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ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА

СИНТАКСИС

PRACTICAL ENGLISH GRAMMAR
SYNTAX



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Syntax is the part of grammar which deals with sentences and combinability of words. Syntax embraces on the one hand the structure of the sentence, that is, its components, their structure and the relations between these components, and on the other hand structural and communicative types of sentences.

I. THE SENTENCE

A *sentence* is a unit of speech, which serves as the chief means of conveying a thought. A sentence is not only a means of communicating something about reality but also a means of showing the speaker's attitude to it.

From the point of view of their structure, sentences can be **simple** or **composite**. Composite sentences are divided into compound and complex.

THE SIMPLE SENTENCE

The simple sentence contains only one subject-predicate unit. The classification of simple sentences is based on two principles:

- A** According to the purpose of the utterance
- B** According to the structure

The Communicative Types of the Sentence

A. According to the purpose of the utterance we distinguish four kinds of sentences:

1. *The declarative sentence*

A declarative sentence states a fact in the affirmative or negative form, which gives the listener some information about various events, activities or attitudes, thoughts and feelings. In a declarative sentence the subject precedes the predicate.

I have just come back from a business trip.

I haven't seen my sister yet.

There is a difference between English and Russian negative sentences. Whereas in English the predicate of a sentence can have only one negation, in Russian it can have more than one.

He does **not** go anywhere. or

He **never** goes anywhere. or

He goes **nowhere**.

Он нигуда не ходит.

Besides their main function as information-carriers, declarative sentences may be used with the force of questions, commands and exclamations.

I wonder why he is so late.

You mustn't talk back to your parents.

2. The interrogative sentence

Interrogative sentences contain questions. Their communicative function consists in asking for information. The interrogative sentence is formed by means of inversion, i.e. by placing the predicate (or part of it) before the subject. There are four kinds of questions:

a) *General questions* requiring the answer *yes or no*. In general questions the speaker is interested to know whether some event or phenomenon asked about exists or does not exist. They are formed by placing part of the predicate, i.e. the auxiliary, link or modal verb before the subject of the sentence.

Does your sister go figure-skating?

Is that girl a friend of yours?

Can you speak French?

Sometimes such questions have a negative form and express astonishment or doubt.

Haven't you seen him yet?

Неужели вы его ещё не видели?

b) *Special questions beginning with an interrogative word*. The function of special questions is to get more detailed and exact information about some event or phenomenon known to the speaker and listener. The interrogative pronouns and adverbs which function as question words are as follows: *what, which, who, whom, whose, where, why, how, how long, how often, how many, how much*. Question words may have various syntactical functions in the sentence, depending upon the information the speaker wants to obtain:

1. **Who** came first (subject) – I did.

2. **What** makes you think so? (subject) – Your behaviour.

3. **Whose** team has won the match? (attribute) – Ours.

4. **Which** story did you like best? (attribute) – The last one.

5. **Who** is that man? (predicative) – He is my brother.

6. **What** are you doing in the room? (object) – Tidying it up.

7. **When** are you going to come back? (adverbial modifier of time) –

Tomorrow.

8. **How** can I get to your place? (adverbial modifier of manner) – By bus.
Special questions are often used as short responses. They usually consist of a question word or a question word followed by a preposition.

I'm leaving for home. – When?

I want to talk with you? – What about?

Come again. – What for?

c) *Alternative questions* indicating choice between two or more alternative answers. Like general questions, they begin with an auxiliary, link or modal verb, but the conjunction *or* makes the “yes – no” answer impossible.

Is he resting or working? – He is resting.

Do you like tea or coffee? – I like tea.

An alternative question may sometimes resemble a special question beginning with a question word.

Which do you prefer: tea or coffee?

Where shall we go, to the cinema or to the football match?

Sometimes the alternative contains only a negation:

Will they ever stop arguing or not?

There is a subtype of alternative questions called *suggestive questions*. They keep the word order of statements, but serve as questions owing to the rising tone in speaking and a question mark in writing, as in:

You really want to go now, tonight?

– Yes, nothing could make me stay.

By their communicative function suggestive questions resemble sentences with tag questions; they are asked for the sake of confirmation. The speaker is all but sure what the answer will be (positive or negative), and by asking the question expects confirmation on the part of the addressee.

You are familiar with the town?

– I spent winter here many years ago.

You still don't believe me, Aunt Nora?

– No, I don't.

The answer is sometimes unexpected.

A child like you talking of “we women”! What next? *You're not in earnest?*

– Yes, I am.

Unlike ordinary “yes-no” questions, suggestive questions may contain independent elements, such as interjections, modal words or phrases, the conjunction *so*, parenthetical clauses, etc., as in:

You are joking, *eh*?
Surely you are not offended?
So you knew about it before?

d) *Disjunctive questions* requiring the answer *yes* or *no*. They consist of an affirmative statement followed by a negative tag, or a negative statement followed by an affirmative tag.

You knew that before, didn't you? — Yes, I did.

You didn't know that before, did you? — No, I didn't.

There is one more sentence pattern with a tag question which is less frequently used.

Positive statement – positive tag. or

Negative statement – negative tag.

This sentence pattern is used when the speaker comes to a conclusion concerning some event. Such sentences may begin with the adverb *so*.

So you knew about it before, did you?

Both general and special questions may serve as *rhetorical questions*.

A rhetorical question contains a statement disguised as a question. No answer is expected.

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

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

In their form and intonation rhetorical questions do not differ from standard question types. The difference lies in their communicative aim. A rhetorical question does not ask for any new information. It implies a statement and is always emotionally coloured. Besides, it is employed to attract the listener's attention. Since rhetorical questions do not require an answer, they are not followed by a response. The speaker may give an answer himself to clarify his idea. Rhetorical questions are employed in monological speech, especially in oratory, and poetry in the writer's digressions.

To me what is wealth? – it may pass in an hour.

If tyrants prevail, or if Fortune should frown:

To me what is title? – the phantom of power;

To me what is fashion? – I seek but renown. (*Byron*)

3. *The imperative sentence.*

Imperative sentences express commands which convey the desire of the speaker to make someone, generally the listener, perform an action. Besides

commands proper, imperative sentences may express prohibition, a request, an invitation, a warning, persuasion etc. Formally commands are marked by the predicate verb in the imperative mood (positive or negative), the reference to the second person, absence of the subject and the use of the auxiliary *do* in negative or emphatic sentences with the verb *to be*.

Speak louder, please.

Don't worry.

Don't be late, please.

Requests can be expressed with the help of a tag question or a general question beginning with *will* or *would*.

Would you do me a favour?

Come here, will you?

In invitation or suggestion the imperative *let* may be used. *Let* is followed by a personal pronoun in the objective case.

Let him try again.

Let us have some tea.

Commands are sometimes expressed without an imperative verb as in:

Silence!

No smoking!

Water, please.

To the right!

Hush!

4. *The exclamatory sentence.*

An exclamatory sentence expresses some kind of emotion or feeling. It often begins with the words *what* and *how*, it is always in the declarative form, i.e. no inversion takes place. An exclamation has a falling tone in speaking and an exclamation mark in writing.

What a funny story she told us!

How beautiful her voice is!

Exclamatory sentences can be reduced to the word or phrase.

What a situation!

What a terrible noise!

How kind of you to let me in!

Besides these patterns an exclamation as a communicative sentence type often follows the pattern of other sentence types. Thus it may be formed on the pattern of the following structures:

1. Statements:

You do look a picture of health!

2. Commands:

Hurry up!

3. Questions. These are “yes-no” questions functioning as exclamations owing to the falling tone in speaking and an exclamation mark in writing. The most common pattern has a negative question form with the operator heavily stressed.

Wasn't it a funny story! (What a funny story it was!)

Doesn't she sing beautifully! (How beautifully she sings!)

A positive “yes-no” question has not only the falling tone but also stress on both the operator and the subject.

He said he had to talk. Did he surprise me! (How he surprised me!)

Am I tired! (I am very tired!)

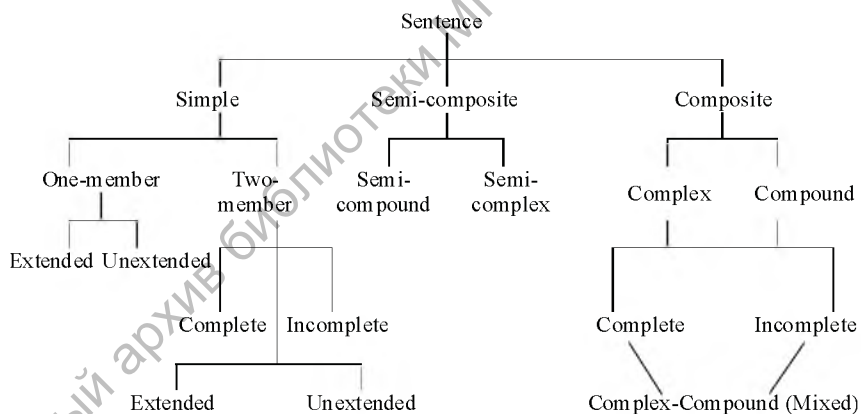
4. Pseudo-subordinate clauses introduced by the conjunctions *if* and *that*.

If only I were young again!

That this should be the result!

5. One-member sentences conveying signals of alarm such as Fire! Bandits!

The structural types of the sentence



B. According to their structure simple sentences are divided into *two-member* and *one-member* sentences.

A *two-member sentence* has two members – a subject and a predicate.

John is a student

John learned French.

A *two-member sentence* may be *complete* or *incomplete*. It is complete when it has a subject and a predicate.

Where were you yesterday? – We were at the cinema.

It is incomplete when one of the principal parts or both of them are missing, but can be easily understood from the context. Such sentences are called *elliptical* and are mostly used in colloquial speech.

Where were you yesterday? – At the cinema.

There are several types of elliptical sentences.

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

Looks like rain.

Don't know anything about it.

2. Sentences without word-forms in the subject position and part of the predicate position. In such cases the omitted part of the predicate may be either a) an auxiliary verb or b) a link verb.

a) See what I mean?

Heard nothing about him lately.

b) Free this morning?

Susan's father?

3. Sentences without a word-form only in part of the predicate position, which may be an auxiliary or a link verb.

You seen them?

All settled.

4. Sentences without word-forms both in the subject and the predicate position. Such ellipses occur in various responses.

What do you want of us? Miracles?

Where're you going? – Home.

5. Sentences without a word-form in the predicate position. Such ellipses occur in replies to questions.

Who lives there? – Jack.

What's happened? – Nothing.

One-member sentences have only one member, which is neither the subject nor the predicate. *One-member sentences* are of two types: *nominal* and *verbal*. Nominal sentences are those in which the principal part is expressed by a noun. They state the existence of the things expressed in them. They are typical of descriptions.

Silence. Summer. Midnight.

English spring flowers!

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

To think of that!
Living at the mercy of a woman!

Simple sentences, both two-member and one-member, can be *unextended* and *extended*. A sentence consisting only of the principal parts is called unextended.

She is a doctor.
Mary laughed.
Winter!

An extended sentence consists of the subject, the predicate and one or more secondary parts.

She is an excellent doctor.
Mary laughed heartily at the joke.
Frosty Russian Winter!

NON-SENTENCE UTTERANCES

There are utterances which do not constitute sentences (non-sentence utterances). They are:

1. Vocatives.

Charles?
Mr. West!

2. "Yes-no" utterances. These are mostly responses to "yes-no" questions.

Are you coming? – Yes/No.

3. Interjections.

Hi! (Hey!) Oh!
Dear me! – Боже мой!
Look here! – Послушай!
Well, I never! – Вот те на! Вот так так! Ну и ну!
Goodness gracious! – Боже мой! Господи! Вот те на!

4. Different conversational formulas.

Thanks.
Good-bye.
Bye-bye.

THE COMPOSITE SENTENCE

The composite sentence is a sentence consisting of two or more clauses. A clause is a part of a sentence, which has a subject and a predicate of its own. In its structure a clause is similar to a simple sentence, but unlike a simple sentence it forms a part of a bigger syntactical unit. Within a composite sentence clauses may be joined by means of *coordination* or *subordination*, thus forming *a compound* and *a complex* sentence respectively.

Coordination is a way of linking grammatical elements to make them equal in rank.

The door of Henry's lunch-room opened and two men came in.

Subordination is a way of linking grammatical elements that makes one of them dependent upon the other.

I have come to you, because I know from reading your accounts that you are Mr. Sherlock Holmes's most intimate acquaintance.

These sentences may be graphically presented in the following way:

1.

The door ... opened

 — and —

two men came in.

2.

I have come to you
↓
because I know
↓
that you are ...

THE COMPOUND SENTENCE

A compound sentence consists of two or more clauses of equal rank which form one syntactical whole in meaning and intonation. Clauses that are parts of a compound sentence are called *coordinate*, as they are joined by coordination.

In a compound sentence the clauses may be connected:

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

Yesterday I bought a penny fiddle

And put it to my chin to play,

But I found its strings painted,

So I threw my fiddle away.

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

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall;
All the king's horses, and all the king's men
Cannot put Humpty Dumpty together again.

We can distinguish the following types of coordination: *copulative*, *disjunctive*, *adversative* and *causative-consecutive*.

1. *Copulative coordination* (соединительная связь) implies that two events or ideas conveyed by coordinate clauses are merely joined in time and place. The copulative connectors are: the conjunctions *and*, *nor*, *neither ... nor*, *not only ... but*, *as well as*, and the conjunctive adverbs *then*, *moreover*

She was familiar with the petty social problems, **and** they bored her.
I didn't recognize the girl, **nor** did I remember her name.
I **not only** remembered the girl's name, **but** I knew everything about her family.
We went along the street, **then** we turned to the left.

2. *Disjunctive coordination* (разделительная связь) denotes choice usually between two mutually exclusive alternatives. The disjunctive conjunctions are: *or*, *either ... or*, the conjunctive adverbs *else (or else)*, *otherwise*.

You can join us at the station, **or** we can wait for you at home.
Either listen to me, **or** I shall stop reading to you.
Don't be late, **otherwise** you may not be let in.

3. *Adversative coordination* (противительная связь) joins clauses containing opposition, contradiction or contrast. Adversative connectors are: the conjunctions *but*, *while*, *whereas*, the conjunctive adverbs *yet*, *still*, *nevertheless*, *only*.

The story was amusing, **but** nobody laughed.
Peter is an engineer, **while** his brother is a musician.
There was an electric light, **only** Arthur had not switched it on.

4. *Causative-consecutive coordination* (причинно-следственная связь) joins clauses connected in such a way that one of them contains a reason and the other – a consequence. The only causative coordinating conjunction is *for*.

The days became longer, **for** it was now springtime.

The conjunction *for* is intermediate between subordination and coordination. It is most often treated as a coordinating conjunction because the connection between the clause it introduces and the preceding clause is loose: a certain fact is stated and then another statement with a causal meaning is added.

The land seemed almost as dark as the water, **for** there was no moon.

Consecutive conjunctions are *so, so that, therefore, hence, then*.

The weather was fine, **so** there were many people on the beach.

So that is intermediate between subordination and coordination. When used after a comma in writing or a pause in speaking its connection with the previous clause is looser and it performs the function of a coordinating conjunction.

John is unlikely to come soon, **so that** we'd better go home.

THE COMPLEX SENTENCE

A complex sentence consists of a principal clause and one or more subordinate clauses. Subordinate clauses function as different parts of the sentence (subject, predicative, object, attribute, apposition, adverbial modifier).

Clauses in a complex sentence may be joined in two ways:

1. syndetically, i.e. by means of *subordinating conjunctions or connectives*. There is a difference between a conjunction and a connective. *A conjunction* serves as a formal element connecting separate clauses and expressing the relation between them. They usually stand at the beginning of a joined clause. *A connective* serves as a connecting link and has at the same time a syntactic function in the subordinate clause it introduces.

She became convinced **that** some misfortune had overtaken Paul (conjunction).

All **that** he had prepared was of no use any more (connective).

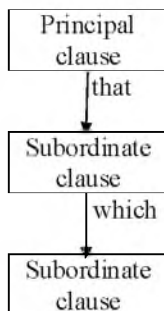
2. asyndetically, i.e. without a conjunction or connective.

The book you gave me is very interesting.

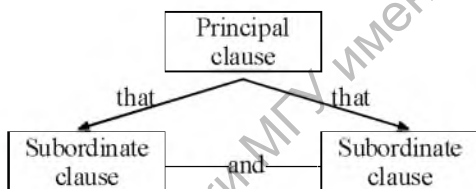
He said he would come in the evening.

A complex sentence may consist of more than two clauses. It may form a hierarchy of clauses.

I see **that** you have lost the key which I gave you.

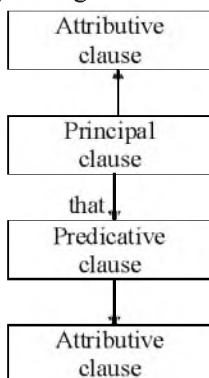


The principal clause may have several subordinate clauses of equal rank.
 I know **that** you are afraid of me and **that** you suspect me of something.



The principal clause may have several subordinate clauses with different functions.

All she saw was **that** she might go to prison for a robbery she had committed years ago.



Subordinate clauses function as different parts of the sentence (*subject, predicative, object, apposition, attribute, adverbial modifier*). Traditionally these numerous types of clauses are arranged in three groups: *nominal*

clauses (that is, clauses functioning as nouns in various syntactical positions), *attributive clauses*, and *adverbial clauses*.

Subject clauses perform the function of a subject to a predicate of the principal clause. In this case the principal clause has no subject, the subordinate clause serving as such. Subject clauses answer the questions *What?* and *Who?*

What you say is interesting.

↑
_____ What is interesting?

Complex sentences with a subject clause may be of two types.

1. With a subject clause preceding the predicate of the principal clause.

What I need is a piece of good advice.

Because I ask too many questions does not mean I am curious.

How the book will be sold depends on its plot and the author.

2. With a subject clause in the final position, the usual place of the subject being occupied by formal it.

It is strange that he has made a mistake.

It is uncertain when we shall start.

It is not known yet whether they will come today.

Subject clauses are connected with the principal clause in the following way:

a) by means of conjunctions *that, if, whether*.

It is understood that modern science allows such experiments.

b) by means of the connectives *who, which, what, whoever, whatever, where, when, how, why*.

What was done cannot be undone.

Whatever I can do for you is paying a debt.

c) *asyndetically*.

It is a pity her brother should be quite a stranger to her.

Predicative clauses perform the function of a predicative. The peculiarity of complex sentences with a predicative clause is that in the principal clause we find only one part of the predicate – a link verb, which together with the predicative clause forms a compound nominal predicate. Predicative clauses answer the questions *What is the subject? What is the subject like?*

The trouble is that I have lost his address.

What is the trouble? ———↑

Complex sentences with a predicative clause may be of two types:

1. The predicative clause may follow the principal clause in which the subject is a notional word, although it usually has a very general meaning.

The problem is not who will go, but who will say.

The question is whether they are able to help us.

2. The predicative clause may follow the principal clause in which the subject is expressed by the impersonal pronoun *it*. In this case the predicative clause describes the situation, either directly or by means of comparison.

It appears he hasn't been here.

It sounded as if it were here.

This type of sentences shouldn't be confused with complex sentences with a subject clause, which also begin with *it*. In sentences with a subject clause the predicate of the principal clause is complete, whereas in the case of a predicative clause it consists only of the link verb. Compare:

It seems that there is no care (a predicative clause).

It seems evident that there is no care (a subject clause).

Predicative clauses are connected with the principal clause in the following ways:

a) by means of the conjunctions *that, if, whether, as if*.

Our attitude is that facts are facts.

I felt as if death had laid a hand on me.

b) by means of the connectives *who, which, what, where, when, how, why*.

The weather is not what it was yesterday.

The question was how the matter was to be kept quiet.

c) *asyndetically*.

Another thing was they made him stay for one more week.


In the case when a complex sentence consists of a subject clause and a predicative clause the principal clause is represented only by the link verb.

<u>What he says</u>	<u>is</u>	<u>that he goes away.</u>
a subject clause	a principal clause	a predicative clause

<u>What we want to know</u>	<u>is</u>	<u>what the French are going to do now.</u>
a subject clause	a principal clause	a predicative clause

Object clauses perform the function of an object to the predicate-verb of the principal clause. They answer the questions *What? About what? For what? etc.*

He told them what he had seen there

What did he tell? 

An object clause may also refer to a non-finite form of the verb, to an adjective, or to a word denoting state.

I left her **to do** whatever she liked.

He has just gone away **saying** that he will return in an hour.

He was **glad** that no one was at home.

Complex sentences with an object clause may be of two types:

1. A direct object clause, which follows directly the word it refers to.

A particular case of this type of object clauses is indirect speech following verbs of saying.

I know when I am wasting time.

He asked me if I wanted to stay.

An object clause may refer to formal *it* followed by the objective predicative.

He made *it* clear that his intentions were honest

I think *it* necessary that you should go there at once.

I like *it* when people are nice to me.

2. A prepositional object clause, when an object clause is introduced by the prepositions *after, about, before, beyond, for, near, of, as, to, etc.*

I am not certain of what he did.

I want to be paid for what I do.

Object clauses are connected with the principal clause in the following way:

a) by means of the conjunctions *that, if, whether*.

Time will show **whether** I am right or wrong.

b) by means of the connectives *who, which, what, whatever, whoever, where, when, how, why*.

I'll do just **what** I say.

He wondered **why** he should look back.

I don't know **where** I have lost it.

c) *asyndetically*.

I know he has returned.

Attributive clauses serve as an attribute to a noun or a pronoun in the principal clause. This pronoun or noun is called *the antecedent* of the clause. Usually attributive clauses immediately follow the antecedent, they answer the questions *What? Which?*

—What man?
↓
The man who was here yesterday is a painter.

An attributive clause may be introduced by connectives: relative pronouns (*who, whose, whom, what, which, that, as*) or relative adverbs (*when, where*). The choice of a relative word depends on the meaning of the antecedent.

a) If the antecedent denotes a living being, the relative word *who, whom, whose* or *that* is used.

A man **whose** voice seemed familiar to me gave commands.

b) If the antecedent denotes a thing or notion the relative word *which, whose* or *that* is used.

He went to the next house **which** stood in a small garden.

c) If the antecedent is expressed by *all* denoting a living being the pronoun *who* or *that* is used; if it denotes a thing or notion the pronoun *that* is generally used.

All **that** remained was to thank them and say “good-bye”.

d) If the antecedent is expressed by *everything, something, anything* or *nothing* the relative pronoun *that* is generally used or the clause is joined asyndetically.

There was nothing in his face **that** spoke of his character.

Everything you may want is in the wardrobe.

e) If the antecedent is modified by the adjective *only*, the pronoun *any* or by an adjective in the superlative degree, the attributive clause is introduced by the pronoun *that* or asyndetically.

It is the only chance (**that**) we have.

f) Attributive clauses joined by the relative adverbs *when, where* refer to antecedents denoting space or time.

It is the hour **when** we sleep.

g) The relative adverb *why* refers to antecedents denoting cause or reason.

They see no reason **why** they should do it.

Depending on the degree of connection attributive clauses fall into two types: *attributive restrictive clauses* and *attributive descriptive clauses*.

1. Attributive restrictive clauses are very closely connected with the antecedent and cannot be removed from the sentence because the information contained in the attributive clause determines or particularizes the person, thing, idea expressed by the antecedent. Therefore the meaning of the principal clause is not complete or even changed without the subordinate clause.

A library is a place where they keep books.

This is the kind of job I'd like.

I used to learn by heart the things they had written.

2. Attributive descriptive clauses are characterized by a looser connection with the principal clause. Usually they contain additional information about the antecedent and may be left out without any serious change in the meaning of the principal clause. They are joined by the same connectives as restrictive clauses, although the relative pronoun *that* and asyndetic connection are not possible.

I returned to London, where I remained for a week.

I consulted my father who promised to help me.

All that could be done had been done.

An attributive descriptive clause referring to a whole clause, sentence, series of sentences or even a whole story is called *a continuative attributive clause*.

He was not indoors, which was a relief to her.

She lived in two rooms over a teashop, which was convenient, since she could send down for cakes if she had visitors.

Attributive clauses may be joined to the main clause without a relative word, that is **asyndetically**. They are called *contact clauses*. Contact clauses are always restrictive, for both the main and the subordinate clauses complete each other.

He was a man *one always forgot*.

I used to learn by heart the things *they'd written*.

As can be seen from the above examples, contact clauses are possible only in cases where the antecedent is semantically acceptable in the position of a direct object, prepositional object, or of a predicative in the subordinate clause.

He was a man *one always forgot*. – One always forgot such a man.

I used to learn by heart the things *they'd written*. – They'd written things.

Attributive appositive clauses. Unlike an apposition in a simple sentence, which usually gives another name to the person or thing distinguished by the antecedent, an appositive clause discloses the meaning of the antecedent, which is expressed by an abstract noun. Appositive clauses are chiefly introduced by the conjunction *that*, occasionally by the conjunction *whether* or by the connectives *how* and *why*. They are not joined to the principal clause asyndetically, e.g.

He stopped in the hope **that she would speak**.

The question **whether it was he or she** was hotly discussed.

The matter **how and why those people got the information** still worried him.

Appositive clauses may refer to a whole clause.

Cecilia at once noted **what Stephen in his preoccupation had not – that Hilary had come to tell them something**.

She said it had only convinced her of **what she had known from the first, that the creature had low taste**.

Adverbial clauses perform the function of an adverbial modifier. They can modify a verb, an adjective or an adverb in the principal clause. They answer the questions of adverbial modifiers.

I saw him when I was at the club

↑
When did you see him?

Adverbial clauses are joined to the principal clause by means of subordinating conjunctions; they are not joined to the principal clause asyndetically except sometimes adverbial clauses of condition. According to their meaning we distinguish adverbial clauses of time, place, cause (reason), purpose, condition, concession, result, manner and comparison.

Adverbial clauses of time show the time of the action expressed in the principal clause. They are introduced by the following conjunctions: *when, while, whenever, as, till, until, as soon as, since, after, before, now, that*.

My sister was born **when I was eight years old**.

I stopped **as soon as I saw Susan**.

Whenever there was a pause, he gently asked again.

After the agreement had been signed, the delegation left Moscow.

We have not had any news from him **since he left Moscow**.

The conjunctions *till* and *until* introduce clauses which fix the end of the action in the principal clause if the latter contains no negation.

She resolved to wait till Clem came to look for her.

If the time reference in the subordinate clause with *till* or *until* is to a commencement point, the main clause is always negative.

He did not say a word till he was asked.

They did not marry until she was forty.

The boy did not start to read until he went to school.

