



ALFRED NOBEL UNIVERSITY,
DNIPROPETROVSK

PRACTICAL ENGLISH GRAMMAR

PART III

SYNTAX



**ДНІПРОПЕТРОВСЬКИЙ УНІВЕРСИТЕТ
імені АЛЬФРЕДА НОБЕЛЯ**

**В.В. МУРИЧ
К.О. ВЕЛЬЧЕВА**

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Рецензент:

Н.В. Зінукова, кандидат педагогічних наук, доцент.

Мурич В.В.

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Цей посібник являє собою третю частину навчального комплексу,
що включає систему тренувальних і умовно-комунікативних прав із син-
таксису для засвоєння граматичних форм та формування перекладаць-
ких навичок.

Вправи посібника — тренувальні і умовно-комунікативні — побудо-
вані на матеріалі лексики, передбаченої програмою.

Посібником можуть користуватися студенти першого і другого
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Видання призначене також для тих, хто готується до складання тес-
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Syntax of the Simple Sentence

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- §1. The Definition of Syntax.**
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§1. THE DEFINITION OF SYNTAX

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

§2. THE DEFINITION OF THE SENTENCE. NON-SENTENCE UTTERANCES

Anything that is said in the act of communication is called an utterance. Most utterances are sentences, although there are some which do not constitute sentences and are called non-sentence utterances. They are:

1. Vocatives.
 - Mark?
 - Mr Neal!

2. Yes/no utterances. These are mostly responses to “yes/no” questions.

- Are they coming? – Yes/No.

3. Interjections.

- Look here!
- Dear me!
- Goodness gracious!

4. Different conversational formulas.

- Thanks.
- Good-bye.
- Hi.

Some linguists say that a sentence is a unit of speech whose grammatical structure conforms to the laws of the language and which serves as the chief means of conveying a thought. A sentence is not only a means of communicating something about reality but also a means of showing the speaker’s attitude to it.

Other linguists consider that a sentence is a word combination or a separate word expressing a finished idea.

§3. TWO MAIN PRINCIPLES OF THE CLASSIFICATION OF SIMPLE SENTENCES

The classification of simple sentences is based on two principles:

- a) according to the purpose of the utterance;
- b) according to the structure.

3.1. The Classification of Sentences According to the Purpose of the Utterance

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

- 1) the declarative sentences (повествовательные предложения);
- 2) the interrogative sentences (вопросительные предложения);

- 3) the imperative sentences (повелительные предложения);
- 4) the exclamatory sentences (восклицательные предложения).

1. Declarative Sentences

A declarative sentence contains a statement which gives the reader or the listener some information about various events, activities or attitudes, thoughts and feelings. Statements form the bulk of monological speech, and the greater part of conversation. A statement may be positive (affirmative) or negative. In a declarative sentence the subject precedes the predicate. It is generally pronounced with a falling intonation and is marked by a full stop in writing.

- We are from Ukraine.
- Cathy is a nurse.
- She wasn't ready.
- The train didn't come.

In conversation, statements are often structurally incomplete, especially when they serve as a response to a question asking for some information, and the response conveys the most important idea.

- Where are you going? – To the theatre.

2. Interrogative Sentences

Interrogative sentences contain questions. Their communicative function consists in asking for information. They belong to the sphere of conversation and only occasionally occur in monological speech. Interrogative sentences are formed by means of inversion, that is, by placing the predicate (or part of it) before the subject.

There are four kinds of questions:

1. General questions.
2. Special questions.
3. Alternative questions.
4. Disjunctive questions.

1) General questions require the answer “yes” or “no” and are spoken with a rising tone. They are formed by placing part of the predicate, that is, the auxiliary, modal or link verb before the subject of the sentence.

- Do you like this part of the country?
- Are you coming tonight?

- Have you helped your mother through all these years?
- Shall I open the door?
- Is that girl a friend of yours?

“Yes/No” questions may be incomplete and reduced to two words only:

- Can you? Does he?

A negative “yes/no” question usually adds some emotional colouring of surprise or disappointment.

- Haven’t you posted the letter yet?
- Haven’t you seen him yet?

In Ukrainian the particle “невже” and in Russian the particles “разве, неужели” are used in such questions.

2) Special questions begin with an interrogative word and are spoken with a falling intonation. The order of words is the same as in general questions.

- Where are you from?
- What are you doing there?
- Which story did you like best?
- How can I get to your place?

When the interrogative word is the subject of the interrogative sentence or an attribute to the subject, the order of words is that of a statement, that is, no inversion is used.

- Who came first? (subject)
- What makes you think so? (subject)
- Whose team has won the match? (attribute)
- Whose book is on the table? (attribute)

3) Alternative questions imply a choice between two or more alternative answers and they are spoken with a rising intonation in the first part and a falling intonation in the second part.

- Will you go to the opera or to the concert tonight?
- Do you live in town or in the country?

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

- Which do you prefer, tea or coffee?
- Where shall we go, to the cinema or to the football match?

Actually such structures fall into two parts, the first forms a special question, the second a condensed alternative question.

- Would you prefer tea or coffee?
- Where shall we go, to the cinema or to the football match?

Sometimes the alternative contains only a negation.

- Will they ever stop arguing or not?

4) Disjunctive questions (tag questions) require the answer “yes” or “no” and consist of an affirmative statement followed by a negative question, or a negative statement followed by an affirmative question. The first part is spoken with a falling intonation and the second part with a rising intonation.

- You know French, don't you? – Yes, a bit.
- Mark is a football fan, isn't he? – He certainly is.
- You are not tired, aren't you?
- He can't ski, can he?

A disjunctive question is added to a statement for confirmation and therefore is sometimes called a confirmative question.

It corresponds to such Russian tag questions as “Не так ли? Не правда ли? Ведь так?” The speaker expects the listener to share his view of some situation rather than give him some new information. The most usual patterns of sentences with tag questions are as follows:

Affirmative statement – negative tag – affirmative answer

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

Negative statement – affirmative tag – negative answer

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

The answer, however, may be unexpected, as in:

- You didn't know that before, did you? – But I did.

A sentence pattern with a tag question may serve as a response to the previous remark. Thus it forms a comment having some emotional attitude, such as surprise, anger, sarcasm.

• They even put the car on the ship for you. They do, do they?
Who takes it off again?

- He brought these flowers, too. – He did, did he? – Yes.

3) Imperative sentences express commands which convey the desire of the speaker to make someone, generally the listener, perform an action. Besides commands, imperative sentences may express prohibition, a request, an invitation, a warning, persuasion, depending on the situation, context or intonation.

- Stand up! Sit down. Open your textbooks.
- Be quick.

Commands are characterized by a falling tone.

- Stop talking!

Requests and invitations are characterized by a rising intonation.

- Open the door, please!
- Do come to see me tomorrow.

In the case of the first person plural and the third person singular, the imperative let is followed by a personal pronoun in the objective case.

- Let him try again.
- Let them come in.
- Let us have some tea.

A first-person command often implies invitation or suggestion and may be followed by the tag “shall we?”.

- Let’s do it together, shall we?

There are two negative constructions with **let** for the first person.

- Let’s not quarrel about trifles.
- Don’t let’s quarrel about trifles.

4) An exclamatory sentence expresses some kind of emotion or feeling. It often begins with the words “what” and “how”. It is always in the declarative form, that is, no inversion takes place. It is generally spoken with a falling intonation.

- What a funny story she told us!
- What valuable advice you’ve given us!
- What a lovely day it is!
- What fine weather!

- How kind of you to let me in!
- How beautifully she sings!

3.2. The Classification of Sentences According to the Structure

From the point of view of their structure sentences can be:

1. Simple or composite.
2. Composite sentences may be compound and complex.

The difference between the simple sentence and the composite sentence lies in the fact that the former contains only one subject-predicate unit and the latter more than one. Subject-predicate units that form composite sentences are called clauses.

- Honesty is the best policy.
- Still waters run deep.
- You can take a horse to the water, but you cannot make him drink.
- You never know what you can do till you try.

3.3. Structural Classification of Simple Sentences

- Two-member and one-member sentences.
- Extended or unextended sentences.
- Complete or incomplete sentences.

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

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

- John drives his children to school every morning
- Robert has already washed his grandfather's car.

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

- She couldn't help smiling.
- What on earth are you talking about?

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

- What are you doing? – Reading.
- Who does it for you? – James, of course.
- Where were you yesterday? – At the theatre.

b) A one-member sentence is a sentence having only one member which is neither the subject nor the predicate. This does not mean, however, that the other member is missing, for the one member makes the sentence complete.

- Spring. May. Warm weather. Flowers!

One-member sentences are generally used in descriptions and in emotional speech.

One-member sentences in English are of two types: nominal sentences and verbal sentences.

Nominal sentences are those in which the principal part is expressed by a noun. They state the existence of the things expressed by them. They are typical of descriptions.

- Silence. Summer. Midnight.
- Dusk – of a summer night.
- English spring flowers!

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

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

A sentence consisting only of the main parts is called an unextended sentence

- I am a student.
- Mary laughed.
- He is clever.

An extended sentence is a sentence consisting of the subject, the predicate and one or more secondary parts (objects, attributes, adverbial modifiers).

- John ran quickly to me.
- My friend Mike is a very kind student.

- She laughed heartily at the joke.

One-member sentences are also divided into unextended and extended.

- Summer.
- Hot summer night.

Practice

Ex. 1. Define the kinds of sentences according to the purpose of the utterance.

1. Charles Dickens was born at Landport, Portsmouth. 2. She doesn't work. 3. Do you like sport? 4. What dreadful weather it is! 5. She could not help laughing. 6. Where have you been? – Over there. 7. He is an engineer. 8. Flowers smell. 9. How beautiful! 10. Winter! 11. What a lovely day we are having! 12. Come to the blackboard! 13. You speak German, don't you? 14. Stop talking! 15. Open the window, please! 16. Beautiful! 17. Do come to see me tomorrow! 18. Do you live in the village? 19. Who lives in this room? 20. Ukrainian is my native language.

Ex.2. Point out one-member and two-member sentences. Say a) if they are extended or unextended, b) if the two-member sentences are complete or incomplete.

1. Ben closed his eyes to think clearly for a moment. 2. “Two cups of coffee, please,”...young Flynn timidly ordered... “What else do you want?” – “Jam turnover”, replied the child. 3. Why are you standing here? – Because of the rain. 4. Freedom! Bells ringing out, flowers, kisses, wine. 5. No! To have his admiration, his friendship, but not at that price. 6. She is a doctor. 7. Birds fly. 8. Frosty! 9. Is she at home? – Naturally. She's asleep. 10. What was she doing? – Reading.

Ex. 3. Define the kinds of sentences according to the purpose of the utterance.

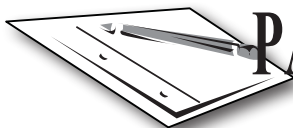
Laura was terribly nervous. Tossing the velvet ribbon over her shoulder, she said to a woman standing by, “Is this Mrs. Scott's house?” and the woman, smiling queerly, said, “It is, my lass”. Oh, to be away from this! She actually said, “Help me God!” as she walked up the tiny path and knocked. To be away from these staring eyes, or to be covered

up in anything, one of those women's shawls even! I'll just leave the basket and go, she decided. I shan't even wait for it to be emptied.

Then the door opened. A little woman in black showed in the gloom.

Laura said, "Are you Mrs. Scott?" But to her horror the woman answered, "Walk in, please, miss," and she was shut in the passage. "No," said Laura, "I don't want to come in. I only want to leave this basket."

The little woman in the gloomy passage seemed not to hear her. "Step this way, please, miss," she said in an oily voice, and Laura followed her.



PART II

Parts of the Sentence. The Main Parts of the Sentence

§4. The General Idea of the Parts of the Sentence.

§5. The Main Parts of the Sentence: the Subject.

5.1. The Definition of the Subject.

5.2. Ways of Expressing the Subject.

5.3. The Formal Subject It .

5.4. The Formal Subject There .

§6. The Main Parts of the Sentence: the Predicate.

6.1. The Definition of the Predicate.

6.2. The Structural Classification of the Predicate.

6.3. The Simple Verbal Predicate.

6.4. The Simple Nominal Predicate.

6.5. The Compound Verbal Predicate.

6.5.1 The Compound Verbal Phasal Predicate.

6.5.2 The Compound Verbal Modal Predicate.

6.5.3 The Compound Verbal Predicate of Double Orientation.

6.6. The Compound Nominal Predicate.

6.6.1 Three Groups of Link Verbs.

6.6.2 Ways of Expressing the Predicative.

6.7. Mixed Types of the Compound Predicate.

§4. THE GENERAL IDEA OF THE PARTS OF THE SENTENCE

Almost every sentence can be divided into certain components which are called parts of the sentence. Parts of the sentence are usually classified into main (principal) and secondary. The main parts of the

sentence are the subject and the predicate. They constitute the backbone of the sentence. The secondary parts of the sentence are the object, the attribute and the adverbial modifier.

Besides these two kinds of sentence components there are the so-called independent elements, that is, elements standing outside the structure of the sentence, they are therefore of lesser importance. The independent elements are direct address, parenthetical words (parenthesis) and interjections.

§5. THE MAIN PARTS OF THE SENTENCE: THE SUBJECT

5.1. The Definition of the Subject

The subject is the main (principal) part of a two-member sentence which is grammatically independent of the other parts of the sentence and on which the second main part (the predicate) is grammatically dependent. In most cases it agrees with the subject in number and person. The subject can denote a living being, a lifeless thing or an idea.

5.2. Ways of Expressing the Subject

The subject is expressed by:

1. A noun in the common case or a nominal phrase with a noun:
 - The twins are very friendly.
 - The next train to London leaves at 10 p.m.
 - A great number of trees were planted.
2. A personal pronoun in the nominative case:
 - I usually go jogging before breakfast.
 - They are flying to Budapest next Wednesday.
 - She is very kind.
3. A pronoun: demonstrative,
indefinite,
negative,
possessive,
interrogative.

- Nothing can be done about it.
- This is the last straw.
- Hers was the final judgment.
- One learns by experience.
- Who told you this?

4. A numeral (either cardinal or ordinal):

- Seven cannot be divided by two.
- The third was a young man with a dog.
- Four and five is nine.

5. An infinitive or an infinitive phrase:

- To love is to forgive.
- To deny the past is to deny the future.
- To dance is pleasant.

6. A gerund or a gerundial phrase:

- Swimming is very useful for health.
- Talking mends no holes.
- His knowing English will help him in his future career.

7. Any word or words used as quotation:

- “And” is a conjunction.
- His “How do you do” never sounds cordial enough.
- “The War of the Worlds” was first published in 1898.

8. A clause (then called a subject clause), which makes the whole sentence a complex one.

- What girls of her sort want is just a wedding ring.

5.3. The Formal Subject. The Formal Subject “It”

The formal subject neither denotes nor points out any person or non-person and is only a structural element of the sentence filling the position of the subject. Thus a formal subject functions only as a position-filler. In English there are two such position-fillers: it and there.

The Formal Subject it.

The formal subject “it” is impersonal when it is used in sentences describing various states of nature, things in general or denoting time, distance.

- It’s autumn. – Осень.
- It’s warm today. – Сегодня тепло.
- It’s freezing. – Морозит.
- It seems that they were frank. – Кажется, они были откровен-

ны.

Sentences with impersonal “it” are usually rendered in Ukrainian or Russian by means of impersonal sentences.

The formal subject “it” is introductory if it introduces the notional subject expressed by an infinitive, a gerund, a predicative complex, or a clause.

- It’s impossible to deny this.
- It was no good coming there again.
- It didn’t occur to her that the idea was his.
- It was lucky that she agreed to undertake the job.

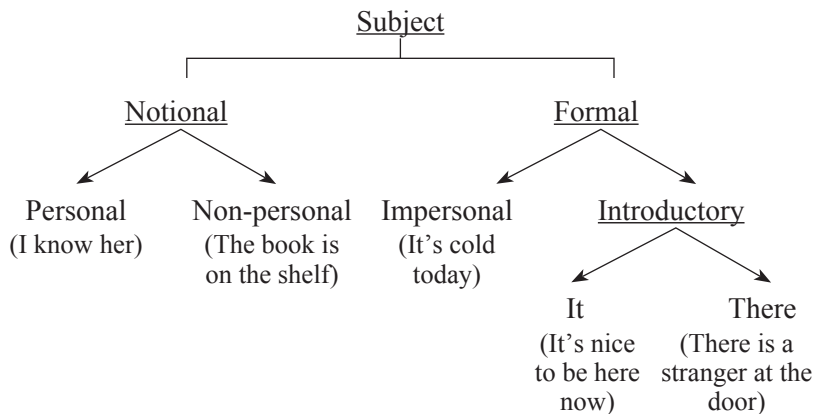
5.4. The Formal Subject “There”

Sentences with a notional subject introduced by “there” express the existence or coming into existence of a person or non-person denoted by the subject. The notional subject introduced by “there” is expressed:

1. By any noun or a noun phrase:
 - There was silence for a moment.
 - There were a lot of people in the street.
2. By indefinite, negative or universal pronouns.
 - There was something wrong about the whole situation.
 - There was nobody in the house.
 - There were all of them in the classroom.
3. By a gerund or a gerundial phrase.
 - There was no talking that evening.
 - There was no dancing at the party.
4. By a clause.
 - There is what we might call a pattern.

Pay attention to the following scheme.

Grammatical Types of Subject



Practice

Ex. 1. Point out the subject. State what it is expressed by.

1. We must study well.
2. There are plenty of historical places in our town.
3. I saw a lot of people in the street.
4. She spends her free time in the park.
5. My daughter enjoys cycling.
6. Everybody will be delighted to see you.
7. He is known to be a famous opera singer.
8. To teach pupils is a responsible task.
9. Swimming is my favourite kind of sport.
10. Nothing can be done in this situation.
11. It is half past six.
12. "For" is a preposition.

