

CONSTRUCTING MEANING THROUGH GRAMMAR

PRACTICAL ENGLISH SYNTAX

for

THIRD-YEAR STUDENTS OF PHILOLOGY

Yulia Musiienko

Olha Chernenko

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ ЛІНГВІСТИЧНИЙ УНІВЕРСИТЕТ

МУСІЄНКО Ю.А., ЧЕРНЕНКО О.В.

**CONSTRUCTING MEANING
THROUGH GRAMMAR: PRACTICAL
ENGLISH SYNTAX FOR THIRD-YEAR
STUDENTS OF PHILOLOGY**

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для студентів третього курсу
філологічних факультетів закладів вищої освіти

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РЕЦЕНЗЕНТИ:

Кандидат філологічних наук, доцент, доцент кафедри теорії і практики перекладу з англійської мови Київського національного лінгвістичного університету

Л.В. Козяревич-Зозуля

Кандидат філологічних наук, доцент кафедри теорії, практики та перекладу англійської мови Національного технічного університету України «Київський політехнічний інститут імені Ігоря Сікорського»

І.О. Андрущенко

Кандидат філософських наук, доцент, доцент кафедри іноземної філології та перекладу Державного торговельно-економічного університету

Ю.О. Ювковецька

Кандидат філологічних наук, доцент коледжу Сінклер, м. Дейтон, штат Огайо, США

Ю.В. Шипіцина

Керівник проєкту: **Мусієнко Ю.А.**

Дизайн обкладинки: **Мусієнко Ю.А.**

Мусієнко Ю.А., Черненко О.В.

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Передмова

Мова є не лише системою правил і мовних одиниць, а й універсальним засобом пізнання, осмислення та інтерпретації навколишнього світу. Саме через мову людина формує думки, передає знання, виражає емоції та будує міжособистісну взаємодію. У цьому процесі граматики виступає не просто сукупністю формальних правил, а складним механізмом конструювання змісту, що забезпечує точність, логічність і комунікативну ефективність мовлення.

Навчальний посібник “Constructing Meaning Through Grammar: Practical English Syntax for Third-Year Students of Philology” (“Конструювання змісту засобами граматики: практичний синтаксис англійської мови для студентів третього курсу філологічних факультетів”) створено для студентів спеціальності 035 “Філологія”, майбутніх учителів англійської мови, перекладачів, а також усіх, хто прагне поглибити знання із граматики сучасної англійської мови та вдосконалити навички її практичного використання. Посібник покликаний поєднати теоретичну підготовку студентів із розвитком умінь граматичного аналізу та інтерпретації мовних явищ у реальному комунікативному контексті. Концепція посібника ґрунтується на сучасному функціональному підході до вивчення граматики, відповідно до якого граматичні структури розглядаються не ізольовано, а як засоби вираження певних значень і комунікативних намірів. Особливу увагу приділено взаємозв'язку між граматичною формою та змістом, що вона передає. Такий підхід сприяє формуванню у студентів цілісного бачення граматичної системи англійської мови та розвитку навичок свідомого використання граматичних засобів у мовленні.

У посібнику висвітлено основні розділи граматики сучасної англійської мови, зокрема питання синтаксису простого та складного речення, головних і другорядних членів речення, порядку слів, категорії модальності, пунктуації, морфологічного та синтаксичного аналізу. Значна увага приділяється складним і дискусійним аспектам англійської граматики, таким як функції формального та емпатичного підмета *it*, типологія присудка, предикативні конструкції, узгодження підмета і присудка, структура складного речення та засоби вираження синтаксичних відношень.

Важливою особливістю видання є його практична спрямованість. Теоретичний матеріал супроводжується системою різноманітних вправ і завдань, спрямованих на формування граматичної компетентності, розвиток аналітичного мислення та вдосконалення навичок лінгвістичного аналізу. Завдання передбачають не лише відтворення теоретичних знань, а й самостійне дослідження мовних фактів, встановлення закономірностей функціонування граматичних явищ та інтерпретацію їхньої ролі у створенні змісту висловлення. Матеріали посібника підготовлено з урахуванням сучасних досягнень англійської граматичної науки та рекомендацій провідних лінгвістів та адаптовані до потреб здобувачів вищої освіти.

CURRICULUM GUIDES

Topic	Content
Topic 1. The Sentence: Definition and Characteristics	The sentence and its characteristics. Types and varieties of simple sentences. Classification of simple sentences according to structure and communicative purpose. Extended and non-extended sentences. Means of expressing syntactic sentence constituents: word forms, phrases, predicative constructions, and subordinate clauses. Their grammatical status within the hierarchical sentence structure. Self-Study: Gerund, infinitive, and participle: their dual nature, forms, and predicative constructions.
Topic 2. Principal Parts of the Sentence	The subject: means of expression in English. The role of the subject in the communicative structure of the sentence. Formal <i>it</i> and cleft-constructions. The predicate: classification and mixed types of predicates. Self-Study: The noun, article, and verb. Grammatical categories and tense-aspect forms. Subject-predicate agreement: grammatical, notional (semantic), and proximity agreement. Agreement with collective nouns.
Topic 3. Secondary Parts of the Sentence	Complement and its types. The object as a type of complement. Attribute and its types. Apposition as a special type of attribute. Adverbial modifier and its classification. Self-Study: Pronouns, numerals, adjectives, and adverbs.
Topic 4. Word Order in the Simple Sentence	Structural patterns of the English simple clause. Partial and full inversion. Grammatical inversion. Inversion as a stylistic and expressive device. Self-Study: Principal and secondary sentence parts.
Topic 5. Modality as a Linguistic Category	Types of modality. The subjunctive mood as a grammatical means of expressing modal meanings. Classification of subjunctive forms. The use of subjunctive patterns in simple sentences. Self-Study: Modal verbs.
Topic 6. Syntactic and Morphological Analysis of the Simple Sentence	Syntactic analysis of different types of simple sentences. Morphological analysis of different types of simple sentences. Self-Study: Classification of simple sentences according to structure and communicative purpose. Grammatical categories of nominal parts of speech and the verb.
Topic 7. The Composite Sentence: Types and Classification	Composite sentences and their classification. Compound sentences: types of coordination and classification. Complex sentences and their classification. Subject, predicative, object, attributive, and adverbial subordinate clauses. The use of subjunctive mood patterns in various types of complex sentences. Self-Study: Modal verbs. Tense-aspect forms of English verbs in the Active and Passive Voice. Sequence of tenses. Reported speech.
Topic 8. Punctuation	Rules of punctuation in simple sentences. Rules of punctuation in composite sentences. Self-Study: Principal and secondary sentence parts. Independent

	sentence elements.
Topic 9. Syntactic and Morphological Analysis of Composite Sentences	Syntactic and morphological analysis of compound, complex, and mixed-type composite sentences.
	Self- Study: Compound and complex sentences. Mixed types of composite sentences.
Module Test	Assessment of the material covered in the module.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- identify and classify simple and composite sentence structures;
- analyze principal and secondary parts of the sentence;
- apply rules of subject-predicate agreement;
- explain and use various types of inversion and modality;
- perform syntactic and morphological analyses of English sentences;
- identify and classify subordinate clauses;
- use punctuation accurately in simple and composite sentences;
- demonstrate advanced grammatical competence in written and spoken English.

Assessment Components:

- Classroom participation and practical tasks
- Independent study assignments
- Morphological and syntactic analyses
- Module Test
- Final Examination

UNIT 1. THE SENTENCE. STRUCTURAL CLASSIFICATION OF SENTENCES. THE SIMPLE SENTENCE

ENGLISH GRAMMAR

Morphology is the study of words, how they are formed, and their relationship to other words in the same language. It analyzes the structure of words and parts of words, such as [stems](#), [root words](#), [prefixes](#), and [suffixes](#). Morphology also looks at [parts of speech](#), [intonation](#) and [stress](#), and the ways [context](#) can change a word's pronunciation and meaning. Morphology differs from [morphological typology](#), which is the classification of languages based on their use of words and [lexicology](#), which is the study of words and how they make up a language's vocabulary.

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

THE SENTENCE

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

Grammatical Units	Word Classes	Phrases	Sentence Elements
• word	• verb	• verb phrases	• subject
• phrase	• noun	• noun phrases	• verb
• clause	• adjective	• adjective phrase	• object
• sentence	• adverb	• prepositional phrase	• complement
	• preposition		• adverbial
	• determiner		
	• pronoun		
	• conjunction		

Communicative Types of Sentences

- declarative
- imperative
- interrogative
 - general questions
 - special questions
 - alternative questions
 - disjunctive questions
- exclamatory

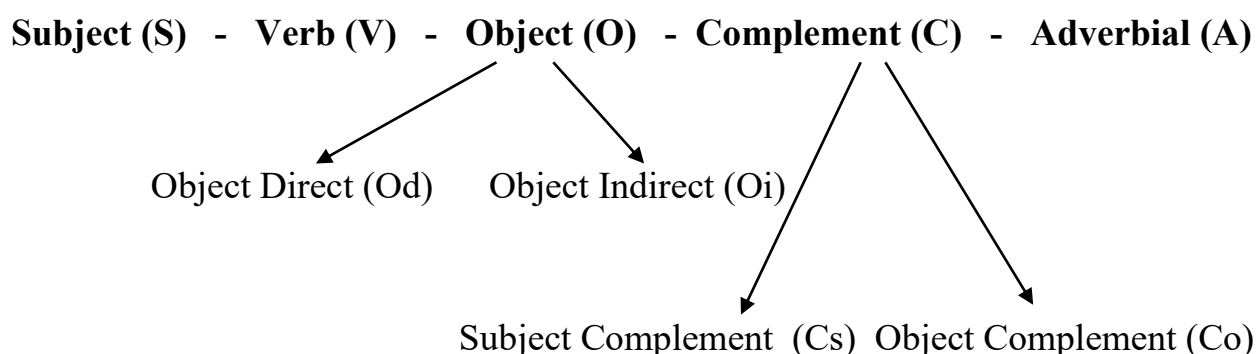
INITIAL LISTING OF THE PARTS OF SPEECH / WORD CLASSES

Verb	<i>He <u>is</u> ill.</i>	<i>She <u>left</u> early.</i>	<i>We <u>want</u> to <u>help</u>.</i>
Noun	<i>The <u>dog</u> barked.</i>	<i>Sue <u>won</u> easily.</i>	<i>I love <u>you</u>.</i>
Adjective	<i>He's very <u>young</u>.</i>	<i>I've got a <u>sore</u> knee.</i>	<i>It looks <u>easy</u>.</i>
Adverb	<i>She spoke <u>clearly</u>.</i>	<i>You're <u>extremely</u> fit.</i>	<i>He works <u>very</u> <u>hard</u>.</i>
Determinative	<i>The <u>dog</u> barked.</i>	<i>I've got <u>a</u> sore knee.</i>	<i>We need <u>some</u> milk.</i>
Preposition	<i>He's <u>in</u> the garden.</i>	<i>It's <u>from</u> your uncle.</i>	<i>We went <u>to</u> Paris.</i>
Coordinator	<i>We saw Kim <u>and</u> Pat.</i>	<i>Hurry <u>or</u> we'll be late.</i>	<i>It's cheap <u>but</u> good.</i>
Subordinator	<i>I know <u>that</u> it's true.</i>	<i>Ask <u>whether</u> it's true.</i>	<i>I wonder <u>if</u> it's true.</i>

The above scheme differs from that of traditional grammar in three respects:

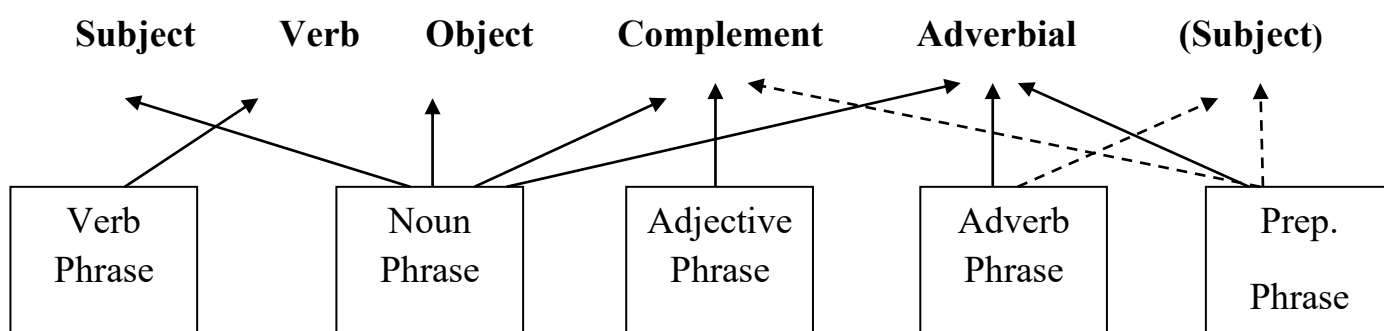
- We take **pronouns** to be a subclass of nouns, not a distinct primary class.
- Traditional grammars generally take determinatives to be a subclass of adjectives, though some recognise a class of articles consisting of *the* and *a*. The determinative class in modern grammar is much larger, containing not just *the* and *a*, but also words like *some*, *any*, *all*, *each*, *every*, *no*, etc.
- Contemporary grammar has coordinator and subordinator as distinct primary classes, whereas traditional grammar has a primary class of conjunctions subdivided into coordinating and subordinating conjunctions.

Clause Patterns



SV	Sahra and Josh came.	Subject+Verb
SVOd	She has changed her name.	Subject+Verb+Object Direct
SVCs	The weather is awesome.	Subject+Verb+Complement
SVA	Jean is home.	Subject+Verb+Adverbial
SVOiOd	We sent him an invitation.	Subject+Verb+Object Indirect+Object Direct
SVOiCo	It makes me anxious.	Subject+Verb+ Object Indirect+Complement
SVOdA	He spent his time abroad.	Subject+Verb+Object Direct+Adverbial

Phrases as Clause Elements



Phrase Structures

For each of the first six of the word classes there is a corresponding class of phrases whose **HEAD** belongs to that class. In the following examples, the [PHRASE] is enclosed in brackets and the HEAD underlined:

PHRASES	[PHRASE]	<u>HEAD</u>
Verb phrase	<i>She [wrote some letters].</i>	<i>He [<u>is</u> still in London].</i>
Noun phrase	<i>[The new lodger] is here.</i>	<i>[The <u>boss</u>] wants to see [you].</i>
Adjective phrase	<i>It's getting [rather late].</i>	<i>I'm [<u>glad</u> you could come].</i>
Adverb phrase	<i>I spoke [too soon].</i>	<i>It's [quite <u>extraordinarily</u>] good.</i>
Determinative phrase	<i>I saw [<u>almost every</u>] card.</i>	<i>We've [<u>very little</u>] money left.</i>
Preposition phrase	<i>They're [<u>in</u> the garden].</i>	<i>He wrote a book [<u>on</u> sharks].</i>

VERBS AND VERB PHRASES

- **VERB PHRASE** consists of a main verb which either stands alone as the entire verb phrase, or is preceded by up to four verbs in an auxiliary function:

- *The ship **sank**.*
- *The ship **was sinking**.*
- *The ship **has sunk**.*
- *The ship **has been sinking**.*

Verb inflection

The great majority of verb lexemes have six inflectional forms, as illustrated below:

Preterite	<i>checked</i>	<i>She <u>checked</u> the figures herself.</i>
3rd singular present	<i>checks</i>	<i>She <u>checks</u> the figures herself.</i>
Plain present	<i>check</i>	<i>They <u>check</u> the figures themselves.</i>
Plain form	<i>check</i>	<i>She may <u>check</u> the figures herself.</i>
Gerund-participle	<i>checking</i>	<i>She is <u>checking</u> the figures herself.</i>
Past participle	<i>checked</i>	<i>She had <u>checked</u> the figures herself.</i>

- Preterite
- The present tense forms
- The plain form:
 - **Imperative** *Check the figures yourself!*
 - **Infinitival** *It's better to check the figures oneself. I will check them myself.*
 - **Subjunctive** *It's essential that she check the figures herself.*
- The gerund-participle. This form always ends with the suffix *-ing*. Traditional grammar distinguishes two forms with this suffix, the gerund and the present participle:
 - *Checking the figures can be onerous* [traditional gerund]
 - *People checking the figures must be alert* [traditional present participle]
- The past participle. This is used in two main constructions, the perfect and the passive:
 - **Perfect** *She has checked the figures.*
 - **Passive** *The figures must be checked by the boss.*

NOUNS AND NOUN PHRASES

NOUN PHRASES consist of a head, which is typically a noun, and of elements which determine the head and modify the head, or complement another element in the phrase (determinative, premodification, head, postmodification, complementation):

- I remember **him**.
- I remember **Peter**.
- I remember **Alice's wedding**.
- I remember **that girl with the red hair**.
- I remember **all those warm days in the country last year**.
- I remember **a better story than that**.
- I remember **the best trip that I ever had**.
- I remember **a good trip that I once had**.

Inflection	Nouns generally exhibit inflectional contrasts of number and case .	<i>student</i> <i>students</i> <i>student's</i> <i>students'</i>
Function	Subject in clause Complement in clause Complement in prep phrase	<i>[One <u>student</u>] was arrested.</i> <i>They interviewed [all the <u>students</u>].</i> <i>The talk was given by [a <u>student</u>].</i>
Dependents	Certain determinatives Pre-head adjectives Relative clauses	<i><u>the</u> student, <u>a</u> school, <u>every</u> book, <u>which</u> exam</i> <i><u>mature</u> students, a <u>new</u> book, an <u>easy</u> exam</i> <i>the student <u>who</u> directed the play, a book I'm <u>reading</u></i>

The Structure of Noun Phrases

Noun phrases typically consist of a Head noun alone or accompanied by one or more Dependents. The Dependents are of three main types: **Determiners**, **Complements** and **Modifiers**.

<u>Determiners:</u>	determinatives or determinative phrases: <i><u>almost</u> <u>all</u> students, <u>not many</u> people, <u>too few</u> volunteers)</i> or genitive noun phrases: <i><u>the</u> girl's voice, <u>some</u> people's behaviour, <u>my</u> book</i>
definite	<i><u>the</u> Premier of NSW, <u>the</u> key, <u>this</u> book, <u>both</u> copies, <u>the</u> man's death</i>
indefinite	<i><u>a</u> politician, <u>some</u> keys, <u>any</u> serious book, <u>enough</u> copies, <u>three</u> dogs</i>
<u>Complements:</u>	The clearest cases of Complements involve preposition phrases where the

	preposition is specified by the Head noun, and certain types of subordinate clause.
preposition phrases	<i>her review <u>of the play</u>, a ban <u>on alcohol</u>, his marriage <u>to Sue</u></i>
subordinate clauses	<i>the idea <u>that he might be ill</u>, an opportunity <u>to make friends</u></i>
<u>Modifiers:</u>	The typical pre-Head Modifier is an adjective or adjective phrase: <i>a <u>good</u> book, a <u>very serious</u> matter.</i> Nouns can also function as Modifier to a Head noun: <i>a <u>school</u> play, the <u>unemployment</u> situation</i>, etc. Post-Head Modifiers are typically preposition phrases and subordinate clauses that occur more freely than Complements in that they do not have to be licensed by the Head noun: <i>a man <u>of honour</u>, the house <u>opposite the post office</u>, the play <u>that she wrote</u>, the guy <u>who spoke first</u>.</i> It is also possible to have Modifiers that precede the Determiner: <i><u>all</u> the books, <u>both</u> these plays, <u>too small</u> a car for our needs.</i> Note that adverbs can occur in this position, but not after the Determiner: <i><u>absolutely</u> the best solution</i>, but not <i>*an <u>absolutely</u> success</i>. Instead of the latter we need an adjective, <i>an absolute success</i>.

Number and Countability

<u>Nouns with fixed number</u>	Singular-only nouns: <i>crockery, dross, harm, nonsense; news, mumps, physics</i>
	Plural-only nouns: <i>belongings, clothes, genitals, scissors; cattle, police</i>
<u>Count and non-count nouns</u>	<u>Count:</u> a cat – two cats, a desk – two desks, an apple – two apples <u>Non-count:</u> hair, advice, information, water, coffee
<u>Subject-verb agreement:</u>	<i>The <u>dog</u> <u>is</u> barking.</i> <i>The <u>dogs</u> <u>are</u> barking.</i>
Measure expressions Quantificational nouns/Collective nouns	<i>Two <u>hours</u> <u>isn't</u> long enough for such a job.</i> <i>A <u>lot</u> of people <u>like</u> it.</i> <i>The <u>jury</u> <u>haven't</u> yet reached a decision.</i>

ADJECTIVES AND ADJECTIVE PHRASES

- **ADJECTIVE PHRASE** consists of an adjective as head, optionally preceded and followed by modifying elements:

- *The weather was **too pleasant to be enjoyable**.*
- *The weather was **too hot to be enjoyable**.*
- *The weather was **incredibly cold to be enjoyable**.*
- *The weather was **pleasant enough to be enjoyable**.*

Two Major Functions of Adjectives

Most adjectives can be either **attributive** or **predicative**:

Attributive	are pre-head Modifiers in noun phrase structure	<i>a <u>hot</u> day, some <u>new</u> DVDs, this <u>excellent</u> play, <u>lonely</u> people</i>
Predicative	are Predicative Complements in clause structure	<i>It's <u>hot</u>. These look <u>new</u>. I found it <u>excellent</u>. They seem <u>lonely</u>.</i>
Attributive-only	<i>the <u>main</u> speaker, a <u>mere</u> child, the <u>only</u> problem, my <u>own</u> car</i>	
Never-attributive	<i>I'm <u>afraid</u>. She's <u>asleep</u>. He looks <u>content</u>. It's <u>liable</u> to flood.</i>	

The Structure of Adjective Phrases

Adjective phrases consist of an adjective as Head, alone or accompanied by one or more Dependents, which may be Complements or Modifiers:

Complements	Modifiers
<i>good <u>at chess</u>, grateful <u>for your help</u>, fond <u>of animals</u>, keen <u>on golf</u>, glad <u>that you liked it</u>, unsure <u>what had happened</u>, eager <u>to help</u></i>	<i><u>very</u> bad, <u>morally</u> wrong, <u>this</u> good, <u>most</u> useful, <u>much</u> better, <u>two days</u> long, <u>a bit</u> old, cautious <u>to excess</u>, dangerous <u>in the extreme</u></i>

ADVERBS AND ADVERB PHRASES

- **ADVERB PHRASE** is similar to adjective phrase in their structure, except that they have an adverb, instead of an adjective, as their head:

- *I spoke to him **yesterday**.*
- *I spoke to him **quite often**.*
- *I spoke to him **very severely indeed**.*
- *I spoke to him **as clearly as I could**.*

Adverbs in Relation to Adjectives

The major difference between adverbs and adjectives has to do with their functions. We have seen that adjectives function attributively or predicatively, but adverbs do not normally occur in these functions: compare attributive *a successful meeting*, not **a successfully meeting*, and predicative *The meeting was successful*, not **The meeting was successfully*.

Adverbs function as Modifier to a wide range of word or phrase classes:

Verb	<i>She SPOKE <u>clearly</u>.</i>	<i>She PLAYED <u>well</u>.</i>
Adjective	<i>It's a <u>remarkably</u> GOOD play</i>	<i>It looks <u>very</u> GOOD.</i>
Adverb	<i>He spoke <u>virtually</u> INAUDIBLY.</i>	<i>They <u>almost</u> NEVER reply.</i>
Determinative	<i><u>Nearly</u> ALL copies were sold.</i>	<i><u>Too</u> FEW copies were printed.</i>
Prep phrase	<i>She is <u>completely</u> IN CONTROL.</i>	<i>It's <u>quite</u> BEYOND BELIEF.</i>
Rest of clause	<i><u>Surprisingly</u> EVERYONE AGREED</i>	<i><u>Frankly</u>, IT'S USELESS.</i>

The Structure of Adverb Phrases

The structure of adverb phrases is broadly similar to that of adjective phrases, but simpler: in particular, very few adverbs license complements.

