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ENGLISH GRAMMAR. *SYNTAX*

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ВВЕДЕНИЕ

Настоящее учебное пособие предназначено для овладения грамматикой английского языка студентами, обучающимися по направлению подготовки «Педагогическое образование» профиль «Иностранный язык». Оно охватывает круг основных вопросов по одному из двух важнейших разделов грамматики – синтаксису. Основная цель данного учебного пособия – научить студентов анализировать предложение и его части, а соответственно, совершенствовать правильное употребление грамматических структур. Пособие предназначено для студентов 1-2 курсов факультета иностранных языков.

В пособии представлен теоретический материал, иллюстрированный большим количеством примером из современных произведений английских авторов. Для закрепления знаний о рассматриваемых грамматических явлениях в пособие включены упражнения, а также вопросы и задания на самопроверку.

Авторы включили в пособие объем самостоятельной работы по дисциплине «Практическая грамматика» и образцы оформления всех лабораторных работ по курсу.

1. SENTENCE

Syntax is the part of grammar which studies the sentences. Sentence is the main unit of syntax. Sentences may be regarded from the point of view of their structure and their communicative value.

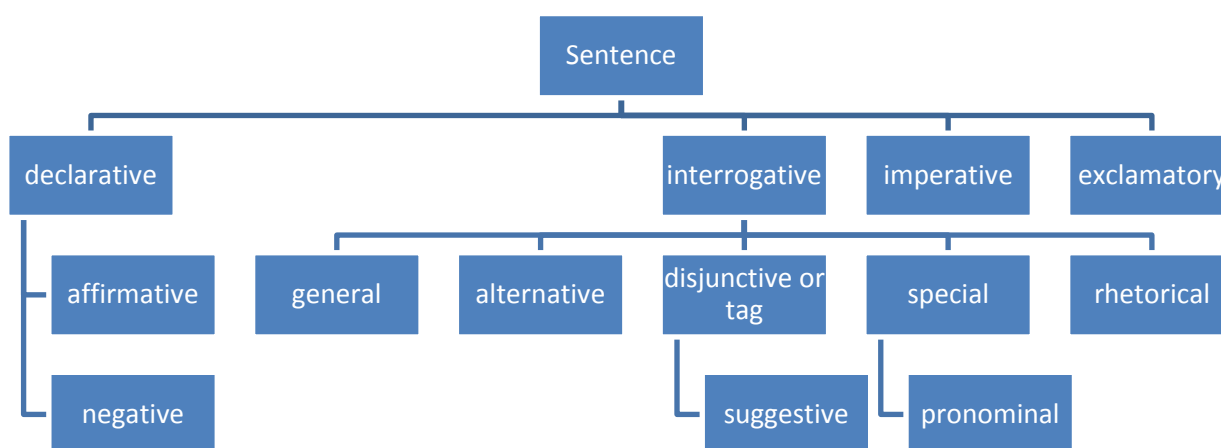
- A sentence is a unit of speech whose grammatical structure is in accordance with the laws of the language and which serves as the chief means of conveying a thought and showing the speaker's attitude to what is said in the sentence.

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

Sentences may be classified according to:

1. The purpose of the utterance.
2. The structure.

1.1. The classification of simple sentences according to the purpose of the utterance



- **A declarative sentence** states a fact in the affirmative or negative form.

He has lived here for six weeks. I haven't seen your brother lately.

- **An interrogative sentence** asks a question. It is formed by means of inversion: i.e. by placing the predicate or the part of it before the subject. There are seven kinds of an interrogative sentence:

1. **General** question is a question to the whole sentence requiring the answer «yes» or «no».

Does she intend to go out and join them?

2. **Disjunctive or tag** question requires the answer «yes» or «no» and consists of an affirmative statement followed by a negative question or a negative statement followed by an affirmative question.

You know English, don't you? You don't know French, do you?

George is a football fan, isn't he? He isn't at school now, is he?

3. **Alternative** question indicates choice.

Will you go to the opera or to the concert to-night?

4. Traditionally speaking, **special** question is the question to a part of the sentence.

What do you think of them?

How fast does he drive?

5. Some authors point out **pronominal** questions which open with an interrogative pronoun or a pronominal adverb, the function of which is to get detailed and exact information about some event or phenomenon known to the speaker and listener.

Who came first?

Whose team has won the match?

Pronominal questions are often used as short responses. They usually consist of a question word or a question word followed by a preposition.

I'm leaving for home. – When?

I want to talk with you. – What about?

Question words preceded by prepositions are usually employed as echo-questions. No information is missing in the previous remark, the whole idea is questioned.

Let's talk about life on Saturn. – About what?

I opened the door with the pin. – With what?

6. **Suggestive** questions, also called declarative questions, form a peculiar kind of «yes-no» questions. They keep the word order of statements

but serve as questions owing to the rising tone in speaking and a question mark in writing.

You really want to go now, to-night? – Nothing could make me stay.

7. **Rhetorical** question contains a statement disguised as a question. Usually it is a positive question hiding a negative statement. No answer is expected.

Can anyone say what truth is? (No one can say what it is.)

What else could I do? (I could do nothing.)

• **The imperative sentence** serves to induce a person to do something. It expresses a command, a request, an invitation.

Stand up!

Don't cross the street before the light turns to green.

Let him try again.

• **The exclamatory sentence** expresses some kind of emotion or feeling. It often begins with the words «what», «how». It is always in the declarative form, i.e. no inversion takes place.

What a funny story she told us!

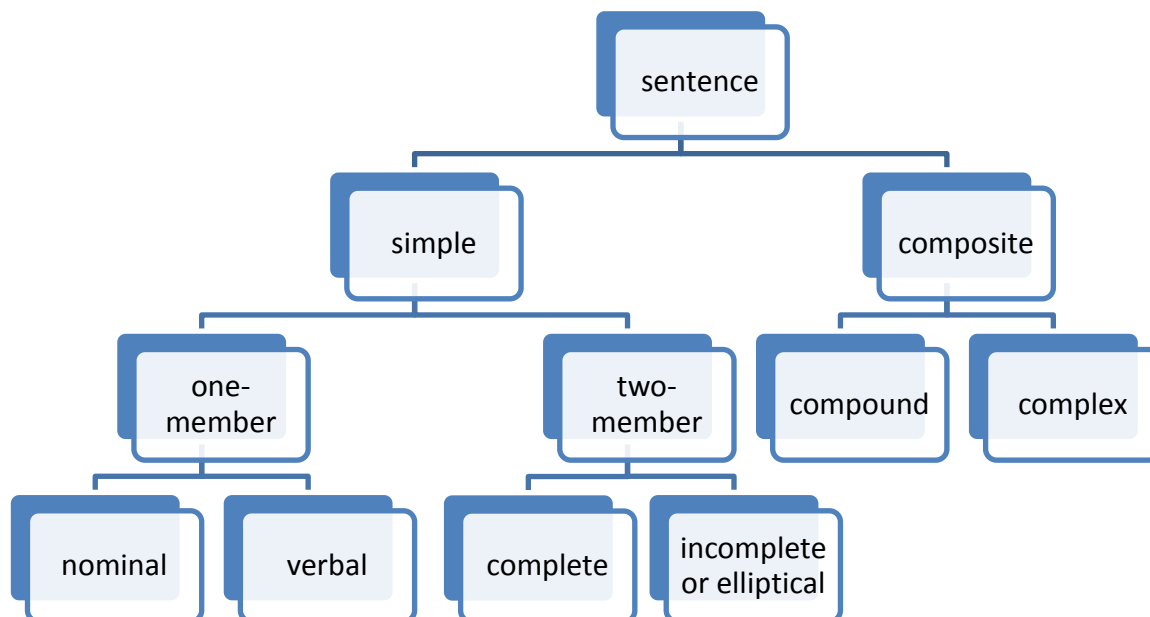
How kind of you to let me in!

Exercise

Read and analyze the sentences according to the purpose of the utterance.

1. So, Marcus. Who's your favourite footballer? (N.H.)
2. I hate football. (N.H.)
3. Right. What a shame! (N.H.)
4. Why? Who are your favourite singers then? (N.H.)
5. Are you getting these questions out of a book? (N.H.)
6. My favourite singer is Joni Mitchell. (N.H.)
7. Don't you like MC Hammer? Or Snoop Doggy Dogg? (N.H.)
8. I don't like any of them. Nobody does. Only old people. (N.H.)
9. What, everyone in your school listens to Joni Mitchell? (N.H.)
10. Oh, come on, Marcus. She's just had a couple of afternoons off.
(N.H.)

1.2. The classification of sentences according to the structure



1.2.1. The structural types of the sentence

Simple sentence is the sentence with one predication.

E.g.: *She walked fast between the flowers.*

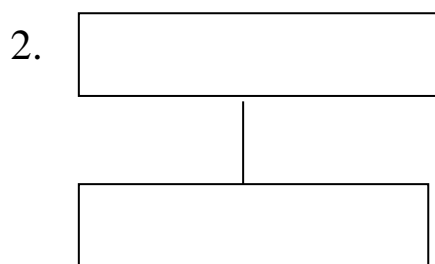
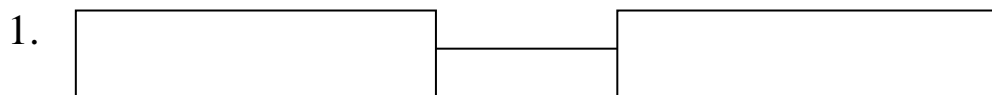
Composite sentence is the sentence with more than one predication.

Within a composite sentence clauses may be joined by means of coordination or subordination, forming a compound or a complex sentence.

E.g.: 1. *The door opened and the maid came in.*

2. *When the door opened, the maid came in.*

These sentences may be graphically presented in the following way:



Coordination is a way of linking grammatical elements to make them equal in rank. *Subordination* is a way of linking grammatical elements that makes one of them dependent upon the other:

E.g.: *It was late, but the weather was lovely and we decided to continue our trip.*

When we landed on Earth I asked them not to carry me.

Exercise

Read and analyze the sentences according to the structure.

1. Marcus didn't like the idea of his mum talking to Will. (N.H.)
2. A while ago he would have got excited about it, but he no longer thought that he and his mum and Will and Ned and another baby perhaps were going to live together in Will's flat. (N.H.)
3. But now everyone knew too much, and there were too many things that he didn't want the two of them to talk about without him. (N.H.)
4. At five past nine she buzzed the special buzz on the doorbell. (N.H.)
5. He let her in, and stared at her face to try to work out just how angry or depressed she was, but she seemed OK. (N.H.)
6. Did you have a good time? It was OK. (N.H.)
7. Who is it, then? Kirk O'Bane. (N.H.)
8. He didn't know he was going to say that, and he was amazed when he had. (N.H.)
9. As soon as he left Mrs. Morrison's office he felt different, better, as if he'd let go and he was now falling through space. (N.H.)

1.2.2. The simple sentence

1.2.2.1. One-member sentences

One-member sentences in English are of two types: nominal sentences and verbal sentences.

Nominal sentences are those in which the principal part is expressed by a noun. They state the existence of the things expressed in them. They are typical of descriptions.

Nominal sentences may be:

- unextended,
- extended.

E.g.: *London. Midnight.*

Another day of fog.

Verbal sentences are those in which the principal part is expressed by a non-finite form of the verb, either an infinitive or a gerund. Infinitive and gerundial one-member sentences are mostly used to describe different emotional perceptions of reality.

E.g.: *To think of that!*

Living at the mercy of a woman!

One-member sentences have only one member which is neither the subject nor the predicate. One-member sentences are used in descriptions and in emotional speech. They are either matter-of-fact statements of the time and the place of the action (stage remarks) or cases of summing up the situation by pointing out the most characteristic detail or outbursts of emotion (admiration, disgust, sympathy, etc.).

Exercises

1. Point out a one-member sentence. State whether the sentence is nominal or verbal, extended or unextended.

1. Religion! The fashionable substitute for Belief! (O.W.)

2. This desolate hill country! (Ch.D.)

3. To retrieve Spain with Jon. Her hands clenched and her lips loosened at the thought of it – an Odyssey together. (J.G.)

4. Mrs. Higgin's drawing-room. She is at her writing-table as before. The parlourmaid comes in. (B.Sh.)

5. A little inn in North Italy. The innkeeper is in the highest spirits this evening. (B.Sh.)

6. May 1796. Napoleon has approached the Alps. (B.Sh.)

7. Grate laughter. Reaction in the note taker's favour. (B.Sh.)

8. Just think what work it would make with the day and night. (J.C.)

9. «Oh, don't bother me», said the Duchess. (J.C.)

10. ...the rain stopped about two minutes ago. Frightening people like that. (B.Sh.)

11. The library in Lord Goring's house. An Adam's room. (O.W.)

12. In the early Fifties I myself became famous. I even made a pile of money. Ah, money, the money! (S.B.)

13. (Jolyon reflects on his son's death in Africa.) To die out there – lonely – wanting them – wanting home! No shelter, no love at the last! (J.G.)

2. Point out whether the sentence presents a stage remark, an expression of emotion or summing up the situation.

1. Saturday morning. Afternoon of the same day. (K.W.)

2. So I took them to a jeweler who gave me five pounds for the lot. Five pounds thirteen brooches! (A.Huth)

3. – How much?

– Can't you read? A shilling.

– A shilling for two minutes! (B.Sh.)

4. Poor darlings – to suppose myself the most miserable being on earth! And not a twinge of bodily pain about me!

5. The Porter's one-room flat in a large Midland town. Early evening. April.

6. My school days! The silent gliding on of my existence – the unseen unfelt progress of my life from childhood up to youth! (Ch.D.)

7. At 11 o'clock when once more she changed the ice, his eyes had still no light. It seemed to her that he was going to die. A long time passed thus. She looked at him. His eyes!!! Was it light in them? Was it? (J.G.)

8. «You know what it means», he said. «The old life. Marathons and all.» The old life. They both remembered. (S.M.)

9. He grew colder and colder and presently his teeth began to chatter. He could not fail to guess what was the matter.

1.2.2.2. *Two-member sentences*

The basic pattern of a simple sentence in English is one subject-predicate unit. Thus it has two main positions: those of the subject and of the predicate. It is the pattern of a two-member sentence. There are several variations of this basic pattern, depending mainly on the kind of verb occupying the predicate position. The verb in the predicate position may be intransitive, transitive, ditransitive or a link verb.

1. *John ran.*

2. *John is a student.*

3. *John is clever.*

4. *John learned French.*

5. *John gives Mary his books.*

6. *John lives in London. (John lives there.)*

7. *We found John guilty. (We found John a bore.)*

The basic patterns may be unextended or extended.

A two-member sentence may be either *complete* or *incomplete (elliptical)*.

An elliptical sentence is a sentence in which one or more word-forms in the principal positions are omitted but can be easily reconstructed. Ellipsis is usually dependent on linguistic context. Ellipsis is used to avoid repetition or to focus attention on the new material.

There are several types of elliptical sentences in English:

1. Sentences without a word-form in the subject position.

Looks like rain.

2. In the subject position and part of the predicate position as well. In such cases the omitted part of the predicate may be either an auxiliary verb or a link verb.