Ex. 2. Point out the subject. State the nature of it. Translate the sentences into Ukrainian or Russian.

1. The bell rang. It was lean, pale Eddie Warren in a state of acute distress.
2. It was impossible to see the hen-house from the window of her bedroom.
3. The telephone rang. I went to answer. It was Joe Bjornson.
4. "Who is there?" – "It's only me and my friends."

5. It was the dignity that checked my tongue.
6. “Did you hear the news?” – “Yes.” – “It was a terrible thing.”
7. I took a good room. It was very big and light.
8. There was nothing to do that evening.
9. It was a beautiful boat.
10. There may come a time when you’ll regret it.
11. There were both of them present.
12. It was lucky that she agreed to understand the job.
13. There is a lot of snow outside.
14. It seems he knows English well.
15. There must be something wrong with him.

§6. THE MAIN PART OF THE SENTENCE: THE PREDICATE

6.1. The Definition of the Predicate

The predicate is the second main part of the sentence. Structurally the predicate in English expressed by a finite verb agrees with the subject in number and person.

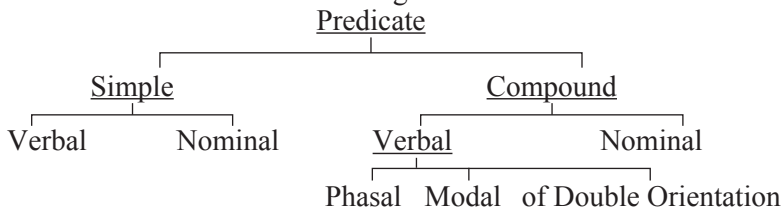
- I am at home now.
- My parents are at work.
- We love pop music, he loves jazz.

The only exception to this rule is a compound modal and a simple nominal predicate, the latter doesn’t have any verb form at all.

- He can state.
- We can ski.
- He, a reliable friend!

6.2. The Structural Classification of the Predicate

Let’s have a look at the following table.



From the structural point of view there are two main types of the predicate: the simple predicate and the compound predicate.

Both these types may be either verbal or nominal. So, we can distinguish the simple verbal predicate, the simple nominal predicate, the compound verbal and the compound nominal.

Compound verbal predicates may be further classified into phasal, modal and of double orientation.

6.3. The Simple Verbal Predicate

The simple verbal predicate is expressed by:

1) A finite verb in a simple or a compound tense form (All English tenses in the active and passive voice represent the simple verbal predicate).

- She reads a lot.
- She is reading now.
- She has read this novel.
- She has been reading this novel for a month.
- They will return soon.
- When did life begin on earth?
- The letter has been sent off.
- We were given a lot of presents yesterday.
- By May they will have been living here for 25 years.

2) A verb phrase (a phraseological equivalent of a verb denoting one action). Here belong:

a) Phrases denoting single actions:

to have a look, to have a talk, to give a look, to have a smoke, to give a cry, to give a laugh, to make a remark, to make a move, to pay a visit, to have a sleep.

- She gave him a look and walked out.
- I had a wash.
- They gave a cry.
- Did you have a sleep?

b) Phrases denoting various kinds of actions:

to change one's mind, to get rid of, to get hold of, to lose sight of, to make fun of, to make up one's mind, to make use of, to take care of, to take part (in), to take leave, to take interest.

- Are you taking part in the concert?

- She made up her mind to change her point of view.
- I have never taken much interest in German poetry.
- They lost sight of him.

6.4. The Simple Nominal Predicate

The simple nominal predicate is expressed by a noun, or an adjective, or a verbal. It does not contain a link verb, as it shows the incompatibility of the idea expressed by the subject and that expressed by the predicate. Thus in the meaning of the simple nominal predicate there is an implied negation.

Sentences with the simple nominal predicate are always exclamatory.

- He a gentleman! – Ну какой же он джентльмен!
- John, jealous! – Джон – ревнует! (Быть этого не может!)

The predicate is separated by a comma, but a comma is not regarded as a strict rule.

The simple nominal predicate can be expressed by:

1. A noun:

- She, a nun!
- You a bother! Never.

2. An adjective:

- She, beautiful!
- He, good-looking!

3. An infinitive or an infinitive phrase:

- My son to insult a gentleman at my table!
- Hercule Poirot to sleep while murder is committed!

4. Participle I or a participial phrase:

- He spying!
- She trying to be funny!

6.5. The Compound Verbal Predicate

The compound verbal predicate can be divided into three types:

- a) the compound verbal phasal predicate;
- b) the compound verbal modal predicate;
- c) the compound verbal predicate of double orientation.

6.5.1. The Compound Verbal Phasal Predicate

The compound verbal phasal predicate denotes the beginning, duration, repetition or cessation of the action expressed by an infinitive or a gerund. It consists of a phasal verb and an infinitive or a gerund.

a) The phasal verbs of beginning are: to begin, to start, to commence, to set about, to take to, to fall to, to come.

- They began to talk about their childhood.
- I come to think that you are right.
- Tom started playing football.
- He took to going to the farm.

b) The phasal verbs of duration are: to go on, to keep, to continue, to proceed.

- They kept talking but nobody was listening to them.
- Go on reading.
- She continued translating the text into French.
- As we continued to laugh his surprise gave way to annoyance.

c) The phasal verbs of repetition: would, used.

- He used to swim a lot.
- During her leisure hours she would read or walk in the fields.

d) The phasal verbs of cessation: to stop, to finish, to cease, to give up, to leave off.

- He gave up smoking.
- The band ceased playing.

Note: There is a considerable difference in the functions of the gerund and the infinitive after the verb “to stop”:

• Jane stopped talking to him (*the gerund “talking” is used as part of a compound verbal phasal predicate*). – Джейн перестала с ним говорить.

• She stopped to talk to him (*the infinitive “to talk” is used as an adverbial modifier of purpose*) – Она остановилась, чтобы поговорить с ним.

6.5.2. The Compound Verbal Modal Predicate

The compound verbal modal predicate consists of a modal part and an infinitive. It shows whether the action expressed by an infinitive

is considered as possible, impossible, obligatory, necessary, desirable, planned, certain, etc.

The modal part may be expressed by:

1. A modal verb.

- He must forget it.
- You can prove everything and nothing.
- I can't say a word, I can't even apologize.
- I had to bite my lip to prevent myself from laughing.
- May I ask you a question?

2. A modal expression of nominal nature:

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

- They were anxious to cooperate.
- Are you able to walk another two miles?
- I am going to visit my friends in Italy.

6.5.3. The Compound Verbal Predicate of Double Orientation

The compound verbal predicate of double orientation consists of two parts. The first part is a finite verb which denotes the attitude to, evaluation of, or comment on, the content of the sentence expressed by the speaker or somebody not mentioned in the sentence. The second part denotes the action which is (was/will be) performed by the person / non-person expressed by the subject.

- She is said to have been living abroad for 20 years. – Говорят, что она уже 20 лет живет за границей.
- The English delegation is reported to have left Kyiv. – Сообщают, что английская делегация уже уехала из Киева.

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

Semantically this type of predicate has much in common with the compound verbal modal predicate: for example – You can't have made such a mistake (He может быть, чтобы вы сделали такую ошибку).

Formally these predicates are different, because in the compound verbal modal predicate the first component is a modal verb, whereas in the compound predicate of double orientation it is a verb or a phrase

expressing attitude, evaluation, or comment. They belong to one of the following verb groups:

1. Intransitive verbs of seeming or happening with the general meaning of evaluation in the active voice:

to seem, to appear, to prove, to turn out, to happen, to chance

- She seems to know French well.
- They proved to be very reliable.
- The weather appears to be getting warm.
- I happened to be there that night.

2. Some verbs in the passive voice:

a) Verbs of saying:

to say, to report, to state, to declare.

- They are said to have arrived in London.
- This country is reported to be rich in oil.
- He is declared to have signed a very important contract.

b) Verbs of mental activity:

to believe, to consider, to expect, to find, to know, to mean, to think, to understand.

- She has never been known to lose her temper before.
- He is considered to be a very talented composer.
- They were believed to have sold their cottage.

c) Verbs of perception:

to feel, to hear, to see, to watch.

- He was heard to knock at the door.
- The young girl was seen to leave her flat.

3. Phrases with some modal meaning:

to be likely, to be sure, to be certain.

- They are likely to take part in the conference.
- He is unlikely to help them.
- We are certain to come to see you tonight.
- John is sure to see Jane. (“Sure” indicates the attitude of the speaker, it is the speaker rather than John who is sure).

6.6. The Compound Nominal Predicate

The compound nominal predicate denotes the state or quality of the person or thing expressed by the subject.

- We are very tired (the predicate expresses the state).

- The film is interesting (the predicate expresses the quality).
The compound nominal predicate consists of a link verb and a predicative (nominal part).
- They are students.
- He is young.
- I am 17 year old.

6.6.1 Three Groups of Link Verbs

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

1. Link verbs of being:

to be, to feel, to sound, to smell, to taste, to look, to appear, to seem.

- My elder sister is a doctor.
- You look lovely today.
- He felt better pleased than ever.
- They seemed bewildered.
- These flowers smell wonderful.
- Her voice sounded cold and hostile.
- The soup tastes delicious.
- Everything appeared very great.

2. Link verbs of becoming:

to become, to grow, to turn, to get, to make.

- The younger brother became a famous scientist.
- But she had grown too proud or too passive.
- The girl's face turned red.
- At his age, he gets nervous.
- The boy will make a great pianist.

3. Link verbs of remaining:

to remain, to continue, to keep, to stay.

- His wife sighed and remained silent.
- The dancing continues fast and furious.
- The children kept suspiciously silent.
- He stayed relaxed.

6.6.2. Ways of Expressing the Predicative

The predicative can be expressed by:

- 1) A noun in the common case or in the genitive case.

- Her father was a sailor.
- She is a pretty child.
- The hat is my sister's.
- The face was Victoria's.

2) An adjective or an adjective phrase.

- They are young and happy.
- The apples smell good.
- The music sounded beautiful.
- She was full of enthusiasm.

3) A pronoun.

- It was he.
- That's him.
- You are nobody.
- But she was herself again.

4) A numeral (cardinal or ordinal).

- He is 64.
- I'm the first.

5) An infinitive or an infinitive phrase.

- June's first thought was to run away.
- The only thing to do is to contact them.
- My idea was to go there myself.
- His greatest dream was to have a son.

6) A gerund.

- My hobby is collecting stamps.
- The main problem was their being away at the moment.
- Her favourite sport is skating.
- His favourite past time was reading detective stories.

7) By Participle II or very seldom Participle I.

- She was surprised at seeing beautiful roses on her desk.
- The subject seemed strangely chosen.
- That sounded quite distressing.
- It is very distressing to me.

- 8) A prepositional phrase.
- They are on our side.
 - The things were outside her experience.

- 9) A stative.
- He was wide awake by this time.
 - But I'm afraid I can't help them.

10) A predicative clause which makes the whole sentence a complex one.

- That's what has happened.

6.7. Mixed Types of The Compound Predicate

Compound predicates can combine elements of different types. Thus we can distinguish:

1) The compound modal verbal nominal predicate.

- She must feel better pleased than ever.
- They couldn't be happy.
- He may have been ill then.
- You can't have been late for the train.

2) The compound modal nominal verbal predicate.

- Are you able to walk another two miles?
- We were anxious to cooperate.

3) The compound phasal nominal predicate.

- She was beginning to look desperate.
- George began to be rather ashamed.

4) The compound modal phasal predicate.

- You ought to stop doing that.
- He can't continue training.

5) The compound nominal predicate of double orientation.

- She is said to be very ill.
- They seem to be very tired.

Practice

Ex. 1. Point out the predicate and say to what type it belongs.

1. Ann writes good compositions.
2. The man is very old.
3. They have been living here for a long time.
4. My brother went to the football match yesterday.
5. The pencil is broken.
6. We must do it immediately.
7. They will be able to go with us.
8. The weather got worse.
9. Helen kept silent.
10. Our aim is mastering English.
11. We feel very happy today.
12. He is tired.
13. This old lady looks very sad.
14. His father works in a bank.
15. I have been working for this company since last year.
16. You may take my book.
17. She stopped reading and looked at me.
18. Jack turned pale.
19. He can swim very well.
20. She was 7 when she started skating.

Ex. 2. State what types the compound predicates belong to.

1. Don't bother him. He must be sleeping.
2. She came up to the piano and started to play it.
3. He kept on speaking but nobody was listening to him.
4. She is said to have been working here for 40 years.
5. You seem to be tired.
6. Today I'm feeling unwell.
7. She is a very pretty child.
8. He had to begin living all over again.
9. They ought to stop doing nothing.
10. Mr. Smith can't have made such a mistake.
11. Do you know that he stopped smoking last year?
12. They are unlikely to come to the party.
13. Kate must be working in the garden now.
14. He is said to be good at playing chess.

15. You look so lovely today.
16. He kept glancing at her through the rest of the play.
17. They were seen to swim across the river.
18. My elder brother can drive a car very well.
19. I think you ought to be more considerate.
20. He began to feel rather hungry.



The Secondary Parts of the Sentence

§7. The Object.

7.1 The Definition of the Object.

7.2 Ways of Expressing the Object.

7.3 The Types of the Object.

§8. The Attribute.

8.1. The Definition of the Attribute.

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§9. The Adverbial Modifier.

9.1. The Definition of the Adverbial Modifier.

9.2. The Types of the Adverbial Modifiers.

9.3. Ways of Expressing Adverbial Modifiers.

§10. The Independent Elements of the Sentence.

§11. Homogeneous Parts.

§12 Analysis of the Simple Sentence.

§7. THE OBJECT

7.1 The Definition of the Object

The object is a secondary part of the sentence which completes or restricts the meaning of a verb, an adjective or a stative.

7.2. Ways of Expressing the Object

The object can be expressed by:

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

- I have seen a new film today.

- She bought a wonderful dress yesterday.
 - He helped the wounded.
- 2) A pronoun.
- I saw them in the hall.
 - He doesn't know anybody here.
- 3) A numeral or a phrase with a numeral.
- At last she found three of them high up in the hills.
- 4) A gerund or a gerundial phrase.
- I suggest joining them.
 - She hates being disturbed.
- 5) An infinitive or an infinitive phrase.
- I'm glad to have been invited to their wedding.
 - I don't know how to get there.
- 6) Various predicative constructions.
- He saw her enter the building.
 - She felt the small girl trembling all over.
 - He insisted on her buying this cottage.
- 7) An object clause which makes the whole sentence a complex one.
- I don't know where they live.
 - He doesn't remember what country he is from.

7.3. The Types of the Object

From the point of view of their value and grammatical peculiarities, we can distinguish four types of objects:

- the direct object
- the indirect object
- the prepositional object
- the cognate object

7.3.1. The Direct Object

The direct object is used after transitive verbs with which it is closely connected as it completes their meaning. It is used without any preposition.

- He wrote the article two week ago.

“The article” is the direct object expressed by a noun in the common case.

- She doesn’t know anybody here.

“Anybody” is the direct object, expressed by an indefinite pronoun.

- I suggested walking in the park.

“Walking” is the direct object, expressed by a gerund, non-perfect active.

Some English verbs which take a direct object correspond to Ukrainian or Russian verbs followed by an indirect object with a preposition. These verbs are:

To address smb – *обращаться к кому-либо*

To affect smb, smth. – *влиять на кого-то, что-то*

To answer smth. – *отвечать на что-либо*

To approach smb, smth. – *подойти, приблизиться к чему-либо*

To attend smth. – *присутствовать где-либо*

To enjoy smth. – *получать удовольствие от чего-либо*

To enter smth. – *входить во что-либо*

To follow smb, smth. – *следовать за кем-либо*

To join smb, smth. – *присоединиться к кому-либо, чему-либо*

To need smb, smth. – *нуждаться в ком-то, в чем-то*

To play smth. – *играть на чем-либо*

To reach smth. – *пойти, достать до чего-то*

To watch smb, smth. – *следить за кем-либо, чем-либо.*

If we compare Ukrainian or Russian and English, we will see that in English there are more verbs taking a direct object than in Ukrainian or Russian. Thus, if a transitive verb takes only one object expressed by a noun or pronoun without a preposition, it is always a direct object.

- I always help my friend.

Consequently very often the indirect object in Ukrainian or Russian corresponds to the direct object in English.

- He helped me. – Он помог мне.
- She envied us. – Она завидовала нам.

7.3.2. The Indirect Object

The indirect object denotes a living being to whom the action of the verb is directed.

- He gave her a flower.

(indirect) (direct)

In this sentence we can point out two objects – “a flower” is a direct object, expressed by a noun in the common case, “her” is an indirect object, expressed by a personal pronoun in the objective case. Here are some other examples:

- She offered him a sandwich.
- They sang their friends a wonderful song.

The indirect object is non-prepositional when it precedes the direct object.

- My mother always gives me some good advice.
- He brought us some good news.

When the indirect object follows the direct object, the indirect object is preceded by the preposition “to” or “for”. “To” is used with the following verbs: *bring, feed, give, hand, lend, offer, owe, pass, pay, post, promise, read, sell, send, show, take, teach, tell, throw, write*.

• He is going to offer something to us. (But: He is going to offer us something.)

“Something” is a direct object expressed by an indefinite pronoun.

“To you” is an indirect object expressed by a personal pronoun in the objective case and a preposition.

“For” is used with the following verbs: *book, bring, build, buy, choose, cook, fetch, find, get, leave, make, order, pick, reserve, save*.

• They found a spare ticket for me. (But: They found me a spare ticket.)

“Ticket” is a direct object expressed by a noun in the common case.

“For me” is an indirect object expressed by a personal pronoun in the objective case and a preposition.

When the direct object is expressed by the pronoun “it”, it always precedes the indirect object.

- He sent it to us.
- Give it to Mary.

7.3.3. The Prepositional Object

The prepositional object is an indirect object that follows both transitive and intransitive verbs and completes their meaning. The indirect prepositional object is always preceded by a preposition.

