

modal predicate (*We **must be** on time.*) and in a compound verbal aspect predicate (*Mary **continue to observe** new teacher.*). The Infinitive is used as a simple nominal predicate (*Me – **to accept** your proposal! Why not **leave** her alone?* [4, p. 44].). The infinitive may function as an object after specific adjectives that is called adjectivized participles. We can divide them into two groups [4, p. 44]. The first group includes such words as *difficult, eager, easy, free, inclined, interested, keen, prepared, ready, worthy, etc.* (*She's interested **to learn** foreign languages.*) The second group includes the following words: *annoyed, glad, grateful, happy, pleased, proud, scared, sorry, surprised, thankful, etc.* (*He is proud **to receive** the highest grade for the essay.*) The Infinitive can be used as an attribute as well (*You are just a girl **to like** flowers. I want no more **to talk** about it. Mary is the first **to help** others.*) The Infinitive performs the functions of an adverbial modifier of different types in sentences: adverbial modifier of purpose (*John went to the supermarket **to buy** fruits*), adverbial modifier of consequence (*I am too busy **to talk** to you.*), adverbial modifier of exception (*What can I do **except wait**?*), adverbial modifier of time (*His grandmother lived **to be** 75*), adverbial modifier of cause (*I went to the mall in order **to meet** a friend.*). [4, p. 43; 7, p. 144; 9, p. 301].

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CATEGORIES OF SUBORDINATE CLAUSES IN THE COMPLEX SENTENCE AND THEIR STRUCTURE

Our aim is to analyse the kinds of complex sentences. To do it we're going to do the next tasks: to learn about the peculiarities of the complex sentence; to define the function of the complex sentence; to study approaches of the classifications of the complex sentence

In syntax, the sentence is the most complex unit, that's why there are many definitions of the sentence because of the complexity of this phenomenon. According to its structure, sentences can be classified into simple, complex, compound and compound-complex sentences. Some scholars (P. Herrings, R. Nordquist, John E Warriner, H. Sweet) define complex sentences as one of the four main sentence structures, which are made up of one independent clause or in another words main clause and dependent clauses, which can be called subordinate clauses. An independent clause is a clause which includes a predicate and a subject and may include secondary parts of the sentence. The main feature of the main clause is that it is a complete thought which can stand independently on its own. Another clause of the complex sentence is a subordinate clause, which also consists of a subject, a predicate and a secondary part, but it subordinates to the main clause and cannot exist independently [6, p. 945].

For example: "When I woke up in the morning, the countryside was swathed in a pea-soup mist" [7 p. 36].

"Two hours later, having crossed a temperate rainforest whose giant ferns looked like something from Avatar, I stumbled back to my car" [7, p. 37].

"No one from the America educated classes expressed much dismay when a 1999 poll of American online bookshop Amazon.com customers chose The Lord of the Rings as the greatest book not merely of the century but of the millennium" [7, p. 28].

"I don't know that he will come to us" [4, p. 17].

There are also different degrees of subordination. If the dependent clauses subordinate to the independent one, it is the first degree of subordination. However, a dependent clause may have another clause subordinated to it. This is the subordination of the second degree. In this case the clause of the first degree has a twofold syntactic connection, as in the example: "After she saw him into the dinning room she went upstairs again, this time to the hall cedar closet where she stored of the second degree" [1, p. 314].

Clauses in the complex sentence may be linked in two ways: 1) syndetically (by means of subordinating conjunctions or connectors); 2) asyndetically (without a conjunction or a connector) [2, p. 335].

As for the order of the clauses it is flexible [6, 952]. We can start the complex sentence with the independent clause as in the example: "He will win the competition even if he doesn't practice" [6, p. 952]. And also we can put a dependent clause on the first place: "Even if he doesn't practice, he will win the competition" [6, p. 952]. There will be no changes in meaning. However, if the sentence starts with the independent clause, we do not usually need a comma to separate it from the following depending clause, except the case when we should separate the nonessential subordinate clause.

There are two ways to classify the subordinate clauses of the complex sentence. John E. Warriner classifies them according to the correlation with parts of speech and defines them as noun or substantive, adverb and adjective clauses, and O. G Gurme divides subordinate clauses according to their syntactic function into subject, predicative, object, attributive and adverbial. We will follow the second classification [3, 387; 6, p. 133].

Subject clause performs the function of the subject to the predicate of the principal clause and usually is not separated with the comma: "What it hasn't got is not worth having, and what it doesn't know is not worth knowing" [4, p. 170].

Predicative clauses serve as a predicate. Together with the link word the predicative clause forms a compound nominal predicate: "It's only what I usually take on these small tours" [6, p. 7].

Object clause is object to the predicate-verb of the principal clause or to the non-finite form of the verb: "Physically feel where the sensation of confidence is coming from" [4, p. 63].

Attribute clauses function as modifiers to a noun or a pronoun of the main clause, which is called antecedent. According to their meaning and the way they are linked to the independent clause, they are divided into restrictive and nonrestrictive clauses. Restrictive clause is the clause which provides the essential information which cannot be omitted. These clauses are not separated by a comma. For example: "I am looking," said the Mole, "at a streak of bubbles that I see travelling along the surface of the water" [6, p. 11].

In its turn, nonrestrictive clauses include additional and nonessential information, without which the sentence will be a complete thought with the sense. Nonrestrictive clauses can be omitted and they are separated by the comma. For example: “He jumped up and seized the skulls, so suddenly, that the Rat, who was gazing out over the water and saying more poetry things to himself, was taken by surprise and fell backwards off his seat with his legs in the air for the second time” [6, p. 13].

Adverbial clauses function as adverbial modifiers to a verb, an adjective or an adverb. According to their meaning, John E. Warriner and Ann Cole Brown divide the subordinate adverbial clauses of adverbial clauses of time, place, cause, purpose, condition, concession, manner, comparison and result. For example: “While they might need regular visits from friends and family or even a professional carer, they would certainly have a positive approach to life as they preserve some degree of independence” [4, p. 71]. “As the saying goes, you are only as old as you feel” [4, p. 71]. “He only snorted and thrust his hands deep into his pockets, remaining where he was” [6, p. 21].

To conclude, the complex sentence is a sentence which consists of the two or more clauses. One of them is a main (independent) clause and the other is a subordinate (dependent) clause. Clauses can be joined both asyndetically and syndetically by means of subordinate conjunctions. According to the part of speech, subordinate clauses are divided into noun, adverb and adjective clause. According to the syntactic function they are divided into subject, predicative, object, attribute and adverbial clauses.

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МЕТОДИ ФОРМУВАННЯ АНГЛОМОВНОЇ ЛЕКСИЧНОЇ КОМПЕТЕНТНОСТІ У 5-КЛАСНИКІВ

The National Doctrine of Education Development regulates the problem of developing new, interesting and effective methods of learning a foreign language in secondary schools. The latest teaching methods focus not on theoretical knowledge, but on the ability to operate with foreign words. Therefore, great attention should be paid to the lexical competence of pupils – the ability to express their thoughts correctly and understanding the speech of others. This competence is based on a complex dynamic interaction of relevant skills, knowledge and lexical awareness [1, p. 12].

There are many variations of learning foreign languages in modern pedagogy and methodology, but not all of them are effective. There is an urgent question in the modern school: what methods can be used for the full formation of lexical competence of pupils? While using