Complements	Modifiers
<i>Luckily <u>for me</u>, it rained.</i> <i>We handled it similarly <u>to the others</u>.</i>	<i>She sang <u>very</u> well. It won't end <u>that</u> soon.</i> <i>We left <u>a bit</u> late.</i>

PREPOSITIONS AND PREPOSITION PHRASES

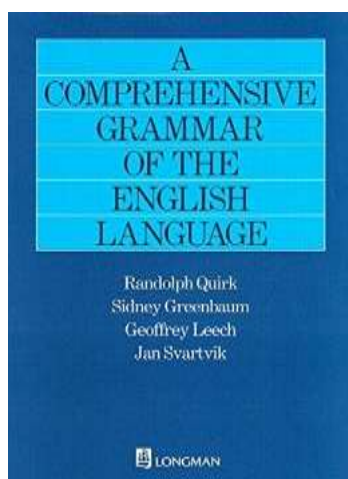
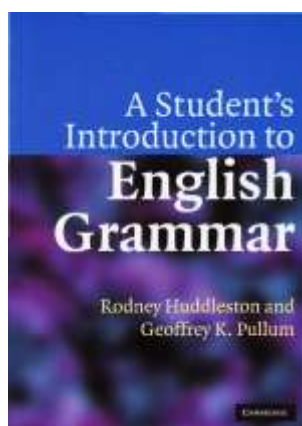
➤ **PREPOSITIONAL PHRASE** *consists of a preposition followed by a prepositional complement, which is normally a noun phrase:*

- *I met her **for lunch**,*
- *I met her **at the corner of the street**.*
- *I met her **on Saturday morning**.*
- *I met her **by a strange coincidence**.*

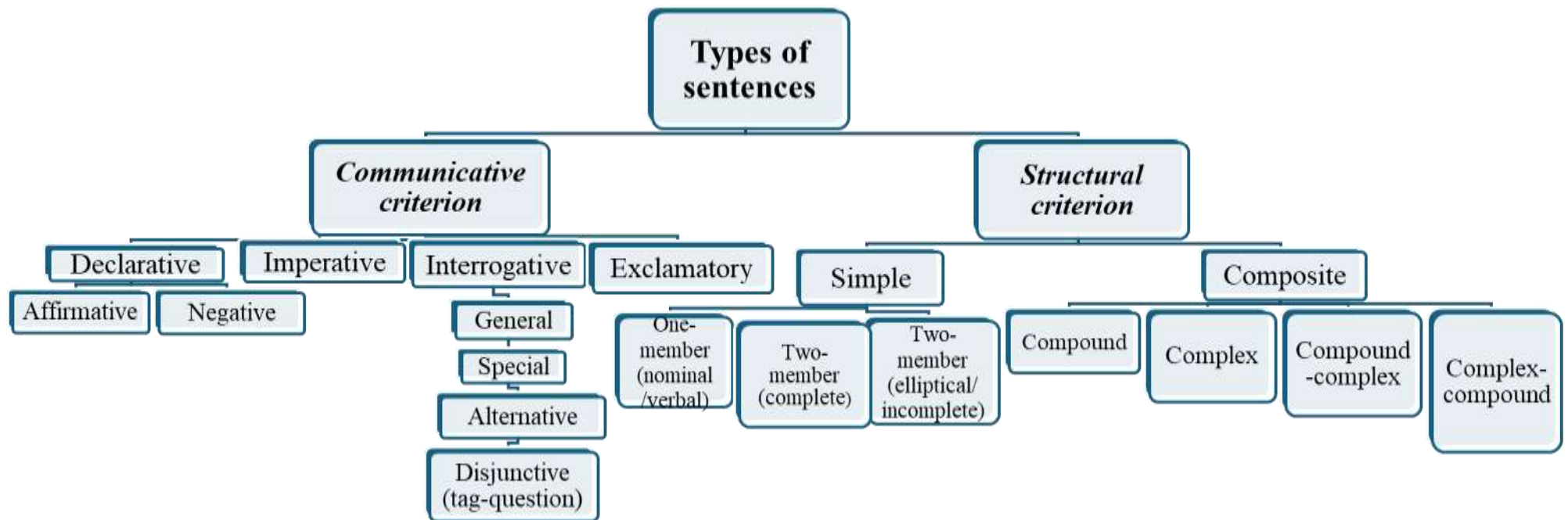
The most central members of the preposition class have meanings concerned with relations in time or space: *after lunch*, *at school*, *before the end*, *in the garden*, *off the bridge*, *on the desk*, etc.

<u>Function of prepositions:</u> <i>Prepositions function as Head in preposition phrases, and these in turn function as Dependent (Complement or Modifier) to any of the four major parts of speech.</i>	Prep phrase dependent on:	
	Verb	<i>She WENT <u>to London</u>.</i> <i>They ARE <u>in the garden</u>.</i>
	Noun	<i>He's a MAN <u>of principle</u>.</i> <i>It's <u>on the way to Paris</u>.</i>
	Adjective	<i>She's INTERESTED <u>in politics</u>.</i> <i>I'm RESPONSIBLE <u>for them</u>.</i>
	Adverb	<i>LUCKILY <u>for me</u>, no one knew.</i> <i>I saw her LATER <u>in the day</u>.</i>
<u>Complements of prepositions:</u>	Preposition phrase	<i>He emerged [<u>from under the bed</u>]. I'll stay [<u>until after lunch</u>].</i>

	Adjective phrase	<i>That strikes me [as <u>unfair</u>]. I took him [for <u>dead</u>].</i>
	Adverb phrase	<i>I didn't know [until <u>recently</u>]. I can't stay [for <u>long</u>].</i>
	Clause	<i>It depends [on <u>what she says</u>]. I told her [before <u>she left</u>].</i>
<u>Preposition stranding</u>	<i>In a number of clause constructions the Complement of a preposition is placed at the front of the clause or omitted altogether, leaving the preposition 'stranded':</i>	<i><u>What</u> are you looking <u>at</u>? It's something [<u>which</u> I can do <u>without</u>]. This is the book [I was referring <u>to</u>]. He went to the same school as [I went <u>to</u>].</i>



Structural Classification of Sentences



The simple sentence contains only one subject-predicate unit.

Honesty is the best policy. (one subject-predicate unit)

Still waters run deep. (one subject-predicate unit)

The composite sentence contains more than one subject-predicate units.

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

You never know what you can do till you try. (three subject-predicate units or three clauses)

Subject-predicate units that form composite sentences are called **clauses**.

The compound and complex sentence lie in the relation between the clauses that constitute them.

Complete and incomplete (elliptical) sentences are distinguished by the presence or absence of the word-forms in the principal positions of two-member sentences.

In a **complete sentence** both the principal positions are filled with word-forms.

When did you arrive?

I came straight here.

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.

Could've been professional?

Wrong again?

One-member and two-member sentences are distinguished by the number of principal parts they contain:

Two-member sentences have two main parts – the subject and the predicate.

The magpie flew off.

We are going to my house now.

One-member sentences have only one principal part, which is neither the subject nor the predicate.

Cheerful, aren't you?

An old park.

➤ Two-member sentences	➤ One-member sentences
A two-member sentence may be either complete or incomplete (elliptical). The basic pattern of a simple sentence in English is <u>one</u> subject-predicate unit, that is, it has two main (principal) positions: those of the <u>subject</u> and of the <u>predicate</u>. It is the pattern of a two-member sentence. There are several variations of this basic pattern, depending mainly on the kind of verb occupying the predicate position. The verb in the predicate position may be intransitive, transitive, ditransitive or a link verb. Here are the main variants of the fundamental (basic) pattern: ○ <i>John ran.</i> SV ○ <i>John <u>is</u> a student.</i> SVC ○ <i>John is clever.</i> SVC ○ <i>John learned French.</i> SVOd ○ <i>John gives Mary his books.</i> SVOiOd ○ <i>John lives in London.</i> SVA ○ <i>We found John guilty.</i> SVOdC The basic pattern may be unextended or extended. An unextended sentence contains two main positions of the basic pattern, that of the subject and the predicate. ○ <i>Mary laughed.</i> ○ <i>Mary is a doctor.</i> ○ <i>Mary is happy.</i> An extended sentence may contain various optional elements (including attributes, certain kinds of prepositional objects and adverbial modifiers). ○ <i>John ran quickly to me.</i> ○ <i>My friend John is a very kind student.</i> ○ <i>Mary laughed heartily at the joke.</i>	One-member sentences in English are of two types: nominal sentences and verbal sentences. Nominal sentences are those in which the principal part is expressed by a noun. They state the existence of the things expressed by them. They are typical of descriptions. Nominal sentences may be: a) unextended. <i>Silence. Summer. Midnight.</i> <i>Flowers.</i> b) extended. <i>Dusk - of a summer night.</i> <i><u>The grass, this good, soft, lush grass.</u></i> <i>English spring flowers!</i> 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. ○ <i>To think of that!</i> ○ <i>To think that he should have met her again in this way!</i> ○ <i>Living at the mercy of a woman!</i>

Obligatory extending elements are those which **complete** the meaning of other words, usually verbs, or pronouns, which without them make no or little sense. Therefore obligatory elements are called **complements**.

○ *John learned French.*

(the meaning of “*learned*” is incomplete without the object “*French*”)

○ *John gives Mary his books.*

(the meaning of “*gives Mary*” conveys different meaning without the object “*his books*”)

○ *John lives in London.*

(the meaning of “*lives*” is incomplete without an adverbial of place)

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. This means that those words can be omitted, because they have only grammatical, structural relevance, and do not carry any new relevant information.

In English elliptical sentences are only those having no word-forms in the subject and predicate positions,
i. e., in the positions which constitute the structural core of the sentence.

There are several types of elliptical sentences:

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

○ *Looks like rain.*

○ *Seems difficult.*

○ *Don't know anything about it.*

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

a) *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.

- *You seen them?*
- *Everything fixed?*
- *You sure?*
- *All settled.*

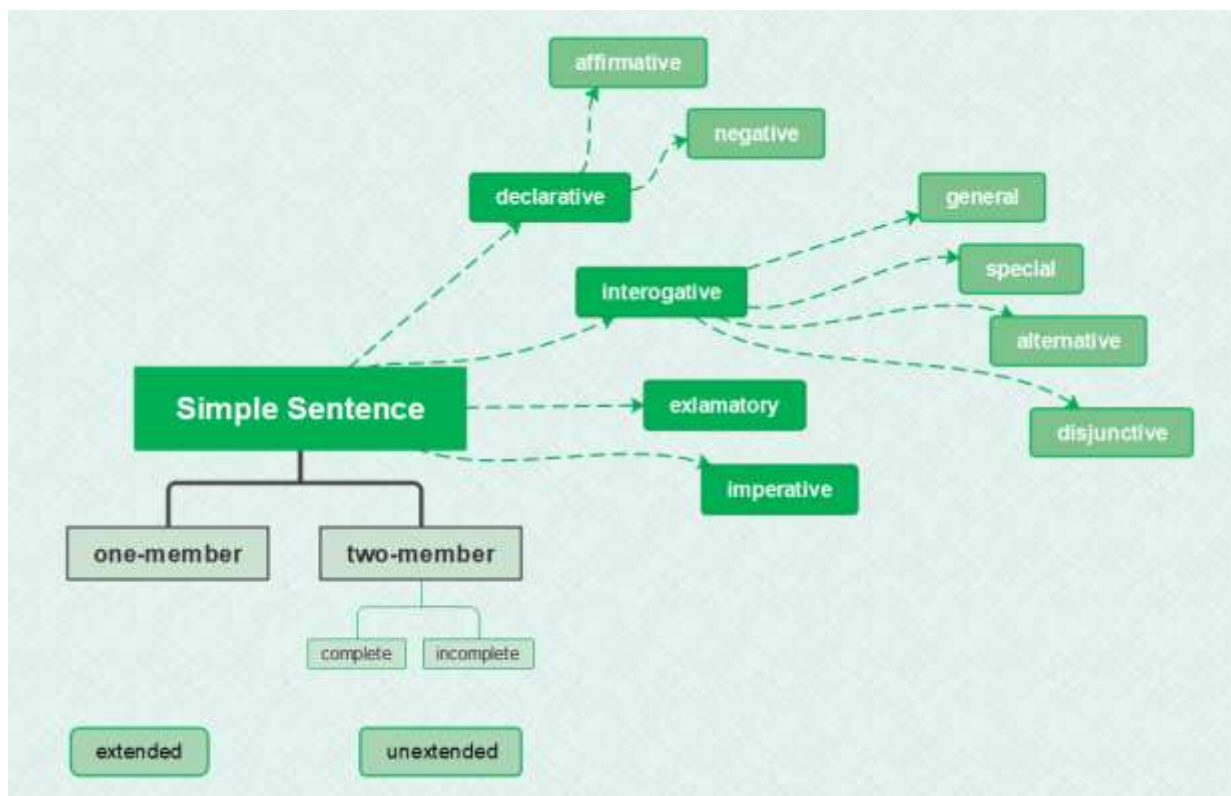
4. Sentences without word-forms both in the subject and the predicate position. Such ellipses occur in various responses.

- *What time does Dave come for lunch?*
- One o'clock.
- *What were you thinking about? - You.*
- *What do you want of us? Miracles?*
- *Where're you going? - Home.*

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

- *Who lives there? - Jack.*
- *What's happened? - Nothing.*

ACTIVITIES



Task 1. *Analyze these simple sentences according to the structure and utterance.*

1. The man sat on the sofa.
2. What a funny story she told us!
3. Silence!
4. Let him try again.
5. Speak louder, please.
6. Don't allow children to play with matches.
7. Would you prefer tea or coffee?
8. So you knew about it before, did you?
9. Does your sister go figure-skating?
10. I have just come back from a business trip.
11. I haven't seen my sister yet.
12. Very early morning.
13. No curtain. No painting.

14. Where are you going? - To the library.
15. Mrs. Juarez and Mr. Smith are dancing gracefully.
16. The ham, green beans, mashed potatoes, and corn are gluten-free.
17. Joe stood up and spoke to the crowd.
18. Was pretty inappropriate.
19. There's a lot of sloppy work done around here.
20. Got it.
21. It struck a nerve.
22. Shock. Disappointment. Disbelief.
23. Do not touch that remote!
24. You see?
25. May I offer you a glass?
26. The only thing to do is go back to the hotel and pray.
27. Did you see my emails about social strategy?
28. Won't be a problem.
29. Mr. Perkins? Your son is here.
30. - What brought you to Paris? -Send him in.
 - Hey, Dad. You wanted to see me?
 - Yes I did, Victor.
 - I am not Victor anymore. Victor was my nerd name. Now I am Vector.
 - Sit down!
 - At first, business school. My father insisted. And he's used to getting his way.
 - Uh, he's the Zipper King of China.
 - The Zipper King?
31. I did it! I got the gig!

Task 2. *State the type of the sentence according to:*

- *the purpose of the utterance (communicative criterion);*
- *according to the structure (structural criterion).*

1. What a funny story!
2. You didn't know that before, did you?
3. I decided to send my son to town, because he had completed his studies.
4. I haven't felt dependent of him.
5. Can you speak French?
6. Don't cross the street here.
7. Will you go to the opera or to the concert tonight?
8. When are you going to start?
9. The door opened and two men came in.
10. What are you going to do with all this stuff?
11. How beautifully she sings!
12. You couldn't help me with my homework, could you?
13. Young John couldn't help smiling.
14. How much are they willing to pay?
15. I know when I'm wasting time.
16. Which do you prefer, tea or coffee?
17. Let's not quarrel about trifles.
18. Haven't you posted that letter yet?
19. No one could walk with him and nobody knows it.
20. Did she have a chill?
21. Eight o'clock in the morning.
22. Ann stood at the open window, looking across at the broad field.
23. Is literature less human than the architecture and sculpture?
24. Who came first?
25. I don't understand what is going on here!

Task 3. *Write the correct tag to every statement to make it a question.*

Model: Tourism is the world's biggest industry, ...

Answer: isn't it?

1. English has become a global means of communication, ...
2. Many students study abroad nowadays, ...
3. Nobody wants to lose their cultural identity, ...
4. The lecture on sociolinguistics was fascinating, ...
5. She seldom attends international conferences, ...
6. There are many regional varieties of English, ...
7. People shouldn't ignore endangered languages, ...
8. The researchers have already published their results, ...
9. You can speak both Spanish and Italian, ...
10. Let's discuss the results of the survey, ...
11. Few people understand Old English, ...
12. The students were taking notes during the presentation, ...
13. Everyone enjoyed the workshop on intercultural communication, ...
14. Nothing has changed in the curriculum this year, ...
15. The article wasn't difficult to understand, ...
16. Your colleagues will participate in the symposium next month, ...
17. Language reflects cultural values, ...
18. Don't forget to submit your essay tomorrow, ...
19. Somebody has left the dictionary on the desk, ...
20. She used to work as an interpreter, ...

Task 3. Watch and find at least 30 simple sentences (*analyze* them according to the structure and purpose of the utterance).



Simple sentence patterns

SV	<i>The subject performs the action, no object or complement</i> Birds fly	Subject+Verb
SVOd	<i>The subject does something to an object</i> He reads books	Subject+Verb+ Direct object
SVCs	<i>The complement gives more information about the subject</i> She is a doctor	Subject+Verb+Complement
SVA	<i>The adverbial tells us more about the verb (how, where, when etc.)</i> She lives in New York	Subject+Verb+Adverbial
SVOiOd	<i>The verb is followed by two objects – one receiving the action and one affected by it</i> She gave me a gift	Subject+Verb+Indirect object + Direct object
SVOiCo	<i>The object complement gives more information about the indirect object</i> They elected him president	Subject+Verb+ Indirect object+Complement
SVOdA	<i>The subject performs the action, direct object receives the action, adverbial tells how, when, where, or why the action happens</i> She watched a movie last night	Subject+Verb+ Direct object+Adverbial
There/VS [Existential Sentence]	<i>Begins with “There” to state the existence of something</i> There were many people	There+Verb+Subject

- **S** (Subject)
- **V** (Verb)
- **O** (Object)
- **Od** (Direct object)
- **Oi** (Indirect object)
- **A** (Adverbial)
- **Cs** (Subject complement)
- **Co** (Object complement)

➤ Subject Complement vs. Object Complement

Cs	Co
• Describes or renames the subject (<i>She is a <u>doctor</u>.</i>) • Comes after linking-verbs like <i>be, become, seem, appear, taste, look, feel</i> (<i>The soup tastes <u>delicious</u>.</i>) • Tells us what the subject is or what it's like (<i>They became <u>friends</u>.</i>)	• Describes or renames the indirect object (<i>They elected him <u>president</u>.</i>) • Comes after action verbs and indirect objects (<i>We painted the wall <u>blue</u>.</i>) • Tells us what the object becomes or is perceived as after the action (<i>She called me a <u>genius</u>.</i>)

*Ask yourself: Is the complement giving more information about the **subject** or the **object**?*

- If it's about the subject → **Subject Complement**
- If it's about the object → **Object Complement**

Task 4. Define the basic structural patterns of the following sentences.

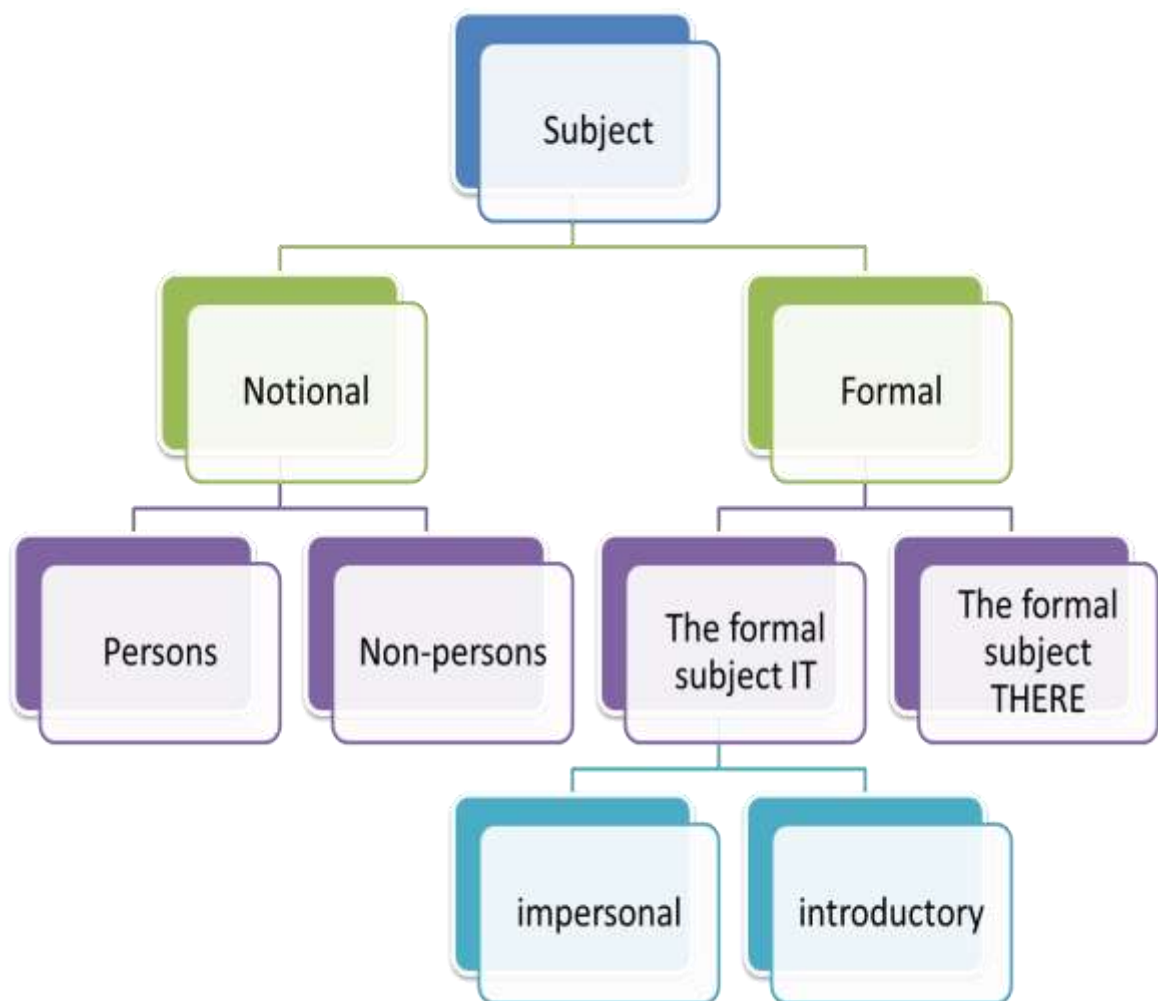
1. The baby cried loudly.
2. The sun is bright today.
3. My brother became a doctor.
4. The students finished the test.
5. She opened the window.
6. They elected her president.
7. The teacher gave us homework.
8. I sent my friend a message.
9. The cat is on the sofa.
10. He put the keys on the table.
11. The guests arrived late.
12. She looks tired.
13. We painted the door red.
14. The manager kept the office clean.
15. The children are in the garden.

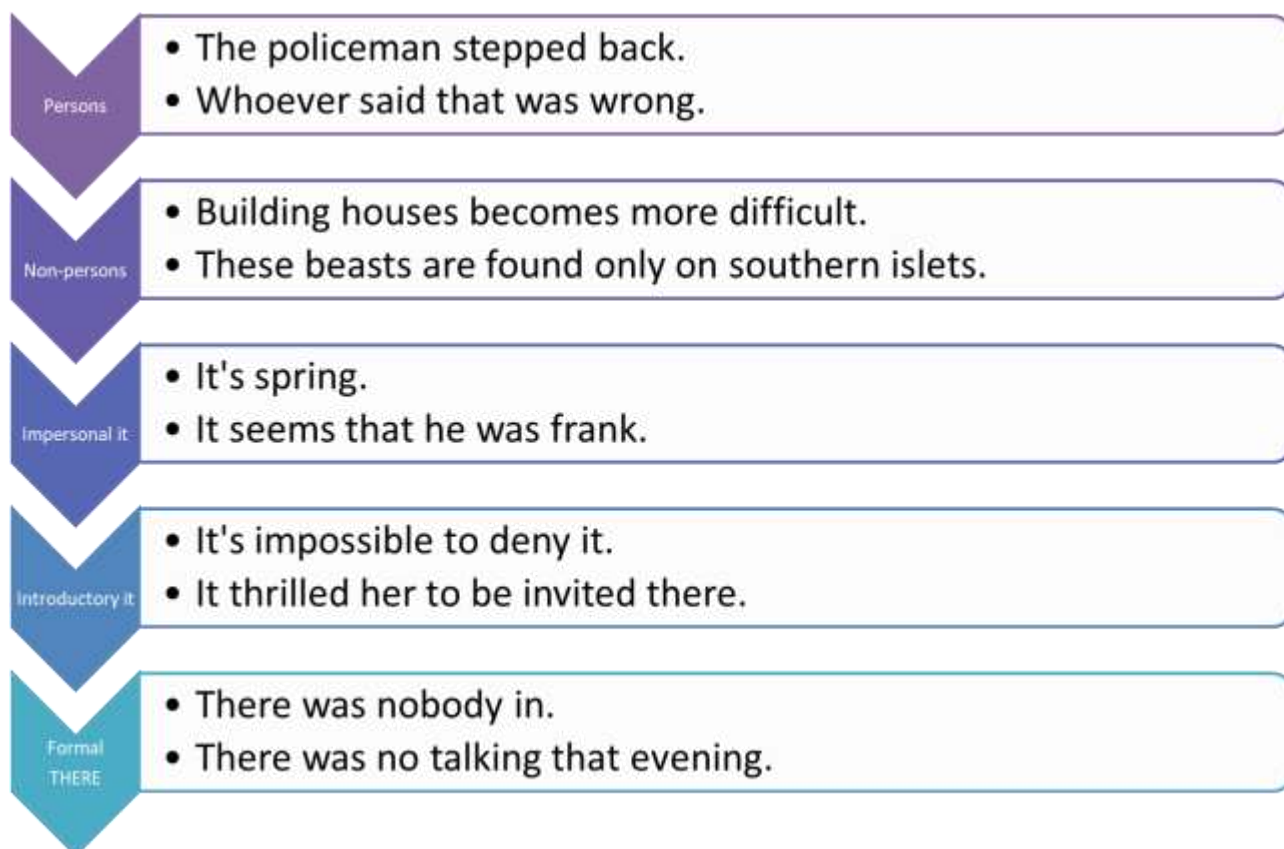
Task 5. *Identify the type of complement (subject/object) in the following sentences.*

1. The sky became dark.
2. They elected him class president.
3. My aunt is a lawyer.
4. We found the task difficult.
5. The soup tastes delicious.
6. She considers her brother a genius.
7. The children grew restless.
8. The coach named Sarah team captain.
9. The problem seems complicated.
10. The manager kept the door open.
11. The audience considered the performance unforgettable.
12. Her father became seriously ill last winter.
13. We painted the walls bright yellow.
14. The students found the lecture extremely informative.
15. My best friend is an architect.

