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COURSE PAPER

THEME: The compound verbal modal predicate in modern English

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Plan

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INTRODUCTION

"We should give the wings to our youth in order to fly them up to the summit of knowledge and to master any profession with confidence".

I. A. Karimov.

Educating the young generation has always been a top priority and the cardinal focus of social development in our republic. Our Constitution ensures that every citizen of Uzbekistan receives equitable education irrespective of their nationality, sex, language, ethnic origin, religious views, cultural background and social status.

An important question for every society—and most particularly for emerging as well as established democracies—is how to educate the young so that they become competent, responsible, and knowledgeable citizens. That is a challenge of overriding importance. Not only does the quality of life in a democracy depend upon how well that challenge is met. So, too, does the stability—indeed, the endurance of democracy itself is contingent on the competence, commitment, and caring of its citizens.

Raising Uzbekistan's educational system to match the international standards Education at any age is encouraged in Uzbekistan. New methods and technologies are created based on the national needs. The basic principles of Education in Uzbekistan are democratization and humanization. Education of Uzbekistan helps the Government to solve many economical and social problems. The teachers of Uzbekistan have tremendously contributed towards Uzbekistan Education. The essence of educational reform in Uzbekistan is to preserve the present intellectual potential of the educational system and to modify our goals and activities in order

to develop individuals who are capable to build and live in a democratic civil society and a free market economy.

Our country is only 25 years old, but each year of this period, I think, may be compared with the decades just too deeply estimate the ever high growth of my country in every walk of life: spirituality, economy, science, technique and culture, etc.

Grammar, whose subject matter is the observable organisation of words into various combinations, takes that which is common and basic in linguistic forms and gives in an orderly way accurate descriptions of the practice to which users of the language conform. And with this comes the realisation that this underlying structure of the language (as system) is highly organised. Whatever are the other interests of modern linguistic science, its centre is surely an interest in the grammatical system of language. Today we have well-established techniques for the study of language from a number of different points of view. Each of these techniques supplements all the others in contributing to theoretical knowledge and the practical problems of the day.

The study of grammar helps us to communicate more effectively. Quite simply, if we know how English works, then we can make better use of it. For most purposes, we need to be able to construct sentences which are far more complicated than *David plays the piano*. Knowledge of grammar enables us to evaluate the choices which are available to us during composition. In practice, these choices are never as simple as the choice between [1] and [2]. If we understand the relationship between the parts of a sentence, we can eliminate many of the ambiguities and misunderstandings which result from poor construction.

In the interpretation of writing, too, grammatical knowledge is often crucially important. The understanding of literary texts, for example, often depends on careful grammatical analysis. Other forms of writing can be equally difficult to interpret.

Scientific and academic writing, for instance, may be complex not just in the ideas they convey, but also in their syntax. These types of writing can be difficult to understand easily without some familiarity with how the parts relate to each other.

The study of grammar enables us to go beyond our instinctive, native-speaker knowledge, and to use English in an intelligent, informed way. In the most general terms, knowledge of grammar is part of our knowledge of the world and of us. The use of language is a distinctively human activity, so it is appropriate for us to understand how it works. The study of grammar enables us to say *why* [1] is acceptable and [2] is not. It enables us to externalize and formalize our instinctive knowledge of our own language.

Apart from professional linguists, however, few people study grammar as an end in itself. For many people, their first encounter with grammar comes when they try to learn a foreign language. In order to do this, it is essential to have some knowledge of the different parts of speech, and of how the parts of a sentence relate to each other. This knowledge can be acquired most efficiently by studying the grammar of one's own native language.

Traditionally, grammar was divided into morphology (the grammatical study of morphemes and words) and syntax (the grammatical study of phrases and sentences). Later, some linguists added phonology as the third component, while still others added one more component, namely, semantics. The most important fact about the grammatical structure of language is that it's a highly complicated system, in which all its components are closely interrelated and interdependent. Thus, syntactical relations are often expressed be means of morphological forms, lack of inflexions is made up for by syntactical devices (such as the word order) etc.

In my course paper I will explain about the most important component, Verb and its structural types, differences between compound verbal and compound nominal predicates.

1. COMPREHENSIVE CHARACTERISTICS OF THE PREDICATE.

The predicate is the second main part of the sentence and its organizing centre. [1]

(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,

when the subject is in the plural, the predicate is bound to be in the plural as well. However, this statement is very doubtful.

It denotes the action or property of the thing expressed by the subject. It can be expressed by numerous ways. The predicate expresses the predicative feature which characterized the object expressed by the subject, thus it realizes the categorical function. Being a link between the subject and the right environment of the verb, it performs the relative function. The predicate is the second principal part of the sentence which expresses an action, state, or quality of the person or thing denoted by the subject.

