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Department of English Grammar

Qambarov Elmurod

Group 403

THE COMPOUND PREDICATE IN MODERN ENGLISH

Course paper

Scientific supervisor: Ashurov M.U.

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PLAN

Introduction

Chapter one. Theory of the Predicate

1.1. Types of the Predicate in English

Chapter two. The Compound Predicate in Modern English

Conclusion

Bibliography

INTRODUCTION

Today Uzbekistan is a large scientific center in Central Asia. Almost 300 scientific institutions function in the country. There are a well-developed research basis and a wide scientific fund with over 25.000 skilled scientists and researchers. The level of education in Uzbekistan corresponds to the parameters that are typical for the leading. Funding and training have been sufficient to effectively educate the expanding younger cohorts of the population. Between 1992 and 2004 government spending on education dropped from 12% to 6, 3 percent of gross domestic product. In 2006 education's share of the budget increased to 8, 1%. For over this period they have optimized the system of cadres' training, unified 50 directions of bachelor's education and 74 master's specialty, as well as introduced the new classifiers of directions and majors of secondary special professional and higher education.

At the moment, all educational scientific and cultural-enlightenment facilities of the country and they are more than 12 thousand - are connected to Educational portal, which contains over 25 thousand study materials and resources. This permits to actively introduce the methods of distance education into the education system as well as a broad complex of information and communication services for the country's students. In the framework of the Program, in 2010, 560 leading cluster schools were provided with 13500 computers worth about 6 million US dollars, over 750 rural, schools were supplied with modern educational laboratory equipment and multimedia tools, the teachers of 1.5 thousand rural schools were supplied with 3400 personal computers worth in total about 13 million dollars.

Along with this, I want, to underscore once again that it acquires an enormous significance the introduction of information and computer technologies, digital and broadband telecommunications and Internet not only in schools, Lyceums, colleges and higher educational institutions, but also in the life of each family. It is the dimensions of development of contemporary communication systems and information technologies that serve as an indicator of the development

level of the country and society. In order to prove my words I would like to mention an enormous role and significance which the educational process and growth of people's consciousness are acquiring in all these transformation.

“In Uzbekistan the annual expenditures for education make up 10-12 percent of GDP, while this indicator doesn't exceed 3-5 percent in the world practice. The Unique National Program for Personnel Training has been implemented in the country. From 2009 mandatory 12-year education was introduced”

Special attentions attached to the 5 main principle of the building of the sovereign state advanced by our President I.A.Karimov, which was recognized not only in our country, but also abroad.

We should remember that only that country, that nation can advice great future, prosperity and well-being which would be able to train knowledgeable, professional and energetic persons, true patriot of their country the country which would provide them with huge spiritual legacy of the great national culture and give them access to the world treasure of science and culture.

The study of foreign languages, especially, English has become very popular ever since. Many students speak it well, others including adults, are vigorously learning it. The switch from a planned to market economy after independence has triggered wide-spread interests in the fields of economists, business, management, international relations, medicine, law, agriculture, education, engineering, language and literature. English is spoken as a foreign language by about 373 million people and as a second language by around 375 million speakers in the world. This shows that the importance of English language in our life.

In order to prove that notion I would like to mention the decree which announced on December 12, 2012 by the President of Uzbekistan. The decree was about “On measures to further improve foreign language learning system” According to the decree, starting from 2013/2014 school year foreign languages, mainly English, gradually throughout the country will be taught from the first year of schooling in the form of lesson-games and speaking games, continuing to

learning the alphabet, reading and spelling in the second year (grade). And I am sure, it makes us treat little learners more responsible.

Our education programs must be bought in correspondence with the modern requirements and established in accordance with our future. In this case, the weak points of our educational programmer should be taken into consideration.

For example, such weak points of young specialists and recent graduates as their lack of ability to organize work, little experience in administrative activity, as well as lack of knowledge in marketing and management, social psychology and sociology, require particular attention. They should know all specific sides' English language and use new pedagogical technologies in training pupil. So the aim of writing this research work is to investigate morphological motivation. English language learners should know all specific sides' English language.