UNIT 2. PRINCIPAL PARTS OF THE SENTENCE

2.1. THE SUBJECT





The subject is expressed by:

➤ A noun in the common case	<u>The fog</u> is thinning. <u>Science</u> is not omnipotent.
➤ A nominal phrase with a noun	<u>The blue of the sky</u> deepened visibly. <u>Four and three</u> is seven.
➤ A personal pronoun in the nominative case	<u>I</u> shall do the best I can. <u>She</u> is very beautiful.
➤ Any other noun-pronoun	<u>Nothing</u> can be done about it. <u>This</u> is the last straw. <u>Hers</u> was the final judgment. <u>Who</u> told you that?
➤ Any other Substantivized word	<u>The wounded</u> were taken care of. <u>The impossible</u> had happened.
➤ A numeral (cardinal/ordinal)	<u>Seven</u> can't be divided by two. <u>The third</u> was a young boy with a dog.
➤ A nominal phrase with a numeral	<u>Two of them</u> were left in the camp.
➤ An Infinitive	<u>To understand</u> is to forgive.
➤ An Infinitive phrase	<u>To deny the past</u> is to deny the future.
➤ A Gerund	<u>Talking</u> mends no holes.
➤ A Gerundial phrase	<u>Working for someone</u> keeps a woman calm and contented.

➤ An Infinitive predicative complex	<u>For her to fall asleep in broad daylight</u> was not at all usual.
➤ A Gerundial predicative complex	<u>His walking out of the room in the very middle of the argument</u> was quite unexpected.
➤ Any word or phrase used as quotation	His <u>“How do you do?”</u> never sounds cordial enough.
➤ A clause (a subject clause), which makes the whole sentence a complex one	<u>What girls of her sort</u> want is just a wedding ring. <u>What you told me</u> is a lie.

The Formal Subject THERE vs The Formal Subject IT

The formal subject there	The formal subject it			The notional subject it
➤ Sentences with a notional subject introduced by there express the existence or coming into existence of a person or non-person denoted by the subject. Such sentences may be called existential sentences or sentences of presentation. They are employed where the subject presents some new idea or the most important piece of information. The notional subject introduced by there is expressed:	➤ It does not represent any person or thing.			➤ When the pronoun <i>it</i> is used as the subject of a sentence it may represent a living being or a thing ; then it is a <u>notional subject</u> .
1. by any noun or by a noun phrase denoting an inseparable unit or an indefinite	the impersonal <i>it</i>	the introductory or anticipatory <i>it</i>	the emphatic <i>it</i>	

amount of something. - <u>There</u> was <u>silence</u> for a moment. - <u>There</u> was <u>a needle and thread</u> in her fingers. - <u>There</u> were <u>a lot of people</u> in the street.				
2. by some noun-pronouns: a) indefinite - Is <u>there anybody</u> there? - <u>There</u> was <u>something</u> wrong about the whole situation. b) negative - <u>There</u> was <u>nobody</u> in. - <u>There</u> was <u>nothing</u> to do. c) universal - <u>There</u> were <u>all of them</u> on the bank. - <u>There</u> were <u>both of them</u> present. d) detaching - <u>There</u> was <u>the other</u> to be asked. e) demonstrative - <u>There</u> is <u>this</u> which is to be settled.	is used to denote: a) natural phenomena b) time and distance c) things in general d) characteristics of the environment or other measurements	if it introduces the notional subject expressed by: a) an infinitive b) a gerund c) an infinitive/gerundial phrase d) a predicative complex a clause	1. <u>It</u> was he who committed a crime. 2. <u>It</u> was she who told him the truth.	1. It stands for a definite thing or some abstract idea – the personal it. (If this is a liberty, <u>it</u> isn't going to mean a thing.) 2. It points out some person or thing expressed by a predicative noun, or it refers to the thought contained in a preceding statement, thus having a demonstrative meaning (the demonstrative it). (<u>It</u> is John. <u>It</u> was a large room with a great window.)
3. by a gerund or a gerundial phrase. - <u>There</u> was no <u>talking</u> that evening. - <u>There</u>'s no <u>going</u> against bad blood.				
4. by clause - First, <u>there</u> is <u>what we might call a pattern</u>.				

Grammatical classification of the Subject

Notional	Formal		
Structural classification	Subject it/there		
Simple (<i>Reading improves your vocabulary.</i>) Phrasal (<i>To ask him again was impossible.</i>) Complex (<i>For them to go back would be to admit defeat.</i>) Clausal (<i>Who has done this is still to be found out.</i>) ➤ Subject it is notional if it represents a person or a thing (<i>The door opened. It was opened by a stranger.</i>) ➤ Notional personal it (<i>Paul came home late. It provoked his father.</i>) ➤ Notional demonstrative it (<i>It was a large room with a great window.</i>)	Impersonal	Introductory	Emphatic/cleft sentences
	Used to describe natural phenomenon or things in general, to denote time, distance or other measurements/used before the verbs like to seem, to appear, to happen, to turn out ➤ <i>It is freezing.</i> ➤ <i>It turned out that she was deaf.</i>	Introduces the real, notional subject; thus, the sentence contains 2 subjects: the formal it and notional, expressed by an infinitive, a gerund, an infinitive/gerundial phrase, a predicative complex or a clause: ➤ <i>It is important to drink enough water every day./To drink enough water every day is important. (more formal/old-fashioned)</i>	Used to emphasize the particular part of the sentence. It splits the sentence into 2 clauses to highlight the most important information: ➤ <i>It was <u>John</u> who broke the window. (John broke the window.)</i> ➤ <i>It was <u>yesterday</u> that she called me. (She called me yesterday.)</i>
Existential there expresses the existence or coming into existence of a person or non-person expressed by the subject (<i>There was <u>nobody</u> in. There was <u>silence</u> for a moment.</i>)			

ACTIVITIES

Task 1. *Define the structural type of the Subject in the following sentences and state what it is expressed by.*

1. The researcher discovered an unexpected pattern in the data.
2. Andrew's sudden reaction surprised everyone in the room.
3. The unknown often frightens inexperienced travelers.
4. The first arrived earlier than the others.
5. Analyzing conflicting viewpoints helps researchers reach balanced conclusions.
6. Working late into the night exhausted the entire team.
7. To understand human motivation requires patience and observation.
8. The elderly often require special medical care.
9. Her constantly interrupting the discussion irritated the participants.
10. For the students to complete the project on time will be quite difficult.
11. What he actually meant remains unclear even now.
12. Someone has left the door open.
13. Everyone agreed with the final decision.
14. Mine was the last report submitted.
15. Nobody understood the reason for his anger.
16. Who is responsible for organizing the conference?
17. This explains the unusual outcome of the experiment.
18. Reading improves analytical thinking.
19. She never interrupts when others are speaking.
20. All three of them supported the proposal.

Task 2. *Define the structural type of the Subject in the following sentences and state what it is expressed by.*

1. The young researcher from the linguistics department presented an innovative interpretation of the data.
2. Professor Williams's unexpectedly harsh criticism of the theory caused considerable controversy among the scholars.
3. The unexplained in human behavior often attracts the attention of psychologists.
4. The second of the proposed hypotheses appears more convincing in the given context.
5. Carefully analyzing conflicting viewpoints during the discussion helped the committee reach a balanced conclusion.
6. To determine the exact cause of the misunderstanding in such circumstances is extremely difficult.
7. His constantly questioning the validity of the experiment annoyed the senior researchers.
8. For the participants to reach a unanimous decision under such pressure seemed almost impossible.
9. What the author intended to imply in the final paragraph remains a matter of scholarly debate.
10. Someone in the audience with considerable experience in the field asked a very challenging question.
11. Everyone involved in the long and exhausting negotiation process finally agreed with the compromise.
12. Mine, despite several minor inaccuracies, was considered the most comprehensive report.
13. Nobody in the crowded conference hall noticed the professor quietly leaving the room.
14. Who among the candidates with relevant qualifications will lead the project?
15. This unexpected shift in the speaker's tone surprised the attentive audience.
16. Reading complex academic texts regularly significantly improves analytical thinking.

17. She, unlike many of her colleagues, prefers to analyze the problem from a psychological perspective.
18. All three of them, despite their different backgrounds, supported the controversial proposal.
19. A number of important methodological questions remain unresolved.
20. The majority of the committee members supported the proposal.

Task 3. *Identify the type of the Subject It in the following sentences.*

1. It is raining heavily outside.
2. It was Anna who organized the conference.
3. It seems that the results were incorrect.
4. It is necessary to revise the material before the exam.
5. It was in Paris that they first met.
6. It is nearly midnight already.
7. It turned out that nobody had informed the students.
8. It is difficult to understand his accent.
9. It was the manager who approved the project.
10. It is only five kilometers from here to the station.
11. It appeared that the documents had been lost.
12. It is pleasant walking along the beach at sunset.
13. It was last summer that we visited Italy.
14. It is too late to change the decision now.
15. It was Sarah who answered the question correctly.
16. It is getting colder and colder.
17. It is surprising that nobody noticed the mistake.
18. It was because of the storm that the flight was delayed.
19. It is useless arguing with him.
20. It happened that we were staying at the same hotel.
21. Mary lost her passport. It caused a lot of problems.

22. It was a beautiful old cottage near the lake.
23. The dog barked loudly. It woke the whole neighborhood.
24. It was a narrow street with small cafés on both sides.
25. John forgot about the meeting. It annoyed his colleagues.
26. It was a difficult exam with many tricky questions.
27. The child dropped the vase. It broke into pieces.
28. It was a tiny village surrounded by mountains.
29. Her speech impressed the audience. It received loud applause.
30. It was a cold windy evening in late autumn.
31. The company changed its policy. It surprised many employees.
32. It was a large library with thousands of books.
33. The car suddenly stopped. It blocked the road.
34. It was a charming little restaurant near the river.
35. Peter missed the deadline. It created serious difficulties.
36. It was a dark room with heavy curtains.
37. The storm damaged the roof. It needed immediate repair.
38. It was a modern office with glass walls.
39. Susan told everybody the secret. It upset her friends.
40. It was a long exhausting journey across the desert.

Task 4. *Identify it as the subject of the sentence.*

notional / formal impersonal / formal introductory (anticipatory) / formal emphatic

1. The door opened. **It** was opened by a young girl of thirteen or fourteen.
2. **It** is John.
3. **It** was a large room with a great window.
4. Dick came home late, **it** provoked his father.
5. **It** often rains in autumn.
6. **It** is cold in winter.
7. **It** is stuffy in here.

8. It is delightfully quiet at night.
9. It is five minutes past six.
10. It is morning.
11. How far is it from your office to the bank?
12. It is a long way to the station.
13. It is freezing.
14. It is late.
15. It is cold.
16. It is hot.
17. It is snowing.
18. It is hailing.
19. It's no use disgusting facts.
20. It was curious to observe that child.
21. It was Winifred who went up to him.
22. It was he who had brought back George to Amelia.
23. It is the children who are most interested.
24. It's spring.
25. It's still too hot to start.
26. It seems that he was frank.
27. It turned out that she was deaf.
28. It's impossible to deny.
29. It thrilled her to be invited there.
30. It gave him a pain in the head to walk.
31. It was no good coming there again.
32. It would be wonderful for you to stay with us.
33. It was lucky that she agreed to undertake the job.
34. It did not occur to her that the idea was his.
35. It was terrible.
36. It's a boring place.
37. They live on a busy main road. It must be very noisy.

38. That building is now a supermarket. **It** used to be a cinema.
39. **It**'s dangerous to walk in the road.
40. **It** didn't take us long to get here.
41. **It**'s a pity that Sandra can't come to the party.
42. Let's go. **It**'s not worth waiting any longer.
43. **It**'s a long way from here to the airport.
44. **It**'s going to be a nice day.
45. **It**'s a long time since I last saw you.
46. **It** was windy.
47. **It** was he who committed a crime.
48. **It** was she who told him the truth.
49. **It** should be easier for you to do more office work.
50. **It** was he who messed up everything.

Task 5. Find the subject and state what it is expressed by.

1. When so much had been written about Charles Strickland, it may seem unnecessary that I should write more.
2. The stronger among the girls ran about and engaged in active games.
3. Thirty is a good age to begin all anew yet.
4. His was a lucky lot.
5. What I want is sea air.
6. Sitting in the presidium has the advantage of allowing one to study the audience.
7. To have had the privilege of taking part in such an event is a happiness for which I can never be sufficiently grateful.
8. There were a lot of people in the street.
9. There was silence for a moment.
10. There were a needle and thread in her fingers.
11. There was something wrong about the whole situation.

12. There were both of them present.
13. To cross from one end to the other was difficult because of the water.
14. The mining industry might make wealth and power for a few men and women.
15. No one could walk around his drawing.
16. It never rains but it pours!
17. Two plus two makes four.
18. There was a tall lamp-post beside the packing house.
19. People don't easily recognize their faults.
20. Dark blue is not your colour for a costume.
21. Who will be the second in command?
22. To be or not to be that is the question.
23. Smoking is not allowed.
24. One can't be too sure.
25. How much do they offer?
26. The third may be not taken into account.
27. The brave won't lay down their arms.
28. How far is it from your office to the bank?
29. It is a long way to the station.
30. There is a lot of truth in that, of course

Task 6. *Analyze the pronoun it used as the subject in the following sentences.*

The formal impersonal subject *IT* – is used in sentences describing various states of nature, things in general, characteristics of the environment, denoting time, distance, measurements.

- **Note!** Sentences with the predicate expressed by the verbs *to seem, to appear, to happen, to turn out* followed by the clause is a predicative one. In such sentences *IT* is **impersonal**, not introductory.
(*IT* – impersonal subject; a clause – a predicative)
 - It seemed that he did not know the place.
- **Note!** Sentences with predicative adjectives preceded by *too* and followed by an infinitive.
IT is impersonal subject.
 - It is too late to start.
- Sentences with the predicative expressed by the noun *time* followed by an infinitive.
(*IT* is impersonal, the infinitives being attributes to the noun *time*.)
 - It was high time to take their departure.

The formal introductory subject *IT* – introduces the notional subject expressed by an infinitive, a gerund, an infinitive/gerundial phrase, a predicative complex, or a clause. The sentence thus contains two subjects: the formal introductory subject *it* and the *notional subject*, which follows the predicate.

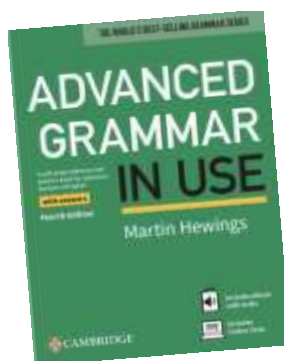
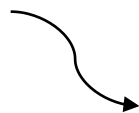
- *It* is impossible *to deny this*.
- *It* thrilled to her *to be invited there*.
- *It* gave him a pain in the head *to walk*.

Sentences with introductory *it* can be transformed into sentences with the notional subject in its usual position before the predicate, unlike sentences with impersonal *it*.

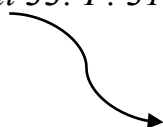
- *It* was impossible *to deny this* —> *To deny this* was impossible.

1. It was dusky in the dining-room and quite chilly.
2. It is the moon that makes you talk to yourself in that silly way.
3. It was now almost forty-thirty in the afternoon.
4. I took a good room. It was very big and light and looked out on the lake.
5. It would be wonderful for you to stay with us.
6. It was no good coming there again.
7. It gave him a pain in the head to walk.
8. It was too late to start.
9. It seemed that he did not know the place.
10. It was time to take their departure.
11. It is stuffy in here.
12. It is morning already.
13. It is hailing.
14. It's no use reading this article.
15. It was she who told him the truth.
16. It turned out that she was deaf.
17. They live on a busy main road. It must be very noisy.
18. It was he who messed up everything.
19. John came home late, it provoked his father.
20. It was terrible.

Task 7. *Units 95, 96, 97, 98.*



Task 8. *Unit 33: P. 312-319; Unit 34: P. 320-321, P. 324-325 Ex. 1-2.*



2.2. THE PREDICATE

The predicate is the second principal part of the sentence which expresses an action, state, or quality of the person or thing denoted by the subject. It is dependent upon the subject.

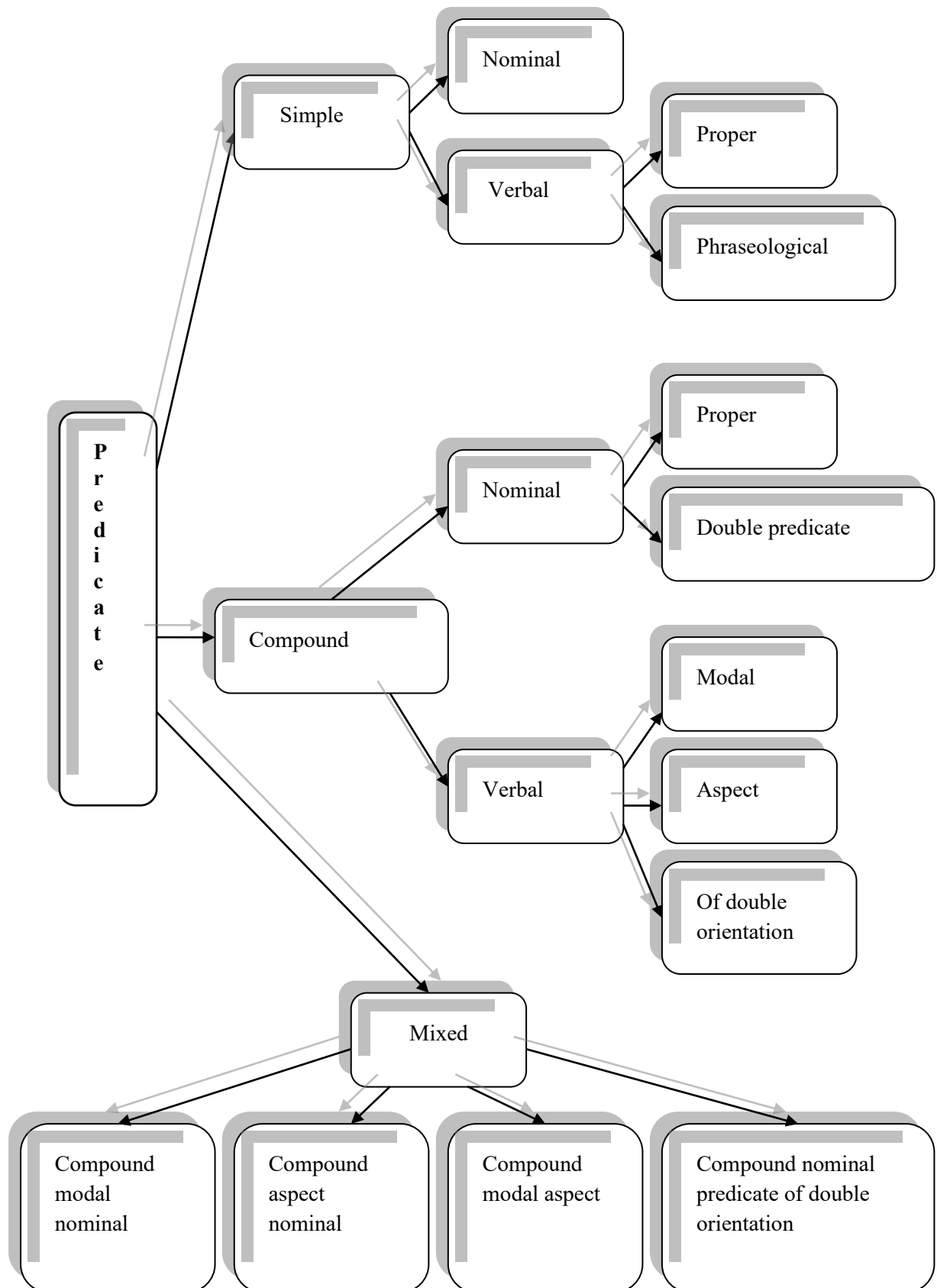
The predicate contains a finite verb which may express tense, mood, voice, aspect, and sometimes person and number.

According to the structure and the meaning of the predicate we distinguish: **the simple predicate and the compound predicate.**

The Predicate Abbreviation

1. **SP** – simple verbal predicate
2. **S Ph** – simple verbal phrasal
3. **CNP** – compound nominal predicate
4. **Double P** – compound nominal double predicate
5. **CVMP** – compound verbal modal predicate
6. **CVAP** – compound verbal aspect predicate
7. **CANP** – compound aspect nominal predicate
8. **Mixed**

Structural Classification of the Predicate



The Simple Predicate SP			
➤ It is expressed by a finite verb in a simple or compound tense form. ➤ It denotes an action or a state which is represented as an action.	- Erik arrived at the lab next morning. - I have been looking for you everywhere.		
➤ There is a special kind of predicate expressed by a <i>phraseological unit</i>, such as: <i>to get rid, to take care, to pay attention, to lose sight, to have a wash, to give a push</i>, etc. phraseological predicate S Ph <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Word combination: <i>to have a smoke, to have a swim, to have a run, to give a laugh, to give a push, to take a look, to make a move</i>, etc. </td><td style="width: 50%; padding: 5px;"> Word combinations: <i>to get rid, to get hold, to make use, to take care, to lose sight, to make fun, to pay attention, to make up one's mind, to change one's mind, to take part</i>, etc. </td></tr> </table>	Word combination: <i>to have a smoke, to have a swim, to have a run, to give a laugh, to give a push, to take a look, to make a move</i>, etc.	Word combinations: <i>to get rid, to get hold, to make use, to take care, to lose sight, to make fun, to pay attention, to make up one's mind, to change one's mind, to take part</i>, etc.	- When we clear the forests, we get rid of such inconveniencies. - The man gave a violent start. - He had a smoke. - He gave a push. - He gave a start. - He had a wash. - He gave a cry. - She gave an unkind throaty laugh. - He made a short run and stopped. - She has never made use of her power. - You were making fun of mother just now. - Then he caught his breath. - I will get in touch with you.
Word combination: <i>to have a smoke, to have a swim, to have a run, to give a laugh, to give a push, to take a look, to make a move</i>, etc.	Word combinations: <i>to get rid, to get hold, to make use, to take care, to lose sight, to make fun, to pay attention, to make up one's mind, to change one's mind, to take part</i>, etc.		
The Compound Predicate			
➤ It consists of two parts: the notional and the structural. a finite verb and some other part of speech: a noun, a pronoun, an adjective, a verbal (participle, gerund, infinitive), etc.	The first part expresses the verbal categories of <i>person, number, tense, aspect, mood and voice</i>.		
The compound nominal predicate CNP	The compound verbal predicate CVP		
➤ It denotes the state or quality of the person or thing expressed by the subject. - He is tired. - The book is interesting.	➤ According to the meaning of the finite verb: 1. the compound verbal modal predicate; 2. the compound verbal aspect (phasal) predicate. 3. the compound verbal predicate of double orientation		

➤ It consists of a link verb and a predicative (nominal part). link verb+predicative = CNP	<u>The compound verbal modal predicate</u> CVMP
➤ The link is expressed by the grammatical categories of person, number, tense, aspect and mood.  The PREDICATIVE is the notional part of the compound nominal predicate. It characterizes the person or non-person expressed by the subject. • The properties of the person or non-person (state or quality). - <i>The girl looked tired but pretty.</i> - <i>I felt sore for a minute.</i> - <i>He is always alone.</i> - <i>The visibility seemed very good.</i> - <i>He was forty and in his prime.</i> - <i>We are seven.</i> • The identity of the person or non-person, that is, what class of persons or things they belong to. - <i>This man is my father.</i> - <i>He was a clergyman.</i> - <i>He was a man of some wealth.</i>	It consists of the following components: • A modal verb and an infinitive. <i>can, may, must, should, would, ought, dare, need + an infinitive</i> - <i>You can prove everything and nothing.</i> - <i>His aunt would not give him the photography.</i> • Modal expressions: <i>to be+Infinitive</i> <i>to have+Infinitive</i> - <i>It was to take place in Kyiv.</i> - <i>I have to work for my living.</i> • An attitudinal verb with a modal meaning and an infinitive or gerund. <i>to hope, to expect, to intend, to attempt, to try, to endeavour, to long, to wish, to want, to desire, etc.</i> - <i>He wanted to throw himself into the whirlpool of Paris.</i> - <i>We intend going to Ukraine.</i> - <i>He tried to open the tin with a pocket knife.</i> • Modal expressions and an infinitive. <i>to be able to, to be obliged to, to be bound to, to be willing, to be anxious, to be capable, to be going + infinitive.</i> - <i>I am going to leave Paris.</i> - <i>We are anxious to cooperate.</i>
<u>The predicative can be expressed by:</u> 1. A noun in the common case or in the genitive case. - <i>The face was Victoria's.</i> - <i>Miss Sedly's father was a merchant.</i> 2. An adjective or an adjective phrase. - <i>Ellen's eyes grew angry.</i> - <i>She was full of enthusiasm.</i> - <i>The man was difficult to convince.</i> 3. A pronoun. - <i>It was he.</i> - <i>It's me.</i> - <i>She is somebody.</i> - <i>The hat is mine.</i>	<u>The compound verbal aspect predicate</u> CVAP (The compound verbal phasal predicate) It expresses the beginning, repetition, duration, or cessation of the action expressed by the non-finite form of the verb. It consists of such verbs as: • <i>to begin, to start, to commence, to fall, to set about, to go on, to keep on, to proceed, to continue, to stop, to give up, to finish, to cease, to come + an infinitive or a gerund.</i>

4. A numeral.
 - *He **was sixty** last year.*
 - *I'm **the first**.*
5. An infinitive (or an infinitive phrase or construction).
 - *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).
 - *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.
 - *The subject **seemed strangely chosen**.*
8. A prepositional phrase.
 - *She **is on our side**.*
9. A stative.
 - *I was wide **awake** by this time.*
10. An indivisible group of words.
 - *It is **nine o'clock** already.*
11. A clause.
 - *That's **what has happened**.*

Semantic characteristics of a predicative:

1. An identifying predicative:
 - *London **is the capital of Britain**.*
 - *Mount Everest **is the highest mountain in the world**.*
2. A classifying predicative:
 - *John **is a student**.*
 - *This **is a book**.*
 - *My father **is a teacher**.*
3. A characterizing predicative:
 - *The room **is dark**.*
 - *The sky **was blue**.*
 - *The patient **fell asleep**.*
 - *The house **was aflame**.*

The **LINK** verbs:

(all such verbs are to be followed by an

- *would + Infinitive*
used to + Infinitive

beginning: to begin, to start, to commence, to set about, to take to, to fall to, to come.

duration: to go on, to keep, to proceed, to continue.

repetition: would, used.

cessation: to stop, to finish, to cease, to give up, to leave off.

