassed, but not for long. The novel sold extraordinarily well – better than any of his previous works.

5. Translate the following Ukrainian elliptical and one-member sentences into English, choosing the most idiomatic equivalent. Pay particular attention to title style and conversational ellipsis.

- 1) – Готовий? – Майже.
- 2) Чудовий ранок!
- 3) Ось вони знов.
- 4) Тиша. Жодного звуку.
- 5) – Хто це сказав? – Ніхто.
- 6) Знов запізнення.
- 7) – Як справи? – Краще, дякую.

8) Усім увага!

9) – Чай чи каву? – Каву, будь ласка.

10) Тільки спробуй!

Short text for translation into English (a brief literary passage):

Світанок. Туман над озером. Жодного руху. Лише поодинокі крики птахів десь удалечині. Старий човен біля причалу. Поряд – забута вудка. Чиясь хустка на лавці. Раптом – кроки. Голос. Ще один. Сміх. Потім тиша знов. Сонце повільно піднімалося над горизонтом. Новий день. Нові надії. І знов очікування – невідомо чого, але чогось неминучого.

Self-Check Questions:

- 1) What is an elliptical sentence and how does it differ from a one-member sentence?
- 2) In which functional styles do elliptical sentences predominate?
- 3) What is the difference between situational and contextual ellipsis?
- 4) What types of ellipsis (gapping, stripping, sluicing, VP-ellipsis) are recognised in modern syntax?
- 5) Why is ellipsis treated as a means of textual cohesion in discourse analysis?

Individual Assignment № 3

1. Compile a corpus of 25 elliptical and one-member sentences from a contemporary English play (recommended authors: Harold Pinter, Tom Stoppard, Caryl Churchill). Classify each example and write a 200-word stylistic commentary on the role of ellipsis in dramatic dialogue.
2. Write a creative text (250–300 words) – a magazine column, a sports report or a film review – making deliberate use of at least 8 elliptical sentences and 5 nominative one-member sentences. Append a brief commentary (100 words) explaining each stylistic choice.

Key Terms:

elliptical sentence • ellipsis • contextual ellipsis • situational ellipsis • structural ellipsis • one-member sentence • nominative sentence • infinitival sentence • imperative

sentence • gapping • stripping • sluicing • verb-phrase ellipsis • fragment • telegraphic style • title style • antecedent • elided material • recoverability • cohesion.

ТЕМА 4. СКЛАДНЕ РЕЧЕННЯ З СУРЯДНИМ І ПІДРЯДНИМ ЗВ'ЯЗКОМ

Compound-Complex Sentences

Independent Work № 4

Tasks for Independent Study:

1. Identify all predicative centres in each sentence below. Classify each sentence as compound, complex or compound-complex. For compound-complex sentences, indicate the number of principal clauses and the number and types of subordinate clauses.

- 1) Although the committee had reservations, they approved the proposal, and the funding was promptly released.
- 2) When the negotiations finally concluded, both sides issued a joint statement, but the underlying tensions remained unresolved.
- 3) The director announced the new strategy, and the staff, who had long anticipated such a change, responded with enthusiasm.
- 4) If the experiment succeeds, the team will publish the findings immediately, but should it fail, they will need to redesign the entire protocol.
- 5) She had carefully reviewed the manuscript that her supervisor recommended, and she submitted her revisions before the deadline.
- 6) The witness, who was visibly nervous, gave his testimony hesitantly, and the defence attorney objected several times to the line of questioning.
- 7) After the storm had passed, the inhabitants emerged from their shelters, and they began the long task of clearing the debris.
- 8) The composer worked on the score for nearly a decade, and when it was finally premiered, it received a standing ovation.
- 9) Despite the challenges that they faced, the researchers persevered, and their findings were eventually published in a leading journal.

10) The novel that she had been reading lay open on the table, but no one knew where she had gone, and the household searched for her in vain.

Short text for analysis:

When the conference finally opened, the keynote speaker, who had flown in from Toronto, addressed the audience for nearly an hour, and the delegates listened in rapt attention. She argued that the field had been transformed by recent technological advances, but she also warned of the ethical questions that these developments raised. After her address concluded, a lively discussion ensued, and several delegates challenged her conclusions vigorously. The chairperson, who had moderated many such debates, intervened tactfully whenever the exchange grew heated. By the end of the morning session, although consensus remained elusive, the participants had at least clarified the principal points of disagreement.

2. Combine the following groups of simple sentences into compound-complex sentences. Apply both coordination and subordination, and provide at least two grammatically acceptable variants where possible.

1) The meeting was postponed. The chair was ill. The agenda was rescheduled for next week.

2) She had finished her thesis. Her supervisor praised it warmly. The committee approved it unanimously.

3) The negotiations resumed on Monday. They had broken down a week earlier. Both sides remained cautiously optimistic.

4) The project is well funded. The team is highly experienced. The results will be remarkable.

5) He arrived at the airport early. The flight had already been cancelled. He returned home disappointed.

6) The library was closed for renovation. The students could not access the archive. They were dismayed.

7) The witness gave her testimony clearly. The jury appeared convinced. The defendant remained silent.

8) The exhibition opened last week. It featured works by emerging artists. Critics responded enthusiastically.

9) She had been considered the favourite. She lost the election narrowly. Her supporters were devastated.

10) The minister announced sweeping reforms. The opposition denounced them at once. Public opinion remained divided.

Short text – combine these simple sentences into a coherent compound-complex paragraph:

The expedition reached base camp at dusk. The team was exhausted. The weather had deteriorated rapidly. The leader assessed the situation. He decided to delay the final ascent. Some climbers protested. Others welcomed the decision. The team retreated to their tents. They prepared a meal in silence. The wind howled outside throughout the night. By morning, conditions had improved. The summit attempt could proceed as originally planned.

3. Identify the type of subordination (linear, parallel or embedded) in each compound-complex sentence below. Explain your reasoning by indicating which subordinate clause depends on which.

1) She insisted that the report be revised, and after the editor had reviewed it again, it was finally approved for publication.

2) Although the data were inconclusive, the committee endorsed the proposal, and the funding, which had been suspended for months, was finally released.

3) The professor, who is internationally renowned, delivered a lecture on neurolinguistics, and the audience, which included researchers from several countries, listened intently.

4) If the funding is approved next month, the team will start the project immediately, and they will publish the preliminary findings before the year is out.

5) She believed that her research would change the field, and her colleagues, who had read her preliminary work, agreed enthusiastically.

6) Because the deadline was approaching, the editors worked through the weekend, and the manuscript that they had been revising was finally completed.

- 7) The students who had been preparing for months took the examination calmly, and most of them, although they were exhausted, performed remarkably well.
- 8) When the rain stopped, the children ran outside, and their parents, who had been confined indoors all afternoon, breathed a sigh of relief.
- 9) She said that she would arrive by noon, but although she had set out early, she did not reach the venue until late afternoon.
- 10) The chairperson, who had been silent throughout the debate, finally intervened, and her remarks, which were brief but pointed, brought the discussion to a close.