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[1] Course Materials in Grammar: Syntax: p. 21.
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Note: This definition does not cover sentences with the formal it as subject. In these sentences the predicate expresses the state of weather, time, or distance, and the subject only makes the sentence structurally complete.

The grammatical organisation of predicates is much more complicated. The predicate can be composed of several different structures. It is just this variety of the predicate that makes us recognise not one Basic English sentence pattern but several.

In terms of modern linguistics, the predicate is reasonably defined as the IC of the sentence presented by a finite-form of the verb, if even in its zero-alternant.

Predicates with zero-alternant offer special difficulties on the point of their analysis as relevant to the problem of ellipsis which has always been a disputable question in grammar learning.

Various criteria of classifying different kind of predicate have been set up by grammarians. The common definition of the **predicate** in terms of modern linguistics is that **it is a more or less complex structure with the verb or verb-phrase at its core.** This is perfectly reasonable and in point of fact agrees with the advice of traditional grammars to identify a predicate by looking for the verb.

The sentence, indeed, almost always exists for the sake of expressing by means of a verb, an action, state or being. The verb which is always in key position is the heart of the matter and certain qualities of the verb in any language determine important elements in the structural meaning of the predicate.

These features will engage our attention next. To begin with, the predicate may be composed of a word, a phrase or an entire clause. When it is a notional word, it is naturally not only structural but the notional predicate as well.

2. STRUCTURAL TYPES OF PREDICATE AND DIFFERENCES BETWEEN COMPOUND VERBAL AND COMPOUND NOMINAL PREDICATES

The predicate is the second principal part of the sentence which expresses an action, state or quality of the person or thing denoted by the subject. It is grammatically dependent upon the subject. According to the structure and the meaning of the predicate we distinguish two main types: *the simple predicate* and *the compound predicate.* Both these types may be either nominal or verbal.

The **simple** predicate is expressed by a finite verb.

*E.g. I **have been thinking** about you.*

The simple **phraseological** predicate is expressed by a phraseological unit.

*E.g. He **had a walk** in the forest.*

The **compound** predicate consists of 2 parts:

a finite verb,

some other part of speech.

The **compound nominal** predicate consists of a link verb and a predicative and denotes the state or quality of the subject.

*E.g. I **am a student**. Dreams **come true**.*

The **predicative** can be expressed by:

    A noun. *E.g. I am **a student**.*

    A pronoun. *E.g. It's **me**. You are **nobody**.*

    An adjective. *E.g. I feel **good**.*

    A stative. *E.g. I am **afraid**.*

    A numeral. *E.g. I am **45**.*

    A participle (usually II). *E.g. I am **surprised**.*

An infinitive, an infinitive phrase, an infinitive construction*E.g. The best thing is to go away / to go away as soon as possible / for you to go away.*[2]

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[2]. C. Karpenko.Sentence Analysis. Odesa 2014.p.13,14.

A gerund , a gerundial phrase, a gerundial construction.

E.g. The topic of their conversation was **swimming / swimming in the lake / their swimming in the lake**.

A prepositional phrase. E.g. The things were **outside her experience**.

The **objective predicative** expresses the state or quality of the object and is represented by a noun, an adjective, a stative or a prepositional phrase. E.g. We left him **alone**; We painted the door **green**; We appointed him **secretary**.

The **compound verbal modal** predicate shows whether the action is possible, obligatory, necessary, etc.

E.g. You **must do** it.

The structure: A modal verb + an infinitive. E.g. We **can do** it!

A verb with a modal meaning (hope, expect, try, wish, want, etc.) + an infinitive or gerund. E.g. I **am trying to explain** this rule.

A modal expression (be able, be obliged, be bound, be willing, be anxious, be going, etc.) + an infinitive or gerund. E.g. You **are able of memorizing** it.

The subjective infinitive construction. E.g. The weather **is reported to be nice**. The lesson **is believed to be useful**.

The **compound verbal aspect** predicate expresses the beginning, repetition, duration or end of the action. It consists of an aspect verb (begin, stop, go on, finish, would, used to, etc.) and an infinitive or gerund. E.g. We **keep talking** about this rule. He **used to write** poetry.

The **compound modal nominal** predicate. E.g. He **tried to be a good student**.

The **compound aspect nominal** predicate. E.g. He **stopped being a good student**.

The **compound modal aspect** predicate. E.g. He **must stop to be a good student**.

Example: I **have been thinking** about you.

A simple predicate is "have been thinking". It is expressed by a finite verb form in the present perfect continuous tense, active voice, indicative mood.

You **must do** it.

A compound verbal modal predicate is "must do". It is expressed by a modal verb and a bare indefinite active infinitive.

