

Міністерство освіти і науки України  
Харківський національний університет імені В. Н. Каразіна

**АНГЛІЙСЬКЕ СКЛАДНЕ РЕЧЕННЯ:  
теорія та практика**

Навчально-методичний посібник  
для студентів 4 курсу факультету іноземних мов

Харків – 2023

УДК 811.161.2:811.111]’255 (072)

А 64

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(протокол № 6 від 15.03.2023 р.)*

А 64 **Англійське** складне речення: теорія та практика : навчально-методичний посібник для студентів 4 курсу факультету іноземних мов / уклад. Ю. В. Матюхіна, Т. К. Меркулова, О. Д. Нефьодова, О. В. Шпак. – Харків : ХНУ імені В. Н. Каразіна, 2023. – 80 с.

Навчально-методичний посібник з практичної граматики англійської мови для студентів 4 курсу факультету іноземних мов пропонує до опрацювання матеріал з граматики, синтаксису та пунктуації англійської мови. Посібник доцільно використовувати студентами в аудиторному та дистанційному навчанні, а також для самостійної роботи.

**УДК 811.161.2:811.111]’255 (072)**

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## FOREWORD

This new grammar training reference and practice book is a revised and extended edition of the manual «Складне речення» authored by Tetyana Merkulova and Olena Shpak [2]. The new manual is intended for the 4th-year students of English of the School of Foreign Languages. The manual is designed to enhance the students' theoretical and practical grasp of the English composite sentence and to revise English grammar material mastered during their previous years of study, as stipulated in the syllabus for Foreign Language-I (English).

The manual is composed on the basis of authentic references published in Great Britain and the USA, including CAE, CPE, IELTS and TOEFL trainers. It comprises 12 units, each starting with a revision test, followed by a theoretical section on composite sentence syntax and punctuation illustrated with examples and supported with practical exercises and concluded with a revision translation into English. The initial revision tests and final translations focus students on the presented theoretical topics and give an opportunity to brush up and systemize their general grammar. The sections on syntax present information about the types and classification of composite sentences, focusing on specific varieties of compound and complex sentences and subordinate clauses, their structure and meaning. The theory is supplemented with exercises in identification, syntactic classification and generation of the structures in focus. The manual includes exercises in spotting and correcting grammar mistakes, filling in the blanks with the correct grammar forms, making sentences out of the given fragments, restoring correct punctuation, sorting grammar structures into the required categories, explaining syntactic phenomena and written translation into English. The units also include sections raising the students' awareness of the most typical grammar mistakes to help to avoid them. The manual concludes with a list of internationally recognized references for further self-study and practice in the use of English.

The structure and content of the manual exemplify the integrative approach to teaching grammar. The manual will enable students working in the on-line or off-line format or individually to learn, revise, practise and test their English grammar to strengthen their English command.

## UNIT 1



### Parts of Speech. Sentence and Its Parts

**TEST 1. *Spot the mistakes and identify parts of the sentences and parts of speech in sentences 1-5.***

1. The lion has long been a symbol of strength, power, and it is very cruel.
2. Nobody had known before the presentation that Sue and her sister will receive the awards for outstanding scholarships.
3. Some bumper stickers are very funny and make us laugh, yet another can make us angry because of their ridiculousness.
4. My cousin composes not only the music, but also sings the songs for the major Broadway musicals.
5. Jane said she would borrow me her movie camera if I wanted to use it on my trip to Europe.
6. Neither of the scout leaders know how to trap wild animals or how to prepare them for mounting.
7. Those of you who signed up for Dr. Daniel's anthropology class should get their books as soon as possible.
8. He has been hoped for a raise for the last four months, but his boss is reluctant to give him one.
9. I put my new book of zoology here on the desk a few minutes ago, but I cannot seem to find it.
10. Before we returned from swimming in the river near the camp, someone had stole our clothes, and we had to walk back with our towels around us.
11. Suzy had better to change her study habits if she hopes to be admitted to a good university.
12. Lack of sanitation in restaurants are a major cause of disease in some areas of the country.
13. Had the committee members considered the alternatives more carefully, they would have realized that the second was better as the first.
14. I do not know where could he have gone so early in the morning.
15. John's wisdom teeth were troubling him, so he went to a dental surgeon to see about having them pull.

#### **SYNTAX 1a. Parts of Speech/Word Classes\***

A part of speech is a class of words (as adjectives, adverbs, conjunctions, interjections, nouns, prepositions, pronouns, or verbs) identified according to the kinds of ideas they express and the way they work in a sentence [*Merriam-Webster Dictionary*].

<i>Notional</i> (generally open classes)	<i>Functional</i> (generally closed classes)
<b>noun</b> ( <i>іменник</i> ) <b>full verb*/verb</b> ( <i>дієслово</i> ) <b>numeral</b> ( <i>числівник</i> ) <b>adjective</b> ( <i>прикметник</i> ) <b>adverb</b> ( <i>прислівник</i> )	<b>pronoun</b> ( <i>займенник</i> ) <b>modal verb</b> ( <i>модальне дієслово</i> ) <b>conjunction</b> ( <i>сполучник</i> ) <b>preposition</b> ( <i>прийменник</i> ) <b>article/determiner*</b> ( <i>артикль</i> ) <b>particle</b> ( <i>частка</i> ) <b>interjection</b> ( <i>вигук</i> )

The asterisk (\*) marks the term used in British and American grammar references.

**Ex. 1. Identify parts of speech.**

Forest, anybody, the, to, had, can, during, or, play, Millicent, sufficient, fast, ouch, some, asleep, like.

**Ex. 2. What part of speech is needed to complete each gap – an adjective, an adverb, a verb, a noun? Suggest a word that could fill each gap.**

Camco is one of the most \_ companies in the country. A few years ago, it hit the \_ because of its controversial research programme. Since then, scarcely a month has gone by when it has not \_ in the news for some \_ or another. But if you visit company headquarters, there is every likelihood that you will be \_ impressed by what you see. (Cambridge English. Advanced Trainer)

**SYNTAX 1b. Sentence and Its Parts**

A **sentence** is a grammatically independent unit of expression. A sentence has the following parts:

<i>Essential</i>	<i>Optional</i>
<b>Subject [S]</b> ( <i>підмет</i> ) <b>Predicate/Verb* [P/V*]</b> ( <i>присудок</i> )	<b>Object/Complement* (додаток) [O]:</b> - <b>direct [OD]</b> ( <i>прямий</i> ) - <b>indirect [OI]</b> ( <i>непрямий</i> ) <b>Attribute [A]</b> ( <i>означення</i> ) <b>Adverbial modifier (обставина)</b> - <b>manner [AM]</b> ( <i>способу дії</i> ) - <b>place [AP]</b> ( <i>місця</i> ) - <b>time [AT]</b> ( <i>часу</i> ) <b>Apposition (обособлені конструкції)</b>

Parts of the sentence can be expressed by **single words** or **phrases** (sequences of grammatically related words).

<i>Single-Word S</i>	<i>Phrasal S</i>
<u>Criticism</u> is painful.	<u>Taking criticism from others</u> is painful.

**Ex. 3. Identify parts of the sentences expressed by single words and phrases.**

1. Walter struts with the gravity of a frozen penguin.
2. According to Higgins, Philip's statements were given the force of commands by his loud voice.
3. Can exercise be so important for a healthy heart?
4. There are approximately ten million college students in the US.
5. Having finished her speech, Mary turned and left in dreadful silence.

**SYNTAX 1c. Simple Sentence**

The **simple sentence** (*просте речення*) consists of **one independent clause** with

- 1) the predicative unit usually formed by the subject [S] and predicate [P] and
- 2) optional members of the sentence:

e. g. *I* [S] *will send* [P] *my parents* [OD] *lovely* [A] *photos* [OI] *from Cardiff* [AP] *next week* [AT].

**SYNTAX 1d. Complete Sentence vs. Sentence Fragments**

There are four possible reasons why a group of words can be a **sentence fragment** and **not a sentence**:

**1. No subject**

e. g. *Found it* (**Who** found it?)

**2. No predicate or its part**

e. g. *My family gone* (My family **is gone**.)

**3. No subject, no predicate**

e. g. *On the table* (**Your money is** on the table.)

**4. Subordinate clause** (*підрядне речення*)

Subordinate clauses may have both the subject and the predicate, but such clauses are not syntactically independent.

*Though he is leaving* (**Yet**, he is leaving.)

**Ex. 4. Revise the following fragments to convert them into sentences.**

1. Larry always working in his yard on Sundays.
2. Because Mike enjoys biopics.
3. Sort of helps Jane to calm down.
4. For example, these jeans and those uggs.
5. Water sparkling in the moonlight.
6. And always looked for an easier way to do the job.
7. With no forethought whatsoever.
8. Which Mary tried for days to change my mind.
9. Soon I began to work for the company. First in the shop and then in the office.
10. We did not recognize Walter. His beard gone and hair out.
11. The new lawyer needs a secretary. Preferably, someone with experience.
12. Sarah was elected president of her class. And was made a member of the students' council.

## PUNCTUATION 1a. Punctuation Marks: Nomenclature

<b>CAPITALS</b>	<b>exclamation point !</b>
<i>Italics</i>	<b>colon :</b>
<b>comma ,</b>	<b>dash –</b>
<b>semicolon ;</b>	<b>parentheses ()</b> ( <i>read: “parentheses open”/“parentheses closed”</i> )
<b>apostrophe ’</b>	<b>brackets []</b>
<b>quotation marks “”</b> ( <i>read: “quote”/“end of quote” or “unquote”</i> )	<b>the slash /</b>
<b>period .</b>	<b>ellipsis points ...</b>
<b>question mark ?</b>	<b>hyphen -</b>

### Ex. 5. Read the poem voicing with the punctuation marks

*O Me! O Life!*

*“Oh me! Oh life! of the questions of these recurring,  
Of the endless trains of the faithless, of cities fill’d with the foolish,  
Of myself forever reproaching myself, (for who more foolish than I, and who more  
faithless?)*

.....  
*The question, O me! so sad, recurring—What good amid these, O me, O life?*

*Answer:*

*That you are here—that life exists and identity,*

*That the powerful play goes on, and you may contribute a verse.”*

*Walt Whitman, from Leaves of Grass, 1892*

### PUNCTUATION 1b. Capitals

**Capitalize** proper names, usually their derivatives and shortened forms.

- 1) **names / nicknames of persons; trademarks:** e. g. *Rose O’Brian, Phillips, MTV Awards, Noah’s Ark, Jeep Renegade*
- 2) **titles preceding names, but not those that follow:** e. g. *Governor Dix, but Dix, our governor*
- 3) **words denoting family relations, when used as substitutes for proper names:** e. g. *Mom, Grandad, Auntie*
- 4) **geographical names:** e. g. *Cape Cod, Kansas City, Elm Street*
- 5) **peoples and their languages:** e. g. *Americans, Poles, but native Peruvians*
- 6) **organizations, agencies, companies:** e. g. *Red Cross, UNESCO, Harvard University, Republican party*
- 7) **titles of books, plays and papers: every word, but articles, prepositions, coordinating conjunctions and particle TO in infinitives:** e. g. *Of Mice and Men, A Chronicle of Growing Up in the Sixties*
- 8) **semantically important parts of a hyphenated word:** e. g. *H-Bomb, Arab-Israeli, Hit-and-Run, Anti-Poverty*
- 9) **pronoun I and interjection O (not oh):** e. g. *“What good amid these, O me, O life?”*



10) **first word of every sentence and quotation:** e. g. *She often replies: "Maybe tomorrow."*

11) **days of the week, months, holidays:** e. g. *Thanksgiving, Groundhog Day*, but not names of the seasons: *summer*

12) **historical documents, periods, events:** e. g. *the Bill of Rights, Vietnam War*

13) **religions and their adherents, holy books and days, and names and pronouns referring to the Supreme Being:** e. g. *Islam, Mormons, Talmud, Messiah, His people*

14) **personified common nouns:** e. g. *the Old Man Time, Power*

15) **abbreviated forms:** e. g. *AT&T, NATO*

**Don't capitalize:**

**proper names that have become common:** e. g. *zipper*, but *Xerox*

**Ex. 6. Supply capitals wherever required**

1. i am not looking forward to the christmas holidays since i must spend all o my time studying spanish and economics in an effort to offset the poor grade i expect in political science.

2. we encouraged our neighbours to travel to the west since there are many interesting sights: pike's peak, colorado, the rocky mountains, glacier national park, the mojave desert, active volcanoes such as mount baker in washington, Puget sound and others.

3. at the end of the sermon on god's social justice as set forth in the bible, he said, "we democrats really ought to re-elect senator attebury."

4. the full title of robert shernill's book is the saturday night special and other guns with which americans won the west, protected bootleg franchises, slew wildlife, robbed countless banks, shot husbands purposely and by mistake, and killed presidents – together with the debate over continuing same.

**REVISION 1: Article**

**Ex. 7. Fill in the blanks with the articles and supply capitals where required**

1. \_\_\_ heir of mr. toomy, michael is also \_\_\_ history student with \_\_\_ m.a. degree.

2. i prefer management on \_\_\_ one-to-one basis, no earlier than 8 p.m.

3. \_\_\_ hour \_\_\_ week in august would be enough.

4. be careful, it's \_\_\_ third arabica coffee already.

5. personally, i prefer \_\_\_ teas of \_\_\_ british isles.

6. \_\_\_ ducks are \_\_\_ type of \_\_\_ bird.

7. \_\_\_ memory is \_\_\_ human faculty, while \_\_\_ memory is \_\_\_ something remembered.

8. \_\_\_ professor borg has been looking for \_\_\_ work for \_\_\_ ages.

9. i only asked for \_\_\_ half \_\_\_ kilo.

10. to make \_\_\_ omelette you need \_\_\_ butter, \_\_\_ egg, and \_\_\_ milk.

11. turn off \_\_\_ radio, it's bbc again.

12. where's \_\_\_ police station?

13. where on \_\_\_ earth have you been? i'm waiting for you at \_\_\_ waterloo station.
14. \_\_\_ equator runs round \_\_\_ middle of \_\_\_ earth.
15. \_\_\_ stream is \_\_\_ small river.
16. \_\_\_ english believe that their home is their castle.
17. \_\_\_ deaf are people who cannot hear.
18. it came in by \_\_\_ post yesterday.
19. \_\_\_ orient express would be best: it leaves \_\_\_ hour and \_\_\_ half later.
20. people get sent to \_\_\_ prison for that sort of \_\_\_ living,
21. i'm thirsty, let's go to \_\_\_ crown pub.
22. we can stay at \_\_\_ rixos hotel or at \_\_\_ hilton and dine at \_\_\_ three bears.
23. \_\_\_ vietnam is to \_\_\_ south of \_\_\_ people's republic of china.
24. it is \_\_\_ custom in \_\_\_ eastern ukraine.
25. – let's go to \_\_\_ far east. – no, let's go to \_\_\_ argentine. – for god's sake, let's rather see \_\_\_ niagara falls.
26. \_\_\_ past is forgotten.
27. what is the best treatment for \_\_\_ flu? and for \_\_\_ cold?
28. let's get out of \_\_\_ london, while \_\_\_ parliament is in session.
29. \_\_\_ gout is very unpleasant.
30. \_\_\_ national gallery is closed.
31. \_\_\_ trafalgar square is very popular with tourists.
32. \_\_\_ piccadilly circus is a great place.
33. \_\_\_ olympic games have just started.
34. \_\_\_ british airways offer daily flights to san francisco.
35. i work for \_\_\_ unisef.
36. my car is \_\_\_ honda.
37. they call him \_\_\_ new elvis.
38. we had \_\_\_ plumber smith fix the taps.
39. \_\_\_ poor emily!
40. you are quite \_\_\_ sherlock holmes!
41. \_\_\_ late beattie jr. was \_\_\_ man of mark.
42. \_\_\_ queen had lunch with kennedy, \_\_\_ senator of \_\_\_ usa.
43. where is \_\_\_ granny?
44. we invited \_\_\_ johnsons to celebrate easter with us.
45. \_\_\_ dr. adams, \_\_\_ former footballer, was there, too, while \_\_\_ young fred stayed at home.

**TRANSLATION 1. Translate, identify simple and composite sentences, dictate punctuation marks and explain the use of capitals.**

1. Дощить. Вже п'ятий день як лле. Хмарно, без прояснень. А ти, я бачу, збираєш речі. Ти кажеш: «Час відпочити. Літо ось-ось скінчиться. Гори кличуть. Ходімо, добре?» Ніхто не ходить у гори в дощову погоду. Навіть найкраще взуття не врятує, яким би міцним воно не було. Мабуть, там дуже слизько. Ти пам'ятаєш, як минулого разу ти необережно потягнувся до куща чорниці та скотився з пагорба так, що тебе ледве схопили. Може, ти забув,

як заприсягнувся тоді, що ніколи у житті не підеш у гори в дощову погоду? А урхливі гірські річки, що несуться з гуркотом повз тебе?! Страшно навіть уявити, скільки труднощів зустрічається на шляху в височінь! Якщо ми й вирішимо йти в Карпати, то нам доведеться дочекатися сонця. Хіба ти не знаєш, що на Заході України дощить сезонами по декілька діб? Ані намет не поставити, ані вогнище розпалити! Не може бути, що ти пропонуєш взяти парасольку! Кожен знає, що дощовики та парасольки в горах не врятовують. Цікаво, ти бачив когось в горах з парасолькою? Хоч би справжні мандрівники не побачили тебе у такому вигляді! Я згодна, настрій залишає бажати кращого, але передають, що до наступної п'ятниці розвидніється. Давай почекаємо, гаразд? Чому б не піти разом у гарному гуморі та приємній компанії інших туристів! Всі, напевно, будуть чекати кращої нагоди. І нам не доведеться потім шкодувати, що ми вчинили неправильно. Я наполягаю на тому, щоб ти розібрав свій рюкзак та допоміг мені з прибиранням кухні.

2. У мене повно друзів у Києві, але є декілька й в Одесі. Всі вони – вчені. Половина з них мають вчені звання. Кожен займається наукою не менше 20 років. Будь-хто з них – відмінний фахівець у своїй галузі. Ми не бачилися майже цілий рік і збираємося зустрітись або в Києві, або в Одесі. Це буде така радість! Ми всі любимо подібні зустрічі, де можна обговорити наукові праці та говорити як про себе, так і один про одного. Ми всі – 40-літні люди, живемо цікавим життям, маємо сотні захоплень, у кожного є своя мрія.

## UNIT 2



### Composite Sentence and Its Types

**TEST 2. Spot the mistakes and identify simple and composite sentences.**

1. The volume four of our encyclopedia set has been missing for two months.
2. Hardly he had entered the office when he realized that he had forgotten his wallet.
3. Mr. Anderson used to jogging in the crisp morning air during the winter months, but now he has stopped.
4. I suggest that he goes to the doctor as soon as he returns from taking exams.
5. After studying all the new materials, the student was able to rise his test score by twenty-five points.
6. They said that the man jumped off of the bridge and plunged into the freezing water.
7. The book that you see laying on the table belongs to the teacher.
8. Neither of the girls have turned in the term papers to the instructor yet.
9. The fire began in the fifth floor of the hotel, but it soon spread to adjacent floors.
10. Harvey seldom pays his bills on time, and his brother does too.
11. The results of the test proved to Fred and me that we needed to study and watch less movies on TV if we wanted to receive scholarships.
12. Most Americans would not be happy without a color television, two cars, and working at an extra job.
13. In 1927 Charles Lindbergh was the first to fly solo nonstop from New York to Paris in such short time.
14. Ralph has called his lawyer last night to tell him about his problems, but was told that the lawyer had gone to a lecture.
15. Patrick was very late getting home last night, and unfortunately for him, the dog barking woke everyone up.

**Ex. 1 (revision).** Use the word given in capitals at the end of the sentence to form a word that fits in the gap. What part of speech does it belong to? Explain the punctuation.

