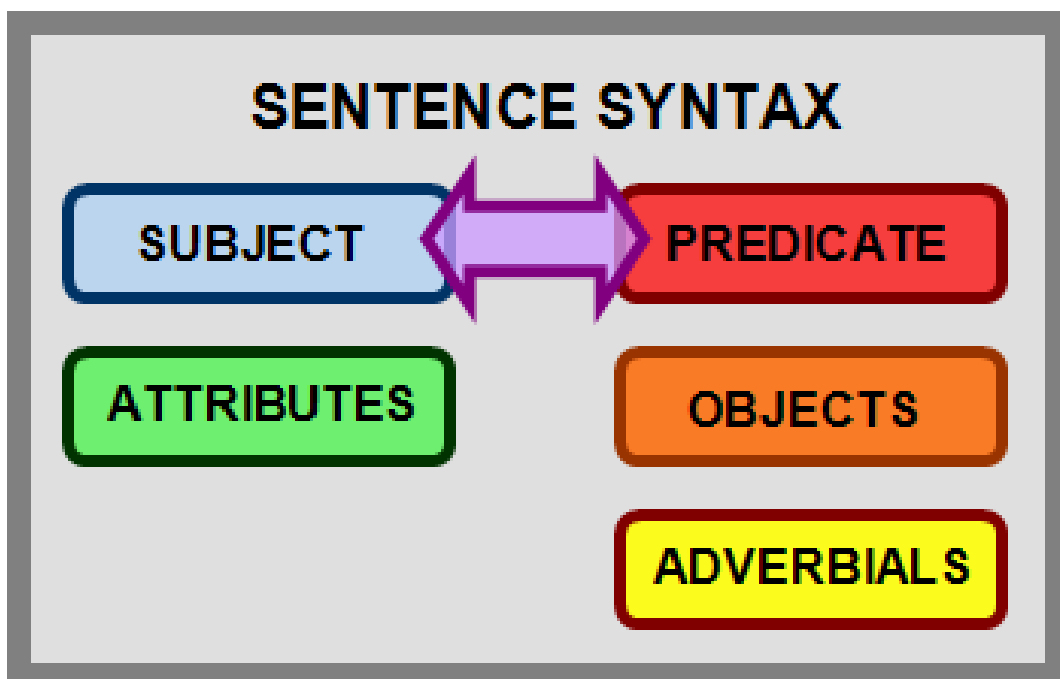


COURSE MATERIALS IN GRAMMAR:

SYNTAX



Course Materials in Grammar: Syntax: навчально-методичний посібник з практичної граматики для студентів третього курсу заочної форми навчання / Уклад. С. В. Левочкіна, О. М. Заїковська. – Черкаси : 2015. – 91 с.

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ПЕРЕДМОВА

Навчально-методичний посібник “Course Materials in Grammar: Syntax” з дисципліни «Практична граматики англійської мови» розроблений для студентів 3 курсу навчання заочної форми навчання, напрям підготовки «Філологія (Англійська мова і література)».

Мета посібника – забезпечити засвоєння студентами основних понять синтаксису та формування навичок синтаксичного аналізу речення. Матеріали посібника сприятимуть удосконаленню навичок оформлення граматичних структур відповідно до норм мови, що вивчається.

Навчально-методичний посібник складається з дев'яти розділів, що містять теоретичний матеріал та вправи на закріплення знань в обсязі тем. Перший розділ “Simple Sentence” знайомить студентів із структурними та комунікативними типами речень англійської мови. Другий розділ “Subject” зосереджує увагу студентів на способах вираження підмета в англійській мові та синтаксичних структурах, які не мають відповідностей у рідній мові. Третій розділ “Predicate” розкриває типи присудка та особливості його аналізу в англійському реченні. Четвертий розділ “Object” презентує теоретичний матеріал про типи додатку в англійській мові та способи його вираження. У п'ятому розділі “Attribute” увагу зосереджено на способах вираження означення. Шостий розділ “Adverbial Modifier” розкриває сутність обставини та особливості її вживання у реченні. Сьомий розділ “Composite Sentence” розкриває типи сурядних та підрядних речень. Кожен з цих розділів супроводжується вправами, спрямованими на закріплення теоретичного матеріалу та автоматизацію навичок аналізу речення. У восьмому розділі наведено контрольні роботи, спрямовані на перевірку вивченого матеріалу. Дев'ятий розділ містить список використаних джерел.

Запропонований навчально-методичний посібник було апробовано у студентській аудиторії Навчально-наукового інституту іноземних мов Черкаського національного університету імені Б. Хмельницького, напряму підготовки 6.020303 Філологія (Англійська мова та література), галузі знань 0203 Гуманітарні науки.

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1. SIMPLE SENTENCE

1.1 STRUCTURAL TYPES OF SENTENCES

Syntax is the part of grammar which deals with sentences and combinability of words. The core of syntax is the study of the sentence. Anything that is said in the act of communication is called an **utterance**. Most utterances are sentences, although there are some which are not sentences and are called **non-sentence utterances**. Thus utterances fall into two groups: sentences and non-sentence utterances.

Sentence is a unit of speech which conforms to the norms of the English language and which serves as the main means of communication. Sentences may be regarded from the point of view of their structure and their communicative value.

Structural classification of sentences

Simple				Composite	
One-member		Two-member		Complex	Compound
nominal	verbal	complete	incomplete		
extended / unextended					

A **simple sentence** is a sentence which has only one subject-predicate unit. It has two main (principal) positions: those of the subject and of the predicate.

e.g.: *Honesty is the best policy* (one subject-predicate unit)

A simple sentence may be extended or unextended. An **unextended** sentence contains two main positions of the basic pattern, that of the subject and the predicate.

e.g.: *Mary laughed*.

An **extended** sentence may contain various optional elements (including attributes, certain kinds of prepositional objects and adverbial modifiers).

e.g.: *John ran quickly to me*.

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

Nominal sentences may be:

a) **unextended**

e.g.: *Silence. Summer. Midnight.*

b) **extended**

e.g.: *Dusk - of a summer night.*

Simple one-member 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.

e.g.: *To think of that! Living at the mercy of a woman!*

A two-member sentence may be either **complete** or **incomplete (elliptical)**. In a **complete sentence** both the principal positions are filled with word-forms. In an **incomplete**

(elliptical) sentence one or both of the main positions are not filled, but can be easily supplied as it is clear from the context what is missing.

e.g.: *When did you arrive?* (complete)

Ready? (incomplete)

An elliptical sentence is a sentence in which one or more word-forms in the principal positions are omitted. **Ellipsis** here refers only to the structural elements of the sentence, not the informational ones.

Types of elliptical sentences

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

e.g.: *Looks like rain.*

Seems difficult.

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

e.g.: a) *Going home soon?*

See what I mean?

Heard nothing about him lately.

b) *Not bad.*

Free this evening?

Nice of you to come.

Susan's father?

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

e.g.: *You seen them?*

Everything fixed?

You sure?

All settled.

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

e.g.: *What time does Dave come for lunch?* – *One o'clock.*

What were you thinking about? – *You.*

Where're you going? – *Home.*

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

e.g.: *Who lives there?* – *Jack.*

What's happened? – *Nothing.*

A **composite sentence** is a sentence which contains two or more subject-predicate units. Subject-predicate units that form composite sentences are called **clauses**.

A **composite compound sentence** has two or more coordinate clauses which are equal in rank.

e.g.: *You can take a horse to the water, but you cannot make him drink* (two subject-predicate units, or two clauses)

A **composite complex sentence** has one main clause and one or more subordinate clauses. e.g.: *You never know what you can do till you try* (three subject-predicate units, or three clauses)

EXERCISES

Exercise 1. Define the structural type of sentences.

Pattern: “*Silence*” is a simple one-member, nominal, unextended sentence.

“*She came first*” is a simple two-member, complete, extended sentence.

1. Autumn. Early Morning. 2. To think of that! 3. The dinner must be ready at ten. Understand, Tom? 4. Everything will be done. 5. When did you see her? – On Monday. –How did she look? – Quite healthy. 6. I shall take my umbrella. Looks like rain. 7. Does she work or study? 8. You like the soup? – It’s delicious. 9. Will you meet him? – No need. All settled. 10. I shall tell you when I am ready. 11. Summer in New York. Heat. Dust. 12. I have two tickets to the concert. – Will you go?

Exercise 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. No! To have his admiration, his friendship, but not at that price. She is a doctor. 7. Birds fly. 8. Frosty! 9. Is she at home? – Naturally. She's asleep. 10. What was she doing? – Reading.

Exercise 3. Define the structural type of sentences

1. He entered the room. Young. Elegant. Self-confident. 2. To tell me such a thing! Could be more polite. 3. I shall be glad to help you. – You sure? 4. He will be a doctor. 5. A big stuffy room. Old furniture. No curtains. 6. Living in such conditions! 7. When did he come? – Late. 8. Ready? It's time to go. 8. You like Mike’s playing the violin? – It is beautiful. 9. I’ll tell you about the route we’ve chosen. 10. To come in such a short dress! 11. Can't believe my eyes! 12. The bell rang and the students gave in their test papers. 13. Will you help me if you have free time? 14. Autumn in Kiev. Warm. Golden. Marvelous. 15. I have invited Mary to the party. – Will you go?

Exercise 4. Point out elliptical sentences and analyze them.

1. He stared amazed at the calmness of her answer. 2. We must go to meet the bus. 3. Obedient little trees, fulfilling their duty. 4. He wants to write a play for me. One act. 5. A beautiful day, quite warm. 6. What do you want? – Bandages, stuff for wounded. 7. How did he look? – Grey, but otherwise much the same. – And the daughter? – Pretty. 8. And then the silence and the beauty of this camp. The mystic shadow water. The wonder and glory, of all this. 9. I'll see nobody for half an hour, Macey. – Understand? Nobody at all. 10. – Mother, a man's been killed. – Not in the garden? – interrupted her mother. 11. Garden at the Manor House. A flight of grey stone steps leads up to the house. The garden, an old-fashioned one. full of roses. Time of year, July. Basket chairs, and a table covered with books, are set under a large yew-tree.

1.2. COMMUNICATIVE TYPES OF SENTENCES

The sentence is a minimal unit of communication. From the viewpoint of their role in the process of communication sentences are divided into four types, grammatically marked: **declarative, interrogative, imperative, exclamatory** sentences. These types differ in the aim of communication and express **statements, questions, commands** and **exclamations** respectively.

e.g.: *Dickens was born in 1812.*

When shall I see you again?

Do you know Italian?

Come up and sit down.

What a quiet evening!

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. A statement may be **positive (affirmative)** or **negative**:

e.g.: *I have just come back from a business trip.*

I haven't seen my sister yet.

Grammatically, statements are characterized by:

- 1) the subject-predicate structure with the direct order of words. They are mostly two-member sentences, although they may be one-member sentences:

e.g.: *Very early morning.*

- 2) a falling tone;

- 3) a pause in speaking and by a full stop in writing.

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. All varieties of questions may be structurally reduced to two main types, **general questions** (also called “yes-no” questions) and **pronominal questions** (otherwise called “special” or “wh” - questions). Both are graphically identified by a question mark.

Interrogative Sentences

General		Pronominal	
Tag questions	Suggestive	Alternative	

General questions

In general questions the speaker is interested to know whether some event or phenomenon asked about exists or does not exist; accordingly the answer may be positive or negative, thus containing or implying “yes” or “no”. A general question opens with an auxiliary, modal, or link verb followed by the subject. Such questions are characterized by the rising tone.

e.g.: *Does your sister go figure-skating?*

Is that girl a friend of yours?

Can you speak French?

“Yes-no” questions may be incomplete and reduced to two words only:

e.g.: *Can you? Does he?*

Note:

1. A negative "yes-no" question usually adds some emotional colouring of surprise or disappointment.

e.g.: *Haven't you posted the letter yet? (Why?)*

2. General questions opening with *will/ would* may be considered as commands and requests according to their communicative role.

e.g.: *Will you help me?*

3. Owing to their occasional emotional colouring, “yes-no” questions may function as exclamations.

Tag questions

A tag question is a short “yes-no” question added to a statement. It consists only of an auxiliary, modal, or link verb prompted by the predicate verb of the statement and a pronoun prompted by the subject. Generally the tag has a rising tone.

e.g.: *You know French, don't you? – Yes, a bit.*

George is a football fan, isn't he? – He certainly is.

A tag question is added to a statement for confirmation. It corresponds to such Ukrainian tag questions as Чи не так? Чи не правда? The speaker expects the listener to share his view of some situation rather than to give him some new information. The most usual patterns of sentences with tag questions are as follows.

Positive statement - negative tag - positive answer

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

Negative statement - positive tag - negative answer

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

Alternative questions

An alternative question implies a choice between two or more alternative answers. Like a “yes-no” question, it opens with an auxiliary, modal, or link verb. The conjunction *or* links either two homogeneous parts of the sentence or two coordinate clauses. The part of the question before the conjunction is characterized by a rising tone, the part after the conjunction has a falling tone. An alternative question may sometimes resemble a pronominal question beginning with a question word:

e.g.: *Will you go to the opera **or** to the concert to-night?*
*Which do you prefer, tea **or** coffee?*
*Where shall we go, to the cinema **or** to the football match?*

Suggestive questions

Suggestive questions, also called declarative questions, form a peculiar kind of “yes-no” questions. They keep the word order of statements but serve as questions owing to the rising tone in speaking and a question mark in writing. They are asked for the sake of confirmation. The speaker is sure what the answer will be (positive or negative), and by asking the question expects confirmation on the part of the addressee.

e.g.: ***You are familiar with the town?***
– I spent winter here many years ago.
You still don’t believe me, Aunt Nora?
– No, I don’t.

Pronominal questions

Pronominal questions open with an interrogative pronoun or a pronominal adverb, the function of which is to get more detailed and exact information about some event or phenomenon known to the speaker and listener.

The interrogative pronouns and adverbs which function as question words are as follows: *what, which, who, whom, whose, where, when, why, how*. Adverbial phrases such as *how long, how often* may also function as question words. Question words may have various syntactical functions in the sentence, depending upon the information the speaker wants to obtain:

1. **Who** came first? (subject) – *I did.*
2. **What** makes you think so? (subject) – *Your behaviour.*
3. **Whose** team has won the match? (attribute) – *Ours.*
4. **Which** story did you like best? (attribute) – *The last.*
5. **Who** is that man? (predicative) – *He is my brother.*
6. **What** are you doing there? (object) – *Nothing.*
7. **When** are you going to come back? (adverbial of time) – *Tomorrow.*
8. **How** can I get to your place? (adverbial of manner) – *By bus.*

Word order in a pronominal question is characterized by inversion of the operator and the subject. Inversion does not take place when the question word is the subject or an attribute to the subject (see examples 1, 2, 3). A question word may be preceded by a preposition. The tone of pronominal questions is usually a falling one.

e.g.: ***On what** resolution do you insist?*

In colloquial English it is preferable to shift the preposition to the end of the question.

e.g.: *What are you laughing at?*

Rhetorical questions

Both general and pronominal questions may serve as rhetorical questions. A rhetorical question contains a statement disguised as a question. Usually it is a positive question hiding a negative statement. No answer is expected. A rhetorical question does not ask for any new information. It implies a statement and is always emotionally coloured.

e.g.: *Can any one say what truth is?* (No one can say what it is.)

Do we always act as we ought to? (We do not always act as we ought to.)

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

Who would have thought to meet you here? (Nobody would.)

Imperative sentences

Imperative sentences express *commands* which convey the desire of the speaker to make someone, generally the listener, perform an action. Besides commands proper, imperative sentences may express *prohibition*, a *request*, an *invitation*, a *warning*, *persuasion*, etc., depending on the situation, context, wording, or intonation. A negative command usually expresses prohibition, warning or persuasion.

e.g.: *Stand up! Sit down. Open your textbooks. Be quick!*

Don't cross the street before the light turns to green.

Don't allow children to play with matches.

Don't worry.

Formally commands are characterized by:

- 1) the predicate verb in the imperative mood (positive or negative),
- 2) the reference to the second person,
- 3) lack of the subject,
- 4) the use of the auxiliary do in negative or emphatic sentences with the verb to be,
- 5) the falling tone, although the rising tone may be used to make a command less abrupt.
- 6) a full stop or an exclamation mark in writing.

Commands

Softened	Verbless
<p>Commands can be softened and made into requests with the help of the word <i>please</i>, the rising tone, a tag question or a “yes-no” question beginning with <i>will</i> or <i>would</i>.</p> <p>e.g.: <i>Speak louder, please.</i> <i>Repeat the last word, will you?</i> <i>Would you do me a favour?</i></p>	<p>Commands are sometimes expressed without an imperative verb.</p> <p>e.g.: <i>Silence! Water, please. To the right!</i> <i>Off with you! Gently, darling.</i> <i>Careful, please. No smoking! Hush!</i></p>

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

e.g.: 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*.

e.g.: *Lets do it together, **shall we**?*

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

e.g.: ***Let's not** quarrel about trifles.*

***Don't let's** quarrel about trifles.*

A third-person command admits of only one negative construction:

e.g.: ***Don't let** him interfere in our affairs.*

A third-person command may begin with a noun or a pronoun denoting the person addressed.

e.g.: ***Somebody** switch off the light.*

***Mary and John** fetch dictionaries.*

Here the corresponding negative is:

e.g.: ***Don't anybody** switch off the light!*

Exclamatory sentences

The main distinctive feature of this communicative type of the sentence is a specific intonation; structurally it is variable.

e.g.: *You do look a picture of health!* (statement) *Hurry up!* (command)

The most common pattern of an exclamatory sentence opens with one of the pronominal words *what* and *how*. *What* refers to a noun, *how* to an adjective or an adverb.

An exclamatory sentence:

- 1) has a subject-predicate structure; the order of the subject and the predicate verb (or the operator) is not inverted.

e.g.: ***What** a funny story she told us!*

***What** valuable advice you've given us!*

- 2) has a falling tone in speaking and an exclamation mark in writing.

e.g.: ***How** beautiful her voice is!*

***How** beautifully she sings!*

- 3) can be reduced to the word or phrase immediately following the exclamatory signals *what* or *how*.

e.g.: ***What** a situation!*

***What** a terrible noise!*

***How** kind of you to let me in!*

- 4) can be one-member sentences conveying signals of alarm such as *Fire! Bandits!*

EXERCISES

Exercise 1. **Define the communicative type of the following sentences. If the sentence is interrogative state whether it is general, pronominal, tag or alternative.**

1. Don't go home alone.
2. Why didn't you send the letter?
3. If the weather were good we should go to the wood.
4. Won't you give me your book?
5. What a nice day!
6. Shall we go to the cinema or to the Zoo.
7. Health is the best wealth.
8. Close the door, please.

9. The doctor prescribed you a strict diet, didn't he? 10. You mustn't come late for classes. 11. Let him go to the drugstore and have prescriptions made up. 12. How interesting this book is! 13. Why didn't you ring me up?

Exercise 2. State the type of the following questions.

1. Can you fly this aircraft and land it? 2. What does he have to say? 3. Wasn't it an adventure? 4. So, they did take part in the reception, after all? 5. Will you do it alone, or will you have someone to help you? 6. Do we read a book for the book's sake? 7. A good deal has been written about the importance of the practice, hasn't it? 8. Has it been a monotonous day, or have we come across some diversions? 9. Do you care to comment or don't you? 10. Is it all over, or do we have to go through the ordeal from the start? 11. Isn't it a lovely bit of jewelry?