- How would you deal with the problem?
- She could hardly stand on her skates then.

- Invention arises from idleness.
- She is uneasy about it.
- He was not aware of her being there.

7.3.4. The Cognate Object

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

- a) It is used with intransitive verbs though it has no preposition.
- b) It is expressed by a noun which is either of the same root as the verb or is similar to it in meaning.

The cognate object is generally used in such combinations as: to smile a smile, to live a life, to laugh a laugh, to die a death.

- He died the death of a hero.
- One must live one's own life, you know.
- She smiled a sad smile.
- The woman laughed a bitter laugh.

Practice

Ex. 1. Point out direct, indirect, and prepositional objects, and says what they are expressed by.

Note. Remember that the indirect object cannot be used without the direct object.

Models: Give me (indirect) your address (direct).

I must read it (direct) to you (indirect).

He came with his father (prepositional).

1. Give me a knife and a small spoon, please.
2. It is raining, you must give her your umbrella.
3. Tell us your story about your trip to Africa.
4. Tell it to him, too.
5. I know nothing about it.
6. Show me your room.
7. I want to buy a doll for my little sister.
8. I haven't seen the children today.
9. Help me, please.
10. See me tomorrow.
11. You'll forget him, believe me.
12. She writes letters to her cousins.

Ex. 2. Point out the objects and say what kind they are.

1. Give me a match, please.
2. Put all possible questions to this sentence.
3. Will you pass me the sugar?
4. I addressed her twice before she answered me.
5. He handed the letter to his wife.
6. I need a book with pictures for my little daughter.
7. Everybody listened to him with interest.
8. Peggotty opened a little door and showed me my bedroom.
9. We are sorry for him.
10. He stopped and shook hands with me.
11. She put the kettle on the fire.
12. We looked for the boy everywhere.

§8. THE ATTRIBUTE

8.1. The Definition of the Attribute

The attribute is a secondary part of the sentence which qualifies a noun, a pronoun, or any other part of speech that has a nominal character.

- It was a letter from his devoted friend.
- She was a beautiful girl when she was young.
- An attribute can be either in pre-position or in post-position to the word it modifies.
 - The problem to be discussed today is urgent.
 - He is a very clever boy.

8.2. Ways of Expressing Attributes

An attribute can be expressed by different parts of speech.

1. By an adjective (the most common way of expressing an attribute).

- The sand glittered like fine white sugar in the sun.
- I've never seen such a stunning view.

Some composite adjectives may be derived from other parts of speech by means of the participle – forming suffix –ed, as in:

- It was a low-ceilinged L-shaped room.
- She was the most admired woman.

2. A pronoun (possessive, indefinite, universal, demonstrative, relative, interrogative).

- His shrewd, steady eyes lost none of their clear shining.
- Here is some money for you.
- Can you see those children of mine anywhere?
- James once went down to see for himself what sort of place this was that they had come from.
- In that great London, what time had they to be sentimental?

3. A numeral (cardinal or ordinal).

- They arrived just three weeks ago.
- John has always been the first boy in his class.
- Is it part two of the book?

4. By a noun in the common case.

- It happened on a December evening.
- He was a village doctor.
- The garden wall was almost ruined.

5. By a noun in the possessive case.

- My sister's hair was long and curly.
- He caught the sound of the children's voices.
- Nelson had asked Mary's father's consent before proposing.

However, an attribute expressed by the preposition *of* + a noun in the possessive case is used in post-position.

- this clever joke of mother's,
- a book of my brother's.

6. By a prepositional nominal phrase.

- He was a man of very regular habits.
- And the impressions of six years are not got over in such a space of time.

Here it should be mentioned that the treatment of these prepositional phrases in English syntax is different from their treatment in Ukrainian or Russian syntax where most of them are regarded as objects.

- The letter from her sister reassured her.

Письмо от ее сестры успокоило ее. Лист від її сестри заспокоїв її.

<u>English</u>	<u>Russian/Ukrainian</u>
“from her sister” is an attribute	“от сестры / від сестри” is a prepositional object
• He was the captain of the ship. “of the ship” is an attribute	“корабля” is an indirect object
• She suggested a cup of coffee. “of coffee” is an attribute	“кофе” is an indirect object

7. By an adverb:

a) in pre-position

- The then government didn't respond to this just claim.
- They appeared on the upstairs balcony.

b) in post-position

- The man there is my brother.
- A voice inside said, “Come in.”

8. By infinitives, infinitive phrases or an infinitive construction.

- I have a lot of things to do.
- I have nobody to talk to.
- The letters to be sent are on the shelf.
- There is a problem for you to solve.

9. By a gerund or a gerundial construction.

- There are different methods of teaching English.
- He showed no sign of having ever known me.
- I insist on her going to Belgium.

10. By Participle I and Participle II.

- He made his way down the creaking stairs.
- Let sleeping dog sleep.
- They stood in the lighted windows of the shop.

11. By sentences used as a whole (the so-called “quotation nouns”)

- It was a “you-must-take-us-as-you-find-us” attitude to things, and it saved me a lot of trouble.

12. By a clause (then called an attributive clause) which makes the whole sentence a complex one.

- Some called me by the name which no one here knows.

Practice

Ex. 1. Point out the attribute and say what it is expressed by.

Note. An attribute may stand before and after the noun. Remember that an attribute to a pronoun always follows it.

1. Ansell gave an angry sigh.
2. I hear Mary's voice in the next room.
3. I looked at her smiling face.
4. He is a walking grammar book.
5. Toby is a good clever boy.
6. The cover of this book is blue.
7. It was a cold winter night.
8. The streets Kyiv are wide.
9. Tell me something interesting.
10. I don't see anything difficult in it.
11. I like all our theatres.
12. Give me a better pencil, please.

Ex. 2. Point out the attribute and say what it is expressed by.

1. It was such a cruel thing to have happened to that gentle, helpless creature.
2. I followed my aunt's advice.
3. The door of the kitchen was open.
4. Read the first chapter.
5. She told us something unexpected.
6. This is the exercise to write.
7. I'm not in a habit of reading other people's letters.
8. She looked at the boy sitting nearby.
9. Here is the village club.
10. A middle-aged man carrying a sheaf of cards walked into the room.
11. I think I have come across the same idea in a little French review quite unknown in England.
12. She had the look of a woman well-fed, well-taken-care of.
13. Perhaps one day you will have a reason for writing about it.
14. Ships built for the transportation of oil are called tankers.

§9. THE ADVERBIAL MODIFIER

9.1. The Definition of the Adverbial Modifier

The adverbial modifier is a secondary part of the sentence which modifies a verb (in a finite or non-finite form), an adjective, a stative, or an adverb.

9.2. The Types of the Adverbial Modifier

According to their meaning we distinguish the following kinds of adverbial modifiers.

1. The adverbial modifier of time.
 - I'm sure they will come back tomorrow.
 - When dancing, he had occasion to look at Aileen often.
 - Kate returned ten days later.
2. The adverbial modifier of place.
 - They moved to Canada last year.
 - He had spies everywhere.
 - Among the hills Martin and Ruth sat side by side.
3. The adverbial modifier of manner.
 - He danced badly, but energetically.
 - You can improve your pronunciation by listening to tape-recordings.
 - Their conversations were conducted with icy formality.
4. The adverbial modifier of frequency.
 - She is always careful.
 - We often visit our parents.
 - He calls them from time to time.
5. The adverbial modifier of degree.
 - It is a rather boring film.
 - She is an extremely caring mother.
 - You are quite right.
6. The adverbial modifier of reason (cause).
 - Thanks to my parents I got a decent education.

- The accident happened owing to bad driving.
 - I have failed because of my laziness.
7. The adverbial modifier of purpose.
- Jane has come to help us.
 - We took a taxi in order not to be late.
 - I have repeated my words for you to remember them.
8. The adverbial modifier of condition.
- But for you I wouldn't be here at all.
 - Without faith there can be no cure.
 - Jane won't sing unless asked to.
9. The adverbial modifier of result.
- It is too cold to go out.
 - He was fool enough to believe it.
 - John was so fortunate as to get the first prize.
10. The adverbial modifier of comparison.
- John plays the piano better than Mary.
 - The boy is now as tall as his father.
 - Tom speaks French like a Frenchman.
11. The adverbial modifier of concession.
- In spite of his anger John listened to me attentively.
 - With all his faults, I like him.
 - Though a bad painter, he had a delicate feeling for art.
12. The adverbial modifier of attendant circumstances.
- He stood before the window, smoking his pipe.
 - They walked two miles without meeting anyone.
 - "No", said George, turning to his wife.

9.3. Ways of Expressing the Adverbial Modifiers

An adverbial modifier can be expressed by:

1. An adverb.
 - Ann sings beautifully.
 - My parents are always busy.
 - She is extremely caring.

2. A noun, pronoun or numeral preceded by a preposition (a prepositional phrase).

- They accepted the invitation with pleasure.
- We met at the conference in 2010.
- Classes start on the first of September.

3. A noun without a preposition or a non-prepositional noun phrase.

- Wait a minute!
- Come this way, please.
- We meet every day.

4. A gerundial phrase or a gerundial construction.

• Remember to open the window before doing your morning exercises.

- Are you angry because of my being late?

5. An infinitive or an infinitival construction.

- He is too lazy to get up early.
- We have come here to ask you a favour.
- The problem is too difficult for a child to solve.

6. A participle, a participial phrase or a participial construction.

• When questioned, she explained everything very carefully.
• Turning away, she caught sight of the extra special edition of The Signal.

- I don't want to quarrel with the children listening.

7. A clause (then called an adverbial clause) which makes the whole sentence a complex one.

- Won't you stay till the rain stops?
- We stayed at home because it rained.

Practice

Ex. 1. Point out adverbial modifiers of time, place and manner and say what they are expressed by.

Models: Come to see me tomorrow.

We live in Moscow.

Don't speak so loudly.

Jim spoke in a whisper.

1. Ann can speak English well.
2. Father comes home at four o'clock.
3. You mustn't stay there late.
4. She looked at me with a smile.
5. John said it in a low voice.
6. Take these things up-stairs.
7. She came into the room from the kitchen.
8. I will do it for you with pleasure.
9. Don't allow the children to play in the street.
10. We started early in the morning.
11. That day I was busy and didn't go out.
12. We stayed there for an hour.

Ex. 2. Put the adverbial modifiers in their proper places.

Note. With verbs of movement or staying (движения или пребывания) the adverbial modifier of place comes immediately after the verb. If there are two or more adverbial modifiers, the usual order is "place", "manner", "time".

Model: Bill ran home quickly an hour ago.

They stayed there quietly all day.

1. He went (at seven o'clock, by taxi, to the theatre).
2. She stood (looking at the road, on the porch).
3. Felix lived (for a long time, in France).
4. We went (after dinner, to the village shop).
5. They left (in a hurry, at about 12 o'clock, for London).
6. We started (after dinner, there, immediately).
7. Don't forget that you must come (every morning, regularly, here).
8. I will meet you (tomorrow, at three o'clock, at the college gates).
9. Did you come (on your bicycle, to work, this morning)?
10. I went (by air, last month, to St. Petersburg).

Ex. 3. Put the adverbs given in brackets in their proper places.

Note. The adverbial modifier of frequency expressed by such adverbs as: *never, usually, often, seldom, yet, just*, etc. is placed before the main verb or after the auxiliary or modal verb.

Models: She seldom comes to see us.

Do you often go through the park?

You are always late.

I can never understand you.

The book has already been translated.

1. She has a few mistakes in her composition (always).
2. I can agree to that (never).
3. We have six lessons a day (usually).
4. Old Mrs. Pratt is ill (often).
5. You are kind to me (always).
6. I met him there (seldom).
7. We are very busy (generally).
8. They will believe it, I'm sure (never).
9. My friend stays long with us (seldom).
10. We are going for a walk (just).

Ex. 4. Put the adverbs of frequency in their proper places.

Note. In questions the place of adverbs of frequency is after the subject.

Models: Is he often late?

Have you ever seen him?

What time do you generally get up?

1. Where do you spend the summer (usually)?
2. Do you prepare your lessons in the afternoon (always)?
3. Did he come so late (often)?
4. Are you in time (always)?
5. When do they start working (usually)?
6. Have you seen him (ever)?
7. Are you going for a walk (just)?
8. Do the children quarrel with each other (often)?
9. Has your uncle mentioned this fact (ever)?
10. Must you get up so early (always)?

Ex. 5. Put very much in its proper place.

Note. "Very much" is an adverbial modifier of degree. It has the following positions in the sentence:

1. after the direct object: I like this idea *very much*. I like coffee *very much* in the morning.

2. after the verb "to be" (before participle II): He was *very much* surprised to hear that.

3. before the subordinate clause: I hope *very much* that you will be able to do it.

1. Do you like the story?
2. I can't say that I like the idea.
3. Would it matter if we arrive about ten minutes later?
4. They were surprised to meet the two sisters there.
5. John regrets that he cannot take part in the discussion.
6. I was disappointed to find out that the letter was lost.
7. We enjoyed ourselves at the party.
8. He said that he was impressed by her progress.
9. I doubt that they have ever visited Japan.
10. I like a cup of hot tea at five o'clock.

§10. THE INDEPENDENT ELEMENTS OF THE SENTENCE

Independent elements of the sentence generally are not grammatically dependent on any particular part of the sentence, but as a rule refer to the sentence as a whole. The independent element may consist of a word or a phrase. We can distinguish three types of independent elements:

1. Direct Address: A direct address is the name of a person to whom the rest of the sentence is addressed. It may be emotionally charged or neutral, but semantically it does not influence the sentence.

2. Parenthetical Words. (Parenthesis)

As to its meaning the parenthesis may be of several types:

a) It may express the speaker's attitude to the relation between what is expressed in the sentence and reality (*perhaps, maybe, certainly, evidently*).

b) It may connect the sentence it belongs to with the preceding or the following one expressing different relations (*first, firstly, secondly, finally, after all, besides, by the way, on the contrary*).

- Besides, I wanted to tell you something.
- After all, he'd only been doing his duty.
- Finally the whole party started walking.

3. Interjections: *oh, ah, dear me, by God.*

- You like this hat, eh?
- Dear me, I had no idea you were such a determined character.

Summing up we can use the following table:

The Independent Elements of the Sentence

<i>Direct Address</i>	<i>Parenthetical Words</i>	<i>Interjections</i>
(Come here, Ann!) (Good morning, sweet sonny!)	(Probably, to be sure, unfortunately, anyway, to begin with, to tell the truth, in my opinion, maybe, indeed, etc.)	(Oh, ah, hurrah, eh, goodness gracious, good heavens, hallo, alas, well, etc.)

Practice

Ex. 1. Point out the independent elements and say by what they are expressed.

1. Her grandmother, alas, is worse.
2. How, by the way, are you going to manage it?
3. Pete, please open the window.
4. What's wrong, Ann?
5. Porter, please help me with this heavy box.
6. Perhaps we shall go there next week.
7. To be honest, I dislike him.
8. In my opinion, she'll not enter the institute this year.
9. Scientifically, this experiment is of great importance.
10. Well, what will you do now?
11. When, by the way, will it all be over?

Ex. 2. Point out all the independent elements and say by what they are expressed. Translate the sentences into Ukrainian.

1. Nicholas, unfortunately, had passed an unquiet night. (*Cronin*).
2. To do that lady justice, Miss Spencer bore the surprising ordeal very well. (*Bennett*).
3. "Have one each, my dears," said the cook in her comfortable voice. (*Mansfield*).
4. "Well, Miss Spencer," she greeted the former Baroness Zerlinski. (*Bennett*).

5. "Oh, father!" cried Nella, "what a lot of mustard you have taken!" (*Bennett*).

6. At length the reply from Mr. Murdstone came... (*Dickens*).

7. He is my husband, and, of course, I do what he tells me. (*Bennett*).

8. She glanced, sideways, at the old couple. Perhaps they would go soon. (*Mansfield*).

9. Needless to say, the total was more and not less than a thousand francs. (*Bennett*).

10. That was, so speak, another gift from Warley. (*Braine*).

11. "Well, of course, there's been a great deal of talk and speculation. ... To begin with, there are the people who think that the husband did it. A husband or a wife is, in a way, the natural person to suspect, don't you think so?" "Maybe," said the inspector cautiously. (*A. Christie*).

12. "Do you know me, feller?" "Not I," cried Hugh. "Ha, ha, ha! Not I! But I should like to." (*Dickens*).

13. "Aha!" cried Sir John, raising his eyebrows. (*Dickens*).

14. "It is not enough, my lord," Mr. Haredale continued... (*Dickens*).

15. "O, you are here then?" said the secretary. "Dear me!" "Why, where should we be, Muster Gashford!" (*Dickens*).

16. "Mother," said Barnaby, as they heard the man approaching to close the cells for the night, "when I spoke to you just now about my father you cried, "Hush!" and turned away your head. Why did you do so? Tell me why, in a word." (*Dickens*).

17. Frankly, I am accustomed to good wine. (*Cronin*).

18. May be, after all, there was something in that wild idea of Albertine's. (*Kahler*).

19. To begin with, although I have taken my degree, I do not practice medicine. (*A. Christie*).

20. "But, my dear lady," remonstrated Sir Henry, "it can't be all." (*A. Christie*).

21. Quite frankly, I'm almost certain she took it. (*A. Christie*).

22. Yes, Romaine will tell you. My God! It's a lucky chance that. (*A. Christie*).

23. "Poor fellow," said the maid, "how vilely you have been handled, to be sure!" (*Stevenson*).

24. "Alas!" cried Lady Vandeleur, "all our diamonds are gone..." (*Stevenson*).
25. "Thank Heaven!" cried Lady Vandeleur, "here he is!" (*Stevenson*).
26. "Heavens!" cried he, "where was my head?" (*Stevenson*).
27. "You needn't cry, Miggs," said Mrs. Varden, herself in tears, ... (*Dickens*).
28. Besides, Mr. Binks is getting very impatient. (*S.K. Hocking*).
29. "I believe you, my boy," he answered... (*Stevenson*).
30. "Well, Huddleston, what do you say to that?" asked Northmour, turning to the bed. (*Stevenson*).