Science is a very \_ activity (PERSON). Throughout history, scientists, with few \_ , have carried out their investigations, motivated not by a desire for glory or wealth, but by a need to satisfy their own \_ about the world around them (EXCEPT, CURIOUS). Some have gain lasting fame, while others have kept their \_ to themselves, not caring about the \_ of others (DISCOVER, RECOGNIZE). They build on the research of their predecessors, but usually make their own \_ (CONTRIBUTE). (Cambridge English. Advanced Trainer)

## SYNTAX 2a. Types of Composite Sentences: Compound Sentence vs. Complex Sentence

The **Composite Sentence** (*складне речення*) has at least **two clauses**, each with its own predicative unit [S+P].

e. g. *I [S] will send [P] my parents lovely photos from Cardiff next week (Clause 1) and then I [S] will go [P] to Reading (Clause 2).*

### The Composite Sentence

<b>The Compound Sentence</b> <i>(складносурядне)</i> at least <b>two coordinate clauses</b> , equal in rank and joined by coordinate conjunctions ( <i>and, but, etc.</i> )	<b>The Complex Sentence</b> <i>(складнопідрядне)</i> the <b>main / principal clause and subordinate clause(s)</b> joined by subordination elements.
1. <i>Jason offered the girl his handkerchief (1<sup>st</sup> coordinate clause) <u>and</u> she took it (2<sup>nd</sup> coordinate clause).</i>  2. <i>Children have never been very good at listening to their elders (1<sup>st</sup> coordinate clause) <u>but</u> they have never failed to imitate them (2<sup>nd</sup> coordinate clause).</i>	1. <i>Mom often tells us (principal clause) <u>how terrific we are</u> (subordinate clause).</i>  2. <i>He was so pale (principal clause) <u>that</u> he seemed to emit a pearly glow (subordinate clause).</i>

### Compound Sentences

<b>Compound Sentence Proper</b> (at least <b>two coordinate clauses of equal rank</b> )	<b>Compound-Complex Sentence</b> (at least one of the <b>coordinate clauses</b> is extended by one <b>subordinate clause</b> )
contain <u>only</u> coordinate clauses	contain <u>both</u> coordinate and subordinate clauses
1. <i>The door of the hut opened (1<sup>st</sup> coordinate clause) <u>and</u> a little old woman in a brown dress came out (2<sup>nd</sup> coordinate clause).</i>	2. <i>Mr. Bloomberg was very proud (1<sup>st</sup> coordinate clause (principal)) <u>when</u> he heard about his son's success (subordinate clause) <u>but</u> at the same time he knew (2<sup>nd</sup> coordinate clause (principal)) <u>that</u> it was just luck (subordinate clause).</i>

### Complex Sentences

<b>Complex Sentence Proper</b> (at least one <b>principal clause</b> and one <b>subordinate clause</b> )	<b>Complex-Compound Sentence</b> (at least one of the <b>principal clauses</b> is extended by two <b>subordinate coordinate clause</b> )
clauses are joined only by subordination	contain <u>both</u> coordinate and subordinate clauses
1. <i>James did not know (principal clause) <u>what</u> he would have to do (subordinate clause).</i>	2. <i>James did not know (principal clause) <u>what</u>he would have to do (1<sup>st</sup> subordinate clause) <u>or</u> <u>where</u> he would have to go (2<sup>nd</sup> subordinate clause).</i>

**Ex. 2. Identify types of sentences: simple or composite (compound proper, complex proper, complex-compound and compound-complex).**

1. The leaves are turning to gold, squirrels are fattening, hunting time is near.
2. Simon didn't know the whole truth and Bella didn't know it either.
3. Lily was just about to tell Georgie, his friends, countrymen and the whole world the excellent and most improbable news.
4. You cannot teach a man anything; you can only help him find it within himself (*Galileo*).
5. Our talk was short, but it was very useful for me.
6. Nobody knew what kind of man the new headmaster was.
7. When someone is relating an important event that's happened to them, don't try to stop them with a story of your own.
8. Have you been out shopping, Lavinia, or just strolling around, biding your time and wasting my money?
9. Don't ask me what has happened to your papers and where your socks are.
10. Before Raoul bought his new car, he remembered that his grandmother might give him her old sedan and if she really did this, he would be able to save some money that year.
11. Will you show me the new bag you have bought and boasted so much about?
12. Two new people came in and I was introduced to Mr. Wren whom I found clever and pleasant.
13. Give yourself an hour to cool off before responding to someone who has provoked you; if it involves something really important, give yourself overnight.
14. Charlie's wife was worried and, actually, his coach was worried, too, that Charlie was putting on too much weight before the coming competition.
15. Every person that you meet knows something you don't; learn from them.
16. The old lady suspected that the nurse knew something and that information was dangerous knowledge.
17. Nearly ten years had passed since the Dursleys woke up to find their nephew on the front step, but Privet Drive had hardly changed at all.
18. Experience is that marvelous thing that enables you to recognize a mistake when you make it again.

### **SYNTAX 2b. Types of Sentences According to Purpose**

<b>Declarative</b> ( <i>розповідні</i> )	<i>He refused the offer.</i>
<b>Imperative</b> ( <i>спонукальні</i> )	<i>Refuse the offer.</i>
<b>Interrogative</b> ( <i>питальні</i> )	<i>Did he refuse the offer?</i>
<b>Exclamatory</b> ( <i>окличні</i> )	<i>What an offer he refused!</i>

### **PUNCTUATION 2. End Marks: the Period, the Question Mark, the Exclamation Point, the Ellipsis**

- 1) Use the period
  - a) to mark the end of a declarative or a mildly imperative sentence (both kinds can contain direct / indirect questions or exclamations marked as direct speech):

e. g. *Everyone should drive carefully.* (declarative)  
*Learn how to drive carefully.* (mildly imperative)  
*She asks how she can learn to drive carefully.* (declarative with an indirect question)

“*How can he drive carefully?!*” *she asked.* (declarative with a direct question and an exclamation).

b) in some **abbreviations** (when in doubt, check the dictionary): e. g. *a.m. / p.m.; Mr. / Mrs. / Ms.; Jr.; vs.; etc.; et al.*

When the last word is an abbreviation ending with a period, do not use a second one to finish the sentence:

e. g. *The study was performed by Dean Vredin et al.*

**Do not** use the period after a title or a sentence fragment.

## 2) Use the **question mark**

a) to finish a **direct question**:

e. g. *Who started the rumour?*

b) **inside a sentence** to mark:

- a series of questions having the same subject:

e. g. *Did they clean the attic? the basement? the whole house?*

- an interpolated question within a declarative sentence:

e. g. *How can these difficulties be resolved? was the question.*

## 3) Use the **exclamation point** (sparingly)

a) with **interjections** and in **exclamatory sentences** to show strong emotion, like delight/anger.

e. g. *Boo! What a game!*

b) **with the question mark** to show surprise/disbelief:

e. g. *Are you pulling my leg?!*

## 4) Use **ellipsis points** (sparingly)

a) to mark an unfinished sentence and a reflective pause in or after a sentence:

e. g. *With all channels open, the meditation is about to begin....* (2 variants: one period + three ellipsis point or three ellipsis points)

*Love, like other emotions, has causes... and consequences.*

b) to show an omission in a quotation:

e. g. “*Space: the final frontier. These are the voyages of the starship Enterprise. Its continuing mission: ... to boldly go where no one has gone before*” (*Star Trek*).

When omitting a whole line from a poem, **continue** the ellipsis points to the length of the line above it.

e. g. *I love coffee, I love tea*

.....

*Coffee and tea and the java and me*

*A cup, a cup, a cup, a cup, a cup (boy!).*

**Ex. 3. Use the appropriate punctuation in the following sentences.**

1. Was that the green light was all he managed to say
2. And what if
3. Give it to me NOW
4. How many times do I have to try to tell you that I am sorry for the things I've done
5. Let it be
6. How should I know
7. I'm amazed you're still talking No one's listening to you
8. Have they packed the spoons coffee napkins
9. She asked when we could come
10. Yippee
11. Panda eats shoots and leaves.

**REVISION 2: Number of Nouns and Subject-Verb Agreement/Concord\*.**

**Ex. 4. Agree the subjects with their verbs and use the appropriate punctuation marks to finish the sentences.**

1. [*excited*] This coat [to be very becoming] and I'll buy it
2. [to be – *past*] the Philippines ever administered by the Netherlands
3. Mike thought his binoculars [to be] on the desk, but I couldn't find [*pronoun*]
4. The variety of moths [to leave] me awestruck
5. The [volcano] of New Zealand are a fantastic sight
6. Finally, the two [Germany] [to reunite]
7. Three [mouthful] of water [to be] all Alan put into his stomach during the whole day
8. [Woman doctor] have taken the leading position in pediatrics
9. The 1990's [to be remembered] as quite reckless
10. 'Pages' [to be often abbreviated] as 'pp'
11. [Photo] of these [war hero] are stored in the University archive
12. [Professor] Cook and [professor?] Hartman are bosom friends
13. [Mrs.] Gilly and [Mrs.?] White have recently argued
14. [Frenchman] are famous for their elaborate cuisine
15. The [brother] of the monastery belong to the Benedictine Order
16. Two [reindeer] and a lot of [trout] were killed by the poachers
17. Almost four hundred [person] live here
18. There [be] millions of [nebula] in the Universe
19. [*Musing*] The three [appendix] [look] quite superfluous
20. The multiple [focus] of John's research make it unstructured
21. How dare you say that the [basis] for my [hypothesis] are shaky
22. What data [to need] confirmation
23. Acoustics [to be] the physics of sounds
24. The committee [to be] unanimous
25. The police [to need - *present*] help of the local population
26. Three further [series] were organized
27. My parents and my uncle [not to understand] that



28. Pushing and shoving in public [to be] rude in many cultures
29. Every cat [to have] to be vaccinated
30. Paula or her secretary [answer] the phone in the office
31. Neither the quality nor the prices [to change]
32. Neither the prices nor the quality [to change]
33. There [to be] one newspaper, five letters and about a dozen bills in the post
34. Hardest hit by the drought [to be] American farmers
35. Keith is the one of those who [to agree] with my decision
36. It is the pharmacist who often [to suggest] medicines
37. Neither [to like] the friends of the other
38. Each of them [to have] political ambitions.
39. Everybody in the office [to have] tickets
40. A billion dollars [to be] a lot of money
41. Two-thirds of the funds [to be] wasted
42. A number of people [to be] absent
43. His problem [to be] his frequent headaches
44. His frequent headaches [to be] his problem
45. What I am doing now [to be] the way the system works
46. Sense and Sensibility [to stick] in the memory
47. Statistics [to be] an interesting subject
48. The statistics [to be] unreliable
49. The data [to be collected] by the students
50. There [to come] to my mind now the names of two of my cousins

**TRANSLATION 2. *Translate and identify the structural and functional types of the sentences.***

1. Не може бути, щоб Джейн так швидко закінчила свій проект з виконання договору. Швидше за все вона зробила лише половину. Вона сказала, що подзвонить, як тільки звільниться. 2. Якби я зараз мав час, я б не сидів тут з вами і не теревенів би вже півтори години. – А що б ви зробили? – Я б пішов на екскурсію – те, про що я мрію багато років, але у мене ніяк не виходить це зробити. До речі, екскурсія передбачає пересування на автомобілі для гольфа – як окремих осіб, так і невеликих груп. 3. Давайте не порушувати це гостре питання стосовно обміну електронних карток, добре? – Я пропоную всім відкласти обговорення наших подальших дій до наради, яка має відбутися наступного вівторка. На електронну пошту буде надіслано всі матеріали. 4. Незважаючи на те, що дівчина Теда останнім часом дуже зайнята, вона все ж таки знаходить можливість тренуватися в спортзалі. – Так, після тренувань у місцевому спортзалі вона виглядає набагато більш підтягнутою. Вправа для преса – її найулюбленіші. 5. Викладач сказав, що завжди віддавав перевагу письмовим іспитам, а не усній співбесіді. Він зазначив, що якщо студенти не напишуть тест, їхні загальні бали значно знизяться. – Так. Найчастіше цей тест є складним випробуванням, тому що вимогою бізнес-шкіл є високі результати. 6. Не встиг я прийти додому, як мені зателефонував мій бос – людина, яку я знав з дитинства і допомогу якої завжди цінував. Він сказав, що ми відкріємо нову філію мережі наших магазинів, як

тільки він повернеться з відрядження. – А які країни він відвідав? – Нідерланди та Сполучене Королівство. 7. Зверніться до Вайтів. Вам може знадобитися їхня порада. – Ніколи не потребував їхніх порад. Єдина порада, якої я все ж таки послуховся, полягала у тому, що я вирішив відкрити свій власний ювелірний бізнес. 8. Він зазначив, що йому доведеться відмовитись від роботи, яку йому днями запропонували. Умови виявилися набагато важчими, ніж передбачалося. – Не треба було йому відмовлятися. Виживання у жорстких умовах робить вас конкурентоспроможним. 9. Тепер, коли Ви оволоділи базовими вміннями в написанні академічного есе, Вам може знадобитися цей автентичний підручник – написаний англійською, він, здається, перекладений багатьма мовами. За тиждень буде проведено конкурси студентських творів. 10. Сконцентруйте Ваші зусилля на навчанні, перебуваючи у коледжі. В іншому випадку Ви не отримаєте ані знань, ані диплома. 11. Не дивно, що компанія збанкрутувала. Якби вони вклали більше грошей у розвиток – зокрема, налагодження контактів з іноземними партнерами, цього не сталося б. 12. Якби Мері не попросила ще три тижні, щоб закінчити проект, який передбачає створення 500 робочих місць у сфері альтернативної енергетики, вони не встигли б його завершити. 13. Кажуть, що він провів три тижні у мовній школі на Мальті. Не може бути, щоб його розмовні навички не стали кращими. 14. Я думаю про те, щоб погодитися на цю пропозицію, бо в мене є досвід співпраці з європейськими університетами. 15. Архітектор Браун не міг не захоплюватися фонтаном Треві у Римі. Він був задоволений комфортним проживанням на тихій, старій вулиці буквально за два кроки від знаменитого фонтану.

## UNIT 3



### Coordinative Connection

**TEST 3. Spot the mistakes and identify compound sentences, if there are any.**

1. Marta being chosen as the most outstanding student on her campus made her parents very happy.
2. The Nobel prize winning candidate, accompanied by his wife and children, are staying in Sweden until after the presentation.
3. The geology professor showed us a sample about volcanic rock which dated back seven hundred years.
4. After driving for twenty miles, he suddenly realized that he has been driving in the wrong direction.
5. The leader emphasized the need for justice and equality between his people.
6. The influence of the nation's literature, art, and science have captured widespread attention.
7. When Keith visited Alaska, he lived in a igloo in the winter months as well as in the spring.
8. The town we visited was a four-days journey from our hotel, so we took the train instead of the bus.
9. He has less friends in his classes now than he had last year.
10. Several people have apparent tried to change the man's mind, but he refuses to listen.
11. Professor Duncan teaches both anthropology as well as sociology each fall.
12. They are planning on attending the convention next month, and so I am.
13. While they were at the beach, they allowed their neighbors use their barbecue grill.
14. Many of the population in the rural areas is composed of manual labourers.
15. Hummingbirds are the only birds capable to fly backward as well as forward, up, and down.

**SYNTAX 3. Compound Sentences: Coordinative Connection and Punctuation**

In a compound sentence the coordinated clauses (coordinates) are usually **sequentially fixed**, that is **the opening clause** plays the leading role and usually cannot change places with the following one without changing the meaning of the sentence: e. g.

1) *Mother looked at us significantly* (opening = leading clause) *and we changed the topic at once* (successive clause).

≠

2) *We changed the topic at once* (opening = leading clause) *and Mother looked at us significantly* (successive clause).

Yet, sometimes coordinates can change places without changing the meaning of the whole sentence: e. g.

1) *I like to read and my wife likes to talk.*

=

2) *My wife likes to talk and I like to read.*

### Joining Coordinate Clauses in a Compound Sentence

Asyndetically (without connectors)	Syndetically (with conjunctions, e. g. <b>and, but, or, nor, for</b> , etc., or conjunctive adverbs, e. g. <b>so, yet, still, otherwise, therefore</b> , etc.)
1. <i>It means the world for me; it is just a whim for Annie</i>	2. <i>For Gregory to study Math was a treat, <b>but</b> to study English grammar was a thrill</i>

There are **four types of connection** between coordinate clauses in a compound sentence:

**1) copulative**, when the meaning of the leading (1st) clause is supported by the other coordinate clauses

Copulative Connectors	
conjunctions	conjunctive adverbs
<i>and; neither; neither... nor, not only ...but also</i>	<i>then; moreover</i>
1. <i>I didn't want to go into the details, <u>and</u> they didn't press me.</i> 2. <i><u>Not only</u> did Jane manage to see him, <u>but also</u> they had a long talk.</i>	3. <i>We have to invite your parents; <u>moreover</u>, there's your brother.</i>

**2) adversative**, when the coordinate clauses are **opposed** or **contrasted**:

Adversative Connectors		
conjunctions	conjunctive adverbs	particle
<i>but; while; whereas</i>	<i>yet; still; nevertheless; nonetheless; however</i>	<i>only</i>
1. <i>The story was funny, <u>but</u> nobody laughed.</i>	2. <i>It's a small car, <u>yet</u> it's surprisingly spacious.</i>	3. <i>We had hoped to be home before dark; <u>only</u>, the plane was late.</i>

**3) disjunctive**, expressing the choice between **the alternatives**:

Disjunctive Connectors	
conjunctions	conjunctive adverbs
<i>or; either ... or</i>	<i>else; or else; otherwise</i>
1. <i>Bonnie must like Jean, <u>or</u> he wouldn't keep calling her.</i> 2. <i><u>Either</u> listen to me <u>or</u> I'll stop reading to you.</i>	3. <i>The Marigolds can't be coming <u>or else</u> they'd have called.</i>

**4) causative-consecutive**, when one clause contains a **reason** and the other its **consequence or result**

<b>Causative Connectors</b>	
<b>conjunctions</b>	<b>conjunctive adverbs</b>
<i>for (old-fashioned)</i>	<i>so; so that; therefore; hence; then; accordingly; consequently</i>
	1. <i>She worked hard <u>so that</u> everything would be ready in time.</i> 2. <i>If you don't tell Michael, <u>then</u> I will.</i> 3. <i>Some of the laws were contradictory; <u>accordingly</u>, measures were taken to clarify them.</i>

**Ex. 1. Identify the type of coordinate connection and the connectors in the following sentences.**

1. The molecules are absorbed into the bloodstream and consequently affect the organs.
2. Shut the window, otherwise it'll get too cold in here.
3. John must have gone away, for nobody answered the call.
4. There is much to discuss, therefore we'll return to this item at our next meeting.
5. Our defeat was expected, nevertheless it is disappointing.
6. I didn't want to go into the details of the matter; moreover, they didn't want me to do it either.
7. Maria failed to get a scholarship; consequently, her parents had to pay for her education.
8. The weather was windy, so there were no people on the beach.
9. The old man was looking through the window; he was deep in thought.
10. October days are often beautiful; November days often aren't.
11. Shakespeare was not only a playwright but he also acted in some of his own plays.
12. Some of the students show positive results, whereas others do not.
13. It was a nice little house, and the owners were proud of it.
14. Debora knew it was not true; otherwise, it would have frightened her.
15. We thought she was arrogant, whereas in fact she was just very shy.
16. I'd love to come, only I have to work.

**REVISION 3 Ex. 2. Some connectors are made of more than one word. Choose the correct connector to complete the sentence.**

*As if / as long as / as soon as / despite the fact that / even though / in accordance with / in case / in order to / no sooner / so as not to*

1. You must fill in the form \_\_\_ the instructions on the opposite page.
2. Ursula has taken on extra work \_\_\_ earn enough money for a holiday.
3. My father said I could go to the party \_\_\_\_\_ I'm home by midnight.
4. I managed to complete the essay on time \_\_\_ I was suffering from a heavy cold.
5. We closed the door very quietly \_\_\_ wake the baby.
6. You'd better take a notebook with you \_\_\_ you want to write something down.

7. Simon looks \_\_\_ he didn't sleep a wink last night.
  8. Please call me \_\_\_\_\_ you get this message.
  9. I feel I know him quite well \_\_\_\_\_ we've only met a few times.
  10. \_\_\_\_\_ had we left the house than the rain started.
- (Cambridge English. Advanced Trainer).

### **PUNCTUATION 3a: Punctuation in Compound Sentences**

Coordinate clauses in a compound sentence can be punctuated with the **comma** or the **semicolon**.

1) use **the comma**:

a) before the coordinating conjunctions **and, but, or, for, nor, so, yet** that join coordinate clauses:

e. g. *James and Roger were very happy to go home, **and** they intended to stay there for the whole week.*

b) if the clauses are short, the comma can be omitted before **and, but, or**, but seldom before **for, nor, so, yet**:

e. g. *I am going home **and** I intend to stay there.*

2) use **the semicolon**:

a) to link two coordinate clauses **asyndetically**:

e. g. *I am going home; I intend to stay there.*

b) to link **coordinate clauses containing commas**:

e. g. *I am going home, married and happy; **and** I intend to stay there, enjoying a lazy life of a country gentleman.*

c) to link coordinate clauses **with a conjunctive adverb** (**however, moreover, therefore, consequently, otherwise, nevertheless, thus**, etc., also put a comma after it):

e. g. *I am going home; moreover, I intend to stay there.*

d) to link coordinate clauses that are **contrasted** or sharply divided:

e. g. *Edward smiles a lot; but he is very hard-minded beneath his pleasant looks.*

**Ex. 2. Link these simple sentences with relevant connectors (there can be several variants) or join them asyndetically to make compound ones. Punctuate the resulting compound sentences with the comma and/or the semicolon.**

1. Your car is new and fast. My car is old and slow.
2. Todd went to bed early. He was tired the next day.
3. The Simons usually go on holiday to Spain. The Millers go to Switzerland.
4. Derek passed all his exams well. He couldn't find a good job.
5. The cake was very tasty. Sue ate all of it.
6. Tom ran well. He lost.
7. Barbara had a cold. She went to work.
8. My granddad fell off the ladder yesterday. He wasn't hurt.
9. The film was good. It was very frightening.
10. The alarm went off. Steve didn't wake up.
11. Pat is very tall. Her twin brother is rather short.
12. The teacher explained the question in detail. I didn't understand it.
13. I will answer the door. You can put some water on for tea.