Exercise 3. Ask questions on the underlined words.

1. The show didn't amuse us very much. 2. The grandmother was mending as usual. 3. Margaret cannot keep a secret. 4. I watched her fasten green leaves in her hair. 5. The stewardess opened the door to the passenger deck. 6. These decisions were based on ignorance. 7. The liner will take off in half an hour. 8. They drove back with the car radio playing. 9. The information came from the Ministry of Defense. 10. Police has uncovered plenty of evidence. 11. The train will arrive in half an hour. 12. He has just returned from Australia. 13. She fell behind the group because she had missed many classes. 14. Mary was the first to come. 15. Helen will marry Peter. 16. Iris was waiting for you for an hour. 17. She moved as carefully as she could. 18. She goes to the gym at least twice a week. 19. Bob is not allowed to take father's car. 20. She was singing a sad monotonous song.

Exercise 4. Make up an alternative question out of each of the given pairs of statements.

1. These decisions were based on ignorance. These decisions were based on competence.
2. The liner will take off in half an hour. The liner will be taking off in a few minutes.
3. They drove back with the car radio playing. They drove back with the car radio switched off.
4. The information came from the Colonial Office files. The information came from the Ministry of Defense.

Exercise 5. Make up an alternative question to every statement using a prompt in brackets.

1. The patient complained of a headache, (tooth ache) 2. The doctor will sound your heart, (lungs) 3. I sent my granny an urgent telegram, (ordinary) 4. To get money from your account you must fill in a paying-out (paying-in) form. 5. You will go home alone, (we shall go together) 6. You went to the policlinics, (mother called the doctor in) 7. You will translate the text yourself. (Denis will help you)

Exercise 6. Change the following statements into tag-questions.

1. You cannot give me a definite answer. 2. They were married several weeks later. 3. The inspector made an affirmative gesture. 4. The tower clock chimed the hour. 5. There are no oranges left in the vase. 6. Police has uncovered plenty of evidence. 7. Margaret cannot keep a secret. 8. The show didn't amuse us very much. 9. It was difficult for Fanny to

believe his words. 10. The stewardess opened the door to the passenger deck. 11. They were married several weeks later. 12. You got an infection from your brother. 13. He will not recover so soon. 14. Mike must not smoke so much. 15. The parcel has not been delivered yet. 16. There are some letters for me in the letter-box. 17. It was difficult for me to make this decision.

Exercise 7. Change the following declarative sentences into disjunctive questions.

Pattern: *He is very fond of reading.*

He is very fond of reading, isn't he?

1. There was never any talk about it. 2. She bought a new hat. 3. They live not far from my house. 4. I gave her a nice present yesterday. 5. He couldn't recollect your address. 6. They weren't interested in it. 7. This photo was taken long ago.

2. SUBJECT

The Subject is the principal part of the sentence which is grammatically independent of the other parts of the sentence and on which the second principal part (the predicate) is grammatically dependent.

Ways of expressing the Subject

The subject can be expressed by:

1) a noun in the common case (substantivized adjectives and participles) or a nominal phrase with a noun:

e.g.: Tom is my friend.

That toy on the table was presented to her.

The poor should be helped.

The married will leave for their honeymoon in 2 days.

The lying should be taken to the hospital.

2) a personal pronoun in the nominative case, any other pronoun or nominal phrase with a pronoun (pronominal phrase):

e.g.: They don't know me at all.

Nobody believed it was possible.

What is there?

3) a numeral or a nominal phrase with a numeral (numerical phrase):

e.g.: Seven was her lucky number.

The second didn't even turn his head.

4) an infinitive or an infinitive phrase:

e.g.: To listen doesn't mean to understand.

To write detective stories is a real undertaking.

5) a gerund or a gerundial phrase:

e.g.: She is a secretary. Typing is her cup of tea.

Collecting stamps has never been his hobby.

6) a predicative complex:

- the subjective infinitive construction:

e.g.: He is reported to leave at five.

They are sure to visit us today.

- the for-to-infinitive construction:

e.g.: For them to come would be a great challenge.

I think it is a shame for him not to work.

- the subjective participial construction (mostly Participle I):

e.g.: The girl was heard talking to her neighbour.

Pete was seen helping his grandmother in the yard.

- the gerundial predicative construction:

e.g.: His doing homework is a great relief to his parents.

Ann's staying at home was a bad sign.

- 7) any word or words used as quotations:

e.g.: "Why?" is a frequent question asked by a three year old child.

- 8) a clause which makes the whole sentence a complex one:

e.g.: Who is afraid to make a mistake will never learn anything.

2.2. Structural Classification

There are 4 structural types of the subjects:

1. simple (the subject is expressed by a single word):

e.g.: The photos are funny. They will like them.

2. phrasal (the subject is expressed by a phrase). A phrase is a group of two or more notional words functioning as a whole.

- a) by a nominal phrase:

e.g.: My friend and I were in Egypt last summer.

Doctor Smith had a hard day.

- b) by a verbal phrase:

e.g.: To go there is necessary.

Swimming in the river made him healthy.

3. complex (the subject is expressed by a predicative complex):

e.g.: He is said to know everything.

For him to solve this problem is a piece of cake.

The girl was heard talking to her neighbour.

Peter's coming late upset us.

4. clausal (the subject is expressed by a clause):

e.g.: What you can do is to talk to them yourself.

2.3 Grammatical Classification

From the point of its grammatical value the subject may be either **notional** or **formal**. The notional subject denotes or points out person or non-person. The formal subject neither denotes nor points out a person or non-person and is only a structural element of the sentence filling the linear position of the subject. **Formal Subject** can be expressed by either *it* or

there.

SUBJECT "IT"

FORMAL

NOTIONAL

IMPERSONAL

INTRODUCTORY

EMPHATIC

PERSONAL

DEMONSTRATIVE

denotes:
 1) state of nature; characteristics of the environment:
 e.g.: *It is raining.*
It is cold.
 2) things in general
 e.g. *It is O.K.* (bad)
 3) time:
 e.g. *It is 5 o'clock.*
 4) distance:
 e.g. *It is a mile or so.*
 5) other measurements
 e.g. *It was 5 degrees below zero.*

introduces the NOTIONAL SUBJECT expressed by:
 1) the infinitive (infinitive phrase)
 e.g.: *It is good to go there*
 2) the gerund (gerundial phrase);
 e.g.: *It was necessary writing the letter.*
 3) the predicative complex
 e.g.: *It is necessary his going there*
 4) a clause
 e.g. *It occurred to him that he was wrong.*

Note:
It occurred to him that he was wrong. = That he was wrong occurred to him.
It gave him pain to walk. = To walk gave him pain.

is used for emphasis
 e.g. *It was he who did it.*
It was there that they met

stands for a noun mentioned in the previous sentence
 e.g. *This is a cat. It is grey.*

points out a person or a thing used as a predicative noun
 e.g. *It is my brother.*
It is a table.

EXERCISES

Exercise 1. Read sentences with simple subjects and say what they are expressed by.

1. I shall be glad to help you. 2. Helen is my best friend. 3. Helen's was the shortest answer. 4. The unbelievable happened. 5. To understand is to forgive. 6. Drawing is her hobby. 7. Three is my favourite number. 8. The third was the tallest man. 9. Nothing can be done about it. 10. Hers were the loveliest children in the room.

Exercise 2. Read sentences with phrasal subjects and say what they are expressed by.

1. To find him was difficult. 2. Four and three is seven. 3. Reading newspapers is his usual occupation in the evening. 4. A lot of unpleasant things have been said. 5. To sleep all morning is a waste of time. 6. Falling in love is a beautiful experience. 7. Each of these cars is on sale.

Exercise 3. Find complex subjects and say what they are expressed by.

1. This bird was never heard to sing. 2. I was made to put on a coat. 3. For Helen to translate the text is easy. 4. Jack is sure to come to the party. 5. Mark was seen leaving the building at five. 6. Jane seemed not to listen to me. 7. Your coming is very desirable. 8. For me to see you is the happiest minute of my life. 9. His friends are certain to congratulate him on his birthday. 10. Bob's falling ill changes our plans.

Exercise 4. Read sentences with clausal subjects and find them.

1. What he did upset me. 2. Where the dog went is a mystery. 3. How I learned isn't important. 4. Whoever did it will be punished. 5. Why she didn't come is unknown.

Exercise 5. Point out the subject. State what it is expressed by.

1. Mary brought in the fruit on a tray. 2. "Thinking won't help." 3. From five to six is my real working time. 4. "Nobody's well in this world." "Finding you has not made any difference, has it?" 5. "The boat has been there, all these months. No one has moved anything." 6. Two is company, three is none. 7. The rhododendrons were upon us... Already they looked a little over-blown, a little faded... Theirs was a brief beauty. 8. Those are your clerk's initials, aren't they? 9. Unfortunately the innocent are always involved in any conflict. 10. All is well, said that sleeping face... But all the same you had to cry... . 11. How to attain them I didn't know. 12. My brandy-and-soda was soft, warming, curiously comforting. 13. The clock struck eight. There was no sign of any of the other guests. 14. Forgetting some things is a difficult matter. 15. To cross from one end to the other was difficult because of the water. 16. "A person doesn't have to be rich to be clean," Charles said. 17. To live on good terms with people one must share their work and *interesis*. 18. These three deemed themselves the queens of the school. 19. Who were these people? What are they? 20. His was the harsh world of reality. No one could walk around his drawing. 21. The firing increased in volume. 22. Your coming home has made me as foolish as a young girl of nineteen.

Exercise 6. Read sentences with the notional subject 'it' and say if it is personal or demonstrative.

1. It is a good example to follow. 2. She looked at the flower. It was a rose. 3. She didn't like the flower. It was rosy. 4. There were many people in the room. It was stuffy. 5. She opened the box. It was full of nuts. 6. She opened the envelope. It was a letter from her mother. 7. At last I finished the translation. It was difficult. 8. The teacher read Monika's work. It was the best translation in the group. 9. Somebody knocked the door. It was a postman. 10. Something moved in the darkness. It was big and threatening.

Exercise 7. Find the notional subject in the sentences with formal introductory 'it'. State what it is expressed by.

1. It is no good to go there. 2. It gives me pain to walk. 3. It was well known that he was rich and unmarried. 4. It makes me angry to see him doing nothing. 5. It seems impossible to convince him to do it. 6. It surprised me to hear him say so. 7. It looks quite strange meeting him in such a place.

Exercise 8. Analyze 'it'.

1. It is early to cash a money order. 2. It is high time to begin the work. 3. I picked up the receiver. It was my cousin. 4. Helen took the medicine. It was bitter. 5. It seemed so comfortable to travel by car. 6. It was raining cats and dogs. 7. What is it? 8. It makes her sick to travel by plane. 9. I like her smile. It is broad and frank. 10. He entered the house. It was a big spacious hall.

Exercise 9. Find the subjects and analyze them.

1. That is just a little compact case with a pull-out handle. It's amazing how much you can get in. 2. It's eight thirty in the morning. It's very hot. 3. It will be a big party. It won't start till seven. 4. It is too humiliating at my age. 5. Everyone knows that dating in your thirties is not that easy. 6. The rich, divorced-by-cruel-wife Mark was standing with his back to the room. 7. A white sock here, a pair of red braces there, a grey slip-on shoe, a swastika, are as often as not all one needs to tell you there's no point writing down phone numbers and forking out for expensive lunches because it's never going to be a runner. 8. Mark, this is Colin and Pam's daughter, Bridget. 9. Didn't you find there was rather a lot of special pleading? 10. The worst of it was that Una and Mum wouldn't leave it at that. 11. Eventually the three of us worked out a strategy for Jude.

Exercise 10. State the nature of "it".

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. How far is it from your house to the river? 5. "Who is there?"—"It's only me and my friends." 6. It was dark in the hall... 7. It was the steppe that seemed unreal. 8. It was the dignity that checked my tongue. 9. "You heard the news?" "Yes."—"It's a terrible thing," he said, "terrible." 10. It was now almost four-thirty in the afternoon. 11. It was very big and light and looked out on the lake. 12. It is the moon that makes you talk to yourself in that silly way. 13. "It is not their stodginess which

disappoints me, *mon ami*." "It is ingenious what you have thought of there – decidedly it is ingenious. It may even be true." 14. The wind was freshening without; it drove the snow before it. 15. It chanced that his way lay up the Rue Drouot. 16. It took about two years. 17. It was a beautiful boat. 18. It seemed to her sometimes as if it (journey) would never come to an end.

Exercise 10. Insert it or there. Comment on their use. Translate into Ukrainian.

1. Look!... is a nest over the window! I know ... is a swallow's nest.... came in spring and built a nest here. Now... are some little swallows in it.... is interesting to watch them.... is the swallow that I like most of all the birds.

2.... is late. ... is 12 o'clock at night.... is very bad to go to bed so late. I can never go to bed in time:... is so much work to do.... was only after I had done all my work that I could have a good rest yesterday. 3.... is the middle of July.... is hot.... is 30 degrees above zero.... is no wind.... are no waves on the sea.... is so pleasant to bask in the sun.... are many people on the beach.... is on such hot days that I like to bathe most of all.

Exercise 11. Find the subjects and analyze them.

1. Is it your dog? 2. It was warm and sunny. 3. It was he who told me about it. 4. There were many people in the room. 5. It was considered impossible for everyone to escape. 6. It was easy getting the equipment. 7. It appeared that they did not know the truth. 8. Working with children will stand you in good stead. 9. The ancient believed in a golden age, in the garden of the Hesperides. 10. There was no wind. 11. Accepting your invitation makes me happy. 12. Each of those cars had their tires slashed. 13. Tom's black neckerchief was not knotted on his breast. It was gone.

Exercise 12. Express your opinion to the following situations inserting *there's* or *it's* in each of the gaps.

1. ... just as well we brought our umbrellas. 2. ... a strong possibility of the chairman not making the meeting. 3. I gather ... also doubtful whether his deputy will be there. 4. ... not thought to be any serious risk involved in the operation. 5. ... no use pleading with me; I have no say in the matter whatsoever. 6. ... no shame attached to being beaten by a player of his caliber. 7. Don't you think ... any chance at all that he was unfairly dismissed? 8. ... no good feeling sorry for yourself; what's done is done. 9. ... a lot to be said for vegetarianism, in my opinion. 10. ... generally believed to be a good thing to get eight hours' sleep a night.

Exercise 13. Work with a partner. Take turns asking questions and responding using formal it and there. Use the following common phrases from the box.

<i>there is no point in,</i>	<i>it's no use doing smth,</i>	<i>it's no use having regrets now,</i>
<i>I find it strange/ amazing,</i>	<i>it strikes me that,</i>	<i>it occurs to me that,</i>
<i>it is common knowledge that</i>		

Pattern: – Superstitious people live longer.

– *It is common knowledge that* superstitious people live longer.

1. In this day and age superstitions are so rife. 2. People still fret for days over the broken mirror. 3. Most of the people believe it is to be an unnecessary risk to walk under the ladder. 4. Grown men and women that cracks in the pavement should not be stepped on. 5. I consider it to be my major ambition in life to find a four-leaf clover.

3. THE PREDICATE

The predicate is the second main part of the sentence and its organizing centre.

3.1. Structural classification of the predicate

From the structural point of view there are two main types of predicate: the simple predicate and the compound predicate. Both these types may be either nominal or verbal, which gives four sub-groups: simple verbal, simple nominal, compound verbal, compound nominal. Simple verbal predicates are divided into simple verbal predicate proper and simple verbal phraseological predicate. Compound verbal predicates may be further classified into phasal, modal and of double orientation. Compound nominal predicates may be classified into nominal proper and double nominal.

Structural types of the predicate

Predicate						
Simple		Compound				
Verbal	Nominal	Verbal			Nominal	
Simple Verbal Predicate Proper	Simple Verbal Phraseological Predicate	Compound Verbal Phasal Predicate	Compound Verbal Phasal Predicate	Compound Predicate of Double Orientation	Compound Nominal Predicate Proper	Compound Double Nominal Predicate

3.2. Simple Predicate

The simple verbal predicate proper is expressed by a verb in a synthetic or analytical form.

e.g.: *John runs quickly.*

I was sent in to get my tea.

The simple verbal phraseological predicate is expressed by a verbal phrase (a phraseological equivalent of a verb denoting one action).

e.g.: *Nurse Sharp gave him a look and walked out.*

Did you have a sleep?

I have never taken much interest in German songs.

She paid little heed to what was going on in the world outside.

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.

e.g.: *He a gentleman!* (Ну який же він джентельмен!)

3.3. The compound predicate

The compound predicate consists of two parts: the notional and the structural. The structural part comes first and is followed by the notional part. The notional part may be expressed by a noun, an adjective, a stative, an adverb, a verbal, a phrase, a predicative complex, or a clause. The structural part is expressed by a finite verb – a phasal verb, a modal verb, a verb expressing attitude, intention, planning, etc., or a link verb.

The compound verbal predicate is divided into three types: compound verbal phasal predicate, compound verbal modal predicate and compound verbal predicate of double orientation.

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, Accordingly its first component may be a phasal verb of:

1) **beginning**: to begin, to start, to commence, to set about, to take to, to fall to, to come.
e.g.: *Andrew and he began to talk about the famous clinic.*

2) **duration**: to go on, to keep, to proceed, to continue.
e.g.: *The talk kept running on the possibility of a storm.*

3) **repetition**: would, used (denoting a repeated action in the past).
e.g.: *Alfredo used to talk to me about it.*

4) **cessation**: to stop, to finish, to cease, to give up, to leave off.
e.g.: *The band had ceased playing.
Give up smoking.*

<p>Note: the difference in the functions of the gerund and the infinitive after the verb to stop: e.g. <i>She <u>stopped talking</u> to him</i> (part of a compound verbal phasal predicate) – Вона перестала розмовляти з ним <i>She <u>stopped to talk</u> to him.</i> (an adverbial modifier of purpose) – Вона зупинилась, щоб поговорити з ним.</p>

The compound verbal modal predicate

The compound verbal modal predicate consists of a modal part and an infinitive (or a gerund). It shows whether the action expressed by an infinitive is looked upon as possible, impossible, obligatory, necessary, desirable, planned, certain, permissible, etc. In most cases it denotes the attitude to the action of the person expressed by the subject or by the speaker.

The modal part may be expressed by:

1) a modal verb.

e.g.: *You must forget it.*

2) a modal expression: to be able, to be allowed, to be willing, to be going, to be anxious, etc.

e.g.: *You are going to attend the college at Harvard, they tell me.*

The modal part may have two modal verbs or a modal verb and a modal expression.

e.g.: *He may have to return.*

3) one of the following verbs which do not denote actions but express various modal meanings (intention, determination, attempt, desire): to like, to hate, to attempt, to expect, to hope, to intend, to mean, to plan, to try, to have a mind, to wish, to want, to resolve, to desire, to endeavour, to fail, to seek, to long, etc.

e.g.: *He hoped to see them the next day.*

4) combinations: to be obliged, to be compelled, to be inclined, to be eager, etc.

e.g.: *They were obliged to apologize.*

5) the following phraseological units: had better, had rather, would sooner, would rather

e.g.: *You 'd better send a telegram.*

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.

e.g. *He is said to be looking for a new job. (Говорять, що він шукає нову роботу).*

The plane is reported to have been lost. (Повідомляють, що літак зник)

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.