§ 11. HOMOGENEOUS PARTS

Sentence extension embraces different parentheses and direct address, it also includes homogeneous parts. Homogeneous parts are two or more components of the sentence which are characterized by the following features:

1) They are connected by coordination. They are connected either by a coordinating conjunction, or joined *asyndetically*.

- The men were cold and sick and silent.
- They crawled ahead, waited, listened to the bombardment.

2) They have one and the same syntactical function in the sentence.

From the point of view of their syntactical function we can distinguish:

a) homogeneous subjects:

- My friends and I had a great time yesterday.
- He and Jack didn't discuss such things.

b) homogeneous predicates:

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

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

c) homogeneous predicatives:

- He felt little and worn and helpless.
- The question was painful and difficult to ask.

d) homogeneous objects:

- She had on a sweater and a blue skirt.
 - They bought a lot of presents for their brothers and sisters.
- e) homogeneous attributes:
- He wore a blue striped shirt and grey checked trousers.
- f) homogeneous adverbial modifiers:
- She had lessons on Tuesday after school and on Sunday afternoons.

Practice

Ex. 1. Point out homogeneous parts, define them and state by what they are expressed.

1. The ship was loaded with wheat, maize and barley.
2. My favourite subjects are English, Biology and Mathematics.
3. I'll come to you on Saturday or Sunday.
4. There are many cinemas, theatres and monuments in Lviv.
5. I called at her house but didn't find her at home.
6. She laughed and didn't answer.
7. First she began to understand and then to speak English.
8. The room was clean, bright and empty.
9. At last her mother and brothers appeared.
10. She may come back in summer or autumn.

Ex. 2. Point out homogeneous parts, define them and state by what they are expressed. Translate the sentences into Ukrainian.

1. It was a low, pleasant laugh. (*Braine*).
2. "Vaults closing!" Samuel would say and yawn. (*Bennett*).
3. She turns round and looks at her husband. (*Wilde*).
4. He has asked his questions querulously but sternly... (*Aldridge*).
5. Regret for the past and the future is the same... (*Sommerfield*).
6. But again Ashurst smiled and shook his head. (*Galsworthy*).
7. She was walking on before him so lightly and so erect... (*Joyce*).
8. Digging went on through Tuesday and Wednesday. (*Warner*).
9. I watched him, read his letters, saw him frown at one, smile at another... (*Du Maurier*).
10. He felt discouraged, strangely empty. (*Cronin*).

11. There were tangerines and apples stained with strawberry pink. (*Mansfield*).

12. The light outside had chilled, and threw a chalky whiteness on the river. (*Galsworthy*).

13. The Captain was mostly concerned about himself, his own comfort, his own safety. (*Heym*).

14. Her mother was speaking in her low, pleasing, slightly metallic voice. (*Galsworthy*).

15. It could be smashed by violence but never forced to fulfil. (*Stone*).

16. He sat up in his chair and adjusted an eyeglass. (*A. Christie*).

17. She must have been a very stupid woman, or else very inexperienced. (*A. Christie*).

18. The Dictator had not come to attack, but to observe;... (*Stevenson*).

19. He added a brief sketch of his feelings and thoughts during the journey;... (*Stevenson*).

20. It must have been the poorest, weakest, and most watery heart that ever beat,... (*Dickens*).

Ex. 3. Point out homogeneous parts and state how they are connected.

1. Nobody ever saw Shirac or the old sailor again. (*Bennett*).

2. The room was plainly visible as commodious, comfortably, though not agreeably furnished. (*Cronin*).

3. She was sitting in a chair idly, neither reading nor sewing... (*Maugham*).

4. That night Arthur hardly slept at all. He was thinking, tossing and turning. ...Next morning he got his cheque cashed, but avoided the shop of the dove-grey dress..., and, instead, bought himself some necessaries. (*Galsworthy*).

5. But I was more afraid of the plain than of the partisans... (*Greene*).

6. A moment later she pulled back the key and opened the door and stood on the landing outside. (*Bates*).

7. "Both he who chooses heads and he who chooses tails are equally at fault..." (*Greene*).

§12 ANALYSIS OF THE SIMPLE SENTENCE

Ex. 1. Analyse the following sentences according to the model.

Model: Clarice was waiting for me in my bedroom. (*Du Maurier*).

It is a declarative, simple, two-member, complete, extended sentence.

“Clarice”	is the subject expressed by a proper noun in the common case, singular;
“was waiting”	is a simple verbal predicate expressed by the verb “to wait” in the Past Continuous Tense, singular, the active voice, the indicative mood;
“for me”	is a prepositional indirect object expressed by a personal pronoun, first person, singular, in the objective case, preceded by the preposition “for”;
“in my bedroom”	is an adverbial modifier of place expressed by a prepositional phrase.

1. Mary shook off her mantle with a shrug of her shoulders. (*Cronin*).

2. I opened the knife, and cut a length of twine, and came back into the room again. (*Du Maurier*).

3. Most of the western rivers flow down a steep slope near the sea and are short and rapid. (*Wide World Reader*).

4. The contrast between the south-east and the north-west of Britain depends on a fundamental distinction in rock structure.

5. His heart felt swollen in his chest. (*Stone*).

6. The girl (Aileen) was really beautiful and much above the average intelligence and force. (*Dreiser*).

7. The idleness made him cranky. (*Stone*).

8. Suddenly all the differences between life and death became apparent. (*Stone*).

9. Miss Fulton laid her moonbeam fingers on his cheeks and smiled her sleepy smile. (*Mansfield*).

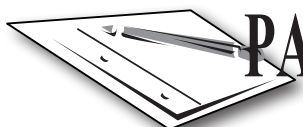
10. Sally found it difficult to visit anybody herself. (*Prichard*).

11. Next morning brought no satisfaction to the locksmith's thoughts,... (*Dickens*).

12. He laughed rather bitterly. (*A. Christie*).

13. It was a week later. (*A. Christie*).

14. Up to that moment the banker had given no sign of life,...
(*Stevenson*).
15. The footman came at the summons, very white and nervous.
(*Stevenson*).
16. The new-comer was a large, coarse, and very sordid personage, in gardening clothes, and with a watering-pot in his left hand. (*Stevenson*).
17. She made him no answer. (*Dickens*).
18. Emma had known grief, and could bear it better. (*Dickens*).
19. It was a curious journey. (*A. Christie*).
20. My father and my uncles did not seem to notice any change.
(*Donoso*).
21. The opinion of Bacon on this subject diametrically opposed to that of the ancient philosophers. (*Macaulay*).
22. The woman with the snuff-stained lips turned around in her chair and looked up at the clock. (*O'Connor*).
23. I wanted to be invisible. (*Wilkins*).
24. The nurse came back, carrying a glass of chocolate milk.
(*Munro*).
25. But for me, I don't like grievances. (*Frost*).
26. Some weeks later, I went back to Lawrenceville with a steel tape, borrowed a stepladder, and measured the height of the basket. (*McPhee*).
27. Ron told me all this in a quiet, almost apologetic manner.
(*Angell*).
28. With the development of national industry during the eighteenth century, the public opinion of Europe had lost the last remnant of shame and conscience. (*Du Bois*).
29. Some city streets afford no opportunity to street barbarism.
(*Jacobs*).
30. Occasionally in the kitchen Catherine heard one of their raised voices. (*Berger*).
31. Mr. Sweet was a diabetic and an alcoholic and a guitar player and lived down the road from us on a neglected cotton farm. (*Walker*).
32. My purpose in going to Walden Pond, like yours, was not to live cheaply or to live dearly there, but to transact some private business with the fewest obstacles. (*White*).



PART IV

The Composite Sentences

§13. The Compound Sentence.

13.1. The Compound Sentence: the Definition.

13.2. Four Kinds of Coordinate Clauses.

§14. The Complex Sentence.

14.1. The Definition of the Complex Sentence.

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§15. The Compound-Complex Sentence.

§16. Suggested Ways of Sentence Analysis.

§13. THE COMPOUND SENTENCE

(Складносурядне речення /
Сложносочиненное предложение)

13.1. The Compound Sentence: the Definition

The compound sentence consists of two or more clauses of equal rank which form one syntactical whole in meaning and intonation. A

clause is part of a sentence which has a subject and a predicate of its own. Clauses that are parts of a compound sentence are called coordinate (сочинительные), as they are joined by coordination.

Coordinate clauses may be connected:

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

- The signal was given, and the steamer moved slowly from the dock.

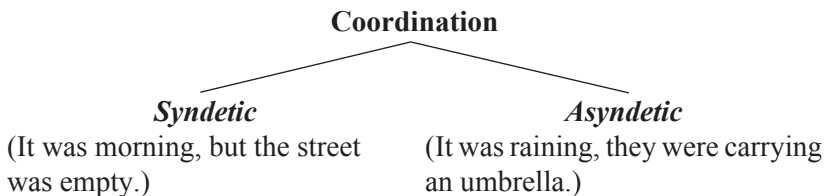
- I came home early, but he remained to the end of the concert.

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

- The rain fell softly, the house was quite.

- The month was July, the morning was fine.

Summary: Pay Attention to the following table.



13.2. Four Kinds of Coordinate Clauses

From the point of view of the relationship between coordinate clauses, we can distinguish four kinds of coordinate connection:

- 1) copulate (соединительная связь)
- 2) adversative (противительная связь)
- 3) disjunctive (разделительная связь)
- 4) causative-consecutive (причинно-следственная связь)

1. Copulative coordination is expressed by the conjunctions *and, nor, neither ... no, not only ... but (also), as well as* and the conjunctive adverbs *then, besides, moreover*. Copulative coordination implies that the information conveyed by coordinate clauses is in some way similar. The events described in copulative coordinate clauses may be simultaneous or successive.

- It was a nice little place and Mr. Johnson was proud of it.
- Take these pills, and you will feel better.

- I didn't recognize the girl's name, but I also knew everything about her family.

Note: Copulative connection may also be expressed asyndetically, the clauses so joined may describe simultaneous or successive events.

- Our Elsie was looking at her with big imploring eyes; she was frowning, she wanted to go. (simultaneity)

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

- The story was amusing, but nobody laughed.
- The room was dark, but the street was lighter because of its lamps.
- He had a glass eye which remained stationary, while the other looked at Reinhardt.
- Some people prefer going to the theatre, whereas others will stay at home watching TV programmes.

3. Disjunctive coordination (разделительная связь) implies a choice between two mutually exclusive alternatives. The disjunctive conjunctions are *or, either... or*, the conjunctive adverbs are *else (or else), otherwise*.

- He knew it to be nonsense or it would have frightened him.
- Don't come near me with that look else I'll knock you down.
- Don't be late, otherwise you may not be let in.

4. Causative-consecutive coordination joins clauses connected in such a way that one of them contains a reason and the other – a consequence. The second clause may contain either the reason or the result of the event conveyed by the previous clause. The only causative coordinating conjunction is *for*.

- The days became longer, for it was now springtime.
- The land seemed almost as dark as the water, for there was no moon.
- John must have gone, for nobody answers the call.

Summary: to summarize all the previous material we can make up the following table.

The Compound Sentence

Coordination

<i>copulative</i> (and, nor, neither... nor, not only... but, also)	<i>disjunctive</i> (or, else, or else, either... or, otherwise)	<i>adversative</i> (but, only, whereas, while, yet, still, nevertheless)	<i>causative-consecutive</i> (for, therefore, so, hence, consequently, accordingly)
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Practice

Ex. 1. Point out sentences with a) syndetic and b) asyndetic coordination. Comment on the type of coordination and on the conjunctions used in a).

1. He wanted to say something, but changed his mind and kept silent.
2. She came home early, but her brother remained to the end of the concert.
3. The sun was shining brightly, the wind was not blowing.
4. I'll tell you about this country or my elder sister will do it.
5. I never take the medicine and my friend doesn't take it either.
6. My aunt never goes to football matches while my uncle goes to the stadium every Sunday.
7. I am going to hear this concert, so is my sister.
8. Bananas don't grow in the North, neither do pine-apples.
9. You never make spelling mistakes, and my friend never does it either.
10. She spoke in a low voice otherwise the patient could be disturbed.
11. That day the sea was stormy, and the people didn't bathe.
12. You must study well, otherwise your teachers would think you are lazy.
13. The mother was sleeping, while the father was working in the yard.
14. They were close friends, so their conversation was easy and happy.
15. Either you believe me or I can't help you.

16. She became a prominent actress whereas her brother worked at the family farm.

17. I wasn't hungry, yet I asked for some food.

Ex. 2. Join the following simple sentences into a compound one using coordinating conjunctions.

1. She has much work to do at home. She is very busy with her studies at the institute. She is full of energy. She always fulfills her duties.

2. You did not seem interested in this performance. I did not invite you to go to the theatre with me.

3. My friend has been ill for a long time. She will catch up with the group. She is an excellent student.

Ex. 3. Using suitable coordinating conjunctions, convert the following simple sentences into compound ones.

Model: It being stuffy in the room, I opened the window.

Whereas it was stuffy in the room, I opened the window.

1. Our work being completed, we may have a good rest.

2. In spite of the snowstorm in the mountains, the geologists managed to carry out their work.

3. He blamed nobody except his younger brother.

4. Except the pianist himself all the people found the concert to be a success.

5. During the holidays I went to Kyiv to see an old friend of mine.

6. It being a nice little place, the host and the hostess were rather proud of it.

7. But for the umbrella he would have come home drenched and would have caught cold.

8. For all his experience in this branch of science, he is sometimes compelled to consult the professor.

Ex. 4. Complete the following so that compound sentences should be formed.

Model: She is small and thin, while (her children, to be...).

She is small and thin, while her children are tall and thick.

1. Both the friends were fond of music, so (they, to talk...).

2. The train started at 5 a.m., therefore (we, to get up...).

3. He was quite a young boy, nevertheless (everybody, to respect...).
4. Neither a telegram was sent, nor (a letter, to be written).
5. I met him somewhere, but (I, not to remember...).
6. She is a delicate child, while (her brother, to be...).
7. He was not much afraid, yet (he, to ask...).
8. Either you will buy the tickets, or (I, to ask...).
9. Some people like hot weather, whereas (others, can't stand...).

Ex. 5. Point out sentences with a) syndetic and b) asyndetic coordination. Comment on the types of coordination and the conjunctions used in a).

1. I would not listen to her, I thought her hard and cruel. (*Du Maurier*).

2. She put her hands up to her cheeks, but her eyes seemed to look right into his. (*Galsworthy*).

3. He went out to his bedroom to get a book, and his heart began to beat violently, for she was there making the bed. (*Galsworthy*).

4. It was high summer, and the hay harvest was almost over. (*Lawrence*).

5. All the rooms were brightly lighted, but there seemed to be complete silence in the house. (*Murdoch*).

6. His eyes were bloodshot and heavy, his face a deadly white, and his body bent as if with age. (*Dickens*).

7. Time passed, and she came to no conclusion, nor did any opportunities come her way for making a close study of Mischa. (*Murdoch*).

8. She often enjoyed Annette's company, yet the child made her nervous. (*Murdoch*).

9. It was early afternoon, but very dark outside, and the lamps had already been turned on. (*Murdoch*).

10. A large number of expensive Christmas cards were arrayed on the piano; while upon the walls dark evergreens, tied into various clever swags of red and silver ribbon, further proclaimed the season. (*Murdoch*).

11. I had no news of her in the hospital, but she wrote French with difficulty, and I couldn't read Vietnamese. (*Greene*).

12. Ashurst held out his hand; on the upturned palm he could feel the dew. (*Galsworthy*).

13. The rain fell softly, the house was quiet. (*Collins*).

14. Don't come near me with that look else I'll knock you down. (*Eliot*).

15. The room and the house were silent, only now and then the merriment of the billiard players was heard from above. (*Bronte*).

16. Hers (Lillian's) was not a soul that ever loved passionately, hence she could not suffer passionately. (*Dreiser*).

17. The moon went down, the stars grew pale, the cold day broke; the sun rose. (*Dickens*).

18. He must go, or they would overtake him. (*Lawrence*).

19. Mrs. Septimus Small let fall no word; neither did she question June about it. (*Galsworthy*).

20. I reached Graden Wester before ten in the forenoon; for in those days I was an excellent pedestrian, ... (*Stevenson*).

21. He had suffered heavy loss by his Italian transactions; and hence the sight of an Italian was hateful to him, and the principal part of his nightmare would naturally enough be played by one of that nation. (*Stevenson*).

22. The morning was grey, wild, and melancholy; the wind moderated before sunrise, and then went about, and blew in puffs from the shore; the sea began to go down, but the rain still fell without mercy. (*Stevenson*).

§14. THE COMPLEX SENTENCE

14.1. The Definition of the Complex Sentence

A complex sentence consists of a main (or principal) clause and one or more subordinate clauses. Clauses in a complex sentence may be linked in two ways:

1. Syndetically, i.e. by means of subordinating conjunctions or connectives:

- I was told that he had bought a new house.
- He wonders how long she has been working for this company.

2. Asyndetically, i.e. without a conjunction or connective:

- I wish you had come earlier.

A subordinate clause may follow, precede, or interrupt the main clause:

- I know he is here.
- If you see him, give him my regards.
- It was dull and dreary enough, when the long summer evening closed in, on that Saturday night.

14.2. The Subject Clauses

Subject clauses perform the function of subject to the predicate of the main clause. Attention should be paid to the peculiar structure of the main clause, which in this case has no subject, the subordinate clause serving as such.

- What he wants to do is to help us.
- What I need is a piece of good advice.
- How the book will sell depends on its plot and the author.
- It seemed unfair to him that he should suffer more than his wife.
- Because I ask too many questions doesn't mean I am curious.
- Whether I talked or not made little difference.