- *That view **had come to give** him a feeling of ease and happiness.*
- *He **began to ask** questions again.*
- *His bone **ceased to ache**.*
- *She **had stopped asking** him about the time.*
- *I **kept glancing** at her through the rest of the play.*
- *I **used to write** poetry myself when I was his age.*
- *Jack **started training** out at Hogan's health farm.*
- *I **come to think** that you are right.*
- *The talk **kept running** on the possibility of a storm.*
- ***Give up smoking!***

The compound verbal predicate of double orientation

- Verbs and expressions used in the predicate of sentences containing the **Subjective Infinitive Construction**:

❖ Intransitive verbs of seeming or happening with the general meaning of evaluation in the active voice: *to seem, to appear, to prove, to turn out, to happen, to chance*.

- *He **seemed to understand** everything I said.*
- *Money just **doesn't happen to interest** me.*
- *No one **appears to have noticed** his escape.*

❖ Some verbs in the passive voice:

to say, to declare, to state, to repeat, to believe, to consider, to expect, to find, to know, to mean, to presume, to regard, to suppose, to think, to feel, to hear, to see, to watch, to be likely, to be sure, to be certain.

adjective, not by an adverb. This is because the word is a complement used to qualify the subject, not to modify the verb).

1. Those which have lost their original lexical meaning

to be, to get

- *He is just **the kind of a man** I want.*
- *Lisa **got** very **reckless**.*

2. Those which have only partly lost their lexical meaning

to remain, to become, to grow, to turn, to look, to seem

- *That request **seemed** **superfluous**.*
- *The room **looked** **snug and cheerful**.*
- *Her eyes **grew** **moist**.*

3. Those which have fully preserved their lexical meaning but still serve as link verbs followed by a predicative. They are used in the passive voice:

to elect, to call, to leave, to keep, to make

- *The boy **was called** **John**.*
*She **was left** **alone**.*

- *A ship **is reported to be arriving** at Joppa.*
- *Workers **are believed to be** on strike.*
- *You **seem to be having difficulty** with your left hand.*
- *My dog **was heard to bark** in the yard.*
- *The weather **is not likely to change**.*
- *George **is sure to see** Mary.*
- *The rocket **is reported to have started** its flight at 6:30.*

Mixed types of compound predicate

1. The compound modal verbal nominal predicate.

- *Jane **must feel** better **pleased** than ever.*
- *She **couldn't be** happy.*
- *He **may have been** ill then.*

2. The compound modal nominal verbal predicate.

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

3. The compound aspect (phasal) nominal predicate.

- *The grey house **had ceased to be** a house for family life.*
- *I **began to feel** rather hungry.*
- *I **continued to be** glad for that.*
- *He **began to be** rather ashamed.*

4. The compound modal aspect (phasal) predicate.

- *I **had to begin living** all over again.*
- *He **ought to stop doing** nothing and criticizing everyone.*
- *He **can't continue** training.*

5. The compound nominal predicate of double orientation.

- *Mrs. Bacon **is said to be** very ill.*
*Walter **seems to be** unhappy.*

➤ Link verbs of being: • <i>to be, to feel, to sound, to smell, to taste, to look, to appear, to seem, etc.</i> - <i>He was angry.</i> - <i>His face looked awful all the time.</i> - <i>I felt better pleased than ever.</i> - <i>His voice sounded cold and hostile.</i> - <i>He seemed bewildered.</i>	
➤ Link verbs of becoming: • <i>to become, to grow, to turn, to get, to make.</i> - <i>He became angry.</i> - <i>The noise of the rattling dishes becomes intolerable.</i> - <i>The girl's face suddenly turned red.</i> - <i>The girl will make a good teacher.</i>	
➤ Link verbs of remaining: • <i>to remain, to continue, to keep, to stay.</i> - <i>He remained angry.</i> - <i>She remained vexed with him.</i> - <i>The children kept suspiciously silent.</i>	

Agreement of the Predicate with the Subject

Agreement of the Predicate with the Subject

The verb-predicate is in the singular if the subject is expressed by:

1. an infinitive phrase or phrases:
*To know everything **is** to know nothing.*
2. a prepositional phrase:
*After the meeting **is** the time to speak.*
3. a clause introduced by a conjunction or conjunctive adverb:
*Where you found him **does** not concern me.*

BUT: subject clauses introduced by conjunctive pronouns *what*, *who* may be followed by either a singular or plural verb:

*What I want to do **is** to save us.*
*What I say and what I think **are** my own affair.*

4. a numeral expression, such as arithmetical addition, subtraction, division:
*Four and four **is** eight.*

BUT: multiplication admits of two variants:

*Twice two **is/are** four.*

5. the group many a + noun:

*Many a man **has** done it.*

6. with **there-constructions** / **here-constructions** followed by subjects of different number, the predicate agrees with **the subject that stands first**.

*There **was** a textbook and many notebooks on the table.*

*There **were** many notebooks and textbooks on the table.*

*Here **was** Tom and Peter.*

*Here **was** a man, was experience and culture.*

BUT: In informal style, however, the singular verb is often used before the subject in the plural if the form of the verb is contracted:

There's too many of them living up there.

There's two kinds of men here, you'll find.

7. plural nouns or phrases when they are used as names, titles, quotations.

8. Indefinite pronouns (somebody, someone, anybody), universal pronouns (everybody, everyone, everything, each, either), negative pronouns (nobody, no one, neither, etc.) take a singular verb:

*Somebody **is** asking for you.*

*Nobody **has** come except me.*

9. **None** has a plural verb-predicate:

*None **were** here.*

*None of us **understand** it.*

10. All (everything) has a singular verb; all (people) takes a plural verb:

*All **is** well that ends well.*

*All **were** in favour of the plan.*

11. Interrogative pronouns who, what take a singular verb-predicate:

*Who **has** come?*

*What **is** there?*

BUT: if the pronoun denotes more than one person or thing a plural verb-predicate is used:

*Who **are** walking in the garden?*

*Who **have** agreed to act?*

12. With relative pronouns the form of the verb depends on the noun or pronoun which is its antecedent:

*Do you know the girl who **lives** next door? = (the girl lives ...)*

*Do you know the girls who **live** next door? = (the girls live ...)*

*It is you who **are** right.*

13. The universal pronoun **both** has a plural verb-predicate:

*Which of the letters are yours? Both **are** mine.*

A plural verb-predicate is used in the following cases:

1. With homogeneous subjects connected by and:
*Tom and Mary **are** my friends.*
*The ebb and the flow of the tide **are** regular.*
2. With homogeneous subjects connected by **both ... and**:
*Both the bread and the butter **are** fresh.*
*Both the teacher and the students **have** come.*

BUT:

- with structures where coordinated nouns refer to one thing or person a singular verb-predicate is used:
*Bread and butter **is** not enough for breakfast.*
*Bacon and eggs **makes** a traditional English breakfast.*
 - If the article is repeated, the reference is to two persons or objects, a plural verb-predicate is used:
***The** bread and **the** butter **are** on the table.*
***The** painter and **the** decorator **are** here.*
 - When a singular noun-subject has two attributes characterizing the same person or non-person connected by and it has a singular verb and the article is not repeated:
*A tall and beautiful girl **was** waiting in the office.*
*A black and white kitten **was** playing on the rug.*
 - If the attributes characterize different persons or non-persons the verb is in the plural and the article is repeated:
*A black and a white kitten **were** playing on the rug.*
***The** yellow and **the** red car **were** badly damaged.*
- BUT:** The article is repeated before each attribute only with countable nouns. **Uncountable** nouns have no article:
*In modern hotels hot and cold water **are** supplied in every room.*
*American and Dutch beer **are** both much lighter than British.*
- With plural nouns only one article is used:
*The Black and Mediterranean Seas never **freeze**.*
3. With homogeneous subjects connected by the conjunctions **not...only but also, either...or, or, neither...nor** the verb-predicate agrees with the nearest noun-subject (= “proximity rule”):
*Either my sister or my parents **are** at home.*
*Either my parents or my sister **is** at home.*
*Neither you nor I **am** right.*
*Neither I nor you **are** right.*
 4. With homogeneous subjects connected by the conjunctions **as well as, rather than, as much as, more than** the verb-predicate agrees with the first one:
*My parents as well as my sister **are** teachers.*
*My sister as well as my parents **is** a teacher.*

NOTIONAL AGREEMENT

- ✓ The choice of the number is based on the fact whether the group of beings is considered as one whole or as a collection of individuals taken separately.
- ✓ The nouns of multitude (**band, board, crew, committee, crowd, company, clergy, cattle, family, gang, group, guard, infantry, jury, police, team**) may have both a plural verb-predicate and a singular one depending on what is meant – a single undivided body or a group of separate individuals:
*A new government **has** been built.*
*The government **have** asked me to go.*
- ✓ Subjects expressed by nouns denoting measure, weight, time have a singular verb-predicate when the statement is made about the whole amount, not about the discrete units:
*Ten years **is** a long time.*
*Another five minutes **goes** by.*
*A million francs **is** a lot of money.*
- ✓ When subject is expressed by word-groups including nouns of quantity: **a number of + a plural verb-predicate, the number of + singular verb-predicate**
- ✓ Subjects expressed by such invariable plural nouns as **goods, contents, riches, clothes, wages, eaves** have a plural verb.
*His wages **were** only 15 shillings a week.*
*His clothes **were** shabby.*
- ✓ Subjects expressed by such invariable singular nouns as **hair, money, gate, information, funeral, progress, advice** have singular verb-predicate = (“singularia tantum”):
*Her hair **is** beautiful.*
*The money **is** mine.*
*The information **was** interesting.*
- ✓ Subjects expressed by invariable nouns ending in –s = (“pluralia tantum”) and denoting an indivisible notion or thing have a singular verb-predicate: **measles, mumps, billiards, dominoes, linguistics, economics, news, headquarters, works**:
*No news **is** good news.*
*The new works that **has** been built in our district **is** very large.*
- ✓ Subjects expressed by substantivised adjectives denoting groups of people (**the blind, the dumb and the deaf, the mute, the old, the poor, the rich, etc.**) always take the plural verb-predicate.

ACTIVITIES

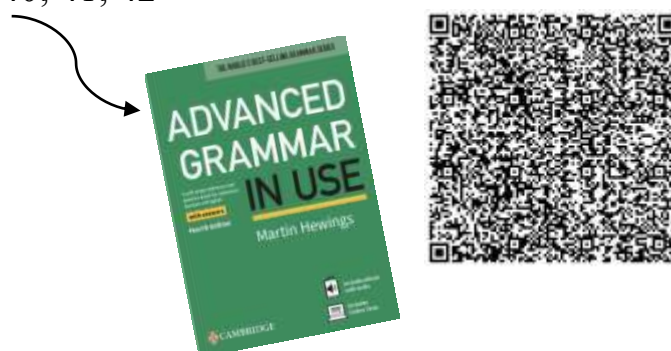
Task 1. *Use the proper form of the verb instead of the infinitives in brackets.*

1. World literature (*to know*) many great humorists.
2. Great humorists (*to know*) how to make people laugh.
3. Our only guide (*to be*) the Polar star.
4. Our only guide (*to be*) the stars.
5. It (*to be*) my friends who suddenly arrived.
6. It (*to be*) they who are responsible for the delay.
7. To know everything (*to be*) to know nothing.
8. To be loved and to be wanted (*to be*) always good.
9. After the meeting (*to be*) the time to speak.
10. Where you found him (*to do not*) concern me.
11. How you got there (*to be*) beyond my understanding.
12. What I want to do (*to be*) to save us.
13. What I say and what I think (*to be*) my own affair.
14. For and four (*to be*) eight.
15. Ten divided by five (*to be*) two.
16. There (*to be*) a textbook and many notebooks on the table.
17. There (*to be*) many notebooks and a textbook on the table.
18. Here (*to be*) Tom and Peter.
19. Everyone of us (*to be*) present.
20. Neither of the students (*have*) made a mistake.
21. Each (*have*) answered well.
22. None of us (*to understand*) it.
23. None of them (*have*) come.
24. All (*to be*) well that ends well.
25. All (*to be*) in favour of the plan.
26. Sun and air (*to be*) necessary for life.
27. Tom and Mary (*to be*) my friends.

28. Bread and butter (*to be*) not enough for breakfast.
29. Bacon and eggs (*to make*) a traditional English breakfast.
30. The bread and the butter (*to be*) on the table.
31. The painter and the decorator (*to be*) here.
32. A tall and beautiful girl (*to be*) waiting in the office.
33. A black and a white kitten (*to be*) playing on the hearth rug.
34. The yellow and the red car (*to be*) badly damaged.
35. In modern hotels hot and cold water (*to be*) supplied in every room.
36. American and Dutch beer (*to be*) both much lighter in every room.
37. The Black and Mediterranean Seas never (*to freeze*).
38. Both the bread and butter (*to be*) fresh.
39. Either my sister or my parents (*to be*) at home.
40. Either my parents or my sister (*to be*) at home.
41. Neither you nor I (*to be*) right.
42. Not only my parents but also my brother (*to know*) about it.
43. Not only my brother but also my parents (*to know*) about it.
44. My parents as well as my sister (*to be*) teachers.
45. My sister as well as my parents (*to be*) a teacher.
46. A new government (*have*) been formed.
47. The government (*have*) asked me to go, so I am leaving now.
48. The congregation (*to be*) small.
49. Ten years (*to be*) a long time.
50. Another five minutes (*to go*) by.
51. A million francs (*to be*) a lot of money.
52. The number of pages in this book (*to be not*) large.
53. It was Sunday and a number of people (*to be*) walking about.
54. His wages (*to be*) only 15 shillings a week.
55. His clothes (*to be*) shabby.
56. The goods (*to be*) delivered on time.
57. Her hair (*to be*) beautiful.

58. The money (*to be*) mine.
59. No news (*to be*) good news.
60. Statistics (*to be*) a rather modern branch of mathematics.
61. Statistics on this subject (*to be*) available.
62. Politics (*to be*) a risky profession.
63. Politics (*to have*) always interested me.
64. Ceramics (*to be*) my hobby.

Task 2. Units 40, 41, 42



Task 3. Point out the predicate in each of the following sentences and state its type.

Model: SP; S Ph; CNP; CVAP, Double P; CVMP; CANP, mixed (...)

- SP – simple verbal predicate
- S Ph – simple verbal phrasal predicate
- CNP – compound nominal predicate
- Double P – compound nominal double predicate
- CVP of double orientation – compound verbal predicate of double orientation
- CVMP – compound verbal modal predicate
- CVAP – compound verbal aspect predicate
- CANP – compound aspect nominal predicate
- mixed:
 - CMVNP – compound modal verbal nominal predicate
 - CMNVP – compound modal nominal verbal predicate
 - CANP – compound aspect nominal predicate
 - CMAP – compound modal aspect predicate
 - CNP of double orientation – compound nominal predicate of double orientation

1. He excused himself and went outside.
2. He wondered what she was thinking.
3. No questions were asked about his absence.
4. I shouldn't have allowed that to happen.
5. I must be going now.
6. Your mother must have gone through a good deal of suffering.
7. Jack ought to have stayed for a tea with them.
8. The man grinned from ear to ear and began to play a lively tune.
9. I kept walking, busy with my thoughts.
10. He burst out laughing.
11. They ceased to speak eyeing the newcomer suspiciously.
12. I would go there every afternoon just for pleasure.
13. The tanks began moving towards the bridge.
14. The roof of the cottage was high and pointed.
15. The argument grew hot.
16. You men, you are all alike!
17. They remained silent for a while.
18. Why have you become so absent-minded, my dear fellow?
19. Mary's cakes always taste delicious.
20. He couldn't go on living there alone.
21. She didn't really want to disturb them.
22. The plane is to take off in a matter of minutes.
23. You are absolutely wrong.
24. She is getting restless.
25. The car turned the corner and stopped.
26. Pearson sounded relieved.
27. Suddenly he felt afraid.
28. He went on eating in silence.
29. The children were amusing.
30. The children were amusing her.

31. The story will only get repeated and exaggerated.
32. But I've got to have a word with him.
33. She became bitter and unapproachable.
34. They were to sail for India on September the fifth.
35. Leila's partner gave a little gasping laugh.
36. You are to go straight to your room.
37. Two young girls in red came by.
38. Demetrius came alive and pressed a flock of inquiries.
39. My lady keeps a list of the names in a little red book.
40. Charlie kept quiet.
41. She turned once more to Mr. Godfrey.
42. Gwendolen turned pink and pale during this speech.
43. You are not bound to answer that question.
44. We were anxious to cooperate.
45. It was the only possession I was able to save.
46. Did you have a sleep?
47. It's time we were making a move.
48. I come to think that you are right.
49. Alfred used to talk to me about it.
50. Give up smoking.
51. The plane is reported to have been lost.
52. He seemed to understand everything I said.
53. Money just doesn't happen to interest me.
54. No one appears to have noticed his escape.
55. This country is said to be rich in oil.
56. He has never been known to lose his temper before.
57. My dog was heard to bark in the yard.
58. The lady was seen to leave the house.
59. The weather is not likely to change.
60. This event is certain to produce a sensation.

61. We are seven.
62. She may have been ill.
63. Jane must feel better pleased than ever.
64. George began to be rather ashamed.
65. He can't continue training.
66. She is said to be very ill.
67. I began to stammer my apologies.
68. I kept glancing at her.
69. You ought to stop doing nothing.
70. I have been waiting for you for half an hour.

Task 4. *Point out the predicates in the following proverbs and define their types.*

1. Every cloud has a silver lining.
2. All that glitters is not gold.
3. Empty vessels make much noise.
4. Beauty is in the eye of the beholder.
5. The squeaky wheel gets the grease.
6. When the going gets tough, the tough get going.
7. Absence makes the heart grow fonder.
8. The grass is always greener on the other side of the hill.
9. You can't judge a book by its cover.
10. A penny saved is a penny earned.
11. Necessity is the mother of invention.
12. One man's trash is another man's treasure.
13. Beggars can't be choosers.
14. You can't make an omelet without breaking a few eggs.
15. Birds of a feather flock together.
16. People who live in glass houses should not throw stones.
17. No man is an island.

18. Fish begins to stink at the head.

Task 5. *State the type of the Predicate in the following sentences.*

1. The moment he heard the accusation, he flew into a rage, completely losing control over his normally composed demeanor.
2. By the time we arrived at the station, the train had already left, leaving us stranded in the cold evening air.
3. The old man sat on the bench and took a nap in the warm afternoon sunlight.
4. The sky grew dark and ominous, signaling the approach of a violent storm.
5. We have to reconsider our strategy in light of the new evidence.
6. The child started crying when he realized that his toy was broken.
7. After years of silence, the author finally broke his silence, revealing the truth behind his controversial work.
8. They had been discussing the issue for weeks before they managed to reach any kind of agreement.
9. In the middle of the presentation, he suddenly lost his temper, shocking the audience with his unexpected outburst.
10. He kept talking despite clear signs that the audience had lost interest.
11. You must consider all possible outcomes before making such an important decision.
12. She seems genuinely interested in the topic, judging by her thoughtful questions.
13. After the argument, he stepped outside to have a smoke and collect his thoughts.
14. She is able to solve complex problems even under significant pressure.
15. He was a promising young scientist whose innovative ideas attracted the attention of leading researchers in the field.
16. We were walking along the river when the storm suddenly broke over the city.
17. The team might fail to meet the deadline unless additional resources are allocated in the near future.

18. When the child saw the puppy, she gave a laugh full of pure delight.
19. Their proposal is highly controversial, raising ethical questions among scholars.
20. They were supposed to arrive earlier, but something must have delayed them.
21. The professor continued explaining the concept until every student grasped the main idea.
22. When the truth about the incident finally came out, the entire situation took a turn for the worse, affecting everyone involved.
23. Before making a decision, they decided to have a talk about the possible consequences.
24. After years of uncertainty, she became a successful architect known for her innovative designs.
25. She ought to be more careful when dealing with confidential information.

UNIT 3. THE SECONDARY PARTS OF THE SENTENCE

3.1. The Object

Grammatical classification of the Object			
Structure	Types		
Simple (<i>He insists on <u>coming</u>.</i>) Phrasal (<i>A woman hates <u>being run after</u>.</i>) Complex (<i>I don't like <u>him going away with a stranger</u>.</i>) Clausal (<i>He was amazed by <u>what he saw there</u>.</i>)	Direct	Indirect	Cognate
	Non-prepositional object, that follows transitive verbs, adjectives or statives and complete their meaning: ➤ <i>He wrote <u>a poem</u>.</i> ➤ <i>She was ready <u>to sing</u>.</i>	Follows both transitive and intransitive verbs, adjectives, statives: ➤ <i>He gave <u>the kid</u> 5 dollars.</i> These objects are furtherly classified into recipient (nonprepositional/prepositional) ➤ <i>He gave <u>the kid</u> 5 dollars.</i> ➤ <i>He didn't tell anything <u>to anyone</u>.</i> and non-recipient (prepositional) objects ➤ <i>One must always hope <u>for the best</u>.</i>	Non-prepositional object, which is attached to intransitive verbs and expressed by nouns, derived from the root of the governing verb: ➤ <i>They dreamed a strange <u>dream</u>.</i> ➤ <i>She smiled a sad <u>smile</u>.</i>
	Formal introductory object it (<i>He found <u>it</u> impossible <u>to utter</u> the next word.</i>)		

Task 1. *Analyze the type of the Object in the following sentences.*

*Identify: direct / indirect-recipient / indirect non-recipient / cognate / formal
introductory object / structural type: simple, phrasal, complex, clausal*

1. She wrote a long letter to her friend.
2. They dreamed a terrible dream that night.
3. I found it difficult to answer the question.
4. He insisted on speaking to the manager personally.
5. The teacher gave the students extra assignments.
6. She was amazed by what she had heard.
7. We watched the children playing in the garden.
8. He smiled a nervous smile before the interview.
9. They spoke about moving abroad next year.
10. I told my brother the truth.
11. She dislikes people interrupting her constantly.
12. He looked at the painting with admiration.
13. The audience applauded the singer warmly.
14. They hoped for better results in the future.
15. I consider it unnecessary to repeat the explanation.
16. She offered her guest a cup of tea.
17. He laughed a bitter laugh.
18. We were surprised by how quickly the situation changed.
19. The child kept asking difficult questions.
20. They warned us about the approaching storm.
21. I hate him talking to me in that tone.
22. She sent her parents postcards from Italy.
23. The scientist devoted his life to studying languages.
24. He sang a cheerful song at the party.
25. We discussed what should be done next.
26. She explained the problem to the students patiently.

27. They succeeded in solving the puzzle.
28. I found it impossible to concentrate in the noise.
29. The old man lived a lonely life.
30. He accused his colleague of hiding important information.

Task 2. *Point out the object, its type and say what it is expressed by.*

1. Fetch your friend a chair.
2. Fetch your friend to the party.
3. Don't keep the books too long; return them in due time.
4. The neighbors asked me when you could return them their books.
5. Here is the article; give it to the editor.
6. Look at the suit. How can you be wearing it?
7. Smiling a broad smile, the old man watched the children playing in the garden.
8. We all felt relieved to hear of the fishermen having safely arrived home.
9. The gardener gave the fence a new coat of paint.
10. I'm glad to hear you say you are well.
11. Clyde turned into a side street and waited for his mother to pass.
12. First of all, she attended to the wounded.
13. At last, she found three of them high up in the hills.
14. He insists on coming.
15. A man hates being run after.
16. She was glad to be walking with him.
17. I want it done at once.
18. Everything depends on your coming in time.
19. He thought of what he was to say to all of them.
20. I find it exciting to watch tennis.
21. He found it hard to believe the girl.
22. He gave the kid two dollars.
23. One must hope for the best.
24. She is not happy about her new friend.

25. They struck him a heavy blow.
26. He died the death of a hero.
27. One must live one's own life, you know.
28. Mack was very glad to get home.
29. Mary was happy to have met us.
30. She had never been afraid to experiment.
31. He had been thankful for the chance to sleep.
32. The inspector allowed himself a smile.
33. Persuading is always preferable to compelling.
34. A sleeping pill would be very useful to her now.
35. Aren't they tired of listening to his endless complaints?
36. The hostess smiled a welcoming smile to the entering guest.
37. You must sleep a sound sleep, and your headache will cease without taking medicine.
38. Will Jenny sing a song?
39. You may laugh a laugh, only don't do it so loudly, mind the sleeping children!
40. I dreamt such a strange dream last night!
41. I consider it impossible to change the plan now.
42. They made it difficult exchanging ideas on the matter as we understand.

Task 3. *Paraphrase the following, using a complex object with an infinitive.*

1. Out of the tail of my eye I saw that he clutched at the edge of the table.
2. I felt that somebody touched me lightly on the shoulder.
3. He heard that someone called his name.
4. We did not expect that he would return so soon.
5. The passenger ordered that his luggage should be labelled for Prague.
6. I could hardly believe that it had happened.
7. I saw that the telegraph boy handed the cable to the man.
8. He thought that he was fit for the job.
9. They heard how the woman uttered a little exclamation.

10. What I want is that you both should be happy.
11. He hated it when people argued about trifles.
12. I should like to see how he would say it to my face.

