

BOOK REVIEWS

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Review

***English Verb in Use: textbook for students of higher educational establishments* / Alla Pavliuk, Lesya Malimon, Nataliia Yefremova, Iryna Kalynovska, Vasylenko Olha. Lutsk: Lesya Ukrainka VNU, 2024.**

Effective language instruction requires commitment from both teachers and students to adhere to established guidelines and methodologies. Comprehensive English grammar books can aid in understanding complex grammatical rules and principles. However, their length and complexity can sometimes make the material challenging for some learners to process. This book review, therefore, offers a summary of one of the useful comprehensive English grammar books, dedicated to the study of the Verb as the most complex part of speech.

The English verb system is considered the most intricate grammatical structure. Primarily, verbs play a central role in predication, establishing the link between the situation described in an utterance and its real-world context. This makes the verb the primary vehicle of information within an utterance. It is the dynamic heart of utterances, conveying actions, occurrences, and states of being. Without a solid grasp of verbs, communication becomes clumsy, inaccurate, and often completely unintelligible. A strong understanding of verbs is not just helpful – it is essential for effective communication. Without them, language would be static, confusing, and ultimately useless. Therefore, dedicating time and effort to studying verbs is one of the most valuable investments a language learner can make.

This manual aligns with higher education curriculum requirements and is designed to enhance learning skills and systematize English language

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knowledge. This textbook will not only aid students in mastering the use of the English verb and developing English literacy but also cultivate their overall language proficiency.

Since the reviewed textbook aims to form a solid theoretical basis for mastering the main aspects of English verbs and their basic grammatical categories and to develop practical skills in working with language material, the systematic organization of theoretical and practical material deserves attention.

The book consists of three main parts: Part I (*Theoretical outline*), Part II (*Practical exercises*), and Part III (*Revision tests*). It also comprises *Appendices* and *References*.

Part I (*Theoretical outline*) (pp. 4–61) contains the chapters which detail a theoretical description of the problems of classification of English verbs, the verb to be, the constructions there is/ there are, the verb to have (got), tenses in the active voice, verbs in the passive voice, direct and indirect speech, the sequence of tenses, the oblique mood, modal verbs, non-finite forms of the verb.

The theoretical content is presented using contemporary methodological approaches, thorough generalizations, illustrative tables, and carefully selected examples. The clear presentation, thoughtful structure, and optimized organization create a conceptually complete, original, and relevant resource.

Several chapters stand out for their comprehensive and expertly organized presentation of specific grammatical categories of the English verb. Each chapter provides in-depth yet concise theoretical explanations. Beyond the included terms, definitions, classifications, introductory remarks, and exceptions (information often scattered across multiple grammar resources), certain chapters consolidate material that is frequently presented only partially in other manuals (*the Oblique Mood, Non-Finite Forms of the Verb*).

Part II (*Practical exercises*) (pp. 61–216) is the largest. It offers a set of exercises aimed at updating and consolidating grammatical material presented in Part I. The practical exercises focus on fundamental rule application and address common challenges in using specific grammatical features of English verbs. These exercises, encompassing receptive and productive tasks (e.g., gap-filling, commentary, transformations, additions, multiple-choice questions, paraphrasing, sorting, combining, and translation), facilitate gradual progression to more complex activities. This structured approach fosters an understanding of how the system of English verb is strategically constructed. It will also help to develop the students' ability to analyze the common and different grammatical phenomena and to form grammatical skills of using form and meaning in communication (oral and written) and translation from English and vice versa.

Part III (*Revision tests*) (pp. 216–247) comprises a sufficient number of grammar tests that serve a crucial pedagogical function. They act as formative assessment tools that promote iterative learning and facilitate the consolidation of grammatical knowledge on the Verb. Their importance lies not only in evaluating learner progress but also in identifying areas requiring further

attention and reinforcing previously learned material. Revision tests are typically administered throughout the learning process, offering regular opportunities for learners to gauge their understanding and address any emerging difficulties.

From a pedagogical perspective, revision tests provide valuable diagnostic information. They allow learners to identify gaps in their understanding of grammatical concepts, pinpoint areas of persistent difficulty, and recognize patterns of errors. This self-assessment is essential for promoting learner autonomy and encouraging active engagement with the learning process. By identifying their weaknesses, learners can target their study efforts more effectively, focusing on the specific grammatical points that require further attention. Furthermore, revision tests provide educators with insights into the effectiveness of their instruction. Learners can also highlight areas where the textbook's explanations may be unclear or where additional pedagogical strategies are needed. Beyond assessment and reinforcement, revision tests contribute to the development of metacognitive awareness. The process of preparing for and taking a revision test encourages learners to reflect on their learning strategies, identify their strengths and weaknesses, and develop effective study habits.

The *Appendices* section (pp. 247–282) in the textbook serves a vital function, acting as a repository of supplementary information that enhances the learning experience and provides a deeper understanding of the complexities of language. It offers a structured space to present material that, if integrated directly into the main body of the text, would disrupt the flow of explanation or overwhelm the learner with excessive detail. In the textbook, the reviewed section provides comprehensive coverage of specific grammatical phenomena and consists of tables presenting *Grammar terms glossary* (English terms and Ukrainian terms), *Irregular verbs*, *Modal verbs* (structuring the information about their forms, ways of rendering, forms of the infinitive following and kinds of sentences the modal verb may be used in), *the Non-finite forms of the verb* (their general characteristics and syntactic functions).

Such materials are essential for reinforcing learning and providing learners with practical tools for applying the grammatical rules explained in the main text. For example, a comprehensive list of irregular verbs in an appendix allows learners to easily consult and memorize these forms without interrupting the flow of the main lesson. Effectively utilized, appendices contribute significantly to the comprehensiveness, clarity, and pedagogical value of grammar resources. By removing extensive lists, detailed examples, or tangential explanations from the main body, the authors present core grammatical concepts more concisely and effectively. This improves the readability of the text and allows learners to focus on the fundamental principles before delving into more complex details.

The textbook also provides a *Reference* section which allows learners to navigate other grammar books more effectively in search for the relationships between different grammatical concepts.

The textbook *English Verb in Use* is suitable for self-study as the authors have taken into account the psychological patterns of the formation of foreign language grammar skills and the importance of a positive emotional environment, which contributes to the creation of favorable conditions for the effective assimilation of its content.

Leveraging their experience in practical English instruction, the textbook authors synthesized their deep understanding of the subject matter. Through rigorous analysis, they distilled the essential structural elements of the English language, related to the Verb study, presenting this crucial information concisely. This knowledge is necessary for Ukrainian higher education students pursuing further studies in philological disciplines.