14.3. The Predicative Clauses

A predicative clause may be introduced by conjunctions (*that, whether, whether ... or, as, as though, because, lest, the way*) or connectives. The latter may be conjunctive pronouns (*who, whoever, what, which*) or conjunctive adverbs (*where, wherever, when, whenever, how, why*).

- The fact was that she had forgotten about it.
- That is what he wants you to think.
- The question was how was the matter to be kept quiet.
- That was why you were not one bit frightened.
- The only reason for my coming is because I hoped to see you again.
- Their suggestion was that no one should interfere.

14.4. The Object Clauses

Object clauses perform the function of an object to the predicate of the principal clause.

- I don't know what you are talking about.

- He wondered if he had offended her.
- She said she had never heard of it.
- Time will show whether I am right or wrong.
- I'll do just what I say.
- I'm very sorry I disturbed you.

Practice

Subject, Predicative and Object Clauses

Ex. 1. Point out subject clauses and the connectives they are introduced by.

1. That she hasn't come is strange.
2. Whether my aunt visits us on Sunday is not known yet.
3. When we shall leave for Canada is uncertain.
4. How this happened is a question for me.
5. It is important that she should come in time.
6. It was necessary that the task should be done in an hour.
7. It is surprising that she thinks so.
8. Whatever he thought of her would not go beyond him.
(*Galsworthy*).
9. What you ask is impossible. (*Wilde*).
10. "What we want is rest," said Harris. (*Jerome K. Jerome*).
11. "It's very strange," said Mr. Dick..., "that I never can get that quite right..." (*Dickens*).
12. It's a good thing she went away with you. (*Greene*).
13. What I want to do is to save us both. (*Dreiser*).
14. It was always possible that they might encounter some one.
(*Dreiser*).
15. It was unfortunate that the patient was brought in during the evening. (*Heym*).
16. It is a pity her brother should be quite a stranger to her. (*Eliot*).
17. "... How that woman ever got into it (the world) with that name, is unaccountable to me." (*Dickens*).
18. What awakened him was the engine coughing. (*Aldridge*).
19. Which side wins does not concern us here. (*Shaw*).
20. Whether I was her rival in sport or in studies seemed equally bad in her eyes. (*Bennett*).

Ex. 2. Point out predicative clauses; state by what connectives they are introduced.

1. It's just what I wanted.
2. The trouble is that I have forgotten to send her a telegram.
3. The question is whether she will agree to help us.
4. The weather is not what it was yesterday.
5. That is how he did it.
6. That is why I have come here.
7. It seems as if she doesn't know his relatives.
8. "We are just as we were," said Adrian, "friends." (*Galsworthy*).
9. I had said the name... It was as though I had taken a purge and rid myself of an intolerable pain. (*Du Maurier*).
10. It looked as though the silence of the night were getting on her nerves. (*Maugham*).
11. That was where Mrs. Gibson's body lay. (*Conan Doyle*).
12. And this is what he remembered. (*Galsworthy*).
13. "Now the question is," said Josephine, "whether we shall keep her or not." (*Mansfield*).
14. "The trouble was... he got mixed up." (*Greene*).

Ex. 3. Define the kind of the subordinate clause; isolate that which appears to be the principal clause.

1. What has happened to me is exactly what I willed to happen. (*Braine*).
2. What annoyed me the most about him was that he stood four inches above me and was broader across the shoulders. (*Braine*).
3. What we've got to decide now, however, is whether we really do trust Kate or not. (*Mansfield*).
4. What I mean is people don't suddenly for no reason have violent headaches. (*Du Maurier*).
5. What I mean is that you can't go cutting everybody. (*Shaw*).

Ex. 4. State whether the object clauses are introduced asyndetically or syndetically; in the latter case pick out the connectives. Translate the sentences into Ukrainian.

1. And I saw that he was displeased.
2. The girls asked Ann if she wanted them to stay.
3. Father asked mother what she thought of fishing.

4. She began to understand why he had done it.
5. Who told your sister she could stay here so long?
6. She asked me what I thought of it.
7. He has just gone away saying that he will return soon.
8. I'm afraid that they won't come.
9. We know they have returned from Australia.
10. She laughed at what I said.
11. My teacher asked me where I had spent my summer holidays.
12. What Miss Fulton did, Bertha didn't know. (*Mansfield*).
13. She found that I listened to what she said... (*Conan Doyle*).
14. One can always tell from a woman's bonnet whether she has got a memory or not. (*Wilde*).
15. I think there must have been thunder in the air. (*Wilde*).
16. I do not blame the dog because I take it that it is his nature. (*Jerome K. Jerome*).
17. "I only want you to remember what you have seen," he said... (*Greene*).
18. What is to guarantee that my orders are not changed? (*Hemingway*).
19. I do not think it is necessary to insult Miss Elsa Hardt's intelligence by telling her. (*A. Christie*).
20. You forget that I have not yet the pleasure of your acquaintance. (*Stevenson*).
21. Mr. Rolles glanced at the clock, and saw that he also must be moving; ... (*Stevenson*).
22. He thought he saw the curtain move. He looked again, and he was sure it moved. (*Dickens*).

Ex. 5. Join the following simple sentences into one complex sentence containing a subject, an object or a predicative clause.

Model: What kind of books are you fond of? I would like to know it.

I would like to know what kind of books you are fond of.

1. He told us many things about his journey. We are greatly interested in it.
2. His children should be decent and educated people. He dreams about it.
3. What was going on in the street? I wondered at it.

4. Travelling by land is more interesting than travelling by sea. I don't think so.

5. He will keep his word. You may rely on it.

Ex. 6. Complete the following sentences supplying subject, object or predicative clauses.

1. He has made up his mind...

2. I didn't hear...

3. A little bit of luck is...

4. It was of vital importance...

5. I'll do just...

6. His aim was...

7. He felt...

8. See to it...

9. ...I really cannot imagine...

Ex. 7. Define the kinds of subordinate clauses (subject, object and predicative clauses). Translate the sentences into Ukrainian.

1. What I want is to be paid for what I do. (*London*).

2. It was only then that I realized that she was travelling too. (*Murdoch*).

3. It was noticeable to all that even his usual sullen smile had disappeared. (*Caldwell*).

4. I only write down what seems to me to be the truth. (*Murdoch*).

5. There are reasons for believing that she was in reality an accomplished international spy... (*A. Christie*).

6. He realizes how unnecessary his crime has been, ... (*A. Christie*).

7. ...I foresee that we may yet involve your master in some dire catastrophe. (*Stevenson*).

8. That I had no business with two women on my hands already, to go falling in love with a third troubled me comparatively little. (*Murdoch*).

9. Believe me, believe me, it is what is best for you. (*Murdoch*).

10. I dislike what you call his trade. (*Murdoch*).

11. That was what I came to find out. (*London*).

12. And what is puzzling me why they want me now. (*London*).

13. Her fair was lest they should stay for tea. (*Bronte*).

14. I understand all that, but what I want to know is whether or not you have lost faith in me? (*London*).

15. What you saw tonight was an ending. (*Murdoch*).

16. The trouble with you, Martin, is that you are always looking for a master. (*Murdoch*).

17. I assured her that I was well aware that in the struggle for house-room the baser side of human nature frequently triumphed over the higher, and that the well-known rule of dog eats dog always applied. (*A. Christie*).

18. ...How curious it is that her friend tells her the flat is let, ... (*A. Christie*).

19. I did not like to ask Poirot where we were going... (*A. Christie*).

20. I am a scientific man, and I believe only what science teaches. (*A. Christie*).

21. I asked him what was wrong. (*Stevenson*).

22. "It looks as though spring will never come," she remarked. (*Caldwell*).

23. That I am hungry and you are aware of it are only ordinary phenomena, and there's no disgrace. (*London*).

24. And the piteous thing about them is they are wholly unconscious of their condition. (*Parker*).

14.5. The Attributive Clauses

(Підрядні означальні речення, придаточные определительные предложения)

14.5.1. The Definition of the Attributive Clause

Attributive clauses serve as an attribute to a noun (or a pronoun) in the main clause. This noun or pronoun is called the antecedent of the clause. According to their meaning and the way they are connected with the main clause attributive clauses are divided into relative and appositive ones. What's the difference between them? The thing is attributive relative clauses qualify the antecedent, whereas attributive appositive clauses disclose its meaning:

- The facts those men were so eager to know had been visible, tangible, open to the senses. (attributive relative clause)

- The fortunate fact that the rector's letter did not require an immediate answer would give him time to consider. (attributive appositive clause)

Attributive relative clauses are joined to the main clause syndetically – by means of connectives, and asyndetically; attribute appositive clauses are joined only syndetically – by means of conjunctives.

14.5.1. Types of the Attributive Clauses:

1. Attributive Limiting (Restrictive) Clauses.
2. Attributive Descriptive (Non-Restrictive) clauses.
3. Attributive Appositive Clauses.

1. Attributive Limiting (Restrictive) Clauses.

(Підрядні обмежувальні речення)

An attributive limiting (restrictive) clause restricts the meaning of the antecedent. It cannot be removed without destroying the meaning of the sentences. It is not separated by a comma from the main clause of its close connection with it. Attributive limiting (restrictive) clauses are introduced by:

a) Relative pronouns (who, whose, which, that). (відносні займенники)

b) Relative adverbs (where, when). (відносні прислівники)

c) Asyndetically. (без сполучних слів)

- Mary is our aunt who always gives us presents at Christmas.
- The cat which is sitting under the tree is mine.
- All that could be done had been done.
- She has invited us to the village where her parents live.

2. Non-Restrictive Descriptive Clauses.

(Підрядні описові необмежувальні речення)

An attributive relative non-restrictive descriptive clause does not restrict the meaning of the antecedent. It gives some additional information about it, it can be left out without destroying the meaning of the sentence. As the connection between the main clause and the attributive non-restrictive clause is loose, they are often separated by a comma.

Attributive relative non-restrictive or descriptive clauses are in most cases introduced syndetically by means of:

a) Relative pronouns (who, which)

b) Relative adverbs (where, when)

- The driver, who was very young, had only just got his license.
- This novel, whose author is a woman of eighty, is very amusing.
- I returned to Paris, where I remained for a week.
- All this age, which I judged to be near fifty, he looked extremely

young.

3. Attributive Appositive Clauses.

(Означальні речення-прикладки)

Attributive appositive clauses disclose the meaning of the antecedent, which is expressed by an abstract noun. An attribute appositive clause is not separated from the main clause by a comma.

Appositive clauses are chiefly introduced by the conjunction *that*, occasionally by the conjunction *whether* or by adverbs *how* or *why*. They are not joined to the principal clause asyndetically.

- The question whether it was he or his enemy was hotly discussed.
- He stopped in the hope that she would speak.
- I don't see any reason why you should leave our house.
- Andrew had a warm desire that the conversation might continue.

Practice

Attribute Clauses

Ex. 1. Define the kinds of attributive clauses. Translate the sentences into Ukrainian.

1. There's another thing I want to ask you.
2. A letter which is written in pencil is difficult to read.
3. I have found the telephone number that I was looking for.
4. Children who read much usually are interested in many things.
5. The letter that I received yesterday is of great importance for my future.
6. That happened in the year when my brother entered the Institute.
7. I know the person you are talking about.
8. The girl who gave me this present is my best friend.
9. The fact that he hadn't done the work surprised me very much.
10. He came to see me off, which was very kind of him.
11. The girl that you are speaking about is in the library now.
12. Ann, whom I visited last week, left for Canada forever.

13. He gave me the picture he had drawn.
14. This is the house in which I spent my childhood.

Ex. 2. Define the kinds of attributive clauses; translate the sentences the Ukrainian.

1. The procession of cars was well ahead of us by the time we started. (*Greene*).

2. "There is only one thing that I am afraid of, ..." said Keawe. (*Stevenson*).

3. ...But here is the plain truth: I have met you here at the road-side and saw your eyes, which are like the stars, ... (*Stevenson*).

4. The only ray of light was in the shape of a scapegrace nephew who had in bygone days cajoled and threatened his aunt out of various sums of money.

5. It was the eve of the trial when Mr. Mayhem received the letter which was to lead his thoughts in an entirely new direction. (*A. Christie*).

6. Heedless of the fresh air that blew upon his heated brow, of the pleasant meadows from which he turned, of the piles of roofs and chimneys upon which he looked, of the smoke and rising mist he vainly sought to pierce, of the shrill cries of children at their evening sports, the distant hum and turmoil of the town, the cheerful country breath that rustled past to meet it, and to droop, and die; he watched, and watched, till it was dark, – save for the specks of light that twinkled in the streets below and far away, – and, as the darkness deepened, strained his gaze and grew more eager yet. (*Dickens*).

7. "Dog! Where is the redness in the sky you promised me!" (*Dickens*).

8. There is no doubt that my wife was bitterly jealous. (*Conan Doyle*).

9. In the distance lay the park, where the trees were weighted with snow. (*Joyce*).

10. I have admitted that there are very few women who would put their job before every earthly consideration. (*Sayers*).

11. She looked toward the river road where the willow-line was still yellow with frosted leaves... (*Steinbeck*).

12. He seemed over-sentimental for a man whose salary was six dollars a week... (*Twain*).

13. "I know a girl," she said, "who has parents who would give her anything, a little brother who loves her dearly, who is getting a good education, who wears the best clothes, but who can never say a kind word to anyone, who never smiles, who just criticizes and complains all day long." (*O'Connor*).

14. He (doctor) leaned over and put both hands for a moment on the mother's shoulders, which were shaking. (*O'Connor*).

15. ...she waited in the withdrawn and rigid attitude with which she always met us. (*Munro*).

16. Bradley was one of three players who had been picked unanimously for the twelve-man Olympic team. (*Mc. Phee*).

Ex. 3. Pick out the attributive clauses; point out the words the clauses refer to; say whether the clauses are introduced a) asyndetically, b) syndetically; define the connectives.

1. Baseball is a family for those who care about it... (*Angell*).

2. A candle faintly burned in the window, to which the black ladder had often been raised for the sliding away of all that was most precious in this world to a striving wife and a brood of hungry babies; ... (*Dickens*).

3. The wind was blowing again, the rain was beating on the housetops, and the larger spaces through which he had strayed contracted to the four walls of his room. (*Dickens*).

4. With her woeful eyes, so haggard and wild, so heavy and large, she looked all round the room, and passed the corner where he slept in his chair. (*Dickens*).

5. She sat there a minute longer looking at the dead man, the third man who had threatened to cross her path and separate her from the man she loved. (*A. Christie*).

6. The lady I mean is tall and fair with reddish gold hair... (*A. Christie*).

7. It's a miracle we've any of us survived, it seems to me. (*S.K. Hocking*).

8. She has an opportunity which is offered to very few of us. (*Maugham*).

9. That was the knife he had had no time to use. (*Aldridge*).

10. The time came when the underground tubes were ready; ... (*Eiseley*).

11. Again Denny laughed. His laugh was an insult which made Andrew long to hit him. (*Cronin*).

12. Now, Gerald, your father doesn't want hear of such things – trivialities which must give him a misleading picture of our life here. (*Fuller*).

13. "That's the sort of library the boarders need," Gerald remarked. (*Fuller*).

14. There were tables under the big chestnut tree by the bridge whose huge green canopy made the yellow umbrellas on the flagged space outside the Mill House look like trivial toadstools. (*Deeping*).

15. The tide was high, and, leaving my clothes to the care of Bob, who treated them as a handy bed, I dived into twelve feet of clear, cold water. (*Wodehouse*).

16. But Sophy, as he knew, not only desired a marriage with Mr. Witlow, she expected it, and expected it soon. So did her parents, her friends, and everybody in the village, including the postman who did not live in it but wished he did, and the parson who lived in it but wished he didn't. (*Coppard*).

17. In the evening sun the shadow of the walnut tree lay on the dull stone house, darkening the grey frames of the windows that had not been painted for years. (*Bates*).

18. We sat with our noses pressed to the window, pointing and exclaiming at everything we saw. (*Battye*).

19. Theirs is a strenuous life, but it is not so dangerous as in the old days when fishermen went to the sea in wooden sailing-vessels and not, as today, in steel-clad steamships which can weather the fiercest storm. (*Potter*).

Ex. 4. Complete the following sentences supplying attributive clauses.

1. He bought a collection of coins in the shop...
2. I'll never forget the day...
3. I don't know the girl...
4. A person ... must be very attentive.
5. The teacher ... will gladly help you.

Ex. 5. Insert appositive clauses using the conjunctions that, whether or the adverbs how, why.

1. I don't like the idea...
2. Their proposal ... cannot be realized.

3. I've got rid of the horrible fear...
4. The news ... cheered us greatly.
5. His illness was the reason...
6. The question ... seemed very important.
7. He expressed his doubt...

Ex. 6. Omit the relative pronouns or adverbs where possible.

1. I did not notice the person who has left the purse here.
2. Tell me the title of the book that you have just mentioned.
3. The person whose bag we have found will be informed about it.
4. You will like the place where we are going to.
5. A dog that barks never bites.
6. I am still under impressions of the concert which took place yesterday.

14.6. The Adverbial Clauses

14.6.1. The Definition of the Adverbial Clause

An adverbial clause performs the function of an adverbial modifier. It can modify a verb, an adjective or an adverb in the main clause.

- When they finished their work, they went for a walk.
- As it was very hot, we decided to swim in the river.
- If he were here, he would help us.
- They were so hungry as if they hadn't eaten for many days.

According to their meaning we distinguish the following kinds of adverbial clauses: adverbial clauses of time, place, cause, purpose, condition, manner, comparison, result, concession.