It is hard to understand and justify a specialist, especially one holding a high post, who is unable choose fine and appropriate words to express his idea, concisely and precisely, in his mother tongue. In our recent past, in most cases the Russian language but not the mother tongue served as mediator in the study of foreign languages. That is why, in particular, until present, English-Uzbek and Uzbek-English dictionaries have not been available. That is why it is necessary to improve the current situation, to provide students with all the necessary conditions for the access to this amazing world of foreign languages. We should prepare in our country in the shortest time the methods of intensive foreign language learning based on our national peculiarities. The immediate important task is the formation of Institutions of higher education. Nowadays a lot of specialists are practicing in foreign countries, learning different teaching methods, exchanging their practices and using all these experiences in Uzbekistan. In Our University we can proudly say that we have all opportunities; well-equipped buildings, up to date teaching technologies, and experienced professor teachers. I hope our university has a great future, and we should contribute a great success for it. Our university offers a variety of disciplines and focuses on preparing future researchers and teachers. Regardless of the type secondary training completed, we have the right to continue

our education in higher institutions. The immediate important task is the formation of Institutions of higher education.

In my point of view, an education system is not worth a great deal if it teaches young people how to make a living but does not teach them how to make a life. As our great ruler and politic Amir Temur mentioned in his code of laws: “Education is a better safeguard of liberty than a standing army”.

This course paper is intended to make known explicit features of the Compound Predicate in Modern English.

CHAPTER ONE. THEORY OF THE PREDICATE

1.1. CLASSIFICATION OF THE PREDICATE IN ENGLISH

As we have seen, the definition of the subject given here includes mention of the predicate. This is in accordance with the view stated above, that the two notions are correlative, that is to say, there is a subject in two-member sentences only. In a similar way, a definition of the predicate will have to include mention of the subject.

Following the same pattern in the definition of the predicate, we arrive at the following result. The predicate is. one of the two main parts of the sentence. (1) It denotes the action or property of the thing expressed by the subject. (2) It is not dependent on any other part of the sentence. (3) Ways of expressing the predicate are varied and their structure will better be considered under the heading of types of predicate. Here it will suffice to say that among them are: a finite verb form, and a variety of phrases, for instance, phrases of the following patterns: "finite verb + infinitive", "link verb + noun", "link verb + adjective", "link verb + preposition + noun", etc.

The assertion that the predicate is not dependent on any other part of the sentence, including the subject, requires some comment. It is sometimes claimed that the predicate agrees in number with the subject: when the subject is in the singular, the predicate is bound to be in the singular, and when the subject is in the plural, the predicate is bound to be in the plural as well. However, this statement is very doubtful. As we have seen above (p. 182), there is much to be said in favour of the view that the category of number in the predicate verb is independent of the number in the subject. This is especially confirmed by sentences like *My family are early risers*, where the plural number in the link verb shows the plurality of the acting persons, though the subject noun is in the singular. Besides it should be noted that this question of concord or no concord is one that belongs to the level of phrases, not to that of the sentence and its parts.

Thus, there seems to be no valid reason for thinking that the predicate is in any way dependent on the subject.

Predicates may be classified in two ways, one of which is based on their structure (simple and compound), and the other on their morphological characteristics (verbal and nominal).

If we take the structural classification as the basic one we obtain the following types:

Simple predicate: Verbal, Nominal

Compound predicate: Verbal, Nominal

If we were to take the morphological classification as the basic one the result would be the following:

Verbal predicate: Simple, Compound, Nominal predicate: Simple, Compound.

The ultimate result is of course the same in both cases. Most of the predicate types mentioned here do not call for any comment. However, something has to be said on two questions: the simple nominal predicate and the limits of the compound verbal predicate.

The simple nominal predicate, that is, a predicate consisting merely of a noun or an adjective, without a link verb, is rare in English, but it is nevertheless a living type and must be recognised as such.