See what I mean?

3. In part of the predicate position which may be an auxiliary or a link verb.

You sure?

4. In the subject and the predicate position. Such ellipses occur in various responses.

Where're you going? – Home.

5. In the predicate position. Such ellipses occur only in replies to questions.

What's happened? – Nothing.

Exercise

Read the sentence the way it is given, then read it all over again inserting the omitted members.

1. «You know what it means», he said. «The old life. Marathons and all». (S.M.)

2. «I know we should find you here, Sandy», she said. «I am not late, am I?» «Only half an hour». (S.M.)

3. The Italian countess looked at her through her eye-glasses. «Not pretty», she said. «Good figure», said Eva Barret. «You'll see». (S.M.)

4. «You don't know what you're talking about», cried Humpty-Dumpty. «How many days are there in a year?» «Three hundred and sixty-five», said Alice. «And how many birthdays have you?» «One». «And if you take one from three hundred and sixty-five, what remains?» «Three hundred and sixty-four, of course». (L.C.)

5. «I didn't know that Cheshire cats always grinned; in fact I didn't know that cats could grin». «They all can», said the Duchess, «and most of'em do». (L.C.)

6. «Have some wine», the March Hare said in an encouraging tone. Alice looked round the table, but there was nothing on it but tea. «I don't see any wine», she remarked. «There isn't any», said the March Hare. (L.C.)

7. «I'll ring up and say I'm ill». «You won't», said Mor. «You'll enjoy it when you're there». (I.M.)

8. «Did I tell you that he wants me to make an afterdinner speech at that idiotic dinner?» «Yes, he told me», said Mor. «I hope you will. You'd make a good speech» «No, I wouldn't», said Nan. (I.M.)

9. «But won't we meet Mr. Bledyard?» said Miss Carter. «Would you mind?» said Mor. (I.M.)

10. «Beg pardon, ma'am. I'm waiting for Mr. Valentine. I have a message for him». «Who from?» «Only the landlord, ma'am». (B.Sh.)

11. Lize: What am I to come back for?

Higgins: For the fun of it. That's why I took you on. (B.Sh.)

12. Lize: What did you do it for if you didn't care for me?

Higgins: Why, because it was my job. (B.Sh.)

Questions and tasks for self-assessment

- What is syntax?
- What is the main unit of syntax?
- Give the definition of a sentence.
- What is the difference between a sentence and an utterance?
- What is the classification of sentences according to the purpose of the utterance?
 - What is the classification of sentences according to the structure?
 - Learn all definitions of different types of sentences by heart.
 - What is the difference between an incomplete sentence (elliptical) and a one-member sentence?
 - What are double-nucleus and single-nucleus sentences?
 - What do nominal one-member sentences express? Verbal?

- Why do elliptical sentences exist?
- What types of elliptical sentences can be pointed out?
- Why are declarative sentences communicatively polyfunctional?
- What are pronominal questions? Why are they called pronominal?
- Define the communicative type of the following sentences:
 - a) Would you give me one more book?
 - b) Can't you see he's lying?
- What is a confirmative question?
- What is a commentative question?
- What is a suggestive question?
- What is a rhetorical question?
- What are verbless commands?
- What are the ways of expressing exclamations?
- What are non-sentence utterances?
- Why can't imperative sentences be considered single-nucleus ones of verbal character?

Laboratory Work

Task: Write out 20-25 sentences from the book of your individual reading, illustrating all types of sentences according to the purpose of the utterance (e.g.: declarative, special question, rhetorical question, etc.) and to the structure (e.g.: simple, compound-complex, one-member nominal, etc.).

Instructions:

- 1) Write out full sentences. Don't forget to put down the page in the book, containing this sentence.
- 2) State the type of the sentence you are illustrating.
- 3) Translate the sentence into Russian.

Example:

Laboratory Work 1. Classification of Sentences

Daphne du Maurier. Rebecca. – М. : «Manager», 2006. – 416 p. – ISBN 5-8346-0247-9.

1) There was a padlock and a chain upon the gate. (p. 3) – declarative, affirmative

На воротах висел замок с цепью.

2) The little heap of library books marked ready to return, and the discarded copy of *The Times*. Ash-trays, with the stub of a cigarette; cushions, with the imprint of our heads upon them, lolling in the chairs; the charred embers of our log-fire still smouldering against the morning. (p. 5) – one-member sentence of nominal character with homogeneous principal parts

Небольшая горка библиотечных книг, готовых к отправке, и брошенный экземпляр «Таймз». Пепельницы с окурками; подушки на стульях с отпечатками наших голов на них; потухшие угольки в камине еще дымят немного утром.

2. THE SUBJECT

2.1. Ways of expressing the subject

The subject is the principal part of a two-member sentence which is grammatically independent of the other parts of the sentence and on which the second principal part (the predicate) is grammatically dependent, i.e. in most cases it agrees with the subject in person and in number.

The subject can denote a living being, a lifeless thing, an idea. The subject can be expressed by:

- A noun in the common case.

But then in English things went bad again.

- A pronoun (personal, possessive, reflexive, reciprocal, demonstrative, interrogative, defining, indefinite, negative, quantitative).

He got to school early.

That was it.

Everyone went to school.

- A numeral.

The third was a young man with a dog.

Seven cannot be divided by two.

- A substantivized adjective or participle.

The grey of earth and sky had become deeper.

The wicked always think other people are as bad as themselves.

Adjectives, present participles and past participles can function as head of noun phrases. Then they are used with the definite article and have no plural inflection. There are two kinds of such adjectives – Generic Plural denoting a class of people and taking a predicate in the plural form (*the rich – those who are rich*) and Generic Singular denoting an abstract quality and taking a predicate in the singular (*the absurd – that which is absurd*).

- An infinitive, infinitive phrase or construction.

To live is to work.

To be an active student is not always roses and beauty.

For him to come was impossible.

- A gerund, gerundial phrase or construction.

Walking is a healthy exercise.

Winning the war is what counts.

His coming back was no good.

- Any part of speech used as a quotation.

«And» is a conjunction.

- A group of words which is one part of the sentence, a syntactically indivisible group.

All of these people were at work.

- A clause.

What he said was true.

Exercises

1. Point out the subject, state what it is expressed by, say whether it is Generic Singular or Generic Plural. Translate the sentence into Russian.

1. «The unexpected has happened, ah?» «On the contrary», Poirot corrected him. «It is the expected that has happened.» (A.Ch.)

2. The sympathetic pour out their sympathy with an abandon that is sometimes embarrassing to their victims. (S.M.)

3. The wiser go their way with a decent grace. (S.M.)

4. He was a psycho-pathologist as well as a student of art and the subconscious had few secrets from him. (S.M.)

5. ...they went to the Bouchee de Pain, where the hungry are given a wedge of bread. (S.M.)

6. The two buildings are placed far apart, so that only the starving should be tempted to make use of them. (S.M.)

7. Doctors have a very materialistic outlook. The spiritual seems to be strangely hidden from them. (A.Ch.)

8. It's the way of life. The big after the small. The strong overpowering the weak. The wily outwitting those who live by the book. (V.W.)

9. All precautions were complete. The injured were strapped to seats (A.H.)

10. The dying feel nothing towards other creatures. (E.H.)

11. The dead sleep cold in Spain tonight and they will sleep cold this winter. (E.H.)

12. Some of the gayer-winded had also adorned their hats with ribbon. (H.W.)

13. We French see before our noses. We see that the beaten must be kept the beaten.

14. On the top of the realization that the incredible does sometimes occur, Mr. Parrot received a blow. (M.A.)

15. ...the aged, the feeble, when they die, are hardly noted by the world.

16. ...the marvelous is the delight of the vulgar. (A.R.)

2. Point out the subject and state what it is expressed by.

1. Whether I have the shelter of your roof or of the village inn is, of course, for you to decide. (C.D.)

2. What I sing of, he suffers; what is joy to me, to him is pain. (O.W.)

3. The door opened and the maid came in. I say «the maid», but the term is inaccurate. What came in, when the door opened, was a dragon, was stony ugliness. (A.H.)

4. And that tell-us-your-troubles-and-we'll-see-right-done is very insidious stuff. (J.T.)

5. My dear Kemp, it's no good your sitting and glaring as though I had done a murder. (H.W.)

6. Whatever I did, whatever the consequences might be, was nothing to me. (H.W.)

7. What I want, Kemp, is a goal-keeper, a helper, and a hiding place. (H.W.)

8. What was only partially communicated, however, was the brilliance of the plan itself. (R.L.)

9. What would be difficult was the explanation. (R.L.)

10. The unbelievable had happened in front of him: a man had been killed not four feet from where he'd been sitting. (R.L.)

11. My hunting was good. Theirs wasn't. (R.L.)

12. What I know is so confusing it would be meaningless. (R.L.)

Questions and tasks for self-assessment

- What is the subject?
- What can the subject be expressed by?
- Name the structural types of the subject.
- What semantic types of the subject are pointed out?

Laboratory Work

Task: Write out 15 sentences from the book of your individual reading, illustrating different ways of expressing the subject (e.g., a noun in the common case, different kinds of pronouns, the substantivized adjective, etc.).

Instructions:

- 1) Write out full sentences. Don't forget to put down the page in the book, containing this sentence.
- 2) Point out all subjects you find in this sentence and underline them like in the example.
- 3) Define what the subject is expressed by.
- 4) State the structural type of the subject.
- 5) Translate the sentence into Russian.

Example:

Laboratory Work 2. The Subject. Ways of expressing

Daphne du Maurier. Rebecca. – М. : «Manager», 2006. – 416 p. – ISBN 5-8346-0247-9.

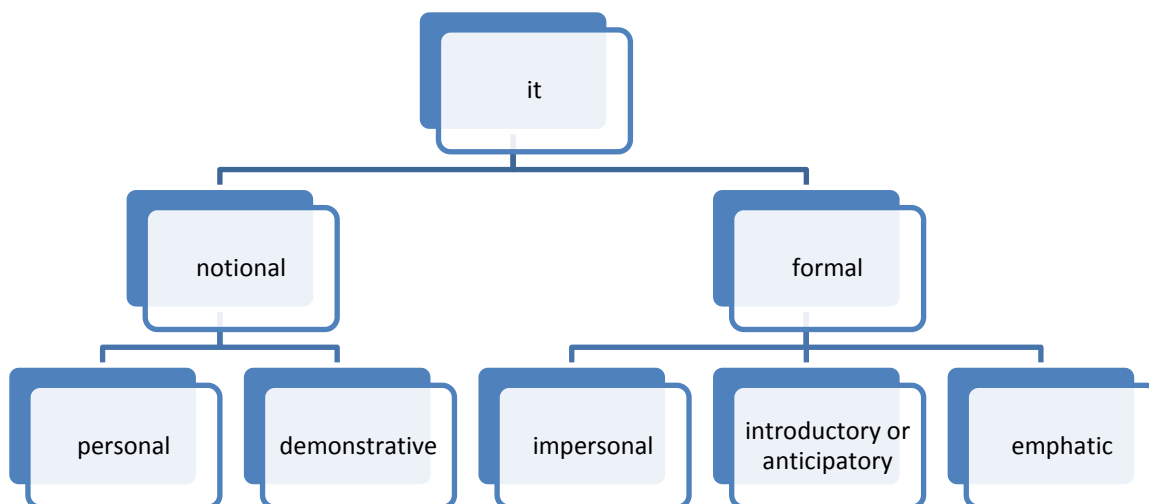
1) Nettles were everywhere, the vanguard of the army. (p. 5) – expressed by a noun in the common case; simple

Крапива была везде, эдакий авангард армии.

2) What you do in London does not concern me. (p. 302) – expressed by a clause; clausal

То, что ты делаешь в Лондоне, меня не касается.

2.2. «It» as the subject of the sentence



When the pronoun «it» is used as the subject of the sentence it may represent a living being or a thing – then it is **a notional subject**.

Sometimes it does not represent any living being or thing and performs a purely grammatical function – then it is **a formal subject**.

The personal «it» denotes either a thing, a person, an animal, an idea.

The house was ready. It stood on a hill.

The demonstrative «it» has a demonstrative character and it is translated as «ЭТО».

It is John.

The impersonal «it» is used to denote:

a) natural phenomena or that which characterizes the environment:

It's winter. It's cold today.

b) time and distance:

It was a little after nine o'clock. It's a long way to the village.

c) the state of things in general:

It's all over.

The introductory or anticipatory «it» serves to introduce the real subject.

It would be wonderful for you to stay with us. →

For you to stay with us would be wonderful.

The emphatic «it» is used for emphasis.

It was he who came first. →

(unemphatic) *He came first.*

Exercises

1. Differentiate between the personal and the demonstrative «it».

1. For one wild moment Mor thought that it was Miss Carter. Then he saw that the figure was too tall. It was Miss Handforth. (I.M.)

2. «What possessed you to bring a nasty slug into the house, anyway?» she said. «It wasn't nasty», said Felicity. «It was very sweet». «Well, let's hope it went out of the window», said Nan. (I.M.)

3. «It's just that I didn't know you'd been in love with her. Not like that.» I was sorry I'd said it; it disconcerted him. (T.C.)

4. So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. (O.H.)

5. «If everybody minded their own business», said the Duchess, «the world would go round a deal faster than it does.» (L.C.)

6. They entered the Gymnasium. It was full of juniors. (I.M.)

7. There's someone I ought to see, and since we're close I might as well go this afternoon. It'll save me a railway journey. (I.M.)

8. At that moment Mor saw a small figure approaching. It was Miss Carter. (I.M.)

9. When I like people immensely I never tell their names to anyone. It is like surrendering a part of them. (O.W.)

10. He learned to bite the ice out with his teeth when it collected between his toes. (J.L.)

11. Mor loved this room too. It lay above the drawing-room and had the same view. (I.M.)

12. He began to pedal up the hill towards the railway bridge. It was a stiff climb. (I.M.)

13. They approached the studio. It was a long building. (I.M.)

14. Mor came and looked at the canvas. It seemed to be empty, except for one small finely worked square of colour in the corner. It looked odd to Mor, but he supposed Miss Carter knew what she was doing. (I.M.)

2. Point out what the sentence with the impersonal «it» denotes.

1. It was dark now and melancholy. (I.M.)

2. It was a quarter past nine. (I.M.)

3. It was twenty minutes past nine. It was now almost totally dark outside. (I.M.)

4. It was growing darker. (I.M.)

5. It was all too unreal in there and my head was swimming. (E.O'B.)

6. It was raining, so I couldn't see out the window because it got all fogged up, but Martha said it was a terrible day. (E.O'B.)

7. It was getting darker and darker. (S.F.)

8. I expect it's about time for me to be getting ready. (S.M.)

9. It was very hot, but Mackintosh felt cold. (S.M.)

10. It was Sunday, and she was preparing the weekly lesson for her class. (M.C.)

11. It was almost three o'clock, the most stagnant hour in the day or night. (M.C.)

12. It was a lovely autumn day, with hardly a cloud in the sky. (S.M.)

13. It had been fine and dry for so long that, though it was September, not even the restless poplars gave sign that the summer was drawing to an end. (S.M.)