Short text for analysis:

The historian, whose work has reshaped the field, began her lecture with a provocative claim, and the audience, although initially sceptical, soon found themselves persuaded by the evidence she presented. She argued that conventional accounts of the period had relied on sources that were demonstrably unreliable, and she demonstrated, through a careful analysis of newly discovered documents, that several long-accepted assumptions could no longer be sustained. When she concluded her address, a lively debate followed, and even those scholars who had initially disagreed acknowledged that her arguments deserved serious consideration. By the end of the session, although consensus remained elusive, it was clear that the field would never again look quite the same.

4. Identify cases of coordinative ellipsis (gapping) and other cohesion devices in the following compound-complex sentences. State the antecedent and the elided or referenced material in each case.

- 1) She read the novel, and her sister the biography, although neither finished hers.
- 2) Caroline studies law, and Henry medicine; both intend to specialise in their respective fields.
- 3) The first proposal was accepted unanimously, and the second, with some reservations, by a narrow majority.
- 4) Some delegates favoured an immediate vote, others, a longer debate, but the chair decided in favour of the latter.

- 5) She had been to Rome, and her husband to Athens, although neither had visited Istanbul, which they had long wanted to see.
- 6) The negotiations had collapsed; consequently, those who had favoured compromise found themselves marginalised, while those who had advocated a hard line gained the upper hand.
- 7) The senior researcher reviewed the experimental data, and the junior assistants the theoretical analysis, but no one verified the statistical calculations.
- 8) Some critics praised the production for its boldness; others condemned it as gratuitously provocative; few, however, dismissed it as uninteresting.
- 9) She had hoped to attend the conference in person, and her colleagues likewise, but the travel restrictions made it impossible.
- 10) The director announced the redundancies on Monday, and the union response on Tuesday; by Friday, however, an agreement had been reached.

Short text for analysis:

The first speaker addressed the question of regulation, the second, that of enforcement; both, however, agreed that the existing framework was inadequate. Several delegates had prepared detailed proposals, others mere outlines, but all agreed on the urgency of reform. Some advocated immediate legislative action; others, a more cautious phased approach. The moderator, who had anticipated such divergence, deftly steered the discussion towards common ground. By the close of the session, although the precise mechanism remained to be determined, the broad direction had been agreed, and a working group was duly established.

5. Translate the following Ukrainian compound-complex sentences into English. Pay close attention to the cohesion devices used in the target language and to the avoidance of run-on sentences.

- 1) Хоча обговорення тривало кілька годин, рішення так і не було прийнято, і засідання довелося відкласти на наступний тиждень.
- 2) Коли вона завершила свою доповідь, аудиторія, яка слухала уважно, вибухнула оплесками, і голова закрила сесію.

- 3) Якщо проєкт схвалить до кінця року, ми почнемо роботу негайно, проте у разі відмови доведеться переглянути всю стратегію.
- 4) Він стверджував, що дослідження майже завершено, але його колеги, які знали реальний стан справ, мовчали.
- 5) Хоча обставини були складні, команда не відступила, і результати, які вони отримали, перевершили всі очікування.
- 6) Доповідач, чия праця вже стала класичною, говорив тихо, і слухачі, налаштовані скептично, поступово піддавалися його логіці.
- 7) Коли газети повідомили про скандал, акції компанії різко впали, і керівництво, попри запевнення, не змогло заспокоїти інвесторів.
- 8) Деякі учасники наполягали на негайному голосуванні, інші вимагали додаткового обговорення, але головуєча, яка прагнула компромісу, запропонувала перерву.
- 9) Якщо умови контракту будуть змінені, ми готові продовжити співпрацю, а в іншому разі залишаємо за собою право розірвати угоду.
- 10) Хоча обидва кандидати були однаково кваліфіковані, перевагу віддали тому, чий досвід міжнародної роботи був значно ширшим.

Short text for translation into English:

Хоча конференція тривала лише два дні, її значення для подальшого розвитку галузі важко переоцінити, і організатори, які працювали над її підготовкою кілька місяців, мають усі підстави пишатися результатом. Виступи провідних науковців, серед яких були представники десяти країн, відкрили нові перспективи дослідження, а дискусії, що точилися в кулуарах, виявилися не менш плідними, ніж самі доповіді. Коли учасники роз'їхалися, у багатьох склалося відчуття, що вони стали свідками початку нового етапу в розвитку дисципліни, і це відчуття, як показав час, виявилось цілком виправданим.

Self-Check Questions:

- 1) What structural features distinguish a compound-complex sentence from a complex sentence with multiple subordination?
- 2) What is the difference between linear, parallel and embedded subordination?

- 3) How does coordinative ellipsis (gapping) operate in compound-complex sentences?
- 4) What are the principal cohesion devices in compound-complex sentences?
- 5) Why are compound-complex sentences more frequent in academic and literary prose than in conversational English?

Individual Assignment № 4

1. Select 20 compound-complex sentences from an academic article in your field (English literature, linguistics or translation studies). Provide a full structural analysis (tree diagrams) of each sentence. Compile a frequency table of subordinate-clause types and write a 250-word commentary on the syntactic complexity of academic prose.
2. Compile a syntactic-analysis portfolio comprising: (a) a self-presentation in English (150 words); (b) 10 specimens of full syntactic analysis representing all syntactic topics of the module; (c) 5 sentences from authentic English-language media accompanied by analysis; (d) a self-analysis of typical errors (2–3 pages); (e) a final reflection (200–300 words).

Key Terms:

compound-complex sentence • polypredicative construction • principal clause • subordinate clause • predicative centre • linear subordination • parallel subordination • embedded subordination • depth of subordination • tree diagram • constituent structure • coordinative ellipsis • gapping • cohesion device • anaphora • cataphora • syntactic complexity • structural ambiguity • syntactic parsing • phrase structure

4. ТЕМАТИКА РЕФЕРАТІВ

Алгоритм підготовки реферату подано у п. 2.5 цих рекомендацій.

1. Apposition as a Syntactic Category in Modern English: Structural Types and Functional Properties.
2. Close and Loose Apposition in English: Formal Criteria and Discourse Functions.
3. Apposition as a Means of Textual Cohesion in English Academic and Journalistic Prose.
4. Apposition vs. Non-Restrictive Relative Clauses: A Comparative Functional Analysis.
5. Typological Parallels and Divergences in the Use of Apposition in English and Ukrainian.
6. Detached Secondary Parts of the Sentence as a Stylistic Resource in English Literary Prose.
7. The Absolute Participial Construction (Nominative Absolute) in Modern English: Structural Properties and Stylistic Functions.
8. Detached Adverbials in English: Position, Punctuation and Communicative Effect.
9. Parenthetical Insertions and Comment Clauses in English: a Functional Account.
10. Translation Challenges of English Absolute Constructions into Ukrainian.
11. Elliptical Sentences in English Conversational Discourse: Types and Functions.
12. One-Member Sentences in Modern English: Nominative, Infinitival and Imperative Patterns.
13. Telegraphic Style in English Headlines, Captions and Notices: a Syntactic Description.
14. Gapping, Stripping and Sluicing in Contemporary English Syntax.
15. Ellipsis as a Cohesion Device in Spoken and Written English.
16. Compound-Complex Sentences in English Academic Prose: a Quantitative and Qualitative Analysis.
17. Linear, Parallel and Embedded Subordination in English Compound-Complex Sentences.