The spheres of its use appear to be mainly two. One of these is found in sentences where the immediate neighbourhood of the subject noun and the predicate noun or adjective is used to suggest the impossibility or absurdity of the idea that they might be connected. Sentences with this kind of simple nominal predicate are always exclamatory, that is, they are pronounced with the exclamatory intonation, and have an exclamation mark in writing. For instance, the sentence from a play by Shaw, *My ideas obsolete!!!!!!* (with seven exclamation marks) expresses the speaker's indignation at hearing his ideas characterised as obsolete by a younger man. It would not do to call such sentences elliptical, since the link verb cannot be added without completely changing the meaning of the sentence.

In our next example the subject is followed by an infinitive with an inserted clause between them: *Such an old, old lady, he came near to saying out loud to himself, to come so far, on a train called the Blue Mountain, out of the south, into the north.* (Buechner) The infinitive *to come* here clearly performs the function of predicate.

Though there is no exclamation mark at the end of the sentence, it is clearly exclamatory. The idea expressed in it might also be expressed in this way: *That such an old, old lady... should come so far, on a train called the Blue Mountain, out of the south, into the north.* In our next example both sentences have a predicate infinitive without *to*: *George mind tennis on Sunday! George, after his education, distinguish between Sunday* — (Forster) This is said in reply to a suggestion that George would refuse to play tennis on a Sunday.

Another type of sentence with a simple nominal predicate is that in which the predicative comes first, the subject next, and no link verb is either used or possible. Such sentences seem to occur chiefly in colloquial style, for instance: *"Splendid game, cricket," remarked Mr Barbecue-Smith heartily to no one in particular; "so thoroughly English"* (Huxley) This is a sentence with a simple nominal predicate. There is inversion, no article with the predicative noun, and the style is very colloquial. The phrase representing the rheme comes first, and after it comes the word representing the theme. That it is the theme is made quite clear by the preceding context. Priscilla, the mistress of the house, is reading a newspaper at breakfast: *"I see Surrey won," she said, with her mouth full, "by four wickets. The sun is in Leo: that would account for it!"* Although the word *cricket* is not mentioned, it is quite evident, from the words *Surrey* (which here denotes a cricket team), *won* and *wickets*, that she has been reading about the latest cricket match. The latter part of Mr Barbecue-Smith's speech, *so thoroughly English*, adds another predicative to the first, *splendid game*, and also with no link verb to it. If changed into the usual compound nominal predicate pattern, the sentence would run: *"Cricket is a splendid game; it is so thoroughly English"*; the meaning would be quite the same as in the original sentence but the specific colloquial colouring would be gone altogether.

We should probably also class among sentences with a simple nominal predicate the sentences in which the function of predicate is performed by a participle. Sentences of this type received very little attention until quite recently, when they were discussed in a grammar by Prof. N. Irtenyeva and in a dissertation by Y. Komissarova.

It will perhaps be best to start discussion of such sentences by considering a few characteristic examples. *And then to add to the nervousness and confusion engendered by all this, thoughts as to what additional developments or persons, even, he might encounter before leaving on his climacteric errand — Roberta announcing that because of the heat and the fact that they were coming back to dinner, she would leave her hat and coat — a hat in which he had already seen the label of Braunstein m Lycurgus — and which at the time caused him to meditate as to the wisdom of leaving or extracting it.* (Dreiser) This of course is a complex sentence, with several subordinate clauses in it, and the main clause is a participle clause: *And then... Roberta announcing...* This might admit of two different interpretations: we may take the clause with *Roberta announcing* as a one-member clause, *Roberta* the main part and *announcing* an attribute to it, or we may think it is a two-member clause, with *Roberta* the subject and *announcing* the predicate. What criterion shall we apply to choose between the two alternatives? If we take it as a one-member clause it would fall under the same head as some sentences we have considered above, for instance, the one from "An American Tragedy": *Dusk — of a summer night*, or like so many stage-directions of the type, *A large room. Three chairs*, etc. Now the sentence containing *Roberta announcing* is evidently quite different in character. It tells the fact that Roberta announced that she would leave her hat and coat, etc.