14. It was round about noon and the woman was stirring a pot on the stone. (S.M.)

3. Make the sentences unemphatic.

1. It was Miss Carter who had been responsible for his ability to decide. (I.M.)

2. It was Rain, who was approaching the scene across an expanse of open grass. (I.M.)

3. It was Catherine who went to several other rooms and finally came into mine. (A.C.)

4. ...it is rather the painter who reveals himself on the coloured canvas. (I.M.)

5. It was not this alone that made him gloomy and morose.

6. It was Jim only that Donald was aware of. (I.M.)

7. It was Donald who had inherited Mor's dark and curly hair. (I.M.)

8. It was not conscience that made me do so; it was a sort of cowardice. (I.M.)

9. It was the spectator, and not life, that art really mirrors.

10. It was the she-wolf who had first caught the sound. (J.L.)

11. But each time it was the face of the saloon-keeper that peered in at him. (J.L.)

4. Put a question to the real subject and state what it is expressed by.

1. It was true, there were other dogs.

2. To be there, it was an unwanted performance.

3. It seemed now as if no sound could be made in this silent house.

4. It seemed to him amazing that such a small woman should own such a large ear.

5. It had occurred to Mor that he might call again on Tim Burke. (I.M.)

6. It was not possible to lift the ladder again now.

7. It would take little money to live simply with them, in one room.

8. It didn't seem to be a terrible good time for an old man to have gone fishing in the middle of France.

9. It always seems to me a sort of mark to measure how far 50 years have brought me.

10. It was evident at first sight that she was not well.

11. How nice it is to discover after two hours' research, that you have passed through the most difficult stage.

12. It's no good treating it locally.

13. It's awkward getting about without a coat.

Questions and tasks for self-assessment

- What is the notional «it»?
- What is the formal «it»?
- What does formal subject «there» express?
- Define the nature of «it» in the following sentence: It seemed now as if no sound could be made in this silent house.
- Define the nature of «it» in the following sentence: It seemed to him amazing that such a small woman should own such a large car.
- Define the nature of «it» in the following sentence: It seemed that she liked everything.
- Define the nature of «it» in the following sentence: It was too late to go there.
- Define the nature of «it» in the following sentence: It was high time to be in bed.
- Define the nature of «it» in the following sentence: It was pleasant to hear her singing.
- Define the nature of «it» in the following sentence: Her voice was strong. And it was pleasant to listen to.

Laboratory Work

Task: Write out 15 sentences from the book of your individual reading, illustrating different types of «it» as the subject (e.g.: notional personal, formal introductory, etc.).

Instructions:

- 1) Write out full sentences. Don't forget to put down the page in the book, containing this sentence.
- 2) Point out «it» as the subject of the sentence and define its type.
- 3) Translate the sentence into Russian.

Example:

**Laboratory Work 3.
«It» as the subject of the sentence**

Daphne Du Maurier. Rebecca. – М. : «Manager», 2006. – 416 p. – ISBN 5-8346-0247-9.

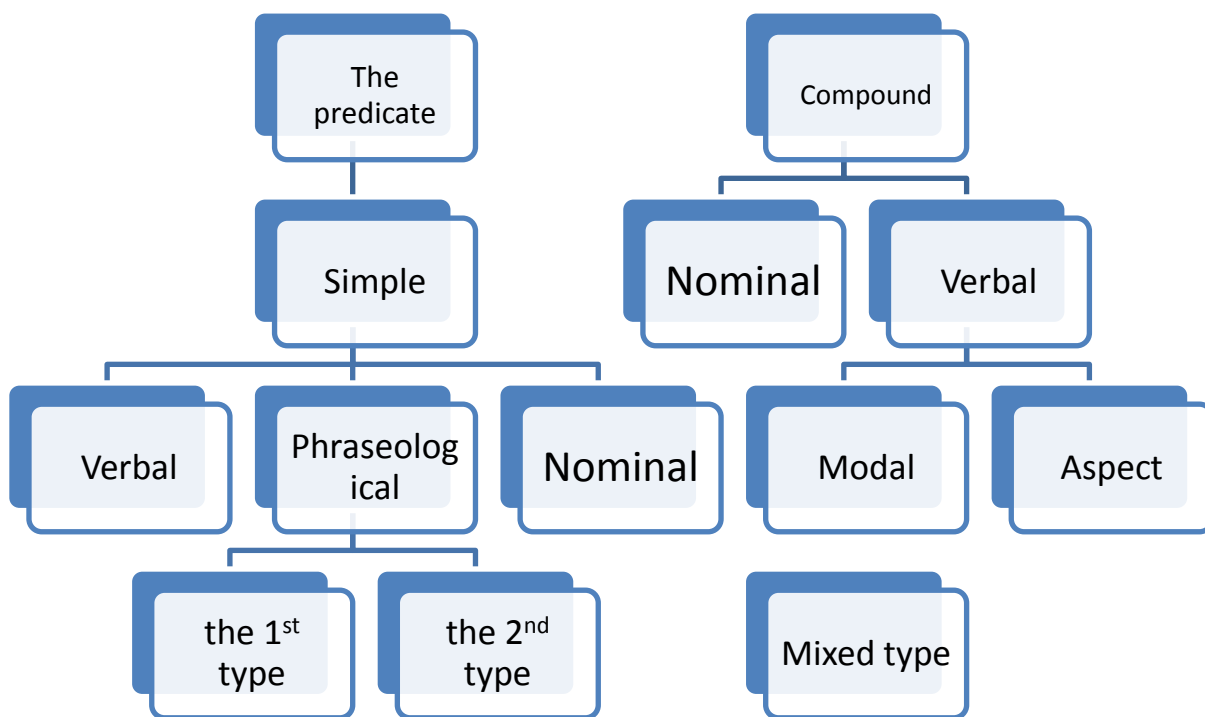
1) It seemed to me I stood by the iron gate leading to the drive, and for a while I could not enter for the way was barred to me. (p. 4) – formal, impersonal

Мне казалось, что я стояла перед железной калиткой и некоторое время не могла проникнуть внутрь, так как она была закрыта.

2) I suppose it is his dependence upon me that has made me bold at last. (p. 11) – formal, emphatic

Полагаю, именно его зависимость от меня и придала мне смелости наконец-то.

3. THE PREDICATE



The predicate is the second principal part of the sentence which expresses the action, state, quality of the person or thing denoted by the subject.

1. *Everyone should consult a doctor.*
2. *The child is fast asleep.*
3. *She is an exceptionally capable girl.*

It is characteristic of the English language that the predicate always comprises a verb in a finite form, denoting the categories of:

- tense;
- mood;
- voice;
- aspect;
- person;
- number.

These categories are called grammatical ones.

The category of **tense** denotes the relation of the action to a definite period of time.

I live in an industrial centre of the Orenburg Region.

He insisted on my claims being acknowledged.

The only way out will be his taking the job.

The category of **mood** shows in what relation to reality the speaker places the action or state expressed by the predicate.

I know English.

If I knew English, I would work as an interpreter.

The category of **voice** indicates the relation of the predicate to the subject and object.

I wrote this composition yesterday.

This composition was written yesterday.

The category of **aspect** shows the way in which the action develops, whether it is in progress or completed.

I have been studying English for twelve years and has not reached the excellence yet.

The categories of **person and number** connect the predicate with the subject.

What are his demands?

What date is it today?

With regard to its meaning the predicate expresses either:

- action;
- quality;
- state;
- modality;
- aspect.

These are the lexical meanings of the predicate. Lexical meanings are primary meanings and grammatical meanings are additional ones.

Simple predicate is such a predicate in which both primary lexical meaning and additional grammatical meaning are expressed in one word.

Compound predicate is such a predicate in which the primary lexical meaning is expressed in one word – a notional word and the additional grammatical meanings are expressed in another word – a semi-auxiliary word.

3.1. Phraseological Predicate

Phraseological predicate is such a predicate which is expressed by a phraseological unit. The characteristic feature of this predicate is that the first component, i.e. the finite verb, has lost its concrete meaning and forms one unit with the noun. Consequently the noun cannot be treated as an object to the verb. This can easily be proved by the impossibility of the putting a question to the second component.

There are two types of phraseological predicate:

1. V + N_v (verbal noun);
2. V + N_a (abstract noun).

Exercises

1. Copy out the list of phraseological predicates of the 1st and 2nd type, consult a dictionary and memorize them. Write down a composition, using as many phraseological predicates as possible.

The 1 st type	The 2 nd type
1. To give a cry	1. To kick the bucket
2. To give a push	2. To join the majority
3. To have a wash	3. To go to one's forefathers
4. To take a look	4. To come into being
5. To make a move	5. To take notice
6. To have a run	6. To pay attention
7. To have a smoke	7. To lose sight
8. To have a drink	8. To make one's way
9. To give a pat	9. To take hold of
10. To give a lick	10. To take place
11. To give a kick	11. To make friends
12. To give a lift	12. To fall in love
13. To have a bite	13. To change one's mind
14. To have a nap	14. To take advantage
15. To have a try	15. To take charge of
16. To make a dash	16. To give way
17. To make an attack	17. To keep place
18. To take a call	
19. To take a smell	
20. To take an airing	
21. To give a laugh	
22. To give a start	
23. To make a bow	
24. To take a step	
25. To make a reply	
26. To let out a sigh	
27. To steal a glance	
28. To have a shrug	

2. Substitute the phraseological predicate by a one-word predicate.

1. When Skelton had had a good sleep, a bath, and a read, he went out to the veranda. (S.M.)

2. She gave a violent start for she heard her husband call her. (S.M.)

3. We took a little walk through the village, then went down to the quay. (E.H.)

4. Ramsay leaned forward. He gave us all a look and a smile flickered in his eyes. (S.M.)

5. Then she gave a great cry, for she felt a gush of heat, and his blood sputtered over her. (S.M.)

6. Mor cast a quick glance at Miss Carter, and she nodded to him. (I.M.)

7. Cotman gave a little laugh. (S.M.)

8. Mrs. Davidson gave a gasp, and for a moment they stopped still. (S.M.)

9. The dog ran towards Hans and he gave it a savage brutal kick. (S.M.)

10. ...for Christ's sake, Tim, don't make a fuss. (I.M.)

11. The witch gave a shrug of the shoulders. (A.Huth.)

12. In the midst of an attentive silence Mr. Wimbush gave a little preliminary cough. (A.H.)

13. It was Henry who made a pronouncement. (A.Huth)

14. Excuse me, Hastings, I must take a shot stroll. (A.Ch.)

15. Here Miss Hartnell made a significant pause. (A.Ch.)

16. The woman gave a piercing scream and turned to fly. (A.Ch.)

17. He gave her a disarming smile. (S.M.)

18. He gave a little sob into her handkerchief. (S.M.)

19. Sandy Westcott gave a sigh. (S.M.)

20. The head waiter gave a condescending little laugh. (S.M.)

21. She threw him a look of hatred. (S.M.)

22. Nick took a deep breath and walked back towards the kitchen. (C.M.)

3.2. The Simple Nominal Predicate

The simple nominal predicate is expressed by a noun, or an adjective, or a verbal. It doesn't contain a link verb, as it shows the incompatibility of the idea expressed by the subject and that expressed by the predicate; thus in the meaning of the simple nominal predicate there is an implied negation.

He, a gentleman!

Sentences with the simple nominal predicate are always exclamatory. They are used in colloquial speech.

The simple nominal predicate can be expressed by:

1. A noun.

My son, a clergyman!

2. An adjective.

Ronnie, good-looking!

3. An infinitive or an infinitive phrase.

Hercule Poirot to sleep while murder is committed!

4. Participle I or a participial phrase.

She spying!

Questions and tasks for self-assessment

- What is the predicate?
- What grammatical categories or meanings can the predicate have?
- What are the lexical meanings of the predicate?
- What is primary: lexical or grammatical meanings? Prove your point of view.
- Show all types of the predicate in the schemes.
- What is the difference between simple and compound predicate?
- What is the predicate always expressed by?
- What is the difference between simple verbal and simple nominal predicate? What is the latter expressed by?

- What is the organizing centre of the sentence: the subject or the predicate?
- What is Phraseological predicate? What are its types?

Laboratory Work

Task: Write out 20 sentences from the book of your individual reading, illustrating the simple predicate (verbal or nominal) and its special type – the phraseological predicate (of the I and II types).

Instructions:

- 1) Write out full sentences. Don't forget to put down the page in the book, containing this sentence.
- 2) Point out all predicates you find in this sentence and underline them like in the example.
- 3) State the type of the predicate, point out its grammatical categories and lexical meaning.
- 4) Translate the sentence into Russian.

Example:

Laboratory Work 4.

The Predicate. The Simple Predicate. The Phraseological Predicate

Daphne du Maurier. Rebecca. – М. : «Manager», 2006. – 416 p. – ISBN 5-8346-0247-9.

1) We have both known fear, and loneliness, and very great distress. (p. 7) – simple predicate; the lexical meaning is «action», the grammatical categories are: Present Tense, Indicative Mood, Active Voice, Non-Continuous Aspect, 1st person, pl.

Мы оба познали страх, одиночество и очень большое несчастье.

2) «I have not made up my mind yet,»¹ he said.² (p. 19) – 1 – phraseological predicate of the 2nd type; the lexical meaning is 'action', the

grammatical categories are: Present Tense, Indicative Mood, Active Voice, Non-Continuous Aspect, 1st person, sg.; 2 – simple predicate; the lexical meaning is «action», the grammatical categories are: Past Tense, Indicative Mood, Active Voice, Non-Continuous Aspect.

«Я еще не решил», – сказал он.

3.3. The Compound Nominal Predicate

The compound nominal predicate consists of a link verb and a predicative. It denotes the state or quality of the person or thing expressed by the subject, or the class of persons or things to which this person or thing belongs. The link verb is the structural element of the predicate. It expresses the grammatical categories of tense, aspect, mood, person, number. The predicative is the notional part of the compound nominal predicate.

Among the class of link verbs we may distinguish:

- those which have lost their original lexical meaning – *to be, to get*;
- those which have partly lost their lexical meaning – *to appear, to grow, to continue, to feel, to keep, to look, to turn, to hold, to prove, to turn out, to loom, to rank, to remain, to run, to seem, to smell, to taste, to fall, to stand, to go, to work*;
- there are some verbs which though fully preserving their concrete meaning, perform the function of the link verbs – *to lie, to sit, to die, to marry, to return, to leave, to come, to stand, to go, etc.*

According to their meaning link verbs can be divided into two large groups:

1. a) Link verbs of being – *to be, to feel, to look, to smell, to shine, to seem, to prove, to appear, etc.*,
b) Link verbs of remaining – *to remain, to continue, to keep, to stay*;
2. Link verbs of becoming – *to become, to get, to grow, to come, to go, to leave, to run, to turn, to make, etc.*

The predicative is the significant part of the compound nominal predicate which serves to characterize the subject. So, it is called **the Subjective Predicative**. The predicative can be expressed by:

1. A noun in the common case or in the genitive case.

She is a pretty child.

The face was Victoria's.

2. An adjective or an adjective phrase.

The dinner smells delicious.

3. A pronoun.

The flowers were his.

4. A numeral.

My brother is only twenty.