The conjunction *since* may introduce a clause which indicates the beginning of a period of time continuing until now or until some time in the past. In the first case the *Present Perfect* is used in the principal clause, in the second – the *Past Perfect*. In the temporal clause the *Past Indefinite* is used in both cases.

I have only seen him once since I left school.

Adverbial clauses in sentences of the following type are also clauses of time.

Scarcely had his hands touched her head, when she sighed deeply.

Hardly had they entered the house, when a violent thunder-storm broke out.

No sooner had I wiped one drop from my cheek, than another followed.

The conjunctions *when* and *than* introducing adverbial clauses of time are correlated with the adverbs *scarcely*, *hardly* and *no sooner* in the principal clause.

Adverbial clauses of place show the place or the direction of the action in the principal clause. They are introduced by the conjunctions *where* and *wherever*.

I like to spend my leave where I can shoot.

He went where the doctor sent him.

Wherever he went, he was welcome.

Adverbial clauses of cause (reason) show the cause or motivation of the action expressed in the principal clause. They are introduced by the conjunctions *as*, *because*, *since*, *for fear (that)*; in official style they may also be introduced by the conjunctions *on the ground that*, *for the reason that*, *in view of the fact that*, *in so far as*, etc.

I went away **because** there was no one there.

He walked quickly **for** he was in a great hurry.

Since you have finished your work, you may go home.

Now **that** he is here, he can help you.

Each of the conjunctions expresses a certain shade of causative meaning, and so they are not always interchangeable. *Because* usually introduces clauses with the meaning of real cause. This can be illustrated by the ability of *because*-clauses (but not others) to be included in questions. Thus it is correct to say:

Did you ask him **because** he was famous?

But it is wrong to say:

Did you ask him since he was famous?

Unlike *because* the conjunctions *since* and *as* introduce clauses with an explanatory meaning or that of motivation.

Since you are here, we may begin our talk.

The other reason why causal conjunctions are not always interchangeable with *because*, is that some of them are polyfunctional: *as* and *since* may be conjunctions of time, as well as of cause.

We had to carry the luggage ourselves **as** there were no porters (causal relation).

His mood changed **as** they marched down to the clocks (temporal relation).

Adverbial clauses of purpose generally contain a planned action, which is to be achieved by the action expressed by the predicate or any verbal part in the principal clause. The predicate in the subordinate clause is in the Subjunctive mood. Adverbial clauses of purpose are introduced by conjunctions *that, so that, lest, so as, so, in order that, for fear that*.

The teacher speaks slowly **so that** his pupils may understand him.

I gave him the textbook **in order that** he might learn his lesson.

The conjunctions *lest* and *for fear that* introduce clauses stating what is to be prevented, as both the conjunctions have a negative meaning. *Lest* is extremely formal and after it the Subjunctive mood usually with *should* is used.

We wrapped the instruments in oilcloth **lest** they should be damaged by sea water.

Take an electric torch **for fear** you get off the path.

Adverbial clauses of condition state the condition (either real or unreal) which is necessary for the realization of the action expressed in the principal clause. They are introduced by the conjunctions *if, unless, in case, suppose, on condition that, provided, etc.*

If I see him tomorrow, I shall ask him about it.

He won't go there **unless** he is invited.

We can deliver the machine in December **provided (that) we receive your order within the next ten days.**

Conditional clauses may be joined to the principal clause asyndetically by means of link-inversion. Inversion is possible only if the predicate is in the Subjunctive mood.

Had she been an English woman, she would have never behaved like that.

Depending on the relation between the subordinate and the principal clauses and on the use of tense and mood forms, conditional clauses may be subdivided into three types:

I. Clauses of real condition, when the actions or events in both the clauses refer to the past or present and these actions or events are regarded as real facts. If the actions or events refer to the future, they are regarded as real possible facts.

If the weather is fine tomorrow, we shall go to the country.

If he is here, he is probably working in the library.

If he called on them yesterday, they gave him your letter.

II. Clauses of possible condition. These clauses denote hypothetical situations or circumstances which may be or may not be realized in the present or future. Accordingly the Subjunctive mood forms are used both in the subordinate and the principal clause to denote actions or states.

If I saw my friend tomorrow, I should ask him about it.

You wouldn't be talking that way **unless you were hurt.**

In case the state of the patient became worse, he would be taken to hospital.

Should he ask for reference, tell him to apply to me.

III. Clauses of unreal condition imply non-fulfillment of the condition, as the actions or events described in the conditional clause refer to the past and the time of their realization is over.

If the book had been published, they could have bought a copy in the shops.

He wouldn't have caught a cold **if he had put on his warm coat.**

She would have been playing her part well **unless she had been stiff with fright.**

A complex sentence with a conditional clause may be built on clauses of type II and III, thus forming a mixed type of conditional relationship.

If you had worked harder last year, you would know English well now.

If he knew English well, he would have translated the article without difficulty yesterday.

Adverbial clauses of concession denote the presence of some obstacle which nevertheless does not hinder the action expressed in the principal clause. They are introduced by the following conjunctions and connectives: *though, although, no matter how, however, whatever, whichever, even if, even though, even when, for all that, despite that, in spite of the fact etc.*

Though it was only nine o'clock, there were few people in the streets.

He went out **in spite of the fact that** he had a bad cold.

The conjunction *as* introduces adverbial clauses of concession in which the predicative stands first.

Troubled **as** he was, he never exposed his difficulties to her.

Dark **as** it was getting, I could still see these changes.

Adverbial clauses of result denote some consequence or result of the action expressed in the principal clause. Very often adverbial clauses of result have an additional meaning of degree. Adverbial clauses of pure result are introduced by the conjunction *so that*.

He went to the lecture early **so that** he got a good seat.

She sat behind me **so that (so)** I could not see the expression on her face.

Adverbial clauses of result with an additional meaning of degree are introduced by the conjunction *that*; in this case we find the adverb *so* or the pronoun *such* in the principal clause.

He is **so** weak physically **that** he can hardly move.

I was in **such** astonishment **that** I could hardly speak.

Adverbial clauses of manner characterize in a general way the action expressed in the principal clause. They are introduced by the conjunctions *as, as if, as though, the way*. In adverbial clauses of manner the idea of comparison is often implied.

She cooks the turkey exactly **as my mother did**.

You answered **as if you did not know the rule**.

I'm sorry I talked **the way I did at lunch**.

There are different types of adverbial clauses of manner.

I. Clauses of manner of the first type modify the predicate of the principal clause by attributing some quality to it.

He could do it **as no one else could have done**.

You ought to write **as he does**.

II. Clauses of manner of the second type refer to attributes or predicatives characterizing a state or quality of a person.

Astonished, as one could be in such circumstances, he didn't give a sign of it.

He was puzzled by the situation, as one could easily be in his place.

III. Clauses of manner of the third type refer to an adverbial modifier giving additional information or explanation concerning it.

He said it with contempt, as a serious man should treat such views.

Adverbial clauses of comparison denote an action with which the action of the principal clause is compared. They are introduced by the conjunctions *than, as... as, not so... as, as if, as though, like*.

He was weak and pale as if he had not slept for many nights.

They don't have long intervals like they do at other theatres.

We were going up the road as fast as we could.

Complex Sentences with mutually subordinated clauses.

In complex sentences of this type it is impossible to differentiate which of the clauses is the principal one and which is subordinate. Thus we have here mutual subordination. These sentences express a proportional relationship – proportionality or equivalence; the more intensive is the action or quality described in one clause, the more intensive becomes the other, described in the following clause. Clauses of proportionate agreement are joined by the conjunction *as*, adverbs *so... so* in both clauses or particles *the... the*, followed by the comparative degree of adverbs or adjectives.

The more he reflected on the idea, **the more** he liked it.

As time went on, **so** their hopes began to wane.

So fast as depression set in upon me, **so** surely did the dog's little ears drop down and his head hang lower.

The second pattern of mutually subordinated clauses expresses temporal relations – a quick succession of actions or events, often overlapping with one another for a short period of time. These clauses form an indivisible whole owing to correlative elements and sometimes partial inversion in the first clause. The order in which the elements follow one another is fixed. As partial inversion is possible when the predicate consists of the operator and the notional part, only analytical forms or compound predicates are used.

There are several variants of the pattern:

1. **No sooner ... than.**

*No sooner had Tom seen us **than** he jumped into a bus.*

*No sooner could the chairman finish his speech **than** a great noise started.*

2. **Scarcely ... when, scarcely ... before.**

*Scarcely had he seen us **when** he jumped into a bus.*

The door *had scarcely* closed behind her *before* it opened again.

3. **Hardly ... when.**

*Hardly could he finish his last sentence **when** a great noise started.*

*I had **hardly** finished **when** Holmes returned with the news that the boy was putting in the horse.*

4. **Negation ... when.**

*He had **not** closed the door **when** he heard somebody knock at it.*

5. **Just ... when.**

*He had **just** cut a mighty slice of bread **when** he heard somebody's footsteps.*

Parenthetical Clauses interrupt other sentences with which they are either not connected syntactically or are only loosely connected with separate parts of the sentences. Parenthetical clauses are often called *comment* clauses, because they do not simply add to the information given in the sentence but comment on its truth, the manner of saying it, or express the attitude of the speaker toward it.

He waited (which was his normal occupation) and thought of the cost of living.

She cooked – and she was a good cook – and marketed and chatted with the delivery boys.

Parenthetical clauses may occur in the front or end position as well.

Her singing is something quite exceptional, I think.

As you put it, it sounds convincing.

Parenthetical clauses may be patterned like different communicative types of sentences — statements, questions, imperative or exclamatory sentences or clauses.

It was – why hadn't he noticed it before? – beginning to be an effort for her to hold her back straight.

I felt – such curious shapes egoism takes! – that they had come because of me.

II. PARTS OF THE SENTENCE

In a sentence we distinguish the principal parts, secondary parts and independent elements. The principal parts of a sentence are the subject and the predicate. The secondary parts are the attribute, the object, and the adverbial modifier.

THE PRINCIPAL PARTS OF THE SENTENCE

The subject.

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

There are different ways of subject classification: structural, morphological, semantic.

I. Structurally the subject can be subdivided into:

1. *Simple* or *unextended* (when it is expressed by one word).

The audience cheered wildly.

One learns by experience.

It is cold today.

2. *Composite* or *extended* (when it is expressed by a word combination).

Building houses becomes more difficult.

The blue of the sky deepened visibly.

A great number of trees were felled.

3. *Complex* (when it is expressed by a predicative construction):

a) The *for-to-infinitive* construction.

It was practically impossible **for them to meet** anybody.

For you to travel there is a wonderful experience.

4. The *gerundial* construction.

It is useless **your assisting** him.

Your being late annoys everybody.

5. The *subjective infinitive* construction.

He was seen **to enter** the building.

You are not likely **to believe** my story.

6. *Clausal* (when it is expressed by a clause).

What you say is a good piece of advice.

It seemed unfair **that he should suffer so much**.

II. Morphologically the subject can be expressed by:

1. A *noun* in the common case.

The steamer has arrived.

The meeting is over.

2. A *pronoun* – personal, demonstrative, defining, indefinite, negative, possessive, interrogative.

He works at a factory.

Everyone was silent for a minute.

Nothing was said.

That made me feel embarrassed.

Who tore their book?

The subject is often expressed by the indefinite pronoun *one* or the personal pronouns *they, you, we*, which refer not to any particular person or persons but to people in general. These sentences are rendered into Russian by impersonal sentences.

One wants to live forever. – Хочется жить вечно.

They say he's clever. – Говорят, что он умный.

We should be careful when crossing the road. – Нужно быть осторожным при переходе через улицу.

3. A *substantivized adjective or participle*.

The rich also cry.

The wounded were taken good care of.

4. A *numeral* (cardinal or ordinal).

Three were absent from the lecture.

The **first** and the **fourth** stood beside him.

5. An *infinitive, an infinitive phrase or an infinitive construction*.

To err is human.

For him to come was impossible.

6. A *gerund, a gerundial phrase or a gerundial construction*.

Smoking is not allowed here.

Anne's being absent might upset him a little.

7. Any part of speech used in the meaning of a noun.

"Had" is the Past Tense of the verb "to have".

"No" is his usual reply to any request.

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

The needle and tread is lost.

There's **a lot of truth** in that, of course.

III. Semantically the subject can be treated as *notional* or *formal*.

The notional subject denotes or points out a person or non-person, that is, various kinds of concrete things, substances, abstract notions or happening.

a) Persons.

The policeman stepped back.

I know all about it.

Whoever said that was wrong.

b) Non-persons, including animals whose names may be substituted by *it* or *they*.

Look at the cat. **It** is very small.

A house was ready there for the new doctor. **It** stood on a hill.

To be a friend takes time.

The formal subject is represented by formal words *it* and *there*.

It as the subject of the sentence.

We should distinguish between formal and notional *it*. *It* functions as the notional subject when it denotes an object, notion or substance.

The wall is green. **It** is painted.

Powder can be used as a weapon. **It** was invented in ancient China.

When *it* doesn't represent any living being or thing and performs a purely grammatical function, then it is a formal subject. Here we distinguish: (1) *the impersonal it*, (2) *the demonstrative it*, (3) *the introductory it*, (4) *the emphatic it*.

1. *The impersonal it* is used to denote time, atmospheric conditions and distance.

It's ten o'clock sharp.

It's getting dark.

It's not very far to Brest.

2. *The demonstrative it* is used to point out something. It is close to *this*.

It is the place where the "Titanic" sank.

You are being asked by a visitor. **It** is Mr. Brown.

3. *The introductory it* introduces the real subject, expressed by an infinitive, a gerund, an infinitive/gerundial phrase, a predicative complex, or a clause.

It's no use **telling him about it**.

It was difficult **to find a suitable house**.

It was clear **that he would not come**.

4. *The emphatic it* is used for emphasis. Any part of the sentence except the predicate can be emphasized.

It was **my friend** who met his sister in the park. (subject)

It was **his sister** whom my friend met in the park. (object)

It was **in the park** where my friend met his sister. (adverbial modifier)

There as the subject of the sentence.

Sentences with a notional subject introduced by *there* express the existence or coming into existence of a person or non-person denoted by the subject. Such sentences may be called *existential sentences* or *sentences of presentation*.

The notional subject introduced by *there* is expressed by:

1. A noun or a noun phrase denoting an inseparable unit or an indefinite amount of something.

There was **silence** for a moment.

There was **a needle and thread** in her fingers.

There were **a lot of people** in the street.

3. Pronouns.

Is **there anybody** there?

There was **nothing** to do.

There was **the other** to be asked.

3. A gerund or a gerundial phrase.

There shouldn't be **fighting** between friends.

There was **no talking** that evening.

4. A clause.

First, **there** is **what we might call a pattern**.

There is a specific subject type represented by two separate parts. It is called a *split* subject. It may be expressed by formal and notional words.

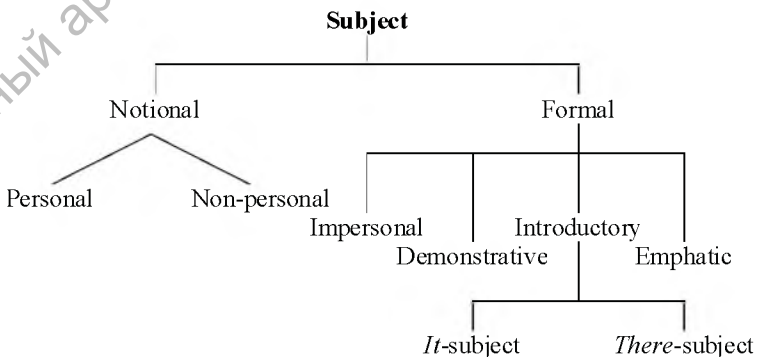
It is useful **watching the film**.

There was **no sign of him**.

The split subject may also be expressed by two notional parts.

She is said **to come** soon.

Types of the subject



The Predicate.

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 verbal predicate is expressed by a finite verb in a synthetic or analytical form.

She **works** at a factory.

He **is reading** a book.

I **have been looking for** you everywhere.

Mary **was brought up** by her grandmother.

Very often the simple predicate can be expressed by a phraseological unit.

I went to the bathroom and **had a good wash**.

She suddenly **changed her mind**.

Don't ring me up. I'll **get in touch** with you myself.

Sometimes the simple predicate is expressed by a phrasal verb.

They **put off** their meeting.

We **are looking forward to** our visiting you soon.

The compound predicate may be *nominal* or *verbal*.

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, and adverb, a verbal, a phrase, a predicative complex, or a clause.

The structural part is expressed by a finite verb – a phrasal verb, a modal verb, a verb expressing attitude, intention, planning, etc., or a link verb.

From the point of view of meaning the most important part of the compound predicate is the notional part as it contains the information about the person or non-person expressed by the subject.

From the point of view of structure the most important part of the predicate is the first one, since it is expressed by a finite verb and carries grammatical information about the person, number, tense, voice, modal, attitudinal and aspective meaning of the whole predicate.

The compound nominal predicate may be classified into *nominal proper* and *double nominal*.

The compound nominal proper predicate consists of a *link verb* usually *to be* and a *predicative* and denotes the state or quality of the person or thing expressed by the subject.

They **are tired**.
The book **is interesting**.
She **is a student**.

When a notional verb partly loses its original concrete meaning it becomes a link verb. The following notional verbs are often used as link ones: *to become, to get, to grow, to appear, to look, to keep, to turn, to remain, to stand, to seem* etc.

He **became a doctor**.
She **is getting old**.
They **seemed tired**.

The **predicative** is the significant part of the compound nominal predicate. It can be expressed by:

1. *A noun in the common or possessive case.*

She is a pretty **child**.
The book is my **sister's**.

2. *An adjective or participle.*

The morning was **warm**.
The glass is **broken**.

3. *Any pronoun.*

It's **me**. The book is **yours**.
You are **nobody**.

4. *A numeral (cardinal or ordinal).*

I'm only **18**.
He was **the first** to help me.

5. *An infinitive, an infinitive phrase or an infinitive construction.*

His dream was **to become** a doctor.
The best thing is **for you to leave** the room.

6. *A gerund, a gerundial phrase or a gerundial construction.*

My favourite sport is **swimming**.
The topic of their conversation was **their going** on an expedition.

7. *A prepositional phrase.*

She is **on our side**.

8. *A stative.*

I was wide **awake** by this time.

9. *An indivisible group of words.*

It is **nine o'clock** already.

10. *A clause.*

That's **what has happened**.

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 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**.

There are a number of verbs that often occur in this type of predicate, performing the double function of denoting a process and serving as link verbs 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. 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 men **stood silent and motionless**.

The moon **rose round and yellow**.

The predicatives in these examples denote the property of the subject of the sentence and are called *subjective predicatives*. They may also denote the property of the object of the sentence, thus being *objective predicatives*.

They **painted the door green**.

She often **leaves him alone**.

We **delivered the strawberries fresh and delicious**.

The compound verbal predicate can be divided into *the compound 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:

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.

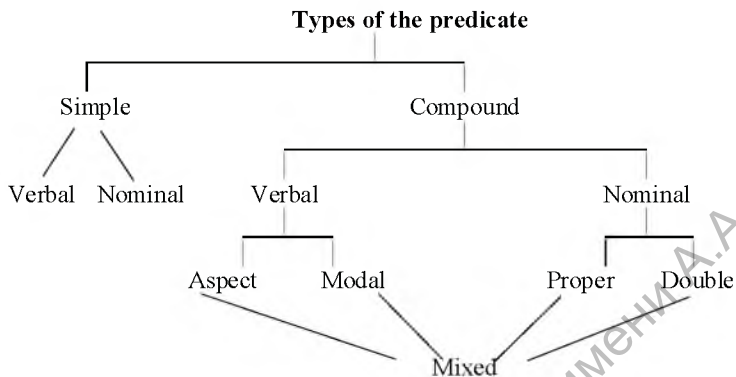
He **was beginning** to look **desperate**.

George **used to be** rather **shamed**.

3. The compound modal aspect predicate.

You **ought to stop** doing that.

He **can't continue** training.



AGREEMENT OF THE PREDICATE WITH THE SUBJECT

In the English language the predicate agrees with the subject in person and number. It means that a singular noun-subject requires a singular verb-predicate, a plural noun-subject requires a plural verb-predicate.

*The book **is** on the table.*

*The books **are** on the table.*

*I **am** invited to the party.*

*They **are** invited to the party.*

In modern English there is often a conflict between the form and the meaning. In such cases the principle of grammatical agreement is not observed. The difficulties are caused by 1) the peculiarities of some pronouns, 2) the peculiarities of some conjunctions and 3) the conflict between the meaning and the form in some nouns or the peculiarity of their meaning. These peculiarities should be taken into account.

1. The predicate is used in the plural when there are two or more homogeneous (однородных) subjects connected by the conjunction *and*.

*The telegram and the letter **have been** sent off.*

*Mary and Peter **were** here.*

However, in sentences when two homogeneous nouns refer to one thing or person a singular verb-predicate is used.

Bread and butter **is** not enough for breakfast.

Bacon and eggs **makes** a traditional English breakfast.

If the article is repeated, the reference is to two persons or objects and the plural verb-predicate is used.

The *bread* and **the** *butter* **are** on the table.

With homogeneous subjects connected by *both...and* the plural verb-predicate is used.

Both *the bread* and *the butter* **are** fresh.

Both *the teacher* and *the student* **have** come.

If two or more homogeneous subjects are expressed by infinitives, the predicate is in the singular.

To live in peace and **devote** her life to her poor son **was** her aim.

2. When two subjects are connected by the conjunctions *not only...but (also)*, *neither...nor*, *either...or*, *or*, *nor* the predicate agrees with the subject next to it.

Neither *I* nor *my sister* **is** to blame.

Neither *your sister* nor *you* **are** to blame.

Either *my parents* or *my sister* **is** going to visit you.

3. When two subjects are connected by the conjunctions *as well as*, *rather than*, *more than*, *as much as* the predicate agrees with the subject that stands first.

The girl **as well as** *the boys* **has** learnt to drive a car.

The manager **rather than** *the members of the board* **is** responsible for the situation.

4. If the subject is expressed by the pronouns *each*, *everyone*, *everything*, *somebody*, *someone*, *nobody*, *no one*, *nothing*, *neither* the predicate is in the singular.

Everybody **was** at the meeting.

Someone **is** knocking at the door.

Each **has** answered well.

Neither of the answers **is** correct.

However, **none** has the plural verb-predicate.

None **were** here.

5. If the subject is expressed by the interrogative pronoun *who* (*what*) the predicate is usually in the singular.

Who **has** done it?

What **is** standing there?

If the question refers to more than one person, the predicate may be used in the plural.

Who were those girls?

6. If the subject is expressed by the relative pronouns *who*, *which*, *that*, the predicate agrees with its antecedent.

The *boy* **who is** standing at the window is my brother.

The *boys* **who are** standing at the window are my brothers.

7. If the subject is expressed by the pronoun *all* in the meaning of «всё», we use the predicate in the singular.

All is clear. Всё ясно.

If *all* is used in the meaning of «все», the predicate should be plural.

All are present. Все присутствуют.

8. If the subject is expressed by the emphatic *it*, the predicate is in the singular no matter what follows.

It is only English *girls* who can be trusted to travel alone.

9. If the subject is expressed by a collective noun denoting a group or collection of similar individuals taken as a whole (mankind, humanity, family, committee etc), the predicate is in the singular. If a collective noun denotes the individuals of the group taken separately, the predicate is in the plural.

My brother's **family is** large.

The **family were** sitting round the table.

A **committee was** formed to work out a new plan.

The **committee are** of the same opinion.

10. Subjects expressed by nouns denoting *measure*, *weight*, *time* etc have the singular predicate when the statement is made about the whole amount, not about the units.

Ten years is a long time.

A million dollars is a lot of money.

11. Subjects expressed by word-groups *a/the number of ...*, *a/the majority of ...*, *a variety of ...*, *the bulk of ...* can have the singular or the plural predicate.

The number (количество) of pages in this book **isn't** large.

It was Sunday and **a number** (многие) of people **were** walking about.

The majority (большая часть) of the book **is** too technical.

The majority (многие) of my friends **live** in London.

In most cases the form of the predicate depends on the form and the meaning of the second element which from a semantic point of view is the dominant element of the word-group.

There **is** a lot of **truth** in that.

There **are** a lot of **things** still for you to believe.

A lot of **people are** coming.

12. Plural nouns or phrases when they are used as names, titles, quotations take the singular predicate.

"Fathers and Sons" **is** the most popular of Turgenev's novels.

However, the titles of some works which are collections of stories may have either a singular or a plural verb.

Turgenev's "Hunter's Tales" **was/were** published in 1858.

13. The subject can be expressed by a clause introduced by a conjunction or an adverb. In this case it always takes the singular predicate.

Whether you found him or not **does not** concern me.

How you got there **is** beyond my understanding.

14. A numerical expression such as arithmetical addition, subtraction, division takes the singular predicate.

Four and four **is** eight.

Four minus two **is** two.

Ten divided by five **is** two.

However, multiplication admits of two variants.

Twice two **is/are** four.

THE SECONDARY PARTS OF THE SENTENCE

The object.

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

I have written **a letter**.

I am very proud **of it**.

There are three kinds of objects in English: the *direct* object, the *indirect non-prepositional* object and the *indirect prepositional* object.

The *direct* object is used after transitive verbs with which it is closely connected as it denotes a person or a thing directly affected by the action of the verb. It is used without any prepositions.

This plant produces **tractors**.

I met **him** yesterday.

I remember **reading** about it before.

In English there are more verbs taking a direct object than in Russian. Very often the indirect object in Russian corresponds to the direct object in English.

I helped **him** (direct object)

Я помогал **ему** (indirect object)

I followed **her** (direct object)

Я последовал **за ней** (indirect object)

He plays **chess** (direct object)

Он играет **в шахматы** (indirect object)

There are a few English verbs which can have two direct objects.

I asked **him his name**.

She taught **them French**.

The indirect non-prepositional object denotes a living-being to whom the action of the verb is directed, thus the indirect object expresses the addressee of the action.

I gave **the boy** a book.

I showed **him** the letter.

Compare:

Don't forget to buy **him** a toy (him – indirect object expressing the addressee of the action)

«I shall buy **him**» – said the slave-owner (him – direct object which is affected by the action of the verb).

As a rule the indirect object comes before the direct object. In this case it is used without a preposition.

He sent **his mother** a telegram.

When the direct object precedes the indirect object, the latter is used chiefly with the preposition *to* or *for*.

He sent a telegram **to his mother**.

The *prepositional indirect* object may be used with transitive verbs and doesn't denote the addressee of the action. It may be expressed by a noun, a pronoun or a gerund with a preposition.

We spoke **about our work**.

I agree **with you**.

He insists **on doing** it himself.

If there are two or more objects in the sentence, we should use the indirect prepositional object after the direct one.