Much the same may be said of the following example: *And then the next day at noon, Gun Lodge and Big Bittern itself and Clyde climbing down from the train at Gun Lodge and escorting Roberta to the waiting bus, the while he assured her that since they were coming back this way, it would be best if she were to leave her bag there, while he, because of his camera as well as the lunch done up at*

Grass Lake and crowded into his suitcase, would take his own with him, because they would lunch on the lake. (Dreiser)

We need not dwell here on the subordinate clauses, which are irrelevant for our judgement of the structure of subordinate clauses, which are irrelevant for our judgement of the structure the participle clause. This example differs from the preceding in that the section of the sentence preceding the first subordinate clause, namely the text *And then the next day at noon, Gun Lodge and Big Bittern itself and Clyde climbing down from the train at Gun Lodge and escorting Roberta to the waiting bus* consists of two co-ordinate independent clauses, with the adverbial modifier *then the next day at noon* referring to both of them. The first main clause, namely *Gun Lodge and Big Bittern itself*, is quite clearly a one-member clause, with two co-ordinate main parts, and the second main clause a participle clause: *Clyde climbing down from the train at Gun Lodge and escorting Roberta to the waiting bus*.

There are two participle predicates here: 1) climbing (down) 2) escorting. Even the neighbourhood of the one-member clause *Gun Lodge and Big Bittern itself* cannot, it would seem, be taken as proof that the clause *Clyde ... waiting bus* is a one-member clause. Such examples as these go a long way to show that the participle, though it is a verbal, not a finite verb form, is able to perform by itself a function generally believed to be characteristic of finite verb forms only, namely that of predicate. This possibility, as well as the ability of the infinitive to be, in certain circumstances, the main part of a one-member sentence, should perhaps be taken into account in a definition of these forms and of verbals in general. An additional remark may not be out of place here. In analysing sentences having an infinitive or a participle as predicate we have taken the predicate to be a nominal one. However, this view may be challenged on the ground that both the infinitive and the participle are forms of a verb, and there would seem to be some reason for claiming that the predicate of such sentences is a verbal one. It must be admitted that there are no binding reasons either way, as both the infinitive and the participle are verbals, that is, they share of the nature of a verb and of a nominal part of speech (noun or adjective).

CHAPTER TWO. THE COMPOUND PREDICATE IN MODERN ENGLISH

It is interesting to note that the same authors think that there is such a kind of a predicate called by them as the Compound Nominal Double Predicate.

The compound nominal double predicate combines, as its name suggests, the features of two different types of predicate. It has the features of the simple verbal predicate and those of the compound nominal predicate. It consists of two parts, both of which are notional. The first one is verbal and is expressed by a notional verb denoting an action or process performed by the person/non-person expressed by the subject. From this point of view it resembles the simple verbal predicate. But at the same time the verbal part of this predicate performs a linking function as it links its second part (which is a predicative) to the subject. The second part of the compound nominal double predicate is expressed by a noun or an adjective which denotes the properties of the subject in the same way as the predicative of the compound nominal predicate proper does.

The moon was shining cold and bright.

The predicate here denotes two separate notions: 1) The moon was shining, and at the same time 2) The moon was cold and bright.

It is noteworthy that in their later grammar manual there were distinguished some other types. Original types of the compound predicate were distinguished by N.A. Kobrina and E.A. Korneeva et al:

The Compound Verbal Predicate:

The Compound Verbal Phrasal Predicate:

Andrew and he *began to talk* about the famous clinic

The Compound Verbal Modal Predicate:

He *can't say* a word,

Are you able to walk another two miles?

2. The Compound Verbal Predicate of Double Orientation

The Gadfly *seemed to have taken a dislike* to her.

The plane *is reported to have been lost*
He *seemed to understand* everything I said
This country *is said to be rich* in oil.
The room *looked snug and cheerful*.
His face *looked awful* all the time.
His voice *sounded cold and hostile*.

3. The Compound Nominal Predicate:

a) The Compound Nominal Predicate Proper:

The girl *looked tired but pretty*
We *are seven*.
My wish *is to learn many languages*. -
That request *seemed superfluous*.