5. An infinitive, an infinitive phrase or construction.

His first thought was to run away.

Our intention is to help you.

That is for me to decide.

6. A gerund, a gerundial phrase or construction.

What I like is reading books.

7. A participle, a participial phrase.

He seemed pleased with himself.

8. A prepositional phrase.

She was in the grip of paralyzing inertia.

9. A word of the category of state.

I am not ashamed to use the word like all people are.

10. An indivisible group of words.

She was I-know-all-what-you-want-to-tell-me woman.

11. A clause.

This was where the executive offices of the studio were located.

12. An adverb.

It was seldom.

The most typical semantic characteristics of the predicative are: *identification, classification and characterization*.

1. An identifying predicative expresses equality between the subject and the predicative, that is, the notion expressed by the predicative and by the subject is of the same weight. In this case the predicative and the subject are positionally interchangeable. Such predicatives are expressed by a noun with the definite article.

2. A classifying predicative names a class of objects to which the object denoted by the subject belongs. Thus the weight of meaning of the predicative is larger than that of the subject. The predicative in this case is expressed by a noun with the indefinite article.

3. A characterizing predicative denotes a state or quality of the subject and is expressed by an adjective or a stative. A characterizing predicative may also be a noun which in this case has no article.

Exercise

Point out the nominal predicate, state the type of the link-verb. Translate the sentences into Russian.

1. Han's face grew sullen. (S.M.)
2. Mackintosh grew aware that the room was crowded by this time with natives. (S.M.)
3. Lying on the ground, I felt scared out of my wits. (H.W.)
4. Mackintosh gave a gasp. His heart seemed wrenched. (S.M.)
5. The noise brought him up at once, and he stood aglare. (H.W.)
6. He was becoming aware of the faint sound of my movement about him. (H.W.)
7. ...the hunchback had been alone in the house for some time. He was a curious person. (H.W.)
8. No one appeared to notice me. My last difficulty seemed overcome. (H.W.)
9. When she stood on the ground at last she seemed much shorter and smaller. (C.M.)

10. Her throat got tight rough and she couldn't sing any more. (M.C.)

11. From the window she saw that the day would be windless and burning hot. (M.C.)

12. And this here white man had just gone hog wild. (M.C.)

13. His hands stayed stuffed in his pockets as always. He went out quickly. (M.C.)

14. The mute sat with his hands in his pockets and the half-finished glass of beer before him had become warm and stagnant. (M.C.)

15. The moustache looked false. (M.C.)

16. He felt nervous. (M.C.)

17. It's all turned out wrong. It won't do. It's no good. (M.C.)

18. People were dead in the streets and others were running for their lives. (M.C.)

19. And then there was silence, and the line went dead. (R.L.)

20. Oh, Christ, he was going insane! (R.L.)

21. The car went wild, jumped the kerb and plunged into a crowd of people on the pavement. (R.L.)

22. He walked about the room, jingling the change in his pockets. His long powerful arms swung tense and awkward. (C.M.)

23. He lay tense and wakeful throughout the night. (C.M.)

24. Sitting in the corner of the room he felt isolated and angry and alone. (C.M.)

25. His mother had been born a slave, and after freedom she was a washerwoman. (C.M.)

26. In a room where the fire burned low and orange on the hearth they were helpless while an old man strangled with pneumonia. (C.M.)

27. Now the pleats had come out and the hem dragged loose around her sharp, jutting knees. (C.M.)

28. After a while the air became grey with cigarette smoke and the noise increased. (C.M.)

29. The smoke from their cigarettes hung close around them in the still air. (C.M.)

30. Jake stood wooden and resentful. (C.M.)

3.4. The Objective Predicative

The Objective Predicative must not be confused with the subjective predicative that is a part of the compound nominal predicate. The former characterizes the object while the latter characterizes the subject.

E.g.: The door is *green*. (the subjective predicative)

They painted the door *green*. (the objective predicative)

Exercise

Point out the predicative, state its type (subjective or objective) and its way of expression.

1. Thus Gado had in these hard months grown as strong as a man and her slender body was hard and all the softness of her face was gone. (P.B.)

2. Learning makes a man weak and a learned man can never be so brave as one unlettered. (P.B.)

3. They made the secret room strong and deep and bigger than Ling Tan had ever thought it could be. (P.B.)

4. ...he listened and groaned and shut his eyes and tried to sleep, and she pulled him awake again. (P.B.)

5. To prove herself right she asked the young woman one more question. (P.B.)

6. He stared at it and grew afraid as he looked. (P.B.)

7. In the evening when they went to him, they found him dead. (P.B.)

8. ...soldiers easily keep hate alive. (P.B.)

9. It left his third cousin free. (P.B.)

10. I will not say I want her back again if it were not for our son.
(P.B.)

11. I will go down because some of the children may come back and think us dead. (P.B.)

12. After a long time his eldest son came back safe. (P.B.)

13. Some things you just naturally want to keep private. Not because they are bad, but because you just want them secret. (M.C.)

14. He could not believe that there was someone who wanted him dead. (R.L.)

15. His mouth had been open for a yawn and he snapped it shut.
(P.B.)

16. He had got a lot of things off his chest and the man had listened. He had talked himself hoarse. (C.M.)

17. He was a fine open-faced boy, with blue eyes and waving flaxen hair, sturdy in limb, but generous and soft in heart. (W.Th.)

18. The door to the «Transcontinental» office was ajar.

19. The door jerked open, and the man flung past Martin with an angry countenance. (J.L.)

20. Dick sat exhausted in the chair nearest to the door. (S.F.)

Questions and tasks for self-assessment

- What is the compound nominal predicate?
- What are the typical semantic characteristics of the predicative?
- What can the predicative be expressed by?
- What is the difference between the subjective and the objective predicative? What is the type of the predicate found in every case?

Laboratory Work

Task: Write out 20 sentences from the book of your individual reading, illustrating the compound nominal predicate, different kinds of link-verbs and different ways of expressing the predicative. Find also 5 examples of the objective predicative.

Instructions:

- 1) Write out full sentences. Don't forget to put down the page in the book, containing this sentence.
- 2) Point out the compound nominal predicate you find in the sentence and underline it like in the example.
- 3) State the type of the predicate, point out its grammatical categories and lexical meaning.
- 4) Define what group a link-verb belongs to.
- 5) State what the predicative is expressed by.
- 6) Translate the sentence into Russian.

Example:

Laboratory Work 5. The Compound Nominal Predicate. The Subjective and Objective Predicative

Daphne du Maurier. Rebecca. – М. : «Manager», 2006. – 416 p. – ISBN 5-8346-0247-9.

1) No smoke came from the chimney, and the little lattice windows gaped forlorn. (p. 3) – compound nominal predicate; the lexical meaning is «state», the grammatical categories are: Past Tense, Indicative Mood, Active Voice, Non-Continuous Aspect; the link-verb «to gape» belongs to the group of being and remaining and also preserves its original lexical meaning; the predicative is expressed by an adjective.

Из трубы не шел дым, а маленькие решетчатые окошки печально зияли пустотой.

2) This familiarity was excessive, even for her, and I caught a glimpse of his expression. (p. 20) – compound nominal predicate; the lexical meaning is «state», the grammatical categories are: Past Tense, Indicative Mood, Active Voice, Non-Continuous Aspect; 3rd person, sg.; the link-verb «to be» belongs to the group of being and remaining; the predicative is expressed by an adjective.

Эта фамильярность была чрезвычайной даже для нее, и я уловила выражение его лица.

3) Perhaps you could make yourself useful to Mister de Winter, if he wants anything done. (p. 20) – «could make» is the compound modal predicate, «wants» – simple predicate, «useful» and «done» are the objective predicatives characterizing the objects.

3.5. The Compound Modal Predicate

The **compound modal predicate** expresses the attitude of the speaker towards the action. It shows whether the action expressed by a non-finite form of the verb is considered as possible, impossible, obligatory, necessary, desirable, etc. These shades of meaning are expressed by the first component of the predicate.

Modality can be expressed:

- 1) modal verbs,
- 2) modal expressions (*to be to (+ Infinitive)*, *to have to (+ Infinitive)*),
- 3) a verb with a modal meaning (*to hope, to try, to expect, to want, to long, to wish, to desire, to endeavour, to attempt, to intend, etc.*),
- 4) modal expressions which are the synonyms to modal verbs (*to be able, to be obliged, to be bound, to be willing, to be anxious, to be capable, to be going*),
- 5) the Subjective Infinitive Construction (the Complex Subject).

Exercise

Point out the modal predicate, state what the modal component is expressed by, state the shade of modality.

1. I don't know that there's much gift about it when I happen to deal your fourteen aces. (S.M.)

2. His mouth was so dry that he had got himself something to drink. (S.M.)

3. His words seemed to rouse Walker, for he opened his eyes once more. (S.M.)

4. He wanted to speak, but he was so weak that Mackintosh had to strain his ears to catch what he said. (S.M.)

5. He seemed to be talking to himself. (H.W.)

6. The man must have had diabolically acute hearing. (H.W.)

7. I had merely to fling aside my garments and vanish. No person could hold me. I could take my money where I found it. (H.W.)

8. Kemp tried to think of something to keep the talk going. (H.W.)

9. He was like a person who had been somewhere that other people are not likely to go. (M.C.)

10. «I was one of the choir-boys at that time, and we and the players were to appear at the manor-house as usual that Christmas week.» (Th.H.)

11. «Can ye land me a fiddle, neighbours, that I may come with ye as a bandsman?» (Th.H.)

12. We could see that he had fallen into a cold sweat, and how he would get out of it we did not know. (Th.H.)

13. We're to be shut up in the dark, and we shan't see anybody, and we shall never have anything we want. (H.K.)

14. «We're not going to get much further by saying disagreeable things to one another», Lee answered. (S.M.)

15. Her father happened to come in, it was raining and he had not been able to play golf, and he and Walter Pane had a long chat. (S.M.)

16. I think you ought to come as quickly as you can. (S.M.)

17. Kitty dared not breathe. (S.M.)

18. Surely something can be done. You're not going to stand there and do nothing. (S.M.)

19. She thought that he was making an effort to speak. She put her ear close. (S.M.)

20. He said nothing. He did not seem to hear. She was obliged to insist. (S.M.)

Questions and tasks for self-assessment

- What is the compound modal predicate?
- Name possible components of the compound modal predicate?
- What is the compound verbal predicate of double orientation?

Laboratory Work

Task: Write out 10 sentences from the book of your individual reading, illustrating the compound modal predicate and different ways of expressing its first structural part (modal verb, modal expression, etc.).

Instructions:

1) Write out full sentences. Don't forget to put down the page in the book, containing this sentence.

2) Point out the compound modal predicate you find in the sentence and underline it like in the example.

3) State the type of the predicate, point out its grammatical categories and lexical meaning.

4) Define what the first part of the predicate is expressed by.

5) Translate the sentence into Russian.

Example:

**Laboratory Work 6.
The Compound Modal Predicate**

Daphne du Maurier. Rebecca. – М. : «Manager», 2006. – 416 p. – ISBN 5-8346-0247-9.

1) We can never go back again, that much is certain. (p. 6) – compound modal predicate; the lexical meaning is «modality (possibility)», the grammatical categories are: Present Tense, Indicative Mood, Active Voice, Non-Continuous Aspect; the first part is expressed by the modal verb «can».

Мы никогда не сможем вернуться обратно, это уж точно.

2) It was not a sight that engendered into me great appetite for my own cold choice, and looking away from her I saw that the table next to ours, left vacant for three days, was to be occupied once more. (p. 13) – compound modal predicate; the lexical meaning is «modality (smth. expected to happen)», the grammatical categories are: Past Tense, Indicative Mood, Active Voice, Non-Continuous Aspect, 3rd person, sg.; the first part is expressed by the modal expression «to be + Infinitive».

Этот вид совсем не вызывал у меня аппетита, и отвернувшись от нее, я увидела, что соседний с нашим столик, пустовавший три дня, теперь будет занят – его накрывали.

3.6. The Compound Aspect (Phasal) Predicate

The **compound verbal aspect predicate** consists of two parts: the first part is usually a verb expressing the beginning, repetition, duration, or cessation of the action expressed by the non-finite form of the verb (an infinitive or a gerund) which is the second part.

The first part is usually expressed by such verbs as *to begin, to start, to commence, to fall, to set about, to go on, to keep on, to continue, to stop, to proceed, to give up, to finish, to cease, to come, would (+ Infinitive), used to (+ Infinitive)*.

Exercises

1. Point out whether «come +infinitive» is an aspect verbal predicate or a simple predicate with an adverbial modifier of purpose.

1. Really when you came to examine him his only good features were his teeth and his hair. (S.M.)

2. Now I come to think it over, was that young man as dense-headed as he thought? (J.K.J.)

3. Well, I was telling you how I came to study psychology and practice it. (M.S.)

4. His eldest son had come to warn him that there was to be an attack. (P.B.)

5. Almost at once, however, certain other feelings came to plague her. (A.C.)

6. ...often standing within a very short distance of Elizabeth, Mr. Darcy never came near enough to speak. (C.B.)

7. When his second brother came to call him he did not answer. (P.B.)

8. And here at last in the room that he had come to recognize as the drawing-room sat a black-haired girl in a flowered summer dress. (I.M.)

9. A carpenter came to fix the bed so that it would be on a level with the window.

10. On the night of the catastrophe Rain and Demoyte came to see Mor at a very late hour in Rain's car. (I.M.)

11. Then suddenly they began talking louder and now I came hear something that they were saying, but it was almost all others. (I.M.)

12. Pete had come back to open the sliding door for her and relived her of one tray. (A.H.)

2. Differentiate between the compound aspect and the compound nominal predicate.

1. He was used to being liked by women. (S.M.)

2. I used to fly fighters in the war but I'm pretty rusty now. (A.H.)

3. Mor was not used to looking at pictures. (I.M.)

4. You are falling a victim to the very system you used to run down, the thing you used to hate. (A.C.)

5. If only you'd be as you used to be! (A.C.)

6. And how happy we used to be together. (A.C.)

7. His beauty created a sensation and the girls used to hang about the stage door to see him go out. (S.M.)

8. I didn't know that people used to be monkeys or that George Eliot was a lady. (J.W.)

9. She is not used to being treated like a servant or a slave.

Questions and tasks for self-assessment

- What is the compound aspect predicate?
- What can the first component be expressed by?
- Is there any difference in the use of the Infinitive or the Gerund in the compound aspect predicate?

Laboratory Work

Task: Write out 10 sentences from the book of your individual reading, illustrating the compound aspect (phasal) predicate and different ways of expressing its second structural part (gerund or infinitive).

Instructions:

1) Write out full sentences. Don't forget to put down the page in the book, containing this sentence.

2) Point out the compound aspect (phasal) predicate you find in the sentence and underline it like in the example.

3) State the type of the predicate, point out its grammatical categories and lexical meaning.

4) Define what the second part of the predicate is expressed by.

5) Translate the sentence into Russian.

Example:

**Laboratory Work 7.
The Compound Aspect (Phasal) Predicate**

Daphne du Maurier. Rebecca. – М. : «Manager», 2006. – 416 p. – ISBN 5-8346-0247-9.