14. The cake should be delicious. You'd better try a slice first.
15. Bilinguals can understand other cultures. They can also communicate with a wider range of people.
16. The November morning had just begun. It looked like dusk.
17. We cannot win the battle. We cannot afford to lose it.
18. A government official is accused of unethical conduct. Another Congressional investigation is launched.
19. Nonsmokers do not like to have smoke blown in their faces. They also dislike eating in smoke-filled restaurants.
20. Customers may return unwanted purchases to the appropriate department. They may choose to return merchandises to the complaint counter.
21. We decided to drive along the coastal road. We wanted to see the ocean.
22. We had arranged to meet them in New Orleans. They did not arrive.
23. The students had finished answering long questionnaires. They had gone to lunch.
24. There are now big shoes for someone to fill. Bob has resigned. He is going to business school.
25. I decided to withdraw from that 8-o'clock class to sleep later. I plan to enroll again for the same class in January.
26. We had seen the stage play and the movie. The local performance was the best of all.
27. Everyone in our group was invited to the party. Gary and Irene decided to go to the hockey game.
28. An engagement is not a marriage. A family quarrel is not a broken home.
29. All members of my family save things they never use. My sister's apartment is absolutely bare.
30. James took a course in Chinese cooking. Later, when showing us how to slice veggies fast, he cut his thumb.

### **PUNCTUATION 3b: Apostrophe**

Use **the apostrophe**:

- 1) to indicate the **possessive/genitive case** of nouns, acronyms and indefinite pronouns (but not personal pronouns) by 's or apostrophe alone:  
e. g. *everybody's friend, students' laughter, women's names, Socrates'[s] philosophy, NASA's aim, his father-in-law's story, the Dean of Students' rules*
- 2) to mark **omissions in contractions**:  
e. g. *didn't, they're, o'clock, class of '91, s'pose*
- 3) to form **plurals** of lowercase letters and of abbreviations followed by periods:  
e. g. *Cross your t's and dot your i's.*  
*No more etc.'s.*
- 4) **both 's or s** can be used to form the following plurals:  
e. g. *the 1990's or the 1990s*  
*his 7's or his 7s*  
*two B's or two Bs*  
*her and's or her ands*

5) **avoid** the following typical mistakes:

a) differentiate between **it's/its**: e. g. *It's a dog.* (NOT: *Its a dog.*)

b) choose the appropriate article:

e. g. *A/That friend of Mary's visited us yesterday.* (NOT: *The friend of Mary's*).

c) numeral-noun coordination in compound attributes:

e. g. *He has two weeks' holiday / a two-week holiday this year.* (NOT: *a two week's holiday*)

d) form possessive correctly:

e. g. *She could hear passers-by's voices* (NOT: *the passers'-by*)

*I've always followed my mother-in-law's pieces of advice.* (NOT: *my mother's-in-law pieces of advice*).

**Ex. 3. Use the possessive case and the apostrophe appropriately in the following sentences.**

1. Many students attitudes changed at the end of the 1980s.
2. Two of Mr. Hughes students won awards for their essays.
3. My boss unpredictable rages are bad for company morale.
4. Margaret dislikes football; its roughness disturbs her.
5. Snapshots of the class of 94 can be found in Marylins scrapbook.
6. Its just an M.B.I.s opinion, isnt it?
7. There are four *is* and four *ss* in Mississippi.
8. Theres a world of difference between Toms ability and theirs.
9. NATOs stability is still a political analysts concern.
10. Teachers often confuse his essays with somebody elses.

**Ex. 4. Change the modifier after the noun into a possessive form in preposition using the apostrophe accordingly.**

1. the laughter of the crowd
2. suggestions made by James
3. the property belonging to John L. Field III
4. the house built by the Weinbergs
5. the voices of Gregory and Philip
6. the hopes of my sister-in-law
7. the home of David Jefferson
8. worth a dollar
9. a turn belonging to somebody else
10. stories by O. Henry
11. coats for men
12. a book written by Anne and Betty
13. pictures of the passer-by
14. a leg of a chair
15. the face of a statue
16. a period of two hours



**TRANSLATION 3. *Translate, joining short simple sentences into compound ones, identify the type of their coordination and connectors, explain their punctuation***

1. Наступного тижня будинок Марка та Джейн виставляють на продаж. Не встигли вони вселитися, як вимушені виїжджати. Вони не знали, що їм робити, навіть питали поради заможної золовки Джейн. Мабуть, хотіли позичити гроші – казали, що банк їм відмовив. Шкода, що вони змушені піти на це, але їхній бізнес останнім часом занепадає і залишає бажати кращого, тому продаж цього житла має змінити справи на краще. Як прикро, що нічого іншого не можна зробити! Страховики наполягають, щоб з ними негайно розрахувалися. Ситуація стає все більш напруженою: якщо не сплатять борги, кредитори заберуть їх фірму з виробництва меблів. Багато меблів розпродается зараз майже задарма. Цей триповерховий будинок, що притягує погляди перехожих, будували впродовж трьох років. Так багато часу пішло на будівництво через нестачу часу та відсутність грошей. А грошей сплатили багато, скажу тобі. Якби ти бачив їхні старання, ти б теж співчував їм, як і я. Я чула, що родина економила навіть на щорічному відпочинку, аби тільки завершити цей проект – будинок мрії будь-кого. На мій погляд, він коштує набагато дорожче, ніж вони пропонують. Мабуть, у два рази, якщо не більше. Варто його купити, він може стати втіленням мрії ще когось. Краще було б їм здавати будинок в оренду та дочекатися, поки справи не поліпшаться. Неможливо залишитися байдужим у цій ситуації, чи не так?

2. Наприкінці заняття викладач спитав: «Чи є в когось питання? Вчора на занятті одна студентка поставила безліч питань за темою «Числівник.» «У мене теж є кілька. Перше, що я хотів би знати, – чи ставиться кома перед кожною четвертою цифрою. Друге – як читаються дробі». Після цього встав другий, третій, четвертий студент. Перші три питання були про артиклі. Решта стосувалась кількісних і порядкових числівників. Не було питань ні про дієслова, ні про займенники. «Всі знають ці теми добре, чи не так? 10 уроків, відведених на ці теми, було цілком достатньо, щоб засвоїти їх, правда?»»

## UNIT 4



### Connection, Clauses, Connectors, and Punctuation in Complex Sentences

**TEST 4. Spot the mistakes and identify the compound sentences, the type of their coordination and connectors**

1. Because of the severe snow storm and the road blocks, the air force dropped food and medical supplies close the city.
2. Stephen Crane's story is a clinical portrayal of man as an animal trapped by the fear and hunger.
3. Nora hardly never misses an opportunity to play in the tennis tournaments.
4. The need for a well-rounded education was an idea espoused by the Greeks in time of Socrates.
5. The news of the president's treaty negotiations with the foreign government were received with mixed emotions by the citizens of both governments.
6. Frank is bounding to get promoted soon. After all, his mother is the chief executive.
7. I do remember having taken to the city by my grandfather's friend when I was a child.
8. The only witnesses of the accident were two passer-bys.
9. If oil supplies will run out in the near future, we would find it very hard to meet our energy needs.
10. My grandparents' house in the south of America had pulled down just before I was born.
11. I wish he wouldn't have said that. My mother was so annoyed about it.
12. Have you seen the film in that Brad Pitt saves the world from the zombies?
13. I wish he will stop checking his brother-in-law's e-mails. He is invading his privacy.
14. It was so a sensible solution to the problem that the audience started cheering loudly.
15. Which you saw at the Whites' place after three days' business trip doesn't concern me.

**SYNTAX 4. Subordinate Clauses and Syndetical Connection in Complex Sentences**

Clauses of a **complex sentences** are joined by **subordination: the main/principal clause** has one or more **subordinate clauses**, joined syndetically or asyndetically:

e. g. This is the place (main clause) where our old house used to stand (subordinate clause joined syndetically).

This is the house (main clause) I have bought recently (subordinate clause joined asyndetically).

Subordinate clauses can **precede, follow or interrupt** the principal clause:

e. g. *When we came to the pub, there were several youngsters there* (precedes).

*There was a glimpse in his eyes that I knew very well* (follows).

*Lord Wesley, who was a fine looking man, received me with dry courtesy* (interrupts).

A complex sentence may have two or more **homogeneous** subordinate clauses coordinated with each other (a complex-compound sentence):

e. g. *Patrick often asked himself why he had fallen in love with this empty-headed girl (1<sup>st</sup> subordinate clause) and how long this madness was going to last (2<sup>nd</sup> subordinate clause).*

A subordinate clause may be **subordinated** to the principal clause or another subordinate clause:

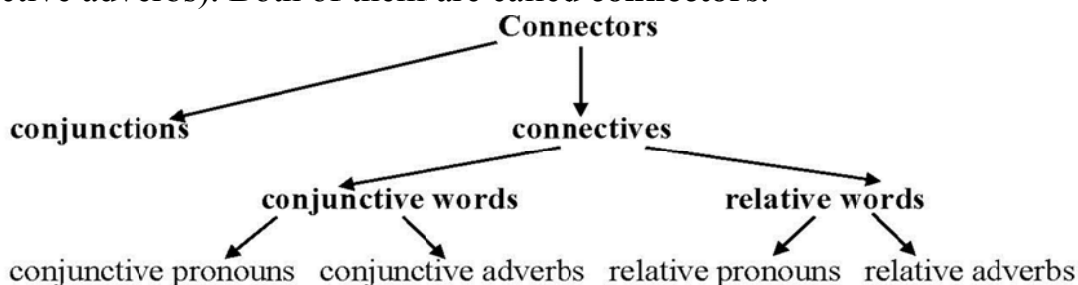
e. g. *As he drove towards town (subordinated to the principal clause), he thought of nothing except a large order of drills he was hoping to get that day (subordinated to the principal clause).*

*The place was so delightful that we stayed there all summer (subordinated to the principal clause) which proved to be the best summer of all (subordinated to the first subordinate clause).*

**Ex. 1. Identify the principal and subordinate clauses in the complex sentences and the type of their connection.**

1. We could buy what she liked.
2. I left her to do whatever she thought fit.
3. I thought I had become known to all of them.
4. Andrew kept silent, while the old man wondered whether they would ever meet again.
5. Certain that the child would follow him, the father did not look back even once.
6. What happened then, I don't know.
7. What Janet said was extremely rude.
8. What knowledge I have of computers could be written on a postage stamp.
9. The first point I can make is that such projects take time.
10. I didn't know that he had come.
11. They bought a house that cost a million.
12. I never mind that I can be followed.
13. Every time I call them, they are not at home.
14. This is the student I told you about.
15. Is that the place you were born in?

**Syndetical connection** is performed by **conjunctions** and **connectives** (connective adverbs). Both of them are called **connectors**.



There is a great difference between **conjunctions** and **connectives**. Compare:

Conjunctions	Connectives
<p><b>Formal/structural elements</b> that connect separate clauses and are <b>not</b> a member of either a principal or a subordinate clause:</p> <p>1. <i>I didn't know <u>that</u> we had had to write an essay for Monday.</i></p> <p>2. <i>Unfortunately, <u>when</u> the load was delivered last week, it was all packed incorrectly.</i></p>	<p><b>Notional elements</b> that combine two functions: they link clauses and at the same time <b>are</b> part of a subordinate clause:</p> <p>3. <i>She is really indifferent and she doesn't care <u>what</u> (subject) will happen to her own children</i></p>

**Most common conjunctions:**

*that if/whether when as if since after before  
till until while  
as long as as soon as  
because though although*

From the point of view of their morphological structure, **conjunctions** may be:

- 1) one word: **that, because, though**, etc.
- 2) phrasal expressions: **in order that, providing that, for all that, so far as**, etc.
- 3) paired correlatives (correlated with some elements in the principal clause): **as ... as, such ... as**, etc.
- 4) used in combination with particles: **even if, even though, even when, just as, if only**, etc.

**Most common connectives:**

*who which whoever whatever whenever how why*

**Connectives** are subdivided into:

- 1) **conjunctive words**, i.e. conjunctive subordinate pronouns and adverbs which are used to join **nominal clauses**:

e. g. *Frank didn't know what was happening to him.*  
*That was where Sherlock Holmes lived all that time.*

- 2) **relative words**, i.e. pronouns and adverbs that are used to join **attributive clauses**:

e. g. *Frank didn't have the slightest idea what was happening to him.*  
*That was the cave where Sherlock Holmes lived all that time.*

Sometimes it is difficult to differentiate between **conjunctive** and **relative words**. The difference is in their role in the sentence: **relative words** always have an **antecedent**, i.e. the words they relate to:

e. g. *We understand the reason (antecedent) why (relative word) you did not want to come*

Some subordinate connectors are **homonymous** with other parts of speech:

- 1) with prepositions, e. g. **like, till**, etc;
- 2) with adverbs, e. g. **after, since, before, immediately, directly**, etc;
- 3) with participles, **supposing, provided**, etc;
- 4) with nouns and nominal phrases denoting time, e. g. **the very moment, the instant, the next time, the second**, etc.

#### **PUNCTUATION 4. Punctuation in Complex Sentences**

1) there is **no comma** if the main and subordinate clause are closely connected:

e. g. *I know he is here.*

*Miranda saw Steve was right.*

2) there is **a comma** if the connection is loose:

e. g. *If you don't know him well, don't discuss serious matters with him.*

**Ex. 2. Decide if the connectors in the sentences below are conjunctions or connectives and punctuate the sentences.**

1. This is how you should have done it.
2. The rescue team did not know whether anything could be done to save the man.
3. As soon as I saw Ellen I understood everything.
4. I cannot tell you which way is the shortest.
5. The librarian insisted that the missing books should be found and returned.
6. The joke which made everybody laugh was told by Mr. Bloomsfield.
7. Shirley had not seen her sister since she married Mr. Stonebridge.
8. You can stay here as long as you want.
9. Mr. Priestley who had no servants opened the door himself.
10. Irene felt as if everyone were accusing her of some crime.
11. The culprit whoever he is will be punished very seriously.
12. Here is what is going to happen.
13. Her father did not like it when she interfered with his work.
14. John asked me what I knew about the details of the operation.
15. I will always remember the day when we met.
16. Many students believe that practical courses offer better career prospects.

**Ex. 3. Use appropriate connectors to transform the choppy simple sentences into a smooth complex one; punctuate accordingly.**

1. The blizzard ended. Then helicopters headed for the mountain top. It looked dark and forbidding.
2. He stood there in his buckskin clothes. One felt in him standards and loyalties. One also felt a code. This code is not easily put into words. But this code is instantly felt when two men who live by it come together by chance.
3. I wanted to go to college. I scraped and painted houses to earn my tuition.
4. I have never before known a man like Ernie, who is ready to help anybody who is in trouble that involves finances.
5. The men smuggled marijuana into Spain. They were sentenced to six years in prison.
6. Uncle Oliver applied for a patent on his invention. He learnt of three hundred such devices already on the market.
7. Male badgers occasionally attack hunters. They jealously guard their territory.
8. The border guards delayed every tourist. They carefully examined passports and luggage.
9. The money was wasted. We managed to pay off all our debts.
10. Arthur is in hospital. He has been run over by a car. He will be all right.

#### **REVISION 4: Classes of Pronouns. Reference of Pronouns in Composite Sentences**

In all types of composite sentences, make a pronoun refer unmistakably to its antecedent, which can be expressed by a word or a phrase:

1) complex sentence:

e. g. *There is no country (antecedent) in the world, whose (relative pronoun, connective) population is stationary.*

2) compound sentence:

e. g. *Languages (antecedent) are not invented, they (personal pronoun, subject) grow with our need for expression.*

**Ex. 4. Revise these composite sentences to avoid ambiguous reference; punctuate accordingly.**

1. Lisa called Jennifer every day when she was in hospital.
2. After listening to Ray's proposal and to Sam's objections, I liked his ideas better.
3. Before Ellen could get to the jewelry store, it was all sold.
4. Kate's dislike for Christine did not end until she invited her to play tennis with her cousins from England.
5. On the keyboard, the many function keys often confuse a computer novice that are not clearly identified.
6. In Morris's book he does not say what to do.
7. The lake is peaceful. Near the shore, water lilies grow in profusion, sending up white blossoms. It is well stocked with fish.
8. Mrs. Young spoke to Betty as she was walking down the hall.
9. Although the story referred to James, Henry misapplied it to himself, which is true in real life.
10. In Mr. Kenny's book it says that many mushrooms are edible.
11. It would be unwise to buy a new model now, but it is a superior machine.
12. At the Chinese restaurant, the Murrays had a hard time eating with chopsticks, but this is their favourite food.
13. In the essay it says that the author dislikes the wilderness.
14. I decided not to attend family reunion, which was very disappointing to my grandparents.
15. Anne told Teresa that she was supposed to go to Chicago next week.
16. In Ellen's car she plays only R'n'B tapes.
17. The extra fees surprised many freshers that seemed unreasonably high.

**TRANSLATION 4. Translate, identify the type of complex sentences and their clauses and connectors; explain their punctuation.**

1. Професор Грін, здається, вже кілька тижнів писав статтю. Він знав, що майбутня конференція, присвячена питанням довкілля, зокрема парниковому ефекту, відбудеться у Гаазі. 2. Дизайнеру не подобався ані кольор, ані модель сукні з останньої колекції. І це при тому, що новинки з осінньої колекції цього відомого бренду будуть висвітлені на сторінках наступного номера глянцевого журналу. 3. Ці соки, якщо їх змішати, матимуть неперевершений смак. Якби ви

захотіли поекспериментувати, я б вам порадив спробувати вичавити сік з кожного фрукта, а потім змішати. Вам напевно сподобається! 4. Керівник заперечує проти того, щоб найняти Реджі, сина власників нашого підприємства, менеджером з кадрових питань. Передбачається, що він має підбирати кандидатів на вакантні посади. У нього ніколи не виходило ладнати з людьми, хоч би як він не намагався. 5. Під час вчорашньої відеоконференції мені сказали, що нова платформа буде розроблена генеральним директором компанії. Кажуть, що платформа надаватиме доступ до найактуальніших даних, зокрема графіків. 6. Якби активна лексика не вивчалася в контексті, її було б значно складніше запам'ятати та вживати у мові. 7. Не забувайте звертати увагу на складність тексту та логічність у побудові речень при написанні есе, добре? Якщо ви дотримуватиметесь цих правил, ви гарантовано отримаєте високий бал. 8. Закінчивши медичний університет, студенти були впевнені, що якщо вони співпрацюватимуть з іншими клініками, це піде їм на користь. 9. Вам слід було поцікавитися оплатою за навчання перед поданням документів до університету. Не може бути, щоб ви цього не зробили. У вас не було б зараз проблем. 10. Шкода, що вам раніше не спало на думку звернутися до керівника курсової роботи. Ви вже закінчили б роботу і були б зараз вільні! 11. Що на сьогоднішньому порядку денному? – На сьогоднішній нараді ми маємо обговорити можливість проведення зустрічей із потенційними роботодавцями. 12. У вас був справді напружений тиждень. Ви, здається, втомились. Ви виглядаєте так, начебто без перерви пробігли десятки кілометрів. Чому б не взяти вихідний? 13. Я знаю, що він є капітаном баскетбольної команди у школі, яка розташована на півдні нашого міста. Ви колись бачили, як він грає в баскетбол? – Так, бачив кілька разів минулого року. 14. Шкода, що ви не прийшли вчора на площу перед кафедральним собором. Якби ви побачили, як перехожі знімали флешмоб на камери смартфонів, підспівували і танцювали, ви б напевно захотіли долучитись до цього дійства. 15. Ейфелева вежа вважається однією з найвизначніших пам'яток Парижа. Чому б не вирушити туди просто зараз?

## UNIT 5

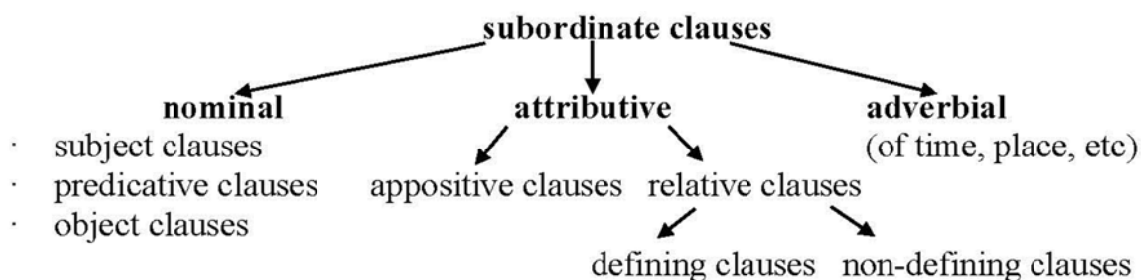
### Functional Classification of Subordinate Clauses, Subject and Predicative Clauses

**TEST 5. Spot the mistakes and identify complex sentences with connectives (if any).**

1. Little John should have stayed in New York instead moving to Maine.
2. Statue of Liberty was a gift of friendship from France to the United States.
3. No one knows that their English textbook is different from our.
4. According the weather, there is a fifty percent chance of rain forecast for today and a greater chance over the weekend.
5. Soon after Mel has finished the thesis he will leave for the Cyprus, where he has a job waiting for him.
6. The refugees are very much upset because they have been deprived to their homeland and their families.
7. Knowing that it would be helpless to continue working for a nearly bankrupt company, Louise decided to go away and find another type of employment.
8. The customer was interested to see one of those pocket cameras with the built-in flash.
9. The attorneys general urge that she finds another alternative.
10. There is a new Oriental restaurant in town, isn't it?
11. The Whites' son doesn't care how much does the car cost because he is going to buy it anyway.
12. If they had approved our leaving early we would have managed to come to yesterday's conference in time.
13. Because they have moved away, they hardly never go to the beach.
14. The professor had already given the homework assignment when he had remembered that Monday was a holiday.
15. Should you be in Paris, put up at Ritz and remember to visit the Eiffel Tower.