14.6.2. The Adverbial Clauses of Time

(Підрядні речення часу)

An adverbial clause characterizes the action expressed in the main clause from the temporal point of view. The action may be expressed by a finite or non-finite form of the verb. Adverbial clauses of time are introduced by the following conjunctions: when, while, as, whenever, till, until, after, before, now that (теперь, когда), hardly, no sooner, scarcely:

a) As, when and while

We can often use **as**, **when** or **while** to mean 'during the time that', to talk about something that happens when something else takes place:

- **As/When/While** Dave was eating, the doorbell rang.

We use **when** (*not as* or **while**) to introduce a clause which talks about –

– an event that takes place at the same time as some longer event (in the main clause):

- They were playing in the garden **when** they heard a scream.
- the circumstances in which the event in the main clause happens:
- **When** they are fully grown these snakes can be over two metres long.

long.

We also use **when** to mean ‘every time’:

- I still feel tired **when** I wake up in the morning.
- and we prefer **when** to talk about past periods of our lives:

- His mother called him Robbie **when** he was a baby.

We prefer **when** to emphasise that one event happens immediately after another, particularly if one causes the other:

- You’ll see my house on the right **when** you cross the bridge.
- **When** the lights went out, I lit some candles.

In the first sentence, ‘as’ or ‘while’ would suggest ‘during the time that’ and the continuous would be more likely (‘...as/while you are crossing...’). In the second sentence ‘as’ or ‘while’ would be very unlikely because lights usually go out instantaneously.

We prefer **as** to say that then one thing changes, another thing changes at the same time:

- **As** the cheese matures, its flavor improves. (*rather than* When the cheese...)

We can also use ‘While...’, particularly with a continuous tense: ‘While the cheese is maturing...’.

We prefer **while** or **as** (rather than **when**) to talk about two longer actions that go on at the same time, although **while** is more common than **as** in informal speech:

- I went shopping **while** Linda cleaned the house. (*or ...as* Linda cleaned...)

We use **while** or **when** (rather than **as**) to avoid ambiguity where ‘as’ could mean ‘because’:

- **While** you were playing golf, I went to the cinema. (‘As you were playing golf...’ could mean ‘Because you were playing golf...’)

b) **Before, after and until**

We use **before** or **after** to talk about an event happening earlier or later than another event:

- I put on my coat **before** I went out.
- The message arrived **after** I'd left.

We can often use either **until** or **before** when a situation continues to happen up to a time indicated in the adverbial clause:

- I had to wait six weeks **until/before** the parcel arrived.

We use **until** to talk about an action that continues to a particular time and then stops:

• They sat on the beach **until** the sun sank below the horizon, and then they went home.

and when the adverbial clause describes the *result* of an action in the main clause:

• He cleaned his shoes **until** they shone. ('shining' is the result of 'cleaning'.)

c) **Hardly, no sooner, scarcely**

When we say that one event happened immediately after another we can use sentences with **hardly**, **no sooner**, and **scarcely**. After **hardly** and **scarcely** the second clause begins with **when** or **before**; after **no sooner** it begins with **than** or **when**:

- The concert *had* **hardly** *begun* *before* all the lights went out.
- I *had* **no sooner** lit the barbecue *than/when* it started to rain.

We often use a past perfect in the clause with **hardly**, **no sooner** or **scarcely** and a past simple in the other.

Practice

Ex. 1. Choose *as*, *when* or *while*, whichever is correct or more likely, to complete these sentences. If there is more than one possible answer, write them both and comment any differences in meaning.

1. She fell over _____ she kicked the ball.
2. _____ we were younger our parents had to pay for our music lessons.
3. _____ I speak Spanish, I talk slowly to help people understand me.
4. _____ I carefully packed all the old books into boxes, Emily wrote down their titles in a notebook.
5. She stayed at home watching television _____ her brother was at school.
6. Where did you live _____ you got married?
7. _____ I'm older I'd love to be a dancer.

8. _____ the results started to come in, it became clear that President Como had lost the election.

9. The humidity started to increase _____ the day wore on.

10. _____ the boy watched in fascination, the ants picked up the dead beetle and carried it off to their nest.

11. The fan makes a screeching sound _____ I switch the computer on.

12. _____ the meeting continued, it became clear that the two sides would not reach an agreement.

13. _____ the car went by, someone waved to me through the window.

14. _____ Kingsley had finished, he tidied up the room and left.

15. The snow was getting deeper and deeper _____ we waited for the delayed train to arrive.

16. I was in the shower _____ the phone rang.

17. _____ The paint dries it changes from a light to a deep red.

Ex. 2. Here are some extracts from a talk about the life and work of Professor Johannes Wichmann. Write before or until in the spaces or before/until if both are possible.

1. He continued to work at London University _____ he retired in 1978.

2. _____ he left his native country, he learned English by listening to the radio.

3. It wasn't long _____ he was appointed Professor of Chemistry.

4. He married Martha _____ he moved to England in 1935.

5. _____ he came to England he worked in his father's grocery shop.

6. He kept applying for university research positions _____ he was appointed to post at London University.

7. He was almost unknown outside his specialized field _____ he was awarded the Nobel Prize.

8. He would work in his laboratory for days at a time _____ he had gathered the results he needed.

Ex. 3. Complete the sentences in any appropriate way.

1. The paint on the sitting room wall had scarcely dried...
before my daughter put her dirty hands all over it.
2. David had no sooner recovered from a broken ankle...
3. He had hardly put down the phone...
4. We had no sooner eaten...
5. Maggie had hardly finished speaking...
6. I had scarcely driven to the end of the street...

Ex. 4. Complete each sentence in such a way that it is as similar as possible in meaning to the sentence above it.

1. I watched Maurice drive by in his new car while I was standing at the bus stop in the rain.

When _____

2. You'll know that the fruit is getting ripe when the skin starts to turn yellow.

As _____

3. We shouldn't talk about anything to do with work during lunch.

While _____

4. I was getting out of the shower when the phone rang in the other room.

Just as _____

Ex. 5. Draw a circle round the appropriate conjunction(s) in the following sentences. More than one conjunction may be appropriate.

1. When / While Harry started working for the national weather service, he'd given up his artistic ambitions.

2. When / While it was wet during the autumn months, Emily couldn't brush the leaves away.

3. As / While the weather got warmer, weeds would spread out from the cracks.

4. As / When / While Emily looked at the sculpture on a cold clear December morning, she had a sense that Harry was doing the same thing.

Ex. 6. Using a dictionary if necessary, complete these descriptions with the following words.

blender postscript prediction skewer after before until while

1. A _____ is a statement about an event _____ it happens.

2. A _____ is a wooden or metal stick pushed through pieces of meat or vegetables to hold them _____ they are cooking.

3. A _____ is extra information added _____ a letter or story is complete.

4. A _____ is a machine for chopping or mixing bits of food _____ they become a liquid.

Ex. 7. Complete these sentences with *have('ve) been or will('ll) be.*

1. Where will the refugees go after the camps _____ closed?

2. I'm sorry about the delay, but I _____ back as soon as I have checked this.

3. My back still hurts and it will soon be two weeks since I _____ at work.

4. I'm sure we _____ in London in August before we go to the Edinburgh Festival, so we can visit your new house then.

5. The moment we hear that the airport is open, relief supplies _____ loaded on to the waiting aircraft.

6. New students should not register for classes until they _____ given their registration numbers.

7. Once you _____ here for a few weeks, you won't want to leave.

8. The children _____ hungry when they come back from swimming this morning.

Ex. 8. Insert the appropriate conjunctions introducing adverbial clauses of time.

1. _____ he said it he felt it was wrong.

2. It had happened _____ the experiment was completed.

3. I was standing on the shore _____ the ship was lost sight of.

4. _____ the sky began to clear up, the air grew colder.

5. _____ had I opened the gate _____ the dogs began to bark.

14.6.3. Adverbial Clauses of Place

(Підрядні речення місця)

An adverbial clause of place defines the place or the direction of the action expressed in the principal clause. Adverbial clauses of place are introduced by the conjunctions *where* and *wherever* (де б не, куди б не; где бы ни, куда бы ни).

- He looked where she pointed.
- People greeted them enthusiastically wherever they came.
- I am quite comfortable where I am.
- Why can't we go where it is very warm?

Practice

Ex. 1. Point out adverbial clauses of time and place; find the connectives by which they are introduced.

1. My mother died when I was only four years old, ... (*Donoso*).
2. Sometimes at night when she couldn't go sleep, Mrs. Turpin would occupy herself the question of who she would have chosen to be if she couldn't have been herself. (*O'Connor*).
3. The lawyer stood awhile when Mr. Hyde had left him, ... (*Stevenson*).
4. He was wild when he was young; ... (*Stevenson*).
5. On Monday Poirot was out all day, but when he returned in the evening he flung himself into his chair with a sign of satisfaction. (*A. Christie*).
6. Just as he disappeared from view a woman rushed into the room. (*A. Christie*).
7. "When I was your age, young Tom, said Bounderby, "I was punctual, or I got no dinner!" (*Dickens*).
8. I was now free to live and work wherever I liked. (*Moore*).
9. I can cut his hair while I'm talking so, as long as I live. (*Dickens*).
10. "I'll come anywhere you like," said Steerforth. (*Du Maurier*).
11. ... It was raining when we left London. (*Du Maurier*).
12. From the scullery we passed into the kitchen where we established ourselves comfortably in two chairs with the door into the hall ajar. (*A. Christie*).
13. When we were in the train, speeding towards London, Poirot wrote busily for a few minutes sealing up the result in an envelope. (*A. Christie*).

14. Wherever they were together or separate, he appeared to be travelling in one intellectual direction or along one mental groove, and she another. (*Dreiser*).

15. He watched until the final wisp of smoke had disappeared. (*Caldwell*).

16. A same away the first moment I could. (*Galsworthy*).

17. I paused while she took off her coat... (*Murdoch*).

18. Pulling on the rope, we descended slowly till we reached the second floor. (*A. Christie*).

14.6.4. The Adverbial Clauses of Cause (Підрядні речення причини)

Adverbial clauses of cause (or causative clauses) express the reason, cause, or motivation of the action expressed in the main clause or of its content as a whole. Adverbial clauses of cause (reason) are introduced by the conjunctions *as*, *because*, *since*, *for fear (that)*; in official style they may be introduced by the conjunctions *on the ground that*, *for the reason that*, *in view of the fact that*.

- As he was tired he preferred to stay at home.
- Since there is no help, let us try and bear it as best we can.
- He is suspicious and jealous for fear anyone else might want to share in his power.

- They went down arm-in-arm – James with Imogen, because his pretty grandchild cheered him.

Each of the conjunctions and conjunctive phrases expresses a certain shade of causative meaning, and so they are not always interchangeable.

Because usually introduces clauses with the meaning of real cause. Thus it is correct to say:

- Did you ask him because he was famous or for another reason?

Unlike because, the conjunctions since and as introduce clauses with an explanatory meaning.

- Since you are here, we may begin our task.

We use because at the beginning of a clause to give a reason or explanation for something (1) or to support a statement in an earlier clause (2).

1. Because there had been an accident, we all arrived late. • I didn't eat because I wasn't hungry.

2. *He says he didn't drive through a red light, but he's lying, because I saw him do it.*

We sometimes use *as* or *since* instead of *because* in reason clauses (3). We can use *as* or *while* to talk about time and reason together ('while and because') (4). We can use *since* to talk about a starting point and a reason together ('from that time and because') (5).

3. *As it was late, we decided to stop working.* • *Since she knew Latin, I asked her to translate it.*

4. *As / While we're on the subject of money, I'd like to ask about next year's budget.*

5. *Since his wife left him, he's been depressed.* • *Since it's been snowing, we've stayed indoors.*

We can use *now (that)* like *since* ('from that time and because') to introduce a clause explaining a present situation. We usually use the present simple or present perfect after *now (that)*.

6. *Now (that) we're married, we never go out.* • *I enjoy opera now (that) I've learned more about it.*

In formal situations, other conjunctions such as *for* (7) and *in that* (8) are sometimes used instead of *because* to add a reason or explanation for a preceding statement.

7. *It would be wise to save some of the money, for there may be unexpected expenses later.*

8. *We definitely have a problem in that there are more students than we have room for.*

Practice

Ex. 1. Complete each sentence in such a way that it is as similar as possible in meaning to the pair of sentences above it.

1. All the banks will be closed on Monday. It's a holiday.

As _____

2. She has had to use crutches. She had an operation on her foot.

Since _____

3. We're all together today. We should decide on a date for the Christmas party.

While _____

4. I wonder what he'll do next. He has finished his exams.

Now that _____

Ex. 2. Match a sentence from the first group (1-4) with one from the second group (a-d) with a similar meaning and add *as if* or *because*.

Example: I'd love to go out more, but I haven't had much free time lately. (e)

1. It's more expensive to eat in a restaurant, but I don't like to cook. (...)

2. If I wanted to avoid doing something, I pretended to be ill. (...)

3. The cost of meat is higher now, but I don't eat it, so my food bill hasn't increased. (...)

4. No matter what the discussion is about, no one ever pays attention to my suggestions. (...)

a) _____ I'm a vegetarian, I'm spending less than other people these days.

b) I acted _____ I wasn't feeling well when I didn't want to do things.

c) I spend more money on meals _____ I don't make them myself at home.

d) They always treat me _____ I have nothing useful to say.

e) I haven't been to a film or a play in ages because I've been busy at work.

14.6.5. The Adverbial Clauses of Purpose

(Підрядні речення мети)

Adverbial clauses of purpose state the purpose of the action expressed in the main clause. They are introduced by the conjunctions that, in order that, so that, lest.

- She kept her back to the window that he might not see her rising colour.

- I tell you all this so that you may understand me perfectly.

- Wounds sometimes must be opened in order that they may be healed.

- He made all these exclamations in a carefully suppressed voice, lest the valet should overhear anything.

The conjunctions lest and for fear (that) introduce clauses stating what is to be prevented, as both the conjunctions have a negative meaning.

- He was like a man who is afraid to look behind him lest he should see something there which ought not to be there.
- Take an electric torch for fear you get off the path.

Practice

Ex. 1. Complete the following sentences supplying an adverbial clause of purpose with a negative meaning. Use different conjunctions as in the model.

Model: Hurry up...

Hurry up **that** you should **not** be late to school.

Hurry up **so that** you should **not** be late to school.

Hurry up **in order that** you should **not** be late to school.

Hurry up **lest** you should be late to school.

1. Don't speak so loud ...
2. Spell this word again ...
3. When going to the cinema I always leave home very early ...
4. I put the flowers into a vase ...
5. You must go to bed early tonight ...
6. Don't turn the tap on ...
7. Put down my telephone number ...
8. Let me know about his decision ...
9. Be careful while packing this beautiful vase ...

Ex. 2. Point out the adverbial clauses of cause and purpose; find the connectives by which they are introduced.

1. Then I told her to hush, and not stir, for fear she should make him angry. (*Bronte*).

2. I called him Frank because Maxim did. (*Du Maurier*).

3. I informed myself of the hour at which she left of an evening, in order that our visit might be timed accordingly. (*Dickens*).

4. He felt tightened up inside himself, tense and yet unsteady because he liked her. (*Bates*).

5. And you will find that it is scarcely less of a shock for you because you saw what you expected to see. (*Murdoch*).

6. As I had no taste for this particular discussion, and also wanted to get off the subject of my dear brother, I said, "What will you be doing on Christmas Day?" (*Murdoch*).

7. Each closet needed but a glance, for all were empty, and all, by the dust that fell from their doors, had stood long unopened. (*Stevenson*).

8. She asked me to leave the answer on the sundial in the garden as she desired no one to be in our confidence. (*Conan Doyle*).

9. Instinctively he turned his back more to the light lest she might see the shame that burned upon his forehead. (*Joyce*).

10. ...Since he seemed nervous even at the dress rehearsal, Isabel agreed not to go. (*Bates*).

11. I'll change the ticket so that you may be able to go with the evening train. (*Bennett*).

14.6.6. Adverbial Clauses of Condition. Types of the Conditional Clauses (Підрядні речення умови)

Adverbial clauses of this type express some condition (either real or unreal) which makes the action in the main clause possible.

Adverbial clause of condition may be introduced by the conjunctions *if, unless, once, in case, provided (that), providing (that), supposing, considering that*.

Depending on the relation between the subordinate and the main clauses and on the use of tense and mood forms, complex sentences with conditional clauses may be subdivided into several types: complex sentences with clauses of real condition (Type 0, Type I) and complex sentences with unreal condition (Type II, Type III).

14.6.6.1. Complex Sentences with Conditional Clauses Type Zero

These clauses are used to express something which is always true. In if-clause and in the main clause the present simple is used.

- If you add sugar to cup of coffee, the coffee tastes sweeter.
- If you water plants regularly, they grow well.
- When the sun shines, snow melts.
- If you take regular exercise, you feel healthy.

14.6.6.2. Complex Sentences with Conditional Clauses Type I

Type I conditionals are used to express real or very probable situations in the present or future. In the if-clause the present simple (or any of present tenses) is used, and the future simple is used in the main clause.

- If he has enough money, he will buy a new car.
- If you don't leave now, you will miss the train.
- As soon as they come back, they will call on us.
- I will take an umbrella in case it rains.

14.6.6.3. Complex Sentences with Conditional Clauses

Type II

Type II conditions are used to express imaginary situations which are contrary to facts in the present and, therefore, are unlikely to happen in the present or future, in if-clause Past Simple or Past Continuous is used, which are called non-factual, and in the main clause would / could / might + the Infinitive is used.

- If they were here, they would help us.
- If I had time, I would take up a sport.
- If it weren't raining now, we would be walking in the park.
- If the sun were shining now, it would be warmer.

14.6.6.4. Complex Sentences with Conditional Clauses

Type III

Type III conditionals are used to express imaginary situations which are contrary to facts in the past. They are also used to express regrets or criticism.

As the action refers to the past, in if-clause we use non-factual Past Perfect or Past Perfect Continuous and in the main clause we use would / could / might + Perfect Infinitive.