1) I never knew what happened to it all, and the waste used to worry me sometimes. (p. 10) – compound aspect (phasal) predicate; the lexical meaning is «aspect (repeated actions in the past)», the grammatical categories are: Past Tense, Indicative Mood, Active Voice, Non-Continuous Aspect; the second part is expressed by the infinitive.

Я никогда не знала, что же со всем этим случается потом, и эта расточительность иногда меня беспокоила.

2) I would think of the blown lilac, and the Happy Valley. (p. 6) – compound aspect (phasal) predicate; the lexical meaning is «aspect (repeated actions in the past)», the grammatical categories are: Past Tense, Indicative Mood, Active Voice, Non-Continuous Aspect; the second part is expressed by the infinitive.

Я, бывало, думала о набухшей сирени и о Счастливой Долине.

3.7. The Mixed Types of the Predicate

The mixed types of the predicate are: the compound modal nominal predicate, the compound aspect nominal predicate, the compound modal aspect predicate, and even the compound modal aspect nominal predicate. In these types of the predicate the interrelation of the characteristic features of all components is observed.

The examples for these are as follows:

1. Mrs de Winter and Mrs Danvers could be the same person. (D.M.)
2. It was then that I began to feel tired, the noise and the traffic blocks started a humming in my head. (D.M.)
3. I could have gone on sitting there for a long while. (D.M.)
4. I could stop being so capricious but it was too late. (D.M.)

Exercise

Point out the type of the mixed predicate.

1. You'll have to grow a little bit older before you stand much chance against me, Mac. (S.M.)
2. You must be firm with them, but you must be kind. And you must be just. (S.M.)
3. ...she was able to be bold with assurance and brilliant with safety. (S.M.)
4. Everything that could possibly be of service to me I collected in the storeroom, and then I made a deliberate selection. (H.W.)
5. The black night sky was beginning to lighten and turn a deep blue with the new morning. (M.C.)
6. You just want to stop telling people to belt up. (K.W.)
7. You can't keep on telling him – it just goes in one ear and out the other. (K.W.)
8. He found himself positively looking forward to the lecture as if it were to be the most enormous treat. (I.M.)
9. I ought to begin drinking or eating something or other. But the great question is what? (I.M.)
10. He must have begun feeling confused.
11. It seemed to her that she'd have to go on doing the same thing day after day forever.
12. He had to start working at once.
13. The dinner began to smell good and she was hungry. (C.M.)
14. Nick tried to jerk loose, but her Mama held on to her arm. (C.M.)
15. He wanted so much to call Helden, to tell her what he lived was true: that soon she could stop running – they could all stop running – stop hiding, stop living in fear. (R.L.)
16. A couple of tough boys tried to be smarty and kept on asking her name over and over. (C.M.)
17. The feeling that would try to sit in his office and read and meditate he could be calm and start again (C.M.)

Questions and tasks for self-assessment

- What mixed types of the predicate are found in the English language? Show them in schemes.

Laboratory Work

Task: Write out 10 sentences from the book of your individual reading, illustrating the mixed types of the predicate.

Instructions:

- 1) Write out full sentences. Don't forget to put down the page in the book, containing this sentence.
- 2) Point out the mixed type of the predicate you find in the sentence and underline it like in the example.
- 3) State the type of the predicate, point out its grammatical categories and lexical meaning.
- 4) Translate the sentence into Russian.

Example:

**Laboratory Work 8.
The Mixed Types of the Predicate**

Daphne du Maurier. Rebecca. – М. : «Manager», 2006. – 416 p. – ISBN 5-8346-0247-9.

1) «I ought to be flattered then,» he said. (p. 25) – compound modal nominal predicate; the lexical meaning is «modality (obligation) + state», the grammatical categories are: Present Tense, Indicative Mood, Active Voice, Non-Continuous Aspect.

«Тогда я должен быть польщен», – сказал он.

2) I must begin living all over again. (p. 42) – compound modal aspect predicate; the lexical meaning is «modality (obligation) + aspect (beginning)», the grammatical categories are: Present Tense, Indicative Mood, Active Voice, Non-Continuous Aspect.

Я должна начать жить заново.

3) I began to feel very tired. (p. 307) – compound aspect nominal predicate; the lexical meaning is «aspect (beginning) + state», the grammatical categories are: Past Tense, Indicative Mood, Active Voice, Non-Continuous Aspect.

Я начала чувствовать усталость.

3.8. Agreement of the Predicate with the Subject

The general rule of agreement between the subject and the predicate is that the latter agrees with the former in person and number.

However, there are a lot of special rules of agreement between these principal parts of the sentence.

To begin with, one should not forget about the nouns which having the form of the singular number nevertheless demand the verb in the plural: cattle, police, people, etc., or vice versa: news, mumps, politics, etc.

E.g.: The police have arrived early.

Mumps is a dangerous disease.

The detailed treatment of special cases of agreement is given in «A Grammar of the English Language» by V. L. Kaushanskaya and others (see *Part II. Syntax. Chapter XV The Simple Sentence*).

Exercise

Use the correct form of the predicate.

1. The only one who had come back to him (to be) Tom Evans. (A.C.)
2. None of his colleagues who (to be) already seated took any notice of him. (A.C.)
3. Her wide and rather sulky mouth usually expressed hostility towards people who (to be) not her intimates. (A.C.)
4. The prices which she charged her patients (to be) fantastic. (A.C.)
5. The only French soldiers he'd seen (to be) prisoners. (S.M.)

6. This plane is crammed with square heads who (to be) going to Vancouver with one purpose only. (A.H.)

7. It's been one of those days that (to send) you up the wall. (A.H.)

8. We have two passengers who (to be) quite sick. (A.H.)

9. While he had been speaking his eyes had been fixed on the stewardess who (to be) bending over a woman. (A.H.)

10. Some of you are wondering what this malady is that (to have) stricken our fellow passengers. (A.H.)

11. ...we have several cases of food poisoning on board and my deduction – a deduction that (to have) yet to be confirmed – I believe the cause of it to be the fish which (to be) served to some of us at dinner. (A.H.)

12. The passengers who (to have) suffered these attacks are being cared for by the stewardess and myself. (A.H.)

13. I've only got a few small packets that (to go) with the lunches but we can break them open. (A.H.)

14. Will you help the stewardess to hand water round to the passengers who (to be) sick? (A.H.)

15. But most of them, especially these who could hear the groan and retching of those who (to be) ill, felt the presence of a terrible crisis. (A.H.)

16. She gave the man who (to be) sitting in the chair by the window an indifferent glance, and went out of the room. (S.M.)

17. I noticed the man's number, which (to be) printed on the chest of the pink and white pajamas of his prison uniform, but I have forgotten it. (S.M.)

18. We were walking through a courtyard round which were cells, the cells which (to be) given to well-behaved prisoners who (to ask) for them. (S.M.)

Questions and tasks for self-assessment

- What categories do the subject and the predicate agree in?
- What are the peculiarities of agreement if the subject is expressed by pronouns?

- What are the peculiarities of agreement if there are homogeneous subjects?
- What conflicts can be observed between the subject and the predicate? What is notional agreement?
- What is the difference between homogeneous subjects and a syntactic word-group?

Laboratory Works

Laboratory Work 1

Task: Read the rules on the agreement of the Predicate with the Subject and show them in schemes.

Instructions:

1) Find the rules on the agreement in the Grammar Book by Kaushanskaya (Каушанская, В. Л. Грамматика английского языка. Пособие для студентов педагогических институтов / В. Л. Каушанская, Р. Л. Ковнер, О. Н. Кожевникова, Е. В. Прокофьева и др. – 5-е изд., испр. и доп. – М. : Айрис-пресс, 2009. – 384 с. : ил. – (Высшее образование). – ISBN 978-5-8112-3646-6.).

- 2) Think of how to show every rule schematically.
- 3) Put down the schemes you have worked out.

Example:

Laboratory Work 9.

Agreement of the Predicate with the Subject. Schemes

1) Antecedent, S + Pr



2) S + Pr (pl.)

Noun of multitude

Laboratory Work 2

Task: Write out 20 sentences from the book of your individual reading, illustrating different cases of the agreement between the subject and the predicate.

Instructions:

- 1) Write out full sentences. Don't forget to put down the page in the book, containing this sentence.
- 2) Point out the subject and the predicate.
- 3) Explain the case of agreement by means of a scheme.
- 4) Translate the sentence into Russian.

Example:

Laboratory Work 10.


Agreement of the Predicate with the Subject. Examples

Daphne du Maurier. Rebecca. – М. : «Manager», 2006. – 416 p. – ISBN 5-8346-0247-9.

1) We all of us have our particular devil^a who rides us and torments us, and we must give battle in the end. (p. 7) – the predicate agrees with the antecedent.

У каждого из нас без исключения есть особенный злой дух, который угнетает и изводит нас, и, в конце концов, мы должны с ним сразиться.

Antecedent, S + Pr



2) I know how many grouse are killed, how many partridge, how many head of deer. (p. 9) – the predicate is in the plural, because the subject is expressed by a noun of multitude.

Я знаю, сколько убито рябчиков, сколько – куропаток, сколько – оленей.

S + Pr (pl.)

Noun of mul- titude

4. THE OBJECT

4.1 The Transitive and Intransitive Verbs

Before studying the object one must be sure that he understands the difference between transitive and intransitive verbs clearly.

Transitive verbs are verbs which can take a direct object. Intransitive verbs can't take a direct object. In other words, a transitive verb requires further information to complete its meaning, e.g.: «I wrote» is not enough, we feel like needing some more information. «I wrote a letter» is a more appropriate sentence, whereas «I slept» does not demand any objects.

Everyday verbs of the transitive type include:

ask	say
forgive	cut
offer	like
believe	see
get	describe
produce	lose
blame	suggest
give	do
put	love
bring	take
help	enjoy
raise	make
buy	use
hold	expect
receive	mean
carry	want
keep	find
remember	need
catch	watch
know	

Verbs which are normally transitive also sometimes occur intransitively in clauses where the subject is in reality the recipient of the action or event, and where the agent is not mentioned. This type of intransitivity is called pseudo-intransitive. Verbs used in this way include:

clean	store
iron	drink
read	pack
close	wash
keep	drive
sell	photograph
cook	fold
open	print

These verbs are typically complemented by adverb phrases or prepositional phrases:

E.g.: This blouse hasn't washed very well.

(«The Independent» is a newspaper) Cusack said, «One other thing: «The Independent» are carrying a shortened version of the Choltitz profile of you, Prime Minister. It reads very well indeed.»

Jack Pritchards' books sell by the million.

«Sell» also occurs with an object in this type of construction, usually referring to number or quantity:

(referring to a pop music record) It eventually sold about 500,000 copies so I got a silver disc.

NB: Some verbs are intransitive in one meaning (such as «to run»: I run fast.), but they become transitive in another meaning: «to run» – «to keep»: My Uncle runs the store of household goods.

Exercises

1. Define whether the following verbs are transitive or intransitive.

Live, throw, run, sell, eat, result, research, happen, feed, exist, write, follow, make, take place, ride, occur, stop, send, sleep, break, invent, fly, find.

2. Define whether the verbs in italics are transitive, intransitive, or pseudo-intransitive.

1. Helen *photographs* really well, doesn't she?
2. I've *lived* a happy life in this town.
3. I *washed* all the clothes and went to bed.
4. The students *were writing* a difficult dictation.
5. Peter *folded* a shirt and *put* it in the suitcase.
6. The blouse *washes* well, I'm glad.
7. The man *was photographing* the new building and people passing by.
8. The woman in white *stopped* and *turned around*.
9. This fish *cooks* quickly.
10. The book is wonderful – it *reads* in less than a day.
11. I've *read* the whole novel through but *haven't found* any examples of the cognate object.
12. What *are you talking* about?

4.2 The Types of the Object

The object is a secondary part of the sentence which completes or restricts the meaning of a verb or sometimes an adjective, a word denoting state, or a noun.

The general semantic types of the object are: direct, indirect (recipient or non-recipient) and cognate.

The direct object denotes a person or thing directly affected by the action of the verb.

NB: The direct object is NEVER prepositional.

BUT: Don't mix up phrasal verbs with a direct object and intransitive verbs with prepositional objects (see below).

Many phrasal verbs can be used with a direct object. The most frequent include:

blow up	phone up
give up	try on
sort out	drop off
break down	put off
hand in/out	turn down
take back	eat up
bring up	put on
hold up	wake up
take over	fill up
carry on	ring up
leave out	work out
take up	find out
check out	rub out
look up	write down
tell off	finish off
close down	save up
make up	give away
throw away	shut down
drink up	

In most cases, the particle may come before or after the direct object if the object is not a personal pronoun:

E.g.: In New York burglars blew up a fireworks factory (or: ...burglars blew a fireworks factory up) (blew up = made it explode)

We decided to put the meeting off for a couple of weeks. (or: We decided to put off the meeting for a couple of weeks.) (put off = postpone)

As usual it will be left to me to sort everything out. (or: ...to sort out everything.) (sort out = organise)

The indirect object denotes a living being to whom the action of the verb is directed. There are also cases when it denotes a thing.

The indirect object may be of two types: recipient (which denotes the addressee of the action) and non-recipient (which does not always express the addressee of the action).

The indirect recipient object may be prepositional or non-prepositional, depending upon its position relative to the position of the direct object. Cf.:

She gave me a book.

She gave a book to me.

(«a book» – direct, «me/to me» – indirect)

The indirect recipient object is chiefly used with the prepositions *to* and *for*. Any other prepositions occur generally with the indirect non-recipient object.

E.g.: Peter bought this piece of jewellery *for me*. (indirect recipient)

I want to thank you *for your kindness*. (indirect non-recipient)

I'd like to have *a glass of orange juice*. (direct)

I'd like to offer *you* a glass of orange juice. (indirect recipient)

NB: The direct object is NOT analyzed as recipient or non-recipient.

The cognate object is a special kind of object that is expressed by a noun which is of the same root as the verb it is used with, the verb is intransitive though it has no preposition.

E.g.: to live a happy life – to live happily; to laugh a sad laugh – to laugh sadly; to die a heroic death – to die heroically, etc.

The object is expressed by the following parts of speech:

- A noun in the common case.

Heggener poured the cognac carefully, but with relish. (M.L.)

- A pronoun (personal in the objective case, possessive, defining, reflexive, demonstrative, indefinite).

Eva has told me about the interesting conversation you had with our charming Rita this morning. (M.L.)

I mean nothing disparaging by that, I assure you.

At least wait until spring before you kill yourself.

- A substantivized adjective or participle.

June Forsyte always championed the unfortunate.

- An infinitive, an infinitive phrase, or an infinitive construction.

Please let everything be all right.

- A gerund, a gerundial phrase, or a gerundial construction.

«Excuse for not having come with me over the rocks, I suppose,» I said. (D.M.)

- Any part of speech used as a quotation.

Dodge kept an eye on the passengers exiting the craft and ran through a final list of dos don'ts. (M.L.)

- A prepositional phrase with a noun or a gerund.

And while they are expected to abide by the host-country laws, they enjoy a high degree of immunity. (M.L.)