18. Coordinative Ellipsis (Gapping) within Compound-Complex Structures: Patterns and Constraints.
19. Cohesion Devices in English Compound-Complex Sentences: Conjunctions, Connectives and Anaphora.
20. Syntactic Complexity as a Stylistic Marker: Academic English vs. Conversational English.
21. Subject-Predicate Concord in Modern English: Formal vs. Notional Agreement.
22. The Cleft and Pseudo-Cleft Constructions as Means of Information Focusing in English.
23. Inversion in Modern English: Grammatical, Stylistic and Pragmatic Triggers.
24. Conditional Sentences in English: Standard Patterns, Mixed Types and Inverted Subjunctive.
25. The Sequence of Tenses (Backshift) in English Indirect Speech: Rules and Exceptions.

Здобувач має право запропонувати власну тему реферату за умови її проблемного характеру, наявності достатньої джерельної бази та погодження з викладачем не пізніше ніж за два тижні до кінцевого терміну подання роботи

5. ПИТАННЯ ДЛЯ ПІДГОТОВКИ ДО ІСПИТУ

Питання до іспиту охоплюють зміст модуля «Синтаксис» у повному обсязі, включно з матеріалом, винесеним на самостійне опрацювання. Окремий блок питань (Topics 1–4) присвячено темам самостійної роботи.

Topic 1. The Sentence: Structural and Communicative Types

1. Define the sentence as the principal communicative unit of language and list its constitutive properties.
2. Distinguish between predicativity, predication and modality in the structure of the English sentence.
3. Compare simple, compound, complex and compound-complex sentences with at least one example of each.
4. Describe the four communicative types of sentence and the formal markers of each in modern English.
5. Explain why subject-auxiliary inversion is required in English yes/no questions and wh-questions.
6. Compare the formation of tag questions in British and American English with at least three examples.
7. Describe the use of the cleft and pseudo-cleft constructions for information focusing.
8. Explain the use of inversion in exclamatory clauses introduced by negative or restrictive elements.

Topic 2. The Subject and the Predicate

1. List and exemplify the structural types of the subject in modern English.
2. Discuss the use of anticipatory it as a grammatical subject in evaluative, identificational and impersonal contexts.
3. Describe the existential there construction with reference to its restrictions on the post-verbal noun phrase.
4. Distinguish between the four types of predicate (simple verbal, compound verbal modal, compound verbal aspective, compound nominal) with examples.

5. Discuss the syntactic and semantic properties of link verbs in compound nominal predicates.
6. Describe the principal patterns of subject-predicate concord and the cases where notional concord overrides formal concord.
7. Explain the agreement rules for collective nouns, expressions of measure, coordinated subjects and quantifiers.
8. Compare English and Ukrainian in terms of the obligatory expression of the subject.

Topic 3. The Object

1. Define the object as a syntactic category and list its principal types in English.
2. Distinguish between direct, indirect (recipient and beneficiary) and prepositional objects.
3. Discuss the dative shift and its restrictions in modern English.
4. Explain the syntactic and semantic conditions on prepositional passivisation in English.
5. Define the cognate object and describe its semantic properties with examples.
6. Compare verb government in English and Ukrainian.
7. Discuss the syntactic properties of phrasal-prepositional verbs and their objects.
8. Describe the formal differences between an object and an adverbial of manner expressed by a prepositional phrase.

Topic 4. The Attribute

1. Define the attribute and list the principal morphological means of its expression in English.
2. Describe the canonical order of pre-modifiers in the English noun phrase with examples.
3. Distinguish between attributive adjectives, attributive participles and attributive nouns.
4. Discuss the so-called stone wall construction (noun-noun pre-modification) as a typologically marked feature of English.

5. Describe the syntactic and semantic properties of relative clauses (defining and non-defining).
6. Discuss cases of relative-pronoun omission (the so-called zero relative).
7. Compare attribute-modification strategies in English and Ukrainian.

Topic 5. The Adverbial Modifier

1. Classify adverbial modifiers semantically and provide at least one example of each class.
2. Distinguish between adjuncts, disjuncts, conjuncts and subjuncts in the typology of adverbial modifiers.
3. Discuss the positional restrictions on adverbial modifiers in the English clause.
4. Describe the means of expressing adverbial of purpose in English.
5. Account for the use of participial constructions as adverbial modifiers.
6. Define the absolute (nominative absolute) construction and describe its grammatical and stylistic properties.
7. Discuss the use of fronting (preposing) of adverbial modifiers for stylistic purposes.
8. Explain the principle of end-weight as it applies to the placement of adverbial modifiers.

Topic 6. The Compound Sentence

1. Define the compound sentence as a polypredicative construction and list the types of coordinative relations.
2. Describe the principal classes of coordinating conjunctions in English with examples.
3. Discuss the punctuation rules for compound sentences in modern English.
4. Define asyndeton and discuss its use in literary and journalistic English.
5. Compare syndetic and asyndetic coordination as means of clause linking.
6. Discuss the role of conjunctive adverbs (however, therefore, moreover, nevertheless) in compound sentences.
7. Describe the use of correlative coordinators (both...and, either...or, neither...nor, not only...but also).

8. Compare paratactic and hypotactic clause linking and list the markers of each.

Topic 7. The Complex Sentence

1. Define the complex sentence and list the principal types of subordinate clauses by syntactic function.
2. Classify subordinators (subordinating conjunctions, relative pronouns, conjunctive adverbs, zero) with examples.
3. Describe the syntactic properties of subject and predicative subordinate clauses.
4. Discuss the structural and semantic properties of object subordinate clauses.
5. Define the relative (attributive) clause and describe its principal types.
6. Distinguish between defining (restrictive) and non-defining (non-restrictive) relative clauses.
7. Describe the principal types of adverbial subordinate clauses.
8. Discuss the typology of conditional sentences in English.
9. Explain the rule of sequence of tenses (backshift) in indirect speech.
10. Describe the use of the subjunctive mood in subordinate clauses in modern English.

Topic 8. Apposition (Independent Study)

1. Define apposition as a syntactic category and distinguish it from other types of attribute.
2. Distinguish between close (restrictive) and loose (non-restrictive) apposition with examples.
3. Describe the formal criteria (punctuation, determiner sharing, deletion test) for distinguishing the two types of apposition.
4. Discuss the role of apposition as a means of textual cohesion in academic and journalistic English.
5. Compare apposition with non-restrictive relative clauses in terms of their functional equivalence.
6. Discuss the discourse-pragmatic functions of apposition (clarification, elaboration, exemplification, afterthought).