### SYNTAX 5. Subordinate Clauses. Subject and Predicative Clauses

#### 5.1. Functional Classification of Subordinate Clauses





## 5.1. Complex Sentences with Subject Clauses

Subject clauses perform the function of the **subject** to the **predicate** of the principal clause:

e. g. What I really want to do now (subject clause) *is to take* (predicate) *a hot bath and a cup of strong tea.*

What our English teacher said (subject clause) *was very inspiring* (predicate).

Subject clauses may take the following positions in the sentence:

1) **the initial position** when they precede the predicate:

e. g. That he will help us *leaves no doubt.*

Whether he will stay here *is another question.*

2) **after the main clause with the formal/ dummy subject 'it + adjective'**, in this position it is usually preceded by an **adjective**:

e. g. **It was true** that he had assisted Dr. Munro.

**It is most improbable** that we should meet them in London.

**Note:** Some grammarians classify those as *object clauses*.

3) **after exclamatory sentences with adjectives**, that normally begin with the formal/dummy subject 'it':

e. g. *How wonderful* that they should meet at last! (= *How wonderful it is that they should meet at last!*)

Subject clauses are connected with the principal clauses in four ways:

1) with **connectives** (*what, which, when, where, how, why, who, whoever, whatever, wherever*):

e. g. What is done *cannot be undone.*

Whoever has done it *must pay for it.*

Where he has gone *is nobody's business.*

How popular the singer will become *depends on his image-makers.*

Why is it that we can't get together?

2) with **conjunctions** (*that, if, whether, because, the way*):

e. g. *It is desirable* **that** all the papers should be signed by Friday.

**If** the wife was happy or not *was not of much concern to her husband.*

**Whether** she is a saint or a devil *is what I really don't know.*

**Because** I ask too many questions *doesn't mean that I am absolutely ignorant.*

**The way** the girls talk now *is terrible.*

3) with **correlatives either ... or; whether ... or**:

e. g. Whether you like it or not *doesn't bother me at the moment.*

Either keep quiet or leave *was John's usual answer.*

4) **asyndetically**:

e. g. *It was obvious* something terrible had happened.

### PUNCTUATION 5a. Punctuation in Subject Clauses

Subject clauses are **not** separated from principal clauses by commas unless there are two or more homogeneous subject clauses in one sentence coordinated with each other:

e. g. That he did not come to speak with you *was what surprised me most.*

Who her mother was, where she was now *was the question that tormented Diana day and night.*

**Ex. 2. Find subject clauses in the sentences below and identify ways of their connection (mind that some sentences do not have a subject clause)**

1. What Trent wanted was love – tender, unconditional, eternal.
2. How my father manages to be so punctual has always been a secret for me.
3. That there were other problems in that family besides a mere generation gap was obvious.
4. Whether to complete that work or not was not the question. The question was how to do it.
5. What our boss suggests is always taken into account.
6. What really worries me is why my parents quarreled yesterday.
7. Can it be true that the expedition has safely returned to their base?
8. What they are arguing about doesn't only concern them. It concerns all of us.
9. My mother's constant fear was that I would catch a bad cold which will turn into pneumonia and inevitable death.
10. What Uncle Paul made clear was that he didn't want to see me again.
11. What surprised everybody was that Pat refused to take her trophy.
12. Where the pirates hid their treasure will always remain a secret.
13. That he did not come to speak with you was what surprised me most.
14. What you say may be true, but I greatly doubt it.
15. What counts is not necessarily the size of the dog in the fight – it's the size of the fight in the dog. (Dwight Eisenhower)
16. Whatever she does, she does well.

**Ex. 3. Translate into English, using subject clauses.**

1. Що Ізабелла бажала – так це дізнатися правди, хоч якою б гіркою вона не була. Чого вона більше не бажала – так це не уявляти свою подальшу долю.
2. Чому мене навчив мій досвід дільничного лікаря – так це відразу ж розуміти, коли люди мені брешуть, а коли кажуть правду.
3. Було прикро, що потерпілого доставили в лікарню занадто пізно. Якби його привезли, як тільки відбулася аварія, лікарі були б ще у змозі йому допомогти.
4. Що б я для вас не зробив – це лише мала крапля в порівнянні з тією допомогою, що ви мені надали, коли я був у біді.
5. Що йому дійсно потрібно – це відмовитися від марних сподівань та зайнятися справжньою роботою.
6. Хто прийде на зміну нашому старому директору школи – це питання цікавило і вчителів, і учнів.
7. Як нам роздобути ці документи – от про що ми думали останнім часом.
8. Де він був і як він сюди потрапив – ця думка не давала йому заснути.
9. Те, що старенька не впізнала Емілі, було очевидно.
10. Що б не казали про професора Колінза, це ніколи не змінить мого відношення до нього як до особистості.

**5.2. Complex sentences with predicative clauses**

1) Predicative clauses function as the *predicative*. Below is the model of the complex sentences with a predicative clause:

**principal clause + link verb + predicative clause**

e. g. *Eliot felt as if he had no care in the world.* (*felt* – link verb; *as if* – conjunction connecting the main and the predicative clause; *he had no care in the world* – predicative clause)

2) Predicative clauses have a fixed position in the sentence, they always follow the **link verb**, with which they form a **compound nominal predicate**. There is a limited number of link verbs that are used with predicative clauses:

<i>most common link verbs</i>	<b>to be, to look (like), to feel (like), to seem (as if)</b>
<i>less frequent link verbs</i>	<b>to appear, to remain, to sound (as if)</b>

e. g. He looked as if he hadn't washed for a week.  
It looked like he wanted us to leave.

3) A predicative clause may be introduced by the following connectors:

<i>conjunctions</i>	<b>that, whether, as, as if, as though, lest, the way; either ...or; whether ... or</b>
<i>connectives</i>	<b>who, whoever, what, whatever, which, where, wherever, when, whenever, how, why, before</b>

e. g. It was **as if** their last meeting was forgotten.  
That is **what** your husband wants you to think.  
Marion's attitude to this matter is **that** facts are facts.  
Fiona's fear was **lest** her father would find her guilty.  
That was **the way** Mr. Dolby dealt with all his students.

4) Predicative clauses may also be joined **asyndetically**:

e. g. The result was they had to take the test again.  
It looks like Ferdinand is not guilty.

5) Predicative clauses are found in **two different structures**:

a) they may follow the main clause in which the subject is a **notional word with a very general meaning**, like *thing, question, problem, idea, fact, news, evil, rule, trouble, suggestion, sensation, result, attitude*:

e. g. The good news is that tomorrow will be fine and sunny.  
The fact is that this is a business deal.

b) they may follow the main clause with the **formal/dummy subject 'it'+ link verb**:

e. g. It seems he knows everyone here. ('it' – formal subject; 'seems' – link verb; 'he knows everyone here' – predicative clause)  
It appears that all the files have been deleted.

6) **Do not confuse** subject and predicative clauses with the **formal/dummy subject 'it'**. Compare:

Subject Clause	Predicative Clause
<b>It + link verb + adjective + clause</b>	<b>It + link verb+ clause</b>
<i>It seems clear that we will be late.</i>	<i>It seems (that) we will be late.</i>
('it' – formal subject; 'seems' – link verb; 'clear' – predicative expressed by an adjective = main clause + 'that we will be late' – subject clause)	('it' – formal subject; 'seems' – link verb; '(that) we will be late' – predicative clause)

7) Predicative clauses introduced by the conjunctions ‘*as if*’, ‘*as though*’ should not be confused with **adverbial clauses of comparison** introduced by the same conjunctions. Compare:

#### **Predicative Clauses**

1. *After the exam Ben felt* (link verb) *as if* *he had been beaten with stones.*

#### **Adverbial Clauses of Comparison**

2. *Sally hates* (notional verb) *to be treated as if she were a child* (no link verb).

8) **Past condition forms** are used both in predicative clauses and adverbial clauses of comparison and manner introduced by the conjunctions ‘*as if*’ and ‘*as though*’ to speak about **unreal present situations**:

*e. g. It seems like you're catching a cold, Taylor* (predicative clause, real condition).

*It seems as if the end of the world has come* (predicative clause, unreal condition).

*He behaved as if he owned the place* (clause of comparison/manner, unreal condition).

*He talks as though he knew all the mysteries of the world* (clause of comparison/manner, an unreal situation).

#### **PUNCTUATION 5b. Punctuation in Predicative Clauses**

Predicative clauses are **NOT** separated from principal clauses by a comma unless the connection is asyndetic:

*e. g. That was exactly what the chairman wanted all the members to believe.*

*The truth was, he had never loved anyone but himself.*

**Ex. 4. Identify subject and predicative clauses (mind that some sentences may have both and some neither).**

1. What the old professor said was beyond my comprehension.
2. My brilliant idea was that they should be responsible for most part of the work.
3. But whether to do it or not is just the question.
4. What Boris means is his own business.
5. The fact is there is a growing suspicion of a foul play on our competitor's part.
6. What I prefer now is that you should not leave at all.
7. How we can get the document was the thing we had to think over first.
8. What I want just now is to forget about everything and everyone.
9. That Steve will hand in his History term paper on Monday is out of the question.
10. Paul looks as if he has quarreled with Rosa.
11. What troubles everyone is whether the story is true or not.
12. Whether Mr. Bond will stay at this hotel is another question.
13. The problem was that Helen's mother never liked her daughter's boy-friends.
14. What surprised me most was that he did not come to speak with you.
15. That Mod was very tired was without any doubt.
16. What remains of his original art collection is now in the city museum.
17. Black coffee with a lot of sugar is what I like best of all early in the morning.
18. That he had not received your letter was a great surprise to me.
19. What makes him unhappy is when people think he's unfriendly.
20. What Mrs. Pawkins felt each day at dinner-time remains unknown.

**Ex. 5. Use the words below to write sentences with predicative clauses; follow the example.**

**Example:** *fact; to forget*

*The most unpleasant fact is that I have completely forgotten about that event.*

1. problem; to go on holiday; 2. puzzle; to find a man; 3. to look; to be offended; 4. point; how long; to finish work; 5. question; to make smb study better; 6. impression; to be pleased; 7. problem; to accept the terms of the contract; 8. to feel; to be in love; 9. to look; to be guilty; 10. to sound; good advice; 11. to look; to recover from a loss; 12. to seem; the best way out; 13. the impression; dislike; at first sight

### **PUNCTUATION 5c: Italics**

When writing, indicate italics by underlining.

Use **italics** (sparingly) with:

1) the **titles** of separate publications (books and long poems: *The Three Musketeers*; magazines and newspapers: *the New York Times*; plays and films: *X-Men*; software: *CAD*; comic strips: *Peanuts*; recordings: *The White Album*; TV shows: *Friends*; works of art: Da Vinci's *Mona Lisa*; etc., but **NOT** when they make the head of a book or an article. Also, neither italics, nor quotation marks are used to refer to major religious texts or legal documents: the Bible, the Constitution.

2) occasionally, **short works**, such as essays, short poems, TV show episodes, etc. can be italicized, but commonly they are placed in quotation marks:

e. g. *The Best of Two Worlds* **OR** "The Best of Two Worlds"

3) names of specific **ships**: U.S.S. *Enterprise*, though not with trains and names of general class vessels: Boeing 747.

4) **foreign words** and words, letters and figures used as **illustrations** in an English text:

e. g. The French *fraternité* gave rise to the concept of solidarity.

The letters *qu* replaced *cw* in such word as *queen*.

5) **emphasized** elements of a sentence.

**Ex. 6. Underline all the words which should be italicized in the following sentences.**

1. I bought a copy of Newsweek, because I was interested in the article The Search for Adam.

2. The New York Times reported that the Andrea Doria, an Italian ocean liner that was sunk twenty years ago has recently been salvaged.

3. Spelling errors involving the substitution of d for t in such words as partner and pretty reflect a tendency in pronunciation.

4. At the Baths of Caracalla in Rome I attended a performance of Puccini's Madame Butterfly, after which the audience praised the performers with cries of bravo!

5. Leonardo da Vinci's priceless fresco The Last Supper is in danger of being destroyed by mold.

6. I'm not sure I liked the colorized versions of classic films such as Casablanca.

7. I know people who have watched 60 Minutes every Sunday right for over fifteen years.

8. When I get stuck trying to think of a word, I use Roget's Thesaurus of Words and Phrases.

9. The saddest chapter in J.R.R. Tolkien's *The Fellowship of the Ring* is the last one, *The Breaking of the Fellowship*.

10. NotaBene is a word-processing programme designed especially for colleges and universities.

**TRANSLATION 5. *Translate into English using subject and predicative clauses wherever possible.***

1. Здається, що рішення вже прийняте Радою Директорів. У мене було враження, що пропозицію містера Доусона було прийнято досить неохоче. Погано те, що ваш начальник думає, що він завжди правий. Найбільша проблема нашого життя полягає в тому, що ми завжди робимо не те, що нам слід. Але головним є зуміти вчасно зрозуміти свою помилку й виправити її. 2. Усе, що Еліза бажала знати, – це куди відправлять її маленького сина. Що їй потрібно було зробити, так це перестати чекати. 3. Здається, весна ніколи не прийде. Дерева, схоже, забули, що вони повинні випускати зелені бруньки. Я почуваюсь так, начебто сиджу в замкненій задушливій кімнаті без вікон. 4. Це те, що ви повинні повторити перед вашим екзаменом з англійської мови. Проблема в тому, що багато абітурієнтів навіть не підозрюють, що вивчення іноземних мов вимагає щоденної роботи й гарної пам'яті. 5. Причина, з якої вона все ж таки погодилася брати участь у дводенній конференції в Нідерландах, полягала в тому, що ось уже кілька років вона мріяла про зустріч зі знаменитим Бертоном, тим самим Бертоном, з яким вони зустрічалися кілька років тому з питань ОБСЄ і міркування якого справили на неї тоді таке велике враження. Вона подумала, що, незважаючи на свою сором'язливість, вона все ж таки наважиться його запитати, чи поділяє він її погляди щодо проекту МОМ.

## UNIT 6



### Complex Sentences with Object Clauses

#### TEST 6. *Spot the mistakes and identify one subject and one predicative clause.*

1. If a crisis would occur, those unfamiliar with the procedure would not know how to handle the situation.
2. It is true that Sam used to living in Oklahoma, but his company had him transferred to a better position in Georgia.
3. Mary usually arrives to the office at nine o'clock, but because of the storm, she was two hours late.
4. The bolder the matador's display in the arena became, louder the audience expressed approval of his presentation.
5. Standing among so many strangers, the frightened child began to sob uncontrollable.
6. Bess is used to fly after having crossed the continent many times during the past decade.
7. The little boy's mother bought him a five-speeds racing bicycle for his birthday.
8. We had better to review this chapter carefully because we will have some questions on it on our test tomorrow.
9. In recent years, scientific and technological developments have drastical changed human life on our planet.
10. While Alexander Graham Bell dealt with deaf and investigated the science of acoustics, his studies eventually led to his greatest invention – the telephone.
11. Hal's new sports car costs much more than his friend Joel.
12. Buying clothes are often a very time-consuming practice because those clothes that a person likes are rarely the ones that fit him or her.
13. The food that Mark is cooking in the kitchen is smelling delicious.
14. The need on cooperation in the project that we were about to undertake was what the speaker emphasized.
15. I had to attend a family reunion last night at my mother's insistence, but I'd rather having stayed at home.

#### SYNTAX 6. Object Clauses

1) Object clauses perform the function of an **object** to the predicate of the principal clause:

e. g. *We were very happy (to do what?) that we were able to buy everything.*

2) Object clauses usually answer the question '*what?*', '*about/of what?*', '*what for?*'

e. g. *At last you may do (what?) whatever you choose.*

*I often reproached myself (what for?) for what I hadn't done in that situation.*

3) Object clauses may be introduced by the following **conjunctions** and **connectives**:

*conjunctions:*        **that, if, whether, lest, either ... or; whether ... or**

*connectives:*           **who, whoever, what, whatever, which, where, wherever, when, whenever, why, how**

4) An object clause may refer to:

a) **any verbal form**, either finite or infinite:

e. g. *John followed Mary, **wondering** (about what?) if he had offended her.  
I don't **know** (what?) why I like you so much.*

b) **an adjective** in the function of the predicative:

e. g. *Teresa was **aware** (of what?) that someone else was there.*

c) **formal it** as part of Complex Object:

e. g. *I found **it** strange (what?) that she could speak so calmly.*

d) **verbs** introducing **indirect speech**:

e. g. *Patrick **said** (what?) he had never heard of the poet Byron.  
Lisa **asked** me (what?) if I wanted to stay with them for dinner.*

5) Object clause may occupy different **positions** in the sentence. They may:

a) **follow** the main clause:

e. g. *I don't know what you are talking about.*

b) **precede** the main clause (rare cases):

e. g. *What she thinks, it would be impossible to say. = It would be impossible to say (what?) what she thinks.*

6) Object clause may be joined

a) **asyndetically**:

e. g. *Moira said she would have lunch in town.*

b) **syndetically**, i.e. by the prepositions, including **about, for, of, on, to**, etc.

e. g. *Philip was not certain **of** what he did.*

*My granny was always ready to listen **to** whatever I told her about my school, my friends and my games.*

*Gerald found it hard to keep his mind **on** what he was being told.*

*Martin wanted to be paid well **for** what he had written.*

7) Object clause may be preceded by the **introductory subject it**:

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

**Ex. 1. Identify subject, object and predicative clauses. Sort out the numbers of the sentences into the corresponding column of the table. Mind that one sentence can have clauses of different types.**

<b>Subject clauses</b>	
<b>Predicative clauses</b>	
<b>Both subject and predicative clauses</b>	
<b>Object clauses</b>	
<b>Both subject and object clauses</b>	

1. Frank was terrified that she would forget about him soon.
2. He felt as if the ocean separated him from his past.
3. I only write down what seems to me to be the truth.
4. Who and what he was, Martin never learnt.



5. That Stewart was in love and Selena was aware of that was not a secret.
6. What he would do next, he did not know.
7. What I want is to be paid for what I do.
8. What is puzzling me is why they need me now.
9. What I want to know is when you are going to come back.
10. Margery's fear was lest the Dobsons should stay for tea.
11. What I want to know is whether or not you have lost faith in me.
12. Petra felt that her boss could speak against her proposal.
13. The point is that Mr. Hallow should not be above suspicion either.
14. What Simon means is his own business.
15. I insist upon it that you should tell me all the details.
16. The problem is not who will go but who will stay.

**Ex. 2. Translate and punctuate, focusing on the object clauses.**

1. Цікаво, чому Синтія вимовила цю фразу так багатозначно.
2. Інструкція ніяк не узгоджується з тим, що нам казали про цей прилад.
3. Я не зовсім упевнений, чи захочуть вони до нас приєднатися.
4. Едгар відчував, що Хелен ще не була готова пробачити йому.
5. Мюріель запитала, чи можна буде відновити цей старий манускрипт.
6. Невже ви дійсно боїтеся, що вам поставлять ще декілька питань?
7. Студенти були здивовані, що професор був абсолютно переконаний, що позаземні цивілізації відвідували в минулому нашу планету.
8. Я не розумію, чому моє просте питання викликало у вас таку розгубленість.
9. Я знаю, коли я просто витрачаю час, а коли я роблю щось корисне.
10. Я не розумію, як те, що ви кажете, стосується мене.
11. Полковник дав нам зрозуміти, що його наміри були абсолютно чесними.
12. Містер Грант наполягав, щоб ми провели ніч у його великому будинку.
13. Мене запитали, чи буде мені зручно прийти на співбесіду в середу вранці.
14. Чому Брюс зробив те, що не мав жодного права робити?
15. З одного боку, Кен був радий, що вдома нікого не було і ніхто йому не заважав питаннями, але з іншого боку, він ніколи ще не почував себе таким старим і самотнім.

**PUNCTUATION 6. Punctuation in Object Clauses; Direct and Indirect Speech and Other Quotes**

1) As a rule, object clauses are **NOT** separated by a comma from the principal clause (no comma before *that*):

e. g. *Derek was glad that no one was at home.*

A comma is possible **ONLY** if an object clause precedes the principal clause:

e. g. *What I used to like, I don't want now.*

2) In the **direct speech**, use **double quotation marks** (“ ”) to enclose the quote, with the period and the comma **INSIDE** the quotation:

e. g. *“A good friend,” observes Claudia Miniken, “makes hills easier to climb.”*

3) When the direct speech follows the introductory words, use a **comma before** quoting:

e. g. *Claudia Miniken observes, “A good friend makes hills easier to climb.”*

4) **Double quotation marks** are also used to enclose any **quote** in the **indirect** speech:

e. g. *According to Disraeli, Gladstone was a person who did not have “a single defect.”*

5) **Single quotation marks** are used to enclose a **quotation** or a **title** within a quotation (mind the place of the comma with juxtaposed single and double quotation marks):

e. g. *“Earl keeps calling my idea ‘an impossible dream,’” she said.*

*“Edgar Allan Poe’s ‘A Predicament’ is one of the funniest stories I have ever read!” Chet exclaimed.*

6) If the quoted material contains an error, include [**sic!**] (meaning *thus*) immediately after the error to indicate the error to the reader without correcting it:

e. g. *The newspaper printed the beginning of the Mayor’s speech: “My dear fiends [sic!] and fellow citizens.”*

7) When presenting a **dialogue**, write each person’s words, no matter how short, together with introductory words, as a **separate paragraph**:

e. g. *I saw a Bedouin man harvesting olives.*

*“Do you own this land?” I asked him.*

*He shook his head. “The land belongs to Allah,” he said.*

*What about the trees?” I asked.*

*The trees, too, are Allah’s,” he replied. And then, as if in afterthought, he said, “Of course, I own the olives.”*

8) When quoting **more than one paragraph** by one speaker, use quotation marks at the beginning of each new paragraph but at the end only of the very last paragraph.