I received *a letter* **from my sister**.

I spent *a lot of money* **on books**.

The prepositional indirect object may be used with adjectives, nouns of verbal origin or words denoting state.

I am uneasy **about it**.

She was not aware **of his being** there.

It is difficult sometimes to distinguish between an attribute and a prepositional indirect object.

Her behaviour **to her friends** was irreproachable.

The phrase *to her friends* can be treated both as an attribute and as a prepositional indirect object.

The cognate object

There is a special kind of object in English which has the following peculiarities.

1. It is used with intransitive verbs though it has no preposition.

2. It is expressed by a noun which is either of the same root as the verb or is similar to it in meaning.

3. It is almost regularly attended by an attribute with which it forms a combination that is close in meaning to an adverbial modifier: *to live a happy life* – *to live happily*.

The cognate object is generally used in such combinations as: *to smile a sad smile, to laugh a bitter laugh, to die a violent death, etc.*

But she **died a dreadful death**, poor soul.

That night the roused forces of God and Evil **fought their terrible fight** for the soul.

The child **smiled the smile** and **laughed the laugh** of contentment.

He **lived a simple** and **blameless life**.

Ways of expressing the object

Morphologically the object can be expressed by:

1. A noun in the common case or a nominal phrase, a substantivized adjective or participle.

I saw **the boys** two hours ago.

First of all she attended to **the wounded**.

2. A pronoun.

I don't know **anybody** here.

He says he did not know **that**.

3. A numeral or a phrase with a numeral.

At last he found **three of them** high up in the hills.

4. A gerund or a gerundial phrase.

He insists on **coming**.

A man hates **being run after**.

5. An infinitive or an infinitive phrase.

She was glad **to be walking with him**.

Every day I had to learn **how to spell pages of words**.

From the point of view of its structure the object is represented by the following types:

1. Simple (expressed by a word).

I am very proud **of you**.

The policeman ordered **to stop**.

2. Composite (expressed by a word combination).

What will you do **with your part**?

He moved **his head** negatively.

3. Complex (expressed by a predicative construction).

a) The objective with the infinitive construction.

I always liked **him to sing**.

She made **me obey** her.

b) The objective participial construction.

I could see **the books being taken away**.

You must have **your watch mended**.

c) The for-to-infinitive construction.

She watched **for the door to open**.

I am so glad **for you to have come**.

d) The gerundial construction.

I insist on **your staying** with us.

Do you mind **my smoking** here?

4. Clausal.

I don't know **what it was**.

He thought **of what he had to do**.

The formal object *It*

Sometimes an object expressed by a clause may be introduced by means of the position-filler *it*, which functions as a formal object and is called *introductory it*. The sentence thus has two objects, the formal object *it* and a notional object, which is a clause. The formal object *it* may be either a direct object, or an indirect non-recipient object.

1. As a direct object *it* occurs after the verb *to take*, although sometimes it is found after the verbs *to understand*, *to learn* and some others.

Is she to take **it** that everything *is O.K.*?

I understand **it** that you are my wife's brother.

2. As an indirect non-recipient object it occurs after certain verbs which govern objects with obligatory prepositions: *to count (on)*, *to depend (on)*, *to hear (of)*, *to insist (on)*, *to object (to)* and some others.

He **objected to it** that they should be taken to the island too.

There is another use of *it* as *an empty object*: it can be attached to transitive or intransitive verbs to convey a very vague idea of some kind of an object. Here it may also be called *a formal object*, as it formally fills the position of the object but has no meaning of its own.

I was angry. I made him take the present away. An hour later he returned and we made **it** up.

The Attribute

The *attribute* is a secondary part of the sentence which qualifies a noun, a pronoun, or any other part of speech that has a nominal character. An attribute can be either in pre-position or in post-position to the word it modifies.

She has bought an **interesting** book.

The **library of our University** is very good.

As a result of the loss of inflexions, the attribute in English does not agree with the word it modifies in number, case or gender. It may be expressed by almost any part of speech.

It can be expressed by:

1. An adjective.

I received an **important** letter yesterday.

This **big** girl is very lazy.

2. A pronoun.

Some magazines are lying on the table.

This is **my** book.

Possessive pronouns are often not translated into Russian. On the other hand when translating from Russian into English one should often insert possessive pronouns.

“Go and wash **your** hands,” said mother.

«Пойди вымой руки», — сказала мать.

3. A numeral (cardinal or ordinal).

Two thousand tons of sugar were loaded on the steamer.

The **second** lesson begins at 11 o'clock.

4. A noun in the common or possessive case.
The teacher corrected the **student's** mistakes.
The **town** library is closed on Sundays.

5. A prepositional phrase.
The leg **of the table** is broken.
I have lost the key **to the entrance door**.

Prepositional phrases in Russian syntax are often regarded as prepositional objects.

The letter **from her sister** reassured her.
Письмо **от сестры** успокоило её.
from her sister is an attribute.
от сестры is a prepositional object.

6. An adverb in post-position.
A voice **inside** said, "Come in".
The room **above** is large and light.

7. Participles I and II or a participial phrase.
The **rising** sun was hidden by the clouds.
He bought some **illustrated** magazines.
The student **speaking to the teacher** is my brother.

8. An infinitive or an infinitive phrase.
He had a great desire **to travel**.
This is an English article **to translate into Russian**.

9. A prepositional phrase with a gerund.
They discussed different methods **of teaching** foreign languages.
She hated the idea **of living on credit**.

There is a special kind of an attribute which is expressed by a noun (with or without accompanying words). It is called an **apposition**. It characterizes or explains the word modified by giving to a person or a thing another name. There are two kinds of apposition, the **close** apposition and the **detached** apposition.

A close apposition is not separated by commas and stands in close connection with the word modified. It is usually the name of a person and a noun denoting relationship, or a geographical name and some common noun.

Professor Brown practised in the classroom.

Even aunt Ann was there.

I have always dreamt to visit **aunt of London**.

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

Pushkin, **the famous Russian poet**, was born in 1799.

Moscow, **the capital of Russia**, was founded in the 12th century.

Structurally attributes are represented by the following types:

1. Simple (expressed by a word).

I've never seen a **better** place.

One should cultivate a habit **of reading**.

2. Composite (expressed by a word combination).

She showed no sign **of having ever known me**.

He found himself in a situation **difficult from his point of view**.

3. Complex (expressed by a predicative construction).

a) The gerundial construction,

There was a risk **of his being too late**.

b) The for-to-infinitive construction.

Here is the text **for you to translate**.

4. Clausal (expressed by a clause).

Some called me by the name **which no one here knew**.

This is the house **that Jack built**.

The adverbial modifier

The adverbial modifier is a secondary part of the sentence which modifies a verb, an adjective or an adverb. According to the meaning we distinguish:

1. The adverbial modifier of *time*.

We shall try it **tomorrow**.

They reached the town **the next morning**.

2. The adverbial modifier of *frequency*.

He **often** bothered him.

3. The adverbial modifier of *place and direction*.

I found him **in the garden**.

He had spies **everywhere**.

4. The adverbial modifier of *manner*.

She spoke **slowly**.

He copies the letter **with great care**.

5. The adverbial modifier of *purpose*.

I have come **to discuss** the matter.

They cleared swamp growth **for planting**.

6. The adverbial modifier of *cause*.

I came back **because of the rain**.

7. The adverbial modifier of *degree and measure*.

I **quite** agree with her.

It weighs **a pound**.

8. The adverbial modifier of *result*.
She is too fond of the child **to leave it**.
9. The adverbial modifier of *comparison*.
John plays the piano better **than Mary**.
She is **as busy as a bee**.
10. The adverbial modifier of *condition*.
We'll come earlier **if necessary**.
11. Adverbial modifier of *concession*.
In spite of his anger he listened to me attentively.
12. The adverbial modifier of *attendant circumstances*.
He sat at the table **reading a newspaper**.

The adverbial modifier can be expressed by:

1. An adverb.
He **quickly** opened the door and ran out of the room.
2. A noun with or without accompanying words.
He was **in the army during the war**.
3. A participle or a participial phrase.
While reading the book I came across a number of interesting expressions.
4. An infinitive or an infinitive phrase.
I called on him **to discuss** this matter.
5. A prepositional phrase with a gerund.
On arriving at the station we went to the information bureau.

Structurally the adverb can be represented by the following types:

1. Simple (expressed by a word).
He lived **to fight**.
Hooper danced **badly**, but **energetically**.
2. Composite (expressed by a word combination).
Thanks to my parents I got a decent education.
The sun gives us light **during the day**.
3. Complex (expressed by a predicative construction).
 - a) The gerundial construction.
I left the room **without anybody noticing it**.
 - b) The for-to-infinitive construction.
She stepped aside **for the doctor to pass**.
 - c) The nominative absolute construction.
He stopped and turned about, **his eyes brightly proud**.

d) The prepositional absolute construction.

He looked at Mr. Brown, **with his face breathing short and quick in every feature.**

e) Absolute participial construction

He wrapped her up with great care, **the night being dark and frosty.**

4. Clausal (expressed by a clause).

Won't you stay **till the rain stops?**

When the cat is away, the mice will play.

THE INDEPENDENT ELEMENTS OF THE SENTENCE

The independent elements of the sentence are words and word-groups which are not grammatically dependent on any part of the sentence. They are:

1. Interjections, such as *ah, oh, hurrah, eh, hallo, goodness gracious, good heavens.*

Oh, if I only knew, I'd never come.

2. Direct address.

Good morning, **sweet child!**

3. Parenthesis.

To tell the truth, there was not much to listen to.

A parenthesis can be expressed by:

1. Modal words such as *indeed, certainly, assuredly, in fact, naturally, actually, surely, possibly, perhaps, evidently, may be* etc.

Evidently, he was not a man of fortune.

2. Adverbs which serve as connectives, such as *firstly, secondly, finally, thus, anyway, moreover, besides, nevertheless, otherwise, still, yet, therefore* etc.

Firstly, you should be well-prepared.

3. Prepositional phrases, such as *in a word, in my opinion, in short, on the one hand, on the contrary, at least* etc.

By the way, Harry, is she your sister?

4. Infinitive or participial phrases, such as *to be sure, to tell the truth, to begin with, generally speaking, to crown it all* etc.

Frankly speaking, I don't want to go there.

III. THE SEMI-COMPOSITE SENTENCE

Besides simple and composite sentence types it is possible to distinguish an intermediate structure. It is a semi-composite sentence (осложненное предложение), which can be treated as a means of simple sentence extension. Here belong sentences with homogeneous members (semi-compound) and sentences with predicative constructions (semi-complex).

Homogeneous parts

Homogeneous parts are two or more components of the sentence which are characterized by the following features:

1. They are connected by coordination, that is, are of equal syntactical rank. They are connected either by a coordination conjunction, or joined asyndetically.

The men were **cold** and **sick** and **silent**.

They **crawled** ahead, **waited**, **listened** to the bombardment.

2. They have one and the same syntactical function in the sentence and similar syntactical relations with other parts of the sentence.

The grass was **long** and **high** and **wet**.

Dora and **I** ate in silence.

The identical syntactical function and the fact that these parts are coordinated make them homogeneous.

3. Homogeneous parts are separated from each other by pauses in speech and generally by commas in writing.

Gertrude had seen Martin first and noticed the **eager, hungry** lines of his face, and the **desperate, worried** look of his eyes.

4. They may differ:

a) in their structure

I **started** to kiss Maybelle but **couldn't quite make up my mind**.

She **didn't feel well** and **stayed** in bed.

She **mumbled** and **kept staring** at the same spot in the book.

b) in the ways of expression (morphologically)

The Johnsons and **I** have been of five balls tonight.

His voice was **loud, ringing**, yet **strained**.

The Colonel **had just finished** breakfast and **was walking** across the compound towards the stables.

From the point of view of their syntactical function there may be:

a) homogeneous subjects

You and **Tuck** have had a nice time together this summer, haven't you?

He and **Sis** didn't discuss such things.

b) homogeneous predicates

Sis **got up** and **dressed** in a hurry and **didn't** even **put on** any lipstick.

When she **would turn** the pages, she **licked** her thumb and **held out** her little finger and **turned** very slowly.

c) homogeneous predicatives

He felt **little** and **worn** and **helpless**.

The question was **painful** and **difficult** to ask.

d) homogeneous objects (direct and indirect)

She had on a **sweater** and a blue pleated **skirt**.

All of a sudden I felt mad at **myself** and **the dream** and **Maybelle** and **Sucker** and every single **person** I knew.

e) homogeneous attributes

He wore a **blue striped** shirt and **grey checked** trousers.

f) homogeneous adverbial modifiers

She had lessons **on Tuesday after school** and **on Sunday afternoons**.

Homogeneous parts may be connected by different coordinating conjunctions:

a) copulative conjunctions *and, nor, neither ... nor, as well as, both ... and, not only ... but also*.

Neither the wagons **nor** the howitzer came.

b) disjunctive conjunctions *or, either ... or*.

I don't care **either** for Maybelle **or** any particular girl any more.

I can get along by myself if Sis **or** anybody wants to.

c) adversative conjunction *but* and conjunctive adverb *yet*.

The old man nodded **but** did not stop eating.

The story is interesting, **yet** a little too long.

There are, however, cases which look very much like homogeneous parts but which should be distinguished from them.

They are:

1. Different kinds of repetitions which make the utterance more expressive but which name the same notion. Any part of the sentence may be repeated in this way.

There were **rumours, rumours, rumours**.

It's **wonderful, wonderful, wonderful**.

I'll **never, never, never** go there again.

She is my **dear, dear, dear** sister.

2. Phrases where coordinated nouns refer to one thing or person, such as: *my son and heir, their friend and defender, her friend and counselor.*

Bread and butter is not enough for breakfast.

3. Syntactically invisible coordinated phrases in which neither component can be removed and which make one indivisible part of the sentence.

Four and four is eight.

Water consists of **hydrogen and oxygen**.

4. Sentences where the predicate consists of two parts joined by the conjunction and which in this case has no copulative meaning.

Try and do it properly. = Try to do it properly.

Come and help me. = Come to help me.

Predicative constructions

Predicative constructions are structures intermediate between a phrase and a clause. Unlike phrases they contain two words which semantically are in subject-predicate relations to one another, as one (the nominal part) denotes the doer of the action or the bearer of the state or quality, while the other (the predicated part) may be either verbal (an infinitive, a participle, a gerund) or non-verbal (an adjective, a stative, an adverb, a noun). But unlike clauses the subject-predicate relations in complexes are not grammatically explicit, that is there is no finite verb-form in them, functioning as the verbal predicate or as a link-verb of a nominal predicate. Therefore complexes have neither real subject, nor real predicate.

Still as they have two parts with subject-predicate relations between them the complexes may be transformed into a clause, as in:

I heard **him cry** – I heard **that he cried**.

Due to the nature of the second part of the constructions (verbal or non-verbal) all the constructions fall into two large classes:

1. Verbal constructions.
2. Non-verbal constructions.

1. Verbal constructions can be transformed into clauses with a verbal predicate:

We saw **the storm approaching**. – We saw that the storm was approaching.

It raining cats and dogs, we stayed at home. – As it was raining cats and dogs, we stayed at home.

The plane is reported **to have landed**. – It is reported (They report) that the plane has landed.

2. Non-verbal constructions can be transformed into clauses too, but with a compound nominal predicate.

The door was painted **green**. – The door was painted and it became green.

They elected **him president**. – They elected him and he became president (and he is president now).

He stood there trembling with **his face ablaze**. – He stood and his face was ablaze.

Verbal constructions fall into two groups:

1) those containing an infinitive and 2) those containing a participle.

The infinitive constructions are:

the objective infinitive construction, the subjective infinitive construction, the for-to-infinitive construction and the absolute nominative infinitive construction.

The participial constructions are:

the objective participial construction, the subjective participial construction, the nominative absolute participial construction and absolute constructions.

The objective-with-the-infinitive construction.

We saw **planes zoom into the air**.

I hate **you to go away**.

I suppose **him to marry in a year**.

The construction performs the function of a complex object.

The subjective infinitive construction.

My sister is said **to resemble me**.

The doctor was ordered **to change his shift**.

The boy was found **to be sleeping at home**.

Opinions differ as for the function of this construction. Some linguists consider it to be one member of the sentence – that is a complex subject, others refer it to different functions: one of its components functions as a subject, the other forms part of a compound verbal predicate.

The for-to-infinitive construction

It can perform different syntactical function in the sentence:

1) Complex subject

For one to spend a summer with them was a wonderful experience.

2) Complex predicative

That is not **for me to decide**.

3) Complex object

Everybody was impatient **for the experiment to begin**.

4) Complex attribute

There was nothing **for him to say**.

5) Complex adverbial modifier

a) of purpose

I rang **for you to show the lady out**.

b) of consequence

The chance was too good **for Jack to miss it**.

The absolute nominative infinitive construction.

The sellers offered 5,000 tons of oil, **delivery to be made in October**.

The construction performs the function of an adverbial modifier of attendant circumstance.

The objective participial construction.

I felt **tears running down my cheeks**.

Nobody wanted **him going there alone**.

I heard **my name pronounced**.

The construction performs the function of a complex object.

The subjective participial construction.

The horse was seen **descending the hill**.

They were heard **talking together**.

The construction functions either as one complex member or as separate parts of the sentence. (See the subjective infinitive construction).

The nominative absolute participial construction.

The construction can function as complex adverbial modifiers of:

a) time

She sat on the porch, **Mary playing with her doll**.

Dinner being over, everybody rose.

b) cause

It being late, he went home.

Clare went out to answer, **there being nobody else in the room**.

c) condition

Weather permitting, we shall start tomorrow.

Force failing, no further hope of conciliation is left.

d) attendant circumstances

He turned and went, **we following him**.

He stood in front of the tank, **his nose almost pressed to the glass**.

Absolute non-participial constructions.

There are two types of absolute constructions in which there is no participle: the nominative absolute construction and the prepositional absolute construction. The first element of the constructions is a noun or pronoun, while the second component may be represented by an adjective, an adverb or a prepositional phrase. The constructions perform the functions of a complex adverbial modifier of:

a) time

Breakfast over, she summoned us to the fire.

All in the room, she called in Molly.

b) cause

Her heart full of despair, she couldn't say a word.

The gallery door slightly ajar, I could hear the steps of the soldiers.

c) attendant circumstances

She stood there trembling, **(with) her face ablaze**.

I waited, **every nerve upon the stretch**.

d) manner

He turned away, **(with) his hand still up**.

The fish hurtled up under the woman, **(with) jaws agape**.

The gerundial constructions.

The construction includes gerund as the obligatory component and can function as different complex parts of the sentence.

1) Complex subject

Your doing nothing won't help anybody.

Is it strange enough **your being a foreigner**?

2) Complex predicative

The only way out will be **his taking the job**.

The reason for my anger is **your being late again**.

3) Complex attribute

The prospect of **someone else getting a job** moved them to strong indignation.

Don't miss the opportunity of **your family hearing this pianist**.

4) Complex object

I insist on **both of them coming in time**.

Would you mind **my smoking here**?

5) Complex adverbial modifier of

a) time

On his coming back he noticed no change.

b) concession

In spite of it being cold the bushes swarmed with insect.

c) attendant circumstances

The car slid away **without my having to say anything**.

IV. WORD ORDER

Word order in English is of much greater importance than in Russian. As English words have hardly any inflexions and their relations to each other are shown by their place in the sentence and not by their form, word order in English is fixed. We cannot change the position of different parts of the sentence at will, especially that of the subject and the object. So word order expresses grammatical relations and determines the grammatical status of a word by fixing its position in the sentence. There exist two ways of arranging words – *direct word order* and *inverted word order*.

The most common pattern for the arrangement of the main parts in a declarative sentence is Subject – Predicate – Object, which is called direct word order. Direct word order allows of only few variations in the fixed pattern, and then only for the secondary parts. Thus, if there are two objects the indirect one precedes the direct one, or the prepositional object follows the direct one.

The boy gave me no answer.

The boy gave no answer to me.

As to other secondary parts of the sentence their position is less fixed.

The place of the object

The usual place of the object in declarative sentences is after the predicate. However in exclamatory sentences the direct object may occupy the first position.

What wonderfully blue eyes you have!

In declarative sentences the front position of the object serves the purpose of emphasis. In Russian this position of the object is common. (Более-более он увлекался в молодости.); in English it occurs but seldom.

A fearful voyage I had with such a monster in the vessel.

The front position of the indirect object in declarative sentences is rare. The prepositional indirect object is more common in this position, especially in colloquial English.

Of his love he would tell her nothing.

The place of the attribute

As a rule the word order of attributes is more or less free. Attributes either premodify or postmodify or frame up their headwords: a *bright* morning, the problems *involved*, the scene *familiar* to us, the *happiest* man *alive*.

However, with some attributes the order in which they follow each other is fixed.

Here is the most common order of adjectives in English, though the order of adjectives of size, shape, age and colour can change:

opinion	size	shape	age	colour	origin	material	purpose or type	noun
nice	big	round	old	blue	French	glass	fruit	bowl

Variation is possible when a particular feature is focused on:

a **round black** shape (normal order)

a **black round** shape (focus on colour)

A comma is used when there are two or more adjectives of equal importance before a noun:

The room was full of **cold, hungry** children.

The adjectives are linked with *and* when they come after verbs like *be* and *feel*:

He was **tall, dark and handsome**.

The children felt **cold and hungry**.

The house was **large and impressive**.

A comma or *and* may be put between two adjectives that describe someone's character:

We had a **clever and imaginative** teacher.

We had a **clever, imaginative** teacher.

When two or more colour adjectives are used before a noun, *and* is put between them:

They own a **red and white** car.

They were waving a **blue, white and red** flag.

In some stock phrases the position of the adjective is fixed and it is placed after the noun:

wealth **untold** – несметные богатства

from times **immemorial** – с незапамятных времен

a poet **laureate** – поэт-лауреат

generations **unborn** – грядущие поколения

court **martial** – военно-полевой суд

sum **total** – общая сумма

four years **running** – четыре года подряд

the first person **singular** – первое лицо единственного числа

the second person **plural** – второе лицо множественного числа

The place of adverbials

When referring to a verb adverbials may be placed in:

1. Front position.

Again he was late.

2. Contact preposition.

He **often** said it.

He **occasionally** sees them.

3. Interposition between the elements of a compound verbal predicate.

He has **never** seen her.

In case the predicate includes more than one auxiliary or a modal verb and an auxiliary, the adverbial is usually placed after the first one.

This principle must **constantly** be borne in mind.

Adverbials may sometimes separate the particle *to* from the infinitive. This construction is called the split infinitive.

I don't expect you to **thoroughly** understand it.

4. Contact post-position.

They are **never** on time.

He demanded **angrily** to see the manager.

5. End position.

Are you married **yet**?

Tom works **carefully**, but **slowly**.

The place of prepositions

The usual place of a preposition is between the words the relation of which it denotes. However, in some cases it may be placed at the end of the sentence. These cases are:

1. When the prepositional object (a word or a clause) is in front position.

This I can dispense **with**.

What he says you can rely **on**.

2. When the prepositional object is made the subject of a passive construction.

He was much laughed **at**.

The bed has not been slept **in**.

3. In questions and exclamations, when the object is placed in front position.

Who are you speaking **to**?

What a nice girl she has grown **into**!

4. In contact attributive clauses in which the object to the predicate belongs to the main clause or is only implied.

It is the very thing I've always dreamed **of**.

It appeared better than we dared to hope **for**.

Another common pattern of word order is the inverted one. We distinguish full inversion (when the predicate precedes the subject as in *Here comes the lady of the house*) and partial inversion (when only part of the predicate precedes the subject as in *Happy may you be!*)

Certain types of sentences require the inverted order of words. These are: Interrogative sentences. In most of them the inversion is partial.

Where **did they** find her?

Can I show you my library?

No inversion is used when the interrogative word is the subject of the sentence or an attribute to the subject.

Who speaks English here?

What photos are lying on the table?

Sentences introduced by *there*.

There **is nothing marvelous** in what Jam is going to relate.

There **has been an accident**.

Compound sentences, their second part beginning with *so* or *neither*.

I am tired. – So **am I**.

He isn't ready. – Neither **is she**.

Simple exclamatory sentences expressing wish or despair.

Be it so!

Long **live the king!**

Come what may!

Inversion occurs when an adverbial modifier opens the sentence. Here we must distinguish the following cases:

Adverbial modifiers expressed by a phrase or phrases open the sentence.

Horrible these women are, ugly, dirty.

Many and long were the conversations they held through the prison wall.

An adverbial modifier with a negative meaning opens the sentence. Here belong such adverbial modifiers as *in vain*, *never*, *little*, etc. In this case the auxiliary *do* must be used if the predicate does not contain either an auxiliary or a modal verb.

Little **had I dreamed**.

Never before **have I known** such peace.

Adverbial modifiers expressed by such adverbs as *so, thus, now, then*, etc. placed at the head of the sentence, if the subject is expressed by a noun.

So wore the day away.

Thus spoke Mr. Pickwick.

If the subject is a pronoun inversion does not take place.

Thus **he thought** and **crumpled up** and **sank down** upon the wet earth.

Adverbial modifiers of manner expressed by adverbs placed at the head of the sentence may or may not cause inversion. In case of inversion the auxiliary *do* must be used if the predicate does not contain either an auxiliary or a modal verb.

Silently and patiently **did the doctor bear** all this.

Dimly and darkly **had the somber shadows** of a summer's night **fallen**.

An adverbial modifier preceded by *so* is placed at the head of the sentence.

So beautifully **did she sing** that the audience burst into applause.

Inversion occurs when the emphatic particle *only*, the adverbs *hardly, scarcely* (correlated with the conjunction *when*), the adverb *no sooner* (correlated with the conjunction *than*), or the conjunction *nor* open the sentence. If there is inversion the auxiliary *do* must be used if the predicate does not contain either an auxiliary or a modal verb.

Only once **did he meet** his match in tennis.

I do not care to speak first. *Nor* **do I desire** to make trouble for another.

Scarcely **was one long task completed** *when* a guard unlocked our door.

Inversion occurs when the sentence begins with the word *here* which is not an adverbial modifier of place but has some demonstrative force.

Here is my card, Sir.

Here comes my brother John.

If the subject is expressed by a personal pronoun the order of words is direct.

Here he is!

Here we are!

Inversion occurs when postpositions denoting direction open the sentence and the subject is expressed by a noun. Here belong such words as *in, out, down, away, up*, etc. This order of words makes the speech especially lively.

Out went Mr. Pickwick's head again.

Suddenly *in bounced the landlady*.

If the subject is a pronoun there is no inversion.

Down he fell.

Off he went.

Inversion occurs when an object or an adverbial modifier expressed by a word-group with *not a...*, or *many a...* opens the sentence.