- If you had been at the meeting yesterday, you would have suggested something interesting.
- If they had taken a taxi, they wouldn't have missed the train.
- If it hadn't been raining all day yesterday, we would have gone to the country.
- If she hadn't said these words, he wouldn't have felt offended.

14.6.6.5. Mixed Type of Conditionals

We can form mixed conditionals, if the context permits it, by combining an if-clause from one type with a main clause from another.

- If we had brought a map with us, we would know, where we are.
- If he didn't love her, he wouldn't have married her.
- If she hadn't missed the bus, she would be here now.
- If he were more sensible, he wouldn't have spoken to your boss like that.

Practice

Ex. 1. Suggest completions for these sentences. Add either an imperative (1-3) or an if-clause (4-6). (A)

1. There have been a lot of thefts from cars in the city centre. If you leave your car there...

make sure it's locked or don't leave any valuables in it.

2. If you have any more problems with the computer, ...

3. If you see John today, ...

4. ... keep well away from them.

5. ... don't hesitate to get in touch with me again.

6. ... get off at the stop near the library.

Ex. 2. Complete the sentences using the following pairs of verbs. Use the present simple or present perfect in the if-clause, and give alternatives. Notice any possible differences in meaning when these tenses are used.

not fill in – need

not help – go

leave – meet

not arrive – give

break – have to

1. If you have studied / study Macbeth, you'll know the scene with the witches.

2. If you _____ home before I get there, I'll _____ you at the airport.

3. If you _____ the window, you'll _____ pay for it.

4. If the taxi _____ by 10 o'clock, I'll _____ you a lift to the station.

5. If you _____ in an application form, you will _____ to do so before you can be considered for the job.

6. If the antibiotics _____ by the end of the week, I'll _____ to the hospital.

Ex. 3. Choose from these verbs to complete the sentences, using each verb once only. If possible, use the pattern were + to-infinitive. If this is not possible, use the past simple form of the verb.

belong close doubt hold switch understand

1. If they _____ an election now, the Democrats would undoubtedly win.

2. If I _____ his honesty, I wouldn't employ him.
3. If all cars _____ to liquefied petroleum gas, air pollution levels would fall dramatically.
4. I'd sell the house immediately if it _____ to me.
5. If I _____ Chinese, I'd do the translation myself.
6. There would be no cinema in the town if the Odeon _____.

Ex. 4. Write new sentences with similar meanings. Begin with the word(s) given.

1. It's only because he's a professor that anybody pays any attention to him. If it wasn't for the fact that he is a professor, nobody would pay any attention to him.

2. His happiness would have been complete except for his anxiety over Bridget. If it were...

3. The weather was terrible. Otherwise, we would have gone walking this weekend. If it had...

4. The strike would probably still be going on if the government hadn't intervened. Were it...

5. The fight could have got out of hand if the police hadn't arrived. Had it...

6. Everything was quiet except for the sound of birds singing. But for...

7. There would have been far more wars in the last 50 years without the United Nations. If it was...

8. We would have been here two hours ago except for the roadworks on the motorway. If it had...

9. Paul comes from a wealthy family. Otherwise he could not have gone to the USA to study. Were it...

Ex. 5. Write a new sentence with a similar meaning to the sentence given. Begin with the word(s) given.

1. Consult your doctor again if the symptoms remain 72 hours after starting the course of medicine. Should the symptoms remain 72 hours after starting the course of medicine, consult your doctor again.

2. You would know what you have to do for homework, if you had not been absent from school on Friday. Had... _____

3. Clare would have been able to stay with her friends if they were still living in Brussels. Were... _____

4. The shop would not have had to shut down if the workers were prepared to accept a wage cut. *Were...* _____

5. We shall have to reduce the number of staff employed if the financial performance of the company doesn't improve in the near future. *Should...* _____

6. I might have considered taking the job if the salary had been higher. *Had...* _____

Ex. 6. Are the underlined parts of the sentences correct? Correct the ones that are wrong.

1. If I will press this button, will it start to record?

2. You're welcome to borrow my old bike, if you think it will be of any use to you.

3. If he won't resign, the Prime Minister should sack him.

4. If the disease will be untreated, it can lead to brain damage.

5. If you'll tell me where the vacuum cleaner is, I'll clean the house.

6. If you'll complain about me, I'll get into trouble with my teacher.

7. If it'll save money, I'm willing to go by public transport.

Ex. 7. If possible, rewrite the underlined parts of these sentences with happen to. If it is unlikely, write after the sentence.

1. If I see Karen when I'm in Rome, I'll send her your regards.

2. If a UFO landed in the centre of London, there would be mass panic.

3. The plan for a new airport to be built outside London is bad news if you live nearby.

4. If I was the President of the United States, I would order its nuclear weapons to be destroyed.

5. If you are in the south of Spain next week, there is a good chance of seeing a total eclipse of the sun.

14.6.7. The Adverbial Clauses of Concession / Contrast Clauses.

(Допустові підрядні речення)

In complex sentences with concessive clauses there is a contrast between the content of the main clause and that of the subordinate one: the action or fact described in the main clause is carried out or takes place despite the action or state expressed in the subordinate clause.

This type of clause is introduced by conjunctions: *although, though, if, while*; correlative conjunction: *though ... yet; whether ... or*; conjunctive pronouns or adverbs: *whoever, whatever, whichever, whenever, wherever, whereas*; or composite conjunctions: *no matter how, no matter what, for all that, despite the fact that, even if, even though, even when*.

• Though we travelled slowly / though it was cold / though it rained, I enjoyed that day.

- Whatever you may say, our decision remains unchanged.
- Whoever he may be, he has no right to be rude.
- No matter how she might try, she couldn't do it.

Although or (less formally) though is used to say that there is a surprising contrast between what happened in the main clause and what happened in the adverbial clause:

• Although / Though Reid failed to score himself, he helped Jones to score two goals.

With a similar meaning, we can use despite the fact that / in spite of the fact that:

• Despite the fact that / In spite of the fact that Reid failed to score himself, he helped Jones to score two goals.

Special emphasis can be given to an adjective by putting it before though in the pattern **adjective + though + noun / pronoun + verb** (usually a link verb such as *appear, be, become, feel, look, seem, sound, prove*). As can be used instead of though, but although is not used:

- Hot though / as the night air was, they slept soundly.
- Although / Though the night air was hot, they slept soundly.

Even though means “despite the fact that” and even if means “whether or not”:

• Even though Tom doesn't speak Spanish, I think he should still visit Madrid. = Despite the fact that he doesn't speak Spanish (i.e. the speaker knows that Tom doesn't speak Spanish).

• Even if Tom doesn't speak Spanish, I think he should still visit Madrid. = Whether or not he speaks Spanish (i.e. the speaker doesn't know definitely whether Tom speaks Spanish or not).

In formal contexts while or whilst is used with a meaning similar to although to introduce something that qualifies what is said in the main clause or something that may seem to conflict with it. In this case, the while/whilst clause comes before or within the main clause, but not after it:

- While / Whilst there is no evidence that Peter cheated, we were all astonished that he passed the exam.

- The diesel model of the car, while / whilst more expensive, is better value for money.

While / whereas is used to say that something contrasts with something in the main clause. The *while / whereas* clause may come before or after the main clause:

- Dave gets lots of homework from school, while / whereas Sue gets very little.

- While / whereas I always felt I would pass the exam, I never thought I would get an A grade.

Whereas isn't used if what is said in the subordinate clause makes what is said in the main clause unexpected:

- Although / While Sophie's father is from Spain, she doesn't speak Spanish.

Practice

Ex. 1. Match the sentence halves and give special emphasis to the adjective by moving it to the front of the sentence, as in 1. Use either *though* or *as*.

1 + g Amazing though it may seem, my brother John has just won the lottery. (or Amazing as it may seem...)

1. It may seem amazing

2. She was frightened

3. Food became scarce

4. The climbers were experienced

5. The instructions first appeared confusing

6. It looked disgusting

7. She felt confident

8. Their new products have proved successful

a. they were very useful when I looked at them in detail

b. she forced herself to pick up the snake

c. they had never faced such severe conditions before

d. the company is still in financial difficulties

e. they always found enough to share with me

f. she knew the examination would not be easy

g. my brother John has won the lottery

h. it was actually quite tasty

Ex.2. Expand the notes and rewrite the sentences using In spite of + -ing in 1-3 and In spite of his/her + noun in 4-6.

1. Although she has to cope with three small children, ... (*taking – part-time MBA course*)

In spite of having to cope with three small children, she is taking a part-time MBA course.

2. Although he was much younger than the others, ... (*was – most outstanding footballer – team*)

3. Although he ate a big lunch, ... (*had – three-course meal – evening*)

4. Although she was frightened, ... (*allowed – huge spider – placed in her hands*)

5. Although she is obviously intelligent, ... (*finds – it difficult – express – ideas in writing*)

6. Although she was ill, ... (*went – walking holiday – Nepal*)

Now rewrite the sentences you have written beginning **Despite the fact that...**

1. Despite the fact that she has to cope with three small children, she is taking a part-time MBA course.

Ex. 3. Underline the correct phrase.

1. The driver stopped to let on more passengers *even though/ even if* the bus was already full.

2. I wouldn't tell you where Gail lives *even though/ even if* I knew.

3. *Even though/ Even if* I only play one match for my country, I'll be happy.

4. *Even though/ Even if* he had just put a cigarette out, Lawrence lit another one.

5. He plays for Wales *even though/ even if* he was born in Scotland.

6. You won't see all the animals in the zoo *even though/ even if* you stay for the whole day.

7. *Even though/ Even if* I'm quite old, I still miss my parents.

8. I still couldn't afford to go to Paris, *even though/ even if* I took the cheapest route.

Ex. 4. Match the sentence halves and join them with While or Whereas at the beginning of the sentence. In which of the sentences

you write can the clause beginning “While ...” or “Whereas ...” come after the main clause?

1 + c While/ Whereas Paula is blonde, all her sisters have dark hair. Or
All her sisters have dark hair, whereas/while Paula is blonde.

- | | |
|---|--|
| 1. Paula is blonde. | a. more and more people are |
| 2. Horse riding is an expensive
pastime | taking it up |
| 3. A decade ago we used to get a
lot of blackbirds in our garden | b. the government says it is under
500,000 |
| 4. The true number of unemployed
is over a million | c. all her sisters have dark hair |
| 5. The temperature is below
freezing | d. it actually feels quite warm
when the sun is out |
| | e. we rarely see them today |

14.6.8. The Adverbial Clauses of Result (Підрядні речення наслідку)

An adverbial clause of result denotes some consequence or result of the action expressed in the main clause. It may be introduced by the conjunction (*so*) *that*. Very often adverbial clauses of this type have an additional meaning of degree.

Adverbial clauses of pure result are introduced by the conjunction *so that*; they are usually separated from the main clause by a comma.

- We turned the radio on, so that everybody heard the announcement.
- Darkness had fallen, so that the streets were nearly deserted.

Adverbial clauses of result with an additional meaning of degree are introduced by the conjunction *that*; in these cases we find the adverb *so* or the demonstrative pronoun *such* in the main clause. Such clauses are not separated from the main clause by a comma.

- She is so weak physically that she can hardly move.
- He showed such great courage that he was elected unanimously.

14.6.9. The Adverbial Clauses of Manner (Підрядне речення способу дії)

Adverbial clauses of manner characterize action, states, qualities, circumstances. Therefore they may have different reference:

- 1) We can use manner clauses beginning with *as*, *the way*, *just as* when we are describing how something was or how something was done.

- The film depicts life as it was in 1900.
- Complete each exercise as I showed you.
- I wrote the note just as you told me to.
- Everything happened just as my mother had predicted.
- I'm sorry I talked the way I did at lunch.

In these complex sentences adverbial clauses of manner modify the predicate of the main clause by attributing some quality to it.

2) They may refer to attributes or predicatives characterizing a state or quality of a person or non-person.

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

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

3) They may refer to an adverbial modifier, giving additional information or explanation concerning it.

• She said it with contempt, as a grown-up serious man should treat such views.

14.6.10. The Adverbial Clauses of Comparison

(Підрядне речення порівняння)

Adverbial clauses of comparison denote an action with which the action of the main clause is compared. Clauses of comparison may be introduced by conjunctions *as if, as though, than, like*; correlative conjunctions *as ... as, so ... as, as ... as if.*

- Can I help you? You look as if you're lost.
- He sounds as though he might be getting a cold.
- She always tries to act as if she's my boss.
- They talked about it as though it was worthless.

Note: The subjunctive “*were*” is sometimes used after *as if/ as though.*

- He treats me as if I were a child.

In informal situations, *like* is sometimes used instead of *as* or *as if.*

- No one will ever love you like I do.
- It feels like winter has suddenly arrived.

Note that like is often used as a preposition: It feels like winter.

We use as ... as (“in the same way that”) to say that two actions or situations are similar or different in some way.

- Is Max still funny in the same way that he used to be?
- Is Max still as funny as he used to be?
- The weather isn't as hot as it was last year.
- Were there as many problems as you anticipated?
- It didn't cost as much as he said.

Practice

Ex. 1. Point out the adverbial clauses of manner, comparison, degree and result; isolate the conjunctions by which they are introduced.

1. ...I love her more than I have ever told you, far more. (*Wilde*).
2. There was something so honest and frank in Joe's speech, that Mr. Haredale put his hand in his involuntarily, though their meeting was suspicious enough. (*Dickens*).
3. Here the visitor, all unconscious of Mrs. Sparsit's magnanimous words, repeated his knock so loudly that the light porter hastened down to open the door;... (*Dickens*).
4. The weather was wet and cold for quite a week, as it often can be in the west country in early summer... (*Du Maurier*).
5. Lily seldom made a mistake in the orders, so that she got on well with her three mistresses. (*Joyce*).
6. He always treated boys as if they were his equals. (*Moore*).
7. He heard the thundering and surging out of doors, and it seemed to him as if his late angry mood were going about trying to get at him. (*Dickens*).
8. All at once her vision narrowed and she saw everything as if it were happening in a small room far away, or as if she were looking at it through the wrong end of a telescope. (*O'Connor*).
9. She looked to him much the same child as he had met six years ago... (*Murdoch*).
10. The change was so sudden that I was shocked and a little scared. (*Du Maurier*).
11. He went into the house by the back door ... as though he had something to hide. (*Maugham*).
12. Hilary took his brother's arm. "Old boy, it's ghastly for you. But ten to one it won't be so bad as we think." (*Galsworthy*).
13. The little fellow ... gave such a lusty shout, that the sound of it made him bashful, and he buried his face in her skirts. (*Dickens*).

14. Once I shivered as Pyle had done. (*Greene*).
15. Personally, I feel as if I should never move again. (*Wodehouse*).
16. Mrs. Sadgrove silently removed the lid of the teapot, inspected the interior of the pot with an intent glance, and then replaced the lid as if she had seen a blackbeetle there. (*Coppard*).
17. "Good afternoon," said Harvey Witlow, as softly as if he had entered a church. (*Coppard*).

Ex. 2. Point out the adverbial clauses of condition and concession; isolate the connectives by which they are introduced.

1. I am devoted to Maxim ... though we always bicker like cat and dog when we meet. (*Du Maurier*).
2. Old as they were, her aunts also did their share. (*Joyce*).
3. What happens to the fifth wheel doesn't matter so long as the car runs. (*Galsworthy*).
4. Although she said nothing I felt guilty... (*Du Maurier*).
5. You gave her the wounds she died of. There is the truth for your comfort, however you like it. (*Dickens*).
6. And he followed her out of the door, whatever his feelings might be. (*Lawrence*).
7. I could work faster if your irons were only hotter. (*London*).
8. She was not looking at him, but she seemed to be listening, as though perhaps she was impressed not so much by what he was saying as by the simple, anxious tone of his voice. (*Bates*).
9. If I am not mistaken, several interesting things will take place there before long. (*A. Christie*).
10. "Fond of young people, too," went on Miss Marple, "but inclined to tease them a little, if you know what I mean." (*A. Christie*).
11. He still felt very uneasy, though he was satisfied with his initial step. (*A. Christie*).
12. "That is very well said," returned the lawyer; "and whatever comes of it, I shall make it my business to see you are no loser." (*Stevenson*).
13. But if you mean, was it Mr. Hyde? – Why, yes, I think it was! (*Stevenson*).
14. If all is well, my shoulders are broad enough to bear the blame. (*Stevenson*).
15. No matter how brilliant a physician is, a thing like that will ruin his career. (*Caldwell*).

16. Sir, if that was my master, why had he a mask upon his face? If it was my master, why did he cry out like a rat, and run from me? (*Stevenson*).

17. Whenever you had a bit of fun, you had to pay for it. (*Gibbons*).

Revision

Ex. 1. Define the kinds of adverbial clauses.

She played the piano	when	she was asked to.
	where	she could.
	as	she was taught.
	because	she liked music.
	in order that	she might please me.
	if	her friends asked her.
	though	nobody encouraged her.
	so that	you might hear her music.
so well	that	she was loudly applauded.
as well	as	her sister did.

Ex. 2. Define the kinds of adverbial clauses. Translate the sentences into Ukrainian.

1. As I was going to the theatre, I met a friend of mine.
2. The moment I saw him I understood that something was wrong.
3. I like to spend my summer holidays where I can meet new friends and see new places.
4. You should study as your sister does.
5. She spoke as if she knew something else.
6. The young man played the violin so well that everybody admired him.
7. She went to the sea early so that she could see how the sun rises.
8. She told me her address so that I might be able to find her place easily.
9. The man is older than he looks.
10. Don't change your mind whatever happens.
11. Though it was only seven o'clock, there were a lot of people in the street.
12. You may take my magazine so long as you don't keep it too long.