9) Place the **period** and the **comma within the quotation marks**:

e. g. *I said, “I can see the point.”*

*“I can see the point,” I said.*

Place the **colon** and the **semicolon outside the quotation marks**:

e. g. *She spoke of the “protagonists”; yet, I remembered only one in the “Tell-Tale Heart”: the mad murderer.*

Place the **period**, the **question mark**, the **exclamation point** and the **dash inside** the quotation marks when they are part of the quotation and **outside** when they are part of the sentence, incorporating a quotation:

e. g. *Pilate asked, “What is truth?”*

*What is the meaning of the term “half-truth”?*

10) When quoting three or fewer lines of **poetry**, punctuate them as any other short quotation, **without indenting** every line. Instead, use a **slash** with a space to indicate the end of each line.

e. g. *Byron famously wrote, “She walks in beauty, like the night / Of cloudless climes and starry skies...”*

When quoting **more than three lines of poetry**, do **NOT** use quotation marks and present the lines in the way they are indented, spaced and arranged in the **original**:

e. g. In “*Battle of Evermore*” *Led Zeppelin* recalls J.R.R. Tolkien’s world:

*The pain of war cannot exceed  
The woe of aftermath  
The drums will shake the castle walls  
The ring-wraiths ride in black,  
Ride on.  
Sing as you raise your bow,  
Shoot straighter than before.*

**Ex. 3. Use appropriate punctuation with object clauses, direct speech and other quotes.**

1. Edward thought that John was a sissy.
2. Who wrote The Star-Sprangled Banner
3. Instead of helped as the past participle of help, residents of this area say holpen.
4. Joe said that his favourite song was the old Beatles hit, Hey Jude.
5. No Peg said I didn’t agree to do that. Michael exploded I may be a softie, but I haven’t gone bananas yet
6. Last semester I learnt that Frost’s poem The Road Not Taken.
7. Have you read John’s essay I Need a Wife I asked.
8. We were watching The Chain of Command episode that we all adore.
9. Martina claims that her favourite short story is Hills Like White Elephants and mine is Young Goodman Brown.
10. Why cry over spilt milk? my grandmother used to say Be glad you had milk to spill!
11. Catherine said Do the townspeople ever say to me You’re a born leader? Yes, lots of times, and when they do, I just tell them my motto is Lead, follow or get the heck out of the way!
12. I wondered whether I had done the right thing.
13. I bear orders from the captain, get you ready quick and soon For the pikes must be together at the rising of the moon...
14. The groundbreaking Bowie’s song Space Oddity imitates a NASA’s dialogue with its ... Ground Control to Major Tom Take your protein pills And put your helmet on
15. Will you go to the opera with me Clyde asked.

### **REVISION 6: Complex Object**

Avoid the following common mistakes:

- 1) *I felt it impossible to continue the conversation.* (NOT *I felt it impossible continuing ...*)
- 2) *We found it worth reminding her of her promise.* (NOT *... found that it was worth ...*)
- 3) *I saw her entering the office.* (NOT *I saw how she entered...*)
- 4) *Forgive me interrupting you.* (NOT *Forgive that I interrupt you.*)
- 5) *I want somebody to explain it to me.* (NOT *I want that somebody ...*)

**TRANSLATION 6. *Translate; identify object clauses; explain their punctuation.***

1. Мені повідомили, що його картину не взяли б на виставку. Виставки ландшафтного дизайну – одні з небагатьох, які я дійсно обожаю. 2. Він сказав, що якби не постійні відрядження до Північної Америки, він би не був зараз провідним фахівцем нашого відділу. 3. Він зізнався, що колись палив по 30 цигарок на день, а цього року кинув палити через проблеми з легенями. 4. Він знав, що якщо не видалити зуба, він у нього розболиться до кінця дня. 5. Не звинувачуйте мене в тому, що я випадково дала вам неправильні дані. Я швидше за все переплутала цифри. 6. Якими б складними не були завдання, спробуйте зробити їх вчасно, добре? 6. Поранений мисливець близько години лежав на землі, коли випадково його помітив кузен померлої Міс Хадсон. Це та Міс Хадсон, яка ніяк не хотіла йти на компроміс при підписанні договору? – Так. 7. Незважаючи на мою наполегливість, інженер Браун ніяк не хотів озвучувати причини, чому він їде на Багамські острови. – Він вже багато років працює без відпустки. Він, можливо, хоче відпочити. 8. Ніхто з її двох дочок не пішов її стопами, чи не так? – Так, вони обидві стали лікарями. Одна працює в Арабських Еміратах, а інша – на Філіппінах. 9. Хто б із знаменитостей не прибував до Туреччини, перше питання, яке їм ставлять в аеропорту – чи подобається їм Стамбул. 9. Деякі люди стверджують, що певні східні техніки розслаблення, такі як йога і медитація, можуть виявитися надзвичайно ефективними при лікуванні високого кров'яного тиску. 10. Бажано, щоб усі пацієнти нашої приватної клініки в Ізраїлі були задоволені лікуванням, яке вони одержують на Мертвому морі. Ніколи не думав, що таке лікування може бути ефективним. 11. Я зараз детально розповім вам нюанси проекту, щоб ви не ставили мені додаткових питань щодо зростання економіки в нашій країні. 12. Якщо вас запросять до Нідерландів, не забудьте придбати сувеніри. 13. Вона не просто забула привітати мене з днем народження, вона навіть не вибачилась за те, що забула мене привітати. Не може бути, щоб вона була такою розсіяною. 14. Її лікар запропонував урізати робочий графік і приділяти більше часу тренуванням у спортзалі. 15. Цей п'ятизірковий готель позиціонує себе як найкращий у центрі столиці, але це не зовсім так. Бажано, щоб вони провели оновлення всього номерного фонду. Інакше вони просто втратять своїх клієнтів, які, незважаючи на сувору фінансову кризу, приїжджають до них з усіх куточків світу.

## UNIT 7



### Complex Sentence with Attributive Appositive Clauses

#### TEST 7. *Spot the mistakes and identify complex objects and object clauses.*

1. The doctor suggested that he lay in bed for several days as a precaution against further damage to the tendons.
2. In fact, if you remove all the salt from the oceans, you'll be able to use it to build a wall about 300 km wide and a kilometre tall all around Earth!
3. At our Spy Academy you will learn how to use special spy gadgets such as hiding cameras and listening devices.
4. This class has cancelled because too few students had registered before the registration closed.
5. Dr. Collins was displeased because the student had turned in an unacceptable report, so he made him to rewrite it.
6. She has recently had her lips thicken by one of the most famous surgeons of the United Arabian Emirates.
7. The Prime Minister is believed to be enjoying his vacation on the South of France.
8. After she had dressed up and ate breakfast, Lucy rushed off to her office for a meeting with her accountant.
9. The late Mrs Green had two sons but none of them wanted to become a lawyer.
10. The students were interested in take a field trip to The National History Museum, but they were not able to raise enough money.
11. You shouldn't go to Baly in the high season unless you haven't made reservations.
12. People respected George Washington because he was a honest man, and he turned out to be one of the greatest military leaders.
13. Don't even think about buying the house without the approval of your attorney, won't you?
14. Vinyl albums and tapes have been replaced by CDs, which are now replacing by mp3.
15. Because it was faster, John insisted in my taking the plane to Miami instead of the train.

#### SYNTAX 7. Attributive Appositive Clauses

Like **attributes** in a simple sentence, the **attributive clause** qualifies its antecedent in the principal clause:

e. g. *Her wedding day was sunny and happy (attribute).*

*The day (which) she chose for her wedding was sunny and happy (attributive clause).*

1) Attributive clauses usually immediately **follow the antecedent**, that is, the word or phrase they modify:

e. g. *The book* (antecedent) *that I am reading now* (attributive clause) *is really unputdownable.*

2) Attributive clauses may be of **two kinds**:

**Attributive Clauses**

Appositive Clauses	Relative Clauses
disclose ( <i>разкрывают</i> ) the nature of the antecedent	specify ( <i>уточняют</i> ) the meaning of the antecedent
<i>The <b>question</b> <u>whether to surrender</u> was hotly discussed.</i>	<i>Darrel called back his <b>dog</b>, <u>which returned obediently to his master.</u></i>

3) **Attributive appositive clauses** may be introduced by the following **conjunctions**: *that, if, whether, as if, as though, what, how*:

e. g. *Gina had a strange **feeling** (what kind of feeling?) as if somebody was following her all the time.*

*There is no **question** whether the project could be postponed.*

**Antecedents** are usually expressed by nouns with a very general, **abstract** meaning: *thing, comment, point, fact, idea, question, feeling, reason, desire, etc.*

e. g. *Andrew had a strong **desire** (what kind of desire?) that the conversation might continue.*

*The **question** (what kind of question?) how and why those people got the information still worried us.*

Attributive appositive clauses may refer to **the whole clause**, which in this case serves as an antecedent:

e. g. *The results only supported **what he suspected from the very beginning** (antecedent): that the victim had been poisoned.*

### **PUNCTUATION 7a. Punctuation with Attributive Appositive Clauses**

Attributive appositive clauses are **NOT** separated by **commas** and **CANNOT** be joined **asyndetically**, unless they refer to the whole clause they precede.

**Ex. 1. Complete the sentences with appositive clauses.**

1. This question is a challenge that \_\_\_.
2. I have always had a feeling that \_\_\_.
3. He never had a wish that \_\_\_.
4. She had a look that \_\_\_.
5. Unfortunately, the fact is that \_\_\_.
6. The police reported that \_\_\_.
7. Her mother was worried at the possibilities that \_\_\_.
8. A message that \_\_\_ arrived by special delivery.
9. I like the idea that \_\_\_.
10. The problem that \_\_\_ makes us upset.
11. I thought the solution that \_\_\_ was the best course of action at the time.
12. The answer from the company that \_\_\_ resented me.
13. Our decision that \_\_\_ stands.

14. His choice that \_\_\_\_\_ seems logical.
15. Columbus had a firm belief that \_\_\_\_\_.

**Ex. 2. Join the sentences below to make up complex sentences with relative clauses. Follow the example. Different variants are possible.**

**Example:** *Tom is playing football with a boy. The boy is his cousin.*

= *The boy Tom is playing football **with** is his cousin. / The boy **with whom** Tom is playing football is his cousin.*

1. Sam has gone to a party. The party is at his friend's house.
2. I was talking to a woman. The woman is my boss.
3. Sheila works for a writer. The writer is very famous.
4. I lent my jacket to Pam. The jacket is made of leather.
5. My father has a large collection of coins. Many of them are foreign.
6. I baked lots of biscuits yesterday. Very few of them are left now.
7. She knows lots of people at work. A few of them are from New Zealand.
8. I have four aunts. None of them is married.
9. There are thousands of trees in the forest. Some of them are very old.
10. The coach was packed with tourists. The coach was driving around London. The tourists had gone there to see the sights.
11. I went to the dentist's. He is a friend of mine. I met him at university.
12. A song won the competition. It was written by a schoolboy. He was thirteen years old.
13. I helped someone with his homework. His name is Alee and he's a classmate of mine.
14. Elaine's house is going to be pulled down. She is looking for a new flat.
15. The book is a bestseller. It's written by Nathan Davis. He has written ten novels.
16. We're going to buy a house. It's got three bedrooms. There's a garden at the back. The garage can hold two cars.

### **REVISION 7. Attribute and Adverb; Degrees of Comparison; Partially Substantivized Adjectives**

Avoid mistakes in the following contexts:

*Vegetables are getting cheaper in summer.* (NOT ... *more cheaper*)

*This task is twice as big as that one.* (NOT ... *twice bigger as*)

*My elder sister is married.* (NOT ... *older*)

*The most important thing for me is to earn enough.* (NOT ... *The most important for me...*)

*He is a difficult person to understand.* (NOT ... *He is a difficult to understand person.*)

*It smells awful.* (NOT ... *awfully*)

*Could you talk more quietly?* (NOT ... *quietlier*)

*She can sing worst of all.* (NOT ... *worse of all*)

*John works hard, as usual.* (NOT ... *as usually*)

**Ex. 3. Give comparatives and superlatives of each adjective or adverb.**

Quick, quickly, thirsty, hollow, modest, ill, realistically, frightened, scared, inactive

**Ex. 4. Fill in the blanks with the appropriate comparative/superlative form of the suggested modifier.**

1. This is absolutely the (bad) \_\_\_\_\_ grade I have ever received.
2. The (useful) \_\_\_\_\_ tool of all is the screwdriver.
3. A (lively) \_\_\_\_\_ music video has never before been produced.
4. As one grows older, one usually grows (mellow) \_\_\_\_\_.
5. Some smokers are (little) \_\_\_\_\_ considerate than others.
6. Who in this quartet has the (strong) \_\_\_\_\_ voice?
7. Even the (tiny) \_\_\_\_\_ flaw lessens the value of the gem.
8. His chili is (thin) \_\_\_\_\_ than mine.
9. Of the two applicants Jamie seems (good) \_\_\_\_\_ qualified.
10. Naturally, a person's outlook on life is (mature) \_\_\_\_\_ at eighteen than at sixteen.

**TRANSLATION 7. Translate; identify attributive clauses; explain their punctuation.**

1. Ви зможете мені допомогти з перекладом цієї статті, чи не так? – Боюся, що ні. Я зараз дуже зайнятий тим, що пишу доповідь з історії мови. Думаю, що закінчу її тільки до п'ятниці. Я працюю над нею вже три дні, і відчуваю, що моя доповідь стає все краще і краще. Я правий, чи не так? Викладач сказав, що вона стала в два рази краще, ніж була. 2. Раніше вони жили в квартирі, в якій було мало місця і багато меблів. Ані їй, ані йому це не подобалося. Минуло вже шість років, як вони переїхали до нового будинку. Будинок вимагав ремонту, який дуже багато коштував. Як вони не намагалися, довелося позичити багато грошей перед тим, як його почати. Всі шість років вони щось роблять. Багато що вже зроблено: побудований другий поверх, відремонтовано перший. Ти ж приходив до них на новосілля, так? Будинок зараз виглядає зовсім не так, як раніше. 3. Я погано себе почуваю. Напевно, застудився в четвер. Яка була жахлива погода! Спочатку було просто холодно, дув північний вітер і накрапав дощ. Потім ми не встигли навіть добігти до машини, як нас настигла злива. Якби не машина Джона, ми б там потонули. Я був під дощем в легкій куртці, яку взяв із собою. Якщо завтра не стане краще, нічого не залишається, як звернутися до лікаря. Це серйозна застуда, якщо не грип. Боюся, це навіть запалення легенів. 4. Майкл повернеться з від'їзду потягом, який прибуває завтра о 10 ранку з Гааги. Але дивно, що він до сих пір не подзвонив. Сподіваюся, нічого не сталося. 5. Давно час вам перестати робити помилки у вживанні артикля. Чим більше практики, тим краще успіхи. Здається, питань більше немає. Ні у кого більше немає питань, чи не так? – Так, питань більше немає. 6. Дводенний візит французів і німців, який був висвітлений в пресі, пройшов на вищому рівні. Як завжди, іноземні гості відвідали підприємства міста, меморіальний комплекс, Харківський університет, побачили будівлі, спроектовані відомим архітектором Бекетовим на головній вулиці міста. Вони були здивовані великою кількістю парків у місті. Гості помітили, що Харків сьогодні відрізняється від Харкова 90-х. Більше посмішок на обличчях перехожих. Навіть околиці міста сьогодні ще чистіше, яскравіше і красивіше.



## UNIT 8



### Complex Sentences with Attributive Relative Clauses

**TEST 8.** *Spot the mistakes and identify the sentence with an attributive clause.*

1. We are suppose to read chapter seven and answer the questions for tomorrow's class.

2. For a long time, these officials have known throughout the country as political bosses and law enforcers.

3. The news of the president's treaty negotiations with the foreign government were received with mixed emotions by the citizens of both governments.

4. Gelatin is beneficial to the consumer because of it's high protein content.

5. The Johnson's new garage was not wide enough for the camper to fit.

6. Detective Chief Inspector Chambers, from which the laptop was stolen, has posted the reward.

7. Let's discuss the take-home exam right now, will we?

8. Despite of his being inexperienced in that field, Phil applied for the job.

9. No one but James' sister did not know how to solve the problem.

10. Christopher Columbus was the first person to navigate under the patronage of the Queen Isabella.

11. When the robber ordered the hostages to lie face down on the ground, they did such without any argument.

12. Because they had spent too many time considering the new contract, the students lost the opportunity to lease the apartment.

13. If I had known she would be accusing me for being a liar I would have left immediately.

14. Seeing her sisters-in-law on another side of the road, I decided to hide.

15. Ted thought it would be a good idea to study with friends rather than on his own but at the end they just listened to music and played cards.

#### **SYNTAX 8a. Attributive Relative Clauses**

1) Attributive relative clauses usually refer to **concrete** nouns and may be introduced by the following **connectives**:

*relative pronouns:* **who, whose, whom, what, which, that, as**

*relative adverbs:* **when, where, whence, wherein, why**

e. g. *Mary was the woman who(m) he wanted to marry so much.*

*Tell me the reason, why everyone cannot live happily ever after.*

Also, the following **prepositional structures** are often used to introduce relative clauses:

*all of*  
*each of*  
*none of*  
*most of*  
*some of* whom/which  
*half of*  
*a few of*  
*two of*  
*according to*  
*in spite of*

e. g. *I bought five new textbooks, most of which were rather useless.*

2) Relative **connectives** are used in the following way:

a) **who, whom, whose and which** to refer to **people**:

e. g. *A man whose voice seemed familiar was giving commands.*

*I saw a friend who(m) I hadn't seen for years.*

b) **whose** may be used with **people and animals**, more rarely with **objects**:

e. g. *This is the girl, whose schoolbag was lost.*

*That's the building whose windows were smashed (preferably, the building with the smashed windows)*

c) **which** and **that** refer to **objects or animals**:

e. g. *A camel is an animal which/that lives Asia.*

d) **which** can refer back to a **whole clause**:

e. g. *He helped me do the washing-up, which was kind of him.*

3) The relative **connective** can be **omitted** if it is **NOT** the subject of the relative attributive clause:

Who/Which/That	
can be omitted	cannot be omitted
when it is <b>NOT</b> the <u>subject</u> of the relative clause	when it <b>IS</b> the <u>subject</u> of the relative clause
<i>I spoke to a man (who) <u>I had met before</u>.</i> (‘I’ is the subject)	<i>I met a woman <u>who</u> was from Japan.</i> (‘who’ is the subject)

4) Only **that**, **NOT which** is used:

a) to modify the following antecedents and words modifying antecedents:

*all*      *none*      *few*      *little*      *much*      *the only*      *no*  
*some*      *something*      *everything*      *any*      *anything*      *nothing*

e. g. *Is this all that you can do for me?*

*The only thing that is important for me is my family.*

b) to modify antecedents with **attributes in the superlative form**:

e. g. *Jake was the smartest guy that I had ever had to work with.*

5) If the antecedent is modified by the pronoun **such**, the relative pronouns **as**, **who** or **that** are used to introduce a relative clause:

e. g. *The girl was playing the piano with **such a feeling** as/that couldn't be expected from a child of her age.*

6) Do not confuse **attributive relative clauses** used after the pronoun '**such**' and **adverbial clauses of result**. Compare:

Attributive relative clauses	Adverbial clauses of result
<i><b>Such</b> individuals <u>who take up this role</u> often find life frustrating.</i>	<i>It's <b>such</b> a tiny kitchen <u>that I don't have to do much to keep it clean.</u></i>

7) If the antecedent is modified by the pronoun '**the same**', the following relative expressions can be used:

<b>the same + as</b>	<b>the same + who</b>	<b>the same + that</b>
<b>the same + when</b>	<b>the same + where</b>	

e. g. *This is the same waiter who served us three days ago.  
We found the same place where we had a picnic last summer.*

**Ex. 2. Fill in the correct relative pronoun/adverb to complete relative attributive clauses. If it can be omitted, put it in parenthesis.**

- When did you buy the jacket \_\_\_\_\_ you are wearing?
- Is that the girl \_\_\_\_\_ sent you a Valentine's card?
- The reason \_\_\_\_\_ John is successful is that he works very hard.
- What did you do with the money \_\_\_\_\_ I gave you?
- Sam is mending the chair \_\_\_\_\_ he broke yesterday.
- Is this the place \_\_\_\_\_ you lost your jacket?
- Have you met the people \_\_\_\_\_ live next door to you?
- I'll never forget the day \_\_\_\_\_ my brother was born.
- Claire is reading the book \_\_\_\_\_ she bought yesterday.
- This is the town \_\_\_\_\_ my favourite singer lives.
- What is the name of the woman \_\_\_\_\_ works in the chemist's?
- Is this the boy \_\_\_\_\_ parents own the factory?
- I'll never forget the time \_\_\_\_\_ she fell into the swimming pool.
- Where are the children \_\_\_\_\_ ball broke our window?
- To be or not to be is the question \_\_\_\_\_ almost every intelligent person tackles at one time or another.