- A group of words which is one part of the sentence, i.e. a syntactically indivisible group.

If half of what Dodge had read about KGB tactics held even a grain of truth, they'd had been one bad bunch of boys and girls. (M.L.)

- A clause.

«Well, and why do you think I did not want to cross to the other beach?» (D.M.)

Exercises

1. Define the type of the objects in the following sentences and say what they are expressed by.

1. The only sound was that of Jasper licking his foot. (D.M.)

2. He must have caught a thorn in his pads, for he kept biting and sucking at the skin. (D.M.)

3. Then I heard the watch on Maxim's wrist ticking close to my ear. (D.M.)

4. When people suffer a great shock, like death, or the loss of a limb, I believe they don't feel it just at first. (D.M.)

5. ...and I was aware of no feeling at all, no pain and no fear, there was no horror in my heart. (D.M.)

6. It seemed strange to me that I should think of these things, Jasper's foot, Maxim's watch, Robert and the tea things. (D.M.)

7. I was shocked at my lack of emotion and this queer cold absence of distress. (D.M.)

8. What he has told me and all that has happened will tumble into place like pieces of a jig-saw puzzle. (D.M.)

9. Then he began to kiss me. (D.M.)

10. «I love you so much,» he whispered. (D.M.)

11. This is what I have wanted him to say every day and every night, I thought, and now he is saying it at last. (D.M.)

12. Besides, there was the treat's explicit prohibition against touching. (M.L.)

13. And then Frith came back into the dining-room and gave me the message. (D.M.)

14. The lady was obviously used to being in charge. (M.L.)

15. He waited for her to explain. (M.L.)

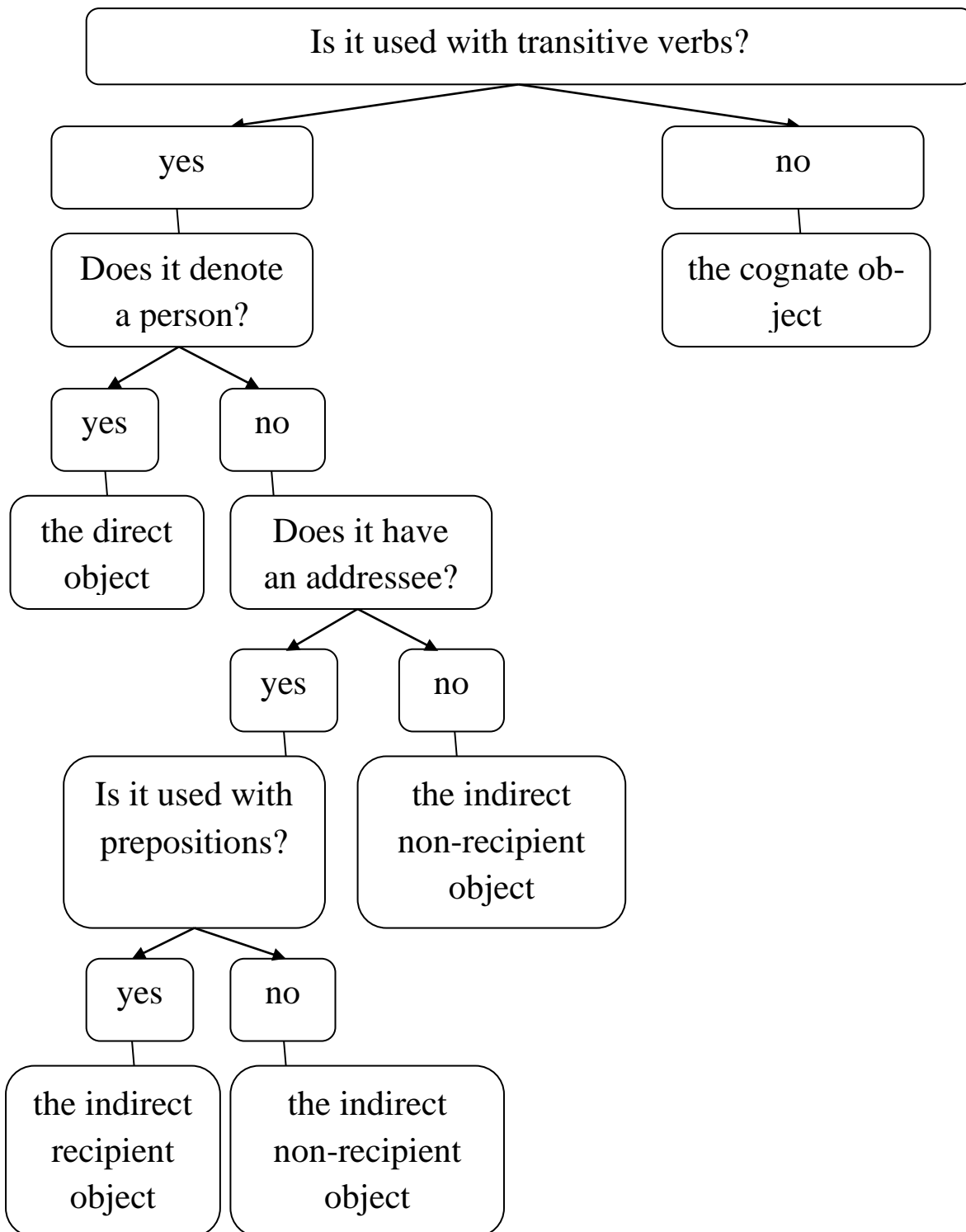
2. Analyze the following algorithms (see p. 62-63) and prove that it is not appropriate for defining the type of the object.

3. Make up your own algorithm choosing some other statement for the starting point of the algorithm. Can the position of the object in the sentence be used as the starting point of such an algorithm?

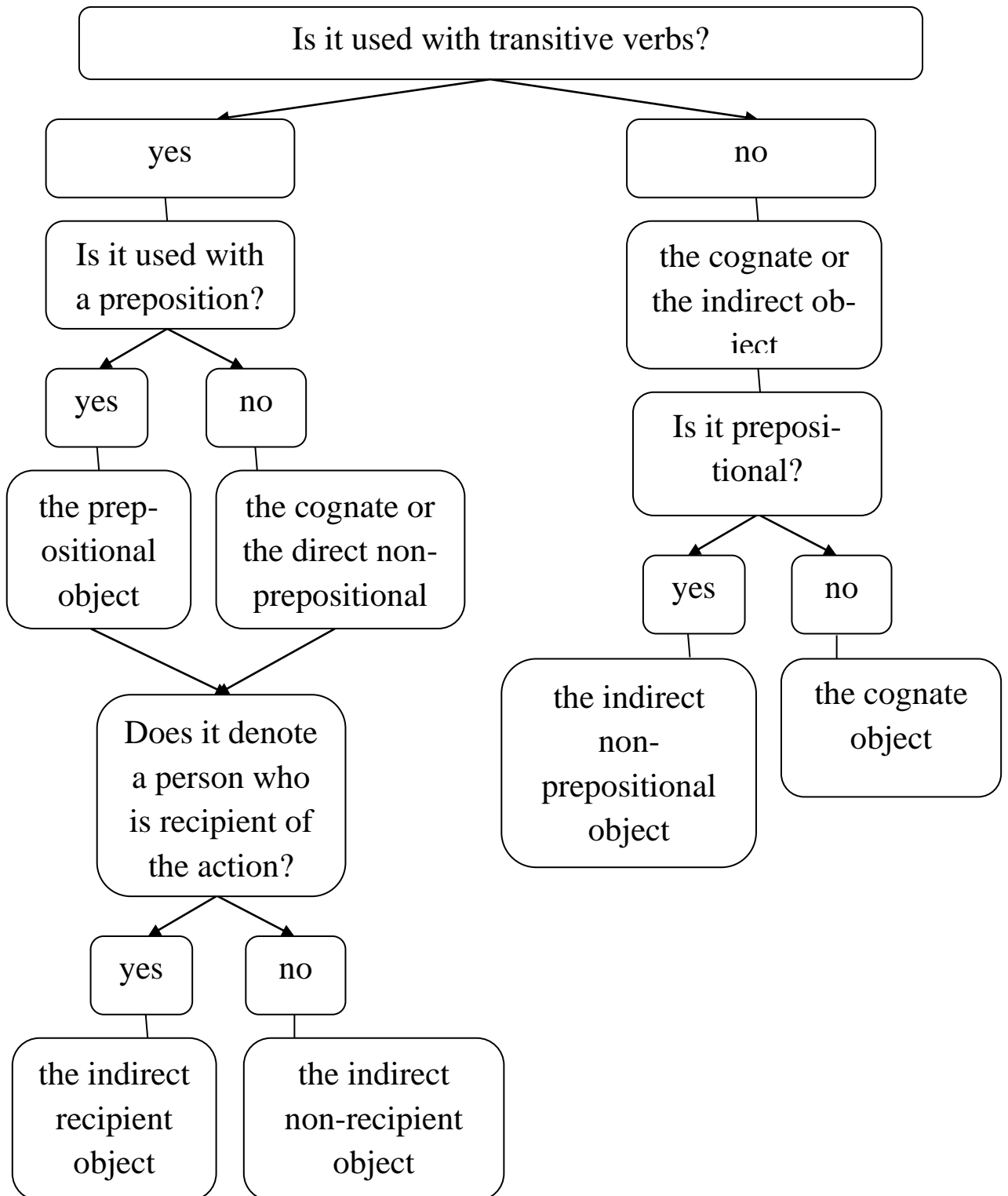
Questions and tasks for self-assessment

- What is the object?
- What are the ways of expressing the object? Give the examples from the book you are reading now.
- What are the types of the object differentiated in Modern English?
- What are the structural types of the object?
- What is the complex object? How many components does it consist of? What can it be expressed by?
- What are the special characteristics of the cognate object?

1



2



Laboratory Work

Task: Write out 20 sentences from the book of your individual reading, illustrating different types of the object (direct, indirect, cognate).

Instructions:

1) Write out full sentences. Don't forget to put down the page in the book, containing this sentence.

2) Point out all the objects you find in the sentence and underline them like in the example.

3) Define the semantic and structural types of the objects, say what they are expressed by.

4) Translate the sentence into Russian.

Example:

Laboratory Work 10. The Object

Daphne du Maurier. Rebecca. – М. : «Manager», 2006. – 416 p. – ISBN 5-8346-0247-9.

1) How strange that an article on wood pigeons could so recall the past¹ and make me falter² as I read aloud. (p. 9) – 1 – the direct object, simple, expressed by a noun; 2 – the direct object, complex, expressed by the Objective-with-the-Infinitive construction.

Как странно, что заметка про лесных голубей может так напомнить о прошлом и заставить меня запнуться при чтении вслух.

2) I think it was the expression on her face that gave me¹ my first feeling² of unrest. (p. 10) – 1 – the indirect recipient object, simple, expressed by a personal pronoun in the objective case; 2 – the direct object, simple, expressed by a noun in the common case.

Я думаю, именно выражение его лица заставило меня почувствовать некоторое беспокойство.

5. THE ATTRIBUTE

5.1 The Ways of Expressing the Attribute

The attribute is a secondary part of the sentence which qualifies a noun, a pronoun, or any other part of speech that has a nominal character.

An attribute can be either in pre-position or in post-position.

The attribute can be expressed by:

- An adjective.

«Good dog then, lie down, don't worry me anymore.» (D.M.)

- A pronoun (possessive, demonstrative, defining, interrogative, relative).

«I found some string in the cottage,» I said to the man. (D.M.)

He bent down again to his digging, muttering to himself. (D.M.)

- A numeral (cardinal or ordinal).

Five minutes must have passed before we were alone again, and when I looked at Maxim I saw the colour had come back into his face, the tired, lost look was gone, and he was reaching for a sandwich. (D.M.)

- A noun (in the common case or in the possessive case).

It was only a boat store after all. (D.M.)

The man nodded, staring at me with his narrow idiot's eyes. (D.M.)

- A prepositional phrase.

He held me very tight, and his eyes questioned me, dark and uncertain, the eyes of a child in pain, a child in fear. (D.M.)

- An adverb (in pre-position or in post-position).

The performance of the day before was repeated, the placing of the table, the laying of the snow-white cloth, the putting down of cakes and crumpets, the silver kettle of hot water placed on its little flame, while Jasper, wagging his tail, his ears stretched back in anticipation, watched my face. (D.M.)

- Participle I and II or a participial phrase.

A ball of twine lay on a shelf, a rusted clasp knife beside it. (D.M.)

I came out of the cottage hurriedly, not looking behind me, trying not to see the torn sofa and the mildewed china, the spun cobwebs on the model ships, and so through the creaking gate and on to the white beach. (D.M.)

- A prepositional phrase or a prepositional construction with a gerund.

And many pretend they can't speak English, in hopes of overhearing chance conversation. (M.L.)

- An infinitive, an infinitive phrase, or an infinitive construction.

«...the door has no business to be open.» (D.M.)

- Quotation groups.

I never go near the bloody place, or that God-damned cottage. (D.M.)

- A clause.

We had climbed the path then that Jasper had wished to take at the beginning of the afternoon. (D.M.)

Exercise

Find the attributes and say what they are expressed by.

1. «We want tea at once,» said Maxim, and he shut the library door. (D.M.)

2. He would think we had been quarrelling, and he would go to the servants' hall and say to them all, «Mrs de Winter was crying in the hall just now.» (D.M.)

3. I turned away, so that Frith should not see my face. (D.M.)

4. He took my face in his hands, and looked down at me with his tired, strained eyes. (D.M.)

5. I took a piece of crumpet and divided it between the two dogs. (D.M.)

6. I felt very weary now, very tired in a dull, spent way. (D.M.)

7. I looked at Maxim but he was reading his paper, he had folded it over to another page. (D.M.)

8. I remembered then that Frith had picked it up from the stone floor of the hall. (D.M.)

9. I must have been the first person to put on that mackintosh since the handkerchief was used. (D.M.)

10. Given his years of experience, he'd been assigned to escort Aleksei Bugarin, the FSB officer. (M.L.)

11. When the gate guard had waved them through and the whit-trimmed brick buildings of the old fort appeared, Dodge made another attempt to break the ice. (M.L.)

12. It's part of our wild-and-wolly Western heritage. (M.L.)

13. Her snow-princess looks were enough to make a man start of thinking of ways to initiate spring melt. (M.L.)

5.2. Attributive Clauses

Attributive clauses serve as an attribute to a noun (pronoun) in the principal clause. This noun or pronoun is called the **antecedent** (A) of the clause.

E.g.: There I was an interloper, wandering in *rooms* (A) that did not know me, sitting at *a desk and in a chair* (A) that were not mine. (D.M.)

The types of attributive clauses are: **relative** and **appositive**. The appositive clauses disclose the meaning of the antecedent, which is expressed by an abstract noun.

E.g.: He still preserved the *hope* (A) that she would listen to him and forgive. (D.M.) (appositive)

The appositive clause expresses the essential content of «the hope».

Cf.: He lived only by the *hope* (A) that would grow bigger and bigger with every step up the mountain. (D.M.) (relative)

The relative clause in this sentence qualify «the hope», gives additional information about it, but does not let the reader understand what this hope was for.