In case of inversion the auxiliary *do* must be used if the predicate does not contain either an auxiliary or a modal verb.

Not a hansom did I meet with in all my drive.

Many a time had he watched him digging graves in the churchyard.

Inversion often occurs when a predicative expressed by an adjective or by a noun modified by an adjective or by the pronoun *such* opens the sentence (in case the subject is a noun or an indefinite pronoun).

Such is life, and we are but as grass that is cut down.

Sweet was that evening.

Inversion is very common in clauses of concession where the predicative is followed by the conjunction *as*.

Great as was its influence upon individual souls.

However, when the subject is expressed by a personal pronoun, the link verb follows the subject.

Bright eyes they were.

A strange place it was.

Inversion is also found in conditional clauses introduced without any conjunction when the predicate is expressed by *was*, *were*, *had*, *could*, *could* or *should*.

Even **were they** absolutely **hers**, it would be a passing means to enrich herself.

Proud as he was, he had to consent to our proposal.

V. SENTENCE ANALYSIS

I. The Simple Sentence

1. *Honesty is important in business dealing.*

It is a simple extended two-member declarative sentence.

Honesty is the subject of the sentence. It is simple, expressed by a common noun in the common case.

is important is the predicate of the sentence. It is compound nominal, consisting of the link verb *to be* in its Present Indefinite form and the predicative, expressed by an adjective.

in business dealing is the adverbial modifier of place. It is composite, expressed by a gerundial phrase.

2. *Does this plant need watering?*

It is a simple extended two-member interrogative sentence.

This plant is the subject of the sentence. It is composite, expressed by a noun phrase, the head word is represented by a common noun, singular, in the common case.

does ... need is the predicate of the sentence. It is simple, expressed by an analytical form of Present Indefinite negative of the verb *to need*.

watering is the object of the sentence. It is direct, simple, expressed by a gerund in its Indefinite Active form.

3. *Stop talking!*

It is a simple unextended one-member imperative exclamatory sentence.

Stop talking is the predicate of the sentence. It is compound verbal aspect. It consists of the aspect verb *to stop* in the imperative mood, which denotes the final stage of the action, and the notional part, expressed by an Indefinite Active gerund denoting the action itself.

4. *Sounds good to me!*

It is a simple extended two-member incomplete declarative exclamatory sentence.

The position of the subject is not filled with a word form.

Sounds good is the predicate of the sentence. It is compound nominal, consisting of the link verb *to sound* in the Present Indefinite form and the predicative, expressed by an adjective.

to me is the object of the sentence.

It is indirect, composite, expressed by a prepositional phrase. The head word is represented by a personal pronoun, first person singular, in the objective case.

5. *It is cold*

It is a simple unextended two-member declarative sentence.

It is the subject of the sentence. It is a formal subject, simple, expressed by a personal pronoun.

is cold is the predicate of the sentence. It is compound nominal, expressed by the link verb *to be* in the Present Indefinite form and the predicative, represented by an adjective.

6. *There are 28 days in February.*

It is a simple extended two-member declarative sentence.

There ... 28 days is the subject of the sentence. It is split and represented by the formal subject *there* and the notional subject *28 days*, which is composite, expressed by a noun phrase. The head word is a common noun, plural, in the common case.

are is the predicate of the sentence. It is simple, expressed by the Present Indefinite form of the verb *to be*.

in February is the adverbial modifier of time. It is composite, expressed by a prepositional phrase. The head word is represented by a proper noun.

II. The Semi-composite Sentence

1. *Neither she nor her husband paid the bill.*

It is a semi-composite semi-compound sentence. It is complicated due to the homogeneous subjects.

She and her husband are the subjects of the sentence. She is a simple subject, expressed by a personal pronoun, third person, singular, in the nominative case. Her husband is a composite subject, expressed by a noun phrase. The head word is represented by a common noun, singular, in the common case.

paid is the predicate of the sentence. It is simple, expressed by the Past Indefinite Active form of the verb *to pay*.

the bill is the object of the sentence. It is direct, simple, expressed by a common noun, singular, in the common case.

2. *He is always arguing or fighting!*

It is a semi-composite semi-compound sentence. It is complicated due to the homogeneous predicates.

He is the subject of the sentence. It is simple, expressed by a personal pronoun, third person singular, in the nominative case.

is arguing or fighting is the homogeneous predicates of the sentence. They are simple, expressed by the Present Continuous Active form of

the verbs *to argue* and *to fight*. The second predicate is incomplete, the auxiliary verb is missing.

always is the adverbial modifier of time or frequency. It is simple, expressed by an adverb.

3. *It is he who told me the truth.*

It is a semi-composite semi-compound sentence. It is complicated due to the emphatic construction.

It is the formal subject of the sentence, a part of the emphatic construction.

It is he who is the emphatic construction which emphasizes the notional subject of the sentence *he*.

told is the predicate of the sentence. It is simple, expressed by the Past Indefinite Active form of the verb *to tell*.

me is the object of the sentence. It is indirect, simple, expressed by a personal pronoun, first person, singular, in the objective case.

the truth is the object of the sentence. It is direct, simple, expressed by a common noun in the common case.

4. *Nobody wanted it done in such a way.*

It is a semi-composite semi-complex sentence. It is complicated due to the predicative construction.

Nobody is the subject of the sentence. It is simple, expressed by a negative pronoun.

wanted is the predicate of the sentence. It is simple, expressed by the Past Indefinite Active form of the verb *to want*.

it done is the object of the sentence. It is direct, complex, expressed by the objective participial construction with Participle II.

in such a way is the adverbial modifier of manner. It is composite, expressed by a noun phrase. The head word is represented by a common noun, singular, in the common case.

5. *The Browns remained, some of them to be entirely forgotten.*

It is a semi-composite semi-complex sentence. It is complicated due to the predicative construction.

The Browns is the subject of the sentence. It is simple, expressed by a proper noun, plural, in the common case.

remained is the predicate of the sentence. It is simple, expressed by the Past Indefinite Active form of the verb *to remain*.

some of them to be entirely forgotten is the adverbial modifier of attendant circumstances. It is complex, expressed by the Absolute Nomi-

native Infinitive construction with the infinitive in its Indefinite Passive form.

6. *Is it worth your quarrelling all the time?*

It is a semi-composite semi-complex sentence. It is complicated due to the predicative construction.

It ... your quarrelling is the subject of the sentence. It is split and represented by the formal introductory subject *it* and notional complex subject, expressed by the gerundial construction.

is worth is the predicate of the sentence. It is compound nominal, expressed by the link verb *to be* in the Present Indefinite form and the predicative, represented by an adjective.

all the time is the adverbial modifier of time or frequency. It is composite, expressed by a noun phrase, the head word is a common noun in the common case.

III. The Composite Sentence

1. *The musicians finished playing, but the dancers didn't want to leave.*

It is a composite compound sentence consisting of two coordinate clauses. They are connected syndetically by adversative connection with the help of the conjunction *but*. The subject-predicate unit of the first clause is **The musicians finished playing**.

The musicians is the subject of the clause. It is simple, expressed by a common noun, plural form, in the common case.

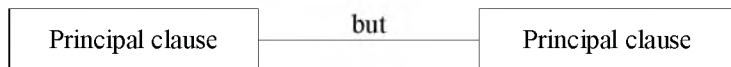
Finished playing is the predicate of the clause. It is compound verbal aspect, consisting of the aspect verb *to finish* in the Past Indefinite Active form and the notional verb *to play* in the form of Indefinite Active gerund.

The subject-predicate unit of the second clause is **the dancers didn't want to leave**.

The dancers is the subject of the clause. It is simple, expressed by a common noun, plural form, in the common case.

Didn't want to leave is the predicate of the clause. It is compound verbal modal, consisting of the notional verb *to want* with the modal meaning in its Past Indefinite Active negative form and the notional verb *to leave* in the form of Indefinite Active infinitive.

Graphic representation of the sentence may look as follows:



2. *The moon went down, the stars grew pale, the cold day broke.*

It is a composite compound sentence consisting of three coordinate clauses. They are connected asyndetically by copulative coordination. The subject-predicate unit of the first clause is **The moon went down**.

The moon is the subject of the clause. It is simple, expressed by a common noun, singular, in the common case.

Went down is the predicate of the clause. It is simple, expressed by a phrasal verb *to go down* in the Past Indefinite Active form.

The subject-predicate unit of the second clause is **the stars grew pale**.

The stars is the subject of the clause. It is simple, expressed by a common noun, plural form, in the common case.

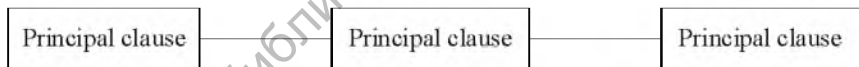
Grew pale is the predicate of the clause. It is compound nominal, consisting of the link verb *to grow* in the Past Indefinite Active form and the predicative expressed by an adjective.

The subject-predicate unit of the third clause is **the cold day broke**.

The cold day is the subject of the clause. It is composite, represented by a noun phrase with the head word expressed by a common noun, singular, in the common case.

Broke is the predicate of the clause. It is simple, expressed by the verb *to break* in the Past Indefinite Active form.

Graphic representation of the sentence may look as follows:



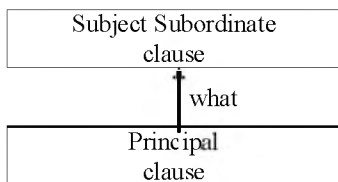
3. *What I need is a good piece of advice.*

It is a composite complex sentence consisting of a principal clause and a subject subordinate clause. They are joined syndetically with the help of the connective pronoun *what*.

The subject-predicate unit of the principal clause is **what I need is a piece of advice**. **What I need** is the subject of the clause. It is clausal, expressed by a clause. **Is a piece of advice** is the predicate of the clause. It is compound nominal, expressed by the link verb *to be* in the Present Indefinite form and the predicative expressed by a noun phrase with the head word in the form of a common noun.

The subject-predicate unit of the subordinate clause is **I need**. **I** is the subject of the clause. It is simple, expressed by a personal pronoun, first person, singular, in the nominative case. **Need** is the predicate of the clause. It is simple, expressed by the Present Indefinite Active form of the verb *to need*.

The scheme of the sentence may look as follows:



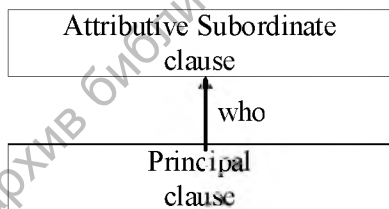
4. *The woman who ran the race was very cheerful.*

It is a composite complex sentence consisting of a principal clause and an attributive subordinate clause. They are joined syndetically with the help of the connective word *who*.

The subject-predicate group of the main clause is **The woman was cheerful**. **The woman** is the subject of the clause. It is simple, expressed by a common noun, singular, in the common case. **Was cheerful** is the predicate of the clause. It is compound nominal, represented by the link verb *to be* in the Past Indefinite Active form and the predicative expressed by an adjective.

The subject-predicate group of the subordinate clause is **who ran**. **Who** is the subject of the clause. It is simple, expressed by a relative pronoun. **Ran** is the predicate of the clause. It is simple, expressed by the Past Indefinite Active form of the verb *to run*.

The scheme of the sentence may look as follows:



5. *What I noticed first was that the window was broken.*

It is a composite complex sentence consisting of three parts: one principal clause and two subordinate clauses of subject and predicative types. The main clause coincides with the whole sentence. The subject subordinate clause is connected with the principal clause syndetically with the help of the connective word *what*. The predicative subordinate clause is joined with the principal clause syndetically with the help of the conjunction *that*.

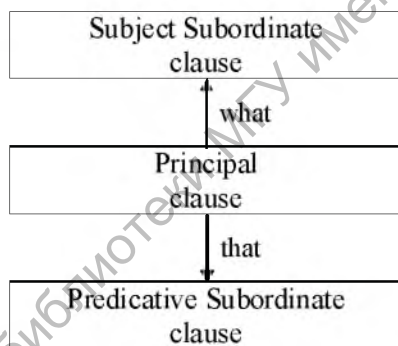
The subject-predicate unit of the principal clause is **What I noticed first was that the window was broken**. **What I noticed first** is the subject of the clause. It is clausal, expressed by a clause. **Was that the window was**

broken is the predicate of the clause. It is compound nominal represented by the link verb *to be* in the Past Indefinite Active form and the predicative expressed by a clause.

The subject-predicate unit of the subject subordinate clause is **I noticed**. **I** is the subject. It is simple, expressed by a personal pronoun, first person, singular, in the nominative case. **Noticed** is the predicate. It is simple, expressed by the Past Indefinite Active form of the verb *to notice*.

The subject-predicate group of the predicative clause is **the window was broken**. **The window** is the subject of the clause. It is simple, expressed by a common noun, singular, in the common case. **Was broken** is the predicate of the clause. It is compound nominal represented by the link verb *to be* in the Past Indefinite Active form and the predicative expressed by Participle II.

The scheme of the sentences may look as follows:



6. *Whether I will be the hero of my own life, or whether that station will be held by anybody else, these pages must show.*

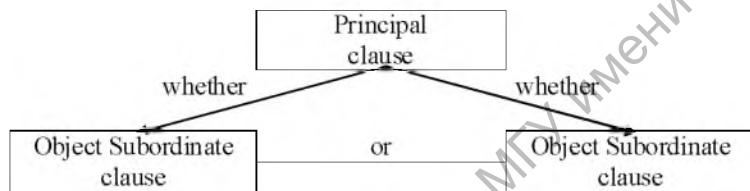
It is a mixed, compound-complex, sentence, consisting of three parts: one principal clause and two object subordinate clauses. Object subordinate clauses are joined syndetically with the principal clause with the help of the conjunction *whether*. Besides, the subordinate clauses are connected between themselves syndetically on the basis of disjunctive coordination with the help of the conjunction *or*.

The subject-predicate group of the principal clause is **these pages must show**. **These pages** is the subject of the clause. It is composite expressed by a noun phrase with the head word in the form of a common noun. **Must show** is the predicate of the clause. It is compound verbal modal consisting of the modal verb *must* and the notional verb in the form of Indefinite Active bare Infinitive.

The subject-predicate group of the first subordinate clause is **I will be a hero**. **I** is the subject of the clause. It is simple, expressed by a personal pronoun, first person singular, in the nominative case. **Will be a hero** is the predicate of the clause. It is compound nominal, represented by the link verb *to be* in the Future Indefinite Active form and the predicative expressed by a common singular noun in the common case.

The subject-predicate group of the second subordinate clause is **that station will be held**. **That station** is the subject of the clause. It is composite expressed by a noun phrase with a common singular noun as the head word. **Will be held** is the predicate of the clause. It is simple, expressed by the Future Indefinite Passive of the verb *to hold*.

The scheme of the sentence may look as follows:



VI. PRACTICAL ASSIGNMENTS

THE SIMPLE SENTENCE

Exercise 1. Define the kinds of sentences according to the purpose of the utterance.

Laura was terribly nervous. Tossing the velvet ribbon over her shoulder, she said to a woman standing by, "Is this Mrs. Scott's house?" and the woman, smiling queerly, said, "It is, my lass." Oh, to be away from this! She actually said, "Help me God!" as she walked up the tiny path and knocked. To be away from these staring eyes, or to be covered up in anything, one of those women's shawls even! I'll just leave the basket and go, she decided. I shan't even wait for it to be emptied.

Then the door opened. A little woman in black showed in the gloom.

Laura said, "Are you Mrs. Scott?" But to her horror the woman answered, "Walk in, please, miss," and she was shut in the passage. "No," said Laura, "I don't want to come in. I only want to leave this basket."

The little woman in the gloomy passage seemed not to hear her. "Step this way, please, miss," she said in an oily voice, and Laura followed her.

Exercise 2. Define the types of questions.

1. "Who is he?" I said. "And why does he sit always alone, with his back to us too?" 2. "Did she have a chill?" he asked, his eyes upon the floor. 3. You have Mr. Eden's address, haven't you, Mr. Ends? 4. Is literature less human than the architecture and sculpture of Egypt? 5. We shall be having some sort of celebration for the bride, shan't we, Mr. Crawley? 6. "Can I see the manager?" I said, and added politely, "alone." 7. When had the carriage been back from taking Miss June to the station? 8. What is the meaning of that? She is going to live in the house, isn't she? 9. He couldn't understand what Irene found wrong with him: it was not as if he drank. Did he run into debt, or gamble or swear? 10. Were you talking about the house? I haven't seen it yet, you know. Shall we all go on Sunday? 11. Don't you realize it's quite against the rules to have him? 12. How will you carry the bill into effect? Can you commit a whole country to their own prisons? 13. Can you fly this aircraft and land it? 14. What does he have to say? 15. Wasn't it an adventure? 16. So, they did take part in the reception, after all? 17. Will you do it alone, or will you have someone to help you? 18. Do we read a book for the book's sake? 19. A good deal has been written about the importance of practice, hasn't it? 20. Has it been a monotonous day, or have you come

across some diversions? 21. At what range will the plane show on the radar? 22. Do you care to comment or don't you? 23. Is it all over, or do we have to go through the ordeal from the start? 24. Isn't it a lovely bit of jewelry?

Exercise 3. Make up an alternative question out of each of the given pairs of statements.

1. These decisions were based on ignorance. These decisions were based on competence. 2. This satellite can be seen with a naked eye. This satellite can't be seen with a naked eye. 3. The liner will take off in half an hour. The liner will be taking off in a few moments. 4. She felt quite secure. She felt somewhat insecure. 5. Anybody can say so. Nobody can say so. 6. Those people desire possession. Those people desire the well-being of others. 7. The truth is always beautiful. The truth may sometimes be very ugly. 8. They drove back with the car radio playing. They drove back with the car radio turned off. 9. The nurse tucked in her blanket and fetched her a hot-water bottle. The nurse passed by without paying attention to her. 10. The information came from the Colonial Office files. The information came from the Ministry of Defence.

Exercise 4. Change the following statements into disjunctive questions.

1. You cannot give me a definite answer. 2. They were married several weeks later. 3. The inspector made an affirmative gesture. 4. The tower clock chimed the hour. 5. There are no oranges left in the vase. 6. Mr. Raymond shrugged his shoulders. 7. There is no motive behind their decision. 8. The woman was becoming a nervous wreck. 9. The situation became strained. 10. The TV set has been turned on all the time. 11. The car bomb didn't go off. 12. The West European attitude has fuelled the arms race in the region. 13. There was an amusement in the girl's eyes. 14. Police has uncovered plenty of evidence. 15. I'm older than you. 16. I'm afraid, I'm late. 17. There are only five students present. 18. All can't speak at a time. 19. Everybody can't come in first. 20. Everyone cheered wildly. 21. Very little progress has been made. 22. A little progress has been made. 23. Few people knew the answer. 24. A few people knew the answer. 25. You seldom see them. 26. He can hardly speak English. 27. We could scarcely hear what he said.

Exercise 5. Ask questions about the italicized words.

1. *The show* didn't amuse us very much. 2. The grandmother was *mending* as usual. 3. Margaret cannot keep *a secret*. 4. We went out *through a side door* into the dark street. 5. Maria stood in the doorway *with a large tray*. 6. Anyone would think *I was cruel to them*. 7. I watched her *fasten*

green leaves in her hair. 8. There was *something important* in the paper. 9. The dinner was *quite a substantial affair*. 10. The stewardess opened the door *to the passenger deck*. 11. The captain *was pacing* the narrow cabin nervously. 12. You should try *to relax* as much as you can.

Exercise 6. Match the sentences below with their communicative types.

	<i>Sentence</i>		<i>Communicative types</i>
1	How beautifully he is singing!	a	declarative affirmative
2	What have you been doing with yourself?	b	declarative negative
3	Stop fooling around!	c	interrogative general
4	She nodded approvingly.	d	interrogative special
5	Isn't he a genius?	e	interrogative alternative
6	None of them agreed.	f	interrogative disjunctive
7	Is it going to rain?	g	negative-interrogative
8	Will you pay the bills or shall I do it on my way home?	h	imperative affirmative
9	Let Jim collect the kids from school.	i	imperative negative
10	Don't behave as an enemy.	j	exclamatory
11	Sam didn't agree with us, did he?		
12	Can you do me a favour?		
13	Has he bought the book yet?		
14	Let's wash up together, shall we?		
15	Didn't they finish the project before the deadline?		

Exercise 7. Translate into English.

1. Ты же не будешь держать меня в неведении, да? – Да, не буду. Как только тетушка даст мне знать о своем решении, я тебе сообщу. 2. Какой Том несносный мальчишка! Он снова залез на самое высокое дерево в саду и не хочет слезать! – Вам снова придется вызывать пожарную бригаду, чтобы его сняли с дерева, не так ли? – Боюсь, что да. 3. Его ошибка осталась незамеченной, да? – Нет, умные люди ее все-таки заметили. 4. Полиция обнаружила несколько килограммов наркотиков, спрятанных в подвале, не так ли? – Нет. Наркотики лежали так, как будто кто-то хотел, чтобы их нашли. 5. Вы не ожидали, что мы придем вовремя, не так ли? – Да, не ожидала. Я привыкла, что вы всегда опаздываете. 6. Как приятно окунуться в прохладную воду в такой жаркий день! – Особенно когда вся работа, которая была запланирована на неделю, закончена и впереди беззаботные выходные. 7. Им бы лучше выехать более ранним поездом, да? – Оставь их в покое. Пусть принимают собственные решения, хорошо? 8. Разве исключения не подтверждают правила? – Я никогда не понимал

этой поговорки. К тому же, в данной ситуации она мне кажется не совсем уместной. 9. Закон всегда прав, не так ли? – Не всегда. Это зависит от тех, кто пишет законы и вершит правосудие. 10. Здесь должно быть более легкое объяснение, не так ли? – Возможно. Но мы вряд ли найдем его, когда у нас так мало времени. 11. Как профессионально она танцует! Если бы я не знала, что она никогда не училась хореографии, я бы подумала, что она занималась у лучших мастеров балета. 12. Сколько гостей будет у Кейт на дне рождения? – Около 50. – Она всегда приглашает так много людей? – Да, она любит большие компании. 13. Моя мама не любит, когда я поздно прихожу домой. – Моя тоже. Она никогда не ложится спать, пока я не приду. 14. Какая замечательная погода была во время нашего отпуска! – Все время светило солнце, да? – Да, нет. Было пасмурно и иногда шел дождь. – Что же в этом хорошего? – Мы с мужем – грибники, и для нас это самая хорошая погода.

Exercise 8. Match the given sentences with their descriptions.

	<i>Sentence</i>		<i>Description</i>
1	Ninety days.	a	simple two-member incomplete extended
2	You are making a fool of yourself.	b	simple two- member incomplete unextended
3	It's getting dark.	c	simple two-member complete extended
4	Gets kind of scary writing mysteries all alone at night.	d	simple two-member complete unextended
5	Everybody agreed with this statement.	e	simple one-member nominal unextended
6	It was snowing.	f	simple one-member nominal extended
7	A humdrum, everyday life.	g	simple one-member verbal extended
8	Quite sure of it.		
9	Coming to university in such an outfit!		
10	Not the least idea.		
11	Sultry summer night.		
12	This happened morning after morning.		
13	Such nice boys!		
14	To believe in ghosts nowadays!		
15	Morning. Sunshine. Happiness.		

Exercise 9. Point out two-member sentences (say whether they are complete or elliptical) and one-member sentences.

1. Living at the mercy of a woman! 2. We must go to meet the bus. Wouldn't do to miss it. 3. Obedient little trees, fulfilling their duty. 4. To think of that! 5. He wants to write a play for me. One act. One man. Decides to commit suicide. 6. A beautiful day, quite warm. 7. "What do you want?" "Bandages, stuff for wounded." 8. "How did he look?" "Grey but otherwise much the same." "And the daughter?" "Pretty." 9. And then the silence and the beauty of this camp at night. The stars. The mystic shadow/water. The wonder and glory of all this. 10. The cuckoo's song. The sight of bluebells under the large trees! 11. "Mother, a man's been killed." "Not in the garden?" interrupted her mother. 12. Garden in the Manor House. A flight of grey stone steps leads up to the house. The garden, an old-fashioned one, full of roses. Time of year, July. Basket chairs, and a table covered with books, are set under a large yew-tree. 13. A distant flash, a low rumble, and large drops of rain spattered on the thatch above him. 14. He stared amazed at the calmness of her answer. 15. A starlit night; not a breath of wind. 16. Lucretius knew very little about what was going on in the world. Lived like a mole in a burrow. Lived on his own fat like a bear in winter. 17. "I'll see nobody for half an hour, Macey," said the boss. "Understand? Nobody at all." 18. She went out into the hall and listened. No sound! 19. A beautiful day, quite warm.

Exercise 10. Point out all the elliptical sentences and state what part of the sentence is missing.

1. "Yes, we are both well, thank you, Firth. Rather tired from the drive, and wanting our tea." 2. "Glad to see you home, and hope you have been keeping well." 3. "Got a cigar, Root?" – "No." 4. It was near the end of their stay, and the April sun hot. 5. "Sorry to be late again," he said... 6. The thunder was faint now, the flashes imperceptible. 7. Nobody was at home – Soames in London, Annette at a garden party. 8. The sky was of purplish hue – the poplars black. 9. "How are you?" he asked me. – "Fine," I said. 10. "Just at sunset, the air turned cold and the sky cloudy..." 11. "You are a South American?" – "No" – "Speak Spanish?" – "A little." 12. "You have come to the opposite side of the house," she said, "this is the west thing." – "Yes, I know," I said. 13. "Why do you come here?" – "For winter sport." 14. There were flowers in the dining-room, flowers in the library... 15. "Who else is here?" – "no one you know." 16. "How old are you?" – "Seventeen, Sir." 17. The day passed most pleasantly away; the morning in the bustle and shopping, and the evening at one of the theatres.

Exercise 11. Read the following dialogue passages. Point out incomplete (elliptical) sentences in them. Decide which parts of these sentences are deleted and why. Translate into Russian.

1. "When am I going to see you again?" he said, when she stood up to go. – "Do you want to?" – "Extraordinarily." – "But why?" – "Why not? You're the first lady I've spoken to for ten years. I'm not at all sure you're not the first lady I've ever spoken to." – "If we are going to see each other again, you mustn't laugh at me." – "Laugh at you! One couldn't. So when?"

2. "Tomorrow's Sunday. I shall be seeing you?" – "If you will." – "What about the Zoo?" – "No, not the Zoo. I hate cages." – "Quite right. The Dutch garden near Kensington Palace?" – "Yes."

3. "Last week he tried to commit suicide," one waiter said. – "Why?" – "He was in despair." – "What about?" – "Nothing." – "How do you know it was nothing?" – "He has plenty of money."