The first part is expressed by:

1) verbs of seeming or happening in the active voice: to seem, to appear, to prove, to turn out, to happen, to chance.

e.g.: *He seemed to understand everything I said.*

2) some verbs in the passive voice:

a) verbs of saying: to say, to declare, to state, to report, to rumour.

e.g.: *This country is said to be rich in oil.*

b) verbs of mental activity: to believe, to consider, to expect, to find, to know, to mean, to presume, to regard, to suppose, to think, to understand.

e.g.: *Mr. Sharp was always expected to say he preferred cold meat.*

c) verbs of perception: to feel, to hear, to see, to watch.

e.g.: *My dog was heard to bark in the yard.*

3) phrases with some modal meaning: to be (un) likely, to be sure, to be certain.

e.g.: *The weather is not likely to change.*

The compound nominal predicate

The compound nominal predicate falls into two types: compound nominal predicate proper and compound nominal double predicate.

The compound nominal predicate proper

The compound nominal predicate proper consists of a link verb and a predicative (nominal part). The link verb is the structural element of the predicate, as it joins the subject and the predicative. It expresses the grammatical categories of person, number, tense, aspect and mood.

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, etc.

e.g.: *He was seven.*

Note how the link verbs to taste and to feel are translated into Ukrainian:

Lemons taste sour. – Лимони кислі на смак.

The fur feels soft. – Хутро м'яке на дотик.

2. Link verbs of becoming: to become, to grow, to turn, to get, to make.

e.g.: *The noise of the rattling dishes becomes intolerable.*

3. Link verbs of remaining: to remain, to continue, to keep, to stay.

e.g.: *She remained vexed with him.*

Ways of expressing the predicative

The predicative can be expressed by:

1) a noun in the common case or in the genitive case.

e.g.: *Miss Sedly's father was a merchant.*

The face was Victoria's.

2) an adjective or an adjective phrase.

e.g.: *Ellen's eyes grew angry.*

She was full of enthusiasm.

The man was difficult to convince.

Note:

It should be remembered that in some cases a predicative adjective in English corresponds to an adverbial modifier expressed by an adverb in Ukrainian.

e.g. *The apples smell good.* – Яблука гарно пахнуть.

The music sounded beautiful. – Музика гарно звучала.

She looks / feels bad. – Вона погано виглядає / почувається

In English the verbs to smell, to sound, to look, to feel are link verbs and are the first part of the compound nominal predicate. The predicatives (which form the second part of these predicates) qualify the subject and can therefore be expressed only by adjectives.

3) a pronoun.

e.g.: *It was he.*

It's me. (There is a growing tendency to use personal pronouns as predicatives in the objective case.)

She is somebody.

The hat is mine. (In this function only the absolute form of the possessive pronoun is used.)

Who are you?

She was not herself yet.

4) a numeral.

e.g.: *He was sixty last year.*

I'm the first.

5) an infinitive (or an infinitive phrase or construction).

e.g.: *His first thought was to run away.*

My idea is to go there myself.

The only thing to do is for you to whip him.

6) a gerund (or a gerundial phrase or construction).

e.g.: *My hobby is dancing and his is collecting stamps.*

The main problem was his being away at the moment.

7) a participle or a participial phrase.

e.g.: *The subject seemed strangely chosen.*

8) a prepositional phrase.

e.g.: *She is on our side.*

9) a stative.

e.g.: *I was wide awake by this time.*

10) an indivisible group of words.

e.g.: *It is nine o'clock already.*

11) a clause.

e.g.: *That's what has happened.*

The compound nominal double predicate

The compound nominal double predicate combines the features of two different types of predicate. It has the features of the simple verbal predicate and those of the compound nominal predicate. It consists of two parts, both of which are notional. The first one is verbal and is expressed by a notional verb denoting an action or process performed by the person/non-person expressed by the subject. From this point of view it resembles the simple verbal predicate. But at the same time the verbal part of this predicate performs a linking function, as it links its second part (which is a predicative) to the subject.

The second part of the compound nominal double predicate is expressed by a noun or an adjective which denotes the properties of the subject in the same way as the predicative of the compound nominal predicate proper does.

The compound nominal double predicate

Notional part 1	Notional part 2
verbal	nominal
<ul style="list-style-type: none"> is expressed by a notional verb denoting an action or process performed by the person/non-person expressed by the subject 	<ul style="list-style-type: none"> is expressed by a noun or an adjective which denotes the properties of the subject
<ul style="list-style-type: none"> resembles the simple verbal predicate proper 	<ul style="list-style-type: none"> resembles the predicative of the compound nominal predicate proper

e.g. *The moon was shining cold and bright. (The moon was shining. The moon was cold and bright.)*

There are a number of verbs that often occur in this type of predicate, performing the double function of denoting a process and serving as link verbs at the same time. They are: to die, to leave, to lie, to marry, to return, to rise, to sit, to stand, to shine, etc. As in Modern English there is a growing tendency to use this type of predicate, the verbs occurring in it are not limited by any particular lexical class.

e.g.: *My daughter sat silent.*

He died a hero.

EXERCISES

Exercise 1. **Analyze simple verbal predicates.**

Pattern: *John runs quickly.*

“runs” is a simple verbal predicate proper expressed by the verb "to run" in the Present Indefinite Tense, Active Voice, Indicative Mood.

1. I shall never tell you about it. 2. Did you have a sleep? 3. She will change her mind if she gives it a look. 4. Are you listening to me? 5. The doctor was sent for. 6. He will take part in this conference. 7. If the weather were good we should go to the wood. 8. He has never taken care of his sister. 9. Have you ever been to London? 10. When was this book written? 11. She looked at him and gave a laugh. 12. This house will have been built by 2020.

Exercise 2. Find compound verbal predicates and analyze them.

Pattern: *I can swim.*

“can swim” is a compound verbal modal predicate which is expressed by a modal verb “can” Indefinite Infinitive of the verb "to swim".

She started crying.

“started crying” is a compound verbal phasal predicate which is expressed by a phasal verb of beginning “to start” in the Past Indefinite Tense and the Gerund of the verb “to cry”.

1. We continued to laugh. 2. I am not able to understand this. 3. May I ask you a question? 4. When she began crying he could not say a word. 5. You must come in time or I shall have to punish you. 6. When will you give up smoking? 7. When we lived together we used to discuss our plans for future. 8. I am not going to stay here any longer. 9. He went on reading in spite of the ringing of bell.

Exercise 3. Analyze subjects and predicates. (Remember that sentences with the compound verbal predicate of double orientation admit of 2 variants of analysis)

Pattern: *He was seen to cross the street.*

I variant: “He” is a simple notional subject expressed by a personal pronoun in the nominative case.

“was seen to cross” is a compound verbal predicate of double orientation, expressed by verb “to see” in the Past Indefinite Tense, Passive Voice, Indicative Mood and the Indefinite Active Infinitive of the verb “to cross”

II variant: “He ...to cross” is a complex notional subject expressed by the Subjective Infinitive Complex.

“was seen” is a simple verbal predicate expressed by the verb “to see” in the Past Indefinite Tense, Passive Voice, Indicative Mood.

1. They seem to have a lot of friends. 2. Charles is said to have traveled a lot. 3. He happened to be in a right time in a right place. 4. Kate is likely to understand your problem. 5. Bob is supposed to help them. 6. Helen was made to tell the truth.

Exercise 4. Find compound nominal predicates and analyze them.

Pattern: *The flower smells sweet.*

“smells sweet” is a compound nominal predicate proper which consists of the link verb of being “to smell” in the Present Indefinite Tense and predicative expressed by an adjective.

Kate sat silent.

“sat silent” is a compound nominal double predicate which consists of the verb “to sit” in the Past Indefinite Tense, Active Voice, Indicative Mood and an adjective.

1. Nick felt better than ever. 2. Father's voice remained calm. 3. She married young and became a good wife. 4. The music sounded too loud and he grew irritated. 5. He died a hero and became famous. 6. The children kept silent. 7. The man stood silent and motionless. 8. Mother looked so tired and Mike felt sorry for her. 9. Bob grew angry and turned pale. 10. Father spoke angrily and the girl's face turned red. 11. The sun was shining warm and bright. 12. The flowers looked beautiful and Katherine seemed pleased.

Exercise 5. Study compound nominal predicates proper and state what part of speech the predicatives are expressed by.

1. Bob is seven, he is a schoolboy. 2. I have a headache and feel miserable. 3. Helen's mother grew angry. 4. Who are you? 5. My hobby is dancing. 6. The present was thoroughly chosen. 7. The most unpleasant thing was Kate's coming late. 8. My plan is to start off immediately. 9. What I think is that we must apologize. 10. The soup tastes as if it were not salted.

Exercise 6. Point out the link-verb of the compound nominal predicate. Translate the sentences into Ukrainian.

1. He looked pale and tired. 2. "He smokes one hundred and fifty pipes every day." – "That sounds a lot." 3. Her mind was really getting muddled. 4. The blanched skin was slowly turning pink. 5. He looked puzzled and suspicious. 6. It was growing twilight. 7. That peaceful sky hung arched over a desperate death- struggle of the nations. 8. Her lips quivered as she sat silent. 9. Davidson looked scared, and his yellow drawn face... went paler. 10. "Good God, sir," exclaimed the officer, "is it possible?" 11. "You're the kind of lad for us," cried the sergeant, holding Joe's hand in his, in the excess of his admiration.

Exercise 7. Point out the subject and the predicate.

1. He is sure to cope with the task. 2. Our plan is to go hiking immediately. 3. Their singing was heard from the distance. 4. I asked why she had changed her mind. 5. My hobby is fishing. 6. It can't be true. 7. I used to dance a lot when I was young. 8. I don't want to fight walls. 9. What you decide is nothing to me. 9. Alec was asleep and he didn't want to be disturbed. 10. The dying don't care if the lips that touch their brow have known the kiss of sin. 11. Who is to do this job? 11. The two began to feel irritated. 12. “And” is a conjunction. 13. You never pay attention to your spelling. 14. She'll be making fun of you my boy. 15. Nothing had been said about the aim of the expedition. 16. He is fast asleep. 17. The water tasted sweet. 18. The children were amusing her.

4. THE OBJECT

The object is a secondary part of the sentence referring to some other part of the sentence expressed by a verb, an adjective, a stative or, very seldom, an adverb completing, specifying, or restricting its meaning.

e.g.: *She has bought a car.*

I'm glad to see you.

She was afraid of the dog.

He did it unexpectedly to himself.

4.1 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.

e.g.: *I saw the boys two hours ago.*

The nurses were clad in grey.

First of all she attended to the wounded.

2. Personal pronouns in the objective case, other pronouns in the common case, or in the only form they have.

e.g.: *I don't know anybody here.*

I could not find my own car, but I saw hers round the corner.

He says he did not know that.

3. A numeral or a phrase with a numeral.

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

4. A gerund or a gerundial phrase.

e.g.: *He insists on coming.*

A man hates being run after.

5. An infinitive or an infinitive phrase.

She was glad to be walking with him.

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

6. Various predicative complexes.

- The Objective with the Infinitive Construction

I did not want him to see me again.

- The Objective with Participle I Construction

There we saw the crocodiles swimming.

- The Objective with Participle II Construction

On coming back he found his place filled.

- The Gerundial Predicative Construction

I do not object to your coming.

- The For-to-Infinitive Construction

Everybody was impatient for the experiment to begin.

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

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

e.g. *He thought of what he was to say to all of them.*

4.2 Types of the object

From the point of view of their value and grammatical peculiarities, three types of objects can be distinguished in English: *the direct object*, *the indirect object*, and *the cognate object*.

<p style="text-align: center;">DIRECT</p> <p>The direct object is non-prepositional, it follows transitive verbs, adjectives, or statives and completes their meaning. Semantically it is usually a non-person which is affected by the action of the verb, though it may also be a person or a situation</p>	<p style="text-align: center;">INDIRECT</p> <p>The indirect object also follows verbs, adjectives and statives. Unlike the direct object, however, it may be attached to intransitive verbs as well as to transitive ones. Besides, it may also be attached to adverbs, although this is very rare. From the point of view of their semantics and certain grammatical characteristics indirect objects fall into two types:</p>		<p style="text-align: center;">COGNATE</p> <p>The cognate object is a non-prepositional object which is attached to intransitive verbs and is always expressed by nouns derived from, or semantically related to, the root of the governing verb. <i>The child smiled the smile and laughed the laugh of contentment.</i></p>
<p>Follows: -transitive verbs -adjectives -statives</p> <p>Expressed by:</p> <ul style="list-style-type: none"> • a noun <i>I met my <u>friend</u> yesterday.</i> • a pronoun <i>We saw <u>them</u>.</i> • a numeral <i>I did <u>five of the exercises</u>.</i> • a gerund or gerundial phrase <i>She likes <u>swimming</u>.</i> • an infinitive or infinitive phrase <i>Tom is glad <u>to come</u>.</i> • a complex <p>1) The Gerundial Predicative Construction</p>	<p style="text-align: center;">INDIRECT RECIPIENT OBJECT</p> <p>denotes a person who is the addressee or recipient of the action of the verb.</p> <p>Follows: -transitive verbs.</p> <p>Expressed by:</p> <ul style="list-style-type: none"> • a noun <i>Let's ask <u>the computer</u>.</i> • a pronoun <i>He gave <u>me</u> a book.</i> <p>It may be joined to the headword either by the preposition <i>to</i> (occasionally <i>for</i> or without a preposition. So, the indirect recipient object</p>	<p style="text-align: center;">INDIRECT NON-RECIPIENT OBJECT PREPOSITIONAL</p> <p>Its semantics varies, but it never denotes the addressee (recipient) of the action of the governing verb.</p> <p>Follows: -verbs -adjectives -statives -adverbs.</p> <p>Expressed by:</p> <ul style="list-style-type: none"> • a noun (a pronoun) <i>I was busy with <u>the exams</u>.</i> • a gerund, a gerundial phrase or complex <i>She was afraid <u>of going</u></i> 	<p>The verbs that most frequently take a cognate object are:</p> <p><i>to live (a life), smile (a smile), to laugh (a laugh), to die (a death), to sigh (a sigh), to sleep (a sleep), to dream (a dream), to run (a race), to fight (a fight, a battle).</i></p> <p><i>He died <u>the death of a hero</u>.</i> <i>Here she stopped and sighed <u>a heavy sigh</u>.</i> <i>One must live <u>one's own life</u>, you know.</i></p>

<p><i>I do not mind your coming</i></p> <p>2) The Objective with the Infinitive Construction</p> <p><i>I did not want <u>him to see me again</u>.</i></p> <p>3) The Objective with Participle I Construction</p> <p><i>There we saw <u>the crocodiles swimming</u>.</i></p> <p>4) The Objective with Participle II Construction</p> <p><i>On coming back he found <u>his place filled</u></i></p> <ul style="list-style-type: none"> • a clause <p><i>He said <u>he would come</u>.</i></p>	<p>may be</p> <p>PREPOSITIONAL</p> <p><i>She did not tell anything <u>to anyone</u>.</i></p> <p>NON- PREPOSITIONAL</p> <p><i>He gave <u>the kid</u> two dollars.</i></p>	<p><u>alone</u>.</p> <p><i>I was surprised <u>at her being so shy</u>.</i></p> <ul style="list-style-type: none"> • an infinitive complex <p><i>I was impatient <u>for him to come</u>.</i></p> <ul style="list-style-type: none"> • a clause. <p><i>He was fully aware <u>of what he was doing</u>.</i></p>	<p>The cognate object is always used with words modifying it, never alone:</p> <p><i>the death of a hero, a heavy sigh, one's own life, etc.</i></p> <p>to die the death of a hero = to die like a hero; to sigh a heavy sigh = to sigh heavily, etc.</p>
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EXERCISES

Exercise 1. Point out the kind of object and state what it is expressed by:

1. What have you got there? 2. I know all about him. 3. Bet showed her parents her room. 4. They do not want anything from us. 5. I heard Bob knock the door. 6. I like swimming in the pool in hot weather. 7. Kate waited for Nick to speak first. 8. I hate your being so rude with your son. 9. I expect you to come in time. 10. Mother was proud of Tom's winning the competition. 11. Laura helped her mother with the good-byes. 12. When did you have your car repaired? 13. I want you to help me with this work. 14. Do you know anything about this accident?

Exercise 2. Point out the kind of object and say by what it is expressed.

1. What will you bring for the party tonight? 2. She pretended not to hear 3. Marcellus found the luggage packed and strapped for the journey. 4. I know all about it, my son. 5. I have to show Dr. French his room. 6. I never heard you express that opinion before, sir. 7. Halting, he waited for the Roman to speak first. 8. He was with you at the banquet. 9. They don't want anything from us — not even our respect. 10. I beg your pardon for calling you by your name. 11. I found myself pitying the Baron. 12. I've got it framed up with Gilly to drive him anywhere. 13. He smiled upon the young men a smile at once personal and presidential. 14. Gallio didn't know how to talk with Marcellus about it. 15. Laura helped her mother with the good-byes. 16. Why did you not want him to come back and see me to-day? 17. Mr. Jinks, not exactly knowing what to do, smiled a dependant's smile. 18. He found it impossible to utter the next word. 19. Marcellus issued crisp orders and insisted upon absolute obedience. 20. He's going to live his own life and stop letting his mother boss him around like a baby. 21. I will suffer no priest to interfere in my business. 22. Papa will never consent to my being absolutely dependent on you. 23. Do you know anything more about this dreadful place? 24. She hated Frisco and hated herself for having yielded to his kisses. 25. They had been very hard to please. Harry would demand the impossible. 26. His part in the conversation consisted chiefly of yesses and noes. 27. Michelangelo could not remember having seen a painting or sculpture of the simplest nature in a Buanarrotti house.

Exercise 3. Point out the Complex Object and say, by what it is expressed.

1. He could see the man and Great Beaver talking together. 2. She had lied about the scullery door being open on the night of the disappearance of the bank-notes. 3. Each woman thought herself triumphant and the other altogether vanquished. 4. Thus these two waited with impatience for the three years to be over. 5. Sammy watched Mr. Cheviot slowly take the receiver from the girl. 6. He hated her to work in the boarding house. 7. The Consul felt his legs give way. 8. Mother objected to Aimee being taken away from her game with the boys. 9. They had never heard him speak with such urgency, his eyes glowing like amber coals in the fading light.

Exercise 4. Point out the complex object (direct or prepositional indirect). State what components the complex object consists of. Translate the sentences into

Ukrainian.

1. The people watched the plane landing. 2. Have you heard this girl sing? 3. I want you to do it for me. 4. The teacher ordered the children to keep quiet. 5. We know him to be a good sportsman. 6. I hate you to talk about this. 7. She expected him to ask that question. 8. I saw her crossing the street. 9. He did not want anybody to know.

Exercise 5. Complete the sentences giving the second element of the complex object.

Pattern: *I must have my hair...*

I must have my hair cut.

1. Nobody expected you... 2. We shall get your luggage... 3. She waited for us... 4. The mother wanted her daughter... 5. I suppose it... 6. She considered herself ... 7. We were surprised at your... 8. We can't rely on her... 9. The child watched the birds...

Exercise 6. Point out the formal object (the "introductory it"). Translate the sentences into Ukrainian.