Relative attributive clauses can be **restrictive** and **non-restrictive** (descriptive).

Restrictive clauses restrict the meaning of the antecedent. Descriptive clauses give some additional information about the antecedent.

E.g.: There was nothing that would serve my purpose, nothing at all. (D.M.) (restrictive)

I looked anxiously towards the mouth of the cove where the waves were breaking upon the rocks. (D.M.) (descriptive)

NB: Restrictive clauses cannot be removed from the sentences without destroying their meaning, whereas non-restrictive clauses can be easily left out.

Exercise

Find the attributive clauses in the following sentences and define their types.

1. There was another door at the end of the room, and I went to it, and opened it, a little fearful now, a little afraid, for I had the odd, uneasy feeling that I might come upon something unaware, that I had no wish to see. Something that might harm me, that might be horrible. (D.M.)

2. Here were the ropes and blocks I had expected, two or three sails, fenders, a small punt, pots of paints, all the litter and junk that goes with the using of boats. (D.M.)

3. This would be all I needed for Jasper. (D.M.)

4. I found the string in the other room, where the sails were, and a small boat. (D.M.)

5. It led to the beach he knew best, and the cottage. (D.M.)

6. Somewhere, at the back of my mind, there was a frightened furtive seed of curiosity that grew slowly and stealthily, for all my denial of

it, and I knew all the doubt and anxiety of the child who has been told, «these things are not discussed, they are forbidden.» (D.M.)

7. Even Frank Crawley, who came to lunch one day, put me in a little fever of fear when he said something about the sailing races in Kerrith Harbor, three miles away. (D.M.)

8. My relief at Maxim's arrival would be tempered by the fear they might say something indiscreet, and I became dumb at once, a set smile on my lips, my hands in my lap. (D.M.)

9. She scarcely opened her mouth, and then the sentence I had first heard upon Beatrice's lips, haunting me ever since, a sentence I read in every eye, on every tongue – «She's so different from Rebecca.» (D.M.)

Questions and tasks for self-assessment

- What is the attribute?
- What are the ways of expressing the attribute? Give the examples from the book you are reading now.
- Does the attribute agree with the noun it modifies?
- Analyze the attribute expressed by a noun in the genitive case in the post-position, e.g.: *this wonderful book of Pushkin's*.
- What is an apposition?

Laboratory Work

Task: Write out 20 sentences from the book of your individual reading, illustrating different ways of expressing the attribute (e.g.: an adjective, a participle, an infinitive, a clause, etc.).

Instructions:

- 1) Write out full sentences. Don't forget to put down the page in the book, containing this sentence.
- 2) Point out all the attributes you find in the sentence and underline them like in the example.

3) Define what they are expressed by. If the attribute is expressed by a clause, define its type (e.g., appositive, relative restrictive, etc.)

4) Translate the sentence into Russian.

Example:

Laboratory Work 11. The Attribute

Daphne du Maurier. Rebecca. – М. : «Manager», 2006. – 416 p. – ISBN 5-8346-0247-9.

1) She would have looked at me in scorn, smiling that freezing¹, superior² smile of hers³, and I can imagine her saying: «There were never any⁴ complaints when Mrs. de Winter was alive.» (p. 10) – 1-2 – expressed by adjectives; 3 – expressed by the absolute form of a personal pronoun in post-position; 4 – expressed by an indefinite pronoun.

Она бы посмотрела на меня с презрением, с той своей ледяной, высокомерной улыбкой, я так и вижу, как она говорит: «Когда миссис де Винтер была жива, никаких жалоб не было».

2) Not for the first time I resented the part that I must play in her schemes. (p. 14) – expressed by a clause (attributive, relative restrictive).

Уже не в первый раз мне претила роль, которую я должна была играть в ее интригах.

6. THE APPOSITION

6.1. The Types of the Apposition

An apposition is a special kind of attribute which is expressed by a noun (with or without accompanying words) which characterizes or explains the word modified by giving the person or thing another name.

E.g.: Aunt Ann, Doctor Black, the town of Coventry, etc.

There two kinds of apposition, the close apposition and the loose (detached) apposition.

A **close** apposition is not separated by commas and stands in close connection with the word modified. These word-groups generally consist

either of the name of a person and a noun denoting relationship, or a geographical name and some common noun.

E.g.: **Colonel** Julyan waved his hand impatiently. (D.M.)

NB: In case a common noun is preceded by a possessive or a demonstrative pronoun, it becomes more important and acquires a stronger stress. Consequently, the relation between the components of the word group is reversed. The first component is modified by the name of a person or a geographical name which is an apposition.

E.g.: That boy Peter has a literary turn of mind. He is sure to become a writer.

A **loose** apposition is not so closely connected with the noun. It is always separated by commas and has a stress of its own.

E.g.: We should have made it a period ball, not the hotchpotch of humanity it was bound to be, with Giles, poor fellow, well-meaning and hearty in his guise of Arabian sheik. (D.M.)

6.2. Cases Not to be Mixed Up with the Apposition

NB: Not only a loose apposition can be separated by commas from the rest of the sentence. Be sure not to mix it with:

1) parenthetical words or clauses: *Why did we do it, I wonder, why were we such children?* (D.M.)

2) detached attribute: *Frank agreed, and I followed them unwillingly, reluctant to leave the cramped, rather uncomfortable little dining-room that was so typical of Frank's bachelor establishment, and which seemed to me today the embodiment of peace and quietude.* (D.M.)

3) addresses (independent elements of the sentence): «*Have some more asparagus, Mrs de Winter, and another potato?*» (D.M.)

4) detached adverbial modifier: *Even the drawing-room, formal and cold to my consideration when we were alone, was a blaze of colour now, flowers in every corner, red roses in silver bowls on the white cloth of the supper table, the long windows open to the terrace, where, as soon as it was dusk, the fairy lights would shine.* (D.M.)

NB: «Of+noun» does not always perform the function of apposition in the sentences.

I. Sometimes in the «of-phrase» the function of the apposition is completed by the noun coming first. Dwell upon the following examples. To identify correctly what is an apposition and what is an object, ask the question: what word characterizes another one?

1. I looked steadily at my plate, *a stab of sickness* in my heart at once, but Maxim went on talking quite naturally, he did not seem to mind, while I sat in *a sweat of uncertainty* wondering what would happen and where the conversation would lead us. (D.M.)

2. It was just one little *sheet of glass* between her and the great wet world outside. (M.L.)

3. He felt lost, alone there in the room with that pale *spirit of a woman*.

4. But now he had seen that world, possible and real, with *a flower of a woman*...

5. Senior Master Sergeant Lewis sported *a shock of red hair*, five rows of ribbons on his uniform jacket and a sleeve full of stripes. (M.L.)

II. In the of-phrase «the brother of my friend» the second noun is not an apposition, but just an attribute. To be sure that the of-phrase performs the function of the apposition, answer the question if the nouns can be substituted by each other.

«the brother of my friend» => brother ≠ my friend

«the town of Coventry» => town = Coventry

Laboratory Work

Task: Write out 20 sentences from the book of your individual reading, illustrating different types of apposition (close and detached).

NB: Pay special attention to the following kind of apposition: the town of London

Remember that not every of-phrase is an apposition. Not to be confused refer to the definition of the apposition.

Instructions:

- 1) Write out full sentences. Don't forget to put down the page in the book, containing this sentence.
- 2) Point out all the appositions you find in the sentence and underline them like in the example.
- 3) Define their types.
- 4) Translate the sentence into Russian.

Example:

Laboratory Work 12. The Apposition

Daphne du Maurier. Rebecca. – М. : «Manager», 2006. – 416 p. – ISBN 5-8346-0247-9.

1) Mrs. Van Hopper put down her fork, and reached for her lorgnette. (p. 13) – close apposition.

Миссис Ван Хоппер положила вилку и потянулась за лорнетом.

2) «It's Max de Winter,» she said, «the man who owns Manderley.» (p. 13) – detached apposition.

«Это Макс де Винтер», – сказала она, – «Владелец Мэндерли».

7. THE ADVERBIAL MODIFIER

7.1 The Ways of Expressing the Adverbial Modifier

The adverbial modifier is a secondary part of the sentence which modifies a verb, an adjective or an adverb.

The adverbial modifier can be expressed by:

- An adverb.

«I don't know,» replied Dorothy sorrowfully, «but it's my home, and I'm sure it's somewhere.» (F.B.) (adverbial modifier of manner)

- A noun with or without accompanying words.

Dorothy found herself riding easily between two of the biggest Monkeys, one of them the King himself. (F.B.) (adverbial modifier of place)

- A participle or a participial phrase.

So Dorothy went first, holding Toto in her arms, the Tin Woodman followed, and the Scarecrow came next. (F.B.) (adverbial modifier of attendant circumstances)

- A noun, pronoun, adjective, infinitive, participle, or prepositional phrase with a subordinating conjunction.

- *I suppose I was fonder of Rebecca than anyone else in the world. (D.M.) (adverbial modifier of comparison)*

- A prepositional phrase.

- *I saw a slow smile pass over the calm, placid face. (adverbial modifier of place) (D.M.)*

- Absolute constructions:

- The Nominative Absolute Participial Construction.

- *I began to laugh weakly, the tears coming into my eyes. (D.M.) (adverbial modifier of attendant circumstances)*

- The Nominative Absolute Construction.

- *Even the drawing-room, formal and cold to my consideration when we were alone, was a blaze of colour now, flowers in every corner, red roses in silver bowls on the white cloth of the supper table, the long windows open to the terrace, where, as soon as it was dusk, the fairy lights would shine. (D.M.) (adverbial modifier of cause)*

- The Prepositional Absolute Participial Construction.

- *It was as if the house remembered other days, long, long ago, when the hall was a banqueting hall indeed, with weapons and tapestry hanging upon the walls, and men sat at a long narrow table in the centre laughing louder than we laughed now, calling for wine, for song, throwing great pieces of meat upon the flags to the slumbering dogs. (D.M.) (adverbial modifier of manner)*

- The Prepositional Absolute Construction.

I liked sitting there, with my head against the sofa back, planning the future idly in a hazy pleasant way. (D.M.) (adverbial modifier of manner)

- A prepositional phrase or construction with a gerund.

After ascertaining that her suitcase had already arrived, she confirmed the room numbers assigned to her teammates before dismissing her escort. (M.L.) (adverbial modifier of time)

- An infinitive, an infinitive phrase, or an infinitive construction.

It had been too odd to let it pass. (M.L.) (adverbial modifier of result (consequence))

- A clause.

«Exactly so!» declared the little man, rubbing his hands together as if it pleased him. (M.L.) (adverbial clause of comparison)

7.2 The Types of the Adverbial Modifier

According to the meaning we distinguish the following kinds of adverbial modifiers: of time, frequency, place and direction, manner, attendant circumstances, degree and measure, cause, result (consequence), condition, comparison, concession, purpose.

Exercise

Find the adverbial modifiers, state their types and say what they are expressed by.

1. She was not dead, like Rebecca. (D.M.)
2. I walked back across the lawns on sudden impulse to the house. (D.M.)
3. I went through the hall and up the great stairs, I turned in under the archway by the gallery... (D.M.)
4. Picnics to the cove would be an expedition, a treat that was not indulged in very often. (D.M.)
5. Mrs Danvers was still standing by the window, and the shutter was folded back. (D.M.)
6. «To hell with this,» he said suddenly, as though angry, as though bored, and he pulled me beside him, and put his arm round my shoulder, still looking straight ahead of him, his right hand on the wheel. (D.M.)

7. I felt very much the same as I did the morning I was married. The same stifled feeling that I had gone too far now to turn back. (D.M.)

8. You were born into this world to take what you could out of it... (D.M.)

9. She turned to look at me, and I saw her eyes were red and swollen with crying, even as mine were... (D.M.)

10. He had too much spirit to obey orders, like my lady. (D.M.)

11. I hesitated, my hand still on the knob of the open door, and I did not know what to say to her now or what to do. (D.M.)

12. «I should never have thought of it but for you.» (D.M.)

13. She kept talking in that choked muffled way with her head turned from me. (D.M.)

14. Mrs de Winter wants the car this afternoon at three o'clock. (D.M.)

Questions and tasks for self-assessment

- What is the adverbial modifier?
- What are the ways of expressing the adverbial modifier? Give the examples from the book you are reading now.
- Enumerate the kinds of adverbial modifiers.
- Give examples of the detached adverbial modifier.

Laboratory Work

Task: Write out 30 sentences from the book of your individual reading, illustrating different types of the adverbial modifier and different ways of expressing the adverbial modifier (e.g., adverbial modifier of time, manner, attendant circumstances; adverbial modifier expressed by different participial constructions, adverbs, prepositional phrases, etc.). Illustrate also different kinds of adverbial clauses.

Instructions:

1) Write out full sentences. Don't forget to put down the page in the book, containing this sentence.

2) Point out all the adverbial modifiers you find in the sentence and underline them like in the example.

3) Define their types and say by what they are expressed.

4) Translate the sentence into Russian.

Example:

Laboratory Work 13. The Adverbial Modifier

Daphne du Maurier. Rebecca. – М. : «Manager», 2006. – 416 p. – ISBN 5-8346-0247-9.

1) At first I was puzzled and did not understand, and it was only¹ when I bent my head to avoid the low swinging branch of a tree² that I realized what had happened. (p. 3) – 1 – adverbial modifier of degree expressed by an adverb, 2 – adverbial modifier of purpose expressed by an infinitive phrase.

Сначала я растерялась и не поняла, и только когда я наклонила голову, чтоб увернуться от качающейся ветви, осознала, что произошло.

2) «You are to stay in bed until I allow you to get up,» he told her. (p. 22) – adverbial clause of time.

«Вы должны оставаться в постели, пока я не разрешу вам вставать», – сказал он ей.

3) The drive was a ribbon now, a thread of its former self with gravel surface gone, and choked with grass and moss. (p. 4) – adverbial modifier of attendant circumstances expressed by the Nominative Absolute Participial Construction.

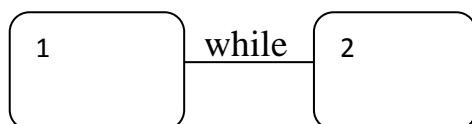
Дорога теперь вилась узкой лентой, гравия уже не было видно подо мхом и травой.

8. THE COMPOUND AND THE COMPLEX SENTENCE

Composite sentences are sentences with more than one primary predication. They may be of two main types: compound and complex.

8.1. The compound sentence

Compound sentences consist of clauses connected by means of coordination. The clauses are equal, therefore in the scheme they are to be shown on the same level. E.g.: *A woman, holding a baby in her arms, smiled at me from a doorway,¹ while a man clanked across a road to a well, carrying a pail.²(D.M.)*



In a compound sentence the clauses may be connected:

1) syndetically, i.e. by means of coordinating conjunctions (*and, but, else, or, etc.*) or conjunctive adverbs (*otherwise, however, nevertheless, yet, etc.*).

*She'll be stiff with you at first, I dare say, she's an extraordinary character, **but** you mustn't let it worry you. (D.M.)*

2) asyndetically, i.e. without a conjunction or conjunctive adverb.