7. Compare the use of apposition in English and Ukrainian, identifying typological differences.

Topic 9. Detached Members of the Sentence (Independent Study)

1. Define detachment as a syntactic phenomenon and list the principal types of detached members.
2. Describe the formal markers of detachment in English (commas, dashes, parentheses, intonation).
3. Discuss the functional-stylistic role of detached members in English literary prose.
4. Define and illustrate the absolute participial construction (nominative absolute).
5. Compare the use of detached attributes in restrictive and non-restrictive contexts.
6. Account for the role of intonation in marking detachment in spoken English.
7. Discuss the syntactic and stylistic properties of detached appositions.
8. Explain the difference between a parenthetical insertion and a detached secondary part.
9. Discuss the discourse-pragmatic functions of detachment (afterthought, emphasis, comment).

Topic 10. Elliptical Sentences (Independent Study)

1. Distinguish between one-member sentences and elliptical sentences with examples.
2. Describe the principal structural types of one-member sentence in English (nominative, infinitival, imperative).
3. Define ellipsis and distinguish between contextual, situational and structural ellipsis.
4. Describe the principal types of ellipsis recognised in modern syntax (gapping, stripping, sluicing, VP-ellipsis).
5. Discuss the recoverability principle as a constraint on ellipsis.
6. Account for the role of ellipsis as a cohesion device in English text.
7. Describe the use of telegraphic style (titles, headlines, captions) in modern written English.

8. Compare the productivity of one-member nominative sentences in English and Ukrainian.
9. Discuss the elliptical answer in English dialogic discourse.

Topic 11. Compound-Complex Sentences (Independent Study)

1. Define the compound-complex sentence and describe its structural features.
2. Distinguish between linear, parallel and embedded subordination in compound-complex sentences.
3. Describe the operation of coordinative ellipsis (gapping) within compound-complex sentences.
4. Discuss the role of cohesion devices (conjunctions, connectives, anaphora, ellipsis) in compound-complex sentences.
5. Account for the high frequency of compound-complex sentences in academic and literary prose.
6. Describe the principles of constructing a syntactic tree diagram for a compound-complex sentence.
7. Discuss the depth of subordination as a measure of syntactic complexity.
8. Account for the parsing of structurally ambiguous compound-complex sentences.
9. Compare the syntactic complexity of academic English and conversational English.

5. ТЕСТОВІ ЗАВДАННЯ

Choose the only correct answer (A, B, C or D). All tasks cover the topics of the Syntax module, including those designated for independent study. The answer key is provided at the end of the section.

Topic 1. The Sentence: Structural and Communicative Types

1. Which of the following sentences is most accurately classified as a compound-complex sentence?
 - A) Although the negotiations had collapsed, the diplomats remained optimistic about a future settlement.
 - B) She insisted that the report be submitted by Friday, and her colleagues reluctantly agreed.
 - C) Having reviewed the manuscript, the editor returned it with extensive marginal annotations.
 - D) The applicant, whose credentials were impeccable, was nonetheless rejected by the committee.

2. In the sentence "Rarely have I encountered such an extraordinary degree of intellectual integrity", the obligatory subject-auxiliary inversion is triggered by:
 - A) the existential character of the predicate.
 - B) the fronted negative-restrictive adverbial, which forces operator-fronting in standard written English.
 - C) the rhetorical-emphatic function, which is optional rather than grammatical.
 - D) the perfective aspect, which independently demands inversion in formal registers.

3. The clause "Were the situation to deteriorate further" functions as:
 - A) an interrogative clause embedded as the object of an unspecified verb.
 - B) an adverbial conditional clause whose if has been omitted, with subject-operator inversion.
 - C) an exclamatory main clause expressing apprehension.
 - D) a relative clause modifying an antecedent recoverable from the wider context.

4. Identify the sentence in which the cleft construction is used to focus the agent rather than the object:
- A) It was the manuscript that the curator had so painstakingly restored.
 - B) It was the curator who had so painstakingly restored the manuscript.
 - C) What the curator had so painstakingly restored was the manuscript.
 - D) The manuscript was what the curator had so painstakingly restored.
5. Which of the following constitutes a tag question that observes both polarity reversal and modal-auxiliary copy in their canonical form?
- A) She must have been informed already, hasn't she?
 - B) She must have been informed already, mustn't she?
 - C) She must have been informed already, doesn't she?
 - D) She must have been informed already, isn't she?
6. In "Hardly had the chairman opened the proceedings when an objection was raised from the floor", the construction Hardly...when illustrates:
- A) a coordinative juxtaposition of two independent clauses.
 - B) a temporal-correlative construction with subject-operator inversion in the first clause.
 - C) a sequence-of-tenses violation that has become conventionalised.
 - D) an emphatic do-construction.
7. Which of the following utterances is grammatically a declarative sentence used as a question?
- A) You're leaving already?
 - B) Are you leaving already?
 - C) Surely you aren't leaving already?
 - D) You aren't leaving already, are you?
8. In "What an irretrievably tedious affair the whole proceeding turned out to be!" the exclamatory effect is produced by:
- A) the inversion of subject and finite verb.
 - B) the fronted what-phrase together with the absence of subject-auxiliary inversion.
 - C) the lexical intensifier irretrievably alone.

D) the use of the past-tense periphrastic turn out to be.

9. Which of the following sentences is most accurately analysed as a pseudo-cleft (wh-cleft) construction?

A) It was her unwavering composure that struck me most forcibly.

B) What struck me most forcibly was her unwavering composure.

C) Her unwavering composure struck me most forcibly indeed.

D) Indeed, what was most forcibly striking was her unwavering composure.

10. In "Were one to consider the matter dispassionately, one would arrive at a different verdict", the construction exemplifies:

A) an indicative real-conditional construction in formal register.

B) an unreal-present conditional with inverted subjunctive, characteristic of elevated written style.

C) a hypothetical past construction equivalent to a Type 3 conditional.

D) an ungrammatical construction owing to the use of one as a generic subject.

Topic 2. The Subject and the Predicate

11. In "It is imperative that every applicant be present at the interview", the form be is best analysed as:

A) a present-tense indicative form following the impersonal it.

B) the mandative subjunctive, required after expressions of necessity and recommendation.

C) a base-form infinitive triggered by ellipsis of the auxiliary should.

D) an imperative used non-canonically in a subordinate clause.

12. Which of the following sentences exhibits notional concord?

A) The committee has reached a decision.

B) The committee are divided in their opinions on the matter.

C) The committee meets once a month.

D) The committee was established in 1923.

13. Identify the predicate type in "She had been growing increasingly anxious throughout the deliberations":

A) compound verbal aspective predicate.