From the structural point of view there are two main types of predicate: the simple predicate and the compound predicate. Both these types may be either nominal or verbal, which gives four sub-groups: simple verbal, simple nominal, compound verbal, compound nominal. Simple verbal predicates are divided into simple verbal predicate proper and simple verbal phraseological predicate. Compound verbal predicates may be further classified into phasal, modal and of double orientation Compound nominal predicates may be classified into nominal proper and double nominal.

Structural types of the predicate[3]

Predicate						
Simple			**Compound**			
Verbal	**Nominal**		**Verbal**		**Nominal**	
Simple Verbal Predicate Proper	Simple Verbal Phraseo-logical Predicate	Compound Verbal Phasal Predicate	Compound Verbal Phasal Predicate	Compound Predicate of Double Orientation	Compound Nominal Predicate Proper	Compound Double Nominal Predicate

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[3] Course Materials in Grammar. P.21.

Simple Predicate

The simple verbal predicate proper is expressed by a verb in a synthetic or analytical form.

e.g.: *John runs quickly.*

I was sent in to get my tea.

The simple verbal phraseological predicate is expressed by a verbal phrase (a phraseological equivalent of a verb denoting one action).

e.g.: *Nurse Sharp gave him a look and walked out.*

Did you have a sleep?

I have never taken much interest in German songs.

She paid little heed to what was going on in the world outside.

The simple nominal predicate is expressed by a noun, or an adjective, or a verbal, it does not 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.

e.g.: *He a gentleman!*

The compound predicate

The compound predicate consists of two parts: the notional and the structural. The structural part comes first and is followed by the notional part. The notional part may be expressed by a noun, an adjective, a stative, an adverb, a verbal, a phrase, a predicative complex, or a clause. The structural part is expressed by a finite verb – a phasal verb, a modal verb, a verb expressing attitude, intention, planning, etc., or a link verb.

The compound verbal predicate is divided into three types: compound verbal phasal predicate, compound verbal modal predicate and compound verbal predicate of double orientation.

The compound verbal phasal predicate

The compound verbal phasal predicate denotes the beginning, duration, repetition or cessation of the action expressed by an infinitive or a gerund. It consists of a phasal verb and an infinitive or a gerund, Accordingly its first component may be a phasal verb of:

1) **Beginning**: to begin, to start, to commence, to set about, to take to, to fall to, to come.

e.g.: *Andrew and he began to talk about the famous clinic.*

2) **Duration**: to go on, to keep, to proceed, to continue.

e.g.: *The talk kept running on the possibility of a storm.*

3) **Repetition**: would, used (denoting a repeated action in the past).

e.g.: *Alfredo used to talk to me about it.*

4) **Cessation**: to stop, to finish, to cease, to give up, to leave off.

e.g.: *The band had ceased playing.*

The compound verbal modal predicate consists of a modal part and an infinitive (or a gerund). It shows whether the action expressed by an infinitive is looked upon as possible, impossible, obligatory, necessary, desirable, planned, certain, permissible, etc. In most cases it denotes the attitude to the action of the person expressed by the subject or by the speaker.

The modal part may be expressed by:

1) a modal verb.

e.g.: *You must forget it.*

2) a modal expression: to be able, to be allowed, to be willing, to be going, to be anxious, etc.

e.g.: *You are going to attend the college at Harvard, they tell me.*

The modal part may have two modal verbs or a modal verb and a modal expression.

e.g.: *He may have to return.*

3) one of the following verbs which do not denote actions but express various modal meanings (intention, determination, attempt, desire): to like, to hate, to attempt, to expect, to hope, to intend, to mean, to plan, to try, to have a mind, to wish, to want, to resolve, to desire, to endeavor, to fail, to seek, to long, etc.

e.g.: He hoped to see them the next day.

4) Combinations: to be obliged, to be compelled, to be inclined, to be eager, etc.

e.g.: They were obliged to apologize.

5) The following phraseological units: had better, had rather, would sooner, would rather e.g.: You'd better send a telegram.

The compound verbal predicate of double orientation

The compound verbal predicate of double orientation consists of two parts. The first part is a finite verb which denotes the attitude to, evaluation of, comment on, the content of the sentence expressed by the speaker or somebody no mentioned in the sentence. The second part denotes the action which is (was/will be) performed by the person/non-person expressed by the subject.

e.g. He is said to be looking for a new job,

In this case we see different orientation of the actions which are regarded from two points of view: that of the speaker and that of the person (or non-person) expressed by the subject. The first part is expressed by:

1) Verbs of seeming or happening in the active voice: to seem, to appear, to prove, to turn out, to happen, to chance.

e.g.: He seemed to understand everything I said.