*Granted that our little hotel is dull, and the food indifferent, and that day after day dawns very much the same, **yet** we would not have it otherwise. (D.M.)*

We can distinguish four types of coordination:

1. **Copulative** (*and, nor, neither ... nor, not only ... but (also)*): the statement expressed in one clause is simply added to that expressed in another.

*Convention was too strong for me though, **nor** did I know how I should frame my sentence. (D.M.)*

2. **Disjunctive** (*or, else, or else, either ... or, otherwise*): a choice is offered between the statements expressed in two clauses.

*These are always kept tight closed when you're under way, **otherwise** the water would flow in. (D.M.)*

3. **Adversative** (*but, while, whereas, nevertheless, still, yet*): two clauses contrasting in meaning are connected.

*On we went, over a little bridge that spanned a narrow stream, and **still** this drive that was no drive twisted and turned like an enchanted ribbon through the dark and silent woods, penetrating even deeper to the very heart surely of the forest itself, and **still** there was no clearing, no space to hold a house. (D.M.)*

*The rose-garden lay below, and the eastern part of the terrace, **while** beyond the rose-garden rose a smooth grass bank, stretching to the near woods. (D.M.)*

4. **Causative-consecutive** (*for, so, therefore, accordingly, consequently, hence*): *for* introduces coordinate clauses explaining the preceding statement; *therefore, so, accordingly, consequently, hence* introduce coordinate clauses denoting cause, consequence and result.

*The knowledge of this chilled me; how narrow a chance had stood between me and what might-have-been, **for** he would have sat here to his tea, as he sat now, continuing his home life as he would in any case, and perhaps he would not have thought of me much, not with regret anyway, while I, in New York, playing bridge with Mrs Van Hopper, would wait day after day for a letter that never came. (D.M.)*

8.2. The complex sentence

A **complex** sentence consists of a principal clause and one or more subordinate clauses. Clauses in a complex sentence may be linked in two ways:

1) syndetically, i.e. by means of subordinating conjunctions or connectives. There is a difference between a conjunction and a connective.

*I called in my dream to the lodge-keeper, and had no answer, and peering closer through the rusted spokes of the gate I saw **that** the lodge was uninhabited. (D.M.) (a conjunction)*

*And there were other trees as well... , squat oaks and tortured elms **that** straggled cheek by jowl with the beeches... (D.M.) (a connective)*

2) asyndetically, i.e. without a conjunction or conjunctive adverb.

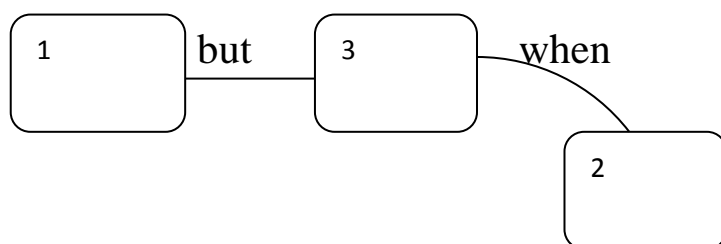
I had not felt like this all the time I had been at Manderley. (D.M.) (an attributive clause joined asyndetically)

A subordinate clause may follow, precede, or interrupt the principal clause.

It must be¹ because Maxim had gone to London.² (D.M.) (an adverbial clause of reason following the principal clause)

If Maxim had been there¹ I should not be lying² as I was now, chewing a piece of grass, my eyes shut.³ (D.M.) (an adverbial clause of condition preceding the principal clause, and an adverbial clause of comparison following it)

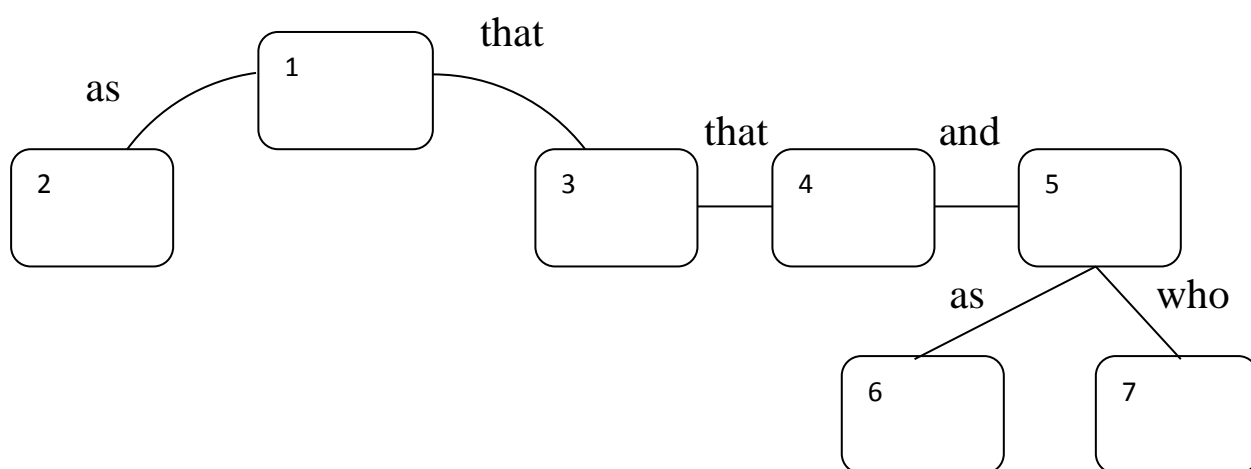
The sea was calm in the bay,¹ but even today, (when it was so still),² out there round the headland there was a ripple of white foam on the surface of the water where the tide was racing.³ (D.M.) (a compound sentence with an adverbial clause of time interrupting the second of principal clauses).



A complex sentence may contain two or more homogeneous clauses coordinated with each other.

As I stood there in the hall, undecided about my tea, wondering what to do,² the thought suddenly came to me¹ that perhaps Mrs Danvers was dishonest,³ that all this time she was engaged in some business behind Maxim's back,⁴ and coming back early (as I had today)⁶ I had discovered

her and this man, an accomplice,⁵ who had then bluffed his way out by pretending to be familiar with the house and with Maxim.⁷ (D.M.)



A subordinate clause may be subordinated to the principal clause or to another subordinate clause. Accordingly, we distinguish subordinate clauses of the first, second, third, etc. degree of subordination. So, in the example above clauses 2, 3, 4 and 5 are clauses of the first degree of subordination, and clauses 6 and 7 are ones of the second degree of subordination.

According to their grammatical function subordinate clauses are divided into subject, predicative, attributive, object and adverbial clauses.

Whatever air came to this room, whether from the garden or from the sea, would lose its first freshness, becoming part of the unchanging room itself, one with the books, musty and never read, one with the scrolled ceiling, the dark panelling, the heavy curtains. (D.M.) (the subject clause)

«This is what I have wanted him to say every day and every night», I thought, and now he is saying it at last. (D.M.) (the predicative clause)

I wondered what they had been doing in the west wing. (D.M.) (the object clause)

I was aware of the same musty, unused smell that had been before. (D.M.) (the attributive clause)

Why had they closed the shutters when they saw me on the lawn?
(D.M.) (*the adverbial clause of time*)

Exercises

1. Define the number and types of clauses in the following sentences. Draw the schemes. (There are some simple sentences with secondary predication.)

1. It had not failed after three months as mine had done. (D.M.)

2. I rumbled it, to make it look as though he had slept there. (D.M.)

3. I remembered the salmon lady standing by the drawing-room door with her plate of chicken, and it seemed to me a thing I must have fancied, or something that had happened very long ago. (D.M.)

4. I would have refused, but he gave me no chance, and before I could put down the receiver I heard Frank's voice. (D.M.)

5. What was the use of Frank coming to see me, and us sitting in the morning-room together, Frank smoothing me down, Frank being tactful, Frank being kind? (D.M.)

6. The tall shrubs looked dark and drab now that the colour had gone. (D.M.)

7. It was as though a blight had fallen upon Manderley taking the sky away and the light of the day. (D.M.)

8. One of the gardeners passed me with a barrow full of bits of paper, and litter, and the skins of fruit left on the lawns by the people last night. (D.M.)

9. Jasper stood by my feet dejected, his tail downcast, his pink tongue hanging from his mouth. (D.M.)

10. The figure was shadowy and indistinct and for one moment of shock and fear I believed it to be Maxim. (D.M.)

11. Perhaps the hours had been as long for him as they had for me. (D.M.)

12. I must explain to him that I had not meant to do what I had done last night. (D.M.)

13. She knew the part I had played through the long hours, standing by Maxim's side in my blue dress at the bottom of the stairs, and that he had not looked at me nor spoken to me. (D.M.)

14. She knew because she had meant it to happen. (D.M.)

15. I did not want the housemaids to know, if Clarice had not told them. (D.M.)

16. They had been married for twenty years and had a grown-up son who was going to Oxford. (D.M.)

17. They would have tea afterwards in a tent, Giles very hot and red in the face, Beatrice laughing and talking to her friends. (D.M.)

NB: Some of the conjunctions introducing adverbial clauses are polysemantic and can introduce different types of adverbial clauses. Some conjunctive adverbs also may introduce all other types of clauses as well as adverbial ones.

E.g.: *I was back where I had been before.* (D.M.) (*the adverbial clause of time*)

I know where there is a book. (D.M.) (*the object clause*)

I found myself in the corridor where I had stood that first morning. (D.M.) (*the attributive clause*)

2. Define the types of clauses in the following sentences.

1. «Wait here *while I go and see.*» (D.M.)

2. ...and the car shot down the drive snorting explosive fury from the exhaust, *while Jasper stood looking after it, his ears drooping, his tail between his legs.* (D.M.)

3. I heard the telephone ring *while I was at breakfast...* (D.M.)

4. I must have cried *while I slept...* (D.M.)

5. «...you must never mind *what I say.*» (D.M.)

6. That was *what Maxim would look like...* (D.M.)
7. She put her head on one side *as she spoke*, flashing her too prominent teeth in *what she supposed* was a smile. (D.M.)
8. But *what goes on in the twisted tortuous minds of women* would baffle anyone. (D.M.)
9. «...it always reminds me of the path in the forest in a Grimm's fairy tale, *where the prince gets lost...*» (D.M.)
10. The sunlight flickered on the mullioned windows, and there was a soft rusted glow about the stone walls *where the lichen clung*. (D.M.)
11. I could not help it if I felt like a guest in Manderley, my home, walking *where she had trodden*, resting *where she had lain*. (D.M.)
12. That's *where the dinghy would be tied*, I suppose... (D.M.)
13. It was *as though someone waited down there*, in the little garden *where the nettles grew*. (D.M.)
14. I looked steadily at my plate, a stab of sickness in my heart at once, but Maxim went on talking quite naturally, he did not seem to mind, *while I sat in a sweat of uncertainty wondering what would happen and where the conversation would lead us*. (D.M.)
15. «I wish you would not treat me *as if I was six*,» I said. (D.M.)
16. Take them round to the back, *as she said*. (D.M.)
17. It was *as if the house remembered other days, long, long ago...* (D.M.)
18. I waited for the clapping and laughter that would follow *as I walked slowly down the stairs*. (D.M.)
19. Giles is anxious to get back early *as they have rung up from home to say he's wanted to take somebody's place in a cricket match*, and it starts at two. (D.M.)

Laboratory Work

Task: Write out and analyze 20 sentences of different types from the book of your individual reading.

Instructions:

1) Write out full sentences. Don't forget to put down the page in the book, containing this sentence.

2) Point out the clauses this sentence consists of and define the kind of coordination or subordination between them. (**NB:** Remember that Absolute constructions with or without participle do not constitute a separate clause, though there are predicate relations between the nominal and verbal elements.)

3) Analyze every clause separately:

a) point out the subject, define its structural type, state what it is expressed by;

b) point out the predicate, the type, its lexical meaning and all the grammatical categories;

c) put a question to the object, state its structural and semantic type, the way of expression;

d) put a question to the attribute, point out the way of expression;

e) put questions to the adverbial modifiers, point out the type and the way of expression.

4) Point out the communicative and structural types of the sentence.

5) Draw the scheme of the sentence.

6) Translate the sentence into Russian.

Example:

Laboratory Work 14. The Syntactical Analysis of a Sentence

Daphne du Maurier. Rebecca. – M. : «Manager», 2006. – 416 p. – ISBN 5-8346-0247-9.

It was a situation¹ for which I was ill-trained². (p. 23)

The sentence consists of two clauses: «It was a situation» and «for which I was ill-trained», the former being a principal clause and the latter

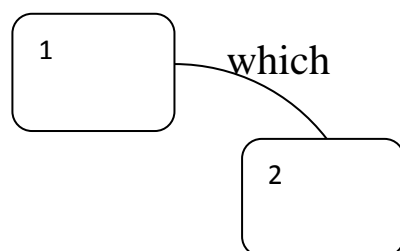
– a subordinate clause joined by means of a subordinating connective «which».

1. The subject is «it» – notional, demonstrative, simple, expressed by the personal pronoun «it». The predicate is «was a situation» – compound nominal predicate, it consists of a link-verb «to be» belonging to the group of being and remaining and a predicative expressed by a noun in the common case; the lexical meaning is «quality» and the grammatical categories are Past Tense, Indicative Mood, Active Voice, Non-Continuous Aspect, 3rd person, sg. What was the situation like? – «for which I was ill-trained» – an attribute expressed by a clause.

2. The subject is «I» – simple, expressed by the personal pronoun «I». The predicate is «was ill-trained» – compound nominal predicate, it consists of a link-verb «to be» belonging to the group of being and remaining and a predicative expressed by an adjective; the lexical meaning is «quality» and the grammatical categories are Past Tense, Indicative Mood, Active Voice, Non-Continuous Aspect, 3rd person, sg. It is an attributive clause, relative restrictive.

The communicative type of the sentence is declarative affirmative, and the structural type is complex.

К такой ситуации я была плохо подготовлена.



ЗАКЛЮЧЕНИЕ

Сформулировав в общем виде основные традиционные подходы к изучению синтаксиса, авторы пособия постарались адаптировать его к потребностям современного ФГОС ВПО по направлению подготовки 050100 Педагогическое образование профиль «Иностранный язык» по дисциплине «Практическая грамматика».

Реализация компетентностного подхода должна предусматривать координацию аудиторных и внеаудиторных форм работы над изучаемым материалом. Поэтому в предлагаемом учебном пособии большое внимание уделяется самостоятельной работе студентов: лабораторным работам, выполнению домашних упражнений. Учебное пособие предполагает выполнение 14 лабораторных работ по всему курсу «Синтаксис», общей целью которых является подготовить студентов к синтаксическому анализу предложений.

В процессе изучения студенты должны усвоить основные понятия и категории теоретической грамматики (предикация, предикативность, вторичная предикация, предикативные комплексы, субъектный и объектный предикатив, сочинение, подчинение, antecedent и др.).

Часть «Синтаксис» является завершающим этапом в изучении курса практической грамматики, интегрирует и аккумулирует знания, полученные студентами на 1 и 2 курсах.

При составлении учебного пособия авторы использовали научную и популярную литературу зарубежных и российских авторов, справочники по грамматике и словари.

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