- B) compound nominal predicate of being type.
 - C) compound nominal predicate of becoming type with link verb grow.
 - D) simple verbal predicate in the past perfect continuous.
14. In "There seems to have been a serious misunderstanding", the post-verbal noun phrase is:
- A) the grammatical subject in canonical position after existential there.
 - B) the notional (semantic) subject, while there is the grammatical subject.
 - C) the predicative complement of seem.
 - D) the object of the perfect-infinitive construction.
15. The sentence "None of the candidates have submitted their portfolios on time" reflects:
- A) an outright violation of subject-verb agreement.
 - B) an acceptable instance of plural agreement with none.
 - C) an Americanism unacceptable in British English.
 - D) agreement with the prepositional object the candidates.
16. Which of the following sentences contains a mixed (double) predicate?
- A) She arrived rather late and exhausted.
 - B) The roses bloomed brilliantly in the south border.
 - C) The witness has been telling the truth from the outset.
 - D) He was promoted to senior partner last spring.
17. In "To have abandoned the project at that critical juncture would have been unconscionable", the subject is realised by:
- A) an anticipatory it construction with the perfect infinitive.
 - B) a perfect-infinitival clause in subject position.
 - C) an extraposed clause whose place-holder it has been deleted.
 - D) a gerund-participial clause.
18. In "The data are conclusive", the use of the plural verb form reflects:
- A) an idiosyncratic American usage.
 - B) the etymologically Latinate plural of datum, retained in formal scientific register.
 - C) an erroneous over-correction.

D) the principle of notional concord with a collective noun.

19. Identify the sentence in which the subject is realised by a finite that-clause:

A) It surprised everyone that he had resigned without notice.

B) That he had resigned without notice surprised everyone.

C) His resignation without notice surprised everyone.

D) Resigning without notice was a surprise to everyone.

20. In "Three years is a long time to wait", the singular verb form reflects:

A) an error owing to attraction to the singular complement.

B) the principle of notional concord, since the plural noun phrase denotes a single period of time.

C) a dialectal variant unacceptable in standard English.

D) free variation without grammatical motivation.

Topic 3. The Object

21. In "The trustees granted the foundation a substantial bequest" vs "The trustees granted a substantial bequest to the foundation", the dative shift produces a difference primarily in:

A) the propositional content, which is altered.

B) the information structure, with the post-verbal element receiving end-focus by default.

C) the case marking, which is overt only in the first.

D) the grammaticality, since the second is unacceptable.

22. Which of the following sentences contains a cognate object?

A) He smiled a knowing smile at the suggestion.

B) She painted a vivid portrait of her grandmother.

C) He sang along with the chorus throughout.

D) She lived in Berlin for several years.

23. In "The proposal has been objected to on several grounds", the construction is best analysed as:

A) an active sentence with an unusual word order.

B) a prepositional passive with the prepositional object promoted to subject.

- C) a pseudo-passive lacking a corresponding active counterpart.
- D) a stative predicate without an underlying agent.
24. Which sentence below contains an indirect object that resists the dative shift?
- A) She handed the courier the parcel.
- B) He explained the situation to the trustees.
- C) They told the children a fairy-tale.
- D) She offered her colleague some advice.
25. Identify the construction in "The committee found the proposal unobjectionable":
- A) double-object construction.
- B) complex transitive construction with an object complement.
- C) compound nominal predicate.
- D) object clause governed by find.
26. In "She accused him of having tampered with the evidence", the phrase "of having tampered with the evidence" is:
- A) an adverbial of cause expressed by a perfect-gerund phrase.
- B) a prepositional object expressed by a perfect-gerund phrase.
- C) an attributive postmodifier of him.
- D) an absolute construction marking attendant circumstance.
27. Which of the following sentences correctly preserves the object case after a coordinated conjunction?
- A) Between you and I, the verdict was deeply disappointing.
- B) Between you and me, the verdict was deeply disappointing.
- C) Among he and his colleagues, the verdict was disputed.
- D) For her and I, the verdict was unexpected.
28. In "He convinced me of the necessity of immediate action", the prepositional phrase is:
- A) an adverbial of purpose.
- B) a prepositional object syntactically required by convince.
- C) an attribute postmodifying me.
- D) a free adjunct of manner.

29. Which sentence below illustrates the retained object construction in the passive?
- A) The book was given to her by the author.
 - B) She was given the book by the author.
 - C) The book was being given away free of charge.
 - D) She was thought to have been given the book.
30. In "She watched the children playing in the courtyard", the underlined phrase is:
- A) two coordinated objects.
 - B) a complex object with a present-participial predicative element, expressing perception.
 - C) a prepositional object headed by an absent preposition.
 - D) a relative clause with the relative pronoun omitted.

Topic 4. The Attribute and the Apposition

31. Which of the following noun phrases violates the canonical pre-modifier order?
- A) a stunning antique Italian leather handbag
 - B) a leather Italian antique stunning handbag
 - C) an enormous round wooden Victorian dining table
 - D) a delightful little eighteenth-century French porcelain figurine
32. In "My friend the architect has just completed an ambitious commission", the underlined element exemplifies:
- A) a non-restrictive (loose) apposition.
 - B) a restrictive (close) apposition, in which the second NP narrows the reference of the first.
 - C) an attributive noun phrase with zero conjunction.
 - D) a coordinative noun phrase with reduced conjunction.
33. Which sentence below contains a stone-wall (noun-noun) construction with the head noun as the second element?
- A) The historian's painstaking research transformed the field.
 - B) She enrolled in a graduate-level statistics course.
 - C) The laptop on the table belongs to my colleague.
 - D) He gave a lecture of considerable length.

34. Identify the sentence in which the relative pronoun may be grammatically omitted:
- A) The candidate, who arrived at the interview unprepared, was promptly rejected.
 - B) The candidate who arrived at the interview unprepared was promptly rejected.
 - C) The candidate whom the panel interviewed yesterday was the most promising.
 - D) The candidate, whose credentials were impeccable, was nevertheless rejected.
35. Which of the following exemplifies a non-restrictive relative clause?
- A) The book that I borrowed from the library is overdue.
 - B) The book, which I borrowed from the library, is overdue.
 - C) The book I borrowed from the library is overdue.
 - D) The book whose pages were torn was returned.
36. In "A distinguished scholar of comparative philology, Professor Smith was elected to the chair last spring", the underlined phrase functions as:
- A) a detached attribute in initial position, modifying Professor Smith.
 - B) a fronted predicative complement.
 - C) an absolute construction expressing attendant circumstance.
 - D) an adverbial of cause in noun-phrase form.
37. Which sentence contains a participial postmodifier of the head noun?
- A) The recently appointed director announced the reforms.
 - B) The director announced the recently introduced reforms.
 - C) The director responsible for the reforms has resigned.
 - D) The reforms introduced last month have proved controversial.
38. In "She has a way of speaking that captivates her audience", the subordinate clause is best analysed as:
- A) an attributive (relative) clause modifying way.
 - B) an object clause governed by has.
 - C) an adverbial clause of result.
 - D) a predicative clause with elided link verb is.
39. Which of the following noun phrases contains an infinitival postmodifier?
- A) the book on the desk
 - B) the book to be returned by Friday

- C) the book that I am reading
- D) the book containing the diagram

40. Identify the structure in "The conductor – a man of immense charisma – galvanised the orchestra":

- A) an attributive postmodifier set off by dashes.
- B) a non-restrictive (loose) apposition signalled prosodically by paired dashes.
- C) an absolute construction.
- D) a parenthetical comment clause.