**Ex. 3. Fill in the best suitable relative connective.**

One of the most famous buildings in the world is the White House, \_\_\_\_\_ (1) is the official home of the US president. The White House is in Washington DC, \_\_\_\_\_ (2) there are many other important buildings and monuments. The city, \_\_\_\_\_ (3) was founded in 1790, was deliberately planned as a national capital. George Washington, \_\_\_\_\_ (4) was the first US president and \_\_\_\_\_ (5) name was given to the city, wanted it to be the place \_\_\_\_\_ (6) the nation's government would permanently reside.

The White House, \_\_\_\_\_ (7) was originally named Executive Mansion, was built in pale grey sandstone. The colour of the stone, \_\_\_\_\_ (8) was so different from the surrounding red brick buildings, was the reason \_\_\_\_\_ (9) the mansion became known as the White House. The main building, \_\_\_\_\_ (10) many presidents have lived, is part of a large complex \_\_\_\_\_ (11) consists of over 130 rooms.

People find the White House fascinating and that is the reason \_\_\_\_\_ (12) the parts of the complex \_\_\_\_\_ (13) are open to the public are toured every year by one and a half million people \_\_\_\_\_ (14) want to see the place \_\_\_\_\_ (15) the current president of the USA lives and works.

### SYNTAX 8b. Defining and Non-Defining Attributive Relative Clauses

Such clauses can also be referred to as restrictive/non-restrictive; identifying/non-identifying; limiting/descriptive, etc.

1) **Defining clauses** (DC) (restrictive/ identifying/ limiting) give **necessary** information and are **essential** to the meaning of the main clause; they **cannot** be removed from the sentence without changing its meaning.

2) Defining clauses are introduced with the following **connectives**:

**who which that whose where when why**

e. g. *People **who** lie in court are prosecuted.*

*It is the dark-blue top **that** really appeals to me.*

3) Some connectives can be omitted to join defining attributive relative clauses to the main clause **asyndetically**:

a) the connective '**where**' can be omitted if there is a preposition:

e. g. *The shop **where** I bought this shirt is near my house.*

= *The shop I bought this shirt **from** is near my house.*

b) the connectives '**when, where and why**' can either be replaced by '**that**' or omitted:

e. g. *The day (**when/that**) I got married was the happiest day of my life.*

4) **Non-defining clauses** (NDC), (non-restrictive/non-identifying/descriptive) give **extra** information about the antecedent and are **not essential** for the meaning of the main clause; they **can often be removed** from the sentence without any serious change in the meaning of the main clause:

e. g. *Jenny Ladd, who has written a lot of successful books, is my favourite author.*

*My cousin Peter, (whom) you have just met, is a doctor.*

5) They are introduced with the following connectives:

**who whom which whose where when**

Their connectives **cannot** be omitted or replaced by **that**.

In formal English non-defining clauses may also be introduced by the following prepositional phrases: *since when, instead of which, in spite of which, of which, according to which, which fact, the largest part of which, each of which, during which time, many examples of which, to whom*:

e. g. *The medicine was overdosed, which fact caused the immediate death of the patient.*

*The Board of Directors approved the budget, the largest part of which will be spent on advertising.*

## PUNCTUATION 8. Comma with Defining and Non-Defining Relative Clauses

**Defining** clauses are **NOT** set out with commas, while **non-defining** should be. The use of commas change the meaning of the sentence, compare:

e. g. *The players, who were involved in the fight, were sent off the pitch.* – the commas show that it is a non-defining clause and all the players were sent off.

*The players who were involved in the fight were sent off the pitch.* – the absence of commas shows that it is a defining clause and only the players who were involved in the fight were sent off.

**Ex. 5. Complete each sentence with the most suitable connective; punctuate accordingly. Mark the clauses DC or NDC. Follow the example.**

**Example.** *Nearly all the proposals (which/that) the committee put forward have been accepted.* DC

1. This is Mark \_\_\_\_\_ sister is a famous author.
2. Mark \_\_\_\_\_ sister is a famous author is my next-door neighbour.
3. This is the motorbike \_\_\_\_\_ I repaired myself.
4. Mr Smith \_\_\_\_\_ owns the company is a wealthy businessman.
5. The girl you were talking \_\_\_\_\_ is my niece.
6. The boy \_\_\_\_\_ broke the window said he was sorry.
7. Bath is the city he lived \_\_\_\_\_ when he was young.
8. People \_\_\_\_\_ commit crimes should be punished.
9. Michael \_\_\_\_\_ lives next door to me is an architect.
10. The suit \_\_\_\_\_ I bought it last week doesn't fit me.
11. The man \_\_\_\_\_ she interviewed is my father.
12. Chemistry is the subject which I always had problems \_\_\_\_\_.
13. My sister who I am always compared \_\_\_\_\_ is actually two years older than me.
14. His second symphony \_\_\_\_\_ I heard last night is nearly not as good as his first.
15. I'm afraid that under the circumstance there is little \_\_\_\_\_ we can do.
16. Many people were hurt in the explosion, several \_\_\_\_\_ were standing a hundred metres away.

**Ex. 6. Fill in the gaps in the defining/non-defining clauses with relative pronouns.**

Can you see the man \_\_\_\_\_ (1) is sitting at the table in the corner? He is a very strange person. I don't know \_\_\_\_\_ (2) he comes from and I can't understand \_\_\_\_\_ (3) he is here. He suddenly arrived on a day \_\_\_\_\_ (4) I was away on business and my boss gave him a temporary job. When I got to work next day I could not understand \_\_\_\_\_ (5) coat it was hanging on the peg \_\_\_\_\_ (6) my coat usually hangs. Later my secretary said to me, "I can't understand \_\_\_\_\_ (7) the boss gave him work. He is one of the rudest and most unpleasant men \_\_\_\_\_ (8) I have ever met. He was offered a job at a meeting with the boss \_\_\_\_\_ (9) I was at lunch, after \_\_\_\_\_ (10) the boss seemed very depressed." He comes to work in a car \_\_\_\_\_ (11) metalwork is the rustiest \_\_\_\_\_ (12) I have ever seen. He never seems to do any

work at times \_\_\_\_\_ (13) I am in the office. It all seems very strange, \_\_\_\_\_ (14) makes me wonder whether we shouldn't go to the police.

**Ex. 7. Fill in the relative pronoun in the sentences below. Sort out the sentences into the corresponding column of the table. Put commas where necessary. The first sentence is done for you.**

Types of Relative Clauses	Sentence No.
<b>Defining clauses</b> ( <i>restrictive/identifying/limiting</i> ), <b>DC</b> , <i>cannot be removed from the sentence</i>	
<b>Non-defining clauses</b> ( <i>non-restrictive/non-identifying/descriptive</i> ), <b>NDC</b> , <i>can be removed from the sentence</i>	

1. Paul, whose birthday is on Friday, is having a party tonight. (NDC, can be omitted)
2. My office \_\_\_\_\_ is very big is on the first floor.
3. Martin \_\_\_\_\_ works in the library writes poetry in his spare time.
4. That's the woman \_\_\_\_\_ house was burgled last week.
5. The day \_\_\_\_\_ I left school was hot and sunny.
6. Sarah Jones \_\_\_\_\_ I knew at university is a doctor now.
7. This is the girl \_\_\_\_\_ letter was printed in the newspaper.
3. This CD \_\_\_\_\_ I bought yesterday is awful.
4. Tina \_\_\_\_\_ lives next door is a wonderful cook.
5. People \_\_\_\_\_ play musical instruments are called musicians.
6. The cafe \_\_\_\_\_ we had lunch yesterday served delicious food.
7. This is the reason \_\_\_\_\_ I haven't finished my work.
8. My friend Peter \_\_\_\_\_ has just moved to Wales sent me a long letter.
9. My boss \_\_\_\_\_ office is next to mine is on holiday at the moment.
10. London \_\_\_\_\_ the Houses of Parliament are is the capital of England.
11. My favourite time of the year is summer \_\_\_\_\_ the weather is hot.
12. The woman \_\_\_\_\_ won the lottery gave an interview to the newspaper.
13. Frank Zappa \_\_\_\_\_ was one of the most creative artists in rock 'n roll came from California.
14. Peter brought his favorite antique book \_\_\_\_\_ he had found at a flea market.
15. People \_\_\_\_\_ talk too much annoy me immensely.
16. For twenty minutes the child sat quietly watching the bobber on the fishing rod \_\_\_\_\_ was very unusual for his energetic nature.

**TRANSLATION 8. Translate into English using relative clauses wherever possible. Mind their punctuation.**

1. Якби ви не дорікали йому за некомпетентність, його б не звільнили. Краще б він відвідував семінари, які проводились з кризового менеджменту, а не спілкувався в чатах зі своїми друзями. 2. Вам не потрібно було брати з собою парасольку. Впевнена, що дощу не буде. 3. Якби не серйозна хвороба, на яку він захворів цього літа, він поїхав би з вами в круїз Середземним морем.

На щастя, він має страховку у разі скасування поїздки. 4. Яка іноземна мова вам найбільше подобається? – Раніше я вивчав англійську, і вона мені здавалася досить складною. А зараз я вже кілька років вивчаю німецьку, і вона в кілька разів складніша за англійську, яка є аналітичною мовою. 6. Хто із цих двох чоловіків ваш викладач? – Швидше за все той, який стоїть праворуч. – Он той з бородою та вусами? – Так. – Не може бути, щоб це був наш викладач. Це може бути секретар кафедри. Невже ви його не знаєте? – Я розповідав вам про нього до того, як ви сюди приїхали. 7. Мені треба було давно звикнути робити справи самостійно. Я зараз не платив би гроші помічникові за його допомогу. 8. Необхідно, щоб Організація Об'єднаних Націй продовжувала досягати успіху в галузі законодавства з питань насильства проти жінок. 9. Усі розуміли, що 2014 рік ознаменував початок зовсім нової епохи у Формулі-1, чи не так? 10. Син Джексонов, здається, є найкращим барбером у всій окрузі, а перукарня, в якій він працює з тих пір, вважається в Лондоні трендовою у зв'язку з використанням якісних металевих інструментів. 11. Я пропоную всім учасникам групи висловити слова щирої подяки італійському фотографу Франческо Марія де Лоренцо перед початком нашого віртуального туру над Пізанською вежею, яка є найвідомішою пам'яткою міста. 12. Я знаю, що вона як експерт залучена до розробки ефективних програм втрати ваги, які базуються на стратегії для прискорення обміну речовин. 13. Незважаючи на всі складнощі, цей період один із найрадісніших у їхньому житті. 14. Кейт Міддлтон практично не з'являється на публіці в тому самому вбранні двічі. Взагалі вона вважається іконою стилю, відколи увійшла до королівської родини. 15. Краще б ви до нього не підлещувалися. Він один із небагатьох, хто ненавидить лестощі, яким би дивним це не здавалося.

## UNIT 9



### Complex Sentences with Adverbial Clauses-1

#### TEST 9. *Spot the mistakes and identify attributive clauses and phrases.*

1. Although being criticizing for his self-centered attitude, he was nonetheless very popular.
2. Technology in schools, offices and industry has resulted at an unfortunate overdependence on all types of modern devices.
3. Despite Martha's attempts to rise her test score, she did not receive a high enough score to be accepted by the law school.
4. After Allan had searched for twenty minutes, he realized that his jacket had been laying on the table the entire time.
5. If you had sat the plant in a cooler location, the leaves would not have burnt.
6. We should have been informed Janis about the change in plans regarding our weekend trip to the mountains.
7. You can't have failed to see broker Brown at yesterday's conference.
8. Mr. Harris will be divided the biology class into two sections to prevent overcrowding in his classroom.
9. This box enables me receive satellite TV as well as digital, doesn't it?
10. This author's books, reading by people all over the world, are still immensely popular.
11. I really object your smoking in rooms where other people have to eat.
12. Avoid to answer questions that seem to be too personal while having a job interview.
13. Jane and Mark's kids had cereal for breakfast. So I did.
14. Despite deliberately kept a personal distance from his co-worker, Josh acknowledged the dangers of working together with such a beautiful woman.
15. We have been living in the same street for years, but I only have met my husband in 2009.

#### SYNTAX 9a. Adverbial Clauses

1) Adverbial clauses perform the function of an **adverbial modifier**. They can modify a **verb**, an **adjective**, or an **adverb** in the principal clause:

e. g. *The man stopped (why?) as he saw the dog running towards him.* (the adverbial clause of reason modifies the verb "stopped")

*Frank worked better (than what?) than Jean had expected.* (the adverbial clause of comparison modifies the adverb "better")

2) Semantic distinctions form **9 types**:

Adverbial Clauses of				
place	time	manner	purpose	cause/reason
condition	concession		comparison	result/consequence



- 3) Adverbial clauses may have the following positions in a sentence:
- a) **initial**, e. g. *When you come home, don't forget to call me.*
  - b) **medial**, e. g. *One day, because the days were so short, Robert decided to give up algebra and geometry.*
  - c) **final**, e. g. *Moira got very shy when she had to express her emotions.*
- 4) Most adverbial clauses are joined to the principal clause **syndetically** by means of conjunctions. Only clauses of **condition and result** may be joined **asyndetically**:
- e. g. *Had he known the truth, he would have acted differently.* (condition, joined asyndetically)
  - If he had known the truth, he would have acted differently.* (condition, joined syndetically with 'if')

### **PUNCTUATION 9a. Punctuation in Complex Sentences with Adverbial Clauses**

Adverbial clauses in the **initial** or the **medial** positions are separated by **commas**:  
 e. g. *Whenever I meet Jane, she talks about the new house she is having built.*  
*Teresa, though she had always been shy, was the first to volunteer for the job.*  
*I can't take a holiday until I have finished my thesis.*

### **SYNTAX 9b. Adverbial Clauses of Place**

Adverbial clauses of place are introduced by the **conjunctions**: *where, wherever, everywhere, whence* (old fashioned).

e. g. *The dog was lying (where?) where she had always had lain.*  
*Wherever he went, village people smiled at him in a friendly way.*  
*Everywhere I go, I hear people worrying about the future.*

Do not confuse **adverbial clauses of place** introduced by the conjunction 'where' and other clauses introduced by homonymous conjunctive adverbs and relative pronouns 'where'.

Compare:

Clauses of place	<i>Why can't we go (where?) <u>where</u> it is warm?</i> (the clause modifies the verb 'go')
Object clauses	<i>I wonder (what?) <u>where</u> you are hurrying.</i>
Predicative clauses	<i>This is <u>where</u> my sister lives.</i> ('is' – a link verb)
Attributive (relative) clauses	<i>This is the house (what kind of house?) <u>where</u> my sister lives.</i> (the clause modifies the noun 'house')

### **Ex. 1. Identify the type of clauses.**

1. You are allowed to go where you want.
2. We arrived at the place where birds sang.
3. This is where he works.
4. I wondered where he came from.
5. Where there is a will, there is a way.
6. I know where I left it.
7. The problem is where to stay in Paris.
8. Where she lived in the childhood turned out to be very important.

9. I began to understand where the news was coming from.
10. Wherever we went, people greeted us warmly.
11. Where you come from does not mean anything now.
12. I try to save my money wherever I can.
13. He told me where to find you.
14. Young people have to go where they can find jobs.
15. The question is where to buy flowers.

### SYNTAX 9c. Adverbial Clauses of Time

1) Adverbial clauses of time show the **time** of the action expressed in the principal clause. They are introduced by the following conjunctions:

<i>when</i>	<i>while</i>	<i>whenever</i>	<i>now that</i>	<i>till/until</i>	<i>As</i>
<i>before</i>	<i>after</i>	<i>immediately</i>	<i>since</i>	<i>once</i>	<i>directly</i>
<i>hardly... when</i>	<i>just as</i>	<i>scarcely... when</i>	<i>no sooner... than</i>	<i>as long as</i>	<i>soon after</i>
<i>the moment/instant (that)</i>	<i>wherever</i>	<i>as soon as</i>	<i>by the time</i>	<i>the first/last/next time</i>	<i>until the time</i>

2) Care should be taken not to confuse adverbial clauses of time introduced by the conjunctions **when, while, as, since**, etc. and other clauses introduced by conjunctive adverbs and relative pronouns, as well as reference to the future.

Compare:

Adverbial clauses of time	<i>Most people need comforting (when?) <u>when</u> things are tough.</i>
Object clauses	<i>Can you tell me <u>when</u> you will come back? (tell me what?)</i>
Predicative clauses	<i>The thing to discover is <u>when</u> the murderer left the town. ('is' – link verb)</i>
Attributive (relative) clauses	<i>There were moments (what kind of moments?) <u>when</u> I felt lonely.</i>
Adverbial clauses of manner	<i>Daisy could do it (how?) <u>as</u> no one else could.</i>
Adverbial clauses of comparison	<i>He was as obstinate <u>as</u> most of his relatives remembered him to be (as obstinate as who?).</i>
Adverbial clauses of cause/reason	<i><u>Since</u> there is no help, let us try to do it ourselves. (why?)</i>

3) In adverbial clauses of time use the present tenses instead of the future ones: e. g. *When he comes back, he will call you.* (NOT *When he will come back...*)

**Ex. 2. Open the brackets and use the right tense form to express a future action.**

1. I promise we \_\_\_\_\_ (to talk) when we \_\_\_\_\_ (to get) to the place.
2. I don't know when she \_\_\_\_\_ (to be) home. But when she \_\_\_\_\_ (to come), I will tell her this.
3. We \_\_\_\_\_ (to wait) here till it \_\_\_\_\_ (to get dark).

4. You \_\_\_\_\_ (to stay here) and make sure no one \_\_\_\_\_ (to approach) the camp.
5. When the clock on the tower \_\_\_\_\_ (to strike) midnight, I \_\_\_\_\_ (to send) someone to relieve you.
6. He asks if you \_\_\_\_\_ (to meet) him in the park at five o'clock.
7. Stay by the door and wait to make sure that he \_\_\_\_\_ (to switch) off the light.
8. We \_\_\_\_\_ (to start) to act as soon as he \_\_\_\_\_ (to lock) the door of his room.
9. You know quite well that we \_\_\_\_\_ (to have) no peace together until he \_\_\_\_\_ (to be gone).
10. After I \_\_\_\_\_ (to finish) this work, I \_\_\_\_\_ (to tell) you the news.
11. Where \_\_\_\_\_ you \_\_\_\_\_ (to go) when the school \_\_\_\_\_ (to close)?
12. Give me a railway timetable, and I \_\_\_\_\_ (to tell) you when he \_\_\_\_\_ (to arrive) here tomorrow.
13. Don't do anything before he \_\_\_\_\_ (to inform) you about his plans.
14. I don't know when I \_\_\_\_\_ (to be) back.
15. I know that as soon as he \_\_\_\_\_ (to wake up), he \_\_\_\_\_ (to want) to see you.