4. "You are the most beautiful dancer I've ever held in my arms." – "Captain Butler, you must not hold me so tightly. Everybody is looking." – "If no one were looking, would you care?" – "Captain Butler, you forget yourself." – "Not for a minute. How could I, with you in my arms?"

5. "I am sure, Mrs. Failing, that you need not talk of 'making' people come to Cadover. There will be no difficulty, I should say." – "Thank you, my dear. Do you know who once said those exact words to me?" – "Who?" – "Rickie's mother." – "Did she really?" – "My sister-in-law was a dear."

6. "I hear you behaved intolerably at lunch-time today." – "Who told you?" – "The twins." – "Well?" – "Well nothing. Let's have a look at your Latin prose." – "Oh Willy – I'm so wretched – sorry." – "Barbara?" – "Yes." – "And she?" – "I just annoy her." – "I have no comfort for you, Pierce. You will suffer. Only try to trap the suffering yourself. Crush it down in your heart like Odysseus did."

Exercise 12. Reconstruct the missing parts in the elliptical sentences. Observe the stylistic effect of the change.

1. "Will you come over and hear me playing the piano?" – "I will." 2. "Are you kidding me?" – "No." 3. "You are not a member here, I presume." – "Why not?" 4. "I bet you completely forgot it." – "Not completely." 5. "I was lying the first time." – "You sure the first?" 6. "Would you mind if I go now?" – "Certainly not." 7. "Where is his home?" – "Chicago." 8. "What makes you think so?" – "Facts." 9. "I am suggesting that this is a possibility." – "Is what?" 10. "An enemy in our ranks? You really believe that?" – "Don't you?" 11. "We have got to act, and that without delay." – "But how?" 12. "Who else

could have done it?” – “May be your brother?” 13. “I am not afraid of thinking and knowing.” – “And of acting?” 14. “We know perfectly well what happened to him.” – “What happened – yes. But why?” 15. “It seems to me that other and more convincing explanations can be found.” – “Such as?”

Exercise 13. Translate into English paying attention to the structure and use of elliptical sentences.

1. У нас еще одна новость. – Какая? 2. Не верите? – Да нет, верю. 3. Я только что встретил Андрея. – Где? – У входа в метро. 4. Вы обращались к лесничему? – Нет. Не подумал об этом. 5. Значит, ваш драмкружок распускается? – Вот именно. 6. Еще чашечку кофе? – Если позволите. Сахару больше не нужно, спасибо. 7. Кто это вам наговорит таких вещей? – Как кто? Все говорят об этом. 8. Вы там были один? – Почему один? И Федор Петрович был. И Аня тоже. 9. Бумаги собрали? – Еще не все. 10. Вы меня хорошо слышите? – Не очень. – Может, мне перезвонить? – Да, пожалуйста. 11. Сколько еще ждать? – Не больше получаса, я думаю. 12. Сколько весит эта упаковка? – Что-то около восьми килограммов. 13. Давайте поскорее встретимся снова. – Когда и где? 14. Вам еще многому нужно поучиться. – Например? – Например, вежливости. 15. Вы согласны с предложением господина Медникова? – Не совсем. 16. Значит, она не придет? – Да нет, придет. Она передумала. 17. Итак, решение принято. – Наконец-то!

Exercise 14. Make up your own sentences which would answer the following definitions:

1. simple one-member nominal unextended.
2. simple one-member nominal extended
3. simple one-member verbal extended
4. simple two-member complete unextended
5. simple two-member complete extended
6. simple two-member incomplete unextended
7. simple two-member incomplete extended

THE COMPOUND SENTENCE

Exercise 1. Analyse the means of connecting coordinate clauses in the following compound sentences.

1. The little girl was not unhappy or afraid, yet she wept. 2. She drew the curtain back, and the room was flooded with gold. 3. I want to go very

much, still I do not care to go out in the rain. 4. The moon went down, the stars grew pale, the cold day broke; the sun rose. 5. Instead of stopping, the rain increased, so we decided to set out for home right away. 6. A little nervous and depressed he turned to retrace his steps, for all at once he felt himself very much of a nobody. 7. How glad I am to have met you then, otherwise we might have lost sight of each other. 8. Trench, either you travel as a gentleman, or you travel alone. 9. To know things by name is one thing; to know them by seeing them, quite another. 10. Some of the students show positive results, whereas others do not. 11. During a week he and Presley had been much together, for the two were devoted friends. 12. Not all the necessary things were bought for the trip, therefore we had to postpone our departure for several days. 13. Stars were sparkling out there over the river; the sky was frosty clear and black. 14. Philip Bosinney was known to be a young man without fortune, but Forsyte girls had become engaged to such before, and had actually married them. 15. Our Susan was looking at her with big imploring eyes; she was frowning; she wanted to go. 16. Peter is unlikely to come soon, so that we had better go home. 17. Her face was close to the window pane, and he was struck by its mournful look. 18. The water wasn't three feet deep; nevertheless, Joe managed to leap out of the mud and swim across, and then back.

Exercise 2. Join the following pairs of simple sentences to make them clauses of a compound sentence.

1. Derek passed all his exams well. He couldn't find a job. 2. It is getting dark and windy. We had better return home. 3. The teacher explained the question in detail. I didn't understand it. 4. Everyone had the same crib. Most of us ended up failing the exam. 5. I looked in all directions. No house was to be seen. 6. It was bitterly cold. We did not go out. 7. There are butterflies in the sunshine. From everywhere arises the drowsy hum of bees. 8. Your arguments are strong. They do not convince me. 9. He is a good scientist. He is also a good sportsman. 10. Your car is new and fast. My car is old and slow. 11. In the morning Henry cooked the breakfast. Bill was still sleeping. 12. Be careful. You may slip and injure yourself. 13. Computers came into common use in the 1970s. They are now indispensable for conducting business. 14. Take your raincoat with you. It may rain. 15. Take a lantern. We shall not be able to find our way. 16. My granddad fell off the ladder yesterday. He wasn't hurt. 17. The November morning had just begun. It looked like dusk. 18. This must be distinctly understood. Nothing wonderful can come of the story. 19. Maria failed to get a scholarship. Her parents had to pay for her education. 20. Pat is very tall. Her twin brother is rather short.

Exercise 3. Fill in conjunctions and conjunctive adverbs into the sentences below. There may be more than one variant.

1. You must be very gentle with him [the pony], ... you will find him troublesome. 2. The Simons usually go on holiday to Spain, ... the Millers go to Italy. 3. He never took more than two slices of bread-and-butter to eat in the pit, ... an apple or an orange was a treat to him. 4. You must fasten the boat to that pole, ... the current will carry it away. 5. Bilinguals ... can understand other cultures ... can communicate with a wider range of people. 6. The tall white lilies were reeling in the moonlight, ... the air was charged with their perfume. 7. The alarm went off, ... Peter didn't wake up. 8. My parents lent me some money; ... I couldn't have afforded the trip. 9. Till evening the wind whistled above our heads, ... the sea about us was blue and smooth. 10. The night was black and dreamy too, ... the moon was still down behind the mountains. 11. I will answer the door, ... you can put some water on for tea. 12. You can join us in Paris, ... we can wait for you in London. 13. The front door of the house opened, ... a man and a woman stepped out on the wooden porch. 14. We thought she was arrogant, ... in fact she was just very shy. 15. Debora knew it was not true; ..., it would have frightened her. 16. The days became longer, ... it was now springtime. 17. It rained heavily during the afternoon; ..., we managed to have our picnic anyway. 18. Schools in the north tend to be better equipped, ... those in the south are relatively poor. 19. Start off early, ... you won't have to rush. 20. There is much to discuss, ... we'll return to this item at our next meeting.

THE COMPLEX SENTENCE

Exercise 1. Analyse the following complex sentences. State in what way the subordinate clauses are introduced.

1. The drawback was that I was often sleepy at night, or out of spirits and indisposed to resume the story. 2. But the greatest effect in these miserable lessons is when my mother (thinking nobody is observing her) tries to give me the cue by the motion of her lips. 3. And I cannot say that what I have heard is much to his credit. 4. Here is what is going to happen. 5. It cannot be supposed that the arrival of such a personage as Rebecca at Queen's Crawley could be unremarked by Mrs. Bute Crawley. 6. The secret of the matter is that Paul has a great disposition to protect and patronize. 7. This is how you should have done it. 8. I can't tell you which way is the shortest. 9. She owed it to her first teacher that she had a good pronunciation. 10. Do you know that in Holland they grow tulips by the square mile? 11. Whether I shall turn out to be the hero of my

own life, or whether that station will be held by anybody else, these pages must show. 12. It seemed as though our last stormy meeting was forgotten, but I was not in the mood to have it forgotten. 13. I thought how alike people were in a moment of common interest. 14. That is where our neighbours fall short sometimes. Mr. Sartorius, taste – taste is what they occasionally fail in. 15. Her father did not like when she interfered with his work. 16. How the book will sell depends on its plot and the author. 17. I insist upon it that you tell me all the details. 18. I wish you could have seen the faces of the Misses Bladebrook. 19. Whether he talked or not made little difference to my mind. 20. The rule was that they walked down to the cliff path and travelled up in the lift.

Exercise 2. Form a complex sentence with a subject clause out of each pair of questions, choosing the pattern of the first one for a subordinate clause and the pattern of the second one for a principal clause.

Model: What does he mean? Is it his own business? – What he means is his own business. – It is his own business what he means.

1. Why did he say it? Is it beyond my comprehension? 2. What does he suggest? Is it always taken into account? 3. When will they be through with their talk? It is all the same to me, isn't it? 4. What will they decide about the new project? This is important, isn't it? 5. Why have Nell and Snider quarrelled? Does it worry you? 6. Might he still present his paper on Ancient Egyptian culture? Is it out of the question? 7. Has Dad returned from his business trip? Can it be true? 8. Has Gina grown up already? Has it never occurred to you? 9. Whom did he invite to his place? Is it his own business? 10. What did they argue about? It didn't only concern them, did it? 11. Was Milly working on her graduation paper? Did it sound surprising? 12. Might the story be true to fact or might it not be true to fact? Did it trouble anybody?

Exercise 3. Make up complex sentences with predicative clauses out of the following pairs of utterances. Choose conjunctive words from the guiding question, otherwise use *that, whether, if, as if, as though*.

Model: 1. What is the condition? Must Mr. Hallaway take part in the conference? – The condition is that Mr. Hallaway should take part in the conference.

2. How did he look? Was he about to raise an objection? – He looked as if he were about to raise an objection.

1. Where can you find the man? Is this the puzzle? 2. What is the reason of Jim's sulky look? Has he quarrelled with Rosy? 3. Was the house deserted?

How did it look? 4. How long will it take them to finish the calculation? Is this the point? 5. What is the question? Has he formed a definite opinion of this matter? 6. Didn't she consider the young man suitable? Was this the problem? 7. Were they willing to agree? What was your understanding? 8. Is Mary pleased? What is your impression? 9. How did they get that information? Is this the puzzle? 10. Is John guilty? How does it look? 11. Will Pete accept our condition or won't he? What is the problem? 12. Had Milly recovered from her flu? How did she feel? 13. Should your son first finish school? What is your plan? 14. Should we start anew? Is this the best way out? 15. Were they expected at that time? How did it seem?

Exercise 4. Make up complex sentences with object clauses out of the following pairs of utterances.

Model: What did I feel? Could he speak against our proposal? – I felt that he could speak against our proposal.

1. What is she always saying? Should one make friends wherever one gets about? 2. What did I wonder? Why did she pronounce the phrase so significantly? 3. With what doesn't the instruction agree? What were we told about the engine? 4. What are you not quite certain of? Are they eager to be with us or not? 5. What did Edgar feel? Was Helen ready to forgive him? 6. What were the students interested in? How are the damaged old manuscripts restored? 7. What did he wonder? Would she stay or would she go? 8. What did the professor speak of? Is an encounter with a non-earth civilization possible? 9. What are you afraid of? Will you be asked more questions? 10. What do you feel? What do other people feel in this condition? 11. What did they concentrate on? What seemed the central point of the problem? 12. What can't you fancy? Who is responsible?

Exercise 5. Insert *what* or *that* introducing nominal clauses.

1. After all, he now had ... he had been longing for, and he decided that was ... counted. 2. There was no doubt as to ... he meant. 3. I could realize nothing save ... he was no enemy of mine. 4. That was ... had happened to that wonderful mood of optimism and understanding. 5. I wanted to satisfy myself ... the work I had put into this boat was sound. 6. He did not even know ... had happened. 7. ... he says is not ... he means. 8. ... he refused to help her in this critical moment was more than unkind of him. 9. ... our English teacher said was downright inspiring. 10. ... there were other problems in that family besides a mere generation gap was obvious. 11. ... surprised everybody was

... Pat refused to take her trophy. 12. The fact was ... Gordon had completely forgotten about the meeting. 13. That is ... your husband wants you to think about all this matter. 14. Frank was terrified ... she would forget about him soon.

Exercise 6. Translate into English.

1. Твоя проблема, Мартин, в том, что ты все время ищешь лидера. Что тебе нужно сделать, так это перестать постоянно ждать чьего-либо одобрения и начать принимать собственные решения. 2. То, что Клайд рассказывал Роберте о Сондре Финчли и о своих новых друзьях, не соответствовало действительности. 3. То, что старушка не узнала Эмили, было очевидно. 4. Роберта еще не знала, что ей делать, но она решила так или иначе заставить Клайда жениться на ней. 5. Попав в дом родителей Роберты, Клайд невольно сравнил его с тем, что он видел в доме Сондры, и понял, что он никогда не женится на Роберте. 6. То, что Клайд отказался помочь матери в трудную минуту, было следствием влияния друзей из отеля. 7. Полковник дал нам понять, что его намерения были абсолютно честными и бескорыстными. 8. Роберта чувствовала, что Клайд говорил ей неправду, и страдала от этого. 9. Я не уверен, что понимаю, почему Брюс сделал то, что не имел никакого права делать. 10. Что ему действительно нужно – это отказаться от бесплодных мечтаний и заняться настоящей работой. 11. Это то, что вы должны повторить перед вашим экзаменом по английскому языку. Похоже, вы никогда не думали, что на нашем факультете вам придется много работать. 12. Инструкция никак не согласуется с тем, что нам говорили об этом приборе. 13. Что Изабелла хотела – это узнать правду, какой бы горькой она ни была. Чего она больше не хотела – это оставаться в неведении относительно своей дальнейшей судьбы. 14. Я не понимаю, как то, что вы говорите, относится ко мне.

Exercise 7. Insert connective words introducing nominal clauses.

1. He made it clear once more ... the missing books were to be got and brought to him. 2. Old people will say ... things now are not ... they used to be when they were young. 3. I knew ... you meant though you did not mention the name. 4. ... it was the following Sunday when I saw the gentleman again, or ... there was any greater period of time before he reappeared, I cannot recall. 5. His eyes looked ... at any moment they might blaze up with anger. 6. Her constant fear was ... her child should get ill. 7. See to it ... every-

thing is done correctly. 8. Some people think ... they are always right in ... they are doing. 9. "Look at ... breaking into society now, will you?" Gilbert remarked sharply and sarcastically. 10. He could see nothing outside except ... the small electric lamp opposite was not lighted. 11. I can't understand ... you should be so nervous. 12. And thunder was, most likely, ... would happen next. 13. We are not sure ... they will arrive in time. 14. I was surprised to see them, I did not know ... they had arrived. 15. The young girls with warmth in their eyes, remarked on ... handsome the young man was. 16. Her face went so white that it seemed ... the blood must have stopped flowing in her veins. 17. "I'm a determined character," said Mr. Creakle, "that's ... I am. I do my duty. That's ... I do." 18. Tell me ... is the next turn to lift the weight? 19. I must admit ... you say is quite a revelation to me. 20. He told me ... and ... I could see him.

Exercise 8. Complete the following, using subject, object or predicative clauses.

1. What ... surprised everybody. 2. This is what 3. He meant what 4. The thing is that 5. How ... is what puzzles me. 6. It was as though 7. We realized that 8. Where ... is unknown. 9. The question is how 10. That ... is a fact. 11. He never knows when 12. The order was that 13. I doubt if 14. That is why 15. It depends on whether 16. He looked as if 17. What ... is his own business. 18. He looked as if 19. She often reproached herself for what 20. What ... makes little difference. 21. The problem is that 22. I wonder why 23. Our fear was lest 24. The first point I can make is that 25. I want to be paid for what

Exercise 9. Analyse the attributive clauses, see the way they are introduced, and state their type.

1. The girl wrote the address down on a card, which she gave to the servant to post. 2. He wondered now whether Haviland was really the man he ought to work for. 3. At this age, which I judged to be near fifty, he looked extremely young. 4. They were sharp with each other. They said things that ordinarily would have been brutal insults. 5. At last he had stumbled on the answer to a question which he had been asked a long time ago. 6. Erik walked slowly over to Tony, who stood by the other window, staring out at the night. 7. She avoided meeting and speaking with him, which he could not help noticing. 8. I have led a retired life and have no friends whom I could

appeal to. 9. All things shone softly in the sun, which was wonderfully warm. 10. He now resumed the book with which he had been occupied before tea. 11. She used to look at me like the little devil she was. 12. I was under the impression that Alice was his best friend. 13. They walked slowly along the narrow path where the shrub, clustering thickly on each side, was starred with spring flowers. 14. This room, which served for studio, bedroom and sitting room, was bare and dusty. 15. Andrew had a warm desire that the conversation might continue. 16. At last they entered a ravine where the trees were thick. 17. The Browns, who lived in the adjoining house, had been dining with the Joneses. 18. They went side by side, hand in hand silently towards the hedge, where the may-flower was in full bloom. 19. A great lamp, with a green shade, hung over an easel, where the artist had been sketching in crayon. 20. At last Maggie's eyes glanced down on the books that lay on the window-shelf. 21. All things shone softly in the sun, which was wonderfully warm and enlivening. 22. The wind pierced the woolen jumper she wore. 23. It was not the sort of house he was accustomed to. 24. The question how and why those people got the information still worried us. 25. He drove with her up into the mountain where the winter had not yet swept every russet leaf from the chestnuts and oaks.

Exercise 10. Insert relative pronouns or adverbs.

1. Do you remember the last time ... we were out together? 2. The room was perfect for anyone ... had an experiment to perform. 3. He had in Sunbury a wife and three daughters, and a small garden ... he grew roses. 4. He ... loves the sea, loves also the ship's routine. 5. There were two or three indefatigable men among them by ... courage and industry all the rest were upheld. 6. I told it to my room-mate ... I knew would keep my secret. 7. I told it to my room-mate ... I knew I could trust. 8. Take such measures ... seem to you necessary. 9. Take measures ... you think necessary. 10. Did he explain the reason ... he had not written so long? 11. This is the picture ... I am so proud of. 12. This is the picture of ... I am so proud. 13. They asked me to accompany them, ... was just the thing I wanted. 14. The thought ... he may have fallen ill worries me. 15. They grew such tulips ... I had never seen before. 16. The thought of going home to his family was all ... kept him happy while he was working abroad. 17. She was probably the hardest working student ... I've ever taught. 18. Bob wants to become a pop star, ... seems like a totally unrealistic ambition to me. 19. The official to ... you need to

address your enquiry is temporarily unavailable. 20. Lighting bonfires at this time of the year is a tradition ... goes back to the 17th century. 21. Dorothy said something ... I couldn't hear clearly. 22. We were told that we would be held responsible for anything ... went wrong. 23. He is probably the best golfer ... I have played against. 24. The diary ... Ron kept when he was in prison was sold for \$50,000. 25. There is one person to ... I owe more than I can say. 26. Travis wasn't looking forward to the time ... he would have to give evidence to the court. 27. Well, Mr. Gordon. I really didn't get the pay rise ... I looked forward to, but this wasn't the reason ... I left.

Exercise 11. Omit the relative pronouns or adverbs where possible.

1. There is not a man alive who could do it half so well as you. 2. Have you found the book about which we were talking the other day? 3. That is just the place where I am going to. 4. This was the pain that I had known when I was very small. 5. The doctor has requested me, as a friend of the family, to write to them on a subject that concerns this case. 6. The paradox which made everybody laugh belongs to Oscar Wilde. 7. The lecturer repeated the fact that he had mentioned previously. 8. The steamer on which we loaded the goods will leave the port tomorrow. 9. My next task was to get to the shore with my luggage, which I found by no means easy. 10. There was little that we could do to help her. 11. The machine that I have to use in my job cost over a million pounds. 12. I have a friend who ran in the New York Marathon last year. 13. Mary was late yesterday, which was unusual for her.

Exercise 12. Translate into Russian. Pay attention to the Russian equivalent for *which*.

1. Silas did not go to Church, which also counted against him in the eyes of the villagers. 2. Beneath him lay a little village which was lost in the snow. 3. At first I had some idea as to the direction in which we were driving. 4. But how would he know which was home? He would have to ask somebody, which was a pity because he didn't want to. 5. Again Denny laughed. His laugh was an insult, which made Andrew long to hit him. 6. Andrew Manson said: "You've only given me twenty pounds, which works out at two hundred and forty a year, whereas we both definitely agreed that my salary should be two-fifty." 7. Peggotty had a basket full of refreshments on her knees, which would have lasted us out handsomely if we had been going to London by the same conveyance.

Exercise 13. Correct these sentences or put a V.

1. We took the dog who we'd found it abandoned in the street straight to the vet. 2. Would any boys who's surnames begin with M please raise your hands? 3. The difficulties of living near the volcano are well understood by the people farm the land there. 4. I bought the present that I gave him it for Christmas in Japan. 5. The day which I first met your mother was the best day of my life. 6. The woman who I spoke to was extremely helpful. 7. The path was made by walkers who crossed the mountains each summer. 8. The film which I really want to see it is the new one with Johnny Depp. 9. The danger of driving is something which worries me each time I travel. 10. No, the hospital where you were born there was closed down quite a while ago. 11. The person whom we selected to represent us on the committee has had to resign due to illness. 12. Could you just give me one reason why you would say something like that? 13. A small amount of money was all which was taken in the robbery. 14. The table where we sat at had a lovely view of the Acropolis. 15. The guy whose car you just hit it is a traffic warden! 16. My brother who is in the army he came to see us. 17. Alfredo thought for a second, and then began to write: "To Whom It May Concern...".

Exercise 14. Write one word in each gap.

1. Do you really think the month ... which you're born affects your character? 2. They declared war on Austria, the reason ... which completely escapes me now. 3. There are five slices of pizza left, two ... which we'd better save for Justin. 4. Is the day ... which you arrive a Friday? 5. Josephine came to the rescue, of course, ... which I'm eternally grateful. 6. There were 20 people at the meeting, some ... whom I'd never met before. 7. The law needs to be strengthened, ... which I mean the police need to be given new powers. 8. I looked at several possible presents, none ... which were appropriate. 9. She studied in Berlin from 1916 to 1923, ... which time many people still believed that women had no role in scientific research. 10. The region ... which most of the wine is produced is to the south. 11. Jackson directed over 30 westerns, many ... which are now available on DVD.

Exercise 15. Rewrite as one sentence using an attributive clause.

1. That tree is an oak. My grandfather planted it 60 years ago. 2. Tina and Charlie are having a party this Saturday. They're identical twins. 3. On

the Friday, we spent most of the day sitting in the port. On the Friday, the ferry was delayed. 4. Barbara used to work in the Personnel Department. You met her at Libby's last Thursday. 5. Let's go to da Vinci's. They do a great pepper steak there. 6. This book was once owned by Sir Francis Drake. It was given to me by my great aunt. 7. Why did Danny decide to enter the marathon? Danny's totally unfit. 8. Guy is now engaged to my sister. His sister is married to my brother. 9. We eventually caught a train. It was one that stops at every station. 10. Carol slammed the door behind her. Her father had given her a car as a present. She drove off in it. 11. At the end of the street was a building. The street was crowded with shoppers. Tom hadn't noticed the building before. 12. Pauline asked me a question. I had no reply to it. 13. I noticed that the door was open. I decided to go in. This turned out to be a mistake. 14. Tom's leg is still in bandages. He will have to watch the match from the stand. 15. Ann said that there were far too many notices. Ann's children could swim very well. 16. The river bed is unseen and you may be in shallow water one moment and in deep water the next. This makes it unsafe for non-swimmers. 17. We slept in the same room as a handcuffed prisoner. His handcuffs rattled every time he moved. 18. The matter was reported to the Chief of Police. He ordered us all to be arrested. 19. The lorry crashed into a bus – load of schoolchildren. Six of them were slightly injured. 20. The woman prayed aloud all night. This kept us awake. 21. Mary didn't know anything about mountains. She thought it would be quite safe to climb alone. 22. The Smiths were given rooms in the hotel. Their house had been destroyed in the explosion.

Exercise 16. Fill in *where, whose, who, which, why or when*.

Having visited a few countries 1) ... the climate is different to yours, you will appreciate how important it is to plan carefully before travelling. Not planning well enough is the reason 2) ... some holidays can go wrong. A holiday 3) ... involves a lot of walking, for example, means you need to go at a time 4) ... it is neither too hot nor too cold. It also means you need to plan to go with someone 5) ... enjoys walking and 6) ... stamina is equal to yours. A travel companion 7) ... likes the same things as you is ideal, but it's very difficult to meet someone 8) ... likes and dislikes are exactly the same as yours. In any case, you need to decide on a holiday 9) ... suits both of you and a country 10) ... climate is not uncomfortable for either of you.

Exercise 17. Use the sentences in the box to make attributive relative clauses. Insert an appropriate clause into each of the sentences.

Her books are read all over the world.
It was very crowded.
We love to walk round them.
It is very powerful.
He is staying in a nursing home.
I like her very much.
He is staying in his holiday home in Scotland at the moment.
Her parents believed it.
She came over to apologize to us.
I always attend her lectures.

- Example:* 1. This new drug could have bad side effects. – This new drug, which is very powerful, could have bad side effects.
2. Her father is said to be dying of cancer.
 3. The Prime Minister said that he was very saddened by the news of the air crash.
 4. The story she gave was that she had not realized how late it was.
 5. Agatha Christie was a very prolific writer.
 6. The sub-tropical gardens are open all year round.
 7. The manager of the restaurant said that she was very sorry about the undercooked fish.
 8. Our Professor of Psychology has written some very interesting books.
 9. We packed a picnic and walked down to the beach.
 10. Next Saturday, I'm going to visit my Aunt Sheila.

Exercise 18. Translate into English, using attributive clauses.