Topic 5. The Adverbial Modifier

41. In "Frankly, I doubt whether she will accept the offer", the underlined adverb functions as:

- A) an adjunct modifying the predicate doubt.
- B) a stance disjunct commenting on the speaker's manner of speaking.
- C) a conjunct linking the sentence to a previous one.
- D) a subjunct intensifying the lexical meaning of doubt.

42. Which of the following sentences contains a nominative absolute construction?

- A) Walking along the river, I noticed the unusual cloud formation.
- B) The negotiations having broken down, the parties withdrew without further comment.
- C) Although exhausted, she pressed on with the experiment.
- D) Surprised by the announcement, the audience fell silent.

43. Identify the semantic relation in "Imperfect though her command of the language is, she manages to communicate effectively":

- A) comparison.
- B) concession introduced by Adjective + though + Subject + be.
- C) manner.
- D) cause-and-effect.

44. In "She crossed the room with such dignity that even her detractors fell silent", the construction expresses:

- A) an adverbial of manner intensified by such.

- B) an adverbial of result.
C) a comparison of equality.
D) an adverbial of degree without subordination.
45. Which of the following sentences exemplifies fronting of an adverbial with consequent subject-auxiliary inversion?
- A) She had never received such an extraordinary letter.
B) Never had she received such an extraordinary letter.
C) She had received such an extraordinary letter never before.
D) Such an extraordinary letter she had never received.
46. Identify the function of the underlined infinitive in "He wrote the letter only to discover that the address was wrong":
- A) an adverbial of purpose.
B) an adverbial of result expressing an unexpected outcome.
C) an attributive infinitive postmodifying letter.
D) an object clause introduced by discover.
47. In "Reluctant though he was to intervene, he ultimately did so", the fronted adjective introduces:
- A) an attributive modifier of he.
B) a concessive clause with the literary pattern Adjective + though + Subject + Verb.
C) an absolute construction.
D) an exclamatory clause.
48. Which of the following best describes the underlined construction in "Other things being equal, the proposal merits acceptance"?
- A) an adverbial clause of comparison.
B) an absolute participial construction expressing condition.
C) a relative clause with omitted pronoun.
D) a parenthetical comment without syntactic linkage.
49. In "She speaks French as well as her grandmother used to", the comparative construction is:

- A) an adverbial of comparison expressing equality.
- B) an additive coordinator equivalent to and.
- C) a clause of degree without comparative meaning.
- D) an adverbial of manner with elliptical predicate.

50. Which sentence contains an adverbial of purpose realised by so as to-infinitive?

- A) She left early in order to catch the last train.
- B) She left early so as to catch the last train, despite the inclement weather.
- C) She left early because she wanted to catch the last train.
- D) She left early; she wanted to catch the last train.

Topic 6. The Compound Sentence

51. Identify the type of coordinative relation in "She had thoroughly prepared for the interview, yet she was rejected outright":

- A) copulative.
- B) adversative, expressing contrast contrary to expectation.
- C) causal-resultative.
- D) disjunctive-alternative.

52. Which of the following sentences contains a comma splice?

- A) She arrived early, and we began the meeting at once.
- B) She arrived early, however, we began the meeting at once.
- C) She arrived early; consequently, we began the meeting at once.
- D) Although she arrived early, we did not begin until later.

53. In "Either you accept the conditions, or you withdraw your application altogether", the correlative either...or imposes:

- A) exhaustive enumeration of three or more alternatives.
- B) a binary disjunctive choice between mutually exclusive alternatives.
- C) an additive (copulative) relation.
- D) a causal-resultative relation.

54. Which of the following sentences exemplifies asyndetic coordination?

- A) She came, she saw, she conquered.
- B) She came and she saw and she conquered.

- C) Not only did she come, but she also conquered.
- D) She not only came but conquered.
55. In "Not only had the negotiations collapsed, but the diplomatic relations themselves had been suspended", the inversion is triggered by:
- A) the perfect-aspect verb form alone.
- B) the fronted negative-restrictive correlative not only.
- C) the presence of had as a marker of past hypothetical.
- D) free stylistic variation.
56. Identify the function of so in "She had over-prepared, so the interview was a triumph":
- A) a degree adverb modifying triumph.
- B) a coordinative conjunction expressing the resultative relation.
- C) a subordinator introducing an adverbial clause of result.
- D) a conjunctive adverb requiring a preceding semicolon.
57. In "The atmosphere was tense; nevertheless, the discussions concluded amicably", nevertheless functions as:
- A) a coordinating conjunction of the adversative type.
- B) a conjunctive adverb requiring a semicolon before and a comma after.
- C) a subordinator introducing an adverbial clause of concession.
- D) a free pragmatic marker without grammatical function.
58. Identify polysyndeton in the following choices:
- A) She came, she saw, she conquered.
- B) She came and she saw and she conquered.
- C) She came, saw and conquered.
- D) She came; she saw; she conquered.
59. Which coordinate construction correctly observes parallel structure?
- A) She enjoys reading, to write, and long walks.
- B) She enjoys reading, writing, and taking long walks.
- C) She enjoys to read, writing, and long walks.
- D) She enjoys to read, to write, and that she takes long walks.

60. Which of the following sentences contains a fused (run-on) sentence?

- A) She arrived early, and we began the meeting promptly.
- B) She arrived early we began the meeting promptly.
- C) She arrived early; we began the meeting promptly.
- D) Because she arrived early, we began promptly.

Topic 7. The Complex Sentence

61. In "Should you require any further clarification, please do not hesitate to contact me", the inverted clause is:

- A) an interrogative used as a polite request.
- B) a conditional clause with subject-operator inversion replacing if, characteristic of formal register.
- C) an imperative used non-canonically.
- D) an adverbial clause of purpose.

62. Identify the type of subordinate clause in "The question is whether the data are sufficiently robust":

- A) object clause governed by is.
- B) predicative (subject complement) clause linked by is.
- C) subject clause inversed by extraposition.
- D) attributive clause modifying question.

63. Which of the following sentences contains a mixed conditional?

- A) If she had studied harder, she would have passed.
- B) If she had studied harder, she would be in a better position now.
- C) If she studies harder, she will pass.
- D) If she studied harder, she would pass.