2) Some verbs in the passive voice:

a) Verbs of saying: to say, to declare, to state, to report, to rumor.

e.g.: This country is said to be rich in oil.

b) Verbs of mental activity: to believe, to consider, to expect, to find, to know, to mean, to presume, to regard, to suppose, to think, to understand.

e.g.: Mr. Sharp was always expected to say he preferred cold meat.

c) Verbs of perception: to feel, to hear, to see, to watch.

e.g.: My dog was heard to bark in the yard.

3) Phrases with some modal meaning: to be (un) likely, to be sure, to be certain.

e.g.: The weather is not likely to change.

The compound nominal predicate

The compound nominal predicate falls into two types: compound nominal predicate proper and compound nominal double predicate.

The compound nominal predicate proper consists of a link verb and a predicative (nominal part). The link verb is the structural element of the predicate, as it joins the subject and the predicative. It expresses the grammatical categories of person, number, tense, aspect and mood.

According to their semantic characteristics link verbs fall into three groups: link verbs of being, of becoming, of remaining.

l. **Link verbs of being**: to be, to feel, to sound, to smell, to taste, to look, to appear, to seem, etc.

2) An adjective or an adjective phrase.

e.g.: Ellen's eyes grew angry.

She was full of enthusiasm.

The man was difficult to convince.

Note:

It should be remembered that in some cases a predicative adjective in English corresponds to an adverbial modifier expressed by an adverb.

e.g. The apples smell good.

The music sounded beautiful.

She looks / feels bad.

In English the verbs to smell, to sound, to look, to feel are link verbs and are the first part of the compound nominal predicate. The predicative's (which form the second part of these predicates) qualify the subject and can therefore be expressed only by adjectives.

3) a pronoun.

e.g.: It was he.

It's me. (There is a growing tendency to use personal pronouns as predicatives in the objective case.)

She is somebody.

The hat is mine. (In this function only the absolute form of the possessive pronoun is used.)

Who are you?

She was not herself yet.

4) a numeral.

e.g.: He was sixty last year.

I'm the first.

5) An infinitive (or an infinitive phrase or construction).

e.g.: His first thought was to run away.

My idea is to go there myself.

The only thing to do is for you to whip him.

6) A gerund (or a gerundial phrase or construction).

e.g.: My hobby is dancing and his is collecting stamps.

The main problem was his being away at the moment.

7) A participle or a participial phrase.

e.g.: The subject seemed strangely chosen.

8) A prepositional phrase.

e.g.: She is on our side.

9) A stative.

e.g.: I was wide awake by this time.

10) An indivisible group of words.

e.g.: It is nine o'clock already.

11) a clause.

e.g.: That's what has happened.

The compound nominal double predicate[4]

The compound nominal double predicate combines 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 compound nominal double predicate Notional part 1 verbal	Notional part 2 nominal
is expressed by a notional verb denoting an action or process performed by the person/non-person expressed by the subject	is expressed by a noun or an adjective which denotes the properties of the subject
resembles the simple verbal predicate proper	resembles the predicative of the compound nominal predicate proper

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[4] Course Materials in Grammar. p. 26.
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The compound verbal predicate

The c o m p o u n d   v e r b a l predicate consists of two parts: semi-auxiliary and notional. The semi-auxiliary part comprises a finite verb which expresses person, number, tense, aspect, mood and voice; besides it has a certain lexical meaning of its own.

The notional part expressed by an infinitive or gerund, rarely a participle denotes the action performed or suffered by the subject.

He may not agree with your suggestion;

How old were you when you first started playing the piano?

Compound verbal predicates are subdivided into modal and aspective.[5]

The compound nominal predicate

The c o m p o u n d   n o m i n a l predicate is a qualifying predicate, i.e. denotes a certain state or quality of the subject. It consists of a link verb which is a finite form and a predicative.

Being a nominal element the latter is expressed by a nominal part of speech (noun, pronoun, adjective, etc.) or its equivalent (a phrase or a clause).

Spring flowers are a delight; Are you really fifty?

You look not older than thirty five; this is where we disagree.

A verb used as a link partially loses its lexical meaning and acquires some abstract meaning. By the type of the link verb compound nominal predicates are subdivided into four groups:

(1) the compound nominal predicate of being

The flowers are pretty and they smell sweet; It tastes good.

Group 1 comprises such verbs as **be, look, taste, feel, smell, sound, stand**.

(2) the compound nominal predicate of becoming

Everything became a mist.

[5]ФЕЛИКС СЕРГЕЕВИЧ ГРИШКУН, ЛАРИСА МИХАЙЛОВНА ОТРОШКО

СИСТЕМАТИЗИРУЮЩИЙ КУРС ГРАММАТИКИ АНГЛИЙСКОГО ЯЗЫКА. Р.197. Нижний Новгород. 2013.