1. Он скрыл от меня некоторые детали этого происшествия, что через некоторое время стало мне известно от других лиц. 2. Разбогатец, мистер Ликчиз снова появился в доме Сарториуса, и это всех чрезвычайно удивило. 3. Бланш была своенравная, избалованная девушка, и она жестоко обращалась со своими служанками. 4. После крупной ссоры с доктором Тренчем Бланш решила не выходить за него замуж, и ему пришлось прекратить посещать дом мистера Сарториуса. 5. Сомс никак не мог примириться с мыслью о том, что Босини превысил сумму, о которой они прежде договорились. 6. Перед нами поставлены задачи, выполнение которых потребует много сил и энергии. 7. Вдали виднелось небольшое озеро, спокойная поверхность которого блестела,

как зеркало. 8. Мистер Сарториус хотел, чтобы доктор Тренч показал ему как можно скорее письма от своих богатых родственников, и вскоре Сарториус их увидел. 9. Все зависит от того, как это дело будет представлено. 10. Мне так и осталась непонятной истинная причина, почему они не смогли прийти к соглашению.

Exercise 19. Translate into English, using attributive or nominal clauses.

1. Все то, что он говорил, слушали с большим интересом. 2. Они внимательно прослушали все, что (то, что) он сказал. 3. То, что он собирается делать, будет очень полезно. 4. То, что он сделал (все, что он сделал) всем очень понравилось. 5. Не беспокойтесь о том, что он сделает в этом случае. Он сделает все, что нужно. 6. Все то, что он говорил, было бы еще интереснее слушать, если бы он приводил примеры. 7. Все, что я могу сказать, это то, что ему нужен отдых. 8. Все то, что мы вам рассказали, должно остаться в секрете. 9. То, что вы забыли сказать ему об этом, очень плохо. 10. Нет ничего особенного в том, что он сделал (во всем том, что он сделал).

Exercise 20. Point out all the adverbial clauses and state of what kind they are.

1. He walked into the Green Park that he might cross to Victoria Station and take the Underground into the City. 2. The curtains were not yet drawn, though the lamps outside were lighted. 3. "If you can spare half an hour some afternoon this week, I shall be at the club any day between 5.30 and 6." 4. The sunlight gleamed on her hair as she moved away, and seemed to lay a caress all down her clinging cream-coloured frock. 5. "It's all right, Daddy, dear; don't worry, I shall only be upset if you worry." 6. His knowledge of their language (French) being derived from his public school, he did not understand them, when they spoke. 7. Each had an arm lightly within his arm; he dared not lift his hand to his cigar lest he should disturb them, and it burned away, dripping ash on him, till it dropped from his lips, at last. 8. The cablegram, grave though it was, was almost a relief. 9. I think she is fretting because we have not heard from my brother for rather a long time. 10. "Forgive my saying, you misconceive the matter if you think reason comes into it, at all." 11. When she woke early on Sunday morning the world sparkled as though it had been newly born. 12. Although the sun had set, the heat hung heavy in the narrow street. 13. As soon as I and my box were in the cart, and the carrier seated, the lazy horse walked

away with us all at his accustomed pace. 14. She sat there so long that she rose quite stiff, and so hungry that she could not help going home and stealing into the kitchen. 15. During the next few days they often rode together and while the horses rested they read to each other from an anthology of verse. 16. He laughed joyfully as though a weight had been lifted from him. 17. He stood against the rail, looking west where the river swept round in a wide curb under the woods. 18. The noise kept on in his mind long after the wind had snatched the shutter from its hinges and it lay motionless in the sand. 19. The water flowed silently where it was deep, but here and there a patch of foam marked the smoothness of its passage. 20. It was just beginning to be daylight when they walked along the logging road back toward the lake. 21. The pink clusters of a pepper tree drooped from behind a low garden wall right over him, while he stood there. 22. As the dawn approached it grew a little cooler and I was able to sleep. 23. When Andrew came in tired, almost defeated by a long day, she would have a hot meal on the table which quickly restored him. 24. Jan was blushing as she always blushed when anyone discussed her. 25. Jan waved, till the taxi disappeared round the corner. 26. I went to Canterbury first that I might take leave of Agnes and Mr. Wickfield. 27. While we were at table, I thought it a favourable occasion to tell Peggotty about Mr. Barkis, who, before I had finished what I had to tell her, began to laugh, and throw her apron over her face. 28. "Oh, don't want to harm anybody unless they harm me." 29. The two lights struggled till moonlight conquered, changing the colour and quality of all the garden. 30. Osterman, standing on a chair at the end of the room, shouted for a "few moments quiet, gentlemen," so that he might tell a certain story he knew.

Exercise 21. Insert conjunctions of time.

1. She'll stay with me ... her mother comes. 2. At any rate, her mother will be here ... Lily leaves for England. 3. They are to arrive ... you leave. 4. The moon was shining through the tree trunks ... they sat again side by side on the log seat. 5. What have you been doing ... I saw you last? 6 ... we approached the village the houses were beginning to take shape. 7. Let us start ... the sun rises. 8. I shall not forget that summer ... I live. 9. Hardly had I touched the pillow ... I fell asleep. 10. No sooner had the clock struck ten ... the stranger appeared. 11. ... they were waiting for the taxi, Rod offered to give them a lift. 12. ... the bathroom window broke I was having a shower. 13. He recalled the occurrence ... he fell asleep. 14. ... you gradually get better at the job, you'll find that it becomes easier. 15. She was walking along the street ... she tripped over. 16. Scarcely had Mrs. James stepped

into the classroom ... the boys began fighting. 17. He cleaned his shoes ... they shone. 18. She walked out ... I had a chance to explain. 19. The concert had hardly begun ... all the lights went out. 20. Leave the keys at the front desk ... you leave.

Exercise 22. Put the verbs in brackets into the correct tense in adverbial clauses of time.

1. When it (get) dark we'll have to stop. We can't work in the dark. 2. Go on till you (come) to a square with a statue in the middle; then turn left and you'll find the theatre on your right. 3. When the train (stop) we'll jump out. 4. I'll help you with your homework as soon as I (do) my own. 5. He was determined to keep the two dogs apart because he knew that the moment they (see) one another they'd start barking. 6. I know the coat is unfashionable but I'm not going to throw it away. I'll keep it till that style (come) into fashion again. 7. Tourist: Can we get to the top of the tower? Guide: Yes, but be careful when you (go) up because the steps are very uneven. 8. Tourist (puffing up the steps): I'll be glad when I (get) to the top! Guide: When you (see) the view you'll be glad you made the effort. 9. Mother (to child setting out for school): When you (come) to the main road remember to stop and look both ways before you (cross). 10. 'Give this letter to your teacher as soon as you (arrive) at school,' said his mother. 'All right,' said the boy, running out. 'I bet it will still be in his pocket when he (get) home tonight,' said his father. 11. Tom: I'm going to New York by sea. I'm leaving tomorrow. Jack: I'm going by air. When I (sit) in my comfortable plane I'll think of you tossing about on a stormy sea. Tom: When I (walk) about the deck enjoying the fresh air and blue sea I'll think of you shut up in a flying box and seeing nothing. 12. But there's someone in the phone box! You can't rush in and grab the receiver. You'll have to wait till he (finish). 13. The ladder looks a bit unsteady. – Yes, but before he (start) working he will tie the top end to the tree. 14. The house won't be entirely mine until I (pay) off the mortgage. 15. You'll find that the staff will clock in very punctually but that they won't do any work till the boss (arrive). 16. We'll talk business when we (have) dinner, but not during dinner. I never talk business at meals. 17. Young man: Weren't you astonished when she said that? Old man: When you (be) married as long as I have, you won't be so easily astonished. 18. When you (read) the book, leave it in the hospital for someone else to read. 19. You're an idiot to go into teaching. I'm going into business. In ten years' time when you (queue) at the bus stop I'll be driving by in my Bentley. 20. When you are picking fruit in the holidays to eke out your

salary I (cruise) round the Greek islands in my private yacht. 21. I visit a new country every year. By the time I (be) sixty I shall have visited all the most interesting countries in the world. 22. I expected that Jack would be there when the train (arrive), but there was no sign of him. 23. The window-cleaner was in fact one of a gang of safe crackers. He hoped that while he (clean), or (pretend) to clean, windows he would be able to have a look at the safe. 24. He said that he would lend me money whenever I (need) it.

Exercise 23. Underline the appropriate time phrase and put the verbs into the correct tense.

New research offers proof that global warming is a direct consequence of man's activity on earth and not a result of some unidentified natural phenomenon.

1) (After/As soon as) noting climate changes on a computer, researchers 2) ... (show) that the Earth's average temperature has risen by 0.7° C 3) (before/since) the Industrial Revolution. 4) (While/As soon as) the results were published, climate changes once again 5) ... (become) headline news. Other research predicts that 6) (by/by the time) the end of the century average rainfall will be 30% higher than today as a result of a warmer climate. Air pollution is blamed for the sharp rise in the Earth's temperature and 7) (until/whenever) strict laws 8) ... (be introduced), the problem will continue to get worse. Something needs to be done 9) (the moment/before) it 10) ... (be) too late. 11) (When/Whenever) E.U. countries 12) ... (meet) last month, they agreed to cut down on pollution levels. 13) (Just as/Once) clean sources of power 14) ... (be developed), we will have taken the first steps towards stopping global warming.

Exercise 24. Combine the following couples of simple sentences into a complex sentence (subordination).

1. The clock struck ten. We started on our way. 2. The boy was very small. He could not reach the shelf. 3. The lane came to an end. We had to retrace our steps. 4. I could swim. I shrank from plunging into that roaring torrent. 5. I could not see the sky. The foliage was dense. 6. We caught sight of him. He was crossing the street. 7. The houses were mostly made of timber. They fell an easy prey to the spreading fire. 8. A dense mass of trees crowded the cliff. It obscured my view. 9. The sun rose. The fog dispersed. 10. In the distance I saw a flickering light. It appeared to come from a ship out at sea. 11. The spring is now well advanced. We shall soon hear the cuckoo's voice again. 12. Rain will fall today. This is quite evident. 13. I shall never clearly understand this. So I think. 14. The school will open in ten days' time. So we heard. 15. You have

made a mistake. This is quite evident. 16. You were taken ill. This was very unfortunate. 17. I have seen that man's face before somewhere. I cannot now remember his name. 18. You have come from a certain place. I should like to know the place. 19. You are telling me a certain story. Surely it is not true. 20. He walked with care. He did not wish to fall. 21. We left the house at a certain time. It has not ceased raining ever since that time. 22. He returned home. He had finished the work. 23. The weather was bad. We stayed at home.

Exercise 25. Put an appropriate conjunction before the adverbial clauses.

The car: is it worth it?

... the petrol-fuelled internal combustion engine was first developed by the German engineers Benz and Daimler in 1885, our lives have changed completely. ... the damaging effects of the motor car are now well-recognized, the number of cars on the road continues to grow every year. In 1950, there were fewer than 50 million cars in use around the world, but ... cars became more widely available and relatively cheaper, this number grew to 500 million by 1999.

We continue to drive cars ... we know how dangerous they are in every respect. People seem to accept the higher number of deaths and injuries as a normal fact of life ... smaller risks in other areas of life seem to generate more publicity and fear. We accept the awful risk ... it is somehow justifiable. ... any other activity carried with it such a risk, there would be a huge public reaction.

And what of the pollution? ... research into car emissions started, it has become clearer and clearer how damaging the emissions are to health and the environment. Will we keep on driving our cars ... much damage we do? It seems that people are ... attached to their cars that they won't give them up for anything. To some people, their car is more important to them ... anything else.

One of the obvious answers to the problem is better public transport. ... we could travel ... we liked on cheap, comfortable public transport, we would be less inclined to use the car. People will not stop using their cars ... there is a good alternative. But we need to act now ... it is too late. We must change our attitude and our priorities ... future generations can live in a cleaner world.

Exercise 26. Complete the following, using adverbial clauses of:

a) time.

1. I shall not leave before
2. We shall let you know as soon as
3. He said that he would come to us on a visit when
4. They had to stay

there until ... 5. It has been raining since ... 6. What are you going to do after ...?

b) place.

1. We met where ... 2. They made camp where ... 3. Let us stop for the night where ... 4. Begin to read from where ... 5. We came up to where ...

c) cause.

1. I have no reason to put blame on you because ... 2. Since ... I shall not bother you any longer. 3. As ... I think I may leave. 4. It was all the same to me so long as ... 5. Seeing that ... she dared not speak to you.

d) purpose.

1. Make haste lest ... 2. Write down my telephone number so that ... 3. You should dress the wound lest ... 4. We came half an hour earlier than ... 5. The boxes were wrapped in waterproof paper in order that ...

e) result.

1. The night was so dark that ... 2. He laughed so infectiously that ... 3. The children were making such a noise that ... 4. The fruit looked so tempting that ... 5. He was such a gloomy man that ...

f) concession.

1. Although ... we shall come in time. 2. No matter how ... we shall cope with the task. 3. Whatever ... I don't believe him. 4. Whoever ... he has no right to speak like that. 5. Even though ... I should not have behaved in the way you did. 6. Dark as ... we found the house without difficulty. 7. Simple as ... you will have to work a great deal on it. 8. Happen what ... I shall take the risk. 9. He shall do it, whether ... or not.

g) comparison.

1. She looked very excited as if ... 2. He seemed older than ... 3. The weather was not so cold as ... 4. She was as talented as ... 5. He knew the place as though ... 6. She loved the child as though ... 7. The more ... the better ...

h) condition.

1. If ... I should finish the book today. 2. Should you ... you are always welcome. 3. The Gadget would have escaped from prison if ... 4. What shall we do, supposing ...? 5. Nobody would pay any attention unless ... 6. I shall tell you everything on condition ... 7. We shall be there in time provided ...

Exercise 27. Translate the following sentences, using adverbial clauses of:

a) time.

1. Не успел мистер Пиквик произнести и двух слов, как миссис Бардль упала в обморок. 2. Едва генерал снова увидел в своем кабинете

те несчастного чиновника, как он побагровел и поднялся из-за стола. 3. Как только Иван Никифорович произнес ужасное слово «гусак», все почувствовали, что путь к примирению отрезан. 4. Он еще не завернул за угол, как вспомнил, что забыл документы дома, и ему пришлось вернуться. 5. Уже пять лет, как мы работаем над этой проблемой. 6. Доктор уговаривал больного не вставать с постели до тех пор, пока он не почувствует себя совершенно здоровым. 7. Пока он говорил, я все больше убеждался, что где-то раньше видел этого человека. 8. Пока ты будешь невнимателен на уроках, тебе придется дома тратить вдвое больше времени на занятия. 9. Поговорите с ним, пока он не уехал. 10. По мере того как мы приближались к порту, нам попадалось все больше судов. 11. Мы не переедем в новый дом, пока дети не закончат школу. 12. Стоило ему прочесть инструкцию, как он уже знал, как работать с машиной. 13. Мы не можем ждать, пока Джерри придет, поэтому давайте вызовем такси. 14. С Питером, должно быть, что-то случилось. Сегодня утром он вскочил с постели в ту же минуту как проснулся и куда-то убежал как только позавтракал.

b) place.

1. Мальчик побежал туда, куда незадолго до этого пошли его товарищи. 2. После долгих лет разлуки мы решили встретиться там, где играли в детстве. 3. Я приехал оттуда, где никогда не бывает зимы.

c) purpose.

1. Открой окно, чтобы легче дышалось. 2. Эдди расчистил кружочек на замерзшем стекле, чтобы последний раз посмотреть на Чикаго. 3. Мистер Рочестер дал Джейн глоток вина, чтобы она почувствовала себя бодрее. 4. Джейн решила покинуть дом своих родственников, чтобы не зависеть от них.

d) result.

1. Майкл молчал так долго, что Алан подумал, что тот уснул. 2. На пляже было так многолюдно, что казалось будто люди переселились на берег реки. 3. Рассказ был такой смешной, что в зале непрерывно раздавались взрывы смеха. 4. Он такой приятный человек, что вы легко с ним поладите. 5. С начала этого года продажи в нашей компании упали так низко, что никто из нас не может ожидать повышения зарплаты в ближайшем будущем. 6. Билл был такой сильной личностью и был так строг по отношению к себе и другим, что многие из нас его боялись. 7. Преимущества знания иностранных языков настолько очевидны, что мы даже не будем их обсуждать.

e) cause.

1. Раз вы так настаиваете на этом, мне придется согласиться пойти с вами. 2. Я согласилась на это только потому, что он очень просил меня. 3. Так как уже стемнело, вам лучше остаться у нас. 4. В связи с тем, что знаменитый певец чувствовал себя плохо из-за перемены климата и не мог выступить, его концерт был перенесен на несколько дней позже. 5. В связи с тем, что дорога была скользкой и видимость была ужасной из-за сильного тумана, наша машина двигалась со скоростью 20 миль в час.

f) concession.

1. Хотя вопрос застал ее врасплох, она не растерялась. 2. Каковы бы ни были его другие недостатки, никак нельзя сказать, что он трус. 3. Неважно, как это случилось; ясно одно, – что сами мы во всем виноваты. 4. Как бы ни сложны были операции, профессор Рогов справлялся с ними успешно. 5. Как бы высоко вы его ни ценили, вы не должны прощать ему его ошибки. 6. Хотя холодильник порадовал нас только банкой консервированной рыбы, двумя яйцами и куском черствого хлеба с заплесневевшим сыром, Марта оказалась такой искусной кулинаркой, что ей удалось приготовить из этого скудного набора продуктов роскошный ужин на двоих. 7. Как сильно мы не старались, нам не удалось закончить проект до назначенного срока. 8. Несмотря на тот факт, что наш новый сотрудник имеет очень хорошие рекомендации, мы не можем доверить ему такую ответственную работу. Хотя он кажется неплохим малым, я всегда руководствуюсь принципом: «Доверяй, но проверяй.»

g) comparison.

1. Девушка продолжала читать так, как будто в комнате больше никого не было. 2. Сомс заметил с удивлением, как тяжело дышала Ирен, будто она долго бежала. 3. Рэд и полисмен Морган стояли у стойки так близко друг к другу, что, казалось, они мирно беседовали о чем-то. 4. Он любит похвалиться. Он всегда больше говорит, чем делает. 5. Чем ближе вы подходите к морю, тем свежей становится воздух.

h) condition.

1. Я надеюсь, что, если вернусь через полчаса, вы будете уже заканчивать вашу работу. 2. Я обязательно приду, если только не случится что-нибудь непредвиденное. 3. «Ко», – сказал Алан, – «ты бы очень огорчилась, если бы мы не получили один из тех домиков, которые ты смотрела?» 4. У Кору было такое ощущение, что если только она не остановит Алана, он скажет что-то ужасное. 5. Если бы не миссис Пейдж, Эндрю не покинул бы Бленелли так скоро. 6. Если ты не со-

общишь мне, когда прилетаешь, я не смогу встретить тебя в аэропорту. Если бы я не была так занята, мне было бы легче освободиться в любой удобный для тебя момент. 7. Если случится худшее, мы должны быть готовы. Было бы гораздо лучше, если бы каждый знал, что он будет делать и где он должен находиться в случае крайней необходимости. 8. Марион – единственный человек, который всегда верит всему, что я говорю. Что бы я ей не сказал, она широко открывает глаза и восклицает: «Вот это здорово!» Если бы ни она, я бы давно потерял веру в себя.

Exercise 28. Translate into English, using adverbial clauses.

1. Едва мистер Мордстон появился в доме Копперфильдов, как жизнь маленького Давида стала невыносимой. 2. Хотя было уже десять часов вечера, было светло, как днем. 3. Сидите здесь, пока я не приду. 4. Работа должна быть закончена, пока не стемнеет. 5. Подожди меня здесь, пока я буду с ним разговаривать. 6. Я сказал, что должен уйти, так как мать стала бы беспокоиться, если бы я пришел поздно. 7. Хотя я уже написал сочинение, я решил остаться в классе, пока мой товарищ не закончит свое. 8. Они отодвинули столы к стене и освободили место, чтобы молодые люди могли потанцевать. 9. Когда Соммервили спорили, они делали это так спокойно, что даже их служанка иногда не понимала, ссорятся они или нет. 10. Поскольку никому другому не разрешили навестить Лангнера, отец Финли решил навестить его сам. 11. «Что же они сделали с моим сыном, что я не могу повидаться с ним?» спросил отец Финли. 12. Дейви посторонился, чтобы свет из окна ювелирного магазина падал на лицо Мартину, так как хотел увидеть выражение его лица. 13. Марго Соммервиль была так потрясена всем, что услышала, что решила тотчас покинуть мужа. 14. Хотя он был и очень зол на себя за свою неосторожность, он старался делать вид, как будто ничего особенного не произошло. 15. Стефани плакала, как ребенок, хотя знала, что у Руби больше оснований плакать, чем у нее. Она понимала, что как бы ни было трудно ждать, это лучше, чем потерять человека навсегда. 16. Дейв засмеялся, и они сделали несколько шагов молча; когда Стефани взглянула на него, он смотрел не отрываясь на тротуар, как будто серьезно обдумывал то, что она только что сказала. 17. Если бы не эта случайность, я бы ушла с вокзала, не встретив вас. 18. Я не смогу вам дать определенного ответа, пока не поговорю с моим непосредственным начальником. Только после того, как он одобрит эти дополнительные расходы, мы сможем начать делать необходимые расчеты. 19. Если

бы не его приглашение в Национальную Галерею, я бы никогда не увидела шедевры мировой живописи и не была бы сейчас любителем искусства. 20. Несмотря на то, что на уроке учитель объяснил трудное правило дважды, несколько учеников его не поняли и не смогли справиться с домашним заданием. 21. Никто не должен был подозревать, что она уходила из дому ночью, поэтому Лиза днем смазала все петли на дверях, чтобы ее родители не услышали и не проснулись от скрипа дверей. 22. Из-за того, что Диана не ела весь день и очень переживала, у нее кружилась голова, ее тошнило, и ей больше всего хотелось, чтобы ее оставили в покое и не задавали никаких вопросов. 23. Каждый вечер в их доме была такая громкая музыка, что соседи стали жаловаться. Однажды они даже вызвали полицию, потому что дети в соседних домах не могли заснуть всю ночь.

Exercise 29. Insert the proper conjunctions, conjunctive pronouns, conjunctive adverbs, relative pronouns or relative adverbs.

1. Don't open the door ... the train stops. 2. ... he comes, tell him to wait. 3. ... you go past the post, will you drop these letters in. 4. I shall speak to her ... I get a chance. 5. His little face looked quite anxious ... he came in. 6. Hardly had I reached the station ... the train started. 7. Bring me the things ... they are packed. 8. Read down to ... we stopped last night. 9. The house stood ... the roads met. 10. The day was clear ... we decided to climb the mountains. 11. We started very early ... we should miss the train. 12. He spoke so loud ... everyone could hear him. 13. I shall put it here so ... he can see it ... he comes. 14. I will not make any noise ... I should disturb you. 15. It is much easier to read it printed ... it would be ... it were written by hand. 16. I have no idea ... he will be able to come. 17. The day ... I was to start arrived at last. 18. It was John ... did it. 19. You'll just ask me anything ... I don't make clear. 20. Ask ... the 10.30 express is running today. 21. It was already late ... we were leaving the town, but we decided to drive on anyhow. 22. The train started ... the guard had given the signal. 23. I waited ... the next train came. 24. The picture fell ... the cord broke. 25. The boy will succeed ... he works hard. 26. He can go ... he likes. 27. ... you have greatly changed, I can recognize you. 28. Was that at the time ... you lived here? 29. He is not such a good player ... I thought. 30. Go home at once ... you should be too late. 31. The children ran as fast ... their legs could carry them. 32. ... you raise no objection, I presume you agree to ... I suggest. 33. I shall not help you ... you can easily do it yourself. 34. ... we were at breakfast, a letter was delivered to me from my brother.

Exercise 30. Define the kinds of clauses introduced by *that*.

1. His smile was so easy, so friendly, that Laura recovered. 2. It was just luck that he didn't catch the plane. 3. The box that the fur came out of was on the bed. 4. Tom knew that the affair his uncle had to speak of was not urgent. 5. But his chief trouble was that he didn't know any editor or writer. 6. It infuriated him to think that there were still people in the state who believed in a loving and merciful God. 7. His feet were sore, and his legs so weak that they trembled beneath him. 8. The impression he gathered was that he would be able to make his own terms. 9. In the front hall, under a large picture of fat, cheery old monks fishing by the riverside, there was a thick, dark horse-whip, that had belonged to Mr. Spears' father. 10. I remember that the landscape was buried deep in snow, and that we had very little fuel. 11. He gave such a start when I put my hand upon his shoulder, that he made me start too. 12. That they were in truth sisters was clear from the facial resemblance between them. 13. From the ash-tree the slender green fruits that the children called "pigeons" were twinkling gaily down on a little breeze, into the front gardens of the houses. 14. In fact, Mrs. Spears' callers made the remark that you would never have known that there was a child in the house. 15. "I sit alone that I may eat more," said the Baron, peering into the dusk. 16. He was so intent upon his own reflections that he was quite unconscious of my approach. 17. He opened the long window for air, and the door, that he might still hear her music drifting in.

Exercise 31. Define the kinds of clauses introduced by *as*.

1. Harmless as this speech appeared to be, it acted on the travellers' distrust, like oil on fire. 2. Even as she talked she was here and there about the room, commenting on this, that, and other episodes with which both she and Miss Redmond seemed familiar. 3. We were up early the next morning, as she wanted to be in Oxford by the afternoon. 4. He kissed her quickly and ran towards the wicket as fast as he could. 5. Confident as the Blind Girl had been when she asked the question, her delight and pride in the reply and her renewed embrace of Dot, were charming to behold. 6. I shall only try now to describe him as I saw him at the start, before I knew certain crucial facts about him. 7. He looked just as he had looked ten years before. 8. He was such a listener as most musicians would be glad to welcome. 9. As the twilight was beginning to fade, we heard the sound of a carriage. 10. As I didn't reply, she sighed and turned away to pull the curtains across the darkened windows. 11. He stretched himself on his bed as a dog stretches himself. 12. As the light fell on his face he turned round.

Exercise 32. Define the kinds of clauses introduced by *since*.

1. I wanted to see you, since you wanted to see me. 2. He knew that the arrival of letters for him was impossible, since nobody knew his address. 3. She demanded her reticule from Matthew, who had carried it since it fell. 4. Nancy Lee did not hesitate in her choice of a colour for the possible frame since she could still see her picture clearly in her mind's eye. 5. All night the wheels played the songs he had known since he was a child. 6. After lunch, since the afternoon was so fine, Grandpa rigged up a camp chair for me on the back green. 7. Ever since you appeared on the scene, you have, for reasons which remain obscure to me, behaved towards me with hostility, and in two instances you have deliberately done me harm.

Exercise 33. Point out the subordinate clauses and state of what kind they are.