64. In "She insisted that he be present at the meeting", the verb form be is:

- A) a present-tense indicative form.
- B) the mandative subjunctive, mandatory after verbs of demand and suggestion.
- C) a base-form infinitive without to.
- D) an imperative used non-canonically.

65. Identify the type of subordinate clause in "Where the road forks, you should bear left":
- A) subject clause introduced by where.
 - B) adverbial clause of place.
 - C) attributive clause modifying an elided antecedent.
 - D) object clause functioning as an indirect question.
66. Which of the following sentences correctly observes the rule of sequence of tenses?
- A) She told me that she will arrive on Friday.
 - B) She told me that she would arrive on Friday.
 - C) She told me that she had been arriving on Friday.
 - D) She told me that she will have been arriving on Friday.
67. Identify the type of subordinate clause in "Lest she should be misunderstood, she rephrased her remarks":
- A) an adverbial clause of cause introduced by lest.
 - B) an adverbial clause of negative purpose introduced by lest.
 - C) an adverbial clause of result.
 - D) an adverbial clause of concession.
68. Which sentence below contains a non-defining relative clause that should be set off by commas?
- A) The colleagues who had attended the seminar were debriefed afterwards.
 - B) The colleagues who attended the seminar – most of them, in fact – were debriefed afterwards.
 - C) The chair's opening remarks which lasted barely five minutes set the tone.
 - D) The chair's opening remarks, which lasted barely five minutes, set the tone.
69. In "Such was her determination that no obstacle could deter her", the construction expresses:
- A) an adverbial of comparison with such...that.
 - B) an adverbial of result with subject-verb inversion emphasising the noun phrase.
 - C) an adverbial of cause.
 - D) a parataxis with comparative force.

70. Identify the function of as in "As the meeting drew to a close, an unexpected proposal was tabled":

- A) a subordinator introducing an adverbial clause of cause.
- B) a subordinator introducing an adverbial clause of time.
- C) a subordinator introducing an adverbial clause of comparison.
- D) a coordinative conjunction.

Topic 8. Apposition

71. In "Charles Darwin, the founder of evolutionary theory, published On the Origin of Species in 1859", the underlined element is:

- A) a restrictive (close) apposition.
- B) a non-restrictive (loose) apposition, set off by commas.
- C) a non-defining relative clause with omitted who was.
- D) a detached adverbial.

72. Which sentence exhibits a close (restrictive) apposition?

- A) My colleague Professor Hartley has just been promoted.
- B) My colleague, Professor Hartley, has just been promoted.
- C) Professor Hartley, my closest colleague, has just been promoted.
- D) Hartley, an old colleague of mine, has just been promoted.

73. In "Vienna, the cultural capital of the late Habsburg Empire, attracted intellectuals from across Europe", the apposition functions to:

- A) narrow the reference of Vienna.
- B) provide additional non-restrictive descriptive information about Vienna.
- C) replace a missing relative clause.
- D) introduce an absolute construction.

74. Which of the following constructions is functionally equivalent to a non-restrictive relative clause?

- A) a loose apposition set off by commas.
- B) a close apposition with no punctuation.
- C) an attributive adjective.
- D) a prepositional postmodifier.

75. In "The novelist George Eliot, born Mary Ann Evans, adopted her pseudonym for professional reasons", the phrase "born Mary Ann Evans" is:
- A) a detached attribute realised by a past participle.
 - B) a close apposition.
 - C) a relative clause with elided who was.
 - D) an absolute construction.
76. Which formal criterion most clearly distinguishes a loose (non-restrictive) apposition from a close (restrictive) one?
- A) the morphological form of the head noun.
 - B) the presence of punctuation (commas, dashes) marking the loose type.
 - C) the syntactic position in the sentence.
 - D) the lexical category of the apposed element.
77. In "My friend the architect" vs "my friend, the architect,", the difference is that:
- A) the first is restrictive (the speaker has more than one friend; the architect identifies which).
 - B) the first is non-restrictive.
 - C) the second is ungrammatical.
 - D) the two are stylistic variants of the same syntactic structure.
78. Which of the following is best described as an 'afterthought' apposition?
- A) Professor Hayes – the leading authority on the subject – declined to comment.
 - B) She has just published her magnum opus, a study of medieval cosmology.
 - C) Dickens, the novelist, was also a noted public reader.
 - D) My elder brother John has emigrated to Canada.
79. Which marker most often introduces an explanatory apposition in academic prose?
- A) namely, that is, i.e., or in other words.
 - B) however, nevertheless, therefore.
 - C) although, while, whereas.
 - D) because, since, as.
80. In "Mount Everest, the highest peak in the world, has claimed hundreds of lives", the deletion test would show:

- A) that the apposition is restrictive, since its removal alters meaning.
- B) that the apposition is non-restrictive, since its removal does not alter the basic proposition.
- C) that the construction is ungrammatical without the apposition.
- D) nothing about the type of apposition.

Topic 9. Detached (Loose) Secondary Parts

81. In "The defendant, having heard the verdict, betrayed no emotion whatsoever", the participial phrase is:

- A) a detached attribute modifying the defendant.
- B) a detached adverbial of time expressing anteriority.
- C) an absolute construction with an independent subject.
- D) a non-restrictive relative clause with the relative pronoun omitted.

82. Which sentence below contains a detached apposition?

- A) The novelist George Eliot was in fact Mary Ann Evans.
- B) George Eliot – a pen-name long preserved in critical scholarship – concealed the identity of Mary Ann Evans.
- C) The novelist whose real name was Mary Ann Evans wrote under the pen-name George Eliot.
- D) Mary Ann Evans wrote under the pen-name George Eliot.

83. Identify the construction in "His patience exhausted, he stormed out of the meeting":

- A) a detached attribute modifying he.
- B) an absolute construction (nominative absolute) expressing cause.
- C) a detached adverbial of manner.
- D) a participial postmodifier of patience.

84. In "The minister, his face flushed with indignation, refused to comment further", the underlined phrase is:

- A) a detached attribute realised by an absolute (nominative-with-participle) construction.
- B) a detached object expressed by a noun phrase.

C) a detached predicative complement.

D) an apposition to the minister.

85. Which of the following exemplifies an 'afterthought' apposition?

A) Professor Hayes – the leading authority – declined to comment.

B) She has just published her magnum opus, a study of medieval cosmology.

C) Dickens, the novelist, was also a noted public reader.

D) My elder brother John has emigrated to Canada.

86. In "The witnesses, all of them visibly distressed, were escorted from the courtroom", the underlined element is:

A) a detached restrictive apposition.

B) a detached attribute realised by a partitive of-construction.

C) an adverbial of manner.

D) a parenthetical insertion.

87. Which sentence contains a parenthetical comment clause that is best analysed as a detached element?

A) The defendant maintained, I believe, that he had been misrepresented.

B) The defendant believed that he had been misrepresented.

C) The defendant, who was misrepresented, maintained his innocence.