Task 4. *Construct a complex object with an infinitive out of the elements given in brackets.*

1. Your enthusiasm makes (*I, to feel*) young again.
2. I did not mean (*he, to follow*) the instructions so blindly.
3. We don't think the producer intended (*the scene, to play*) like that.
4. I know (*the man, to be a star boxer*) in his younger days.
5. She heard (*the footsteps, to die away*).
6. HE had a desire to let (*life, to go on*) as though nothing had changed.
7. I won't have (*anybody, to think*) ill of her.
8. It was difficult for me to get (*he, to believe*) me.
9. Mother used to watch (*we, to play*) tennis; I wonder now whom she backed.
10. Each of us told a story and that made (*the time, to pass*).

Task 5. *Paraphrase the following sentences so as to use a complex object with an infinitive after the verbs given in brackets.*

1. Somebody mentioned my name (*to hear*).
2. You may be sure she won't let you down (*to rely on, to count on, to depend on*).
3. With the introduction of this device the productivity of labour will considerably increase (*to enable*).
4. He was taken in without being aware of it (*to let, to allow*).
5. We hope that steps will be taken in this direction (*to expect*).

Task 6. *Open the brackets and use an infinitive or Participle I as the second element of the complex object.*

1. Before he turned the corner he glanced back and saw Bosinney (*to follow*) him slowly.
2. I saw the plate (*to slip*) from her hands and (*to fall*) to the floor.
3. They stood on the platform waving their hands and watched the train (*to disappear*) in the distance.
4. They watched the train (*to disappear*) and turned to leave the platform.
5. Tort lit the gas, and Dick heard the flame (*to catch*).
6. They could hear the child (*to breathe*) quietly, asleep.
7. He felt somebody (*to take hold*) of his arm.
8. I have never seen you (*to look*) so well.
9. I notice him (*to give*) me a look of sharpened interest.
10. We noticed it (*to come*) for a long time.
11. I saw you (*to sit*) with your head in your hands and that's why I spoke.
12. From far away they suddenly heard a dog (*to bark*).
13. Through the open door I could smell the coffee (*to boil*).
14. I watched him (*to read*) his letters, saw him (*to frown*) at once, (*to smile*) at another, (*to dismiss*) the next with no expression.

Task 7. *Paraphrase the following so as to use a complex object.*

1. I felt that it was my duty to be with them at that difficult moment.
2. He was aware of the danger but he believed that it was necessary to take the risk.
3. I see you think that it is useless to wait any longer.
4. I am quite well now, and I find that it is unnecessary to be looked after any longer.
5. We don't think that it is worthwhile explaining the reason.

3.2. The Attribute

Task 1. *Analyze the type of the Attribute in the following sentences.*

detached / loose attribute or non-detached / close attribute

1. The tired students finally left the classroom.
2. Exhausted after the long journey, the tourists went straight to the hotel.
3. The woman in the red coat waved to us.
4. Nervous and pale, he entered the examination room.
5. The old wooden bridge crossed the river.
6. Deeply disappointed, she refused to continue the discussion.
7. The book on the top shelf belongs to my professor.
8. The children, excited by the news, began to shout loudly.
9. A tall young man opened the door.
10. Surrounded by reporters, the actor hurried to his car.
11. The small cottage near the lake looked abandoned.
12. Angry at everybody, he left without saying goodbye.
13. The students from our department organized the conference.
14. Covered with snow, the mountains looked magnificent.
15. She bought a beautiful silk scarf.
16. Curious about the strange noise, we went outside.
17. The painting above the fireplace was very expensive.
18. Tired of endless arguments, they decided to separate.
19. The little girl with blue eyes smiled shyly.
20. Shocked by the results, the researchers repeated the experiment.
21. The new research project attracted many scholars.
22. Proud of her achievements, she thanked her teachers warmly.
23. The house at the end of the street was empty.
24. Frightened by the thunderstorm, the dog hid under the table.
25. The elegant French actress greeted the audience politely.

Task 2. *Point out the attributes and appositions, state their kinds, explain the semantic relations expressed by them.*

1. On the third day there was sudden excitement down at the bend.
2. The landscape class, with stools and easels and sketch-boxes, tramped off twice a week to some vantage point to indulge in plain-air painting.
3. Those were golden days in my life; it was more than twenty years ago.
4. The only piece of furniture worthy of note was a large grandfather chair standing in front of the fireplace.
5. The final decision, in accord with the unshakable law of the family, rested with Aunt Agatha.
6. She felt again the strong undercurrent of things long ago said and done.
7. How she hated the thought of parting with it.
8. It was the most logical, practical, sensible thing to do.
9. For a man like you an old-lavender-and-lace memory is wrong.
10. She stepped out into the night's sharp cold.
11. She walked in bearing a tray laden with coffee and cups.
12. Snow fell with no wind to stir it.
13. There was a note on the window for me to fill the cars with the material piled in the hall.
14. I've bought some writing paper for you.
15. A few minutes later a muslin blouse and a white petticoat were waving gently in the evening breeze.

Task 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 numbers, 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. He felt lost, alone there in the room with that pale spirit of a woman.
6. But the doctor – a family physician well past middle age – was not impressed.
7. They, the professors, were right in their literary judgment.
8. In consequence neither Oscar nor his sister Martha had had any too much education or decent social experience of any kind.
9. But now he had seen that world, possible and real, with a flower of a woman.

3.3. The Adverbial Modifier

Task 1. *Identify the type of the Adverbial modifier (clause) in the following sentences.*

time, place&direction, manner, cause, purpose, result, condition, concession, attendant circumstances, comparison, degree/measure

1. I will call you when I arrive home.
2. She visits her grandmother every weekend.
3. They stayed in the park for two hours.
4. The children are playing in the yard.
5. He ran to the station.
6. We walked for three kilometers.
7. She spoke in a calm voice.
8. He solved the problem with great care.
9. She stayed at home because she was ill.
10. He missed the bus due to heavy traffic.
11. I went to the library to prepare for the exam.
12. She whispered so as not to wake the baby.
13. It was too late to change anything.
14. He spoke loud enough to be heard by everyone.
15. I will help you if you ask me.
16. You can go out provided that you finish your work.

17. Although it was raining, they continued their walk.
18. He went to work even though he felt sick.
19. She sat by the window without saying a word.
20. He looked at me as if he knew the truth, very intensely.
21. He walked along the road without looking back.
22. She listened to him without interrupting.
23. She was extremely tired after the trip.
24. The water was almost too cold to swim in.
25. He spoke as if he were the leader.
26. She smiled as though nothing had happened.

Task 2. *Point out adverbial modifiers in the following sentences. State their types.*

1. A secretary came running with a frightened expression.
2. Mary descended the slope very easily.
3. The people in the bus remained silent till the end of the ride.
4. In spite of their lively talk each of them had something in reserve.
5. Alfred turned presently with quite a creditable assortment of tools.
6. They were just passing in through a side door.
7. The lady lived in a large gloomy house in one of London's higher-class squares.
8. The fire that was merrily burning in the grate attracted the newcomers as a magnet.
9. The room was empty save for a small boy playing with his toys in a corner.
10. But for sheer coincidence, you would hardly be likely to run across him in this busy place.
11. Caroline, not knowing what to say, looked questioning at her companion.
12. The village is large enough to organize a drama society for the young folk.
13. Despite his easy smile, the man was woefully difficult to deal with.
14. The woman cried out in spite of herself.

15. Whatever the circumstances, you must be confident of your just cause, my friends.
16. In case of emergency, press the knob on your right.

3.4. Syntactical Complexes with the Infinitive

Task 1. *Paraphrase the following using **complex objects** with the infinitive.*

1. He heard how one of the other girls in the shop addressed Jane.
2. He felt that the eyes of his fellow-students rested on him.
3. She saw that the door of the sitting-room opened and her mother entered.
4. What I want is that your uncle shouldn't be left alone.
5. She smiled when she heard how he locked the door loudly.

Task 2. *Paraphrase the following sentences using the **complex subject** with the infinitive.*

1. He marched out into the hall. She heard him lift the receiver and give the number.
2. He did not expect her to write often, for he knew that letter-writing came difficult to her.
3. He saw those three return together from the other room and pass back along the far side of the screen.
4. A voice on the stairs behind made us all start.
5. He made the boy take off his boots and stockings.
6. It seemed that her dinner party went on too long to her, as it did to you.
7. It seemed that she sensed the purpose of his question.
8. It seemed that he did not notice that I was in outdoor clothes.
9. It was so wonderful to see old George. It seems he needs a friend.
10. It appeared that George was talking to Mr. Smith persuasively.
11. When she passed by it appeared that they looked at her attentively.
12. It appeared that they were coming down when I left the room.

13. It was likely that he had hidden my journal under his mattress.
14. It was likely that she would come across him by accident.
15. It is quite likely that a motor containing two boys has been noticed.
16. It is likely that he will come and see us soon.
17. It is believed that John has arrived in London.
18. It is known that Jack is good at painting.
19. It is reported that the spaceship has landed successfully.
20. It is believed he is clever.
21. It happened that his father came.
22. It happened that everybody had taken the problem seriously.

Task 3. *State the syntactic function of the **for-to-infinitive phrase**.*

1. On the first occasion it was necessary for him to indicate his requirements to her.
2. The top of this was covered with a thin layer of soil and coarse grass and shaded with young trees. There was not enough soil for them to grow to any height.
3. He waited impatiently for Eliza to go on.
4. There is nothing for you to do but leave at once.
5. The best thing is for you to do it now.

Task 4. *Paraphrase the following sentences so as to use **for-to-infinitive phrases**.*

1. Sandy stood at the kitchen door waiting till Miss Brodie came for a week by the sea.
2. It is time you should go, Tom.
3. There was nobody who she could speak to.
4. He waited till she spoke.
5. She then sat down in Mrs Anthony's chair and waited till the kettle boiled.

Task 5. *Point out the **complex object with the participle**.*

1. I heard him moving about, and presently he was back with some hot soup.
2. When Mary opened her eyes, she saw Nina standing by her side.
3. She felt her cheeks blushing a little.
4. I noticed Tom standing in the shadow of the fountain.
5. She liked to watch him doing things, digging, planting, and trimming.

Task 6. *Point out the **complex object with the participle II**.*

1. I am not accustomed to having my word doubted.
2. I want my head examined for making this dangerous journey.
3. I want to get the grass cut.
4. Your sister would like a bottle opened.
5. At last she heard her name called.

UNIT 4. PUNCTUATION IN SIMPLE SENTENCES

Punctuation is a system of graphic devices used to indicate syntactic structure, semantic relationships, information organization, and prosodic features in written language. In simple sentences, punctuation primarily serves to delimit sentence boundaries, separate sentence constituents, signal parenthetical elements, and prevent ambiguity.

A simple sentence consists of one independent clause and expresses a complete thought. Despite its structural simplicity, numerous punctuation rules govern its written representation.

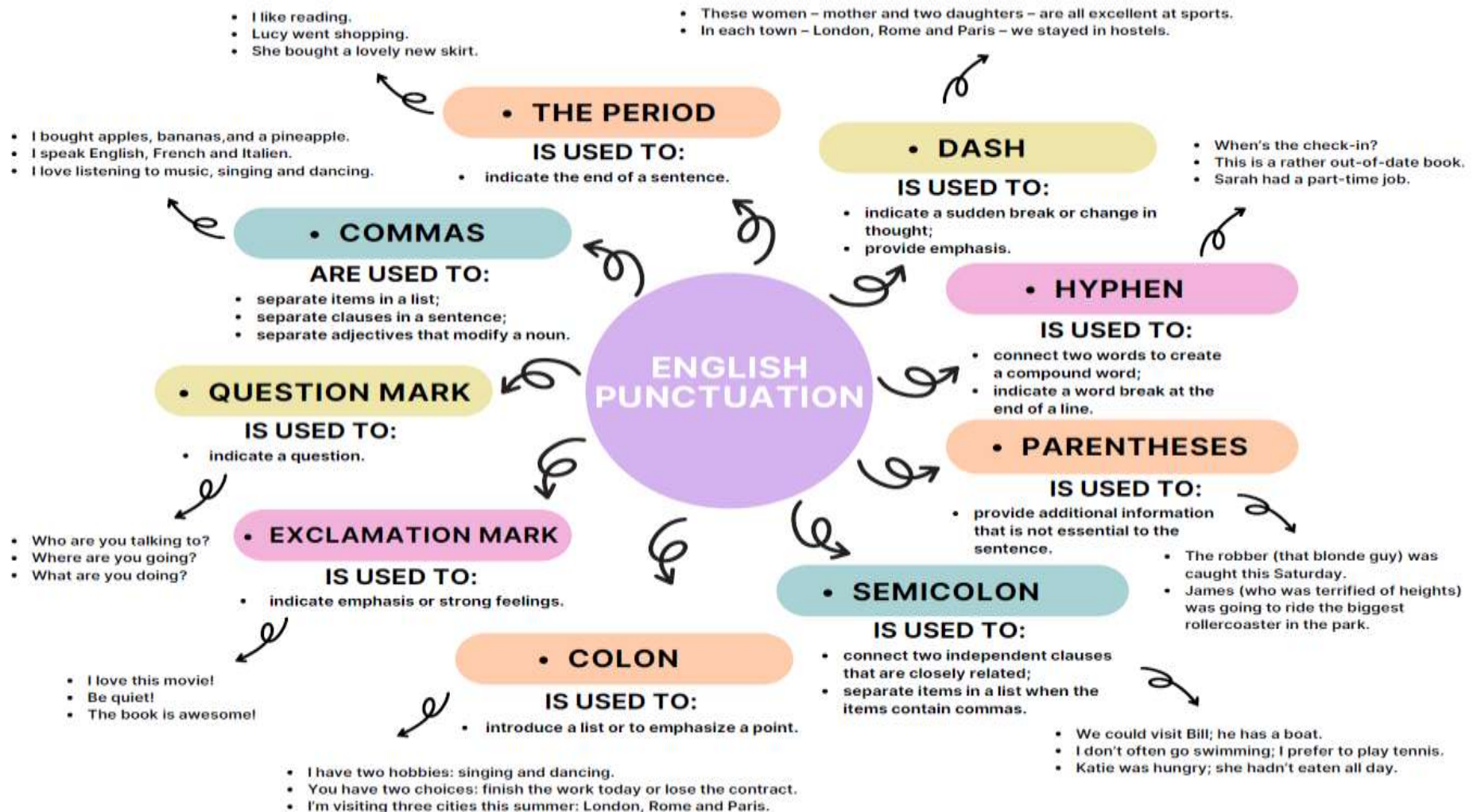


In modern English grammar, punctuation in simple sentences primarily serves to:

1. Mark sentence boundaries;
2. Separate introductory and parenthetical elements;
3. Clarify syntactic structure;
4. Distinguish restrictive from nonrestrictive modifiers;
5. Signal logical relationships;
6. Indicate emphasis and information structure;
7. Prevent ambiguity;
8. Guide interpretation and reading rhythm.

The most important punctuation phenomena in simple sentences are:

- introductory constructions;
- parenthetical insertions;
- appositives;
- nonrestrictive modifiers;
- absolute constructions;
- participial and infinitival phrases;
- coordinate adjectives;
- direct address;
- lists and series;
- punctuation with discourse markers and conjunctive adverbs.



UNIT 5. SUGGESTED WAYS OF SIMPLE SENTENCE ANALYSIS

The simple sentence

1. *Dusk - of a summer night.*

It is a simple extended one-member declarative sentence.

Dusk is the main (principal) part of this sentence. It is expressed by a common noun in the common case.

of a summer night is an attribute to the main part. It is expressed by a prepositional phrase.

2. *Stop talking!*

It is an imperative exclamatory sentence.

Stop talking is the predicate. It is a compound phasal verbal predicate. It consists of two parts. The first part is expressed by the phasal verb *stop* in the imperative mood. It denotes the end of the action.

The second part is expressed by a non-perfect gerund active denoting the action itself.

3. *Could've been professional.*

It is a simple unextended two-member elliptical declarative sentence. The position of the subject is not filled with a word form.

Could've been professional is the predicate. It is a mixed type of predicate.

Could is the modal part expressed by the verb *can* in the subjunctive mood. It denotes a possibility referring to the past.

have been is a link-verb expressed by a perfect infinitive. It is a link-verb of being.

professional is a predicative expressed by an adjective in the positive degree.

4. *Old Jolyon watching from his corner saw his brother's face change.*

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

Jolyon is the subject expressed by a proper noun in the common case.

Old is an attribute to the subject. It is expressed by an adjective in the positive degree.

watching from his corner is an attribute to the subject (or an adverbial modifier of time) expressed by a participial phrase with participle I as headword.

saw is the predicate. It is a simple verbal predicate expressed by the verb *to see* in the past indefinite active.

his brother's face change is a complex object expressed by an objective with the infinitive construction; it consists of a nominal phrase (*his brother's face*) and a non-perfect infinitive.

! Note:

Verbal and non-verbal complexes are to be treated as one indivisible part of the sentence.

5. *Is the weather not likely to change?*

It is a simple unextended two-member interrogative sentence.

the weather is the subject expressed by a common noun. in the common case.

Is not likely to change is the predicate. It is a compound verbal predicate of double orientation. It consists of two parts.

Is not likely is the first part. It denotes the estimate of the speaker of, or his attitude to, the situation described in the sentence. It is expressed by a phrase with a modal meaning.

to change is the second part. It denotes the action itself and is expressed by a non-perfect infinitive.

6. *The whole house being made of wood, it looked good.*

It is a simple extended two-member declarative sentence.

it is the subject expressed by a personal pronoun of the 3rd person singular.

looked good is the predicate. It is a compound nominal predicate, consisting of a link verb and a predicative.

looked is a link verb expressed by the past indefinite of the link verb *to look*, which is a link verb of being in a state.

the whole house being made of wood is an adverbial modifier of reason expressed by a nominative absolute participial construction.

7. *I found my life dull.*

It is a simple extended two-member declarative sentence.

I is the subject expressed by a personal pronoun of the 1st person singular.

found is a simple verbal predicate expressed by the past indefinite of the verb *to find*.

my life dull is a predicative complex (or a complex object) expressed by an objective non-verbal construction (or by an object + objective predicative)

Simple Sentence

The plan of analysis

❖ *Step 1. Define the type of the sentence according to:*

- the purpose of the utterance
- the structure

❖ *Step 2. Point out the subject of the sentence, state what it is expressed by:*

- If noun: a) common or proper

• <i>class nouns</i> • <i>collective nouns</i> • <i>nouns of material</i> • <i>abstract nouns</i>	• <i>names of persons</i> • <i>geographical names</i> • <i>names of months and days</i> • <i>names of hotels, ships</i> • <i>newspapers and magazines</i> • <i>names of cardinal points</i>
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b) *countable, uncountable*

c) *animate, inanimate*

d) point out the category of number: *singular, plural*

e) point out the category of case: *the common case, the possessive (genitive) case*

- If **pronoun**:

a) define the class of the pronoun:

Different pronouns have different categories.

Personal pronouns possess the following categories:

1) **person**: 1st, 2nd, 3rd

2) **number**: singular, plural

3) **case**: the nominative/subject pronouns (*I, he, she, it, we, you, they*)
the objective/object pronouns (*me, him, her, it, us, you, them*)

Demonstrative pronouns can be singular (*this, that*)
plural (*these, those*)

Indefinite and negative pronouns possess the category of case:
the common case (*somebody, anybody*)
the possessive case (*somebody's book*)

Possessive pronouns have 2 forms:
the conjoint form (*my, his, her, its, our, your, their*)

the absolute form (mine, his, hers, its, ours, yours, theirs)

Reflexive pronouns have 2 categories:

the category of person (myself, himself)

the category of number (themselves, ourselves)

Reciprocal pronouns have the category of case:

the common case (each other, one another)

the possessive case (each other's hands)

- If **adjective**: a) **qualitative** and b) **relative**
 - a) *most of them have degrees of comparison:*
 - the positive degree (rich, important)*
 - the comparative degree (richer, more important)*
 - the superlative degree (the richest, the most important)*
 - b) *have no degrees of comparison*
- If **numeral**: *they fall into 2 groups:*
 - cardinal (one, two, fifteen)*
 - ordinal (first, second, fifth, fifteenth)*
- If **verb**: *possesses the categories of person, number, tense, aspect, voice, mood. Verbs may be transitive (those, which are followed by a direct object – take, open) and intransitive (go, walk)*
- If **adverb**: *semantically fall into several groups:*
 - adverbs of time (today, yesterday)*
 - of repetition and frequency (often, never, ever)*
 - of place and direction (here, there, inside)*
 - of cause and consequence (therefore, accordingly)*
 - of manner (badly, easily, slowly, kindly)*
 - of degree, measure and quantity (very, rather, quite)*
 - interrogative adverbs (when, where, how, why) used in special questions*

❖ **Step 3. Point out the predicate of the sentence, define its type, characterize it**

❖ **Step 4. Point out the secondary parts of the sentence; state, what they are expressed by**

Task 1. *Analyze the following simple sentences.*

1. The frightened child hid behind his mother.
2. She sent her friend a short message.
3. It was John who solved the problem.
4. The old house on the hill looked mysterious.
5. We found it impossible to continue the discussion.
6. The students were listening carefully to the lecture.
7. He dreamed a strange dream last night.
8. Tired after work, she fell asleep immediately.
9. The manager gave the employees new instructions.
10. It is dangerous to walk alone at night.
11. The little dog barked loudly at the stranger.
12. They elected Emma class president.
13. The road through the forest was narrow and dark.
14. Surprised by the question, he remained silent.
15. She was amazed by what she saw there.
16. It was yesterday that we received the letter.
17. The children from our neighborhood play here every evening.
18. He lifted the heavy box high above his head.
19. Angry with everybody, she refused to speak.
20. Peter is having his apartment renovated this month.
21. The lecture on sociolinguistics attracted many students.
22. It turned out that nobody knew the answer.
23. The exhausted travelers stopped near the river.
24. She smiled a sad smile and looked away.
25. We watched the snow falling silently outside.

Task 2. *Analyze the following simple sentences.*

1. I want him to do it.

2. I asked him to show it to me.
3. He ordered his men to search the prisoner.
4. Did he allow you to take the dictionary?
5. She lets her children do what they want.
6. I will not have my children misbehave themselves.
7. The teacher made the pupil do the work all over again.
8. Several people saw him leave the house.
9. We heard someone knock at the door.
10. Did you notice anyone come out of the door?
11. We watched the plane disappear into the clouds.
12. The teacher was heard to give the instructions.
13. The children were allowed to play in the garden.
14. He was made to do the work all over again.
15. He is believed to be a great authority on the subject.
16. This medicine is said to be very effective.
17. For him to admit it would be to surrender.
18. It is time for you to act.
19. We waited patiently for the letter to be answered.
20. It was the only thing for me to do.
21. For good relations to develop the other party must give up its policy of aggression.
22. The project will feature low-floor streetcars.
23. The judge found Mr Cornacchia a thoroughly dishonest witness.
24. Mr Topham is in his office.
25. The jury overturned the finding of a provisional court.
26. The police have arrested a suspect.
27. A psychiatrist gave the man an anti-depressant drug.
28. Most of the inspectors are retired police officers.
29. The prime minister sat down.
30. The unarmed police officers seized ten tons of illegal drugs.

31. It was dark.
32. They kept on working.
33. We will have to put up.
34. 'I'm not afraid of thinking and knowing.' – 'And of acting?'
35. All passengers for Flight 98 to gate four, please.
36. No smoking till you are in the air.
37. The show didn't amuse us very much.
38. Departure before dawn on a boat in the middle of the harbor.
39. The interview by radio broadcasters were carried live by the station.
40. Many parts of Asian coastline were destroyed by a tsunami in 2004.

UNIT 6. THE COMPOSITE SENTENCE. THE COMPOUND SENTENCES

THE COMPOSITE SENTENCE

The **composite sentence** is a sentence consisting of **two or more clauses**. In its structure a clause is similar to a simple sentence, but unlike a simple sentence it forms part of a bigger syntactical unit.

Within a composite sentence clauses may be joined by means of **coordination** or **subordination**, thus forming **a compound or a complex sentence** respectively.

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

Subordination is a way of linking grammatical elements that makes one of them **dependent** upon the other (or they are mutually dependent).

1. *The door of Henry's lunch-room opened, **and** two men came in.*
2. *I have come to you, **because** I know from reading your accounts **that** you are Mr Sherlock Holme's most intimate acquaintance.*

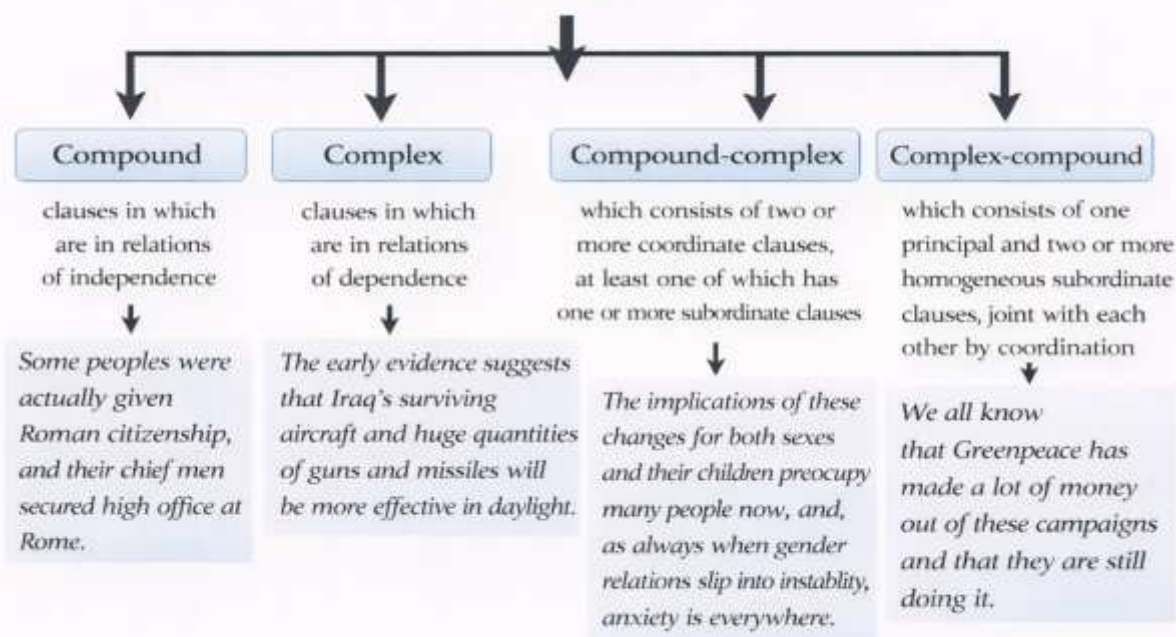
A compound sentence may contain coordinate clauses extended by subordinate clauses, and the resulting structure is a compound-complex sentence.