1. I consider it important to begin the work at once. 2. She found it strange that he hadn't sent her a telegram. 3. I think it possible to finish the experiment in a week. 4. I had never thought it possible that we three could be together undisturbed... 5. "Well, let us put it that there are rules of the game which must be observed..." 6. May I take it that you will continue this arrangement? 7. I take it that we may be quite frank.

Exercise 7. Place the direct object before the indirect object to make the latter more prominent. Use the preposition to or for.

Pattern: *Give me this book.— Give the book to me.*

1. Show the children this wonderful picture-book. 2. Tell somebody else this funny story. 3. Bring us your family photos. 4. Pass me the salt. 5. Show the teacher your copy-book. 6. Write her grandmother a letter. 7. Send your uncle a telegram.

Exercise 8. Complete the following sentences (add a cognate object, using it with the attribute given in brackets)

Pattern: *The old man sighed... (deep).*

The old man sighed a deep sigh.

1. He struck his enemy... (deadly). 2. Looking at her baby the mother smiled... (happy). 3. Listening to the funny story he laughed ... (heartily). 4. He has lived ... (long and interesting). 5. After the excursion we all slept... (soundly). 6. The old man laughed... (bitterly). 7. The army won... (gloriously).

Exercise 9. Translate into English.

1. Він присвятив музиці увесь свій вільний час. 2. Поясніть мені, будь-ласка, значення цих слів. 3. Він відкрив нам секрет свого винаходу. 4. Байрон присвятив одну із своїх поем Гете. 5. Він купив квіти своїй дружині. 6. Вона наказала мені не спізнюватися. 7. Пошли подарунок мамі. 8. Ви бачили, щоб хто-небудь виходив з кімнати? 9. Не приписуйте мені того, що я не робив. 10. Вчора

мені полагодили годинник. 11. Я хочу перешити пальто. 12. Хто-небудь чув, як він це казав? 13. заспівайте нам. 14. Я збираюсь дещо тобі запропонувати.

Exercise 10. **a) Compare the objects given in bold type:**

1. Fetch your *friend* a chair. Fetch your *friend* to the party.
2. Do not keep the books too long, return *them* in due time. The neighbours asked me when you could return *them* their books.

b) Use the phrases as the object, either direct or indirect: to bring him, to show her, to send him.

Exercise 11. **Analyze the object:**

1. I was amazed at her being so critical of their paintings. 2. Much did he know about art. 3. Members of the jury were unsure which picture to select for the show. 4. The mature artist was impatient to exhibit his marine paintings. 5. They saw many visitors admiring the exhibition and watched the stranger sneak into the gallery. 6. He took some water colours and sighed a sigh of relief. 7. The art critics insisted on it that the landscape should be painted in soft colours. 8. The old man was very ashamed of his being so ignorant of new trends in art. 9. The curator was very thankful to the visitors for their being so polite. 10. He painted still-lives to earn living and to help the poor. 11. The guide explained to them the peculiarities of Turner's technique. 12. The judge addressed Tom and found him asleep. 13. To his followers he opened the secret of his success, not to his rivals. 14. The children begged to buy a box of water-colours. 15. The governor urged the reporter to write an article about it. 16. Will you forgive my being dishonest? 17. Are the visitors to understand it that it is just a sketch?

Exercise 12. **Analyze the sentences:**

1. What you want me to do is extremely dangerous. 2. I can't tell you what tricks they performed, or how they did it. 3. I realized that what he had to tell me was very hard to say. 4. I hope I shall be worthy of you. 5. I liked to read what they liked to read. 6. I was obliged to confess that I did not quite know what she meant. 7. I remember seeing you at the opening of the workers summer club. 8. Another thing was that they had nurse Andrews staying on with them that week. 9. That night the roused forces of Good and Evil fought their terrible fight for her soul. 10. Smiling a broad smile, an old man watched the children playing in the garden. 11. His friends are certain to congratulate him on his birthday. 12. She grew to know the two elderly men better than any other member of Eden's family. 13. Morning broke quiet and hushed.

5. THE ATTRIBUTE

The attribute is a secondary part of the sentence which characterizes a person or non-person expressed by the headword either qualitatively, quantitatively or from the point of view of the situation. Attributes may refer to nouns and other words of nominal nature, such as pronouns and substitute words. An attribute forms a nominal

phrase with its headword.

5.1 Ways of Expressing Attributes

An attribute may be expressed by:

1. adjectives and adjectival phrases:
e.g.: That was a good story.
That was a really good story.
2. pronouns or pronominal phrases:
e.g.: My life is a fairy-tale!
He is a good friend of mine.
3. numerals, ordinal and cardinal:
e.g.: Ten months is not enough.
I repeat it for the second time.
4. nouns in the common case or prepositional nominal phrases:
e.g.: Apple pie is my favourite.
Do you want to see the house with the most beautiful curtains?
5. nouns or pronouns in the possessive case:
e.g.: Anybody's help would do.
Kate's idea is the worst.
6. statives:
e.g.: We awake heard a disgusting noise.
7. participles I and II and participial phrases, characterizing the person or non-person through an action, process or reaction:
e.g.: They lived in a terrifying place.
People, once paid, left the job.
8. gerunds, gerundial phrases or gerundial complex. Gerunds generally characterize non-persons from the point of view of their function or purpose:
e.g.: These words perform linking function.
I heard the news of his daughter getting married.
9. infinitives, infinitive phrases or complex (for-to-infinitive construction):
e.g.: I have a question to ask.
This is a perfect guy for you to marry.
10. adverbs and adverbial phrases:
e.g.: He looked very handsome in the suit from his father's wardrobe.
The underground music is not to everyone's liking.
11. compositional phrases:
e.g.: machine-building plant (a plant that builds machines)
12. sentences used as a whole (the so-called "quotation nouns"). These are used mainly as hyphenated chains before the headword:
e.g.: His I-know-all-about-it attitude was unbearable.
13. a clause (attributive clause), which makes the whole sentence a complex one:

e.g.: They gave me the address where no one lived.

5.2 Types of the attribute

Attribute	
Pre-modifying (comes before the headword)	Post-modifying (comes after the headword)
<i>The <u>apple</u> trees were in blossom.</i>	<i>Those <u>coming first</u> occupied the best seats.</i>

Attribute	
Non-detached	Detached
a) forms one sense group with the headword; b) is not separated by commas; c) may be unextended, form chains of homogeneous attributes with identical reference or attributes with different reference. e.g.: <i>a <u>clever young</u> man</i>	a) is loosely connected with the headword; b) is set off by commas; c) may be placed in preposition, post-position or at some distance from the headword. e.g.: <i><u>Familiar with these details</u>, he paid them little attention.</i>

5.3 Apposition

Apposition is a special kind of attribute which is expressed by a noun (with or without accompanying words) which characterizes or explains the word modified by giving the person or thing another name. Apposition denotes the same person or non-person as the headword, is expressed by words of the same morphological class as its headword. Otherwise the apposition may be unacceptable in the structure of the sentence because of its grammatical or lexical meaning.

There are two kinds of apposition, the close apposition and the loose or detached apposition. A close apposition is not separated by commas and stands in close connection with the word modified. These word-groups generally consist either of the name of a person and a noun denoting:

a) *relationship, military ranks, profession*

e.g.: *Professor Brown, Aunt Polly*

b) *a geographical name and some common noun.*

In these word-groups the noun modified is the name of a person or a geographical name, the first component is a common noun in apposition:

e.g.: The river *Thames*, but the Oxford *town*

EXERCISES

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

1. The first day's journey from Gaza to Ascalon was intolerably tedious. 2. What do you say to a stroll through the garden, Mr. Cockane? 3. It was such a cruel thing to have happened to that gentle, helpless creature. 4. He was always the first to enter the dining-room and the last to leave. 5. Sally hated the idea of borrowing and living on credit. 6. The two men faced each other silently. 7. It was an easy go-as-you-please existence. 8. I am not in the habit of reading other people's letters. 9. He thrust his hands deep into his overcoat pockets. 10. It was not a matter to be discussed even with a guide, philosopher and friend so near and trusted as the Professor. 11. Ethel, the youngest, married a good-for-nothing little waiter. 12 He pointed to a house on a nearby shady knoll. 13. It was just one little sheet of glass between her and the great wet world outside. 14. She had a pair of immense bare arms to match, and a quantity of mottled hair arranged in a sort of bow. 15. Dicky heard right enough. A clear, ringing little laugh was his only reply. 16. To think that a man of his abilities would stoop to such a horrible trick as that. 17. There was a blackbird perched on the cherry-tree, sleek and glistening. 18. A middle-aged man carrying a sheaf of cards walked into the room. 19. Daniel Quilp began to comprehend the possibility of there being somebody at the door. 20. Still, Pett's happiness or unhappiness is quite a life and death question with us.

Exercise 2. Analyze the attribute.

1. He is not the man who would shirk his duty. 2. We must have five more reports printed. 3. The library has received a prospectus of the books which will be published this year. 4. Then there was a moment of absolute silence. 5. Antonia stood on the thick black rug by the fire. 6. On the third finger, set in a golden ring, was the great white sapphire. 7. There were tangerines and apples stained with strawberry pink. 8. And suddenly she burst into tears of disappointment. 9. There came a girl with a face beautiful and attractive. 10. It was a warm, alive face, very womanly. 11. The glimpse of her, all unaware of him, soothed Wilfrid. 12. The idea of going there is rather exciting. 13. Arthur laughed softly to himself at the thought of the Burtons searching for the corpse. 14. The desire to write was stirring in Martin once more. 15. He was the boss again, using the it's-my-money-now-do-as-you're-told voice. 16. Even Aunt Anne was there. 17. I received a long letter from my pen-friend last week. 18. She bought a nice straw hat. 19. The rising sun was bright and warm. 20. I am going to tell you something interesting. 21. It was a cold rainy day. 22. Some books and newspapers were on the table. 23. This is his discovery. 24. I've done only the first part of the task. 25. This article is worth reading. 26. She expressed a desire to come to us again. 27. I have no intention of going there. 28. Here is the village club. 29. I followed my aunt's

advice. 30. The workshop of our school is very large. 31. Ships built for the transportation of oil are called tankers. 32. I have received a letter of great importance. 33. He is a conscious student. 34. She was the first to speak. 35. The students who study at Oxford pay much money for tuition.

Exercise 3. Point out the apposition and say whether it is close or loose.

1. Maria, the mother, had not taken off her shawl. 2. One of our number, a round-faced, curly-haired little man of about forty, glared at him aggressively. 3. There are plenty of dogs in the town of Oxford. 4. You look all right, Uncle Soames. 5. James, a slow and thorough eater, stopped the process of mastication. 6. He felt lost, alone there in the room with that pale spirit of a woman. 7. But the doctor — a family physician well past middle age — was not impressed. 8. They, the professors, were right in their literary judgement. 9. In consequence neither Oscar nor his sister Martha had had any too much education or decent social experience of any kind. 10. But now he had seen that world, possible and real, with a flower of a woman...

Exercise 4. Find all the attributes and analyze them.

1. Her passion for French things came from childish recollections of schooldays in Paris. 2. Let me take that fountain-pen of yours. 3. What a different Sunday morning from the old Sunday morning at Yarmouth! 4. There was no room for us to sit together. 5. On the walls there were some common coloured pictures, framed and glazed. 6. A warm south-westerly wind was blowing, moisture-laden, the kindly courier of Spring. 7. He had developed the habit of dropping on her sometimes during the week to discuss the latest news about Jan. 8. ... the need of being loved, the strongest need in poor Maggie's nature, began to wrestle with her pride... 9. She was quite a child, perhaps seven or eight years old, slightly built, with a pale small-featured face, and a redundancy of hair falling in curls to her waist. 10. The house was an old-fashioned widespread, oak-beamed brick building, with a fine lime-lined avenue leading up to it. 11. The sun glittered on his wind-blown hair and on the weather-tanned face. 12. From outside came the shrill distant notes of train whistles, rather silvery and exquisite, bringing the yearning for travel.

Exercise 5. Put the adjectives in brackets into their usual order.

1. a (fat, short, well-known) man
2. a (middle-aged, tall) woman
3. two (white, small, paper) cups
4. some (Japanese, tiny) TV sets
5. a (young, handsome) doctor
6. a (red, plastic, cheap) raincoat
7. an (blue, long, attractive) coat
8. a pair of (leather, expensive, black) shoes

Exercise 6. Find the proper place for the attributes in brackets.

1. ... the voice ... came back to him ... (rich and resonant)
2. He said it in a ... voice ... (full of exclamation stops)
3. There was ... something ... in her ... little ... household (very charming)
4. It is a ... suggestion ... in many ways (sensible)
5. The ... people ... were reported to the police (involved)
6. It was a ... house ... (little log, with whitewashed walls)
7. He appeared to be a ... man ... (small, of about fifty)

6. THE ADVERBIAL MODIFIER

The adverbial modifier is a secondary part of the sentence which modifies another part of the sentence expressed either by a verb, an adjective, a stative, or an adverb. In case it modifies a verb the adverbial characterizes the action or process expressed by the verb and denotes its quality, quantity, or the whole situation.

6.1 Ways of expressing adverbial modifiers

An adverbial modifier may be expressed by:

1. An adverb (sometimes preceded by a preposition).
e.g.: Jane sings beautifully.
2. An adverbial phrase, with an adverb as headword.
e.g.: We met ten years ago and parted two years later.
3. A noun, pronoun or numeral preceded by a preposition or prepositional nominal phrase.
*e.g.: A dim light was burning in the archway under the inner gate.
Behind him he could hear Kristie sobbing.
We met in 1975.*
4. A noun without a preposition or a non-prepositional noun phrase, the latter usually containing such words as *this, that, every, last, next*.
*e.g.: Wait a minute!
Come this way, please.
We meet every day.*
5. A non-finite verb form:
 - a) a gerund or a gerundial phrase.
e.g.: Remember to open the window before doing your morning exercises.
 - b) an infinitive or an infinitive phrase.
*e.g.: The problem is too difficult to solve.
We've come here to ask you a favour.*
 - c) a participle or a participial phrase.
*e.g.: Sighing, Betty returned to the kitchen.
Pounding the house, they entered a quiet, walled garden.*
6. A predicative complex:
 - a) a gerundial construction.
e.g.: Are you angry because of my being late?

b) a for-to-infinitive construction.

e.g.: *The problem is too difficult for a child to solve.*

c) a non-prepositional or prepositional absolute construction.

e.g.: *The meal over, they went to the fuel store.*

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

7. An adjective, an adverb, a participle, a noun, a prepositional phrase, an infinitive, an infinitive or participial phrase introduced by a conjunction.

e.g.: *I'll come earlier if necessary.*

Her conduct when there was most unaccountable.

When argued with, Ida had one answer.

As a little girl she used to make daisy-chains.

I began to wonder whether he'd manage to give an interview while still in his right mind.

He quickly did this, and while doing it dropped his umbrella.

As if to bring matters to a focus, Tess's father was heard approaching at that moment.

8. A Clause (as part of a complex sentence).

e.g.: *Won't you stay till the rain stops?*

6.2. Semantic classes of adverbial modifiers

The adverbial of place

This adverbial expresses:

a) **Place proper.**

e.g.: *John was born in Australia, but lives in England.*

b) **Direction or destination.**

e.g.: *He moved to Australia in 1975.*

c) **Distance.**

e.g.: *He lives far from his parents.*

The identifying questions are *where?* for place proper, *where to? where from?* - for direction, *where? how far?* - for distance.

The adverbial of time

The adverbial of time has four variations:

a) **The adverbial of time proper** denotes the time of some event.

e.g.: *We shall meet tomorrow.*

When angry count a hundred.

b) **The adverbial of frequency** indicates how often the event denoted by the predicate takes place. It is mostly placed before the notional part of the predicate (if it is expressed by an adverb).

e.g.: *I am always careful.*

Does he ever visit museums? - Once in a blue moon.

Adverbials of frequency are expressed by adverbs and adverbial phrases.

c) **The adverbial of duration** indicates the period of time during which some event takes place. They are often expressed by prepositional phrases with prepositions *for*,

during, since, till, until. The preposition *since* denotes the starting point and the preposition *till/until* - the final point of some period.

e.g.: *Have you been there long? - A couple of hours.*

They want to rest (for) a day or two.

d) **The adverbial of time relationship** presents the idea of time as related to some other event in time. This adverbial is expressed by such adverbs as *still, yet, already, at last, before, after, by a noun, a gerund, or a prepositional phrase with the prepositions by, before, after.*

Thus the sentence *It was still raining* implies that *it had been raining for some time before.*

He hasn't given his consent yet means that *up to now we do not know anything about his consent.*

The adverbial of manner

The adverbial of manner characterizes the action of the verb by indicating the way it is performed or by what means it is achieved. The identifying questions are *how? in what way? by what means?* Adverbials of manner are mainly expressed:

- by adverbs or prepositional phrases (including gerundial phrases) introduced by the prepositions *with, without, by, by means of, or with the help of*, the latter three suggesting means.

e.g.: *Hooper danced badly, but energetically.*

She walked with short quick steps.

Thoughts are expressed by means of (with the help of) words.

- by participial phrases and absolute constructions.

e.g.: *I looked up again and saw that coming from the door behind Palmer, she had entered the room.*

The adverbial of cause (reason)

The identifying questions *why? for what reason? because of what? due to what?* Most prepositions of reason are composite and the causal meaning of the phrase, and thus of the adverbial modifier, is due to the meaning of the preposition, for example, *because of, due to, owing to, on account of, for the reason of, thanks to* and some others. Adverbials of reason are expressed:

- by prepositional nominal phrases. A number of polysemantic prepositions acquire causal meaning when combined with nouns denoting a psychological or physical state.

e.g.: *You mean you've failed because of me?*

She couldn't speak for happiness (anger, fear, joy).

She cried out of fear (anger).

- participial phrases

e.g.: *I was happy just being with him.*

- by absolute constructions

e.g.: *There being nothing else to do, we went home.*

The adverbial of purpose

This adverbial answers the identifying questions *what for? for what purpose?* The meaning of purpose may be emphasized by the composite prepositions *in order* or *so as*, which are never used before an infinitive complex. It is expressed:

- by an infinitive, an infinitive phrase or complex.
e.g.: *Jane has come to help us.*
I've repeated my words for you to remember them.
We hurried so as not to be late.
- a noun, a prepositional phrase, nominal or gerundial, introduced by the preposition *for*.
e.g.: *We reserved this table for lunch.*
We use the thermometer for measuring temperature.

The adverbial of result (consequence)

The adverbial of result has no identifying questions. It refers to an adjective, a noun with qualitative meaning, or an adverb accompanied by an adverb of degree, such as *too*, *enough*, *sufficiently*, *so...* (*as*). The adverbial of degree *too* signals a negative result, *enough* suggests the necessary amount of quality to perform the action. The adverbial of result is expressed:

- by an infinitive
e.g.: *It is too cold to go out.*
- an infinitive phrase
e.g.: *John was so fortunate as to get the first prize.*
- by an infinitive complex
e.g.: *The lecturer spoke slowly enough for us to take down everything he said.*

The correlative phrase *so... as* implies a realized action, unlike the phrase *so as* before adverbials of purpose suggesting a hypothetical event. Compare these sentences:

John was *so* fortunate *as to get the first prize* (and he got it) - result.

John trained hours *so as* to get the first prize for boating (we do not know whether he has got it or not) – purpose.