1. She went to the door to listen for his coming up, that she might meet him on the stairs. 2. She had had to give up doing overtime at work because there was so much to do at home. 3. At last they came to a point where they could descend no further. 4. After swallowing a cup of coffee at one of the small restaurants near the post-office and walking the length of Central Avenue toward the mill, and pausing at a cigar store to see if Roberta should by any chance come along alone, he was rewarded by the sight of her with Grace Marr again. 5. From where he sat he could see a cluster of apple-trees in bloom. 6. The other girl, who had lifted her head to listen to her sister, repeated, while she gazed at the fire, a line of what had been read. 7. He had a feeling in his heart that he was not as guilty as they all seemed to think. 8. Whether she ever tried or no, lay hidden in her own closed heart. 9. I looked at the darkening window against which the rain had begun to lash. 10. Her voice sounded to her as if she had shouted, but the man to whom she had been speaking, evidently not hearing a word she had said, continued staring thoughtfully into his beer. 11. Gabriel knitted his brows, as if he were slightly angered. 12. While they were so poor, the children were delighted if they could do anything to help economically. 13. And as soon as he was out of the wood, in the free open meadow, where he could breathe, he started to run as fast as he could. 14. It is wonderful and beautiful how a man and his dog will stick to one another, through thick and thin. 15. What she and Elliott wished to find out from Dr. Nelson was what Larry intended to do. 16. The miles appeared so long that they sometimes thought they must have missed their road. 17. This room was chill, because it seldom had a fire. 18. The more I knew of the inmates of Moor house, the better I liked them. 19. Whatever you do, don't say yes on the spot.

20. It seemed incredible that one so young should have done so much. 21. Just as he neared the corner and was about to turn at high speed, a little girl of about nine, who was running toward the crossing, jumped directly in front of the moving machine. 22. All I know is what I have read in the papers. 23. She had left Constance after a brief visit, saying that as the day was a special day, she should come in again if she could. 24. But you know perfectly well that this is not what I meant. 25. Presently she slipped from his knee and began to toddle about, but with a pretty stagger that made Silas jump up and follow her lest she should fall against anything that would hurt her. 26. About them was the smell of grass that had been recently mown, the rustle of leaves in air so saturated that you scarcely noticed it had stopped raining. 27. Whoever has made a voyage up the Hudson must remember the Kaatskill mountains.

Exercise 34. Join the sentences by means of connectors or asyndetically (where possible) making all the necessary changes.

1. I couldn't now sleep. That was certain. 2. Rachel was talking loudly. She became aware of the fact. 3. He took after his blond father. His father had been a painter. 4. It seems to me to be the truth. I only write it down. 5. I came to the conclusion. You don't consider it an altogether fortunate attachment. 6. He spent half the week in Cambridge. He lodged with his sister there. 7. They were discussing hospitals. It caused him suddenly to express himself upon the whole hospital system. 8. You are always looking for a master. It is the trouble with you. 9. When are you leaving? I don't know it. 10. He was suddenly reminded of the money. He had snatched it from the table. 11. Spring will never come. It looks it. 12. There is something wrong about that closet. I cannot help thinking about it. 13. That is all. I can't tell you anything else. 14. Why should Clyde of a sudden, become so enthusiastic about changing to this new situation? She was actually wondering. 15. Shall we ever meet again? I doubt it.

PARTS OF THE SENTENCE

The Subject

Exercise 1. Find the subject and state what it is expressed by. Translate the sentences into Russian.

1. Between him and the four other brothers who were present there was much difference, much similarity. 2. When so much had been written about Charles

Strickland, it may seem unnecessary that I should write more. 3. The stronger among the girls ran about and engaged in active games. 4. Thirty is a good age to begin all anew yet. 5. His was a lucky lot. 6. Uncle Jim considered him a fool. 7. He is believed to be a great authority on the subject. 8. Where to get the money was a problem. 9. Reading for the examination took most of his time. 9. "But" is not always a conjunction. 10. Somebody is knocking at the door. Who is it? 11. One would certainly think it wrong. 21. What happened puzzled everybody. 22. And Timothy's was but one of the hundreds of such homes in this City of London. 23. Who were these people? What are they? 24. The firing increased in volume. 25. Your coming home has made me as foolish as a young girl of nineteen. 26. Nancy, Sarah, Barbara are popular English names. 27. To have been nominated the best actress of the year was beyond her wildest dreams. 28. Two is company, but three is none. 29. The unexpected always happens. 30. His regular comings and goings late at night attracted the detective's attention. 31. The weak are sometimes more resilient than the strong. 32. In the morning the ringing of the bell woke me. 33. His was the student's mind. 34. "What did the accused say?" 35. A little band of the sparrows were squabbling and twittering noisily in the lilacs of one of the gardens. 36. There came a laugh, high, gay, sweet. 37. Very soon one of the ladies returned.

Exercise 2. State by what complex the subject is expressed in the following sentences.

1. It was not pleasant for me to pretend to know nothing. 2. It's no good your saying so when you have no proof whatever. 3. The safe was supposed to have been left open. 4. She was left penniless after her father's death. 5. It is all right for me to go and tell him. 6. It was bound to happen one of these days. 7. They were heard discussing something in whisper on the landing. 8. The matter was considered closed. 9. For her to praise one of us was a most unusual thing. 10. The car was found later slightly damaged. 11. She was appointed secretary to the head of the department. 12. From time to time they were seen dancing in the hall.

Exercise 3. Analyse the pronoun *it* used as the subject in the following sentences.

1. It was dusky in the dining-room and quite chilly. 2. The evening grew darker, and, the roads being crossed by gates, it was not safe to drive. 3. "Is it education that makes you behave as you do?" Sarie asked. 4. It is impossible for reality to be concealed from the people for ever. 5. It was

quite unexpected her putting the mother that question. 6. It happened several days before he arrived. 7. The bell rang. It was lean, pale Eddie Warren in a state of acute distress. 8. But in her bosom there was still that bright glowing place. It was almost unbearable. 9. She sat up, but she felt quite dizzy, quite drunk. It must have been the spring. 10. It is the moon that makes you talk to yourself in that silly way. 11. It was very distressing to me, Sir, to give this information. 12. He took the path through the fields: it was pleasanter than the road. 13. It rained all the next day and the day after. 14. I am not going to relate that voyage in detail. It was fairly prosperous. 15. It was a Sunday morning in late October. 16. It was comparatively a short distance to the elder Entriken's farm. 17. "I was afraid it was my uncle; he and I have quarrelled." 18. It was a bitter cold winter, with long, hard frosts and heavy gales. 19. Gordon made for the hotel. It was a painted, wooden structure, two stories in height. 20. It was a rare thing for these boats to be upon the canal. 21. There was a woman on the porch; it proved to be Mrs. Caley. 22. At nine o'clock the next morning I went out. It was cold and rainy. At the first corner I came upon a man who seemed strangely familiar. It was Uncle Caesar, an old Negro, who wore the most remarkable coat that I had ever seen or expected to see. It was very long and had been grey. But rain, and sun, and age had so changed it that it was impossible to name the colour. Once it must have been the military coat of an officer. But now all its buttons were gone except one. The second button from the top only remained.

Exercise 4. Insert *there* or *it* and analyse the pronoun *it*.

1. ... were many people in the room; ... was very stuffy. 2. ... is high time to begin our work. 3. ... is no time left. 4. ... has been no rain for some days. 5. The next day ... was still raining. 6. ... was twenty degrees in the shade. 7. ... was nothing to be seen. 8. The translation was easy; ... took me very little time. 9. The text was easy; ... took me very little time to translate it. 10. ... was deep snow at the foot of the hill. 11. ... was snowing hard. 12. At that moment ... came a knock at the door. ... was a postman. 13. I'm afraid ... is no preventing it. 14. ... is no use our wasting time talking about it. 15. ... is no sense in our wasting time talking about it. 16. Something clanked and rattled outside. ... was the dog's chain. Then ... was a sudden furious barking. Pat's heart began to thump. "Perhaps ... is Bob coming back," he thought. 17. ... is a storm coming on! 18. ... remained only to sign the document. 19. ... was still very early and ... was nobody to be seen in the street. 20. ... was three kilometers from the village to the town. 21. ... were

many villages on the road to town. 22. I am sure ... is a rule for it and ... is not the rule you refer to; but I cannot remember it, though. 23. ... was suddenly a great increase of noise from the other end of the corridor. 24. ... was nearly bedtime. 25. ... was getting dark. 26. "Tomorrow ... will be skiing," he said. 26. George pulled out his watch and looked at it: ... was five minutes to nine. 27. "Is ... anything else I can do?" 28. Before daylight ... started to drizzle.

Exercise 5. Use the emphatic *it* in the following sentences. Make the sentences emphatic as in the model:

Model: He came to Moscow **only yesterday**. – It was **only yesterday** that he came to Moscow.

1. I recognized him **only when he came up to me**. 2. I could not read this book **because of the small type**. 3. **Only his resourcefulness** saved us from the danger which we faced. 4. He made so much progress in English **because he worked a great deal**. 5. I could not understand what language he was speaking **until I heard quite distinctly the words "little boy"**. 6. **His broad smile** made me recognize him immediately. 7. I objected to **his taking part in this work**. 8. He improved his phonetics **by reading books aloud**. 9. George Forsyte saw Bossiney at South Kensington Station **on the night of the fatal accident**. 10. The only thing Emily Pankhurst wanted was **equal rights for women**. 11. **Margaret Thatcher** became the first female Prime Minister of Britain. 12. The film became the first success **soon after its release**. 13. Simon published his latest novel **last month**. 14. Did you go to **the Rivera club** last night?

Exercise 6. This text can be improved by rewriting one sentence from each paragraph with impersonal/introductory *it*. Underline the sentences that can be improved and rewrite them. The first one has been done as an example.

The Beach **by Alex Garland**

Now a movie starring Leonardo DiCaprio.

People say that somewhere in the tropical waters of Asia there is a perfect beach on an uninhabited island. Rich in animal and plant life, surrounded by virgin jungle and watered by sweet underground springs, the beach could be the setting for an idyllic and easy life.

The Beach is the story of a young man who yearns for, seeks out and eventually finds just such a place. But to discover that far from being the source of contentment and inner fulfilment that he expects, the beach turns out to be a place of savage violence, terror and death, comes as a shock.

Alex Garland takes the reader on an exotic journey from the steaming tourist-packed dives of the Khao San Road in Bangkok to the drug-infested islands of the remote seas around Thailand. Not to be impressed by the author's skill in describing the unfamiliar oriental locations and his ability to empathise with the obsessions of today's young backpacking 'new-age' travellers is difficult.

Taking in illegal drug plantations, memories of the Vietnam war, sexual jealousy, shark-infested waters, the psychological dynamics of communal living and the clash of cultures, Garland spins a tale which both seduces and shocks the reader. What gives the novel its haunting sense of unease and horror is the author's unique blend of these disparate elements.

It is a thriller with all the traditional ingredients, an exotic location, a central mystery, good versus evil, and dangers around every corner. There is a strong sense of good and evil in the book, but to decide who is right and who is wrong Garland leaves to the reader. There are few moral certainties in this exotic corner of the world.

Even unfold at great speed, and be warned, to put this book down once you have started it is impossible. With an international cast of well-observed characters Garland creates a nail-biting narrative that keeps the reader hooked until the final bloody climax.

It is said that somewhere in the tropical waters of Asia there is a perfect beach on an uninhabited island.

The Predicate

Exercise 1. State the type of the predicate.

1. I thought that all I was doing was trying to keep a roof over our heads.
2. When he began going less regularly to her home he began also to feel ashamed of himself.
3. She couldn't stop being angry.
4. And then he would lift up the picture, and drop it, and it would come out of the frame and he would try to save the glass and cut himself.
5. Mrs. Thornton has not been able to drink her coffee today.
6. John and Helen have been travelling for three months and they are terribly homesick.
7. She is made unattractive, in the eyes of the world, by having a strong character.
8. I used to hate coming home when it was almost dark.
9. He seemed to read my mind. "Yes, you're right. My life might have been different."
10. Gradually it became dark out-

side. The rain was still beating on the windows. 11. I was eager to see him in the morning, but there was so sign of him. 12. Herbert stays cool in such situations. 13. My school teacher will drop dead when he sees me! 14. "I have been an apprentice, and a workman." 15. "I don't want to explain that." 16. He was of dark complexion. 17. How dare you say such a thing? 18. The path grew steep and the horses climbed slowly. 19. "We'd a deal of work to finish up last night," replied the girl. 20. Night had come. Here and there windows glowed yellow in the misty darkness. 21. The weather continued calm. 22. He was very fond of his sister and meant always to take care of her. 23. "You ought to take care of yourself." 24. He at last caught sight of Bosinney. 25. The garden had run wild, and half the windows of the house were shut up. 26. Her answer came quick and sharp. 27. To prolong doubt was to prolong hope. 28. Jan gave an uncertain laugh. 29. The poplar tops showed sharp and dense against the sky. 30. I was very unwilling to leave. 31. Vacation was almost over. 32. Janet came running up the stairs. 33. Nasturtiums were coming out crimson under the cool green of their leaves. 34. Celandines and violets were out. 35. Sheldon looked the picture of despair. 35. Then she pulled some blades of grass, and began plaiting them. 36. On the fallow land the young wheat shone silkily. 37. Great was Mr. Tulliver's wonder. 38. Her lips opened, her eyes went wide with amazement. 39. There was a great wind and white clouds flying in the moonlight. 40. "Shall we go through the wood a little way?" she asked him. 41. From a distance, the blackbird gave a loud, clear call. 42. All her life, she told him, she had wanted to see a play by Shaw. 43. "And he is beginning to feel glad to have me." 44. His first impulse was to give a positive refusal.

Exercise 2. Comment on the double predicate in the following sentences and translate them into Russian.

1. The strawberries arrived fresh and delicious. 2. The sun was shining cold and bright. 3. She sliced the bread thick. 4. Soams stood invisible at the top of the stairs. 5. Andy usually drinks his coffee black. 6. Brian, the manager, played it cool. 7. The moon rose round and yellow. 8. The sunlight sifted golden and heavy through the pines. 9. His father died a poor man and after that the family split up. 10. The leaves fell thick under the trees. 11. He drank the bottle dry. 12. I went back to sleep but the dog licked me awake at 9.30, so I took it for a walk. 13. She went away quite a child; she returned a grown-up woman. 14. In that part of Africa the natives go naked all the year round. 15. Her answer came quick and sharp.

Exercise 3. Point out the predicative and say by what it is expressed.

1. Their highest concept of right conduct, in his case, was to get a job.
2. Your resemblance to your mother is very striking.
3. He did not answer.
4. I was aware again of that feeling of discomfort.
5. The sea, blue and profound, remained still, without a stir, without a ripple, without a wrinkle.
6. Mowers and haymakers were at work in the meads.
7. The sun was off, dew falling.
8. The greatest trouble was our not knowing all the details.
8. We were only three at table.
9. The street was deserted.
10. She was not herself yet.
11. That sounded quite depressing.
12. I was wide awake by this time.
13. That's what has happened.
14. They were all above the average height.
15. That is for me to decide.
16. He didn't feel like talking to anyone right now.
17. What counts is that she really loves him.
18. When they approached, the boat was still afloat.
19. She became bitter and unapproachable.

Exercise 4. Translate into English, using a compound nominal predicate.

1. Музыка звучала чудесно.
2. Этот цветок пахнет хорошо.
3. Ваши слова звучат убедительно.
4. Она выглядит хорошо.
5. Этот огурец горький на вкус.
6. Бифштекс пахнет хорошо.
7. Свисток прозвучал пронзительно.
8. Эта материя груба на ощупь.
9. Вода в этой местности плоха на вкус.
10. Эта нота звучит резко.
11. Я чувствую себя ужасно.
12. Она только кажется хорошей.
13. Пирожное хорошее на вид.
14. Он чувствует себя плохо.
15. Я не люблю море. Оно никогда не было соблазнительным для меня.
16. К сожалению, ответ студента был разочаровывающий.
17. Суп пахнет хорошо.

The Agreement of the Predicate with the Subject

Exercise 1. Supply the correct predicate from the two choices given in parentheses.

1. One of my friends (is, are) going to meet me at the airport.
2. Half of his money (belongs, belong) to you.
3. Fifty minutes (is, are) the maximum length of time allowed for the exam.
4. The number of students at the institute (is, are) approximately five thousand.
5. English (is, are) not my native language.
6. Everyone (knows, know) this fact very well.
7. There (was, were) a large crowd.
8. "Sons and Lovers" (has always been, have always been)

one of Lawrence's most popular novels. 9. The bag of groceries (was, were) too heavy for the child to carry. 10. Each penny, nickel, dime, and quarter (is, are) counted carefully by the bank teller. 11. An orange and black bird (is, are) sitting in that tree. 12. Twenty pounds (is, are) an unreasonable price for that necklace. 13. The news on the front pages of both daily newspapers (concerns, concern) the progress of the peace conference. 14. Athens (is, are) the capital of Greece. 15. Draughts (is, are) my favourite game. 16. Shingles (is, are) a skin disease forming a band of inflamed spots (often round the waist). 17. The United States (has, have) a population over 200 million. 18. Every man, woman, and child (is, are) protected under the law. 19. Two thousand miles (is, are) too far for us to travel over vacation. 20. Physics (is, are) my favourite subject. 21. There (is, are) not only letters in the mail for you today. 22. (Is, Are) January and February the coldest months of the year? 23. A number of students (is, are) absent today. 24. The English (drinks, drink) more tea than Americans do. 25. (Does, Do) most of the students from your group live in the hostel? 26. The Japanese (has, have) a long and interesting history. 27. The police (was, were) checking all the cars entering the city. 28. A number of people from the university (plans, plan) to attend the conference. 29. Every day there (is, are) more than a dozen traffic accidents in the city. 30. You and your friend (has, have) similar tastes. 31. The French (is, are) famous for their good wines. 32. The old in my country (is, are) cared for by their children and grandchildren. 33. His son and I (am, are) friends. 34. There (is, are) neither a book nor a picture in the house. 35. Neither Tom nor his friends (understands, understand). 36. Neither I nor my son (is, am) good at figures. 37. Mr. Jones, accompanied by several members of the committee, (have, has) proposed some changes of the rules. 38. The army (has, have) eliminated this section of the training test. 39. A pack of wild dogs (has, have) frightened all the ducks away. 40. Living expenses in this country, as well as in many others, (is, are) high. 41. Anything (is, are) better than going to another movie tonight.

Exercise 2. Use the proper form of the verb instead of the infinitives in brackets.

1. The bread and the butter (to be put) on the table. 2. The horse as well as the rider (to be hurt) by the fall. 3. Two hours' study (to be) not enough. 4. (to have) either of the boys gone? 5. Neither of them (to be) at fault. 6. Not only the teacher, but the students themselves (to do) it. 7. His last sixpence (to be lost). 8. The company (to be entering) the hall by different doors.

9. Our party (to be) soon on (its, their) feet. 10. My family (to be) early risers. 11. Mine (to be) a large family. 12. *The Two Gentlemen at Verona* (to be) a play by Shakespeare. 13. The cattle (to be) up in the hills. 14. The director and the secretary (to come). 15. The council (to be divided) in (its, their) opinion. 16. The Committee (to consist) of five members. 17. Bread and butter (to be) a good kind of food at tea time. 18. (to have) anyone forgotten to sign their name? 19. I can wait; four weeks (to be) not so long. 20. The grey and blue blanket (to be washed) today. 21. The white and feathery blossoms (to be) on the table. 22. The number of books which we have to read for this examination (to be) considerable. 23. Each of us (to be) ready to help you. 24. A couple of men in white overalls (to be) repainting the surface of a tank seated on swinging platforms that hung by hooks from the roof. 25. Mr. Thomes' staff (to be) divided on the issue. 26. Con's family (to be), in fact, in the process of having tea, when they arrived. 27. The ship proved to be a good ship, the crew (to be) capable seamen. 28. A number of girls (to like) strenuous sports. 29. Rock and roll (to be) wonderful. 30. Ninety percent of the students (to be) present. 31. All of the fruit (to be) eaten. 32. Jack's imagination, as well as his sense of humour, (to be) delightful. 33. *Great Expectations* by Dickens (to be) published in 1860. 34. A black and a white kitten (to play) on the hearth rug. 35. While the jury (to be) out, some of the public went out for a breath of fresh air. 36. When he came the baseball team (to practise) on the school field. 37. The team (to have) baths at the moment and then (to come) back here for tea. 38. His advice (to be) very helpful to me.

Exercise 3. Translate into English paying attention to the agreement of the predicate with the subject.

1. Большинство книг по этой проблеме написано на английском языке. 2. Холодильник был практически пуст. Там лежали кусочек сыра и полпакета молока. 3. Обоим – и Александру и Нине, нравится их новый район. 4. «Три жизни» Гертруды Стейн оказали большое влияние на многих современных писателей. 5. Если кто-то любит природу, то он старается как можно чаще общаться с ней. 6. Есть ряд вопросов, которые я хотел бы с вами выяснить до завтра. 7. «Ты его забыла?» – «Думаю, что да. Десять лет – большой срок». 8. Члены комитета высказались против этого предложения. 9. Один из местных полицейских набрал большее количество очков по стрельбе сегодня. 10. Некоторые в толпе что-то прятали под пальто. 11. Вот та пара перчаток, которую

вы у нас оставили. 12. Какие новости? 13. Половина студентов отсутствовали на семинаре. 14. Я говорил с обоими. К сожалению, ни она, ни ее муж ничего не знают. 15. Ее самой привлекательной чертой были глаза. 16. К двум часам Антонио, так же как и другие певцы, был готов к началу конкурса. 17. Дополнительной характеристикой этой модели являются встроенные динамики. 18. Ни Джон, ни Брюс так и не оправились от ужасного путешествия. 19. «Кентерберийские рассказы» были написаны в 14 веке. 20. Если кто-то позвонит, попроси его перезвонить вечером. 21. Кто-то не выключил мотор в машине. 22. Комиссия придерживается мнения, что план может быть выполнен в два месяца. 23. Содержание письма не изменено. 24. Была образована комиссия для разработки нового плана. 25. «Том и Джерри» – любимый мультфильм моего племянника.

Exercise 4. Correct any mistakes in these sentences or put a ✓ if they are already correct.

1. Measles is still a fairly serious childhood disease in some countries. 2. The island's politics is complex, with over twelve parties competing for power. 3. The stairs leading to the exit was steep and dangerous, said the report. 4. The latest news of the earthquake survivors are very disturbing. 5. People were running in all directions, trying to get away. 6. Most years, over three hundred athletes competes in the games. 7. When she was found, her face was bruised and her clothes was torn. 8. Recent government statistics show a sharp decline in crime. 9. Smuggling illegal immigrants out of Mexico are against the law. 10. The company's earnings has increased for the last five years. 11. A group of teenagers in the town has organized a scheme to help old people with their shopping. 12. Hamburger and chips is not a very healthy lunch. 13. In the latest rail union vote, the majority have voted to go on strike; the rest of the members is expected to support the strike fairly solidly. 14. More than one house in our street has been broken into recently. 15. The Philippines have signed the new human rights agreement. 16. We've just learnt that a couple of our club members has been chosen for the national team. 17. Two kilos is pretty small for a newborn baby. 18. Economics have become an increasingly popular course at university. 19. Women's gymnastics are no longer dominated by eastern Europeans. 20. A number of shoppers has complained about the price increases. 21. The number of pupils in school with reading difficulties have fallen this year.

The Object

Exercise 1. Point out the objects and state of what kind they are.

1. He presently took from the drawer a carefully tied bundle of letters.
2. He made it clear that my proposal didn't interest him.
3. The child smiled the smile and laughed the laugh of contentment.
4. Roger was busy with term exams.
5. I remember descending that hill at twilight.
6. When he saw someone come toward them, he avoided him neatly.
7. Much upset and without hope now she sent Soames the telegram.
8. I deem it my duty to call a special meeting of the shareholders.
9. He is not very bright, I attribute to his diligence the progress he has made in English in so short a time.
10. I want you to come to the stores with me.
11. But she died a dreadful death, poor soul.
12. I named him Bingo, after Franklin's dog in the old English nursery legend.
13. John Ford showed me all his latest improvements.
14. Coming out of the theatre, we found it utterly impossible to get a taxicab.
15. For the next four days he lived a simple and blameless life on thin captain's biscuits.
16. I am glad to hear you say you are well.
17. I was awakened by hearing my own name spoken in a whisper.
18. He gave her his arm and solemnly they went.
19. I meant to have given you a sovereign this morning. I'll give it to you this afternoon.
20. A sudden thought struck him.
21. Clyde turned into a side street and waited for his mother to pass.
22. Suddenly he turned to the car and put a question to the sailor.
23. He found it very hard rowing against the current.
24. They talked of going somewhere else afterwards.
25. She begged to be excused from having any dinner.
26. He watched the two of them.
27. She had promised to come down next Sunday and play to him again.
28. When he saw him next morning he was surprised by his appearance.
29. She pretended not to hear me.
30. Do you know anything more about this dreadful place?

Exercise 2. Use the required prepositions (thus making prepositional objects).

1. He picked up his spoon again and helped himself ... marmalade.
2. He explained ... me that a great deal might depend ... my being able to answer, without confusion, a few questions that he wished to ask me.
3. Hans was delighted ... his new skates.
4. I was looking forward ... our excursion with all my heart.
5. I smiled ... her to show my sympathy.
6. I was grateful ... her ... her kindness.
7. I was always fond ... visiting new scenes, and observing strange characters and manners.
8. He was never tired ... talking to me about her, and I was never tired ... hearing.
9. Mr. Mell never said much

... me, but he was never harsh ... me. 10. I was not angry ... you. 11. Mary opened the door ... me, and shut it ... me. 12. He was seated in a high-backed chair absorbed ... a book. 13. Liberty consists ... doing what one desires. 14. Who will help me ... hanging these pictures? 15. He stared ... me curiously. 16. Paul shook hands ... him and introduced me. 17. I was uncertain which way to go. The plan of the rooms was not familiar ... me. 18. The police suspect him ... drug smuggling. 19. He is not very good ... taking decisions quickly. 20. She was always a little ahead ... me. I could not keep up ... her. 21. She was not aware ... his being there. 22. It had always been characteristic ... Soames to keep the fact hidden. 23. He is quite excited ... being among us again. 24. Willie is scared ... being sent away. 25. "I don't like to see you persisting ... it, Maggie." 26. He was so engrossed ... watching the game that he didn't notice the cold. 27. What prevented him ... becoming a professional singer? 28. The air was full ... butterflies. 29. I was uneasy ... it. 30. I looked ... some pictures on the walls. 31. He insisted ... our looking round the room and out into the garden. 32. He was unconscious ... Anna standing beside him. 33. The quarrel resulted ... his mother leaving the house. 34. She was weak ... chemistry; while I was good ... it. 35. I felt ... the electric light switch on the walls and turned it on.