- *Pooh was very proud when he heard this, and he felt that Heffalump was as good as caught already, but there was just one other thing which had to be thought about.*

A complex sentence may contain subordinate clauses joined by means of coordination, the resulting structure being a *complex sentence with homogeneous subordinate clauses*.

- *I must impress upon you again that you are in a very great danger, and that the utmost frankness is necessary.*

Structural types of composite sentences



Task 1. Distinguish between predicative complexes (secondary predication) and subordinate clauses in the following sentences within the framework of the traditional approach.

1. It's a pity you aren't shooting your movie now instead of waiting for winter.
2. It's not easy for me to crouch down for a long.
3. I felt his breath come toward me.
4. He said he felt he was advancing in the Army.
5. It being Saturday, Arabella was at home, the strings of her record player coming from the drawing room.
6. But that thought recalled other memories that still hurt.
7. It was a role she'd ultimately won.
8. Kit realized she was lying on the sofa, a pillow propping her head up.
9. I've given Leith a pill for you to take.
10. It makes you forget all the bad.
11. He told me he never expected a theatre to be run on such business-like lines.

12. In fact, it'll be a good time for us to go over some paperwork.
13. Looking at him, she was struck again by the illusory feeling that she'd known John all her life.
14. I felt something dripping.
15. It was the first time I've ever heard her laugh.

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.

Coordinate clauses may be linked together with or without a connector; in the first case they are joined **syndetically**.

- *Yesterday I bought a penny fiddle*
- *And put it to my chin to play,*
- *But I found its strings painted,*
- *So I threw my fiddle away.*

in the second case – **asyndetically**:

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

Syndetic coordination is realized with a number of connectors –

- ❖ **conjunctions**, such as *and, but, or, nor, for*, etc., or with
- ❖ **conjunctive adverbs**, such as *moreover, besides, however, yet, still, otherwise, therefore*, etc.

In writing coordinate clauses may be marked off by a comma, a semicolon, a colon or occasionally a dash. Sometimes they are not separated graphically at all. In speaking they are separated by pauses.

The main semantic feature of the compound sentence is that it follows the flow of thought; thus, the content of each successive clause is related to the previous one.

Hence come two syntactical features of the compound sentence which distinguish it from the complex sentence.

The first is as follows. The opening clause mostly plays the leading role, and each successive clause is joined to the previous clause.

Note:

A sentence may begin with a coordinating connector, but in this case the whole sentence is joined to the previous sentence in the text.

*The first time Mrs. Moffat invited him to watch television with her, Simon declined. He would rather read, he said. **So**, she gave him books, she gave him classics. **But** the books he craved were garden books.*

The second feature is that the clauses are sequentially fixed. Thus, a coordinate clause cannot change place with the previous one without changing or distorting the meaning of the whole sentence, as in:

- *It was pitch dark, for the fog had come down from London in the night, and all Surbiton was wrapped in its embraces.*

However, the change is possible if the clauses contain description. The third feature is that coordinate clauses, either opening or subsequent, may belong to different communicative types.

- *You may go, but don't be late for dinner!* (declarative and imperative clauses)
- *I had to leave at once, for whatever else could I have done?* (declarative and interrogative clauses)

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

copulative, adversative, disjunctive and **causative-consecutive**. The type of connection is expressed not only by means of coordinating connectives, but also by the general meaning of clauses conveyed by their lexical and grammatical content. This accounts for asyndetic coordination and for various uses of the conjunction *and*, when it expresses other relations - that of contrast or consequence.

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

The copulative connectors are: the conjunctions *and*, *nor*, *neither ... nor*, *not only ... but (also)*, *as well as*, and the conjunctive adverbs *then*, *moreover*, *besides*.

And is the conjunction most frequently used to realize copulative coordination. It may suggest mere **addition**.

- *Then she went home **and** wrote Brody a thank-you note for being so nice, **and** she also wrote a note to the chief of police commending young Martin Brody.*

The events described in copulative coordinate clauses may be **simultaneous** or **successive**.

- *The black Cadillac made its hunting sound through the night, **and** the tyres sang on the slab, **and** the black fields stretched with mist swept by. (simultaneity)*
- *The front door to the house opened, **and** a man and a woman stepped out on the wooden porch. (succession)*

Occasionally the second clause may contain some **commentary on the previous clause**.

- *She was familiar with the petty social problems, **and** they bored her.*

Owing to its vague copulative meaning the conjunction *and* may also link clauses with adversative or causative-consecutive connections. The meaning of the second clause is either contrasted to the first or contains its consequence.

- *Why were her own relations so rich, **and** Phil never knew where the money was coming from for tomorrow's tobacco?*

In sentences beginning with a verb in the imperative mood, the first clause implies *a condition for the fulfilment of the action in the second clause*.

- *Take these pills, **and** you will feel better. (If you take...)*

The conjunction *nor* joins two negative clauses.

- *I didn't recognize the girl, **nor** did I remember her name.*

The correlative pairs *neither... nor*, *not only... but (also)* express mere addition, sometimes with accentuation on the second clause.

- *I **not only** remembered the girl's name, **but** I **also** knew everything about her family.*

The conjunctive adverb *then* joins clauses describing **successive events**.

- *We went along the street, **then** we turned to the left.*

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

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

Adversative coordination joins clauses containing *opposition*, *contradiction* or *contrast*. Adversative connectors are: the conjunctions *but*, *while*, *whereas*, the conjunctive adverbs *however*, *yet*, *still*, *nevertheless*, and the conjunctive particle *only*. Adversative coordination may also be realized asyndetically. The main adversative conjunction is *but*, which expresses adversative connection in a very general way. The clause introduced by *but* conveys some event that is opposite to what is expected from the contents of the first clause.

- *The story was amusing, **but** nobody laughed.*

But may join clauses contrasted in meaning.

*The English system of noun forms is very simple, **but** the system of verb forms is most intricate.*

The conjunctions *while* and *whereas* specialize in expressing *contrastive relations*.

- *Peter is an engineer, **while** his brother is a musician.*
- *Some people prefer going to the theatre, **whereas** others will stay at home watching TV programmes.*

Contrastive relation may be conveyed by asyndetic coordination.

- *Two or three scenes stood out vividly in his mind – all the rest became a blur.*

Among coordinative connectives the particle *only* is frequently used to join clauses with adversative connection, mainly in colloquial English.

- *There was an electric light, **only** Arthur had not switched it on.*

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

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

The correlative *either* emphasizes the **exclusion** of one of the alternatives.

- **Either** listen to me, **or** I shall stop reading to you.

The clause introduced by *or* may express a **restatement** or **correction** of what is said in the first clause.

- *We were talking about a lot of things, **or** rather he was talking and I was listening.*

Coordinate clauses joined by disjunctive connectors may contain an **implied condition**, real or unreal.

- *Hurry up, **or** you will be late.* (real condition implied) (If you don't hurry, you will be late.)

If the first part is negative, the implied condition is positive.

- *Don't be late, **otherwise** you may not be let in.* (If you are late, you may not be let in.)
- *John is busy, **otherwise** he would be here.* (unreal condition implied) (If John weren't busy, he would be here.)
- *John is busy, **or** he would have come.* (If John were not busy, he would have come.)
- *John was busy last night, **otherwise** he would have come.* (If he hadn't been busy, he would have come.)

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

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

A causative clause may be also joined asyndetically.

- *At first I thought that they were brother and sister, they were so much alike.*

The conjunction *for* is intermediate between subordination and coordination. It is most often treated as a coordinating conjunction, because its semantic application is to introduce clauses **containing an explanation or justification** of the idea expressed by the previous clause.

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

Sometimes the consequence may serve as a justification of the previous statement.

- *John must have gone, **for** nobody answers the call.*

A *for*-clause differs from a subordinate clause of reason in that it never precedes the clause it is joined to. If a sentence begins with *for*, it means that the sentence is linked with the previous one.

- *When I saw her in the river I was frightened. **For** at that point the current was strong.*

Consecutive connectives are conjunctions *so*, *so that*, and conjunctive adverbs *therefore*, *hence*, *then*, *thus*.

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

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

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

The Compound Sentence

A **compound** sentence is a sentence which consists of two or more clauses coordinated with each other. The main semantic feature of the compound sentence is that it follows *the flow of thought*; thus, the content of each successive clause is related to the previous one.

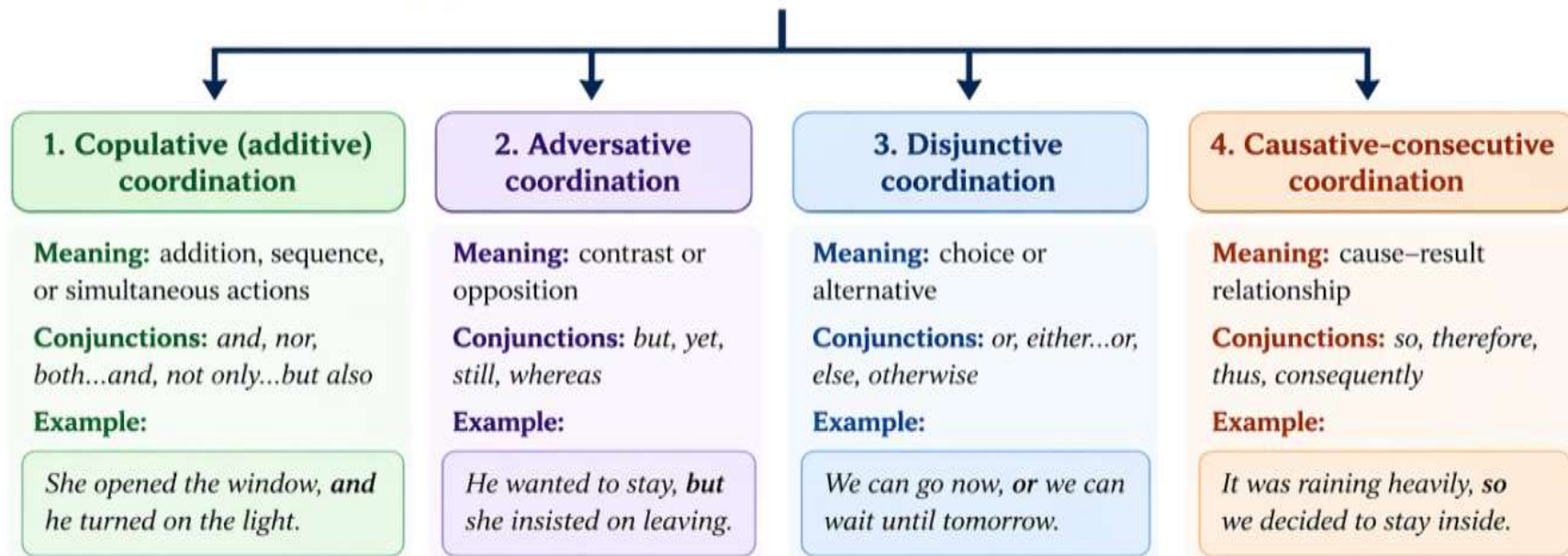
Syntactical features:

- ✓ The opening clause mostly plays the leading role, and each successive clause is joined to the previous clause;
- ✓ The clauses are sequentially fixed. Thus, a coordinate clause cannot change place with the previous one without changing or distorting the meaning of the whole sentence. However, the change is possible if the clauses contain description;
- ✓ coordinate clauses, either opening or subsequent, may belong to different communicative types. (You may go, **but** don't be late for dinner!)

A clause is a part of a sentence which has a subject and a predicate of its own. In a compound sentence the clause may be connected:

- **syndetically** (by means of coordinating conjunctions: *and, or, else, but*, etc. or conjunctive adverbs: otherwise, however, nevertheless, yet, still, therefore, etc.)
- **asyndetically** (without a conjunction or conjunctive adverb)

Types of coordinate connection



Mini-summary

Type	Meaning	Common conjunctions
Copulative	addition	and, nor
Adversative	contrast	but, yet
Disjunctive	choice	or, either...or
Causative-consecutive	result	so, therefore

Task 2. *State the type of coordinate connection in the following compound sentences.*

1. She completed the report, *as well as* prepared the presentation.
2. He was extremely tired, *nevertheless* he continued working.
3. Finish your assignment, *then* you can go out.
4. *Either* we leave now, *or* we will miss the train.
5. She prefers working in silence, *whereas* he likes background music.
6. The data were incomplete; *therefore*, the results were inconclusive.
7. The task was difficult, *yet* she managed to complete it on time.
8. It was getting late, *so* we decided to head home.
9. He *not only* apologized, *but also* offered to fix the problem.
10. She wanted to join us, *but* she had already made other plans.
11. You can call me later, *or* you can send me a message.
12. The experiment failed, *consequently* the hypothesis was rejected.
13. *Neither* did he call, *nor* did he send any message.
14. The solution is cost-effective, *moreover* it is environmentally friendly.
15. He must be at home, *for* the lights are on.

UNIT 7. PUNCTUATION IN COMPOUND SENTENCES

Compound Sentences with Coordinating Conjunctions

FANBOYS

A compound sentence contains two separate **subject** and **verb** pairs. You can combine two simple sentences together with **a comma** and **a coordinating conjunction** to make one compound sentence. Here are some examples:

F – for I drank some water, **for** I was thirsty.

She put on a sweater, **for** it was cold outside.

**for means* the exact same thing as *because*. The only difference is that when you use *for* to join two sentences together into one compound sentence, you need to use a comma before it. When you use *because* to join to sentences, you don't use a comma before it.

A – and He was tired, **and** he had a headache.

N – nor She doesn't drink milk, **nor** does she eat butter.

I can't whistle, **nor** can I sing.

He didn't study last night, **nor** did he read his book.

They were not wearing jackets, **nor** were they carrying umbrellas.

**nor means* “also not”. *Nor* requires unusual grammar. The first sentence will contain a negative verb. The second sentence will contain what looks like an interrogative affirmative verb form. An auxiliary verb (*do/does/did, is/am/are/was/were*), modal verb (*can/could/will/would/may/might/must/should*), or *be* main verb (*is/am/are/was/were*) comes after *nor* and before the subject, and then the main verb comes after the subject.

B – but Tom studied a lot, but he didn't pass the test.

O – or He can buy the book, or he can borrow it from the library.

Y – yet Tom studied a lot, yet he didn't pass the test.

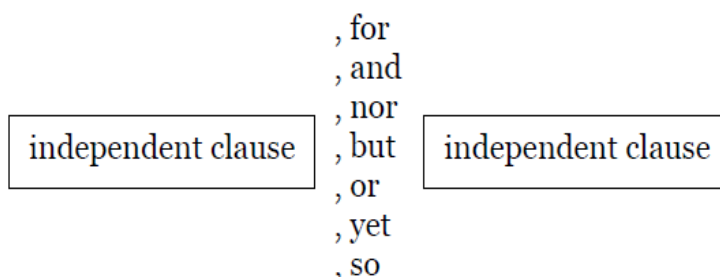
***yet means** the same thing as **but**.

S – so Maria was thirsty, so she drank some water.

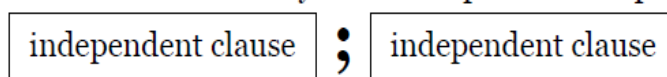
It was cold outside, so she put on a sweater.

COMPOUND:

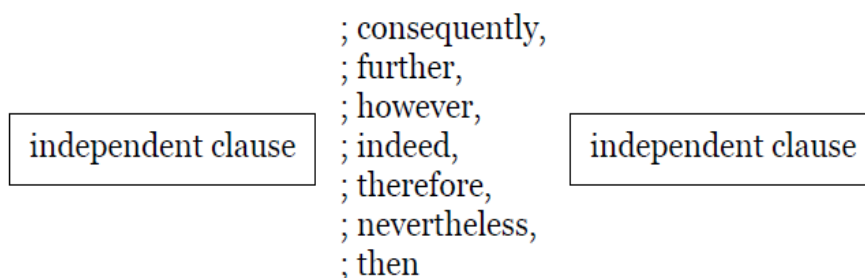
Use a comma before a *coordinating conjunction* that connects two independent clauses.



Use a *semicolon* to connect two closely related or parallel independent clauses.



Use a semicolon before and a comma after a *transition* that connects two independent clauses. If the transition is short, the comma may not be necessary.



Compound Sentences with Coordinating Conjunctions

- She did not cheat on the test, **for** it was not the right thing to do.
- I think I will buy the red car, **or** I will lease the blue one.
- I really want to go to work, **but** I am too sick to drive.
- I am counting my calories, **yet** I really want dessert.
- He ran out of money, **so** he had to stop playing poker.
- They got there early, **and** they got really good seats.
- There was no ice cream in the freezer, **nor** did they have money to go to the store.
- Everyone was busy, **so** I went to the movie alone.
- I would have gotten the promotion, **but** my attendance wasn't good enough.
- Should we start class now, **or** should we wait for everyone to get here?
- It was getting dark, **and** we weren't there yet.
- Cats are good pets, **for** they are clean and are not noisy.
- We have never been to Asia, **nor** have we visited Africa.
- He didn't want to go to the dentist, **yet** he went anyway.

Compound Sentences with a Semicolon

- Joe made the sugar cookies; Susan decorated them.
- The sky is clear; the stars are twinkling.
- The waves were crashing on the shore; it was a lovely sight.
- There were white out conditions in the town; subsequently, the roads were impassable.
- Check back tomorrow; I will see if the book has arrived.
- He said he was not there yesterday; however, many people saw him there.
- I am happy to take your donation; any amount will be greatly appreciated.
- She only paints with bold colors; she does not like pastels.
- She works two jobs to make ends meet; at least, that was her reason for not having time to join us.
- Malls are great places to shop; I can find everything I need under one roof.
- Italy is my favorite country; in fact, I plan to spend two weeks there next year.
- He turned in the research paper on Friday; otherwise, he would have not passed the class.

Task 1. *Punctuate the following compound sentences.*

1. Many companies make sugar-free soft drinks, which are flavored by synthetic chemicals the drinks usually contain only one or two calories per serving.
2. Mr. Leyland played the viola professionally for many years and he now conducts a community orchestra.
3. The crab grass was flourishing but the rest of the lawn unfortunately was dying.
4. The hill was covered with wildflowers it was a beautiful sight.
5. As I turned around I heard a loud thump for the cat had upset the goldfish bowl.
6. The artist preferred to paint in oils he did not like watercolors.
7. The house was clean, the table set and the porch light on everything was ready for the guests' arrival.
8. He looked carefully in the underbrush but he failed to notice the pair of green eyes staring at him.
9. The foundations of the house had been poured but to his disappointment nothing else had been done because of the carpenters' strike.
10. I thought registration day would be tiring but I didn't know I'd have to stand in so many lines.
11. The dog growling and snarling snapped at me I was so frightened that I ran.
12. The snowstorm dumped twelve inches of snow on the interstate subsequently the state police closed the road.
13. Professors are supposed to be absent-minded and I've seen plenty of evidence to support that claim since I've been in college.
14. The suspect said that he had never met the victim however the detective knew that he was lying.
15. In the first place it was snowing too hard to see the road in the second place we had no chains.
16. I have read *Soul on Ice* but I have not read *The Invisible Man*.
17. San Francisco is my favourite city in fact I plan to spend two weeks there this summer.
18. Large supermarkets fascinate me I can find everything from frozen bananas to

soybean flour in one place.

19. The obstacles are not insurmountable but they are real and formidable.
20. I am not interested in a trip to Asia this year however I would like to go to Europe.

ACTIVITIES

Task 1. *Connect two sentences into a compound one using the conjunctions **nor, neither, either, neither ... nor, either ... or**. Make the necessary changes in the structure of the sentences. Give more than one version of connection where possible.*

1. Our hint was lost on her. She was unwilling to take our hint.
2. I have never heard his music. Malory has never heard his music.
3. I didn't speak. The other guests didn't speak.
4. He was very much interested. He pretended to be so.
5. Let's leave it at that. Let's hear the whole story.
6. You will do as you've been asked. You will be punished.
7. We don't go to the dances. Our neighbours don't go to the dances.
8. Linda was not curious. Leo was not curious.
9. I don't have a bank-book. Martha doesn't have a bank-book.
10. I have never seen her flustered that much. No one else has seen her flustered that much.

Task 2. *Consider the following compound sentences with identical subjects in both clauses. Decide whether the repetition of the subject is justified or not. If not delete the subject of the second clause or otherwise change its structure.*

1. He was coming to see me at Briars, and he was bringing a letter from Thomson.
2. Mrs. Tarry saw that she made a mistake, but Mrs. Tarry wasn't willing to admit it.
3. His eyes were shifty, and they were seldom meeting a glance squarely.
4. I turned the handle and I opened the door.
5. They sat and they were talking with one another with animation.

6. The cat lay on her lap and it was purring.
7. Soon he fell asleep and he dreamt of his native land.
8. My teacher was stern to me, but he taught me to distinguish between the appearance and nature of things.
9. Our talk was short, but it was very useful for me.
10. I can do the work myself, but with your help I shall do it better.

Task 3. *Consider the following compound sentences. Decide which of them are good as they are, and which of them want to be changed into constructions with an absolute phrase. Try and do this change.*

1. The yacht lay almost still and the greenish water was idly splashing against her sides.
2. Her face went pale and freckles were suddenly standing out across her nose.
3. The battle was practically won, the enemies were leaving the trenches and retreating in disorder.
4. Harris jumped to his feet, his skimpy moustache was twitching.
5. We set out towards the river, the children were walking ahead.
6. Presently we heard a chink in the outer hall, and Parker appeared in the doorway carrying a tray with a siphon, a decanter of whisky, and two glasses on it.
7. The colonel gave vent to his temper, the officers of the staff stood almost to attention.
8. The snow flickered silvery in the moonlight and the tall pines stirred their branches in slight gusts of wind.
9. Roy insisted on the urgency of the case and his impatient hand moved aside the would-be reassurances of his colleagues.
10. He felt perfectly master of the situation, his hearty laugh was now and again ringing out over the lowered voices of the guests.

Task 4. *Analyze the means of connecting coordinate clauses in the following compound sentences.*

1. Philip Bosinney was known to be a young man without fortune, but Forsyte girls had become engaged to such before, and had actually married them.
2. She drew the curtain back, and the room was flooded with gold.
3. I want to go very much, still I do not care to go out in the rain.
4. The moon went down, the stars grew pale, the cold day broke; the sun rose.
5. Not all the necessary things were bought for the trip, therefore we had to postpone our departure for several days.
6. A little nervous and depressed he turned to retrace his steps, for all at once he felt himself very much of a nobody.
7. How glad I am to have met you then, otherwise we might have lost sight of each other.
8. Trench, either you travel as a gentleman, or you travel alone.
9. To know things by name is one thing; to know them by seeing them, quite another.
10. She never wrote to Dick, nor did he write to her.

Task 5. *Join the following pairs of simple sentences to make them clauses of a compound sentence.*

1. In the morning Henry cooked the breakfast. Bill was still sleeping.
2. It is getting dark and windy. We had better return home.
3. Take a lantern. We shall not be able to find our way.
4. Be careful. You may slip and injure yourself.
5. I looked in all directions. No house was to be seen.
6. It was bitterly cold. We did not go out.
7. Take your raincoat with you. It may rain.
8. Your arguments are strong. They do not convince me.
9. He is a good scientist. He is also a good sportsman.

Task 6. *Point out the coordinate clauses (mark the elliptical ones) and comment on the way they are joined. Be ready to analyse these sentences.*

1. It was high summer, and the hay harvest was almost over.
2. All the rooms were brightly lit, but there seemed to be complete silence in the house.
3. One small group was playing cards, another sat about a table and drank, or, tiring of that, adjourned to a large room to dance to the music of the victrola or player-piano.
4. His eyes were blood-shot and heavy, his face a deadly white, and his body bent as if with age.
5. He only smiled, however, and there was comfort in his hearty rejoinder, for there seemed to be a whole sensible world behind it.
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.

UNIT 8. SUGGESTED WAYS OF COMPOUND SENTENCE ANALYSIS

1. (a) *Coffee was served **and** the ladies went upstairs.*

It is a compound sentence consisting of two coordinate clauses connected by copulative connection with the help of the conjunction *and*.

(b) *He loved his work **and** he counted himself fortunate to have such an opportunity so early in his career.*

It is a compound sentence containing two clauses joined by causative-consecutive relations with the help of the copulative conjunction *and*, which expresses a shade of consecutive relations.

(c) *I wanted to go on, **whereas** my friend wanted to go back.*

It is a compound sentence comprising two coordinate clauses which are connected by adversative connection expressed by the adversative conjunction *whereas*.

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

It is a compound sentence consisting of three coordinate clauses which are connected by copulative coordination asyndetically.

(b) *I longed to stay there and tell the truth, **but** that would have been ridiculous, **so** I came away.*

It is a compound sentence comprising three coordinate clauses. The first two clauses are joined by means of adversative connection with the help of the adversative conjunction *but*. The second and the third clauses are connected by causative-consecutive connection with the help of the consecutive conjunction *so*.