The adverbial of condition

The identifying questions are *in what case?* or *on what condition?* The adverbial of condition is generally expressed:

- by a noun or a pronoun, or by a prepositional phrase (nominal or sometimes gerundial) with the prepositions *but for*, *except for*, *without*.
e.g.: *But for you I wouldn't be here at all.*
Without faith there can be no cure.
- by a participle or an adjective with the conjunctions *if* or *unless*
e.g.: *Jane won't sing unless asked to.*
We'll come earlier if necessary
- by an infinitive or a participle.
e.g.: *I would have done better to have followed my first thought.*

Skillfully managed, conversation with him might prove amusing.

The adverbial of concession

This adverbial expresses some idea that contradicts what is stated in the modified part of the sentence. Thus in its meaning it is opposite to the adverbial of reason. The identifying question is *in spite of what?* The adverbial of concession is expressed:

- by a prepositional phrase introduced by *in spite of, despite, for all, with all* and phrases introduced by the conjunction *though*.

e.g.: *In spite of his anger John listened to me attentively.*

Cleary, for all his reputation, was already out of date.

With all his faults, I like him.

Though a bad painter, he had a delicate feeling for art.

Note:

The conjunction *if* introduces concessive adverbials in cases like the following:

e.g.: Your remark is witty, *if rather cruel* (...хоча дещо жорстоке).

Adverbials of attendant circumstances and subsequent events

These adverbials have no identifying questions. The adverbial of attendant circumstances expresses some fact that accompanies the event presented by the modified part of the sentence. This adverbial may be expressed:

- by a gerundial phrase

e.g.: *We walked three miles without meeting anyone*

- by a participial phrase

e.g.: *In the study with the door closed, he stood before the window, smoking his pipe.*

- by any kind of absolute construction

e.g.: *With a yell, he sprang back, a sweat coming on his skin*

- by an infinitive phrase

e.g.: *He woke up to see that it was daylight.*

The adverbial of comparison

This adverbial is introduced by the conjunctions *than, as, as if, as though* or the preposition *like*. The adverbial with *than* is preceded by the comparative of the adverb or the adjective it modifies, the adverbial with *as* - by the correlative adverbs *as* or *so*:

e.g.: *A mountain is **higher** than a hill.*

*The boy is now **as** tall as his father.*

The difference between the use of *like* and *as* is important. *Ann talked to us like a teacher* means that *Ann is not a teacher*, whereas the sentence *Ann talked to us as a teacher* implies that *she is a teacher* and in talking to us her professional manner was apparent. The conjunctions *as if* and *as though* give the comparison a modal shade of meaning: They precede a participle, an infinitive, or a prepositional phrase, as in:

e.g.: *As if obeying him, I turned and stared into his face.*
He prospered greatly, almost as though against his will.

The adverbial of degree

This adverbial modifies various parts of the sentence expressed by verbs, adjectives, adverbs and statives, characterizing actions, states and quality from the viewpoint of their intensity. The identifying questions being *how much? to what extent?* Adverbials of degree are expressed:

- by adverbs
e.g.: *The story is extremely long.*
- by prepositional phrases with the preposition *to*
e.g.: *All was planned to the split second.*
Now you may read to your hearts content.

The adverbial of measure

This adverbial is expressed by a noun denoting a unit of measure (*length, time, weight, money, temperature*). It is used after stative verbs denoting processes, states, or characteristics allowing measurement, such as *to measure, to last, to wait, to sleep, to walk, to run, to weigh, to cost*. Nouns as adverbials of measure are preceded by numerals or the indefinite article in its, numerical function.

e.g.: *The room measures 30 feet across.*
We walked (for) five miles.
The box weighs a ton.
The temperature went down ten degrees below zero.

The adverbial of exception

This adverbial is expressed by nouns or prepositional phrases introduced by the prepositions *but, except, save, but for, except for, save for, apart from, aside from, with the exclusion of*.

e.g.: *I looked everywhere except in the bedroom.*
Your English is decent apart from spelling.
The road was empty except for a few cars.

7.3. The absolute nominative constructions

These constructions are called ‘absolute’ because they are not dependent on any other part of the including sentence, though they cannot be used without it, as they lack a finite verb form and thus have no predicate. From the point of view of their transformational possibility, absolute constructions fall into two types, verbal and non-verbal ones. Absolute constructions may have two forms: non-prepositional and prepositional. The latter is introduced by the preposition *with* (in the case of the infinitive construction it may be *without*).

Absolute Nominative Constructions

Prepositional	Non-prepositional
<p>the absolute nominative with participle I construction <i>e.g.: <u>With his heart beating</u>, he left the room.</i></p>	<p>the absolute nominative with participle I construction <i>e.g.: <u>It being late</u>, he bolted the windows.</i></p>
<p>the absolute nominative with participle II construction <i>e.g.: <u>With her eyes fixed on the ground</u>, she sat silent and still.</i></p>	<p>the absolute nominative with participle II construction <i>e.g.: <u>Dinner served</u>, Mrs Marlow rang the bell</i></p>
<p>the absolute nominative with the infinitive construction <i>e.g.: <u>You'll lose the last minutes, without someone to take care of you</u></i></p>	<p>the absolute nominative with the infinitive construction <i>e.g.: <u>There they remained, some of them to be entirely forgotten</u></i></p>
<p>the absolute nominative with the adjective construction <i>e.g.: <u>She hurriedly left the room with her eyes red</u></i></p>	<p>the absolute nominative with the adjective construction <i>e.g.: <u>She stood under the tree, her head full of strange ideas</u></i></p>
<p>the absolute nominative with the adverb construction <i>e.g.: <u>He turned away, with his hand still up</u></i></p>	<p>the absolute nominative with the adverb construction <i>e.g.: <u>Tea over</u>, she again summoned us to the fire</i></p>
<p>the absolute nominative with a noun construction. <i>e.g.: <u>They marched towards the square, with little flags in their hands.</u></i></p>	<p>the absolute nominative with a noun construction <i>e.g.: <u>I waited, every nerve upon the stretch</u></i></p>
<p>the absolute nominative with a stative construction <i>e.g.: He stood there trembling, <u>with his face ablaze</u></i></p>	

Absolute Nominative Constructions

Verbal	Non-verbal
the absolute nominative with participle I construction <i>e.g.: <u>With his heart beating</u>, he left the room</i>	the absolute nominative with the adjective construction <i>e.g.: She hurriedly left the room <u>with her eyes red</u></i>
the absolute nominative with participle II construction <i>e.g.: <u>With her eyes fixed on the ground</u>, she sat silent and still.</i>	the absolute nominative with the adverb construction <i>e.g.: He turned away, <u>with his hand still up</u></i>
the absolute nominative with the infinitive construction <i>e.g.: You'll lose the last minutes, <u>without someone to take care of you</u></i>	the absolute nominative with a noun construction. <i>e.g.: They marched towards the square, <u>with little flags in their hands.</u></i>
	the absolute nominative with a stative construction <i>e.g.: He stood there trembling, <u>with his face ablaze</u></i>

Functions in the sentence

Construction	Functions
The absolute nominative with participle I construction	<p>The adverbial modifier of:</p> <p>1. reason. <i>e.g.: <u>The weather being unusually mild at that time for the season of the year</u>, there was no sleighing</i></p> <p>2. attendant circumstances. In this case the construction usually comes at the end of the sentence. <i>e.g.: With a yell, he sprang back, <u>a sweat coming on his skin</u></i></p> <p>3. time.</p>

	<p>e.g.: <u>The car having stopped</u>, the boys jumped out onto the grass</p> <p>4. condition. e.g.: <u>Circumstances permitting</u>, they will be through with it by the end of May</p>
The absolute nominative with participle II construction	<p>The adverbial modifier of:</p> <p>1. attendant circumstances. e.g.: “Bye,” he said, and walked away, <u>his farewell unanswered</u></p> <p>2. time. e.g.: <u>Dinner served</u>, Mrs Marlow rang the bell</p>
The absolute nominative with the infinitive construction	<p>The adverbial modifier of attendant circumstances. e.g.: There they remained, <u>some of them to be entirely forgotten</u></p>
The absolute nominative with the adjective	<p>The adverbial modifier of:</p> <p>1. attendant circumstances. e.g.: She stood under the tree, <u>her head full of strange ideas</u></p> <p>2. reason. e.g.: <u>Her heart full of despair</u>, she could not say a word</p>
The absolute nominative with the stative	<p>The adverbial modifier of:</p> <p>1. reason. e.g.: <u>The gallery door slightly ajar</u>, I could hear the steps of the soldiers</p> <p>2. manner. e.g.: This time the fish attacked from below. It hurtled up under the woman, <u>jaws agape</u></p>
The absolute nominative with the	

adverb	<p>The adverbial modifier of:</p> <p>1. time. <i>e.g.:</i> <u>Tea over</u>, she again summoned us to the fire</p>
The absolute nominative with a noun	<p>The adverbial modifier of:</p> <p>1. attendant circumstances. <i>e.g.:</i> I waited, <u>every nerve upon the stretch</u></p> <p>2. time. <i>e.g.:</i> <u>All in the room</u>, she called in Molly</p>

EXERCISES

Exercise 1. Point out the kind of adverbial modifier, and state by what it is expressed.

1. Gallio slowly nodded his head. 2. He's coming Saturday at one o'clock. 3. Lucia stopped them in their tracks with a stern command. 4. Sally was sitting on the front seat of the buggy, dumb and unhappy at being ignored. 5. I feel my own deficiencies too keenly to presume so far. 6. A few miners hung on, hoping the mines would reopen. 7. The first bar of gold raised hopes sky high. 8. She had to talk because of her desire to laugh. 9. Gallic pushed back his huge chair and rose to his full height as if preparing to deliver an address. 10. He takes a glass and holds it to Essie to be filled. 11. Morris was walking too quickly for Sally to keep up with him. 12. The poor woman was annoyed with Morris for dumping his wife on her. 13. It was quite a long narrative. 14. Of course Laura and Jose were far too grown-up to really care about such things. 15. Now and then Gavin would stop to point out silently some rarity. 16. And for all her quiet manner, and her quiet smile, she was full of trouble. 17. The young schoolteacher's spirits rose to a decided height. 18. Evil report, with time and chance to help it, travels patiently, and travels far.

Exercise 2. Point out the kind of adverbial modifier, and state by what it is expressed.

1. At the top of the stairs she paused to wave to him. 2. Marcellus accepted this information without betraying his amazement. 3. Having knocked on his door, she firmly entered Grandpa's room. 4. After waiting for a few minutes, he marched up the steps, closely followed by Demetrius. 5. Why do you always look at things with such dreadfully practical eyes? 6. David appeared in the open door, one hand clutching a sheaf of bills, under his other arm an account book. 7. That night I could scarcely sleep

for thinking of it. 8. She did feel silly holding Moon's hand like that. 9. Then Gallio cleared his throat, and faced his son with troubled eyes. 10. We have some exceptionally fine roses this year. 11. Jonathan shook his head slowly, without looking up, his tongue bulging his cheek. 12. But it was of no use. Marcellus' melancholy was too heavy to be lifted. 13. She [Sally] never would have been able to make a success of the dining-room but for the kindness and assistance of the men. 14. On being informed of the old man's flight, his fury was unbounded. 15. To be a complete artist it is not enough to be a painter, sculptor or architect. 16. Sally was furious with herself for having fainted. 17. With all her faults, she was candor herself. 18. The receiving overseer, Roger Kendall, though thin and clerical, was a rather capable man.

Exercise 3. Point out all the adverbial modifiers expressed by Predicative Constructions.

1. Marcellus strode heavily to and fro before the entrance, his impatience mounting. 2. On her applying to them, reassured by this resemblance, for a direction to Miss Dorati, they made way for her to enter a dark hall. 3. Well, women's faces have had too much power over me already for me not to fear them. 4. I almost doubt whether I ought not to go a step farther, and burn the letter at once, for fear of its falling into wrong hands. 5. Michelangelo went to Jacopo's side, ran his hand caressingly over the sarcophagus, his fingers tracing out in its low relief the funeral procession of fighting men and horses. 6. Michelangelo went into the yard and sat in the baking sun with his chin resting on his chest. 7. That over, she sat back with a sigh and softly rubbed her knees. 8. He opened the door for the Senator to precede him. 9. They were returning to Fogarty's; their hands full of flowers. 10. She pressed his hand mutely, her eyes dim. 11. His being an older man that made it all right. 12. On the second of these days Granacci burst into the studio, his usually placid eyes blinking hard. 13. He stood beside me in silence, his candle in his hand. 14. In a room within the house, Cowperwood, his coat and vest off, was listening to Aileen's account of her troubles. 15. There was room enough for me to sit between them, and no more.

8. THE COMPOSITE SENTENCE

The composite sentence is a sentence consisting of two or more clauses. There are two types of composite sentences – **composite compound** and **composite complex**. Within a composite complex sentence clauses may be joined by means of subordination. Subordination is a way of linking grammatical elements that makes one of them (a subordinate clause) dependent upon the other (the main clause).

e.g.: *What awakened him was an engine coughing.*

Within a composite compound sentence clauses may be joined by means coordination. Coordination is a way of linking grammatical elements to make them equal in rank. Clauses joined by means of coordination are called coordinate clauses.

e.g.: *The door of Henry's lunch-room opened, and two men came in.*

A composite compound sentence may contain coordinate clauses extended by subordinate clauses, and the resulting structure is a composite compound-complex sentence.

e.g.: *Life is what happens while you are busy making other plans.*

8.1 THE COMPOUND SENTENCE

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

e.g.: *Life is a jest, and all things show it.*

If coordinate clauses are linked together without any connector they are joined asyndetically.

e.g.: *All happy families resemble one another; each unhappy family is unhappy in its own way.*

Types of Coordination

From the point of view of the relationship between coordinate clauses, we distinguish three kinds of coordinate connection: copulative, adversative and disjunctive.

- Copulative coordination implies that the information conveyed by coordinate clauses is in some way similar.

The copulative connectors

conjunctions: and, nor, neither... nor, not only... but (also), as well as

conjunctive adverbs: then, moreover, besides

e.g.: *I didn't recognize the girl, nor did I remember her name.*

- Adversative coordination joins clauses containing opposition, contradiction or contrast.

Adversative connectors are:

conjunctions: but, while, whereas

conjunctive adverbs: however, yet, still, nevertheless

conjunctive particle only

e.g.: *The story was amusing, but nobody laughed.*

- Disjunctive coordination implies a choice between two mutually exclusive alternatives.

Disjunctive connectors are:

conjunctions are or, either... or

conjunctive adverbs are else (or else), otherwise.

e.g.: *You can join us at the station, or we can wait for you at home.*

8.2 THE COMPLEX SENTENCE

A **composite complex** sentence consists of one main clause and one or more subordinate clauses. The subordinate clauses are dependent on the main one. Clauses

within a composite complex sentence are joined:

a) syndetically (by means of connectors):

e.g.: *One of the differences between an optimist and a pessimist is that a pessimist is better informed.*

b) asyndetically (without any connector):

e.g.: *He said he would come.*

Connectors are specialized formal devices which are used to introduce clauses.

Connectors

Conjunctions	Connectives			
link clauses and express the relation between them.	perform two functions: link clauses and are a part of the sentence			
	Conjunctive words		Relative words	
	Introduce subordinate subject, predicative and object clauses		Introduce attributive clauses	
	Conjunctive pronouns	Conjunctive adverbs	Relative pronouns	Relative adverbs
that, whether, because, as, as if	who, whose, which, what	when, whenever, where, wherever, why, how	who, whose, which, that, as	when, where, how

Types of subordinate clauses

Nominal				Attributive		Adverbial								
nominal clauses have a function approximating to that of a noun or a nominal phrase				attributive clauses function as modifiers to a word of nominal character		adverbial clauses function as an adverbial modifier to the verb								
subject clauses	predicative clauses	object clauses	appositive clauses	limiting clauses	descriptive clauses	Adverbial clauses of time	Adverbial clauses of place	Adverbial clauses of purpose	Adverbial clauses of manner	Adverbial clauses of comparison	Adverbial clauses of condition	Adverbial clauses of result	Adverbial clauses of cause	Adverbial clauses of concession
a subject clause functions as a subject of the main clause	a predicative clause functions as a predicative to the link verb within the main clause	an object clause functions as an object to verbs in the main clause	an appositive clause, refers to a noun of the main clause											

The complex sentence with a subject clause

Connectors which introduce subject clauses	Types of subject clauses	Examples
<p>Conjunctions: that, if, whether, whether... or, because, the way</p> <p>Conjunctive pronouns: who, whoever, what, whatever, which</p> <p>Conjunctive adverbs: where, wherever, when, whenever, how, why.</p>	<p>1. When a subject clause precedes the predicate of the main clause</p> <p>2. When a subject clause is introduced by formal introductory it</p>	<p>1. <i>What I need is a piece of good advice.</i></p> <p>2. <i>It seemed unfair to him that he should suffer more than his wife.</i></p>

The complex sentence with a predicative clause

Connectors which introduce predicative clauses	Types of predicative clauses	Examples
<p>Conjunctions: that, whether, whether... or, as, as if, as though, because, lest, the way</p> <p>Conjunctive pronouns: who, whoever, what, whatever, which)</p> <p>Conjunctive adverbs: where, wherever, when, whenever, how, why</p>	<p>1. They may follow the main clause in which the subject is a notional word, although it usually has a very general meaning (thing, question, problem, news, sensation, evil, rule, trouble, etc.). In this case the predicative clause discloses the meaning of the subject.</p> <p>2. The predicative clause may follow the main clause in which the subject is expressed by the impersonal pronoun it.</p> <p>3. Predicative clauses introduced by the conjunctions as, as if, as though should not be confused with adverbial clauses of comparison introduced by the same conjunctions. A predicative</p>	<p>1. <i>The trouble was whether we could manage it ourselves or not.</i></p> <p>2. <i>It appears he hasn't been there.</i></p> <p>3. <i>It seems that they friends.</i></p>

	clause immediately follows the link verb, with which it forms a compound nominal predicate proper.	