The most common verb used as a link in a compound nominal predicate of becoming is **become**. Other verbs that belong here are **grow, turn, get**.

> The boy turned pale; the body was growing rigid.

(3) the compound nominal predicate of remaining

> Miles stayed silent, La Rocco watching; the winter continued damp and wet.

Group 3 includes the verbs **remain, keep, stay, continue** and the like.

(4) The compound nominal predicate of seeming and appearing. It comprises the verbs **seem, appear** and **prove** which have some modal force.

> It seems ironic to have risked so much; Our stocks are proving insufficient.

The significant part of a compound nominal predicate is a predicative.

It can be expressed by

(a) a noun

> Mr. Brown is a teacher.

(b) a pronoun

> This book is mine.

(c) an adjective

> Weren't they nice?

(d) a numeral

> He appeared the first.

(e) an infinitive

> Our task is to find the correct answer.

(f) a gerund

> One thing they could try is restoring funds at Far East.

(g) participle II

> We were worried by her silence.

(h) an adverb

> How are you feeling today?; The storm will soon be over.

Prepositional phrases are sometimes used predicatively: e.g. This is out of the

question.

Occasionally a complex predicative can occur. It is expressed by an infinitival or gerundial complex.

That is for me to decide; The greatest trouble was our not knowing all the details.

Note:

[a] Care should be taken to discriminate between a compound nominal predicate with a link expressed by a verb other than 'be' and a simple verbal predicate. Cf.: (i) Tom grows a beard (simple verbal predicate). In (i) 'grows' is a notional verb whereas in (ii) the linking function of the verb comes to the front; in this function 'grows' can be replaced by other verbs with vague lexical meaning and distinct linking properties ('becomes, turns, gets', etc). Cf.: He turned his face to the wall :: His hands turned fists; The car runs smoothly :: This river runs dry every summer.

[b] 'To be' can occur between the link verb and the predicative in the case of a compound nominal predicate of seeming and appearing: e.g. She seems (to be) a sweet girl; He proved (to be) a fool.

[c] The pronouns 'it' and 'such' and the adverb 'so' are used predicatively to replace what has been already stated: e.g. He was a learned man but he didn't look it; Such were his words; I was tired, so were the others.

'be + V_{en}' - compound nominal or simple predicate?

Special attention should be paid to the construction 'be + V_{en}' which under certain circumstances serves as a simple verbal predicate. Compare the two examples given below:

(1) The theatre was closed on the orders of the mayor. (A simple verbal predicate)

(2) When I got to the theatre I found that it was closed.

(3) (A compound nominal predicate)

In the first sentence, 'was closed' is the opposite of 'was opened'. It is a passive form of the verb which refers to an action. In the second, 'was' is a link

verb and 'closed' (the opposite of 'open') is a predicative; it refers to a state, not an action, and is more like an adjective.

The following might be useful hints when discriminating between a simple verbal predicate and a compound nominal predicate expressed by 'be + V_{en}'.

The construction 'be + V_{en}' is a simple verbal predicate when:

(a) the verb is in the continuous

The next moment I was being introduced to a middle-aged woman.

(b) the verb is in the future or future-in-the-past

I'm afraid the gate will be locked.

(c) the verb is in the perfect

The door has already been painted.

(d) the verb is followed by a prepositional 'by'-phrase expressing a personal agent

They were interrupted by Miss Bennet.

(e) the verb is modified by an adverbial characterizing the action

The story was completely forgotten.

3. MODERN ENGLISH WITH THE COMPOUND VERBAL MODAL PREDICATE.

Modal verbs are used to show the speaker's attitude towards the action or state indicated by the infinitive, i. e. they show that the action indicated by the infinitive is considered as possible, impossible, probable, improbable, obligatory, necessary, advisable, doubtful or uncertain, etc.

The modal verbs are: can (could), may (might), must, should, ought, shall, will, would, need, dare. The modal expressions to be + Infinitive and to have+Infinitive also belong here..[6]

You **should** have been here last night when they brought back the

DP's to the mines," said Yates. (Heym)

She **ought** to **have known** that the whole subject was too dangerous

to discuss at night. (Galsworthy)

I know that I was weak in yielding to my mother's will, I **should not**

have done so. (London)

She had no nerves; he **ought** never **to have married** a woman

eighteen years younger than himself. (Galsworthy)

You **should be learning** your lessons, Jack, and not talking with Mary.

You **ought** to **be helping** your mother with your salary and no

squandering your money.