4. The Compound Nominal Double Predicate:

After the meeting is the time to speak
To know everything is to know nothing.
To be loved and to be wanted is always good.
Where you found him does not concern me.
Four and four is eight
Many a lie has been told.
Here is Tom and Peter.
Here was a man, was experience and culture.
It is you who are right. It is I who *am* wrong.

(But: *It's me who is* wrong).

There are a number of verbs that most often occur in this type of predicate, performing the double function of denoting a process and serving as link verb at the same time. They are: *to die, to leave, to lie, to marry, to return, to rise, to sit, to stand, to shine*, etc. But as in Modern English there is a growing tendency to use this type of predicate, the verbs occurring in it are not limited by any particular lexical class.

My daughter *sat* silent.

He *died* a hero.

She married young.

The light came gray and pale.

The sun was now shining warm and bright.

The men stood silent and motionless.

They met friends and parted enemies.

The moon rose round and yellow.

Besides the above mentioned types of a compound predicate they distinguish the mixed Types of Compound Predicate.

Compound predicates can combine elements of different types. Thus we have:

1. The compound modal nominal predicate.

Jane must feel better pleased than ever. She couldn't be happy.

2. The phrasal nominal predicate.

He was beginning to look desperate-George began to be rather ashamed.

3. The compound modal phrasal predicate.

You ought to stop doing that.

He can't continue training.

4. The compound nominal predicate of double orientation.

Mrs. Bacon is said to be very ill.

Walter seems to be unhappy.

In the theory of the predicate B.S. Khaimovich and B.I. Rogovskaya's "communicative predicate type" is also noteworthy, the latter may be of two subtypes:

simple (one word used)

Compound (more than one word used). Which may morphologically be either "verbal" (She sleeps) or "nominal" (She is a teacher. He is young, etc.)

Other Types of Nominal Predicate. Besides these main cases of a simple nominal predicate there are also some rare types, such as in the text of weather bulletins, and the like, for instance: *Wind southerly, later veering westward, sea slight*, etc. Such sentences as these read like passages from a questionnaire, the adjective answering a question referring to the thing denoted by the noun (wind, sea, etc.).

Limits of the Compound Verbal Predicate as to prof. B.A.Ilyish

Now we come to the second question, about the limits of the compound verbal predicate. It arises from the fact that a rather considerable number of verbs can be followed by an infinitive, some of them with, others without the particle *to*. Among such verbs are: *shall, will, should, would, can, may, must* (without *to*); *ought, wish, want, desire, hate, fear, begin, start, continue, omit? forge t, remember, etc.* (with *to*).

The relation between these phrases and parts of the sentence is of course not the same in all cases. We can at once eliminate the phrases "*shall, should, will, would* -f infinitive", which constitute tense or mood forms of the verb. Thus, the phrase *shall write* is a form of the verb *write* (as it does not differ from the forms *write, writes, wrote* in its lexical meaning) and, consequently, it is a simple verbal predicate. The phrases with the verbs *can, may, must, ought* (in the latter case with *to*) constitute a compound verbal predicate (this is almost universally recognized). But the phrases with the verbs *wish, want, desire, hate, fear, begin, start, continue, etc.* give rise to doubts and controversies. On the whole, there are two views expressed in this matter. According to one of them, all such phrases are also a compound predicate: the finite verb (*wish, begin, etc.*) does not denote "any action of its own, it merely denotes the subject's attitude to the action expressed by the following infinitive (in the case of *wish, fear, etc.*), or a phase in the development of that action, namely, its beginning, continuation, etc. (in the case of *begin, continue, etc.*); consequently, it is argued, the phrase as a whole constitutes the predicate of the sentence: it is a compound verbal predicate, just as in the case of *can, may, or ought*.

This argument, as will be easily seen, is based on purely semantic reasons: its decisive point is that the finite verb does not denote any special action and only denotes the subject's attitude to it, or a phase of the action itself. But this is irrelevant from the grammatical viewpoint. What is more, this line of reasoning is dangerous: if we were to follow it to its logical consequences we should have to include into the predicate not only such phrases as *stopped laughing, avoided meeting*, and a number of other phrases including the gerund, but also such phrases

as *began his work, continued his speech, liked his job*, and a number of other phrases containing a noun. Indeed, from the semantic viewpoint, on which the argument for *began to work* being the predicate is based, there is no difference between *began to work* and *began his work*.