The complex sentence with an object clause

Connectors which introduce object clauses	Types of object clauses	Examples
Conjunctions: that, if, whether, whether... or, lest Conjunctive pronouns: who, whoever, what, whatever, which) Conjunctive adverbs: where, wherever, when, whenever, why, how	1. An object clause may directly follow the word it refers to (verb, adjective, stative) 2. An object clause may precede the main clause 3. An object clause may be joined to the main clause by the prepositions after, about, before, beyond, for, near, of, as to, except	1. <i>He asked me if I wanted to stay.</i> 2. <i>What she thinks it would be impossible to say.</i> 3. <i>I am not certain of what he did.</i>

The complex sentence with an appositive clause

Connectors which introduce appositive clauses	Specific features	Examples
Conjunctions: that, if, whether, as if, as though Conjunctive pronouns and adverbs: why, how	1. They are not separated by a comma and cannot be joined asyndetically. 2. Unlike an apposition in a simple sentence, which usually gives another name to the person or thing designated by the	<i>The question whether it was he or his enemy was hotly discussed.</i> <i>She had a strange sensation as if something</i>

	antecedent, an appositive clause discloses the meaning of a noun (which is also called the antecedent) with a very general meaning, such as:, thing, reason, point, moral, comment, remark, probability, idea, fact, consequence, feature	<i>had happened.</i>
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The complex sentence with an attributive clause

Connectors which introduce attributive clauses	Types	Examples
<p>Relative pronouns: who, whose, whom, what, which, that, as</p> <p>Relative adverbs: when, where, whence, wherein</p>	<p>Attributive clauses function as modifiers to a word of nominal character, which is generally called the antecedent. Attributive clauses fall into two types, depending on the degree of connection and the relation they bear to the antecedent:</p> <ul style="list-style-type: none"> • attributive limiting clauses • attributive descriptive clauses <p>Attributive limiting clauses:</p> <ul style="list-style-type: none"> • are closely connected with the antecedent; • cannot be removed from the sentence, because the information contained in the attributive clause singles out, determines, or particularizes the person, thing, idea, etc., 	<p><i>He was a man one always forgot.</i></p> <p><i>A library is a place where they keep books.</i></p>

	<p>expressed by the antecedent;</p> <ul style="list-style-type: none"> • are not set off by a coma; • may be joined asyndetically <p>Attributive descriptive clauses:</p> <ul style="list-style-type: none"> • are characterized by a looser connection with the main clause. Usually it contains additional information about the antecedent and may be left out without any serious change in the meaning of the main clause; • are generally commad off. They are joined by the same connectives as limiting clauses, except the relative pronoun that; • can not be joined asyndetically;. 	<p><i>At this age, which I judged to be near fifty, he looked extremely young.</i></p> <p><i>I returned to London, where I remained for a week.</i></p>
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The complex sentence with an adverbial clause

Type of the adverbial clause	Conjunctions	Specific features	Examples
An adverbial clause of place	<p>Conjunctions: where, whence, everywhere (that), wherever,</p> <p>Conjunctive adverbs with prepositions</p>	<p>Adverbial clauses of place introduced by the conjunction where should not be confused with predicative or object clauses introduced by the conjunctive adverb where or its derivatives, or with attributive clauses introduced, by the relative adverb where.</p> <p>The discrimination is determined by the meaning and nature of the word the clause refers to.</p>	<p><i>He was standing where he always had stood, on the rug before the living-room fire.</i></p> <p><i>From where he stood he could see nothing.</i></p> <p><i>The young people went off at once to wherever they were going. (adverbial clause)</i></p> <p><i>I wonder where you are hurrying. (object clause)</i></p> <p><i>This must be where my sister lives. (predicative clause)</i></p> <p><i>Here is the house where we stayed last year. (attributive clause)</i></p>
An adverbial clause of time	<p>Conjunctions: as, as soon as, as long as, when, whenever, while, now that, till, until, after, before, since;</p> <p>Recently formed conjunctions and phrasal conjunctions: the time (that), the day (that), the moment, the instant, next time, every (each) time, directly, immediately,</p>	<p>An adverbial clause of time characterizes the action expressed in the main clause from the temporal point of view.</p> <p>Every conjunction in the above list imparts a particular shade of meaning to the temporal relation - priority, simultaneity, succession of</p>	<p><i>He did not say a word till he was asked.</i></p> <p><i>They did not marry until she was forty.</i></p> <p><i>The boy did not start to read until he went to school.</i></p>

	instantly, once.	actions, the beginning or the end of the action, repetition, coincidence of two actions, gradual development of a process	
An adverbial clause of manner	Conjunctions: as, the way	<p>1. Adverbial clauses of manner characterize actions, states, qualities, circumstances.</p> <p>2. Adverbial clauses of manner may modify the predicate of the main clause by attributing some quality to it.</p> <p>3. They may refer to attributes or predicatives characterizing a state or quality of a person or non-person.</p> <p>4. They may refer to an adverbial modifier, giving additional information or explanation concerning it.</p>	<p><i>I'm sorry I talked the way I did at lunch.</i></p> <p><i>She cooks the turkey exactly as my mother did.</i></p> <p><i>Astonished, as one could be in such circumstances, he didn't give a sign of it.</i></p> <p><i>He said it with contempt, as a grown-up serious man should treat such views.</i></p>
	Conjunctions: as, like, as if, as though, than Correlative conjunctions:	1. Adverbial clauses of comparison characterize the action expressed by the	<i>They don't have long intervals like they do at</i>

An adverbial clause of comparison	as... as, so... as, as..., as, if	predicate in the main clause by comparing it with some real or hypothetical circumstance or action.	<i>other theatres.</i>
		2. The conjunctions as if and as though may also introduce appositive and predicative clauses, as the comparative meaning may combine with different syntactic connections.	<i>She had a look as if she had something in her mouth.(appositive clause)</i>
			<i>She looked as if she had something in her mouth.(predicative clause)</i> <i>She looked at me as if nothing was wrong. (adverbial clause)</i>

<p>An adverbial clause of condition</p>	<p>Conjunctions: if, unless, once, in case. provided (that), providing (that), suppose (that), supposing (that), considering (that), given (that), granted (that), granting (that), admitting (that), presuming (that), seeing (that).</p>	<p>Adverbial clauses of this condition contain some condition (either real or unreal) which makes the action in the main clause possible.</p>	<p><i>If anything troubles you, you'd better tell me.</i></p>
<p>An adverbial clause of concession</p>	<p>Conjunctions: although, though, if; Correlative conjunctions: though...yet, whether...or; Conjunctive pronouns or adverbs: whoever, whatever, whichever, whenever, wherever as, Composite conjunctions: no matter how, no matter what, for all that, despite that, in spite of the fact, despite the fact, even if, even though, even when.</p>	<p>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.</p>	<p><i>Whoever he may be, he seems to be an honest man at least.</i></p>
<p>An adverbial clause of purpose</p>	<p>Conjunctions: that, so that, lest, so as, so, in order that, for fear that.</p>	<p>Clauses of purpose generally express the purpose of the action, which is stated in the main clause. The verb-predicate in the subordinate clause is in the subjunctive mood as it expresses a planned but not a real action. The conjunctions lest and for</p>	<p><i>I tell you all this so that you may understand me perfectly.</i></p> <p><i>He was like a man who is</i></p>

		fear (that) introduce clauses stating what is to be prevented, as both the conjunctions have a negative meaning.	<i>afraid to look behind him lest he should see something there which ought not to be there.</i>
An adverbial clause of cause	Conjunctions: as, because, since, so, that, lest, seeing (that), considering Composite conjunctions: for the reason that, in view of the fact that, in so far as (insofar as), by reason of.	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.	<i>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.</i>
An adverbial clause of result (consequence)	Conjunctions: so that, that.	An adverbial clause of result denotes some consequence or result of the action expressed in the main clause.	<i>I was so tired that I could hardly speak</i>

EXERCISES

Exercise 1. **Point out sentences with a) syndetic b) asyndetic coordination.**

1. He wanted to say something, but changed his mind and kept silent. 2. The sun was shining bright, the wind was not blowing. 3. I'll tell you about this country or my elder sister will do it. 4. Bananas do not grow in the North, neither do pine-apples. 5. I wasn't hungry, yet I asked for some food. 6. You must study well, otherwise your teacher would think you are lazy. 7. My aunt never goes to football matches while my uncle goes to the stadium every Sunday. 8. Either you believe me or I can't help you. 9. You never make spelling mistakes, and my friend never does either. 10. I would not listen to her, I thought her hard and cruel.

Exercise 2. **Point out the coordinate clauses and comment on the way they are joined.**

1. It was high summer, and the hay harvest was almost over. 2. All the rooms were brightly lighted, but there seemed to be complete silence in the house. 3. I was going to visit an exhibition, but it started raining and I decided not to. 4. His eyes were bloodshot and heavy, his face was deadly white, and his body was bent as if with age. 5. He only smiled, however, and there was comfort in his hearty rejoinder. 6. You'll either sail this boat correctly or you'll never go out with me again. 7. Time passed, and she came to no conclusion, nor did any opportunities come her way for making a closer study of Mischa. 8. She often enjoyed Annette's company, yet the child made her nervous. 9. She ran through another set of rooms, breathless, her feet scarcely touching the surface of the soft carpets; then a final doorway suddenly and unexpectedly let her out into the street. 10. It was early afternoon, but very dark outside, and the lamps had already been turned on. 11. 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. 12. Brangwen never smoked cigarettes, yet he took the one offered, fumbling painfully with thick fingers, blushing to the roots of his hair.

Exercise 3. **Analyze the following compound sentences.**

1. She put her hands up to her cheeks, but her eyes seemed to look right into his. 2. The moon went down, the stars grew pale, the cold day broke, the sun rose. 3. All happy families resemble one another; each unhappy family is unhappy in its own way. 4. The sentences in Exercise 3 are relatively easy, while those in Exercise 4 seem to be more difficult. 5. I always eat peas with honey, I've done it all my life, the taste kind of funny, but it keeps them on the knife. 6. The Art of Biography is different from Geography: Geography is about maps, but Biography is about chaps.

Exercise 4. **Divide the connectors into groups according to the type of clauses they introduce.**

As well as, that, either...or, what, but, if, else, because, yet, when, then, which, and, as, still

Coordination			Subordination			
copulative	adversative	disjunctive	conjunctions	connectives		
				Conjunctive words	Relative words	

Exercise 5. Five of the sentences have mistakes with conjunctions. Correct the mistakes and tick (✓) the correct sentences:

1. So I've been running most days this month and feel really fit.
2. I'm going to Beijing whereas I'd like to study Chinese medicine.
3. They didn't like their hotel room while they complained to the manager.
4. The paintings were first shown in an exhibition in Moscow in 1910, though few art critics provided positive reviews at the time.
5. He wanted to give up learning Russian because it's too hard so he can't do it.
6. Before telling us he had bought a new bike, he tries to sell us his old one.
7. A: Why didn't you like her? B: Since she is always too busy to talk to us.
8. After deciding to resign, she changes her mind at the last minute.

Exercise 6. Five of the sentences have mistakes with conjunctions. Correct the mistakes and tick (✓) the correct sentences:

1. We'd better take the car and we shall be late.
2. Don't make me eat that chocolate cake or I'll get fat.
3. The restaurant was very crowded or we found a table.
4. I dropped that expensive vase on the floor as fortunately it didn't break.
5. Yesterday it was far too hot outside, since today the temperature is lower.
6. He doesn't smoke and eat fatty food.

Exercise 7. Determine the type of the connector in the following composite complex sentences. Analyze these sentences and draw their schemes.

1. What she needs is good rest.
2. That's why she's crying.
3. I don't know what you are talking about.
4. A letter that is written in pencil is difficult to read.
5. The fact that he hasn't said anything surprises everybody.
6. The school where I study is near the railway station.
7. If she doesn't come in time, I shall go to the theatre alone.
8. What Miss Fulton did, Berta did not know.
9. Whether he will gain fame during his lifetime or whether he will remain in obscurity, only time can show.
10. I realized that what he had to tell me was very hard to say.

Exercise 8. 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.
9. What you ask is impossible.
10. "What we want is rest," said Harris.
11. "It's very strange," said Mr. Dick, "that I never can get that quite right."
12. It's a good thing she went away with you.
13. What I want to do is to save us both.
14. It was always possible that they might encounter some one.
15. It was unfortunate that the patient was brought in during the

evening. 15. It is a pity her brother should be quite a stranger to her. 16. "How that woman ever got into it (the world) with that name, is unaccountable to me." 17. What awakened him was the engine coughing. 18. Which side wins does not concern us here. 19. Whether I was her rival in sport or in studies seemed equally bad in her eyes.

Exercise 9. 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." 9. I had said the name... It was as though I had taken a purge and rid myself of an intolerable pain. 10. It looked as though the silence of the night were getting on her nerves. 11. That was where Mrs. Gibson's body lay. 12. And this is what he remembered.

Exercise 10. Analyze composite complex sentences with the subordinate subject and predicative clauses.

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

Exercise 11. Point out object clauses; state by what connectives they are introduced.

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. 13. She found that I listened to what she said. 14. One can always tell from a woman's bonnet whether she has got a memory or not. 15. I think there must have been thunder in the air. 16. I do not blame the dog because I take it that it is his nature. 17. "I only want you to remember what you have seen," he said... 18. What is to guarantee that my orders are not changed?

Exercise 12. Join the following simple sentences into one complex sentence containing a subject, an object or a predicative clause.

Pattern: *What kind of books are you fond of? I should like to know it.*

I should 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.

Exercise 13. 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 pluck 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....

Exercise 14. 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. 2. It was only then that I realized that she was travelling too. 3. It was noticeable to all that even his usual sullen smile had disappeared. 4. I only write down what seems to me to be the truth. 5. There are reasons for believing that she was in reality an accomplished international spy... 6. He realises how unnecessary his crime has been. 7. I foresee that we may yet involve your master in some dire catastrophe. 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. 9. Believe me, believe me, it is what is best for you. 10. I dislike what you call his trade. 11. That was what I came to find out. 12. And what is puzzling me why they want me now.

Exercise 15. Define the kinds of attributive clauses.

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 for ever. 13. He gave me the picture he had drawn. 14. This is the house in which I spent my childhood. 15. The procession of cars was well ahead of us by the time we started. 16. "There is only one thing that I am afraid of,..." said Keawe. 17. But here is the plain truth: I have met you here at the road-side and saw your eyes, which are like the stars. 18. 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. 19. There is no doubt that my wife was bitterly jealous.

Exercise 16. Define the kinds of attributive clauses and punctuate accordingly.

1. That is all I can tell you. 2. He was under the impression that an attempt was going to be made to convict him 3. Whenever she came which was often she came quite noisily. 4. The things her father said seemed meaningless and neutral. 5. Then she came to New York where she remained two years. 6. I opened Palmer's close-fitting hall door which is always unlocked and ushered Dr. Klein inside. 7. What happened

was the last thing that any of them expected to happen. 8. I shook out my scarf which was damp and soggy. 9. She had no idea where she was going. 10. There were times when I wanted to stop the car and tell him to get out. 11. His hair which was short sleek and black was just visible beneath the capacious brim of a low-crowned brown hat. 12. But he could see now no reason why he should not smoke. 13. The bar was crowded with men which she had expected it to be and at first she was not able to find a place to sit down.

Exercise 17. Insert who, whom, that, which, as.

1. One oil lamp was lit in the bow, and the girl ___ Mr. Trench had spotted from the bank began to sing gently ___ a melancholy, sentimental and contended song about a rose — had been stained with true love's blood. 2. None of us ___ were there will ever forget that day. 3. I don't believe all ___ they write in these books. 4. The great protective cover under ___ the Germans had operated was torn from them. 5. I call her probably the very worst woman ___ ever lived in the world... 6. I saved such of the equipment ___ could not be replaced, and I saved the personnel... 7. Pettinger was pleased that Prince Yasha, ___ was a cool observer and a military man... estimated the situation exactly as he, himself, did. 8. There was a feeling in the air and a look on faces ___ he did not like. 9. All ___ I can remember is that you gave a beautiful performance.

Exercise 18. A judge gives guidance to the jury. Combine the pairs of sentences to make one that includes the prompt words given.

Pattern: *He's only fourteen. Bear that in mind.* (should / borne)

The fact that he's only fourteen should be borne in mind.

1. Maybe he didn't do it alone. Please consider that. (possibility / that)
2. He's never had a real father. Please consider that. (The / consideration)
3. He's had fifteen different homes. Don't overlook that. (fact / overlooked)
4. He's of royal blood. I know that's not important, but all the same. (It / importance)
5. People estimate his fortune as something in excess of \$2 billion. (estimated / more)

Exercise 19. Point out adverbial clauses of time and place.

1. My mother died when I was only four years old. 2. Sometimes at night when she couldn't go to sleep, Mrs. Turpin would occupy herself the question of who she would have chosen to be if she couldn't have been herself. 3. The lawyer stood awhile when Mr. Hyde had left him. 4. He was wild when he was young. 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. 6. Just as he disappeared from view a woman rushed into the room. 7. "When I was your age, young Tom," said Bounderby, "I was punctual, or I got no dinner!" 8. I was now free to live and work wherever I liked.

Exercise 20. 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. 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. 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. 4. The weather was wet and cold for quite a week, as it often can be in the West Country in early summer. 5. Lily seldom made a mistake in the orders, so that she got on well with her three mistresses. 6. He always treated boys as if they were his equals. 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. 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. 9. She looked to him much the same child as he had met six years ago... 10. He change was so sudden that I was shocked and a little scared. 11. He went into the house by the back door... as though he had something to hide. 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." 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.

Exercise 21. Define the kinds of clauses introduced by that.

1. His smile was so easy, so friendly, that Laura recovered. 2. It was just luck that he didn't catch the boat. 3. It infuriated him to think that there were still people in the state who believed in a loving and merciful God. 4. The impression he gathered was that he would be able to make his own terms. 5. In the front hall, under a large picture of fat, cheery old monks fishing by the riverside, there was a thick, dark horse-whip, that had belonged to Mr. Spears' father. 6. At first she used to read to me, but it was such a dismal performance that I could not bear to hear her. 7. I remember the landscape was buried deep in snow, and that we had very little fuel. 8. In fact, Mrs. Spears' callers made the remark that you never would have known that there was a child in the house.

Exercise 22. Define the kinds of clauses introduced by as.

1. Harmless as this speech appeared to be, it acted on the travellers' distrust, like oil on fire. 2. Even as she talked she was here and there about the room, commenting on this, that, and other episodes with which both she and Miss Redmond seemed familiar. 3. I was in real distress, as I can tell you. 4. He kissed her quickly and ran towards the wicket as fast as he could. 5. Then she looked very carefully around, nodding her head as she did so, seeming to count the objects. 6. He was, as I saw him now, too fanciful and too erratic. 7. His wife, as I have said, was small, talkative, cricketlike, and bounced here and there in a jumpy way. 8. Such trees as there were stood out ragged and torn against a-wealth of sky,

Exercise 23. Define the kinds of clauses introduced by since and while.

1. Ever since you appeared on the scene, you have, for reasons which remain obscure to me, behaved towards me with hostility, and in two instances you have deliberately done me harm. 2. I wanted to see you, since you wanted to see me. 3. The master had remarked that even if he got it (the piano] into the cart he should not know what to do with it on his arrival at Christminster, the city he was bound for, since he was only going into temporary lodgings just at first. 4. I wondered if Palmer and Antonia were indeed here, since we were much earlier than the time I had predicted. 5. They

complained that he was concerted; and, since he excelled only in matters which to them were unimportant, they asked satirically what he had to be conceited about. 6. Zillah is constantly gadding off to Gimmerton since papa went. 7. They went into the grill-room for dinner, since none of them were dressed. 8. Then she lifted her hair on to the top of her head and balanced it there like a bundle while she tied it securely about with a handkerchief.

Exercise 24. 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.
10. There was a girl standing in the garden, and for a moment Jack jumped to the natural conclusion that it was she who had uttered the cry for help.
11. When we got to London proper by train, we were met by a gentleman who was to see that we were properly situated.
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.
13. When the casual traveller 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.
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 tasselled valences on the beds, and the long ivory-coloured curtains of lace and the paintless windows.
15. Looking through the names, I discovered to my horror that she had invited a couple I knew.
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.
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.

18. I would remember the time when Julie and I went to 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.

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.

20. Mischa approached, and it seemed to the two who were watching a long time before he reached her.

21. 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.

22. 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.

23. But the next day came very brightly, and that new house of his was so delightful to behold that he forgot his terrors.

24. Black and purple. The colours blended well with the Misses Buck, who were both dark young women, 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.

25. She's the kind of woman who will break down at once when she's taxed with the truth.

26. He felt he knew what she was going to say, and before she could speak again he began to talk quite quickly.

27. 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.