Exercise 3. Insert the preposition *to* where necessary.

1. "I am glad I have explained ... you my reasons for changing," he said. 2. I shall dictate ... you the names of books to be read for your examination. 3. Sometimes in the privacy of his bedroom James would reveal ... Emily the real suffering that his son's misfortune caused him. 4. "What are you reading?" I handed ... him the book to see for himself. 5. Knowing the English language well, he can translate ... you this article without any dictionary. 6. The professor interpreted ... us the dubious passages of *Hamlet*. 7. They showed ... us a list of the goods to be sold at the auction. 8. She enlivened our journey by describing ... us the various pains she had in her back. 9. He repeated ... me all he had told you before. 10. "Give ... me my box and money, will you?" I cried bursting into tears. 11. They announced ... the audience the decision adopted on the previous night. 12. Why can't you prove ... your brother that you simply had to do so? 13. I wished ... him good night and walked out of the shop. 14. I have told this ... you so that you may take precautions. 15. I shall make certain they meet again, and he shall introduce her ... his friends.

Exercise 4. Change the place of the indirect or prepositional object, where possible, making all other necessary changes.

1. "I'll telephone. They must find a room for me." 2. He gathered a half-blown rose, the first on the bush, and offered it to me. 3. It took him a long time to learn this poem by heart. 4. If he promised his help to you, you may be sure he'll keep his word. 5. I passed her a block of milk chocolate. 6. The other day Joseph told me a funny story. If you do be silent, I'll retell it to you. 7. Ask me questions, and I will do my best to answer them. 8. Leave a note for him with the secretary; it will spare you the necessity of waiting. 9. "I know the story of the brooch more or less," I told him. "I know that you gave it to my mother." 10. I gave the letter to the secretary sitting in the room. 11. Don't forget to buy him a toy on his birthday. 12. I shall explain to you my viewpoint on the matter again some other time.

Exercise 5. Translate into English, paying attention to the use of the object.

1. Вчера нам объяснили еще одно новое правило. 2. Я знал, что он не способен принимать решения. 3. Нам показали коллекцию редких книг, хранящихся в библиотеке. 4. Я полагаюсь на то, что это письмо будет отослано вами вовремя. 5. Эти книги принесли ей, а не вам. 6. Я хотел поговорить с ней, но она вся была поглощена музыкой. 7. Я думаю о поездке в Америку этим летом. 8. Все места были заняты, и нам принесли стулья из другой комнаты. 9. Я настаиваю на том, чтобы вы ответили им немедленно. 10. Он счел необходимым сообщить им о переговорах заранее. 11. Марк не любил, когда ему напоминали о том случае. 12. Он, должно быть, забыл о том, что мы виделись в прошлом году на юге. 13. Я очень удивлен, что он не ответил на ваше письмо. 14. Я притворился, будто не заметил его смущения, и продолжал говорить. 15. Дайте, пожалуйста, бумагу и чернила. 16. Она упомянула, что ее муж уехал в Нью-Йорк с друзьями. 17. Многие люди не выносят, когда дети себя плохо ведут. 18. Я помню, он громко смеялся, когда рассказывал эту историю. 19. Она была благодарна ему за то, что он понял, что ей не хочется говорить о себе. 20. Некоторое время он не давал ей думать об этой трагедии. 21. Вы пытались повлиять на него каким-нибудь образом? 22. Ему нельзя поручать такое ответственное задание. 23. Мне надоело слушать о твоём плохом настроении. 24. Они постоянно забывают выключать свет.

The Attribute

Exercise 1. Point out all the attributes, state whether they are loose or close and state what they are expressed by.

1. There came a girl with a face beautiful and attractive. 2. The lilacs in full flower scented the air. 3. Soames put his catalogue before his face, and drawing his hat forward, gazed through the slit between. 4. She thought of the night, nearly two years ago, when she came back by this train with the news of Hubert's release. 5. He would not listen to the project of her accompanying him as far as Knype. 6. The man made him a sign to approach him and help him with the load. 7. The man injured in the accident was taken to hospital. 8. The fresh morning air, flowing through my open window, cooled and composed me. 9. Nineteen persons were gathered there. 10. The glimpse of her, all unaware of him, soothed Wilfrid. 11. He knew him as intimately as he knew Henry Brace Bridge, of Cleveland, and George Knoweles, of Cincinnati. 12. The thought of having it copied again and again set him to smiling. 13. This is an English article for you to translate into Russian by tomorrow. 14. Frozen with horror, John understood everything. 15. He could see the soft blue-and-grey-balloon-shaped oaks. 16. It was a very cold day, with cutting blasts of wind. 17. And for a moment I hesitated, unable to start talking. 18. "Let me take that fountain-pen of yours," he said. 19. He was always the first to enter the dining-room and the last to leave. 20. And now, close to the swing, no-longer-young Jolyon often painted there. 21. To think that a man of his abilities would stoop to such a horrible trick as that! 22. How could he go up to Oxford now, among all those chaps, those splendid friends of Crum's? 23. The stay-at-home mothers stood gossiping at the corners of the alley. 24. On the walls there were some common coloured pictures, framed and glazed. 25. The second generation of Forsytes felt that he was not greatly to their credit. 26. Meanwhile she was the gayest and most admired woman. 27. Some called me by the name which no one here knew. 28. No sounds came from the quarters above. 29. The young man had the most irritating habit of joking at the wrong moment. 30. He was a beautiful child, with dark golden ringlets and dark-blue eyes.

Exercise 2. Point out all the appositions and state of what kind they are.

1. Nurse Lloyd was openly and bitterly his enemy. 2. The first patient whom Martin had in the new office was Nils Crag, the carpenter. 3. And the girl who waited for them, the daughter of the innkeeper, was herself

a very agreeable thing to look at. 4. Aunt Cordelia lay in her bed, her long brown hair spread out all over her pillow. 5. With her elder and younger sisters she lived now in the house of Timothy, her sixth and youngest brother, on the Bayswater. 6. Professor Sommerville practised what he preached. 7. Beyond the villa, a strange-looking building, began the forest. 8. Cooper was three inches taller than Mr. Warburton, a strong muscular young man. 9. The evening star, Venus, the brightest of our planets, twinkles in the west. 10. Wolfe listened to the Colonel talking to Major Williams, and ordering cars and tents up. 11. It was his neighbour, Mr. Tandram, well known in the City who had occupied the adjoining house for some five years. 12. A daughter of poor but honest parents, I have no reason to be ashamed of my origins. 13. Dr. Winchcliffe, my predecessor, was a classmate of my father's. 14. A path leads me by the winding of the river Ouse. 15. I am afraid Aunt Augusta won't quite approve of your being here. 16. He talked about his native town of Dublin. 17. She was dressed in grey, the colour of a pigeon's feathers. 18. Without much trouble, Minna found the house, a pretty little cottage, set back from the street.

Exercise 3. Paraphrase the following, using close and loose attributes.

1. His hopes, which were so high a minute ago, were now dashed completely to the ground. 2. There was nothing that might keep him at home that night, and he gladly accepted the invitation. 3. The great majority of examples which are included in this book are typical of spoken English. 4. I caught sight of a lean man, who was moving in the opposite direction. 5. This little episode, which was unimportant in itself, was yet told with the saving grace of comedy. 6. She went with her long stride to the step that led down from Oxford Street. 7. The sight of Diana's face, which was white and worn, stopped her. 8. Mrs. Gerhardt stood there, she was pale with excitement. 9. It isn't a thing you can joke about. It's a serious matter. 10. The animals, which were caught in the morning, struggled furiously. 11. When Jennie was left alone in her strange abode, she gave way to her saddened feelings. 12. The stranger's conversation, which was at once pleasing and instructive, induced me to wish for a continuance of it. 13. Arthur had brought two widely excited friends who were called Tom and Nigger to our party. 14. When they were divested of their coats, they proceeded to an end table. 15. And on Monday morning, though he was weary he began the new week's work. 16. And for a moment I hesitated as I was unable to start talking. 17. Eliza who was excited by his words moved along the street. 18. This

book must be returned on the date which is last marked below. 19. Where he stood it was not so light, and while he himself remained unseen, he would be able to see her as she passed by.

Exercise 4. Make up sentences, using the following phrases as loose attributes.

busy with his work; usually so gay; healthily tired after a happy day; quite taken aback; fresh from their holiday; big and strong; familiar with these details; silent; furious; much touched; surprised at that unexpected question; thus encouraged; restless, unhappy, puzzled.

The Adverbial Modifier

Exercise 1. Point out all the adverbial modifiers, state what kind they are and how they are expressed.

1. After luncheon, he enjoyed walking about in the dining-room with his cigar. 2. He greeted me noisily, but I cut him short by giving him the telegram. 3. To exclude all possibility of mistakes it's necessary to do research in this field as well. 4. His voice trembled with emotion. 5. It was pitch-black outside, with the moon not yet up. 6. They managed in the end, in spite of great difficulties. 6. He is magnificent (the baby). He'll weigh five kilos. 7. He went on in a monotone as if reciting a story that had been told too many times. 8. It was everywhere perfectly still, save for the rustling of leaves and birds. 9. The unexpected offer of shelter was too unexpected to be resisted. 10. Not knowing what to add she stopped. 11. The motorcycle rushed past like a lightning leaving a cloud of smoke and a few stunned passers-by behind. 12. She came out into the garden only to find that it was as hot there as inside. 13. But for sheer coincidence, you would hardly be likely to run across him in this busy place. 14. She said the last words with a voice lowered. 15. Though a bad painter, he had a delicate feeling for art. 16. He was tired from the day in the sun and long hours in the lake and surf. 17. Leonard was silent as though to fit in with her mood. 18. At seeing him at the theatre she realized that he hadn't left for Paris. 19. John will speak for hours, unless interrupted. 20. She hesitated by the door-way, her hand on the handle of the open door. 21. Luce was rather alarmed. 22. She had been walking a very great distance. 23. But he could hear little save the noise of laughter and dispute on the front steps. 24. Richard ran down from upstairs,

and Charles came out of the library. 25. For all the crowded noisy state of the town Anthony found himself deeply lonely. 26. He took a last glance around as if to reassure himself that all was as it should be. 27. Though they had often bothered him he had never bothered them. 28. The men were weary, having run behind the beasts all day. 29. Morris was walking too quickly for Sally to keep up with him. 30. Licia stopped them in their tracks with a stern command. 31. Having knocked on his door, she firmly entered Grandpa's room. 32. He stood beside me in silence, his candle in his hand.

Exercise 2. Translate what is given in brackets into English, using various means of expressing adverbial modifiers.

1. (Сначала) I could not understand what it was all about. 2. I think this should be done (сначала). 3. (Если бы не случайность) I'd have never met him. 4. He suffered (от своей неуклюжести). 5. (К половине седьмого) when guests began to arrive everything was ready. 6. (У входа) he found the carriage waiting for him. 7. He walked rapidly (с опущенной головой, ни на что не обращая внимания). 8. Mr. Bunting had a (достаточно) modest opinion of his brain, power and even of his courage. 9. Why don't you wait for me in the car? I'll be back (через несколько минут). 10. We'll let you know (как обычно). 11. Mr. Traffy drank his wine (одним глотком). 12. I'm (бесконечно) obliged to you. 13. We took a short cut (через поле). 14. We passed (через лес) and came (на поляну). 15. (Сказав все, что он хотел), he took his hat and went away. 16. (Завернув за угол), he saw a crowd of people. 17. (Несмотря на все его таланты) he didn't achieve much. 18. (В случае, если возникнет необходимость) ring me up any time. 19. (Каждые несколько минут) he had to stop for a rest. 20. (На пляже) I watched the people basking (на солнце). 21. Earnest (никогда) smiled (когда шутил). 22. (Во время каникул) I (часто) went to the cinema. 23. They went down (рука в руке). 24. Sam looked (из стороны в сторону, как будто стараясь убежать). 25. In the story *Love of Life* Jack London described a man who nearly died (от голода). 26. She was walking (опустив голову). 27. He was speaking (очень спокойно). 28. I fell silent, (не зная, что сказать). 29. She was (несколько) surprised at seeing me.

Exercise 3. Insert the required prepositions (making prepositional adverbial modifiers).

1. ... the top of the third flight he paused ... breath, and holding on ... the banister stood listening. 2. The summer night was hot, so hot and still that

... every open window came in but hotter air. 3. ... waiting for some time, he crossed the warren in the direction of the slope. 4. The moment I knocked ... the door she opened it. He received me ... absolute enthusiasm. 5. He was restless ... anxiety, and at his worst. 6. ... skating along at full speed, they heard the cars from Amsterdam coming close behind them. 7. ... a long and dangerous illness, he had been ordered to avoid the English winter. 8. ... his efforts, the party was a failure. 9. He always opens bottles ... a knife. 10. He got rheumatism ... a cold day. 11. Larry came ... lunch ... the appointed time. 12. Sabina got ... the taxi and he followed her. 13. Marcellus accepted this information ... betraying his amazement. 14. She was sitting idly ... the corner of the sofa, her favourite seat. 15. Why do you always look at things ... such dreadfully practical eyes. 16. ... meeting Mike, I shouldn't have become an English teacher. 17. The storm died ... the distance and the boys returned ... the camp a good deal frightened. 18. He began to walk ... measured steps. 19. ... his spending a bomb on restaurants and taxis his family couldn't save any money. 20. There was nothing the boy could do but run ... the shelter of an old oak that stood ... the edge of the river.

Exercise 4. Put the adverbs given in brackets in their proper places.

1. He thinks he is right (always). 2. You will find him at work (often, late, at night). 3. She was indifferent to him (entirely). 4. He can be seen in the local pub in the evening (usually). 5. We felt at home (soon, entirely). 6. She was crying in her room (quietly). 7. She practises the piano here (every evening). 8. Put the butter in the fridge (at once). 9. The sun is shining (today, brightly). 10. He is the first to answer (always). 11. I do not think he has played (ever, before, so badly). 12. He broke the window with his ball (nearly). 13. They will arrive (tomorrow, here). 14. The boy has to hurry to school in the morning because he gets up late (always, so). 15. I shall see him (never, again). 16. I told him my opinion (frankly). 17. I believed my ears (hardly). 18. Have you spoken to the secretary (already)? 19. Do you go there (sometimes)? 20. We work by day (generally). 21. You are walking for me (too fast). 22. The visit has been very successful (politically). 23. The idea passed through my mind (idly). 24. I must just wait for his letter (patiently). 25. You can see in people's thoughts (sometimes, clearly). 26. The letter is sent off (anyway). 27. You may take my books (always). 28. He came (very early, here).

Exercise 5. Complete the following, using non-finite forms, syntactical complexes or clauses as adverbial modifiers:

a) of purpose

1. People lifted their children onto their shoulders 2. He took off his hat so that 3. He addressed them for 4. The man covered the upper half of his face with the brim of his hat in order that 5. They concealed the information for 6. The doctor came to the place of accident for 7. Calvin opened the window so as 8. Jack moved a little so that 9. He sneaked out of the house through the back door so as (not) 10. The government passed a new law for

b) of result

1. Her little brother is clever enough 2. The car is too slow 3. He knows the subject sufficiently well 4. You are too young 5. He is too much of a gentleman 6. The text is short enough ... 7. He was so intent on his work 8. My brother is not such a fool as 9. Jane is too polite 10. The day was too hot

WORD ORDER

Exercise 1. Explain the instances of inversion in the following sentences.

1. Great was Mr. Tulliver's wonder. 2. Should you come early, we'll go to the theatre. 3. Never before and never since, have I known such peace, such a sense of tranquil happiness. 4. Silently and patiently did the doctor bear all this. 5. I'm going to swim. – So am I. 6. From behind the sand hills came the whisper of the sea. 7. Such was the individual, on whom Mr. Pickwick gazed through his spectacles. 8. No sooner had Aunt Julie received this emblem of departure than a change came over her. 9. Here comes my brother. 10. Rarely can a minister have been faced with such a problem. 11. Along the street came a strange procession. 12. Not until I got home did I notice that I had the wrong umbrella. 13. Up in the air went the balloon. 14. Violent was Mr. Weller's indignation as he was borne along. 15. Fascinating as the story was, he could not tear himself away from the book until he had read it. 16. Had he known it before, he would have acted differently. 17. Little did I suppose that he (the snake) was a deadly enemy, and that the noise was the famous rattle. 18. Out came Bobby Kane, his arms full of little packets. 19. About a quarter of mile off, in a quiet, substantial-looking street, stood an old redbrick house with three steps before the door. 20. In vain did he try to prove that he was innocent.

Exercise 2. Change the inverted word-order into uninverted.

1. Only once had Lanny been angry. 2. Not only did he gave us a piece of good advice, but he helped us to carry out our task. 3. Hardly had we arrived at the hotel, when there was a power cut. 4. For a moment he could not speak: so greatly was he disappointed. 5. Were you to pay the full amount now, there would be a ten per cent discount. 6. Not only will these measures not help the situation, they will make it all the more complicated. 7. Rarely have so many employees taken sick leave at the same time. 8. Simple as it may now seem, the solution was not easy to find. 9. No sooner had one missing child been found, than another three disappeared. 10. Worse than their dread of mistake or fraud was their dread of seeming to distrust each other. 11. Lucky it is that we know her address. 12. Not until the office phoned me did I find out about the meeting. 13. Only later were the facts all made public. 14. Not for a moment did he hesitate to accept the proposal. 15. Only after posting the letter did I remember that I had forgotten to put on a stamp. 16. Well did I remember Mrs. Reed's face, and I eagerly sought the familiar image. 17. So troubled was he indeed now that he scarcely heard the guide's reply.

Exercise 3. Put the verb in brackets in the correct place.

1. Most of the women were dressed in their best. But the younger ones were in their work clothes. So the men and boys (were). 2. Near the house a woman (stood) he did not know at all. 3. Far away high up in the mountains an old wise man (lived). 4. Young and tender the night (is)! 5. It was very little that Soames found to say, nor he Irene response to that little (did find). 6. Such the state of affairs as the carriage crossed Westminster Bridge (was). 7. Her trees and green field, a few old-fashioned little shops and cottages (were). 8. Out the chaise (went), in the horses (came), up the whip (rose), and off the carriage rattled. 9. So serious the famine (was), that the United Nations sent food and water supplies to the area. 10. Dave began to open the three parcels. Inside the first a book of crosswords from his Aunt Alice (was). 11. I lit the fuse and after a few seconds up the rocket (went). 12. The Mayor made Martin understand that it would be best for him to resign. He would not resign. Neither he to the citizens asking for help (would go).

Exercise 4. Use inverted word-order in the following sentences.

1. The house was so big that he almost got lost. 2. I managed to speak with him only in the car. 3. He watched her sitting like this many a time. 4. A bell rang, and the elevator went up to the fourteenth floor. 5. He had

scarcely time to finish his dinner. 6. She cared little for her words. 7. A timid voice came from the back of the room. 8. He met his match in tennis only once. 9. He fell down. 10. She is not only beautiful but talented as well. 11. The children rushed in. 12. A little house with a flower garden in front of it stood at the corner of the street. 13. I have never seen a face so happy, sweet and radiant. 14. He little realizes what a fool he is making of himself. 15. He had no sooner finished one job than he was given another. 16. If I had known, I would have protested strongly. 17. It was only when I stopped that I realized something was wrong. 18. This restaurant rarely gets so crowded. 19. The sound of a piano issued from one window. 20. The stone fell down with a crash.

Exercise 5. Make the sentences more emotional by using inversion.

1. You should not go away under any circumstances. Under no circumstances 2. I have begun to think about politics only recently. Only recently 3. The response to our appeal was so great that we had to take on more staff. Such 4. Harry broke his leg, and also injured his shoulder. Not only 5. I have never felt so angry in my whole life. Never in 6. The train had hardly left the station, when there was an explosion. Hardly 7. I didn't realize until then how much she wanted to go. Not until then 8. I realized only much later what he was trying to achieve. Only much 9. I have seldom heard such rubbish. Seldom 10. He had no sooner opened the window than a gust of wind scattered his papers on the floor. No sooner 11. He knew little about the conditions of life in that remote region. Little 12. The heavy trucks rolled out. Out 13. You will be able to extend your visa only in special circumstances. Only in 14. He seldom goes out at the weekends. Seldom

Exercise 6. Write the sentences with the similar meaning beginning with one of these adverbials.

never before, not, not until, only by, on no account, scarcely

1. The door could not be opened without using force. 2. This was the first time the race had been won by a European athlete. 3. The plane had only just taken off when smoke started to appear in the cabin. 4. She made no sound as she crept upstairs. 5. This window must not be unlocked without prior permission. 6. He only thought about having a holiday abroad after he retired.

Now do the same using these adverbials.

barely, in no way, little, no sooner, only after, seldom

7. The telephone started ringing just after he had left the office. 8. It is unusual for the interior of the island to be visited by tourists. 9. Judith started asking me questions as soon as I had stepped through the door. 10. They didn't get round to business until they had finished eating. 11. The existence of extraterrestrial life is not confirmed by the report. 12. She didn't realise what would happen to her next.

Exercise 7. Complete each sentence with a suitable phrase containing the verb in brackets in an appropriate form.

1. Should (need) anything, could you let me know? 2. Were the plane (take off), everyone in it would have been killed. 3. Had (study) harder, I would probably have passed all my exams. 4. Should (be) in the neighbourhood, drop in. 5. Had (go) to the doctor immediately, your daughter would not be so ill. 6. Never before (spend) so much money on her daughter's birthday. 7. Should (feel) hungry, just call room service, and order a meal. 8. Were (offer) her the job, we couldn't be sure that she would accept. 9. Had (take) the necessary measures, this political crisis could have been avoided. 10. Scarcely (get) home when the police called us with news of Geoffrey.

Exercise 8. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.

1. You are not to leave the hospital under any circumstances. (are) Under leave the hospital. 2. Two weeks passed before the letter arrived. (did) Not until the letter arrived. 3. She was so popular that everyone voted for her. (her) Such that everyone voted for her. 4. Luckily it wasn't necessary for Jim to take the exam again. (need) Luckily Jim the exam. 5. Paul smashed a window and damaged the television too. (but) Not only damaged the television. 6. As soon as I got home, I realised I'd left my bag in the shops. (had) No sooner I realised I'd left my bag in the shops. 7. The minister was interrupted just after starting his speech. (when) Hardly he was interrupted. 8. If the government raised interest rates, they would lose the election. (raise) Were interest rates, they would lose the election. 9. The bus driver cannot be blamed for the accident in any way. (held) In responsible for the accident. 10. The police

didn't suspect at all that the judge was the murderer. (did) Little as being the murderer. 11. It was only when I asked a passer-by that I realised where I was. (did) Not until where I was. 12. It is not common for there to be so much rain in March. (see) Seldom so much rain in March. 13. It was only when I stopped that I realised something was wrong. (did) Only that something was wrong. 14. Please never ever interrupt me when I'm in a meeting. (am) On no account when I am in a meeting. 15. The accused never expressed regret for what he had done. (time) At regret for what he had done. 16. I haven't eaten such delicious food anywhere. (else) Nowhere such delicious food. 17. He felt so unwell that he had to cancel their date. (did) So that he had to cancel their date.

Exercise 9. Decide which sentences are inappropriate in the contexts given.

1. Guest to host: 'So nice was that pudding, that I would like to have some more.' 2. Witness to court: 'No sooner had I turned out the light, than I heard a noise outside.' 3. News reader: 'Such was the force of the earthquake, that whole villages have been devastated.' 4. Parent to child: 'Should you fancy a pizza, let's order one now.' 5. Friend to friend: 'Never before have I seen this film.' 6. Politician to audience: 'Seldom has the country faced a greater threat.' 7. Celebrity to interviewer: 'Were I to have the time, I'd go climbing more often.' 8. Victim to police officer: 'Scarcely had we been introduced when he punched me for no reason.' 9. Printed notice: 'Under no circumstances is this control panel to be left unattended.' 10. Colleague to colleague: 'Should you change your mind, just let me know.'

Exercise 10. Complete the text by using the words and phrases from the box.

little	such	not only	under no circumstances	had
seldom	along	no sooner	as	scarcely

Well, ladies and gentlemen, we've done it again – another election victory. The last four years of office has been a wonderful time for the party, a tale of adversity overcome. (1) ... had we come to office than the Stock Market crashed. But we survived that scare, and we came out of it stronger for the experience. The opposition claimed we were faltering. (2) ... have I heard such hypocrisy from a party which continued to squabble internally

for the next four years. Then (3) ... came a fellow called David Rew, with his new breakaway Democratic party – but he didn't have much success in the opinion polls! (4) ... did he claim he'd become Prime Minister within three years, he also reckoned that this party was now unpopular with younger voters. (5) ... did he realise that it would be the young voters who gave us an overwhelming vote of confidence in yesterday's election. (6) ... had the first votes rolled in when it was obvious that we would be re-elected with a huge majority. (7) ... was the extent of our victory that the New Democrats obtained a meagre five seats. (8) ... they known they would perform so poorly, I don't think they would have been quite so scathing in their criticism of our economic policy. But rest assured, ladies and gentlemen, (9) ... will we rest on our laurels. There is no room for complacency in this government. And I am confident, (10) ... I'm sure are most of you, that the next four years will be a resounding success. Thank you.

Exercise 11. Translate into English.

1. Она открыла коробку, и наружу выпрыгнула мышка. 2. Не раз Том пытался обмануть свою тетюшку, но каждый раз она догадывалась о его проделках. 3. Не успел я закончить разговор, как Молли выскочила из комнаты. 4. Я не только читал эту книгу, но и видел сделанную по ней кинокартину. 5. Щедрой была его благодарность! 6. Все дальше и дальше продвигался караван по пустыне. 7. Хотя было очень трудно уговорить его, нам это в конце концов удалось. 8. Редко доводилось им чувствовать себя так радостно и легко. 9. Будь это не столь важно для тебя, это не задело бы тебя за живое. 10. «Ночь нежна» – роман, сделавший С. Фицджеральда знаменитым. 11. Далеко-далеко в дремучем лесу стоит маленькая избушка и живет в ней ведьма. 12. Никогда прежде у нас не было так много хороших книг, как сейчас. 13. Случись у тебя свободная минутка, присоединяйся к нашему обсуждению. 14. Едва поезд отошел от станции, как между мной и моими спутниками завязался оживленный разговор. 15. Туман был настолько густым, что полиция была беспомощна. 16. Только лишь потому, что это была интересная работа, он согласился ее выполнять. 17. Ни единым словом она не обмолвилась о предстоящей помолвке. 18. Никогда раньше не слышала я подобной чепухи! 19. Напрасно мы пытались объяснить им, что ни один из них двоих не прав. Они и слушать нас не хотели, что было очень обидно.

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