ACTIVITIES

Task 1. *Consider the following compound sentences. Comment on their structure and meaning. Distinguish between syndetic and asyndetic connection of their coordinate clauses.*

1. His idea was to ease the tension, but Mrs Clemence threw him a glance of reproach.
2. Her step was more dancing than walking and, in spite of her black dress, there was nothing but joy in her whole attitude.
3. There's something awfully consoling about you, you make things so simple.
4. There was nothing offensive in her words, but he put his own construction on her change of tone.
5. He had no children or near relations to be spared, so he did not fear publicity.
6. I quite agree with you, the villain ought to be punished, but the cost had got to be reckoned.
7. He ripped open the envelope, and a thick enclosure fell out on the table.
8. Either he had recovered from his panic of the night, or he pretended to have.
9. The blue upholstery won't go with the yellow stair-carpet, nor will it go with the brown woodwork.
10. I offered him my handkerchief and he accepted it with fervent protestations of thanks.

Task 2. *Connect two sentences into a compound one using the conjunctions and, but, so, or choosing an asyndetic construction. Make the necessary changes in the structure of the sentences.*

1. The car stopped at the gate. A young navy officer jumped out of the car and hurried to the porch.
2. I promised her my help. I will leave no stone unturned.
3. Everything must fit in. I am on the wrong track.
4. He broke off. He whirled round upon me again.

5. He repeated his explanation somewhat overemphatically. The explanation seemed to me utterly irrelevant.
6. Let's hurry up. We shall be late for the plane.
7. He brought out the last words provocatively. We were not impressed.
8. I am seeking the truth. My finds lead me every time in this direction.
9. A man's life may hang on our efforts. It is not the time to make difficulties.
10. Evidently, he didn't get my message. He would have come round.

Task 3. *Join the following pairs of simple sentences to make them clauses of a compound sentence.*

1. In the morning Henry cooked the breakfast. Bill was sleeping.
2. It is getting dark and windy. We had better return home.
3. Take a lantern. We shall not be able to find our way.
4. Be careful. You may slip and injure yourself.
5. I looked in all directions. No house was to be seen.
6. It was bitterly cold. We did not go out.
7. Take your raincoat with you. It may rain.
8. Your arguments are strong. They do not convince me.
9. He is a good scientist. He is also a good sportsman.

UNIT 9. THE COMPOSITE SENTENCE. THE COMPLEX SENTENCES

The Complex Sentence

Independent Clause + Subordinate Clause(s) = Complex Sentence

(the main/principal clause)

- *Nathan ate pancakes while he read the newspaper.*
- *Whenever he sees a pretty sunset, Nathan wants to visit the beach.*

Sentences can start with either the independent clause or the subordinate clause.

Notice that if the subordinate clause comes first, you must add a comma. If the independent clause is first, you don't need a comma.

The Independent Clause	The Subordinate Clause
Independent clauses are groups of words that contain a subject and a verb, and they can stand alone as complete thoughts. - <i>I ate seventeen pancakes.</i> - <i>I get stomachache.</i>	A subordinate clause (i.e. dependent clause) is also a group of words that contain a subject, but this kind of clause cannot stand alone as a complete thought. - <i>Because I was hungry.</i> - <i>Whenever I overeat.</i>
Independent Clause + Subordinate Clause = sense → Complex Sentence - <i><u>Because I was hungry</u>, I ate seventeen pancakes.</i> - <i>I get a stomachache <u>whenever I overeat</u>.</i>	

Subordination

Subordination is marked by some formal signals (**conjunctions** or **connectives**) contained either in the subordinate clause or in both — the main and the subordinate clause.

- *This is the news **which** he didn't know.*
- *You should pardon John, **as** he didn't know the rules.*
- *He was turning round the corner **when** we saw him.*
- *He was as ignorant **as** any uneducated person is.*
- ***The more** he looked at the picture, **the more** he liked it.*

Conjunctions	Connectives
Conjunctions are specialized formal devices (connectors) <u>the only function</u> of which is to link clauses and express the relation between them. They usually stand at the beginning of a subordinate clause. The only <i>exception</i> to this rule is the complex sentence with a concessive clause, where owing to partial inversion the conjunction may come second, after the word which is the focus of concessive meaning (<i>tired though he was..., hard as we tried...</i>). Conjunctions may be: • one word-form (<i>that, because, though</i>, etc.), • phrasal (<i>in order that, providing that, for all that, so far as</i>, etc.), • paired (or correlative, that is, correlated with some element(s) in the principal clause: <i>as... as, such... as</i>, etc.). • some conjunctions may be used in combination with particles (<i>even if, even though, even when, just as, if only</i>).	Connectives combine <u>two functions</u> – that of linking clauses and that of a part in the subordinate clause: - <i>He doesn't care what happens to us.</i> - <i>This is where we live.</i> (<i>what</i> has a linking function and at the same time is the subject of the subordinate clause; likewise, <i>where</i> has a linking function and is an adverbial of place). Connectives are subdivided into: • conjunctive words (conjunctive subordinating pronouns and adverbs), which are used to join <u>nominal clauses</u>. !!! In the case of <i>conjunctive words</i>, the choice is determined by the structure and meaning of the subordinate clause itself: - <i>I don't know who he is.</i> (<i>who</i> is a predicative: <i>he is who</i>)

	- I don't know where he is. (<i>where</i> is an adverbial: <i>he is where</i>) - I don't know when he will come next time. (<i>when</i> is an adverbial: <i>he will come next time when</i>) ➤ relative words (pronouns and adverbs), used to join <u>attributive clauses</u>. !!! In the case of relative words, the choice depends on the antecedent: in the main clause: - This is the man whom we spoke about yesterday. - This is the book which I promised you. - This is the place where we live. - This is the time when we usually have dinner.
A conjunction only serves as a formal element connecting separate clauses. - More and more, she became convinced that some misfortune had overtaken Paul.	A connective serves as a connecting link and has at the same time at the same time a syntactic function in the subordinate clause it introduces. - All that he had sought for and achieved seemed suddenly to have no meaning.

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

- **Syndetically** – by means of subordinating conjunctions or connectives.
- **Asyndetically** – without a conjunction or connective.

In some cases, **inversion** is employed as a signal to indicate the subordination of one clause to another.

Some subordinating conjunctions are homonymous with prepositions (*like, fill*), some with both prepositions and adverbs (*after, since, before*). Some are homonymous with participles (*supposing, provided*), some resemble nouns and nominal phrases denoting time (*the very moment, the next time, the instant, the second*) or adverbs (*immediately, directly, once*).

➤ **Consecutive or successive subordination**

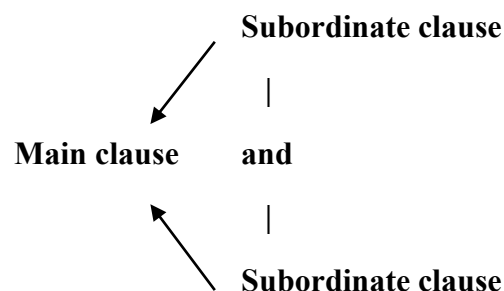
I see [that you have lost the key (which I gave you)]

Main clauses ← Subordinate clause ← Subordinate clause

➤ ***Parallel subordination* or *co-subordination***

The main clause may have several subordinate clauses of equal rank that is coordinated with one another; the subordinate clauses are homogeneous.

I know *that you are afraid of me* and *that you suspect me of something*.



➤ The main clause may have several subordinate clauses with different functions.

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

Main clause



Predicative clause

All... was...

... *that she might go to prison for a robbery...*

↑

↑

Attributive clause..

Attributive clause

...*she saw*...

... *she had committed years ago*.

- Occasionally the two ways of joining clauses may result in a sentence of great complexity, when two or more main clauses are coordinated, each of them being the “main” in relation to their subordinate clauses.

The walls were panelled, *because this was the office of the department chairman*, and *because this department was physics*, the panels held small engraved portraits of Newton, Leibnitz, Faraday, and other scientists.

Main clause

The walls were panelled

↑

Subordinate clause of cause

...because this was the office of the department chairman

—————and—————

main clause

the panels held small engraved portraits of... scientists

↑

Subordinate clause of cause

...because this department was physics...

Complex sentences are classified **according to the function of the subordinate clauses** (that is, according to their meaning and position in relation to the main clause).

Functional Classification of Subordinate Clauses

Subordinate clauses function as different parts of the sentence:	These types of clauses are arranged in three groups:
• <i>subject</i> • <i>predicative</i> • <i>object</i> • <i>apposition</i> • <i>attribute</i> • <i>adverbial modifier</i>	➤ <u><i>nominal clauses</i></u> ➤ <u><i>attributive clauses</i></u> ➤ <u><i>adverbial clauses</i></u>

The complex sentence with Nominal Clauses

All nominal clauses have a function approximating to that of a **noun** or a **nominal phrase**.

They may fulfill the function of a basic part of the main clause:

- *a subject clause* functions as subject of the main clause which has no subject of its own;
- *a predicative clause* functions as predicative to the link verb within the main clause;
- *an object clause* refers to verbs in different forms and functions, to adjectives, statives and occasionally to nouns, and may be obligatory or optional;
- *an appositive clause* refers to a noun either with a very general meaning or requiring additional information and is therefore essential to the meaning of the sentence.

Since nominal clauses function as essential structural parts of the sentence, their relations to the main clause are confined to such purely grammatical sentential relations as *subjective*, *predicative*, *objective* and *appositive*.

Type of subordinate clause	Function	Definition	Markers / Conjunctions	Example
1. Subject clause	Functions as the subject of the sentence	A clause that occupies the subject position	that, whether, what, who, etc.	<i>What he said made us reconsider the plan.</i>
2. Predicative (Complement) clause	Functions as subject complement after a linking verb	Completes the meaning of the predicate	Typical verbs: <i>be, seem, become</i>	<i>The question is whether he will agree.</i>
3. Object clause	Functions as object of a verb, adjective, or preposition	Answers <i>what? / whom?</i>	that, what, whether, if, etc.	<i>She wondered what he meant.</i>
4a. Restrictive (defining) attributive clause	Modifies a noun	Gives essential information (no commas)	who, which, that, whose, etc.	<i>The book that you gave me is fascinating.</i>
4b. Non-restrictive (non-defining) attributive clause	Modifies a noun	Gives additional information (commas required)	who, which, whose, etc.	<i>My brother, who lives in London, is visiting us.</i>
4c. Appositive clause	Explains an abstract noun	Clarifies nouns like <i>fact, idea, news, hope</i>	that, whether, etc.	<i>The idea that he might fail worried her.</i>
5a. Adverbial clause of time	Modifies the verb / whole clause	Expresses time	when, while, before, after, as soon as	<i>She called me after she had finished work.</i>
5b. Adverbial clause of place	Modifies the verb / whole clause	Expresses place	where, wherever	<i>We will go wherever you decide.</i>
5c. Adverbial clause of manner	Modifies the verb / whole clause	Expresses manner / way of action	as, as if, as though	<i>He speaks as if he knew everything.</i>
5d. Adverbial clause of condition	Modifies the verb / whole clause	Expresses condition	if, unless, provided that, in case	<i>You can go provided that you finish your work.</i>
5e. Adverbial clause of comparison	Modifies the verb / whole clause	Expresses comparison	than, as...as	<i>He works as hard as his brother does.</i>
5f. Adverbial clause of concession	Modifies the verb / whole clause	Expresses concession / contrast	although, though, even if	<i>He continued, even though he was tired.</i>
5g. Adverbial clause of purpose	Modifies the verb / whole clause	Expresses purpose	so that, in order that	<i>She spoke quietly so that nobody could hear her.</i>
5h. Adverbial clause of cause (reason)	Modifies the verb / whole clause	Expresses reason	because, since, as	<i>We stayed home because it was raining.</i>
5i. Adverbial clause of result	Modifies the verb / whole clause	Expresses result	so that, that	<i>He was so tired that he fell asleep immediately.</i>

UNIT 10. THE OBLIQUE MOODS. THE USE OF THE SUBJUNCTIVE MOOD IN COMPLEX SENTENCES

➤ in subject clauses	1) The analytical subjunctive <i>should + Infinitive / should + Perfect Infinitive</i> is used after expressions of necessity or recommendation. <table border="0" style="margin-left: 40px;"> <tr> <td style="border-right: 1px solid black; padding-right: 10px;"> It is (was) </td><td style="padding-right: 10px;"> necessary important obligatory advisable desirable urgent </td><td> that they <i>should discuss</i> it. </td></tr> </table> 2) The same form is found after the passive construction of some verbs expressing suggestion, order, decision. <table border="0" style="margin-left: 40px;"> <tr> <td style="border-right: 1px solid black; padding-right: 10px;"> <u>It is (was)</u> </td><td style="padding-right: 10px;"> suggested demanded decided proposed agreed arranged determined </td><td> that we <i>should meet</i> at 5 o'clock. </td></tr> </table> 3) In exclamatory complex sentences If the principal clause expresses <i>possibility (it is probable, possible, likely) may (might) + non-perfect infinitive</i> is used, because the action is referred to the future 4) In negative and interrogative sentences, however, <i>should + infinitive</i> is used:	It is (was)	necessary important obligatory advisable desirable urgent	that they <i>should discuss</i> it.	<u>It is (was)</u>	suggested demanded decided proposed agreed arranged determined	that we <i>should meet</i> at 5 o'clock.	- <u><i>It was necessary</i></u> that the child's history <i>should be known</i> to none. - <u><i>It was imperative</i></u> that she <i>should go</i> home. - <u><i>It was desirable</i></u> that she <i>should marry</i> this respectable man. - <u><i>It is sad</i></u> that you <i>should have heard</i> of it on the day of your wedding. - <u><i>It is a happy coincidence</i></u> that we <i>should meet</i> here. - <u><i>It shocked him</i></u> that he <i>should have been</i> so blind. - <u><i>It was suggested</i></u> that somebody <i>should inform</i> the police. - <u><i>It was more important</i></u> that he <i>should care</i> for her enough. - How wonderful that she <i>should have</i> such a feeling for you! - What a scandal that Palmer and Antonia <i>should go</i> to the opera together! - It is likely the weather <i>may change</i>. - It is possible the key <i>may be lost</i>. - It is not possible that he <i>should have guessed</i> it. - Is it possible that he <i>should refuse</i> to come?
It is (was)	necessary important obligatory advisable desirable urgent	that they <i>should discuss</i> it.						
<u>It is (was)</u>	suggested demanded decided proposed agreed arranged determined	that we <i>should meet</i> at 5 o'clock.						

➤ in object clauses

- 1) Thus **should + Infinitive** is used in object clauses after verbs of **suggestion, order, advice, desire**, etc. In all these cases the action of the subordinate clause follows the action of the principal clause. As a result, **should** is never combined here with the perfect infinitive. Object clauses of this type are generally introduced by the conjunction **that**.

In object clauses after verbs:

expressing order (*to order, to command, to give orders, to give instructions, to demand, to urge, to insist, to require*)

request (*to request, to appeal, to beg*)

suggestion (*to suggest, to recommend, to propose, to move, to advise*)

<u>He</u> suggests (suggested) demands (demanded) orders (ordered) insists (insisted) proposes (proposed) moves (moved) requests (requested) requires (required)	that they should do it right away.
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- 2) The same form is used after the predicative adjectives *sorry, glad, pleased, vexed, eager, anxious, determined*, etc., if the action is regarded as an imagined one.

- 3) Past or Past Perfect Subjunctive (Subjunctive II) is used in object clauses after the verb **wish**.

- *I wish he **were** here.*
- *I wish I **knew** what to do.*
- *I wish he **had been** with us.*
- *I wish he **had thought** of it before.*

The analytical subjunctive mood with the auxiliary **would** is also used in object clauses after the verb **to wish**. It is chiefly used in sentences expressing request or annoyance.

- *I wish you **would stay** with me for a while.*

- *Mrs. Linton insisted that Isabella **should go** to bed.*
- *We urged that in future these relations **should be** more friendly.*
- *Mr. Nupkins commanded that the lady **should be shown** in.*

- *I am sorry she **should take** such needless trouble.*
- *His brother's suggestion was absurd. He was vexed his relatives **should interfere** into his private matters.*

- *I wish I **were** a girl again.*
- *She wished she **were** free and could follow them.*
- *I wish she **felt** as I do.*
- *He wished he **had** someone to talk to.*
- *I wish I **hadn't done** it.*
- *I wish you **would stay** with me for a while.*

	4) The Subjunctive Mood is used in object clauses introduced by the conjunction lest (<i>уо́б не</i>) if in the principal clause the predicate is expressed by a verb denoting fear = should + Infinitive - <i>She fears lest she should be blamed.</i> - <i>He trembled lest his secret should be discovered.</i>	- <i>She fears lest <u>she</u> should be blamed.</i> - <i>I dreaded lest <u>any stranger</u> should notice me and speak to me.</i>
➤ in predicative clauses	1) When the subject of the main clause is expressed by such abstract nouns as wish, suggestion, aim, condition, idea, etc. the analytical subjunctive with should is used. - <i>His aim was that his enemies should be discredited.</i> - <i>The condition was that I should join one of those clubs.</i> 2) When the linking verb (be, feel, look, seem, etc.) is followed by the conjunction as if or as though the Past or Past Perfect Subjunctive II is used as the predicative. - <i>It was as if she were angry with me.</i> - <i>He looked as if he knew it to be true.</i> - <i>I felt as if I had gone blind.</i> - <i>It was as though the world had gone dark.</i> 3) The subjunctive mood in appositive and predicative clauses The choice of the form in these clauses is determined by the lexical meaning of the words these clauses follow or refer to. 4) The forms <i>should</i> + <i>infinitive</i> or <i>the present subjunctive</i> are used after nouns expressing <i>wish, advice, desire, proposal, doubt, hesitation, fear, apprehension</i>, etc. After the last two nouns the conjunction lest is used. 5) In predicative clauses joined by the link verbs <i>to be, to seem, to</i>	- <i>I feel as if we were back seven years.</i> - <i>I feel as if you had never been away.</i> - <i>He looked as if he knew it to be true.</i> - <i>The house looked as though it had been deserted for weeks.</i> - <i>It was as if she were angry with him.</i> - <i>The order that we should come surprised me. (appositive clause)</i> - <i>The order was that we should come. (predicative clause)</i> - <i>His suggestion that we stop and have a look round the castle was rather sudden. (appositive clause)</i> - <i>His suggestion was that we stop and have a look round the castle. (predicative clause)</i> - <i>It Mary's wish was that we should stay at her place as long as possible. (predicative clause)</i> - <i>Your advice that he should wait till next week is reasonable. (appositive clause)</i> - <i>Our fear lest he should give away our secret was great. (appositive clause)</i> - <i>Our fear was lest we should get lost in the forest.</i>

	look, to feel, to taste, to smell, etc. the past subjunctive or non-factual tense forms are used. In this case the clause has a comparative meaning and is accordingly introduced by the comparative conjunctions <i>as if</i> , <i>as though</i> . If the action in the subordinate clause is simultaneous with the action in the principal clause the past subjunctive or non-factual past indefinite is used. If the action is prior to that in the principal clause, the non-factual past perfect is used.	(predicative clause) - He looked as if he were ill (his being ill is simultaneous with the time when his looks are commented upon). - He looked as if he had been ill (his being ill was prior to the time his looks are commented upon). - The house looked as if it had been deserted for years. - I felt as though I were talking to a child. - It was as if I were being attacked by an invisible enemy.
➤ in attributive clauses	The Past Subjunctive (Subjunctive II) is used after the expressions it is time, it is high time, it is about time . - It is time you knew the rule. - It is high time they made up their quarrel. - It is time he stopped behaving like that. - It was time he stopped behaving like that.	- It's time we went home. - It is high time we went home. - It's time you learnt you're in the army. - It's high time you were washed and dressed .
➤ in adverbial clauses:		
✓ of time	After the conjunction wherever	- Wherever she may (might) live , she will always find friends.
✓ of place	After the conjunction whenever	- Whenever you may (might) come , you are welcome.
✓ of manner/ ✓ of comparison	as if + Past Simple + Past Perfect as though	- She speaks about him as if she knew him well. - She greeted him as if he were her brother. - He speaks as if he knew you. - She speaks about him as if she had known him for years. - She flushes as though he had struck her.
✓ of purpose	When a clause of purpose is introduced by the conjunctions that, so that, in order that , we find the analytical subjunctive with the mood auxiliary may (might) if the principal clause refers to the present or future; if the principal clause refers to the past, only the form might is used. May (might) has a shade of modality. If a clause of purpose is introduced by lest the mood auxiliary should is generally used. She opens the window lest it should be stuffy in the room.	- She <u>opens</u> the window that she may (might) get a breath of fresh air. - She <u>opened</u> the window that she might get a breath of fresh air. - He got up, cautiously, so that he might not wake the sleeping boy. - She looked steadily at her coffee lest she also should begin to cry.

✓ of concession	Adverbial clauses of concession are introduced by the conjunctions and connectives though, although, however, no matter, whatever, whoever. The analytical subjunctive with the mood auxiliary may (might) is generally used. If the action of the subordinate clause is prior to that of the principal clause the Perfect Infinitive is generally used. Complex sentences with clauses of concession are built up on the same pattern as sentences of unreal condition.	- <i>Though he may (might) be tired, he will go to the concert.</i> - <i>No matter how tired he may (might) be, he will go to the concert.</i> - <i>Whatever obstacles may arise, we shall not give in.</i> - <i>Although you may never admit it, you are like me.</i> - <i>I must return to the city, no matter what dangers may lurk there.</i> - <i>However badly he may have behaved to you in the past he is still your brother.</i> - <i>Even if he knew about it, he wouldn't tell us anything.</i> - <i>Even if he had known about it, he wouldn't have told us anything.</i>
✓ of condition	The subjunctive mood is used to indicate that the supposition is imaginary and refers to the present or future. Type II If ...Past Simple, would do The condition cannot be fulfilled because the situation refers to the past. Type III If ... Past Perfect, would have done Mixed Types a) The condition refers to the past and the consequence refers to the present and future. b) The condition refers to no particular time and the consequence refers to the past.	- <i>The world would be healthier if every chemist's shop in England were demolished.</i> - <i>If I saw him, I would speak to him.</i> - <i>If you started off tomorrow morning, you would be at your destination by evening.</i> - <i>If I had known of your arrival I would have met you.</i> - <i>If you had started off yesterday evening, you would have been at your destination by morning.</i> - <i>If you had taken the medicine yesterday, you would be better now.</i> - <i>If she weren't so absent-minded, she wouldn't have lost the way.</i>

	Unreal conditions may also be expressed in the following ways: a) But for + noun, should do would do would have done b) If it were not for, should do If it had been, should have done The conjunctions introducing adverbial clauses of condition are: <i>if, in case, provided, suppose, unless</i> c) Were-to-infinitive to emphasize that the supposition is very unlikely. d) Conditional clauses with the auxiliary verbs <u>were, had</u> and <u>should</u> are often introduced without any conjunctions. Inversion is used in such cases.	- <i>But for the rain, we should go down to the country.</i> - <i>But for the rain, they would have gone to the country yesterday.</i> - <i>If it were not for the storm, we should arrive on time.</i> - <i>If it had not been for the storm, we should have arrived much earlier.</i> - <i>Suppose he wrote to you, would you answer?</i> - <i>She wouldn't have engaged herself to Mr. Hardyman unless she had been fond of he.</i> - <i>If I were to pass the exam, everyone would be astonished.</i> - <i>Were I to pass the exam, everyone would be astonished.</i> - <i>Had you let me know beforehand, I would have come by all means.</i>
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THE OBLIGATORY USE OF THE OBLIQUE MOODS

ACTIVITIES

Sentence patterns with Subjunctive II

It is (was) time	smb did (were) smth
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Task 1. *Translate the following sentences.*

1. Ten to six. It's time he were here.
2. Well, it's about time you started packing.
3. High time she knew all about it.
4. Isn't it time you went to bed, young man?
5. I think it is about time we took some preventive measures.
6. It's high time they were told about him.
7. I didn't understand it. It was high time they phoned.
8. Don't you think it's time you got the cake out. I can smell it burning.

Regret about the Present/Future

Smb	wishes wished will wish	smb did smth
-----	-------------------------------	--------------

I wish he came.

I wish he did not come.

You'll wish he came.

I wished he came.

I wish you knew him.

I wish you did not think so.

Task 2. *Translate the following sentences.*

1. You'll wish you were home again.
2. I wish it were summer.
3. I wish it didn't rain tomorrow.
4. I wish it were not raining.

5. I wish you didn't speak like this.
6. I wish we had something to do at least.
7. Don't you wish it were not too late?
8. We wished, he got off the bus.
9. I wish we knew it for sure.
10. I know nothing; I only wish I did.

Regret about the Past

Smb	wishes wished will wish	smb had done smth
-----	-------------------------------	-------------------

I wish you had come.
I wish you had not refused.
You'll wish you had bought the dictionary.
He wished he had not forgotten to set the alarm clock.
I wish the boat had come.

Task 3. *Translate the following sentences.*

1. Now she wished she had taken the chance.
2. You'll wish you had not interfered.
3. How I wished I had let her alone!
4. Before long we wished we had stayed at home.
5. Don't you wish you had never set eyes on him?
6. Do you wish you had left with the others?
7. I do wish I had not taken the dog.
8. I wish you had seen her face at that moment.
9. She'll wish she had taken this opportunity.
10. You'll wish you had taken better care of your teeth.
11. I wish the doctor had already left.
12. I wish the guests had not yet come.

Task 4. *Translate the following sentences.*

1. I wish it were Sunday today.
2. I wish he weren't so rude.
3. I wish I had helped him.
4. I wish the experiment had succeeded.
5. I wish she had come to see us.
6. I wish they hadn't started this argument.
7. She wished she hadn't accepted their proposal.
8. I wish I knew what is happening here.
9. He wished he could start everything afresh.