Therefore, approaching phenomena from a grammatical view point, which is the essential one here, we start from the assumption that in the phrase *began his work* the group *his work* is a "separate -(secondary) part of the sentence (an object) This shows that the verb *begin* can be followed by a noun functioning as an object (the same of course applies to a number of other verbs). Since the verb *begin* can take an object there appears to be no reason to deny that an infinitive following this verb is an object as well. We might give here a table based on what is called transformation:

began to work — began *his*(rather *the* - H.G.M) *work*
continued to work — continued *his*(rather *the*- H.G.M) *work*
liked to sing— liked songs, etc.

On the other hand, no table of this kind is possible with such verbs as *can, may, must, ought*: they cannot under any circumstances be followed by a noun, and this is an important difference on which syntactic analysis should be based.

Another question of a similar kind arises with reference to sentences containing idioms of the pattern verb+noun", e. g. *mak a mistake, make one's appearance, have a look, have a smoke, take a glance*, etc. Here two different approaches are possible, and the approach chosen will predetermine all conclusions to be arrived at in considering concrete examples.

One approach would be to say that if a phrase is a phraseological unit, that is, if its meaning is not equal to the sum of the meanings of its components, it cannot be divided into two parts of the sentence, and has to be taken as one part, namely, the predicate.

The other approach would be to say that such phraseological phenomena belong to the sphere of lexicology alone and are irrelevant for grammar, that is, for sentence analysis.

The choice between the two approaches entirely depends on the view one takes of grammar, its place in linguistics, and its relation to lexicology. It does not seem possible to prove that one of the approaches is right and the other wrong. One of the arguments in favour of the view that phraseological units should be treated as one part of the sentence, is this. If the phrase "verb +- noun" is not a phraseological unit, a separate question can be put to the noun, that is, a question to which the noun supplies an answer. For instance, if we take the sentence *He makes toys* the question would be, *What does he make?* and the answer would be supplied by the word *toys*, which, accordingly, is a separate part of the sentence, namely, an object. If, on the other hand, we take the sentence, *He makes mistakes*, it would not be possible to ask the question, *What does he make?* and to give *mistakes* as an answer to it. Consequently, according to this view, we -cannot say that *mistakes* is a separate part of the sentence, and we must conclude that the phrase *makes mistakes* as a whole is the predicate.

However, this sort of argument is not binding.. The method of asking questions, though widely used In school language teaching, is not a scientifically valid method of syntactic study. In a number of cases the choice of the question is arbitrary, and there are even cases when no question at all can be asked. Thus, the decision between the two alternatives presented above rests with the scholar. This is, and most probably will always be, a matter of opinion rather than of proved knowledge.

Before we go further in this matter, let us consider another case-, also belonging here, namely phrases of the type *come in, bring up, put down*, etc., which we discussed in the chapter of the prepositions, when studying parts of speech. Should these phrases be taken as the predicate," or should the predicate be limited to the verb alone (*come, bring, put, etc.*)? This again is a matter of opinion. The phrase *come in*,¹for instance, can equally well be analysed as the predicate of the sentence, and as a combination of the predicate and a secondary part.

On the other hand, the phrase *bring up* (as in the sentence, *They brought up three children*) would be taken to be the predicate, rather than a combination of the predicate with a secondary part, and this of course is due to the meaning of the

phrase, which certainly is not equal to the sum of meanings of the verb *bring* and the adverb *up*. This semantic consideration is in favour of taking the whole phrase to be one part of the sentence (its predicate). But again, this argument is not binding. Whether such semantic considerations should or should not be taken into account in syntactic analysis is a matter of opinion. It is possible to argue that considerations of this kind should not weigh when we are engaged in syntactic studies.

On the whole, we will adhere to the view that such considerations should be taken into account, and accordingly we will consider the phrases *bring up*, *set in*, etc., as the predicate of the sentence.