9. Test Papers

Semester I Test Paper 1

The numeral Variant I

1. Write the following cardinal numerals:

3, 13, 30, 4, 14, 40, 50, 8, 80, 21, 84, 143, 999, 67

2. Form ordinal numerals:

7, 4, 8, 5, 9, 2, 13, 11, 20, 21, 40, 98, 80

3. Write the following dates:

09.03.1884, 22.06.194.1

4. Write the following common and decimal fractions:

a) $\frac{1}{7}$, $\frac{1}{5}$, $\frac{1}{9}$, $\frac{1}{25}$, $1\frac{3}{40}$

b) 3.5; 2.34; 52.51; 0.5

Variant II

1. Write the following cardinal numerals:

5, 15, 50, 9, 19, 90, 50, 2, 12, 25, 53, 132, 457, 69, 1000.

2. Form ordinal numerals:

1, 4, 3, 5, 9, 2, 6, 16, 41, 11, 12, 33, 75, 13, 100.

3. Write the following dates:

07.01.1654, 19.12.2015.

4. Write the following common and decimal fractions:

a) $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{2}{5}$.

b) 2.7; 4.65; 66.13; 0.2.

Test Paper II

The pronoun Variant I

1. Indicate the class (case or form) of the following pronouns:

What, him, hers, each, one another, neither, one, somebody, none, me, mine, ours, her, that, the same, as, anything.

2. Use the appropriate form of the pronoun:

1. She put out _ hand and took out _ (her, hers, my, mine).
1. _ was not marriage that could last (their, theirs).
2. After all, this is _ home as much as _ (your, yours, my, mine).
3. You are _ now, and do not let _ forget it (somebody, anybody, someone, anyone).
4. Do you want _ water? – No, I do not want _ water (some, any).
5. He followed _ slowly up the steps, leaning on his umbrella, and stood a moment to get his breath (other, another, the other).
6. Aunt Ann turned her old eyes from one to _ (other, another, the other).
7. The train stopped at _ station (other, another, the other).
8. There are plenty of _ places we could go (other, another, the other).
10. "Give me _ cold milk to drink", said Mary (some, any).
11. Wasn't there _ telephone in the house (some, any).

3. Insert both, either, or neither:

1. There is a forest of fine oak-trees on _ bank of the river.
2. _ were present, _ was helpful.
3. “_ has hands being busy”, he greeted me with a nod.
4. _ of the two could sing.
5. You may take _ of the two, but not _.

4. Insert many, much, little, few

1. _ was said but _ was done.
2. Very _ people know about it.
3. He knows _ but the _ he knows he knows well.
4. He is a man of _ words.
5. _ heard about the book but _ read it.
6. _ is spoken about it, but _ believe it.

5 Fill no, no one or none

1. I have invited all of them, but _ have (has) come.
2. There is _ doubt that you will cope with this work.
3. _ are so blind as those who will not see.
4. _ was (were) able to understand what he meant.
5. An accident happened, but _ great harm was done, _ lives were lost.
6. We shall spare _ efforts to achieve our aim.

Variant II

1. Indicate the class (case or form) of the following pronouns:

Whom, his, her, each, one another, none, one, somebody, neither, theirs, mine, ours, its, those, the same, as, anything.

2. Use the appropriate form of the pronoun:

1. _house is not very far removed from _ (my, mine; your, yours).
2. His own hand shook as he accepted a rose from _ and thanked her (her, hers).
3. Mind _ own business, and I'll mind _ (your, yours; my, mine).
4. _routes are as long and difficult as _ (their, theirs; our, ours).
5. I'd like _ information about places of interest in the town (some, any).
6. With the special tourist train ticket, you can travel on _ train you like (some, any).
7. There was hardly _ on the beach. It was almost deserted (somebody, anybody).
8. I haven't got _ money. Can you lend me _? (some, any; some, any)
9. We had to walk home because there weren't _ taxis (some, any, no).
10. We took a few pictures, but _of them were very good (no, none, any, some).

3. Insert both, either, or neither:

1. _Tom's parents is English. His father is Polish and his mother is Italian.
2. I saw an accident this morning. One car drove into the back of another. Fortunately _driver was injured, but _cars were badly damaged.
3. I've got two sisters and a brother. My brother is working, but _my sisters are still at school.
4. - Where did you go on your trip – France or Germany? We went to _ . A week in France and a week in Germany.
5. Where's Lisa? Is she at work or at home? _ . She's away on holiday.
6. ...my friends came to the station to see me off.

4. Insert many, much, little, few

1. Listen carefully. I'm going to give you _ advice.
2. Do you mind if I ask you _ questions?
3. It's not a very interesting place to visit, so _tourists come here.
4. I don't think Amy would be a good teacher. She has _patience.
5. 'Would you like milk in your coffee?' 'Yes, _'..
6. This is a very boring place to live. There's _to do.

5 Fill no, no one or none

1. _of the students missed the presentation of the new project.
2. There is _ milk in the fridge.
3. I have _ idea where to start our search from.
4. How many fire shows have you seen? – I have seen _ .
5. _successful men get up late in the morning.

6. Good job! You've made _mistakes in your paper.

Test Paper III
The Adjective
Variant I

1. State whether the adjectives in bold type are qualitative or relative.

1. Bob was wearing comfortable **Italian** shoes.
2. Helen showed me her beautiful **golden** ring.
3. Her red woolen dress was torn.
4. She spoke in a low **soft** voice.
5. Father hated when somebody took his weekly newspaper.

2. Write the following adjectives in the comparative and superlative degrees of comparison.

- a) sharp, long, small, young, old;
- b) big, hot, thin, wet, sad;
- c) busy, easy, dirty, dry, cozy;
- d) famous, beautiful, interesting;
- e) good, bad, much, far, little;

3. Insert the appropriate form of the adjective given in brackets and supply the article where necessary.

1. This room is ... and ... than that one (big, comfortable).
2. Your work is ... than that of John (good).
3. Mary is ... student of our group (bright).
4. Take this knife. It's ... than yours (sharp).
5. George is ... than William. He is...in our family (old).
6. It is ... book in my collection (interesting).
7. This street is ... and ... than that one (narrow, quiet).

4. Insert conjunctions as ... as, so ... as, than.

1. Your sister is ... young ... his.
2. Our teacher is not ... old ... theirs.
3. The sun is bigger ... the Earth.
4. She was ... beautiful ... he had expected.
5. The study is bigger ... the bedroom, but not ... big ... I expected.

5. Translate the sentences into English.

1. Який найдовший день року?
2. Купіть світліші шпалери для вашої кімнати. Тоді вона не виглядатиме такою похмурою, як зараз.
3. Реферат повинен бути такий короткий, як тільки можна, і містити лише найголовніші ідеї автора.
4. Спочатку я не міг сказати, які оповідання з цього збірника були найсмішнішими: вони всі здавалися смішними, але тепер я бачу, що останнє набагато смішніше, ніж усі інші.
5. Цей фільм цікавіший ніж учорашній, хоча він не такий цікавий, як той, що ми дивилися минулого тижня.

Variant II

1. *State whether the adjectives in bold type are qualitative or relative.*

1. The tea tastes a bit strange.
2. Tom is a careful driver.
3. The football player had serious injures.
4. Can you fetch that small black plastic bag.
5. Where did you buy this beautiful large round wooden table?

2. *Write the following adjectives in the comparative and superlative degrees of comparison.*

1. thin, short, narrow, young, old;
2. large, long, thick, strange, quiet;
3. friendly, easy, dirty, silly, heavy;
4. careful, wonderful, serious;
5. good, bad, much, far, little;

3. *Insert the appropriate form of the adjective given in brackets and supply the article where necessary.*

1. That was ...adventure in my life (dangerous).
2. Your house is ... than mine (big, light).
3. Tom is ... student of our group (tall).
4. Stop eating so much. You're getting ... and ... (fat).
5. His story is as ... as yours (interesting).s one
6. Where is the ... street in your town (busy)?
7. That is the ...collection of stamps I've seen (complete).

4. *Insert conjunctions as ... as, so ... as, than.*

1. This suitcase is ... heavy ... that one.
2. My mother is not ... busy ... yours.
3. The sun is bigger ... the Earth.
4. My sister is ...responsible ... than me.
5. This exercise is more difficult ... the previous one, but not ... difficult ... I expected.

5. *Translate the sentences into English.*

1. Яка тварина має найдовшу шию? Яка тварина є найшвидшою?
2. Це найцікавіша подорож, хоча вона зайняла менше часу.
3. На скільки років твій брат молодше, за тебе?
4. Ця сукня найдорожча з усіх, що ти приміряла, хоча не така дорога, як та, що купила Мері.
5. Твоя старша сестра на 5 років старша мого старшого брата.

Test Paper IV
The Noun
Variant I

1. Give the plural of the following noun:

1. berry, hero, shelf, boy, proof, match, shoe, pie, life, photo, brush;
2. foot, ox, man, mouse, goose, child, tooth, sheep;
3. room-mate, fellow-worker, passer-by, sister-in-law, merry-go-round.

2. Change the number of the noun in bold type where possible and make all other necessary changes.

1. The **sheep** is eating the grass.
2. He gave the dog a **fish**.
3. He brought me some valuable *information*.
4. **Her hair** was soft and curly.
5. This is a lovely *city*.
6. This *man* 's *wife* is a doctor.
7. **He** is our *chief*.
8. This *money* is not enough.
9. His *wages* are very small.

3. Translate into English.

1. Ці поради дуже корисні.
2. Його знань не досить, щоб виконати цю роботу.
3. Ці новини вже всім відомі.
4. Фрукти в нашому садку вже дозріли.
5. Візьміть ці ножиці. Вони гострі.
6. Зміст вашого твору не відповідає темі.
7. Ці гроші не мої.
8. Поліція збирається відпустити його.

4. Replace the prepositional group by the possessive case where possible.

1. The teacher drew the **attention of the students** to this important question.
2. It took them 2 days to cover **the distance of two miles**.
3. Before I could say a word, **the sound of carriage wheels** was heard.
4. **The rays of the sun** didn't reach that corner of the room.
5. There was **a spot of ink** on the tablecloth.
6. **The population of England** is bigger than that of Ukraine.
7. Never shall I forget those **words of my father**.
8. **The mother of Mary and Ann** did not come to the meeting.

5. Replace the word-combinations in bold type by the absolute possessive.

1. The party was held in **the house of the Johnsons**.
2. The major was **one of friend of Papa**.
3. When the aunt's eyes met the eyes **of Tom** she understood that he was lying.
4. There is no music I like better than **the music by Tchaikovsky**.

5. **The costume of Jenny** was the nicest at the fancy ball.
6. He promised to call for his wife **at the place of her parents.**

Variant II

1. Give the plural of the following noun:

1. tomato, pen, bench, brush, path, sofa, ski, shelf, loaf, family;
2. tooth, mouse, goose, child, ox, sheep, woman, man;
3. mother-in-law, forget-me-not, merry-go-round, passer-by, editor-in chief.

2. Change the number of the noun in bold type where possible and make all other necessary changes.

1. The **deer** was seen on the road.
2. I bought one **trout** for supper.
3. You'd better follow his **advice**.
4. His **hair** is dark and wavy.
5. There is a **piano** in the room.
6. The **clothes** were neat and elegant.
7. **He** is our **chief**.
8. Where is **money**?
9. His **wages** are very small.

3. Translate into English.

1. Де гроші? Вони у гаманці.
2. Я дам тобі декілька порад.
3. Поліція приїхала за декілька хвилин після виклику.
4. Містер Джаггер збирав колекцію ножів.
5. Доберіть для натюрморту фрукти та овочі.
6. Ми знайшли інформацію про цей маршрут у довіднику.
7. Відсутність новин – це добре.
8. Фонетика – мій улюблений предмет.

4. Replace the prepositional group by the possessive case where possible.

1. We stayed at **the flat of Mary**.
2. **The wedding of Jack and Jill** was reported on March, 17.
3. Did you hear the **result of the football match**?
4. You can find additional information **at the bottom of the page**.
5. **The husband of Catherine** was employed for Fiat.
6. **The storm last week** caused great damage.
7. **The owner of the restaurant** greeted us warmly.
8. **The newspaper issued yesterday** contained an interesting editorial.

5. Replace the word-combinations in bold type by the absolute possessive.

1. There was a gorgeous wedding ceremony **at St. Paul's Cathedral**.
2. Our car is faster than **the car of Peter**.
3. **A cousin of my husband** presented us a book by G. Grisham.
4. When people fall in love they hear **the music by Puccini**.
5. She usually buys a loaf of bread and some delicious buns **at the baker's store**.
6. Let's meet **at the house of Uncle Harvey**.

Test Paper V
The Article
Variant I

1. Use the proper article with countable noun in the following sentences:

- 1 . Would you like ... apple?
2. Could you close ... door, please?
3. We live in ... small flat near ... centre of the city.
4. Did ... police find ... person who had stolen your bicycle?
5. As I was walking along the street, saw ...10 note on ... pavement.
6. We went out for ... meal last night. ... restaurant we went to was excellent.
7. ... tiny little stream burst out of ... ground.
8. They entered ... carriage in which there were no free seats.
9. ... room 215 is on ... fifth floor.

2. Use the appropriate articles with uncountable nouns in the following sentence.

- 1 sweets can not replace ... sugar.
2. While we were talking ... ice-cream melted.
3. What ... good weather!
4. ... water is precious in this area.
5. Don't drink from this pond ... water is stale.
6. He became as white as ... snow.
7. ... silence grew oppressive.
8. There always was ... certain dampness about this room.

3. Use the appropriate articles with Proper Nouns in the following sentences:

- 1 Panama Canal connects ... Atlantic and ... Pacific Oceans.
2. ... Volga flows from ... Valdai Hills to ... Caspian Sea.
3. We get tea mostly from ... China and Ceylon.
4. ... Alaska is the biggest state in ... USA.
5. ... National Gallery faces ... Trafalgar square.
6. When did you arrive at ... Heathrow airport?
7. Whenever the Greens come to London they stay at ... Hilton Hotel.
8. What is ... British Museum famous for?

4. Translate into English:

- 1 . Був теплий літній вечір.
2. Давай зустрінемося увечері, вдень я буду дуже зайнятий.
3. Ти пам'ятаєш весну, коли ми з тобою познайомились?
4. Скоріше йдіть до столу. Обід холоне.
5. Я ніколи не лягаю спати раніше десятої.
6. Я не знав, що недалеко від вашого будинку є базар.
7. Базар був зачинений, і ми пішли до магазину.
8. Ми зустрінемося після школи? – Де? – Біля входу в школу.

Variant II

1. Use the proper article with countable noun in the following sentences:

1. How did you like ... football match?
2. There's ... beach near here.
3. Have you got ... ten-pound note?
4. I wonder if you could help me. I have ... problem.
5. Did Mike get ... job he applied for?
6. She sat down on ... chair.
7. You'd better take ... taxi to ... station.
8. Susan works in ... city center.
9. ... woman and ... man were sitting opposite me.

2. Use the appropriate articles with uncountable nouns in the following sentence where necessary.

1. In the morning one should eat ... substantial breakfast.
2. I can eat ... porridge every day.
3. What's ... weather like today?
4. They gave us ... information forwarded to them from the head-office.
5. There's ... milk in the fridge. Just enough for coffee.
6. In her eyes there was ... eagerness, which could hardly be seen without delight.
7. ... s/Salt dissolves in ... water.
8. I like ... skiing but I'm not very good at it.

3. Use the appropriate articles with Proper Nouns in the following sentences:

1. Is ... Amsterdam in ... United States or in ... Netherlands?
2. ... Statue of Liberty was presented as ... gift by ... people of ... France to ... people of ... United States.
3. ... Loch Ness is ... lake in ... Scotland.
4. ... English are very proud of their history.
5. Is ... Malta in ... Mediterranean?
6. Which is longer: ... Volga or ... Danube?
7. ... Chicago is on ... Lake Michigan.
8. You should go to ... Science Museum. It's very interesting.

4. Translate into English:

1. Вегетаріанець – це людина, яка не їсть м'ясо.
2. Жінки живуть довше, ніж чоловіки.
3. Яблука дуже корисні.
4. Шерлок Холмс дуже добре грав на скрипці.
5. Рон і Мері одружилися, але їх шлюб тривав не довго.
6. Вчора був чудовий день, чи не так?
7. Яка найвища гора у світі?
8. Де знаходиться найближча крамниця?

CREDIT TEST-PAPER

Variant I

Task 1. Define the structural type of the following sentences:

1. To think of that!
2. When did you see her?
3. On Monday.
4. Winter. Frosty morning.
5. Frank is a doctor.

Task 2. Define the communicative type of the following sentences:

1. Don't speak so loudly.
2. What an interesting story!
3. Why didn't you tell me everything?
4. Won't you tell me?
5. East of west, home is best.

Task 3. Analyze subject "it":

1. It is raining cats and dogs.
2. I like his house. It is big and spacious.
3. It is necessary to finish this work in time.
4. It is high time to go home.
5. It is pleasant to deal with him.

Task 4. Find the subjects and analyze them:

1. To achieve like that is impolite.
2. His being late surprised me.
3. Seven is my favourite number.
4. For Helen to visit her friend is very important.
5. Kate is sure to understand you.

Task 5. Analyze the predicate:

1. I had to get up early to catch the train.
2. The child is delicate.
3. We started to work like wild and stopped working only at midnight.
4. They looked at me as if they strongly disapproved of me.
5. Tom is likely to come.

Variant II

Task 1. Define the structural type of the following sentences:

1. To swim in such a cold river!
2. What are you doing?
3. Summer. Heat. Exams.
4. When will you come to me? – On Saturday.
5. Hiking is my hobby.

Task 2. Define the communicative type of the following sentences:

1. Don't take these tents with you.
2. What nice weather!
3. Don't you know that man in black hat?
4. Why don't you invite Jenny to the party?
5. You must follow car regulations on the road.

Task 3. Analyze subject "it":

1. Is it far from here?
2. I like this route. It is long but not dangerous.
3. It is necessary that you should share all gear.
4. It is high time to go to bed.
5. It is important to discuss the plan before the conference.

Task 4. Find the subjects and analyze them:

1. Mary will pick you up at 7 o'clock.
2. My playing impressed him greatly.
3. The third was the quickest.
4. For Mike to climb a mountain is a piece of cake.
5. The train is announced to arrive behind the schedule

Task 5. Analyze the predicate:

1. The weather continued fine.
2. I am ready to help you.
3. We went for a walk to the park and returned late.
4. Peter must have to write this article on his own.
5. The books are being printed now. Come later.

Semester II
Test paper I
The Tenses
Variant I

Task 1. Insert the Present Indefinite, Present Continuous, Present Perfect, or Present Perfect Continuous.