D) I believe the defendant had been misrepresented.

88. In "Disturbed by the unwelcome interruption, she rose abruptly and left the room", the participial phrase is:

A) a restrictive attribute modifying she.

B) a detached adverbial of cause expressed by a past-participial phrase.

C) an absolute construction.

D) a complement of rise.

89. Identify the function of the dash-set element in "She arrived at the conclusion – reluctantly, but inevitably – that the project was unsalvageable":

A) a detached adverbial of manner intervening between the verb and the object clause.

B) an apposition modifying conclusion.

C) a parenthetical insertion functioning as a comment.

D) a coordinate clause linked by paired dashes.

90. Which of the following is most characteristic of formal English literary prose?

A) The decision once made, there was no going back.

B) Once the decision was made, there was no going back.

C) When the decision was made, there was no going back.

D) After making the decision, there was no going back.

Topic 10. One-Member and Elliptical Sentences

91. Identify the type of construction in the headline "Spectacular victory for unfancied challenger in semi-final":

A) an elliptical sentence with the predicate to be omitted.

B) a nominative one-member sentence characteristic of telegraphic-style headlines.

C) a noun phrase functioning as an absolute construction.

D) a complex sentence with omitted main clause.

92. In "– Have you seen the new exhibition? – Not yet", the response exemplifies:

A) a nominative one-member sentence.

B) a contextual ellipsis recoverable from the antecedent question.

C) a structural ellipsis governed by not.

D) a fragmentary utterance lacking syntactic integrity.

93. Which of the following sentences exemplifies gapping?

A) She ordered a salad, and her companion the soup.

B) She ordered a salad, and her companion did so as well.

C) She ordered a salad, and her companion ordered the soup.

D) She ordered a salad while her companion ordered the soup.

94. In "Caroline likes opera, and Henry, ballet", the construction is best classified as:

A) verb-phrase ellipsis.

B) gapping, with elision of the finite verb replaced by a comma.

C) stripping.

D) sluicing.

95. Which sentence below contains an instance of sluicing?

- A) She has resigned, but I cannot remember the exact reason.
 - B) She has resigned, but I cannot remember why.
 - C) She has resigned, although the reasons remain obscure.
 - D) She has resigned without specifying her reasons.
96. Identify the elliptical construction in "Some prefer the city; others, the countryside":
- A) VP-ellipsis with auxiliary do.
 - B) gapping with elision of prefer.
 - C) stripping with retention of one contrasted element.
 - D) sluicing with deletion of an interrogative phrase.
97. Which utterance is structurally a one-member infinitival sentence?
- A) To leave or not to leave?
 - B) Whether to leave or to remain was the question.
 - C) Why leave at all?
 - D) She has decided to leave.
98. In "She had hoped to attend, but couldn't", the elision involves:
- A) deletion of the lexical predicate.
 - B) verb-phrase ellipsis (post-auxiliary ellipsis).
 - C) sluicing of an indirect question.
 - D) gapping at clause boundary.
99. Identify the construction "What a magnificent autumn!" as:
- A) an elliptical declarative with omission of is.
 - B) a nominative exclamatory one-member sentence with what-fronting.
 - C) an interrogative with rising intonation.
 - D) a fragment lacking syntactic completeness.
100. In "The trouble is, no one will accept responsibility", the construction is:
- A) a complex sentence with the subordinator that omitted before the predicative clause.
 - B) a coordinate construction with comma splice.
 - C) an elliptical sentence with deletion of the predicate.

D) a nominative one-member sentence followed by a coordinate sentence.

Topic 11. The Compound-Complex Sentence

101. Which of the following sentences is most accurately classified as a compound-complex sentence?

A) Although the data were inconclusive, the committee endorsed the proposal.

B) Although the data were inconclusive, the committee endorsed the proposal, and the funding was duly released.

C) The committee, having reviewed the inconclusive data, endorsed the proposal.

D) The committee endorsed the proposal despite the inconclusive nature of the data.

102. Count the predicative centres in "When the rain finally stopped, the children rushed outside, and their parents, who had been confined indoors all afternoon, breathed a sigh of relief":

A) two.

B) three.

C) four.

D) five.

103. Which type of subordination is illustrated when a subordinate clause modifies an element of a coordinate clause that is itself main?

A) linear subordination.

B) parallel subordination.

C) embedded subordination.

D) coordinative dependency.

104. Identify the type of subordination in "She read the report carefully, and after she had finished it, she summarised it for the committee":

A) linear (sequential) subordination of an adverbial clause to the second coordinate clause.

B) parallel subordination.

C) embedded subordination.

D) coordinative ellipsis without subordination.

105. Which sentence contains coordinative ellipsis (gapping) within a compound-complex structure?

- A) She read the novel, and her sister read the biography, although neither finished theirs.
- B) She read the novel, and her sister the biography, although neither finished theirs.
- C) She read the novel; her sister read the biography; neither finished hers.
- D) Although neither finished hers, she read the novel and her sister read the biography.

106. In "If the funding is approved, the project will commence, but should the application be rejected, the team will have to seek alternative sources", the underlined clause uses:

- A) asyndetic coordination.
- B) subject-operator inversion replacing if in a conditional clause embedded in a coordinate clause.
- C) an interrogative used as a request.
- D) an exclamatory clause.

107. Which compound-complex sentence exhibits the highest depth of subordination?

- A) The proposal was rejected because the data, which had been collected hastily, were unreliable.
- B) The proposal was rejected because the data were unreliable, and the funding committee, which had convened in emergency session, refused to reconsider.
- C) The proposal, which the committee had rejected because the data, which had been collected hastily, were unreliable, has now been resubmitted.
- D) The proposal was rejected; the data were unreliable; the committee refused to reconsider.

108. Identify the cohesion device in "The negotiations had collapsed; consequently, those who had favoured a compromise found themselves marginalised":

- A) an asyndetic juxtaposition.
- B) the conjunctive adverb consequently, set off by a semicolon and a following comma.

C) the relative pronoun who.

D) a coordinating conjunction omitted by ellipsis.

109. Which best characterises the sentence "Whereas the older generation, conditioned by an austere upbringing, instinctively distrusts ostentatious display, the younger cohort, who have grown up in an age of self-promotion, freely embraces it, and the resulting cultural rift suffuses every public debate"?

A) a complex sentence with three coordinated subordinate clauses.

B) a compound-complex sentence with coordinated principal clauses, each modified by subordinate or non-finite clauses.

C) a coordinate compound sentence without subordination.

D) a sequence of three independent simple sentences.

110. In editing for clarity, which revision of "The director announced the changes although the staff objected and the union threatened action which she considered insufficient grounds for reversal" is most appropriate?

A) Add no punctuation; the sentence is unobjectionable.

B) Insert commas to mark clause boundaries.

C) Replace which with that.

D) Re-order all the clauses so that subordinate clauses precede the principal ones.

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