#### SYNTAX 9d. Adverbial Clauses of Manner

1) Adverbial clauses of manner generally characterize the action expressed in the main clause and are introduced by the conjunctions 'as' and 'the way':

e. g. *George was sorry he talked (how?) the way he did at lunch.*

*My mother-in-law cooks turkey exactly (how?) as my mother did.*

2) Adverbial clauses of manner may have different **antecedents** in the principal clause:

a) **predicates** of the main clause:

e. g. *Dr. Stone could do it (how?) as no one else could.*

b) **detached attributes**:

e. g. *Astonished, (in what way?) as one could be in such circumstances, he did not show it. ('astonished' – detached attribute)*

c) **adverbial modifiers of manner**, giving additional information or explaining them:

e. g. *He said it with contempt, (how?) as a grown-up man should.*

#### PUNCTUATION 9b. Punctuation in Adverbial Clauses of Manner

A **comma** is usually used if the connection between the main clause and adverbial clauses of manner is **loose**:

e. g. *He could do it as no one else could have done. (close connection – no comma)*

*It followed inevitably, as the night follows upon the day. (loose connection – comma)*

#### SYNTAX 9e. Adverbial Clauses of Comparison

1) Adverbial clauses of comparison denote an **action** with which the action of the principal clause **is compared**. They are introduced by the following **conjunctions**:

<i>than</i>	<i>as</i>	<i>as...as</i>	<i>so...as</i>	<i>as if</i>	<i>as though</i>	<i>like</i>
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e. g. *Derek's broken wrist healed sooner than he had expected.*

*Peter was as obstinate as were most of his relatives.*

2) Do not confuse adverbial clauses of comparison introduced by the conjunctions **as if** and **as though** and attributive and predicative clauses introduced by the same conjunctions. Compare:

Clauses of comparison (+ additional shade of manner)	<i>Teresa looked at me (how?) <b>as if</b> she had something on her mind.</i>
Attributive clauses	<i>Teresa had a <u>look</u> (what kind of look?) <b>as if</b> she had something on her mind.</i>
Predicative clauses	<i>Teresa <u>looked</u> <b>as if</b> she had something on her mind. (‘looked’ – a link verb + predicative clause)</i>

3) **Conditional forms** are used in adverbial clauses of comparison introduced by the conjunctions **as if** and **as though** to speak about **unreal situations**:

e. g. *Margaret behaves as if she were the boss.*

**TRANSLATION 9. Translate into English using adverbial clauses wherever possible. Mind the punctuation.**

1. Не хвилюйся, коли можна не хвилюватись. Я можу тобі допомогти. Напевно, цей переклад є не надто складним. Ми могли б почати зараз. 2. Тобі потрібно буде повторити весь матеріал, коли ти повернешся додому. 3. Нічого не залишається, як виконувати вимоги викладачів. Студенти мають відвідувати заняття, інакше їм доведеться займатися додатково на канікулах. 4. Їм потрібна підтримка. – Чому я завжди повинна їм допомагати? 5. Він міг би написати мені про це. Як він сміє мене дурити? Він ставиться до мене так, ніби ми не брати. Якби тільки в мене була його адреса! Тепер мені доводиться шукати його всюди, де він встиг побувати. 6. Шкода, що я пропустила стільки уроків з граматики. Якби я не була такою ледачею, як мій брат, я б могла бути відмінною студенткою. 7. Якби я тоді добре склала іспит, я б поїхала в своє місто на канікули. Раніше я прекрасно проводила свої зимові канікули: читала, гуляла, відпочивала з друзями. Якщо трапиться так, що я куплю квитки на нічний поїзд, проведи мене, добре? – Ти б зібрала свої речі заздалегідь. – Я, мабуть, зроблю це сьогодні ввечері, а зараз мені потрібно бігти. Боюся, що каса може закритися. 10. На твоєму місці я б цікавилася його життям. Йому, напевно, нелегко жити одному в чужому місті. Тобі потрібно частіше дзвонити йому. 11. Не може бути, щоб він був удома зараз. Лікарі радять йому, щоб він гуляв щовечора. – Вже 10 вечора, пора б йому повернутися. – Піти пошукати його? – Не треба. Він, ймовірно, скоро прийде. 12. Ви не могли б дати мені свою ручку? Моя не пише. – Не може бути, що Ви нічого ще не зробили. У Вас, здається, все геть вилетіло з голови. Шкода, що Ви такий неуважний. Краще б я попросив свою секретарку, дівчину, яка спочатку працювала в Музеї сучасного мистецтва в Нью-Йорку, а потім, всупереч всім обставинам, приїхала сюди.

## UNIT 10



### Complex Sentences with Adverbial Clauses-2

**TEST 10. Spot the mistakes and identify adverbial clauses of time, place, manner and comparison.**

1. The personnel consultant recommended that managers not to sit apart from other stuff during lunch.
2. This bride-to-be's house will have sold next year as if they had more property.
3. Chris told Liz that he had a good job with a big salary, but he wasn't.
4. No one knows that she has to have her car repair, do they?
5. Remember taking children's magazines when you leave tomorrow.
6. Why on the earth did you decide to get your seven-year-old child to learn the Chinese language?
7. Although her severe pain, Pat decided to come to the meeting the way she had always done.
8. After rising the flag to commemorate the holiday, the mayor gave a long speech.
9. In spite of Nellie's fear of heights, she decided to fly with a group of her classmates to Bahamas during the spring recess.
10. Research suggests that there will be significant growth in the market for women clothes.
11. Although the quantity was small, we had supplies enough to finish the experiment.
12. Why not to have your upturned nose pierced?
13. In summer of 2015, a group of Swiss skiers came across a frozen body in the Italian Alps.
14. This book is designed to help you get ready for the exams while usage your study time effectively.
15. The professor Johnson has thorough knowledge of Egyptian hieroglyphs.

#### **SYNTAX 10a. Adverbial Clauses of Condition**

1) Adverbial clauses of condition state the **condition** which is necessary for the **realization** of the action expressed in the principal clause.

2) Adverbial clauses of condition can be joined **asyndetically**:

e. g. *Should Georgina leave tomorrow, I will have no ground to blame her.*

*Had he agreed, he'd have become the team captain.*

They can also be introduced by the following **conjunctions**:

<i>if</i>	<i>unless</i>	<i>in case</i>	<i>on condition that</i>	<i>provided (that)</i>
<i>providing (that)</i>	<i>suppose (that)</i>	<i>supposing (that)</i>	<i>admitting that</i>	<i>assuming (that)</i>
<i>considering (that)</i>	<i>given that</i>	<i>presuming (that)</i>	<i>seeing that</i>	

e. g. *If I have offended you, I am sorry.*

*In case she comes, ask her to wait for me.*

*You can do what you please provided you do it quietly.*

*Assuming that you get a place at university, how are you going to finance your studies?*

**Note:** The conjunction ‘**unless**’ is usually used with the indefinite pronouns ‘**someone**’, ‘**somebody**’, ‘**something**’, while all the other conjunctions with the indefinite pronouns ‘**anyone**’, ‘**anybody**’, ‘**anything**’:

e. g. *Unless somebody interferes, there may be a disaster.*

*If anything troubles you, you’d better tell me.*

3) The conjunction ‘**in case**’ can also be used in the adverbial clauses of purpose and reason. Sometimes it is really difficult to differentiate these clauses.

Compare:

Clause of condition	<i><u>In case</u> you forget about this, I’m sure to remind you of it.</i>
Clause of purpose	<i>Write it down <u>in case</u> you forget.</i>
Clause of reason	<i>Don’t leave the child alone <u>in case</u> something happens.</i>

4) Besides common conditional forms, conditional clauses can be used with ‘**will**’/’**would**’ or ‘**won’t**’/’**wouldn’t**’ to express:

a) **polite request:**

e. g. *If you will put the kettle on, I’ll make some tea.*

b) **refusal:**

e. g. *If he won’t go, there is nothing you can do about it.*

c) **strong disapproval of smb’s insisting on doing smth:**

e. g. *If you will drive so fast, you must expect to have accidents.*

**Ex. 1. Choose the right form of the verb in the conditional sentences given below.**

1. Even if we *will not/are not going* to swim, we *had/would* still better take a towel.
2. If you *leave/will leave* your things lying around, you shouldn’t be surprised if you *lose/will lose* them.
3. If he *has/had* read this report, he knows what all this fuss is about.
4. If you *have/had been* telling the truth, we need to act quickly.
5. If you please *wait/will wait* here a moment, I’ll tell Mr Brown you’re here.
6. I *take/will take* the money to him, providing you *have/will have* it with you now.
7. If the unit *fits/will fit* in the corner there, I think it *is/will be* the best place.
8. If you *help/will help* me with this project now, I *spend/will spend* some time tomorrow helping you with your statistics, if you *like/will like*.
9. The train *will leave/will have left* without us if we *don’t/won’t* get there soon.
10. If he is here already, he *must set off/must have set off* very early.
11. If you *were/had been* to London, you would *be able/have been able* to tell us now what it’s like.
12. Assuming everything *goes/will go* according to the plan, we *will be/will have been* with you by six o’clock.
13. The Finn is certain to win, if his engine *will not blow out/does not blows out* during the race.

14. I *will/would lend* you my car for your holiday only if you *get/will get* it serviced afterwards.

15. If you *are/will be* determined to go there, there *is/will be* clearly nothing to stop you.

### SYNTAX 10b. Adverbial Clauses of Concession

An adverbial clause of concession denotes the presence of some **obstacle** for the **action** expressed in the principal clause.

1) These clauses are introduced by the following **conjunctions, conjunctive phrases** and **connectives**:

Conjunctions	Connectives	Conjunctive phrases
<i>(al)though</i>	<i>whoever</i>	<i>no matter how</i>
<i>if</i>	<i>whatever</i>	<i>no matter what</i>
<i>while/whilst</i>	<i>whenever</i>	<i>for all that</i>
<i>whether ... or</i>	<i>wherever</i>	<i>despite that</i>
<i>even if</i>	<i>whichever</i>	<i>in spite of (the fact that)</i>
<i>even though</i>	<i>much as</i>	<i>despite (the fact that)</i>
<i>even when</i>		<i>notwithstanding that</i>
<i>though ... yet</i>		

e. g. *The young girl enjoyed the journey, though they travelled slowly.*

*In spite of the price the sales assistant quoted, I decided to buy the car.*

*While I see your point, I still think you are wrong.*

*Whoever he may be, he seems to be honest.*

2) Like in the adverbial clauses of time and condition, in clauses of concession **present tense forms** are used to **express future actions**:

e. g. *It will be a difficult operation, whichever method you choose.*

*Whichever player scores the highest number of points, will be the winner.*

Conditional forms are also possible:

e. g. *No matter which methods might be applied, it will be a break-through.*

### PUNCTUATION 10a. Comma with Adverbial Clauses of Concession

An adverbial clause of concession can either precede or follow the main clause. It is **always marked with commas** in either position:

e. g. *Even though there were minutes left to the deadline, we refused to panic.*

*We refused to panic, even though there were minutes left to the deadline.*

**Ex. 2. Paraphrase the sentences using the given connectors to get adverbial clauses of concession.**

**Example.** *In spite of the rain, the football match took place.*

= *Although it was raining, the football match took place.*

1. Even though we were late, we stopped to have something to eat. = Despite...

2. Even though they are good friends, they argue a lot. = In spite ...

3. In spite of having a lot of money, they are very mean. = Although ...

4. In spite of winning the competition, he wasn't satisfied. = Even though...

5. Even though he woke up early, he was late for his appointment. = Despite...

6. In spite of the heavy traffic, I got to work on time. = Although ...
7. Despite winning the race, Sam still wasn't happy. Even though ...
8. Although it rains a lot in England, I love living there. = Despite ...
9. Even though Tom is a qualified doctor, he doesn't have a job. = No matter ...
10. Despite the fact that I was hungry, I didn't eat anything. = Even though ...
11. Even though he was ill, Jim went to work. = Despite ...
12. In spite of losing her job, she didn't get depressed. Although ...
13. Although he doesn't like his boss, he works very hard. = In spite ...
14. Even though it is very cold, she is only wearing a T-shirt. = No matter ...
15. In spite of her busy schedule, she makes time for her children. = Even though ....
16. The dress is very beautiful, though it is very expensive. = Although ...

### SYNTAX 10c. Adverbial Clauses of Purpose

Adverbial clauses of purpose state the **purpose** of the action expressed in the principal clause.

1) They are introduced by the following **conjunctions**: *so as, in case, so that, in order that, lest, that*

e. g. *I am explaining all this to you so that you may understand my actions.*

*Take a map in case you get lost.*

*Howard locked the desk lest somebody should look in it overnight.*

2) **Note:** In Modern English the conjunctions 'in order not to' and 'so as not to' are used in negative sentences.

e. g. *Fred took a taxi in order not to be late. = Fred took a taxi so as not to be late. (NOT *Fred took a taxi not to be late.*)*

### PUNCTUATION 10b. Punctuation with Adverbial Clauses of Purpose

Adverbial clauses of purpose are **not** marked by **commas**:

e. g. *Why don't you start out early so that you don't have to hurry?*

*She turned away from the window lest anyone see them.*

**Ex. 3. Complete the sentences with adverbial clauses of purpose and condition; punctuate accordingly. Use the prompts and follow the example.**

**Example.** *Philip got the car out of the garage. (to wash it) = Philip got the car out of the garage so that he could wash it.*

1. Bertha always locks the doors and the windows of her summer cottage for winter. (to burgle)
2. Doctor Williams examined the patient. (to find out/wrong)
3. Simon decided to take a loan from the bank. (to buy a new car)
4. Before going to the forest the children took some sandwiches with them. (to get hungry)
5. Diana studies medicine very hard. (to take a position/a prestigious hospital)
6. My granny always ties her key to her wrist. (to lose)
7. I really advise you to take some book with you. (to get bored)
8. My sister always sets up her alarm clock. (to oversleep)
9. The old man put the letters on the table in the entrance hall. (to forget/to post)



10. I suggest taking a taxi. (to be late)
11. This company takes on new staff. (to expand/business)
12. Gina always carries her mobile phone. (her sick mother/call)
13. Trevor was very short of time so he used a microwave. (to cook his dinner/quickly)
14. I advise you to take a camera. (to take pictures/mountains)
15. Before going to the beach Beth applied sunscreen. (to get sunburnt)
16. Bobby did his homework. (teacher/to get angry)

### **PUNCTUATION 10c: Colon, Dash, Parentheses, Brackets and Slash**

#### 1) Use a **colon**:

a) as a formal **introducer** to call attention to an **explanation** or **summary**, a series or a quotation that follows:

e. g. *I was a bilingual child, but of a certain kind: “socially disadvantaged,” the son of working-class Mexican immigrants.*

*For an American, fishing is more than a sport: it is his personal contest against nature.*

b) between **titles** and **subtitles**:

e. g. Read *Megatrends: Ten New Things in Our Lives*

c) Do **NOT** use superfluous **colons** between the verb and its object or after ‘such as’.

**Ex. 4. Punctuate the following sentences by adding colons; some will need no change.**

1. At 1230 a.m. he was still repeating his favourite quotation “TV is the opiate for the people.”
2. The downtown streets are narrow, rough and dirty.
3. Three states noted for their vacation areas are these Hawaii, Florida and California.
4. Our research advisor recommended that we find one of the following periodicals *Intellect*, *Commentary* or *Smithonian*.
5. All their thoughts were equal pay for equal work.
6. These laws all have the same purpose they protect us from ourselves.
7. Some of these laws have an obvious purpose while others seem senseless.
8. Few things are certain, such as we are mortal and we must pay taxes.
9. One thing is certain the future looks bright.
10. The winners were Pat, Lydia and Jack.
11. Many vegetarians do not eat dairy products, including butter and cream.
12. The characteristic gift that makes us human is the gift of imagination.
13. Ms Safran points at two unexplainable things “One is poltergeists, the other is teenagers.”

2) Use **the dash** to set off:

a) a **break in thought**, an abrupt change in tone, or faltering speech:

e. g. *A hypocrite is a person who – but who isn’t?*

*“I put the key on the – in the – no, under the doormat,” she said.*

- b) a **parenthetical element** for emphasis or, if it contains commas, for clarity:  
e. g. *A lot has been said about the side effects – all bad – of the new medicine.*
- c) an introductory **series**, when it is summed up in the main part by the pronouns ‘*all*,’ ‘*that*,’ ‘*these*,’ ‘*such*’ or ‘*none*’:  
e. g. *Keen, calculating, acute and astute – I was all of these.*

3) Use **parentheses**:

a) to set off **parenthetical**, supplementary or illustrative matter without unnecessary emphasis:

e. g. *They call this illness Seasonal Affective Disorder (SAD).*

*Bernard Shaw once demonstrated that by following the rules (up to a point), we could spell ‘fish’ this way: ‘ghoeti’.*

b) in the US, to enclose figures or letters when used for **enumeration**:

e. g. *I wholeheartedly disagree, because (1) it is nonsense and (2) it is ridiculous nonsense.*

4) Use **brackets**:

a) to set off **interpolations** in quoted matter:

e. g. *According to Taylor, “Not for a single moment did he [Richard Wagner] compromise with what he believed right.”*

b) to replace parentheses within parentheses:

e. g. *Not every expert agrees (See, for example, Malachi Martin’s Rich Church, Poor Church [New York, Putman’s, 1984]).*

5) Use **the slash**:

a) **between terms** to indicate that either term is applicable (**unspaced**):

e. g. *Such society can be termed “checkless” and/or “cashless.”*

b) to make line **divisions in poetry** (**spaced**):

e. g. *As a mother lays her sleeping child / Down tenderly, fearing it may awake (Robinson).*

**Ex. 5. Punctuate the following sentences correctly with commas, dashes, parentheses, brackets or slashes and explain your choice.**

1. Gordon Gibbs or is it his twin brother? plays the drums.
2. Joseph who is Gordon’s brother is a lifeguard at the beach.
3. “I admit that I” he began but his voice broke he could say no more.
4. This organization needs more of everything more of money brains, initiative
5. Some of my courses for example French and biology demand a great deal of work outside the classroom.
6. In the TV version of The Lone Ranger Jay Silverheels 1918-1980 plays the role of Tonto.
7. This ridiculous sentence appears in the school paper “Because of a personal fool sic! the Cougars failed to cross the goal line during the last second of the game.”
8. Body language a wink or yawn nose-rubbing or ear-pulling folded arms or crossed legs can often speak much louder than words.

9. Gently rolling hills rich valleys beautiful lakes these things impress the tourist in Connecticut.

10. Some academic innovations for example the pass fail system do not ensure the high standard of knowledge.

**TRANSLATION 10. *Translate; identify subordinate clauses and their types; explain their punctuation.***

1. Якби професор мав тоді можливість проводити консультації, він би напевно це зробив. 2. Яка сьогодні жахлива погода! Зранку дощ як із відра. Якщо погода не покращиться, футбольний матч швидше за все скасують. 3. Останнім часом він відчуває якесь недомагання. Давайте його відвідаємо, гаразд? 4. Мері завжди мріяла допомагати людям. Не дивно, що вона збирається присвятити своє життя благодійності, як тільки піде на пенсію. Якщо ви маєте таку можливість, віддавайте речі, якими не користуєтесь, на благодійність. 5. До чого б ви не торкалися, все набуває творчого шарму. Я завжди знав, що ви творча людина. 6. Якби тренування на біговій доріжці ненагадувало йому тортур і він був би більш витривалим, він був би загартованим і стійким до труднощів. 7. Ситуація може призвести до дефіциту гасу та підвищення цін. 8. Ось уже кілька років міграційне питання є центральним на європейському порядку денному. 9. Вміння розставляти пріоритети – одна з найважливіших навичок управління часом, який ви можете освоїти. 10. Домініканська Республіка – набагато більше, ніж просто пляжі, курорти та поля для гольфу. Її територія вкрита тропічними лісами, саванами та горами, найвища з яких – гора Дуарте. 11. Терпіти не можу, коли мене змушують нав'язувати чужу думку моїм колегам. 12. Така обурлива поведінка наводить на думку, що цього студента давно час виключити з університету. Цей університет позиціонує себе як університет з червоної цегли, що відбиває його коріння. 13. Випускниця дуже рада, що їй випала чудова можливість самостійно розробити дизайн та структуру свого ресурсу. 14. Він просто Леонардо да Вінчі. Малює так, ніби закінчив школу мистецтв у Флоренції. Флоренція відома своєю культурою, ренесансним мистецтвом, архітектурою та пам'ятками. Місто також містить численні музеї та художні галереї, такі як Галерея Уффіці та Палаццо Пітті. 15. Якщо б ви запитали мене про наскрізні навички, я б відповів, що головним серед них є почуття впевненості у своїх силах вирішувати проблеми і спілкуватися один з одним.

## UNIT 11



### Complex Sentences with Adverbial Clauses-3

**TEST 11.** *Spot the mistakes, identify complex sentences and types of subordinate clauses in complex sentences.*

1. Ralph has called his lawyer last night to tell him about his problems, but was told that the lawyer had gone to a lecture.

2. The current edition of that magazine discusses the ancient civilization of the Latin America.

3. No one would have attended the lecture if you told the truth about the guest speaker.

4. The food we eat seem to have profound effects on our health.

5. Today was such beautiful day that I couldn't bring myself to complete all my chores.

6. This fruit if froze is supposed to last long.

7. Nancy hasn't begun working on her Ph.D. yet because she is still working on her master.

8. Delaware was considered to be the first state of the United States because it was the first to accept Constitution.

9. Danny spent such enjoyable vacation in Europe this summer that he plans to return as soon as he saves enough money.

10. Despite the time of the year, yesterday's temperature was enough hot to turn on their air conditioning.

11. Napoleon Bonaparte's ambition to control all the area around Mediterranean Sea led him and his French soldiers to Egypt.

12. Writers and media personnel sell themselves best by the impression given in their verbal expression.

13. The first Olympic Games were held at the foot of the Mount Olympus to honour the Greek's chief god, Zeus.

14. The broker Brown's back injury may prevent him off playing in tomorrow's game.

15. It was 90 years ago today that American swimmer Gertrude Ederle became the first woman to swim English Channel.

#### **SYNTAX 11a. Adverbial Clauses of Reason/Cause**

Adverbial clauses of reason/cause show the reason/cause or **motivation** of the action expressed in the principal clause. They answer the question 'why?'

1) These adverbial clauses are introduced by the following **connectors**:

Conjunctions	Conjunctive phrases
<i>because</i>	<i>due to the fact that</i>
<i>as</i>	<i>on the ground that</i>
<i>for</i>	<i>for the (simple) reason that</i>
<i>since</i>	<i>for reasons best known to ...</i>
<i>so</i>	<i>the reason why</i>
<i>that</i>	<i>the reason for</i>
<i>lest</i>	<i>because of the fact that</i>
<i>for fear that</i>	<i>in view of the fact that</i>
<i>seeing that</i>	<i>in so far as/ insofar as</i>
<i>considering that</i>	<i>inasmuch as</i>
<i>(just) in case</i>	<i>by reason of</i>
	<i>on account of</i>
	<i>now that</i>

e. g. David came home early because he was feeling bad.  
 We stayed at the first hotel we could find, for we were tired out.  
 After an hour's waiting I went to the station alone, as Lora had not come.  
Since we were late for the theatre, we took a taxi.