The Compound Nominal Predicate

The compound nominal predicate always consists of a link verb (also called copula) and a predicative, which may be expressed by various parts of speech, usually a noun, an adjective, also a stative, or an adverb (as in the sentence *The lesson is over*). Often enough the predicative is represented by a phrase, most usually of the pattern "preposition + noun", which may or may not be a phraseological unit.

Now we must find the characteristic features of a link verb. It should first of all be noted that the term "link verb" (as well as the term "copula", after which it appears to have been coined) is not a very happy one.

The idea of "link" suggests that its function is to connect the predicative with the subject. This, however, is hardly intelligible. Why should the predicative need some special word to connect it with the subject? It could stand side by side with the subject without the help of any "link". Indeed it does not require any link in sentences with the simple nominal predicate which we have discussed and this is still more usual in Russian, where no link verb as a rule appears in the present tense. The true function of a link verb is not a connecting function. It expresses the tense and the mood in the predicate.

The link verb *be*, which expresses these categories, and also those of number and person, is rightly considered to be the most abstract of all link verbs, that is, the one most devoid of any meaning of its own.

Other link verbs have each some lexical meaning.

Though the term "link verb" is purely conventional, we will retain it, as it is in common use and an attempt to substitute another term would stand little chance of success.

Besides the verb *be* there are a number of other link verbs with different meanings which we need not discuss here, for instance *become*, *get*, *continue*, *grow*, *turn*, e. g. *Then he grew thirsty and went indoors* (Linklater); *But presently the sea turned rough* (Idem), etc. It will be readily seen that some of them do not always perform this function but may also be a predicate in themselves, for instance the verb *grow* in the sentences *The child has grown*, or, *We grow potatoes*. Of course it is only the meaning of the noun following the verb that shows whether the noun is a predicative or an object: compare the two sentences *They have grown fine young men* and *They grow potatoes*. So if we say that a verb is a link verb this need not necessarily mean that it is always a link verb and cannot perform any other function.

To approach the subject of link verb and predicative from another angle, we may say that if a verb is followed by a predicative it is, to some extent at least, a link verb. The restriction "to some extent at least" is necessary because there are sentences in which the finite verb is a predicate in itself, that is, it contains some information about the subject which may be taken separately, but at the same time the verb is followed by a predicative (a noun or an adjective) and is in so far a link verb. This is found in sentences like the following: *He came home tired*, *She married young*, *He died a bachelor*, etc. The finite verb in such sentences conveys a meaning of its own (*he came*, *she married*, *he died*), but the main point of the sentence lies in the information conveyed by the predicative noun or adjective. We might retell the meaning of these sentences in another way, namely: *He was tired when he came home*, *She was young when she married*, *He was a bachelor when he died*, etc. The finite verb, besides being a predicate in itself, also performs the function of a link verb.

Since such sentences have both a simple verbal predicate and a compound nominal predicate, they form a special or mixed type: predicates of this

kind may be termed double predicates. Here are some examples: Corresponding phenomena in Russian have been treated by Academician A. Shakhmatov, who named such sentences "double-predicate sentences" (двусказуемые предложения).

Sunlight seeped thick and golden through the high, oblong windows above the cages and fell in broad shafts to the linoleum floor where he dropped his bucket. (Buechner) Compare also the following sentence: Catherine's blood ran cold with the horrid suggestions which naturally sprang from these words. (J. Austen) The lexical meaning of the verb run is here almost wholly obliterated, as will also be seen by translating the sentence into Russian, or, indeed, any other language. The essence of the predication is of course contained in the predicative adjective cold.