He **should** have been **trying** to break through the isolation the hospital had

set around Thorpe;

he **should** have been doing many things other than walking along the Seine

quay. (Heym)

Both should and ought express obligation, something which is advisable,

proper or naturally expected.

1. Obligation, very often a moral obligation or duty. In this meaning ought is more often used than should.

> Martin's hand instinctively closed on the piece of gold. In the same instant he knew he **oughtn't** to accept. (London).
>
> I promised her if ever the time came when she needed me, to be her friend. Promises of that sort **should** never be broken. (Meade)

2. Advisability.

In this meaning should is more common than ought, as it always shows some personal interest whereas ought is more matter-of-fact.

You **should** be more careful. (London)

You **ought** to have Warmson to sleep in the house. (Galsworthy)

I thought I saw Tom in town, but **I may/might could have been** wrong.

'Where's Barbara's camera?' 'She **may/might/could have taken** it with her.'

By next Friday **I may/might have completed** the report.

• His maths **may/might have improved** by the time the exam comes round.

Malcolm isn't in his office. He **may/might be working** at home today.

• When I go to Vienna **I may/might be staying** with Richard, but I'm not sure yet.

I may/might/could conceivably have been tempted to take the job if it had been nearer home, (passive form)

• By this time next week, **I may/might/could well have left** for Washington.

You **must have been** upset when you heard the news.

• She **must have played** really well to win. I wish I'd seen the match.

You **needn't cut** the grass, **I'll** do it later. /

• You **don't need to cut** the grass, **I'll** do it later.

I needn't have cooked dinner. Just as it was ready, Chris and June phoned to say that they couldn't come to eat.

1. A m o d a l v e r b .

  You must forget it.

  He can't say a word, he can't even apologize.

  I had to bite my lip to prevent myself from laughing.

  Ought he not to treat her generously?

  May I ask you a question?

2. A m o d a l e x p r e s s i o n of nominal nature:

  to be able, to be allowed, to be willing, to be going, to be anxious, etc.

  You are going to attend the college at Harvard, they tell me.

  Are you able to walk another two miles?

  We were anxious to cooperate.

  The modal part may have two modal verbs or a modal verb and a modal expression.

  He may have to return.

  She must be willing to come here again.

  As there is no through train to our town we have to change in Moscow.

  We had to look all over town before we found what we wanted.

  She won't have to walk the whole way, will she?

  Having to go so soon we were afraid of missing the man.

  Do you have to work so hard?

  Do you have to leave already?

  He doesn't have to be here before Friday.

  You don't have to do what your sister tells you.

  Why does he have to go there?

  Your shoes are wet. You should have stayed at home.

  You should have put more sugar in the pie. It isn't sweet enough.

He hasn't brought the book back, though he should have brought it last week.

A negative statement indicates that something wrong has been done.

You shouldn't have done that. It was stupid.

They should never have married. They are so unhappy.

He shouldn't have taken the corner at such speed.

2. **Advice, desirability.** This meaning is more common with ought to than with should.

You should stay in bed.

I think you should read this book.

You should consult a doctor.

As is seen from the above examples, it is sometimes difficult to discriminate between the first and the second meaning.

3. **Probability,** something naturally expected (only with reference to the present or future).

The effect of the tax should be felt in high prices (will probably be felt).

We needn't get ready yet. The guests shouldn't come for another hour.

In present-day English **shall** is not a purely modal verb. It always combines its modal meaning of obligation with the function of an auxiliary verb in the future tense.

As a modal verb shall is not translated into Russian, usually its meaning is rendered by emphatic intonation.

Shall combined with only a **non-perfect infinitive** expresses:

1. **Promise, oath, or strong intention.** In this meaning shall is used with the 2nd or 3rd person with a weak stress.

It shall be done as you wish.

You shall never know a sad moment, Lenny, if I can help it.

He shall get his money.

"I want this luggage taken to my room".

"It shall be taken up at once, sir."

Like shall, **will** is not a purely modal verb. It almost always combines its modal meaning with its functioning as an auxiliary verb expressing futurity. Will has two forms: will for the present tense and would for the past tense. Thus will and would are looked upon as forms of the same verb, although in a few cases their meanings differ.

I. Will combined with **the non-perfect infinitive** expresses:
1. **Willingness, intention, determination.** It is often rendered into Russian by. **Would** in this meaning shows reference to the past.

I will write as soon as I can.

I will be there to help.

I can and will learn it.

When he was young, he was so poor that he would do anything to earn some money.

This meaning is often found in conditional sentences.

If you will help me we can finish by six.