### PUNCTUATION 11a. Comma with Clauses of Reason/Cause

a) Usually (but not always) adverbial clauses of reason/cause are **separated by commas**, especially if they precede the main clause:

e. g. Take an umbrella, in case it rains.

b) There is **no comma** before the following **conjunctions**:

**because**, e. g. I took a taxi because it was raining.

**since**, e. g. We decided to buy John a gift since it was his birthday.

**on account of the fact, due to the fact that**, e. g. Jack asked his boss for a few days off due to the fact that he was exhausted.

**Ex. 1. Paraphrase the sentences with adverbial clauses of reason/cause using the given connectors; punctuate accordingly.**

1. There was a lot of noise, so Jimmy couldn't concentrate. (because)
2. Sarah wore a jacket because it was cold. (since)
3. Henry was new to the area, and therefore he didn't know anyone. (as)
4. Tracy won the competition, so she was happy. (due to)
5. Dana missed the bus, so she was late for the meeting, (the reason for)
6. Hugh worked hard, and as a result he passed exams with excellent grades, (because)
7. Peter's best shirt was dirty; therefore he couldn't wear it to the party. (the reason why)
8. Tim turned on the lights because it was dark. (since)
9. Gregory didn't have any qualifications. As a result, he didn't get the job. (because)
10. The job was poorly paid and Laura turned it down. (the reason why)
11. They didn't go fishing because it was foggy. (the reason why)
12. Chris didn't have enough cash with her, so she paid by credit card. (as)

13. She didn't hear her alarm clock. As a result, she was late for work. (due to )  
 14. The reason why Maggie wanted to be alone was the fact that she was upset. (as)  
 15. They didn't know the area well, so they asked for directions. (the reason why)  
 16. David put more wood on the fire because it was cold. (since)

### SYNTAX 11b. Adverbial Clauses of Result/Consequence

An adverbial clause of result/consequence shows the **result** of the action expressed in the principal clause.

1) Adverbial clauses of result are usually introduced by the conjunction **so that**:

e. g. *Darkness had fallen and a strong wind was blowing, so that the town was almost empty.*

2) Very often adverbial clauses of result/consequence have an additional meaning of **degree**. In this case they are introduced by the conjunctions:

<i>so ... that</i>	<i>such ...that</i>	<i>in such a way that</i>	<i>in such a way as to</i>
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e. g. *The boys are such good friends that they had never had a serious argument.*

*There is so much traffic on the roads that I'm afraid we won't be on time.*

3) **Do not confuse** adverbial clauses of result/consequence and compound sentences with causative-consecutive coordination introduced by the conjunctions 'so', 'therefore', 'consequently', 'as a result' or 'as a consequence', which can often be substituted with the copulative conjunction 'and'. Compare:

Compound sentences with causative-consecutive coordination	Adverbial clauses of result/consequence
<i>It was very cold, <u>so</u> I turned on the heater.</i>	<i>It was <u>so</u> cold <u>that</u> I turned on the heater.</i>

### PUNCTUATION 11a. Comma with Subordinate Clauses of Result/Consequence

1) Adverbial clauses of result/consequence are separated from the main clause by a **comma**:

e. g. *Darkness had fallen and a strong wind was blowing, so that the town was almost empty.*

2) **NO comma** is used before 'that' in the conjunctions 'so ... that', 'such ...that', 'in such a way that':

e. g. *Bella invited such a lot of guests to her party \_ that there wasn't enough room for all of them.*

*Mike is so devoted to his mother \_ that he deserves much praise.*

**Ex. 2. Fill in the gaps with the conjunctions 'so', 'such' or 'such a/an...' to make clauses of result/consequence.**

- The party next door last night was \_\_\_\_\_ loud that I couldn't sleep.
- They sell \_\_\_\_\_ lovely things in that shop that I can't help buying something even if I don't need it.
- I bought \_\_\_\_\_ lot of stuff that I couldn't carry all the bags.
- It was \_\_\_\_\_ late when I got home that I didn't have dinner and went directly to bed.

5. She dresses \_\_\_\_\_ elegantly that everyone admires her.
6. I had \_\_\_\_\_ bad headache yesterday that I had to leave work and go home.
7. I'm \_\_\_\_\_ hungry that I could eat anything for lunch.
8. He had put \_\_\_\_\_ little salt in the soup that it was tasteless.
9. It was \_\_\_\_\_ amusing film that I laughed all the way through.
10. They have got \_\_\_\_\_ fashionable furniture in their house that it is often photographed for magazines.
11. She is \_\_\_\_\_ interesting person that I could spend hours talking to her.
12. I had \_\_\_\_\_ much homework to do that I couldn't go out.
13. The bus was \_\_\_\_\_ late that we decided to take a taxi.
14. He was sleeping \_\_\_\_\_ soundly that we couldn't wake him.
15. It was \_\_\_\_\_ exciting news that I couldn't wait to tell everyone.
16. She is \_\_\_\_\_ clever girl that her parents are very proud of her.

### **PUNCTUATION 11b: Hyphen**

When in doubt whether to hyphenate a word (*eye-opener*, BUT *eyewitness*), always check a reliable dictionary and follow the rules:

a) Hyphenate **compound** words (especially newly coined or consisting of several compounding parts) to avoid ambiguity:

e. g. *We planted forget-me-nots and Johnny-jump-ups.*

*I hand-fed them.*

*Mary double-parked her car.*

b) Use the hyphen to **join two or more words** serving as a **single attribute** positioned before a noun:

e. g. *a well-built house; a twelve-year-old boy*

*I reject get-it-done, make-it-happen thinking.*

- In a series of such attributes, hyphens are carried over:

e. g. *second-, third-, or fourth-generation Americans*

- In attributes in pre-position, the hyphen is **omitted** after an adverb ending with *-ly*:

e. g. *quick-frozen foods* BUT *quickly frozen foods*

c) Use the hyphen with spelled out **compound numbers** from *twenty-one* to *ninety-nine*:

e. g. *forty-six; fifty-fifth*

d) With **fractions**, the hyphen is compulsory only when the spelled out fraction serves as an attribute in pre-position to a noun:

e. g. *about one-half full BUT *eating only one half of it**

*a two-thirds vote BUT *two thirds of voters**

e) Use the hyphen to **avoid ambiguity** or an awkward combination of letters or syllables between the prefix and the root or the root and the suffix:

*a dirty movie theatre* (compare: *a dirty-movie theatre*)

*to re-sign a petition* (compare: *to resign a position*)

*semi-independent, shell-like* (BUT *semifluid, childlike*)

f) Use the hyphen with the **prefixes** *ex-; self-; all-*; with the suffix *-elect*; and between a prefix and a capitalized root; and in the following instances:

e. g. *ex-wife*; *self-help*; *all-inclusive*; *president-elect*  
*mid-September*; *non-Biblical*; *anti-American*  
*mid-1990s* (date); *T-shirt* (part of the word is a letter or a number); *TX 76899-0034* (a long zip code)

g) Whenever possible **avoid dividing a word** at the end of a line. Use the hyphen to divide a word only between syllables (in dictionaries, words are usually divided into syllables with dots: '*sell-ing*; *set-ting*') and according to standard practice:

- one-letter syllables, one-syllable words and abbreviations: avoid leaving one-letter syllable at the end or the beginning of a line: NO *a-ble*; *spunk-y*; do not divide one-syllable words and abbreviations: *twelfth*; *through*; *UNESCO*

- two-letter endings: do not put two last letters of a word at the beginning of the next line: NO *dat-ed*; *safe-ly*; *tax-is*

- misleading divisions: do not make divisions that may cause a misreading: NO *sour-ces*; *an-gel*; *on-ions*

- hyphenated words: divide hyphenated words only at the hyphen: *mass-produced*; *father-in-law*

- -ing words: divide the words ending in *-ing* between the consonants doubled when the *-ing* ending is added: *set-ting*; *jam-ming*; *plan-ing* (BUT: *sell-ing*)

- consonants between vowels: divide words between two consonants that come between vowels, NOT when such division distorts pronunciation: *pic-nic*; *dis-cuss*; *thun-der*; NOT *suc-cess*

**Ex. 2. Use the hyphen correctly, when converting the word groups into attributive word combinations with the attribute in pre-position or compound words or words with a prefix**

**Example:** *an ordeal lasting two weeks* → *a two-week ordeal*

*glasses for water* → *water-glasses*

*not proved* → *non-proven*

*a job that pays \$45,000 a year* → *a \$45,000-a-year job*

1. a garage for three cars; 2. girls who chew gum; 3. pipes covered with rust; 4. cheese two years old; 5. a club for bird lovers; 6. a book costing thirty dollars; 7. conference that lasts a week; 8. parents who solve problems; 9. dams that control floods; 10. a freeway with eight lanes; 11. knowledge of oneself; 12. men who chew tobacco; 13. ham smoked with hickory; 14. a light used at night; 15. in the shape of an I; 16. a brush for all purposes; 17. trees covered with ice; 18. flights from L.A. to Rome; 19. a weekend lasting three days; 20. a computer five years old

**Ex. 3. First tick off the words which should not be divided at the end of a line; then use the above rules and a good dictionary to hyphenate the rest for end-of-line division:**

1. cross-reference; 2. economic; 3. fifteenth; 4. NATO; 5. gripped; 6. gripping; 7. guessing; 8. against; 9. present (gift); 10. present (give); 11. seacoast; 12. eventual; 13. recline; 14. CPA; 15. magical; 16. WFAA-PM; 17. matches; 18. dissolve; 19. cobwebs; 20. patron



**TRANSLATION 11. *Translate into English and identify the type of clauses in complex sentences.***

1. Ми повинні були зустрітися перед лекцією, але вона, як завжди, забула про це. – Це так на неї схоже. 2. Рано чи пізно, але тобі доведеться поговорити з ним про це. Краще це зробити якнайшвидше. 3. Можна було і не купувати телевізор, все одно його ніхто не дивиться. – Як ти смієш мені вказувати?! 4. Не можна забувати мити руки перед обідом. 5. Я вирішив, що ми повинні йому допомогти. 6. Сподіваюся, тобі не доведеться писати ще один лист. – Я краще пошукаю той, що загубився. 7. Не потрібно було заводити тварину, якщо ти не можеш за нею доглядати. Я не зможу тобі допомогти в цьому. 8. Тільки завдяки їй я змогла дістати квитки. 9. Всім пасажиром негайно підійти до вагону № 1. 10. Можна я одягну твоє сукню? – Тільки спробуй! 11. Молоко скисло. Треба було поставити його в холодильник. 12. Він дивився на хлопця і думав, ким йому судилося бути. 13. Вечорами вона любила відвідувати подруг. 14. А ну, відкрий ці двері. – Ніяк не відкриваються. 15. Зварити тобі каву? – Дякую, не треба. 16. Ти не повинна дражнити брата, він може розплакатися. 17. Залишся ще на трохи, добре? – Не можу. Переклад треба зробити до четверга. Якщо я не зможу його зробити, я втрачу роботу. – Нічого іншого не залишається, як відпустити тебе. 18. Якщо ти ще раз мене скривдиш, я піду від тебе. 19. Мабуть, він уже прийшов. – Не турбуйтеся. Він працював тут раніше і знає правила. 20. Директор каже, що ви повинні надрукувати це негайно.

## UNIT 12

### Composite Sentence Revision

**TEST 12. Spot the mistakes and identify compound and complex sentences and types of their clauses.**

1. Don't apologize to me for saying such a thing, won't you?!
2. It looked as if it was snowing, but we knew it was only some white dust that had covered the town's streets.
3. Before borrowing money, banks have to assess the risks involved.
4. The Transport Minister, from which department the e-mail was apparently sent, has denied all knowledge of a cover-up.
5. If I had met him in Hague a couple of weeks ago I would have never dared to ask him this question.
6. I have bought a new sports car last week; however, I haven't learnt how to operate it yet.
7. Recently the Cyprus has developed into an important financial hub for investors from all over the world.
8. A five-thousand-dollars reward was offered for the capture of the escaped criminals.
9. George has not completed the assignment yet, and Maria hasn't neither.
10. The next important question we have to decide is when do we have to submit the proposal.
11. Rita enjoyed to be able to meet several Congress members during her vacation.
12. If I hadn't been in hurry, I wouldn't have spilled the milk.
13. They asked me what did happen last night, but I was unable to tell them.
14. She wishes that we didn't send her the candy yesterday because she is on a diet.
15. The officials object to them wearing long dresses for the inaugural dance at the country club.

### SYNTAX 12. Complex Sentence Revision

**Ex. 1. Sort the sentences according to the type of their adverbial clause.**

Adverbial clause of	Sentence number	Adverbial clause of	Sentence number
<i>Time</i>		<i>Purpose</i>	
<i>Place</i>		<i>Comparison</i>	
<i>Manner</i>		<i>Reason/Cause</i>	
<i>Condition</i>		<i>Result/Consequence</i>	
<i>Concession</i>			

1. The citizens of Hardbridge were upset, for a new factory was to be built near their town.
2. Lisa takes off her shoes the moment she gets home.
3. Trevor made so many mistakes in his exam paper as if he had been absolutely not ready.
4. Din recorded the match so that he could watch it later.
5. In spite of the fact that she was really hungry, Sally couldn't make herself eat anything.
6. Gosh! You look as if you are going to faint!
7. Take a warm sweater in case it is cold in the evening.
8. Wherever I looked, I couldn't find the keys.
9. We found John where the lane crossed the avenue.
10. Since I feel your utter dislike for me, I will not bother you any longer.
11. If he comes, we are not home for him.
12. We will wrap the presents if you bake the cake.
13. Philippa was happy she acted the way she had been taught at her finishing school in Switzerland.
14. Though it may seem simple, you will have to work at this task for a long time.
15. After you are done, call us.
16. Charlotte Bronte was as talented as were her other sisters and her brother.

**Ex. 2. Finish the following conditional sentences; follow the example.**

**Example:** I don't know if we're late because I don't have a watch. If ...

= *If I had a watch, I'd know whether we are late.*

1. Nick's not very good at maths so he can't become an accountant. Were...
2. Should anything happen to make you change your mind, let me know. If by
3. Supposing the world was going to end tomorrow, what would you do tonight?  
Were ...
4. Kindly calm down so I can explain what I mean. If you would ...
5. I can't go and work in France because I can't speak French very well. If ...
6. I think you should complain to the manager. If ...
7. Supposing we do go ahead with the building, it can't be before June. If we are ...
8. I think not having school on Mondays and having shorter holidays sounds quite a good idea. I think it might be quite nice if ...
9. The young lad wasn't looking where he was going and tripped over that wire.  
If ...
10. The only thing that made the show worth watching was the visual effects.  
If it ...
11. I would never have got so far if my parents hadn't encouraged me. Had it
12. You're lying in this hospital bed because you forgot the most basic rule of Safety First. If you ...
13. Taking that job would have meant her working from eight till eight every day.  
If she ...
14. But for the goalkeeper's brilliance, we could have lost by many more. If the ...
15. Turning left at the lights would have got you here ten minutes earlier. Were you ....

16. The only reason the child hasn't been prosecuted is the fact that he's only twelve. Were it ...

**Ex. 3. Fill in the gaps with the conjunctions from the box and identify the type of the subordinate clauses.**

till/until	while	before	hardly... when	as soon as	when	as/so long as	by the time
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1. You can keep those CDs for \_\_\_\_\_ you like.
2. I can't do any washing \_\_\_\_\_ the washing machine is repaired.
3. We saw the smoke \_\_\_\_\_ we turned into our street.
4. We had \_\_\_\_\_ gone to bed \_\_\_\_\_ there was a knock at the door.
5. Sarah parked the car \_\_\_\_\_ Paul dashed into the bank.
6. I have to finish these letters \_\_\_\_\_ I can leave the office.
7. Wait here \_\_\_\_\_ I get back.
8. I was washing my hair \_\_\_\_\_ the phone rang.
9. \_\_\_\_\_ Sue reached the bank, it had closed.
10. They will be at their summer house \_\_\_\_\_ they get a letter from their son.
11. I will set the table \_\_\_\_\_ you come home.
12. There is only one week \_\_\_\_\_ my summer holidays begin.
13. We learnt several interesting facts \_\_\_\_\_ we were listening to the lecturer.
14. Will you wait a minute \_\_\_\_\_ I look through the manuscript?
15. \_\_\_\_\_ she keeps her word, I will keep mine.

**Ex. 4. Spot and correct the mistakes.**

1. He said, that his car cost him a fortune.
2. Carol found a job last week, which she had started looking for one a month ago.
3. When he'll call, I'll give him the message.
4. He gave me so helpful advice that I was able to solve the problem.
5. He took a taxi, which was unwise for he had no money on him.
6. You'd better book a table in case the restaurant will be busy.
7. Despite of her wealth, she is still unhappy.
8. This is the man who's dog attacked me.
9. The hotel where we stayed at was very luxurious.
10. He ran down the road to not miss the bus.
11. Despite his wanting to go, he stayed at home.
12. The dog hurt it's paw and was desperate.
13. She often acts as if she is better than everyone else.
14. She makes so delicious food, she ought to be a chef.
15. While being in London, I visited a lot of museums.
16. At 8 o'clock, Jane finished writing the letter, which she had started writing an hour ago.
17. No matter how warm it will be, be sure to pack warm things.
18. Pass me the screwdriver, should you?

19. They held a sponsored parachute jump in order that to raise money.
20. I suggest to go to the cinema after we will have finished our dinner
21. It was such an awful news that it ruined our holiday.
22. I had rather have you do it.
23. Have we arrived in time, everything might have been different!
24. “You should better make up with Paul as soon as you see him”, Mike said.
25. I do not know much about the americans, or about their traditions.

**Ex. 5. Make sentences by punctuating correctly, try to convey the implications indicated in brackets; explain the chosen punctuation marks and identify the types of sentences and subclauses.**

a judge has let a man be excused from jury service because [*quote*] he was in love for the first time [*end of quote*] and the internet cant handle it

it was like something from a movie the judge told the man to go with his blessing *sic!* after hearing the 54 year olds plea

i cant serve Im [*omitted*]... away till monday. im 54 a bachelor & its my 1st time in love said the prospective juror

then you go [*emphatic*] and you go [*emphatic*] with my blessing responded the judge it was truly an epic moment

the tale was told by sarahjane murphy a court reporter in ireland who was in court when the exchange took place

**TRANSLATION 12. Translate; identify the types of sentences, punctuate correctly.**

1. Бажано, щоб результати тесту були відмінними.
2. Трапиться вам побачити цю рідкісну книгу, купіть її для мене.
3. Якщо я не буду багато працювати, я не складу іспит.
4. Дивно, що вам не вдалося дочекатися на нього.
5. На твоєму місці, я б не припиняв працювати над своєю дослідницькою роботою.
6. Я пропоную, щоб нам дали ще один шанс.
7. Якби Марк прийшов вчасно, ми б ще встигли на потяг.
8. Вона поводитьсь так, наче знає, що в неї будуть питати.
9. Він виглядав так, наче не спав всю ніч.
10. Ти виглядаєш так, начебто сильно схвильований.
11. Час вже студентам знати всі правила англійської граматики.
12. Боюся, він відмовиться викладати історію мови.
13. Ми вважаємо, що тобі слід позбутися цієї твоєї поганої звички.
14. Якби він був сумлінний, то давно вже впорався з ремонтом.
15. Якщо на небі хмари – буде дощ.
16. Хай там що, а я спробую!
17. Тобі б краще почекати на більш сприятливий момент.
18. Якби ж він не був таким пихатим, я б залюбки мав з ним справи.
19. Чи не час нам оголосити перерву?!
20. Кепсько, що ви не поважаєте один одного.
21. Шкода, що ви такі недружні.
22. Я виїхала з дому на півгодини раніше з тим, щоб бути вчасно на лекції.
23. Якщо ви не знаєте його адреси, як же ви його знайдете?
24. Якби не було кохання, не було б і життя.
25. Якби ми знали французьку краще, ми б читали літературу в оригіналі.
26. Я б прийшла вчора на заняття, якби була здорова.
27. Якби ти поклав книжку на місце, вона б була тут і зараз.
28. Шкода, що ти її загубив.
29. Тільки б вони домовилися!
30. Якщо ви не перевірите свою роботу, у вас, безумовно, будуть помилки.

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### **Online Resources**

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2. <https://www.coursera.org/lecture/noun-clauses-conditionals/noun-clauses-with-that-FFuZC>
3. <https://in.coursera.org/lecture/grammar-punctuation/compound-sentences-video-lecture-9EuhP>
4. <https://gb.coursera.org/lecture/grammar-punctuation/adverb-clause-video-lecture-ehxqx>
5. <https://de.coursera.org/lecture/sciwrite/3-1-experiment-with-punctuation-RSO5I>

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теорія та практика**

Навчально-методичний посібник  
для студентів 4 курсу факультету іноземних мов  
(Англ., укр. мовами)

Коректор *О. В. Анцибора*  
Комп'ютерне верстання *В. В. Савінкова*  
Макет обкладинки *І. М. Дончик*

Формат 60x84/16. Ум. друк. арк. 5,88. Наклад 50 пр. Зам. № 19/23.

Видавець і виготовлювач  
Харківський національний університет імені В. Н. Каразіна,  
61022, м. Харків, майдан Свободи, 4.  
Свідоцтво суб'єкта видавничої справи ДК № 3367 від 13.01.2009.

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