Let us now look at a few more examples of sentences with a predicative coming after a full predicate with secondary parts attached to it. She had set her feet upon that road a spoiled, selfish and untried girl, full of youth, warm of emotion, easily bewildered by life. (Dreiser) A spoiled, selfish, and untried girl is a predicative, coming after a fully developed predicate group consisting of the predicate itself, an object and an adverbial modifier. That the group a spoiled, selfish and untried girl is a predicative, is clear, because no other syntactical tie between this group and the preceding words in the sentence can be imagined. It is a peculiarity of this sentence that the predicative has three loose attributes belonging to it: full of youth, warm of emotion, and easily bewildered by life. They make this predicative group very weighty indeed. It may also be noted that the predicative group a spoiled, selfish and untried girl, full of youth, warm of emotion, easily bewildered by life represents the rheme of the sentence, while the preceding words in the sentence represent its theme. Indeed, the contents, or the purpose of the sentence, is not to inform the reader that she had set her feet on that road, but what kind of person she was at the time she did so. If the predicative (with its secondary parts) were to be dropped, the communication value of the sentence would be basically changed, and in the context in which it stands its value would be reduced to nought.

The same is found in the following examples: You've come home such a beautiful lady. (Taylor) I sat down hungry, I was hungry while I ate, and I got up from the table hungry. (Saroyan)

It should also be noted that the verb preceding the predicative and therefore performing (at least partly) the function of a link verb, may be in the passive voice. This is especially true of the verbs find, think, report, as in the sentences, He was found guilty, He was reported dead, etc.

From such sentences there is an easy transition to sentences in which the finite verb is followed by an infinitive, as in He was known to have arrived, etc.

It may be the infinitive of the verb be, which is then in its turn followed by a predicative (a noun or an adjective), for instance, He was said to be a great actor, He was reported to be dead, etc.

As far as meaning is concerned, there seems to be no difference between the sentences *He was reported dead*, and *He was reported to be dead*, or between the sentences *He seemed clever* and *He seemed to be clever*. As far as structure is concerned, the second variant in each case is somewhat more complicated, in that the finite verb is first followed by an infinitive, which apparently is bound to be a predicative (since it comes after the link verb), but which is itself the infinitive of a link verb and therefore followed by another predicative.

Besides the combinations of different predicates, already mentioned various other combinations are possible and actually occur in texts. However, finding out all these possibilities is of no particular scientific interest.

CONCLUSION

My course paper is devoted to the Compound Predicate in Modern English and their counterparts in Uzbek.

In introduction to our work we have stressed the positive changes taking place in the various fields of the life in our country, particularly, those in the educational system, here we have also verified the actuality of the topic of our course paper and highlighted the theoretical and practical value and several main, key points of our work that surely underlie the theoretical fundamentals and the strategy for the teaching we have targeted.

In our work we have concentrated our attention on the theory of the Predicate and its types in Modern English in particular.

Every complete **sentence** contains two parts: a **subject** and a **predicate**. The subject is what (or whom) the sentence is about, while the predicate tells something about the subject. In the following sentences, the predicate is enclosed in braces ({}), while the subject is **highlighted**.

Likewise, a predicate has at its centre a simple predicate, which is always the verb or verbs that link up with the subject. In the example we just considered, the simple predicate is "would satisfy" -- in other words, the verb of the sentence.

A sentence may have a compound subject -- a simple subject consisting of more than one noun or pronoun - as in these examples:

Team pennants, rock posters and family photographs covered the boy's bedroom walls.

Her uncle and she walked slowly through the Inuit art gallery and admired the powerful sculptures exhibited there.

The second sentence above features a compound predicate, a predicate that includes more than one verb pertaining to the same subject (in this case, "walked" and "admired").

Isomorphic (similar) features exist in many languages of the world because of the universal laws of language evolution and development. That is, human languages develop under more or less the same circumstances and the same communicative

needs. Here it is noteworthy that the similarities between English and Uzbek are good because they facilitate easier language acquisition by Uzbek students, whereas dissimilarities mainly cause typical mistakes.

As regards allomorphic features of languages, they represent divergent mindsets of the speakers of different languages i.e. people of the world in general have contrasting outlooks and attitudes to life which results in the dissimilar ways of expressing their thoughts in speech and in different vision of the world. The differences between the two compared languages lead to considerable language interference amongst learners. In our course paper, we have offered a number of examples specifically intended to eliminate such confusions and interlanguage interferences.

We also hope that our work will yield benefits to the comparative study of the Uzbek and English languages, to the translation processes, and to the development of the theory of the Compound Predicate in the languages compared.

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