The compound verbal modal predicate

As is suggested by the term itself, the first component in a compound v e r b a l   m o d a l predicate is expressed by elements which have a certain modal meaning, that of determination, obligation, desire and the like. They are:
(1) Modal verbs or their equivalents **have to** and **be to.**

This I could expand upon for several lessons; May I have your attention now, please?; You will have to have a well-balanced diet.
(2) Verbs of modal meaning, such as **want, try, tend, manage**, etc.

We hope to attract investors to our new savings scheme.

(3) phrases of the type **be able to** (e.g. **be obliged, be ready, be anxious, be glad**)

> I'm prepared to let bygones be bygones.

(4) the expressions **had better/best, would sooner/rather** and the like.

> We'd better stop.

(5) the phrase **be going to**

> I'll talk to Big George. But he isn't going to like this.

The second component of a compound modal predicate is expressed by an infinitive. In subclass 2 it may be also expressed by a gerund.

> She was so upset that she couldn't help crying.

The compound verbal aspective predicate

The first component of the c o m p o u n d   v e r b a l   a s p e c t i v e predicate expresses the beginning, repetition, duration or end of the action denoted by the notional verb. This meaning is conveyed by two subclasses of items:

(1) verbs that express beginning, duration or end of the action, such as **start, set about, go on, proceed, give up, finish**, etc.

> He stopped smoking on his doctor's advice; she began to understand what they really wanted.

(2) **Used to** and (less commonly) **would** which are used to talk about habitual activity in the past.

> That's where I used to live when I was a child; When John was   a student, he and his friends would often sit up all night discussing philosophy and politics.

The second component of a compound verbal aspective predicate is expressed by an infinitive or gerund. Very occasionally a participle can occur in this function. This is the case when the first component of the predicate is expressed by the verbs **come** and **go** which imparts perfective meaning to the action denoted by the participle[*].They came hurrying towards us.

The compound verbal predicate can be divided into the compound

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[*] For the meaning of the structure 'come/go + V_{ing}, see 5.13

Verbal modal predicate and the compound verbal aspect predicate.

The compound verbal modal predicate may consist of the following Components:

1. A modal verb and an infinitive.

He may return soon.

I have to work for my living.

2. A modal expression and an infinitive.

They are allowed to be a little late.

Are you able to walk another two miles?

3. A verb with modal meaning and an infinitive or a gerund. Here belong such verbs as to hope, to expect, to intend, to attempt, to try, to wish, to want, to desire, etc., which denote the attitude of the person expressed by the subject to the action denoted by the infinitive or gerund.

We intend going to Switzerland and climbing Mount Blanc.

Anyway, I want to talk to the happy couple.

The compound verbal aspect predicate expresses the beginning, duration, repetition or cessation of the action expressed by the non-finite form of the verb. It consists of such verbs as: to begin, to start, to go on, to keep on, to proceed, to continue, to stop, to give up, to finish and an infinitive or a gerund. Accordingly its first component may be an aspect verb of:

1. Beginning: to begin, to start, to commence, to set about, to take to, to fall to, to come.

He began to talk about the famous novel.

Jack started training out at Hogan's health farm.

So I took to going to the farm.

He fell to poking the fire with all his might.

I come to think that you are right.

2. Duration: to go on, to keep, to proceed, to continue.

He continued to live with his parents after his marriage.

He kept glancing at her.

3. Repetition: would, used (denoting a repeated action in the past).

I used to write poetry when I was young.

During her small leisure hours she would sit by the window or

walk in the fields.

Mixed types of compound predicates

Compound predicates can combine elements of different types. Thus

we have:[7]

1. The compound modal nominal predicate.

Jane must feel better pleased than ever.

She couldn't be happy.

He may have been ill then.

2. The compound aspect nominal predicate.

He was beginning to look desperate.

George used to be rather shamed.

3. The compound modal aspect predicate.

You ought to stop doing that.

He can't continue training.

[7] ФЕЛИКС СЕРГЕЕВИЧ ГРИШКУН, ЛАРИСА МИХАЙЛОВНА ОТРОШКО

СИСТЕМАТИЗИРУЮЩИЙ КУРС ГРАММАТИКИ АНГЛИЙСКОГО ЯЗЫКА. Р.197. Нижний Новгород. 2013.