1. I ___ the bell for the last quarter of an hour, (to ring) 2. I want to see how much he ___ since I saw him last, (to change) 3. ___ you ___ any word from her since she left here? (to have) 4. I don't want to take a cure at all. I am perfectly happy. All my life I ___ perfectly happy. (to be) 5. Signora Grassini greeted Gemma affectionately, exclaiming in a loud whisper: "How charming you ___ tonight!" (to look) 6. Here's my keys. I ___ (to leave) 7. I ___ to Mr. Boldwood since the autumn. I want to explain. I ___ to do it ever since I returned, (to speak — negative, to long) 8. I requested them to suspend their decision until they. ___ my narrative, (to read) 9. Wait till you ___ Moose and ___ with him. (to see, to talk) 10. "But what ___ we ___?" she asked. "I ___ about it a lot. I ___ about it all week. But I ___ what to do." (to do, to think, to think, to know — negative) 11. I must not let my eyes get all red and swollen, or Henry'll know I ___ (to cry) 12. The sun ___ with different degrees of heating power in different parts of the world, (to shine) 13. "Look," I said, "I ___ Francis very well. I ___ him since we were very young men." (to know, to know) 14. "Well, I ___ that Iris isn't going to be married," I said after a while, (to hear) 15. He says he ___ to the same tunes for fifteen years, (to listen) 16. Cesare you and I ___ friends for all these years, and I ___ never ___ you what really happened about Arthur. (to be, to tell) 17. What are we going to say to the king when he ___? (to come in) 18. "Dear little Hans," cried the Miller, "I am in great trouble. My little boy ___ off a ladder and ___ himself." (to fall, to hurt) 19. "As I ___ you for the past six months," he said, "business is bad." (to tell) 20. "This other gentleman," cried Mr. Pickwick, "is, as you will see when you ___ the letter... a very near relative, or I should rather say a very particular friend of your son's." (to read) 21. Maude: You ___ both ; ___ forward to this moment ever since you met one another. Carol ine: And now it ___ (to look, to come) 22. But you ought to have been telling your tale. Now you begin and when you ___, we'll go back and see what ___ really ___ (to finish, to happen) 23. What ___ you. ___ with yourself since I've been away? (to do) 24. You ___ here two weeks. ___ you ___ your opinion of the South? (to be, to change) 25. "I am very hungry and tired," replied Oliver. "I ___ a long way. I ___ these seven days." (to walk, to walk) 26. My good man, Signora Bolla ___ head nurse in general to all of us. She ___ after sick people ever since she was in short frocks, and ___ it better than any sister of mercy I ___ I needn't leave any directions if she ___ (to be, to look, to do, to know, to come) 27. As Arthur mounted the stone steps leading to the street, a girl in a cotton dress and straw hat ran up to him with outstretched hands. "Arthur! Oh, I am so glad!.. I ___ here for half an hour... Arthur, why ___ you ___ at me like that? Something ___ Arthur, what ___ to you? Stop!" (to wait, to look, to happen, to come) 28. "Mr. Bithem here yet?" asked Miss Mass. "Oh, yes, dear," cried the chorus. "He ___ here for ages. We all ___ here for more than an hour." (to be, to wait)) 29. "Are we alone now?" "The waiter ___ and the door is locked." (to go) 30. I ___ happy. I ___ always ___ happy, (to be, to be)

Task 2. Insert the required tense in the Passive Voice.

1. "I don't want to hear another word. I ___ never ___ so ___ in my whole life, (to insult)
2. But what shall I do if you ___ ? (to kill)
3. Godfrey waited, before he spoke again, until the ale ___ and the door ___ (to bring, to close)
4. In whatever spare time he could find, he read the current research journals, trying to understand the implications of the experiments which ___ throughout the world. (to perform)
5. Merriman, order the dog-cart at once. Mr. Ernest ___ suddenly to town, (to call back)
6. Upon the Doctor and the widow the eyes of both Mr. Tuprnan and his companion ___ for some time, when the stranger broke silence. (to fix)
7. In 1834, the Houses of Parliament, with the exception of Westminster Hall ___ by fire. They ___ by Sir Charles Barry. (to destroy, to rebuild)
8. "I'm afraid that we're going to have to move," he said. "This lab won't be big enough for us after all. But there's a double room on the eleventh floor that ___ " (to use — negative)
9. Lanny noticed that he ___ by three white men from the coffee stall on the other side of the road, (to watch)
10. It was past eleven o'clock — a late hour for the little village of Cobham — when Mr. Pickwick retired to the bedroom which ___ for his reception, (to prepare)
11. We ___. if we ___, but never mind. (to scold, to see)
12. The Nobel Prize ___ to him in 1924 when the advent of wave mechanics had revealed the importance of his work, ten years after his famous experiment ___. (to give, to perform)
13. The camp of peace will not allow the outbreak of a new war that ___ by the imperialists. (to prepare)
14. I called ... to ask if a diamond brooch of mine ___ (to find)
15. The tea-things ___ scarcely ___ when the London coach deposited Mr. Weller, senior, at the door, (to put away)
16. Annette's most valuable stone was ruby, which ___ to her when she was twelve by an Indian prince who was in love with her mother. (to give)
17. He [Jim] put down his pail... and bent over the toe with absorbing interest while the bandage ___ (to unwind)
18. He carefully examined the contents of his case, and did not speak again until the beer ___ and he had paid for it. (to bring)
19. The little patient — and ___, and now lay composed in her crib. (to examine, to soothe)

Variant II

Task 1. Insert the Past Indefinite, Past Continuous, Past Perfect or Past Perfect Continuous.

1. Then she found that the tears _ a _ quietly ___ from her eyes. Perhaps they ___ for a long time, (to flow, to flow)
2. One day of the new year she ___ as usual at her window when Edward came prancing up the drive on horseback. (to sit)
3. He and I ___ friends since our early twenties. At this time he was fifty-two, and already an elder statesman of science. (to be)
4. I ___ out Honor's letter and ___ it, and ___ to the post. The fog ___ When I ___ I ___ some biscuits and _ myself with whisky and hot milk, (to copy, to seal, to go, to clear, to return, to eat, to dose)
5. He told me that an American Signore ___ there for three months, (to stay)
6. She [Aileen] stole downstairs and out into the vestibule, opening the outer door and looking out into the street. The lamps ___ already ___ in the dark, and a cool wind ___ (to flare, to blow)
7. It was true that we ___ one another almost intimately for five and twenty years. (to know)
8. I ___ hardly ___ more than the first three chapters when my attention was diverted by a conversation going on in the front of the store, (to read)
9. She ___ mortally with my husband only ten minutes ago. (to quarrel)
10. He ___ scarcely ___ outside the dooj when he heard Wardle's voice talking loudly, (to get)
11. The next day he ___ some honeysuckle against the porch, when he heard the Miller's voice calling to him from

the road, (to nail up) 12. Roddy ___ rapidly and nervously up and down the room for a minute or two. (to walk) 13. I knew right away that there was the place I ___ all my life. (to look for) 14. Half-past eleven. He [the Gadfly] ___ still ___ though the hand was stiff and swollen. (to file) 15. A few seconds after the stranger ___ to lead Mrs. Budger to her carriage, he darted swiftly from the room, (to disappear) 16. At nine o'clock that evening a long black Packard roadster drew up to her door, and Arnie stepped out of the front seat where he ___ with the driver and a girl between them, (to sit) 17. I do not stop to say what adventures he began to imagine, or what career to devise for himself before he ___ three miles from home, (to ride) 18. Mrs. Banty put down the telephone receiver. She ___ up twice and each time the answer ___ the same: Mrs. Marple was out. (to ring, to be) 19. The sun ___ a long way up and it ___ to get really hot. (to move, to begin) 20. He was in the extremity of indecision and very wounded by Rosa's refusal to help him. She ___ even ___ him for the last few days, (to avoid) 21. The light in his flat showed that Mrs. Simpson ___ in for him. (to wait) 22. I called on Mrs. Strickland before I left. I ___ her for some time, and I noticed changes in her; it was not only that she ___ older, thinner, and more lined; I think her character ___. (to see — negative, to be, to alter) 23. He ___ since nine that morning and his stomach ___ with hunger, (to eat — negative, to growl) 24. They ___ no sooner ___ at this point than a most violent and startling knocking was heard at the door, (to arrive) 25. The old lady was dressed out in a brocaded gown which ___ the light for twenty years, (to see — negative) 26. Very often, afterwards, in the midst of their talk, he would break off, to try to understand what it was the waves ___ always ___ (to say) 27. The women and children and old men ___ Now he was alone with his mother in the little two-roomed shack, (to go) 28. I tried to feel my heart. I could not feel my heart. It ___ beating, (to stop) 29. After he ___ there some time, he sold the sack of flour for a very good price, (to wait) 30. Mr. Moore now ___ silent for several minutes, (to sit) 31. I think he showed me about thirty canvases. It was the result of the six years during which he ___. (to paint)

Task 2. Insert the required tense in the Passive Voice.

1. It was an idea that ___ at that moment ___ by Colonel Melchett and Colonel Bantry. (to discuss) 2. Lanny ___ cruelly, heartlessly in the way Sara ___ When he ___, the barking of a dog ___ It ___ by hurried footsteps. (to beat, to beat, to beat, to hear, to follow) 3. He [Arthur] went up to his room. Nothing in it ___ since his arrest. (to change) 4. You can feel when you ___. (to watch) 5. The oldest of London's present-day theatres is the Theatre Royal, Drury Lane, which ___ in 1663 and ___ since ___ several times. (to open, to reconstruct) 6. Below decks the atmosphere was close. Many cigarettes ___, and ___. (to smoke to smoke) 7. She kept an eye on the Leanharn people to see that her action ___ duly ___ (to notice) 8. Rumania is a Balkan State which ___ long ___ for its mineral springs. (to know) 9. After a few routine questions ___ and ___, Dr. Lord leant back in his chair and smiled at his patient, (to ask, to answer) 10. Ettore was twenty-three. He ___ by an uncle in San Francisco and was visiting his father and mother in Torino when war ___ (to bring up, to declare) 11. He strode up to the front door of the forlorn house and rang the bell like one who ___ there for weeks, (to expect) 12. After lunch, we heard that Charles Lenton ___ for. (to send) 13. Breakfast ___ scarcely ___ when a waiter brought in Mr. Dowler's card, (to clear away) 14. One could not walk or drive about Philadelphia without seeing or being impressed with the general tendency toward a more cultivated and selective social life. Many excellent and expensive houses ___ (to erect) 15. I ___ constantly ___ in the street. I like it. It gives an amusement to the dullest walk, (to follow) 16. A

minute earlier, a small boy with a partly deflated red balloon had run out into the cleared forbidden street. He ___ just ___ : and ___ back to the curb by his father... (to capture, to drag) 17....the railway ___ at all at that time, (to use — negative) 18. Thank you. Thank you. Martin: What ___ I ___ for? (to thank) 19. The gentleman was so startled that he took the night train for the Continent and ___ never ___ of since, (to hear) (Maugham)

Test Paper II Sequence of Tenses, Indirect Speech Variant I

Task I. Use the appropriate form of the verb.

1. Cowperwood realized... that he ___ making a very remarkable confession (is, was).
 2. She scarcely realized what ___ happening (is, was). 3. Then all at once he remembered what the program ___ be (will, would). 4. Little Hans was very much distressed at times, as he was afraid his flowers ___ think he — forgotten them (will, would; has, had). 5. Rosa told herself that this ___ the day that ___ decide her fate (is, was, will, would). 6. She realised that he ___ trying to convey to her that he ___ lonely (is, was; is, was). 7. Mrs. Sohlberg felt that this ___ going to be a wonderful evening (is, was). 8. He felt sure he ___ sleep now (shall, should). 9. He thought how beautiful and serene their life ___ be (will, would). 10. I was thinking that it ___ be interesting to start a little gas company in one of these outlying villages that ___ growing so fast, and see if we ___ not make some money out of it (may, might; are, were; can, could). 11. Each fresh noise crept through her senses like an enemy who ___ found a gap in the walls of a beleaguered city (has, had). 12. Lunch came just as they were off Sheerness. He didn't feel so hungry as he thought he ___ be (shall, should). 13. He knew that in a week or two, at most a month, the actual campaign ___ begin (will, would). 14. When I found Mr. Bennett ___ left his house, I thought I ___ find him here. Of course, he had told me that he ___ consult you (has, had; shall, should; will, would). 15. Brother Sumpter asked Jack Harrick how he ___ to day (is, was). 16. We got to Waterloo at eleven and asked where the eleven-five ___ from. The porter who took our things thought it ___ go from number two platform, while another porter ___ heard a rumour that it ___ go from number one. The station-master, on the other hand, was convinced that it ___ start from the local. We went upstairs and asked the traffic superintendent, and he told us that he ___ just seen it at number three platform, (starts, started; will, would; has, had; will, would; will, would; has, had). 17. I was thinking that if any stranger ___ in here now, he ___ take us for man and wife (come, came; will, would). 18. He knew that he ___ been to college (has, had).

Task 2. Convert into indirect speech.

1. "Davis, Davis," he called, "what's the time? My watch has stopped." 2. "Jebb," he said, "have you been in many caves? Are you a caver?" 3. "When will Mr. Dodson be back, Sir?" inquired Mr. Pickwick. 4. "And have you anything else you want to explain to me, Denry?" said Mr. Maybold. "Nothing, Sir." 5. "What," said Dinny, when they were seated before an omelette Bulgarienne, "do you know about Professor Hallorsen, Uncle Adrian?" 6. At last she said: "Well, Uncle Adrian, will you try and think of any way of strafing that man for the scurvy way he's treated Hubert?" 7. The first question on Marianne's side was, "How long has this been known to you, Elinor? Has he written to you?" "I have known it these four months."

8. "Who is there?" he [Arthur] whispered. "It's me, Sir," answered a venerable voice. "Mrs. Newitt, the housekeeper. Is Mrs. Forrest ill?" "Mrs. Newitt," he said, "where is your master?" 9. "Who's that fellow?" said Lord Saxended... 10. "What are you doing humped that way on the ground? Do you think that is ladylike?" Mrs. Bingham said to her daughter. 11. "Is there anything else on your mind, Erik?" Haviland asked.

Variant II

Task 1. Use the appropriate form of the verb.

1. I am just passing through Chicago... and I thought you ___ tell me a little about the city from an investment point of view (may) 2. He said he ___ be obliged to run on to Pittsburg for thirty six hours but he ___ back on the third day (may, to be). 3. It had not yet occurred to her that she ___ get money for the locket and ear-rings which she ___ with her (may, to carry). 4. I thought you ___ better sense (to have). 5. Sir Wilfrid knew, from the frequency with which she used her handkerchief, that the tears ___ down her cheeks (to run). 6. She [Dinah] hesitated no longer, but opening her own door gently, went out and tapped at Hetty's. "I knew you ___ not in bed, my dear," she said (to be). 7. We came to this part of the country in the hope that the bracing air... ___ a good effect upon him (to have). 8. The door opened suddenly, and a young fellow came in, with the air of one who ___ the master (to be). 9. She clung to the belief that he ___ so fond of her that he ___ never ___ happy without her; and she still hugged her secret that a great gentleman ___ her (to be, to be, to love). 10. At ten o'clock he telephoned again, saying that he ___ his mind, (to change). 11. Mr. Jackson departed upstairs on his errand, and immediately returned with a message that Mr. Fogg ___ Mr. Pickwick in five minutes (to see). 12. It chanced... that Mr. Bennett received a letter from a fellow-student in Prague, who said he. ___ glad to have seen Professor Pusbury then (to be). 13. I thought I ___ well, being tired (to sleep). 14. We asked if there ___ anything further that we ___ do for him (to be, can). 15. I hailed them and asked if they ___ tell me the way to Wollingford Lock; and I explained that I ___ for it for the last two hours (can, to look). 16. I invited them all to come and spend a week with me, and my cousin said her' mother ___ pleased to see them (to be). 17. His correspondent announced that he ___ unexpectedly ___ to London (to summon — passive). 18. He says he ___ free to-morrow (to be).

Task 2. Convert into indirect speech.

1....the General said: "I want to consult you, Lionel. It's about my boy, Hubert." 2. The old man said, "I had to go in the cave, son." 3. "My father is a preacher," Isaak said, "so I have read my Bible, I remember about the miracle of the loaves and fishes." 4. "Hans," said the Miller, "I will give you my wheel-barrow." 5. "Well" cried Pinch, "you are the strangest young man, Martin, I ever knew in my life." 6. "Very well, then," said my friend's wife, rising, "all I have to say is, that I shall take the children and go to a hotel until these cheeses are eaten. I decline to live any longer in the same house with them." 7. "Maurice," she said, "I've just telephoned to the doctor." 8. "I can go to England at the beginning of June, doctor, but not before," I said. "You must go before. It is absolutely necessary," said the doctor. "You must go at once. S. JI will ring when I want you," she said to the maid. 10. "Boy," the lieutenant said, "if you aren't careful you'll be ordered off this mountain." 11. Arrived at Shropshire House Sir Lawrence said: "Can we see the Marquess Pommert?" "I rather think he's having his lesson, Sir Lawrence."

Test Paper III
Secondary Parts of the sentence
Variant 1

Task I. Analyze the objects of the following sentences:

1. We have bought a vase for her.
2. I want you to tell me the truth.
3. The hall was full of children.
4. I know all about it, my son.

Task II. Analyze the attributes of the following sentences:

1. I received a long letter from my pen-friend last week.
2. I have done only the first part of the task.
3. I have no intention of going there.
4. The students who study at Oxford pay much money for tuition.
5. She lives in a new house of modern construction.

Task III. Analyze the Adverbial Modifiers of the following sentences:

1. He visited England to see the famous Big Ben.
2. She couldn't come because of the rain.
3. The little child grew pale with pain.
4. On coming home I learned that somebody had called me twice.
5. She sat at the window looking through the newspaper.

Task 4. Analyze the sentences (the subject, the predicate, the object, the attribute)

1. Coming near, I found a door slightly ajar
- 2....I thought I should sleep being tired.
- 3.. .while working so hard he needed sea air.
4. Nobody spoke unless spoken to...
5. The rain poured without stopping.

Variant II

Task I. Analyze the objects of the following sentences:

1. His part in the conversation consisted chiefly of yesses and noes.
2. Papa will never consent to my being absolutely dependent on you.
3. After some time, they came and unlock the door, and called to him to come out.
4. The teacher ordered the children to come quiet.
5. I shan't even wait for it to be emptied.

Task II. Analyze the attributes of the following sentences:

1. They must have a roof to cover them, a house to shelter them.
2. Perhaps one day you will have a reason for writing about this.
3. There was a blackbird perched on the cherry-tree, sleek and glistening.
4. That night in the surgery there were three patients.

5. He realized suddenly that it wasn't the fear of being caught that worried Davy but the fear of being left alone.

Task III. Analyze the Adverbial Modifiers of the following sentences:

1. He called on her to discuss this matter.
2. They went down the stairs side by side.
3. Ben was too busy to hear him now.
4. While Kerry mechanically adopted these suggestions, the gardener, getting upon his knees, hastily drew together the scattered jewels and returned them to
5. the handbox.

Task 4. Analyze the sentences (the subject, the predicate, the object, the attribute)

1. He has no right to come bothering you without being invited.
2. The lamp having been lit, Mrs. Macalla produced her son's letter.
3. It being pretty late, we took our candles and went upstairs.
4. One morning he stood in front of the tank, his nose almost pressed to the glass.
5. Breakfast over, he went to the counting house.

**Test paper IV
Sentence Analysis
Variant I**

Analyze the sentences and draw the schemes.

1. Looking through the names, I discovered to my horror that she had invited a couple I knew.
2. 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.

Variant II

Analyze the sentences and draw the schemes.

1. The older children need practice in reading but, if they had to do it in their own classes, they would say it was kid's stuff and be worried about losing face.
2. Just beyond the bridge they saw the flat sloping stretch away from the stream where there were the outlines of boats.

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