13. He ran so fast that he managed to catch the train.
14. She walked quickly for she was in a hurry.
15. I'll come to you next week because I have little time now.
16. Speak louder so that everybody may hear you well.
17. She gave me the key that I might open the door.
18. We were still talking when our teacher entered the hall.
19. He listened until I had finished.
20. They crossed the river where an old mill stood.
21. The little girl ran to where her mother was sitting and began to tell her something.
22. I only wish I could speak Spanish as well as you speak English.
23. I had good opera-glasses so that I could see everything on the stage quite well.
24. It was just a little bit cold out-of-doors, though it was lovely and sunny.
25. If you go there tomorrow, you will see much interesting.

Ex. 3. Complete the following sentences so that they should contain a subordinate clause introduced by that (so that). Give similar examples of your own.

a) *Subject clause*

It is necessary that...

It is obligatory that...

It is great importance that...

b) *Object clause*

I hear that...

I know for sure that...

Everybody knows that...

c) *Attribute relative clause*

Of all his novels I like the one that...

Where is the cat that...

d) *Appositive attributive clause*

He expressed the hope that...

I don't like the idea that...

e) *Adverbial clause of purpose*

She did it that...

Let them know about it that...

f) *Adverbial clause of degree*

It was so oppressively hot that...

The truth was so awful that...

g) *Adverbial clause of result*

There has been a heavy fall of snow, so that...

She sat behind me, so that...

§15. THE COMPOUND – COMPLEX SENTENCE

A compound-complex sentence is a sentence consisting of two or more coordinate clauses one of each at least has one or several subordinate clauses.

- There was a song in every heart; and if the heart was young the music issued at the lips.

Practice

Ex. 1. Analyze the following sentences.

1. She said that she would send us a telegram as soon as she arrived to Kyiv.

2. While we were talking, somebody knocked at the front door which was shut.

3. She wrote me that she would come the next week when she would have free time.

4. The sun was shining brightly; the wind was so warm that it seemed that summer returned.

5. I began to understand that I didn't know that man who had been my friend for 5 years.

6. She used to go for a walk there every Sunday when she didn't work and when her friends were there, too.

7. Although she didn't win the prize she was happy because her friend did.

8. We left the room, and, in spite of the fact that we had no spare time we decided to have a long walk through the village.

9. It was not raining but the air was so fresh that we had to put our coats on.

Ex. 2. Analyze the following sentences.

1. Mischa approached, and it seemed to the two who were watching a long time before he reached her. (*Murdoch*).

2. I will give you a lantern and a basket to put the bottle in, and any picture or fine thing in my house that takes your fancy and we'll go to Hookena. (*Stevenson*).

3. So Lopaka went down the mountain, and Keawe stood in his front balcony and listened to the clink of the horse's shoes and watched the lantern go shining down the path and along the cliff of caves, where the old dead are buried; and all the time he trembled and clasped his hands and prayed for his friend, and gave glory to God that he himself was escaped out of that trouble. (*Stevenson*).

4. But the next day came very brightly, and that new house of his was so delightful to behold that he forgot his terrors. (*Stevenson*).

5. Black and purple. The colours blended well with the Misses Buck, who were both dark young woman, and unlike their mother who was one of those neutral tinted persons about whom Nature had not been able to make up her mind, but the dominance of Buck had settled the inheritance by giving darkness to the daughters. (*Deeping*).

6. She's the kind of woman who will break down at once when she's taxed with the truth. (*A. Christie*).

7. He felt he knew what she was going to say, and before she could speak again he began to talk quite quickly. (*Bates*).

8. As for Keawe himself, he could not walk in the chambers without singing, his heart was so enlarged; and when ships sailed by upon the sea he would fly his colours on the mast. (*Stevenson*).

9. Barnaby and his mother walked on, on either side of the gentleman on horseback, who surveyed each of them from time to time in a proud and coarse manner, and occasionally thundered out some question, the tone of which alarmed Barnaby so much that he could find no answer, and, as a matter of course, could make him no reply. (*Dickens*).

10. There was a girl standing in the garden, and for the moment Jack jumped to the natural conclusion that it was she who had uttered the cry for help. (*A. Christie*).

11. When we got to London proper by train, we were met by a gentleman who was to see that we were properly situated. (*Kitt*).

12. The next morning Tom found that the drizzle of the day before had been warmed and transmuted into thin layers of mist, which a Londoner might never notice, a haziness that turned streets and squares into watercolour sketches of themselves, a steamy thickening of the air that caught and held every smell, from the reek of deep frying oil from the doors of restaurants. (*Priestley*).

13. When the casual traveler through Sheffield by rail sees these packed workshops, knowing nothing of the beauty they have marred and judging Sheffield by them, he may perhaps be forgiven for thinking that the whole city is dull and grimy. (*Lamb*).

14. He knew there was nothing much he could say about the house and he hardly spoke as he showed her the smoke-darkened kitchen, where he did his own cooking and washing and most of his eating; the parlour, with the glaze-tiled grate and wallpaper so old and sun-faded that the pattern was now as faint as a watermark; the three bedrooms with the big high brass bedsteads, the white toilet services set out nakedly on marble washstands, the family photographs on the walls, the old-fashioned tasseled valences on the beds, and the long ivory-coloured curtains of lace and the paintless windows. (*Bates*).

15. Looking through the names, I discovered to my horror that she had invited a couple I knew. (*Dickens*).

16. ...when she awoke she felt so much refreshed that it irked her to stay in bed, so she made up her mind to get up and go for a walk. (*Maugham*).

17. I thought you might like to know, my lady, that there are only two verses more to come, and these contain what we may call the crux of the item. (*Thirkell*).

18. I would remember the time when Julie and I went the Tower of London to see the old castle where the guards are dressed in sixteenth-century costumes, and when we walked across London Bridge. (*Kitt*).

19. Though most of the buildings in Bridgend are modern, the town dates at least from Norman times, though at that time it was much

smaller and less important than its neighbour City. (From “*Official Guide to Bridgend*”).

20. When boys and girls reach the age of sixteen years they may sit for the General Certificate of Education, which, as its name implies, shows that the holder has received a general education and has reached certain standards in the various subjects. (*Potter*).

§16. SUGGESTED WAYS OF SENTENCE ANALYSIS

I. *The simple sentence*

1. *Dusk – of a summer night.*

It is a simple extended one-member declarative sentence.

Dusk is the main (principal) part of this sentence. It is expressed by a common noun in the common case.

of a summer night is an attribute to the main part. It is expressed by a prepositional phrase.

2. *Stop talking!*

It is an imperative exclamatory sentence.

Stop talking is the predicate. It is a compound phasal verbal predicate. It consists of two parts. The first part is expressed by the phasal verb *stop* in the imperative mood. It denotes the end of the action.

The second part is expressed by a non-perfect gerund active denoting the action itself.

3. *Could've been professional.*

It is a simple unextended two-member elliptical declarative sentence. The position of the subject is not filled with a word form.

Could've been professional is the predicate. It is a mixed type of predicate.

Could is the modal part expressed by the verb *can* in the subjunctive mood. It denotes a possibility referring to the past.

have been is a link verb expressed by a perfect infinitive. It is a link verb of being.

professional is a predicative expressed by an adjective in the positive degree.

4. *Old Jolyon watching from his corner saw his brother's face change.*

It is a simple, extended, two-member sentence.

Jolyon is the subject expressed by a proper noun in the common case.

Old is an attribute to the subject. It is expressed by an adjective in the positive degree.

watching from his corner is an attribute to the subject (or an adverbial modifier of time) expressed by a participial phrase with participle I as headword.

saw is the predicate. It is a simple verbal predicate expressed by the verb *to see* in the past indefinite active.

his brother's face change is a complex object expressed by an objective with the infinitive construction; it consists of a nominal phrase (*his brother's face*) and a non-perfect infinitive.

Note:

Verbal and non-verbal complexes are to be treated as one indivisible part of the sentence.

5. *Is the weather not likely to change?*

It is a simple unextended two-member interrogative sentence.

the weather is the subject expressed by a common noun. in the common case.

Is not likely to change is the predicate. It is a compound verbal predicate of double orientation. It consists of two parts.

Is not likely is the first part. It denotes the estimate of the speaker of, or his attitude to, the situation described in the sentence. It is expressed by a phrase with a modal meaning.

to change is the second part. It denotes the action itself and is expressed by a non-perfect infinitive.

6. *The whole house being made of wood, it looked good.*

It is a simple extended two-member declarative sentence.

it is the subject expressed by a personal pronoun of the 3rd person singular.

looked good is the predicate. It is a compound nominal predicate, consisting of a link verb and a predicative.

looked is a link verb expressed by the past indefinite of the link verb *to look*, which is a link verb of being in a state.

the whole house being made of wood is an adverbial modifier of reason expressed by a nominative absolute participial construction.

7. *I found my life dull.*

It is a simple extended two-member declarative sentence.

I is the subject expressed by a personal pronoun of the 1st person singular.

found is a simple verbal predicate expressed by the past indefinite of the verb *to find*.

my life dull is a predicative complex (or a complex object) expressed by an objective non-verbal construction (or by an object + objective predicative).

II. *The composite sentence*

A. The compound sentence

1. (a) *Coffee was served and the ladies went upstairs.*

It is a compound sentence consisting of two coordinate clauses connected by copulative connection with the help of the conjunction *and*.

Coffee was served	and	The ladies went upstairs
-------------------	-----	--------------------------

(b) *He loved his work and he counted himself fortunate to have such an opportunity so early in his career.*

It is a compound sentence containing two clauses joined by causative-consecutive relations with the help of the copulative conjunction *and*, which expresses a shade of consecutive relations.

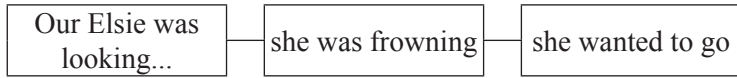
(c) *I wanted to go on, whereas my friend wanted to go back.*

It is a compound sentence comprising two coordinate clauses which are connected by adversative connection expressed by the adversative conjunction *whereas*.

In sentences (b), (c) the graphical presentation is the same as in sentence (a).

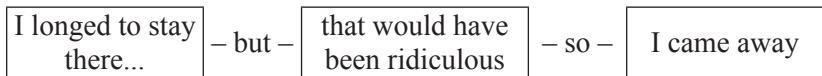
2. (a) *Our Elsie was looking at her with big imploring eyes; she was frowning, she wanted to go.*

It is a compound sentence consisting of three coordinate clauses which are connected by copulative coordination *asyndetically*.



(b) *I longed to stay there and tell the truth, but that would have been ridiculous, so I came away.*

It is a compound sentence comprising three coordinate clauses. The first two clauses are joined by means of adversative connection with the help of the adversative conjunction *but*. The second and the third clauses are connected by causative-consecutive connection with the help of the consecutive conjunction *so*.



B. The complex sentence

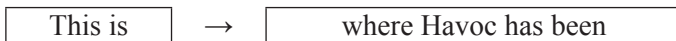
1. (a) *What impressed me was Cyprus Avenue.*

It is a complex sentence with the subject expressed by a subordinate clause introduced by the conjunctive pronoun *what*. The main clause is devoid of the subject.



(b) *This is where Havoc has been.*

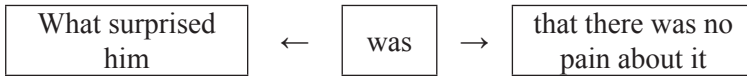
It is a complex sentence with a predicative clause introduced by the conjunctive adverb *where*. The main clause is devoid of the predicative.



(c) *What surprised him was that there was no pain about it.*

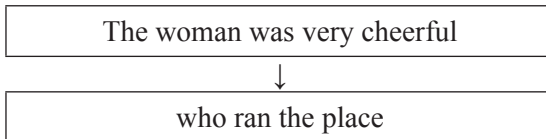
It is a complex sentence with a subject and a predicative clause. The subject clause is introduced by the conjunctive pronoun *what* and the

predicative clause by the conjunction *that*. Since these clauses occupy the positions of the main parts of the sentence, the main (principal) clause is reduced to the link verb only.



2. (a) *The woman who ran the place was very cheerful.*

It is a complex sentence comprising (or consisting of) two clauses. The main clause is *The woman was very cheerful*. The subordinate clause is *who ran the place*. It is a restrictive (limiting) relative attributive clause modifying the subject of the main clause as its antecedent.



The same graphical presentation is to be found in other complex sentences containing one subordinate clause.

(b) *The next book she wrote she sent to a magazine.*

It is a complex sentence with a contact clause dependent on the antecedent *the next book*, which is the subject of the main clause.

Or:

It is a complex sentence containing a restrictive attributive clause joined to the main clause asyndetically.

(c) *Stratford-on-Avon, where Shakespeare was born, is visited by thousands of tourists.*

It is a complex sentence with a descriptive (or non-restrictive) attributive clause introduced by the relative adverb *where*, which refers to the antecedent *Stratford-on-Avon* in the main clause.

(d) *Look before you leap.*

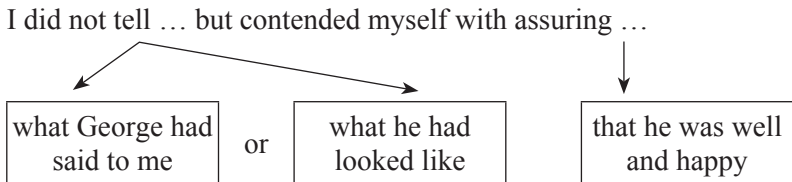
It is a complex sentence with an adverbial clause of time introduced by the conjunction *before* and depending on-the predicate of the main clause.

(e) *Bad as things are, we mustn't give up hope.*

It is a complex sentence with an adverbial clause of concession. The concessive clause is introduced by the conjunction *as* with inverted word order in the subordinate clause. It modifies the whole of the main clause.

3. *I did not tell Muriel on my return to London what George had said to me, or what he looked like, but contended myself with assuring her that he was well and happy.*

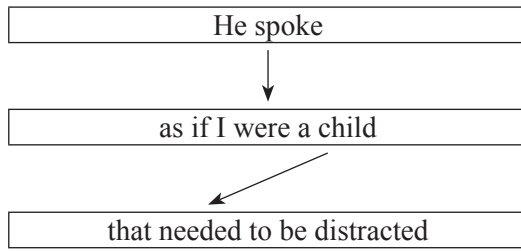
It is a complex sentence comprising one main clause and three subordinate object clauses. The main clause contains two homogeneous predicates (*did not tell and contended*) connected by the conjunction *but*. The first and the second subordinate clauses are homogeneous, they are joined to each other by the disjunctive conjunction *or* and introduced by the conjunctive pronoun *what*. Both modify the first of the two homogeneous predicates. The third object clause is introduced by the conjunction *that*. It depends on the object to the second homogeneous predicate *with assuring*.



4. Complex sentences with successive subordination.

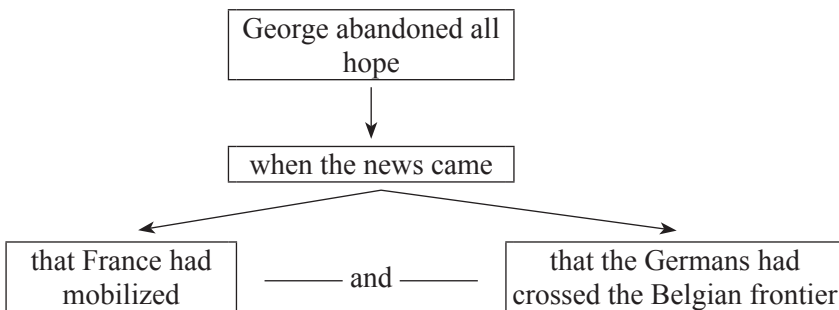
(a) *He spoke as if I were a child that needed to be distracted.*

It is a complex sentence comprising three clauses. (Or: it is a complex sentence consisting of the main clause *He spoke* and two subordinate clauses of different degrees of subordination.) The first subordinate clause is of the first degree of subordination. It is an adverbial clause of comparison introduced by the conjunction *as if* and depending on the predicate of the main clause. The second subordinate clause is of the second degree of subordination. It is a restrictive attributive clause introduced by the relative pronoun *that* and depending on the predicative of the previous clause, that is, the clause of the first degree of subordination.



(b) *When the news came that France had mobilized and that the Germans had crossed the Belgian frontier, George abandoned all hope immediately.*

It is a complex sentence consisting of one principal and three subordinate clauses. The first subordinate clause is introduced by the conjunction *when* and is a subordinate clause of time of the first degree of subordination. The other two clauses are of the second degree of subordination. They are homogeneous appositive clauses introduced by the conjunction *that* and linked with each other by the copulative conjunction *and*. They both depend on the subject of the adverbial clause of time.

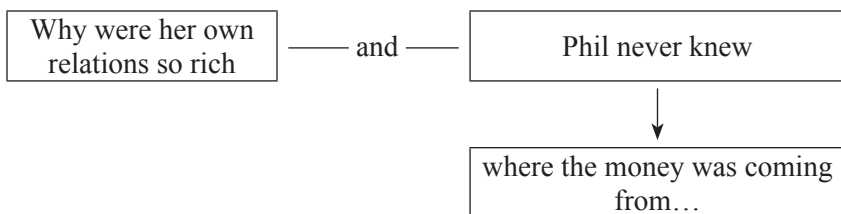


C. The compound-complex sentence

Why were her own relations so rich, and Phil never knew where the money was coming from for tomorrow's tobacco?

It is a compound-complex sentence consisting of two coordinated clauses connected by contrasting relations and linked by the copulative conjunction *and*. Besides two coordinate clauses the sentence comprises

one subordinate clause which depends on the second coordinate clause. It is an object clause introduced by the conjunctive adverb *where*.



Навчальне видання

**Мурич Валентина Володимирівна
Вельчєва Ксенія Олександрівна**

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ПВНЗ «Дніпропетровський університет імені Альфреда Нобеля».
49000, м. Дніпропетровськ, вул. Набережна В.І. Леніна, 18.
Тел. (056) 778-58-66, e-mail: rio@duer.edu
Свідоцтво ДК № 4611 від 05.09.2013 р.

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49052, м. Дніпропетровськ, вул. В. Ларіонова, 145.

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