Examples to the compound verbal modal predicate:

1. He **may be** late.

2. He **could be working** late tonight.

3. She **must be working** tomorrow.

4. He **can't have known** the truth.

5. They **might have missed** the bus.

6. He **may have got** lost.

7. He **must have been** sleeping.

8. She **may have been** lying.

9. They **could have been** hiding.

10. She **must have gone** on holiday.

11. She **might have forgotten** about the meeting.

12. The children **were allowed to go** to the cinema on their own yesterday.

13. I **was allowed to go** to the disco last night.

14. The owners **ought not to have left** the window unlocked.

15. You **ought to have come** to me for help.

16. They **can't have been wearing** gloves.

17. They **needn't have done** that, but it was very kind.

18. The books **must be** in this cupboard.

19. It is 5 o'clock, you **ought to be** here by now.

20. The shops **might be** very crowded tomorrow, because, it's the last shopping day before Christmas.

21. They **shouldn't have called** the police.

22. Paul **was able to change** the flat tyre by himself.

23. She **needn't have bought** such an expensive dress.

24. They **might have forgotten** about our meeting.

25. He **can't be** a policeman.

26. They **might move** house this month.

27. She **must have made** this cake herself.

28. He **might have won** a prize.

29. I **might be late** for work tomorrow.

30. He **could have gone** to the doctor's.

31. We **can't have missed** the bus.

32. They **may have been** invited to the party.

33. Some more flowers **should be planted**.

34. David **can't be going** to the party tonight.

35. The guests **should arrive** at 8 o'clock.

36. Toby **didn't have to go** to school today.

37. You **ought to book** a table in advance.

38. Steve **was able to repair** the bike after trying for two hours.

39. We **have to wear** a uniform for school.

40. You **mustn't run** in the corridors.

41. You **don't have to buy** me a present.

42. They **could be trying** to escape.

43. They **might be going** to a hiding place.

44. The police **may be chasing** them.

45. John **didn't have to go** to work because, it was Sunday.

46. You **have to report** to the manager as soon as you reach Manchester.

47. We **were able to do** the puzzle, although it was difficult.

48. Tony **could have gone** to work early.

49. Policemen **have to wear** a uniform while on duty.

50. Simon **was able to climb** the mountain although, it was steep.

51. You **mustn't allow sounding** the alarm for no reason.

52. Martin **must have heard** me calling him.

53. Paul **can't be** an engineer.

54. There **must have been** two thieves.

55. They **must have got** in through the window.

56. They **must have had** a getaway car.

57. They **must have been** looking for something.

58. They **can't have wanted** money.

59. I **was allowed to go** to Emma's party last Sunday.

60. Although, he was exhausted, she **was able to finish** the race.

61. The bus **might be late** today, because, there is a lot of traffic.

62. He **must be jumping** up and down.

63. I **should have done** this work earlier.

64. You **ought to have gone** there, before I said. [8]

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[8] Grammar way 4. Jenny Dooley, Virginia Evans. Express publishing. p. 70-86.

CONCLUSION

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.

There exists one type of predicate which is very frequent in English and which presents a combination of such verbs as have, get, give, take and a verbal noun (give a look, take a bath, have a smoke). Traditionally such cases were referred to a third formal type of predicate, a phraseological predicate. However from the grammatical point of view the most important characteristic of this type of predicate is not so much its phraseological but its analytical character (and all analytical structures are characterized by a certain idiomatic of their components).

The distribution of functions between the components of this predicate is similar to those within an analytical form - the verb expresses the grammatical meaning and the verbal noun serves to name the action, i.e. to express a lexical meaning. The two formal types of the predicate correspond to the two main semantic types: process predicate which expresses the action, the state or the existence of the subject and qualification predicate which expresses the quality (property) of the subject.

The process predicate can be further subdivided into several types in accordance with the semantic types of verbs: existential (There was a tavern in the town), state (He slept), and locative (The elephant lives in India), and relational (He had a small ranch) and action (The car broke down). The qualification predicate has three subtypes: identifying (So you are the man we have been looking for), classifying (My friend is a student) and characterizing (My wife is a bit of an actress. He was too German).

The two types of predicate can be contaminated which results in the formation of the so-called double predicate, He stared at me bewildered - the finite verb in such sentences conveys a meaning of its own, but the main point of the sentence lies in the information conveyed by the predicative noun or adjective.

The finite verb 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: double predicates.

As a conclusion, I would like to say that grammar is the most complex and it demands much effort lots of research. So the predicate is also somehow difficult to comprehend. In addition to this, there are different types of the predicate, so scientists, professors have done their research works and made it easier to learn well. In my course paper I tried to give detailed information. Moreover I have used grammar books and the research works of professors. The findings of the study suggest that the predicate and its mixed types should be learned carefully. Because awareness of this development is more professional to learn strategies.

Scientists specify a lot of differences and similarities of grammatical categories of mixed types of predicate in different languages. By the help of them, learning language strategies and rules are strengthened. We need such kind of clear-cut explanations and sources in order to solve the problematical sides of predicate. In addition, we can learn languages deeply.

Above all, my study indicates all routes of grammatical categories and types of predicate and its problems and ways how to teach them at schools. It helps us creating comprehensive language learning and comparing a learned language with other ones.

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