Task 5. *Change the following sentences according to the patterns.*

PATTERN: *It's a pity I haven't accepted their invitation. - I wish I had accepted their invitation.*

1. It's a pity I don't live nearer to my work.
2. I'm sorry I don't know French.
3. It's a pity I am not a doctor.
4. I'm sorry I didn't stay in my last job.
5. I'm sorry you aren't coming with us.
6. I'm sorry I have no chance to speak English every day.
7. I'm sorry I haven't supported them.

It	looks/looked/will look	as if as though	smb did smth
	seems/seemed/will seem		smb had done smth
	is/was/will be		

He felt as though he were insulted

She looked as if she might contradict them.

Task 6. *Translate the following sentences.*

1. He looked at us as though he had never seen us before.
2. He talks as if he knew all about experimental psychology.
3. She looks as if she had seen a ghost.
4. He felt as though his blood had suddenly frozen in his veins.
5. Treat your friend as if he might become your enemy.
6. Everyone knows that a sleeping dog behaves as though it were dreaming.
7. They all felt as if they had done something wrong.
8. He was treated as if he were a minister.

**SENTENCE PATTERNS WITH THE SUPPOSITIONAL MOOD,
SUBJUNCTIVE I AND MODAL PHRASES**

to suggest to demand to insist to order to arrange to request to propose to require	that	smb should do smth (Br. E.) smb do smth (Am. E.)
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Task 7. *Translate the following sentences.*

1. The members of the committee suggested that the agenda (*should*) be changed.

2. He suggested that the meeting (*should*) be held as soon as possible.
3. The diplomats proposed that negotiations (*should*) start at once.
4. I insisted that they (*should*) accompany us.
5. The leader of the expedition proposed that we (*should*) start early in the morning.
6. The scientists suggested that the experiments (*should*) be resumed.
7. A radical reconstruction of the economy requires that enterprises be self-financing.
8. I insist that someone (*should*) wait here for John and tell him what has happened.

It	is	necessary	that	smb should do smth (Br. E.)
		important		
		desirable		
	was	requested		
	will be	demanded		
		advisable		
		arranged		
		ordered		smb do smth (Am. E.)

It	is (was) (will be)	important	that they (should) join us
		necessary	
		requested	
		desirable	
		essential	

Task 8. *Translate the following sentences.*

1. It is important that every delegate arrive on time.
2. It is essential that every child have the same educational opportunities.
3. Scientists consider it very important that pollution be exactly assessed.

4. It is most desirable that he attend the conference.
5. It is necessary that they should realize the gravity of the situation.
6. It is requested that individual work should be paid according to the worker's contribution in his plant.
7. It is necessary that you should follow the instructions.

Task 9. *Complete the following sentences.*

1. It is important that you
2. It is necessary that everyone
3. It is essential that they ...
4. It is desirable that
5. It is requested that

The decision was made	in order that	peace (should) prevail.
	so that that	
	that	

He spoke slowly so that everyone (might) understand him.
You are certainly right whatever others may say.
Whoever may support this proposal, I will object.

Task 10. *Replace the infinitives in brackets by the subjunctive mood in subject-clauses after the expression **it is (about, high) time**.*

1. It is time you (to understand) it is no joking matter.
2. It is high time that you (to get down) to business.
3. It's about time we (to be leaving).
4. It's high time you (to change) your opinion of him.
5. Isn't it time the rain (to be stopping)?
6. It is about time he (to express) his own point of view for once.

7. You are still sleeping, aren't you? It's high time you (to have) breakfast.
8. You are not a child. It's time you (to feel) some responsibility.
9. Look, the flowers have drooped their heads. Isn't it high time they (to water)?
10. Dinner is ready. It is time we. (to sit down) to table.
11. Why are they not back yet? Isn't it high time they (to return)?
12. It is about time fine weather (to set in).

Task 11. *Paraphrase the sentences, using the subjunctive mood after the expression **it is (about, high) time.***

1. It is necessary to put an end to this pointless talk.
2. You do not seem to realize the importance of the matter.
3. Why can't you express such simple things in English as yet?
4. If you do not want your illness to assume a serious character you should consult a doctor as soon as possible.
5. You must begin reading books in the original no matter how difficult it may seem to you.
6. Isn't it time to be moving up front? We are getting off next stop.
7. It is high time for everybody to come.
8. It is about time for the train to pull out.
9. It is high time for the second course to be served.
10. It is about time for you to start on research.
11. It's time for her to understand that she is no longer a child and to seriously think of her future.
12. It is about time for the team to start practising.

Task 12. *Answer the following questions, using the subjunctive mood after **it is (high, about) time.***

1. What would the teacher say on learning that one of the students has not begun reviewing the material when there is little time left before the examination?

2. What would you say if one of your friends still mixed up the expressions “to pay attention to something” and “to call somebody’s attention to something,” the difference between which has been explained more than once?
3. What would you say if looking at the watch you realized that there was not much time left before the beginning of the performance and you were still at home?
4. What would you say if the question were clear and the people were still discussing it?
5. What would the librarian say if someone were still keeping the book which he should have returned a long time before?

Task 13. *Replace the infinitives in brackets by the correct form of the subjunctive mood (give as many variants as possible).*

- a) 1. “You are looking wonderful,” Marguerite said. Stephanie glanced up apprehensively, and Marguerite, shaking her head, told her, “I wish I (*to have*) your health and vitality.” “Why, you’re as healthy as a horse, Maggie.” “I wish I (*to be*).”
2. “I wish we never (*to see*) those odious purse-proud Osbornes,” she said.
3. “Does it hurt much?” asked Sarie. “No, it’s all right now”, answered Lanny. “I wish I (*can wash*) the blood off before I go back. It would upset my mother to see me like this.”
4. “I wish I (*can be*) at the committee yesterday. What decision did you finally arrive at?”
5. “I wish, my dear, you (*to try*) to find some topic of conversation in which these gentlemen might take some rational interest.”
- b) 1. They wish you (*to read*) more than you are.
2. They wished you (*to read*) more than you were.
3. They wish you (*to read*) more than you have.
4. They wished you (*to read*) more in future.
5. She wishes we (*can understand*) her.

6. I wish I (*can make*) myself understood.
7. She wished they (*not to notice*) her embarrassment.
8. Do you wish he (*to take*) care of by an experienced doctor?
9. We wished he (*not to know*) it.

Task 14. *Complete the following sentences.*

1. He wishes I
2. Do you wish they ... ?
3. I wished I
4. They wished we
5. He wished his friend
6. We wish all of us
7. Did she wish ... ?
8. They wished they
9. He wished his son
10. Do you wish you ... ?
11. I wish you
12. We wished we

Task 15. *Paraphrase the following so as to use the subjunctive mood in object clauses after the verb **wish**.*

1. It's a pity you are so busy these days.
2. My friend regrets not having told you this at once.
3. She was sorry not to have had time enough to make the experiments in order to prove the assumption.
4. It's a pity we shan't be able to reach the destination before sunset.
5. I am sorry I made you angry by disturbing you at such an early hour.
6. We were very much disappointed that she had not convinced him as to how important it all was.
7. What a pity you are leaving us so soon!

8. Unfortunately, you will not receive an answer before the New Year.
9. The patient was sorry he had not pulled himself together and had spoken to the doctor so rudely.
10. "It's a pity, doctor," said Gemma, "that you did not send for one of us last night."

Task 16. *Consider the following complex sentences. Distinguish between subject, predicative, and object subordinate clauses. Comment on the structure and meaning. Point out elliptical clauses.*

1. What she wanted was love too proud and independent to exhibit its joy or its pain.
2. Perhaps you can tell me what happened in history after the Tudors.
3. I wish that the mission hadn't fallen to you.
4. One advantage of being a medical practitioner is that you can usually tell when people are lying to you.
5. Work may be just what I want now.
6. That this charming young woman accepted political life with enthusiasm was a real surprise to me.
7. It is not at all clear how they will accept the proposed treatment.
8. I asked her if there was an equally polite acknowledgement on the part of the publishers.
9. We saw that the old man had finished his scotch.
10. How he managed to be so persuasive beats me.
11. It was our impression that things were not quite that bad.
12. The fact is there is growing suspicion of foul play on their part.
13. It annoyed the assistant managing editor that Pete hadn't reported at once.
14. That there were other problems to be weighed sounded like good advice.
15. Has it not occurred to you that there could be a better story for the first news column?
16. Miss Casement stopped what she was doing and stared at Rainsborough.
17. What you saw tonight was an ending.
18. The trouble with you, Martin, is that you are always looking for a master.

19. I want you to sit here beside me and listen to what I have to say.
20. I cannot help thinking there is something wrong about that closet.

Task 17. *Form a complex sentence with a subject clause out of each pair of questions, choosing the pattern of the first one for a subordinate clause and the pattern of the second one for a principal clause. Give two parallel versions of the construction – respectively, non-anticipatory and anticipatory.*

Model:

*What does he mean? Is it his own business? → What he means is his own business.
→ It is his own business what he means.*

1. Why did he say it? Is it beyond my comprehension?
2. What does he suggest? Is it always taken into account?
3. When will they be through with their talk? It is all the same to me, isn't it?
4. What will they decide about the new project? This is important, isn't it?
5. Why have Nell and Snider quarreled? Does it worry you?
6. Might he still present his paper on Ancient Egyptian culture? Is it out of the question?
7. Has Dad returned from his business trip? Can it be true?
8. What did they argue about? It didn't only concern them, did it?
9. Was Milly working on her graduation paper? Did it sound surprising?
10. Might the story be true to fact or might it not be true to fact? Did it trouble anybody?

Task 18. *Make up complex sentences with predicative clauses out of the following pairs of utterances. Choose conjunctive words from the guiding questions, otherwise use that, whether, if, as if, as though.*

Model:

- *What is the condition? Must Mr Halloway take part in the conference? → The condition is that Mr Halloway should take part in the conference.*
- *How did he look? Was he about to raise an objection? → He looked as if he were about to raise an objection.*

1. Where can you find the man? Is this the puzzle?
2. What is the reason of Jim's sulky look? Has he quarrelled with Rosy?
3. Was the house deserted? How did it look?
4. How long will it take them to finish the calculation? Is this the point?
5. What is the question? Has he formed a definite opinion of this matter?
6. Didn't she consider the young man suitable? Was this the problem?
7. Were they willing to agree? What was your understanding?
8. Is Mary pleased? What is your impression?
9. How did they get that information? Is this the puzzle?
10. Is John guilty? How does it look?
11. Will Pete accept our condition, or won't he? What is the problem?
12. Had Milly recovered from her flu? How did she feel?
13. Should your son first finish school? What is your plan?
14. Should we start anew? Is this the best way out?
15. Were they expected at that time? How did it seem?

Task 19. *Make up complex sentences with object clauses out of the following pairs of utterances.*

Model:

What did I feel? Could he speak against our proposal? → I felt that he could speak against our proposal.

1. What is she always saying? Should one make friends wherever one gets about?

2. What did I wonder? Why did she pronounce the phrase so significantly?
3. With what doesn't the instruction agree? What were we told about the engine?
4. What are you not quite certain of? Are they eager to be with us or not?
5. What did Edgar feel? Was Helen ready to forgive him?
6. What were the students interested in? How are the damaged old manuscripts restored?
7. What did he wonder? Would she stay or would she go?
8. What did the professor speak of? Is an encounter with a non-earth civilization possible?
9. What are you afraid of? What do other people feel in this condition?
10. What did they concentrate on? What seemed the central point of the problem?

Task 20. *Complete the following, using subject, object or predicative clauses.*

1. What ... surprised everybody.
2. This is what
3. He meant what
4. The thing is that
5. How ... is what puzzles me.
6. I wonder why
7. We realized that
8. Where ... is unknown.
9. The question is how
10. That ... is a fact.
11. He never knows when
12. The order was that
13. I doubt if
14. That is why
15. It depends on whether
16. He looked as if

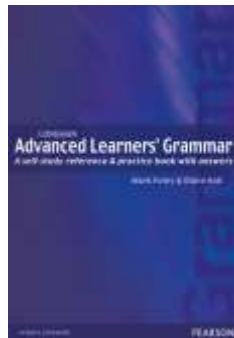
Task 21. *Consider the following complex sentences with attributive clauses, state their type.*

1. The girl wrote the address down on a card, which she gave to the servant to post.
2. And at a time when there were no jobs to be had, when everywhere she saw worry and fear, she couldn't help but be impressed by his possessive drive.
3. They were sharp with each other. They said things that ordinarily would have been brutal insults.
4. At last, he had stumbled on the answer to a question which he had been asked a long time ago.
5. Erik walked slowly over to Tony, who stood by the other window, staring out at the night.
6. She avoided meeting and speaking with him, which he could not help noticing.
7. I have led a retired life and have no friends who I could appeal to.
8. I was under the impression that Alice was his best friend.

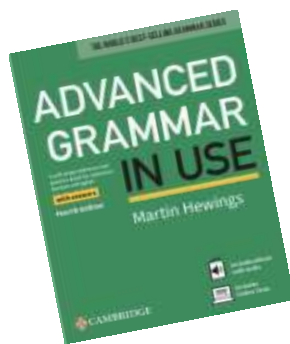
Task 22. *Define the kinds of attributive clauses and punctuate accordingly.*

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. The she came to New York where she remained two years.
6. What happened was the last thing that any of them expected to happen.
7. I shook out my scarf which was damp and dirty.
8. She had no idea where she was going.
9. There were times when I wanted to stop the car and tell him to get out.
10. His hair which was short sleek and black was just visible beneath the capacious brim of a low-crowned brown hat.

Task 23. *Longman Advanced Learners' Grammar, Unit 31 pp. 298-305 = Relative Clauses: study the rules and do exercises.*



Task 24. *Advanced Grammar in Use, Unit 53-54 = Relative Clauses: study the rules and do exercises.*



Task 25. *Analyze the complex sentences with adverbial clauses, see the way the clauses are introduced, and state their type.*

1. Why did you not stay where you were out in France?
2. When he saw me, he stopped and waited until I came down into the hall.
3. Gemma went into society only because the reputation of a well-dressed society woman was necessary for her conspiratorial work.
4. She showed him the house in such a way that he might get the impression that she considered to some purpose the comfort of others.
5. The place was so delightful that we stayed there all summer.
6. There was less weaving to do than formerly, since factories were being made everywhere.

7. I warn you that, unless you are prepared to furnish me with a satisfactory explanation, I shall feel bound to complain to the British Ambassador.
8. He might have fallen asleep had he not been kept awake by a very curious incident.
9. Nobody blamed Tess as she blamed herself.
10. Back in her room, she stood at the window gazing at the moon through a chink in the muslin curtain close drawn lest anyone should see.

Task 26. *Paraphrase the following so as to use complex sentences with various adverbial clauses.*

1. The company were sitting down to table. The host ushered in a new guest.
2. The man started. Something seemed to have frightened him.
3. All arrangements are made. We leave early in spring.
4. He was still ignorant of the events. Nevertheless, he had heard enough to put him into a fever of anxiety.
5. I was deeply shaken. I could give no answer.
6. The mechanic examined the machine. He found some of the parts broken.
7. The nurse drew the curtains down. The bright light might hurt the sore eyes of the sick man.
8. They realized all the advantages of the offer and readily accepted it.
9. She said she would gladly join our company, but she was very busy.
10. The story was amusing, yet it did not make us laugh.

Task 27. *Complete the following, using adverbial clauses of:*

a) *time*

1. I shall not leave before ...
2. We shall let you know as soon as ...
3. He said that he would come to us on a visit when ..

b) *place*

1. We met where ...

2. They made camp where ...
3. Let us stop for the night where ...

c) *cause*

1. I have no reason to put blame on you because ...
2. Since ... I shall not bother you any longer.
3. As ... I think I may leave.

d) *purpose*

1. Make haste lest ...
2. Write down my telephone number so that ...
3. You should dress the wound lest ...

e) *result*

1. The night was so dark that ...
2. He laughed so loudly that ...
3. The children were making such a noise that ...

f) *concession*

1. Although ... we shall come in time.
2. No matter how ... we shall cope with the task.
3. Whatever ... I don't believe him.

g) *comparison*

1. She looked very excited as if
2. He seemed older than
3. The weather was not so cold as

h) *condition*

1. If ... I should finish the book today.
2. Should you ... you are always welcome.
3. Nobody would pay any attention unless

Task 28. *Name the type of a subordinate clause.*

1. Whether she believed me was not clear.
2. What you want is plenty of exercise.

3. Whoever wants to succeed should plan his time carefully.
4. Why she left him is a mystery.
5. It was evident that he did not understand.
6. It was doubtful if he knew it.
7. It was surprising how little she had changed.
8. It was lucky they received the telegram in time.
9. The trouble is that it is too late now.
10. That was what I wanted to know.
11. It looks as if spring will never come.
12. This is how you should have done it.
13. The question is why she told me a lie.
14. The fact was he did not understand them.
15. I'm glad you've come.
16. I've come to ask if you need my help.
17. Don't pay attention to what he says.
18. She said that it was too late.
19. I wonder if she knows the truth.
20. I don't know what you mean.
21. He asked why she had refused the invitation.
22. I was not satisfied with how he had done it.
23. I am sorry for what I said to you the other day.

Task 29. *Comment on the structure and meaning of the following sentences with parenthetical clauses.*

1. For all I know, she's a stranger here.
2. A guy like that could be a lot more trouble, if you know what I mean.
3. His life was his service, they said.
4. I am not running away from my responsibility, God knows.
5. There wasn't any name signed to the document, they say.
6. As you know, Aristotle was the first to give logic a systematic description.

7. You never liked her, she says, and you have made him feel that she isn't worthy of him.
8. Already he was doing big things, so he thought, in surgery, and the older men in his line were regarding him with a rather uneasy eye.
9. On one of these occasions, so Marie Redmond said, she came to her and announced that she was living in a basement room in one of the poorer sections of the city.
10. Truly, I thought, here is one who is startlingly beautiful.

Task 30. *Consider the structure and meaning of the following emphatic complex sentences.*

1. It was in the kitchen passage where the fuse box was located.
2. It was during his absence from the Great Hall that the doorbell was heard.
3. It was at the piano that Stephan was sitting.
4. It was the signs of rising excitement that he noted.
5. It was in a mist of rage that Edgar walked about the garden

Task 31. *Analyze the following sentences. *State the type of the sentences and **draw the schemes.***

1. Ottawa is the capital of Canada, but Toronto is the capital of Ontario.
2. Democracy is a noble goal; it is important, however, to protect the minority from the tyranny of the majority.
3. I do not own a Porsche.
4. I ate the sushi and left the restaurant.
5. Unless my girlfriend postpones her visit from Calgary, I will not have time to study for my exam.
6. When the train arrives and if Ms. Langlois is on it, she will be served with a subpoena.
7. Marry walked on towards the door, and the soft man followed her, still washing those hands, as if trying to rid them of the incident.

8. While Tom reads novels, Jack reads comics, but Sam reads only magazines.
9. Tom reads novels, but Jack reads comics because books are too difficult.
10. Jack, who reads comics, rarely reads novels; however, Tom enjoys novels.
11. People who read comics rarely read novels; they often find books difficult.
12. He had a feeling in his heart that he was not as guilty as they all seemed to think.
13. Her voice sounded to her as if she had shouted, but the man to whom she had been speaking, evidently not hearing a word she had said, continued staring thoughtfully into his beer.
14. He decided later that if she did not want him to know what she was doing, perhaps it was best that he should not.
15. How she would reach the villa, and what she would find there when she arrived, she had not even dared to imagine.

Task 32. *Translate the following sentences.*

1. Якби не ваша допомога, вона б не наздогнала групу.
2. Якби не погода, ми б чудово провели літо.
3. Я вивчив текст напам'ять, інакше я б все переплутав.
4. Якби не ти, я б ніколи не впорався із цим завданням.
5. Напевно потяг запізнівся, інакше вони б вже приїхали.
6. Краще зробити це зараз.
7. Йому краще почекати тут.
8. Я б краще не втручалася.
9. Я краще вип'ю чашку чаю.
10. Якби ж я була в цьому впевнена!
11. Шкода, що я не сказав їй правду.
12. Якби ж тільки закінчилася війна!
13. Якщо ви все-таки зустрінетеся із нею, передайте їй мої вітання.
14. Якщо у вас все-таки будуть питання, пишіть мені в особисті повідомлення.
15. Якщо ж ви запізнитесь на потяг, ви можете доїхати до пункту вашого призначення автобусом.

16. Час починати лекцію.
17. Мені здається, що вже час домовлятися та підписувати контракт із нашими іноземними партнерами.
18. Шкода, що ви не підготувалися до іспиту. Якби ви відвідували усі заняття та виконували якісно домашнє завдання, ви б склали цей іспит успішно з першого разу.
19. Шкода, що я не можу піти на цю вечірку.
20. Здається, що скоро піде сніг.
21. Здається, що вони вже пішли спати.
22. Я б хотіла, щоб ви не піднімали це питання! Воно недоречне.
23. Важливо, щоб усі студенти брали участь в обговорюванні цієї теми.
24. Я вважаю необхідним, щоб ви відвідали цю виставку.
25. Він наказав, щоб ніхто не панікував та зберігав спокій.
26. Вона запропонувала, щоб усі підготували цікавий проєкт на останню пару.
27. Мене здивувало, що вона це сказала.

Task 33. *Identify the type of subordinate clause. Read each sentence and identify the type of subordinate clause it contains. Specify the type (e.g., subject, object, attributive, adverbial: time, condition, cause, etc.).*

1. What she said surprised everyone.
2. I know that she is telling the truth.
3. The book that you recommended is fascinating.
4. Although it was raining, we went out.
5. The problem is that we have no time left.
6. She wondered what he meant by that remark.
7. The car, which was very expensive, broke down.
8. If it rains, we will stay inside.
9. The idea that he might resign worried everyone.
10. He speaks as if he knew everything.
11. Whether we succeed or not depends on our effort.

12. We stayed home because it was raining.
13. The student who answered the question was correct.
14. The question is whether he will agree.
15. Sit where you feel comfortable.
16. She is taller than I am.
17. The fact that she lied surprised us.
18. You can leave provided that you finish your work.
19. Do it as I showed you.
20. My sister, who lives in Paris, is visiting us.
21. I left when he arrived.
22. The house that stands on the hill belongs to my uncle.
23. We are afraid that they might fail the exam.
24. He works as hard as his brother does.
25. The news that they had won the competition spread quickly.
26. We will go wherever you decide.
27. That he refused the offer shocked the committee.
28. She called me after she had finished work.
29. Mr. Brown, who teaches linguistics, is very strict.
30. What matters most is that you stay calm.

Task 34. *Identify the type of attributive clause. Determine whether each sentence contains: Restrictive (defining) relative clause / Non-restrictive (non-defining) relative clause / Appositive clause.*

1. The woman who teaches phonetics has published a new textbook.
2. My colleague, who specializes in syntax, is giving a lecture tomorrow.
3. The rumor that the exam would be postponed proved false.
4. The article that you recommended was very insightful.
5. Professor Smith, who has written extensively on discourse analysis, has retired.
6. The possibility that they misunderstood the instructions cannot be excluded.
7. Students who submit their papers early receive feedback sooner.

8. My laptop, which I bought last year, has already broken down.
9. The claim that language shapes thought remains controversial.
10. The man who called this morning left no message.
11. Her sister, who works in publishing, translated the monograph.
12. The suggestion that we revise the syllabus was accepted.
13. The house that stands near the river belongs to an artist.
14. This manuscript, which contains unpublished notes, is extremely valuable.
15. The belief that all languages share universal features underlies much linguistic theory.
16. The theory that bilingualism improves cognitive flexibility has gained wide support.
17. The students who attended the seminar received additional materials.
18. Dr. Wilson, who recently joined our department, specializes in pragmatics.
19. The assumption that communication is always transparent is misleading.
20. The dictionary that lies on the desk belongs to the translation studies professor.

UNIT 11. PUNCTUATION IN COMPLEX SENTENCES

COMPLEX:

The placement of a subordinate clause determines the punctuation of the clause.
Use a comma following an introductory subordinate clause to separate it from the independent clause.

After		
Although		
Because		
If		
Until		
Whereas		
While		

subordinate clause	,	independent clause
--------------------	---	--------------------

When the subordinate clause follows the independent clause, no comma is needed unless the clause expresses contrast or exception (*although, while, whereas*).

1. The General Principle

The stronger the syntactic and semantic integration between clauses, the less punctuation is required.

Compare:

Highly integrated clause

- *I know that she is right.*

Loosely integrated clause

- *The proposal was accepted, although several members objected.*

Parenthetical clause

- *He is, I believe, entirely mistaken.*

Thus, punctuation reflects degrees of clause dependency and integration.

2. Nominal Clauses

(Noun Clauses)

Nominal clauses function as:

- Subject
- Object
- Predicative complement
- Apposition

Because they are tightly integrated into sentence structure, they are generally **not separated by commas**.

2.1 Subject Clauses

Rule: **Do not separate the subject clause from the predicate.**

Examples:

- *What he said surprised everyone.*
- *Whether they agree remains uncertain.*
- *That she refused the offer was unexpected.*

Why?

The clause functions as the grammatical subject.

2.2 Object Clauses

Rule: **Object clauses are not preceded by commas.**

Examples:

- *I believe that she is right.*
- *We know what happened.*
- *She wondered whether he would come.*

2.3 Predicative Clauses

Rule: **No comma before the predicative clause.**

Examples:

- *The problem is that nobody understands the instructions.*
- *My concern is whether they will cooperate.*

3. Relative Clauses

This is the area where punctuation changes meaning.

3.1 Restrictive Relative Clauses

Rule: **No commas.**

Examples:

- *Students who cheat should be penalized.*
- *The book that I bought yesterday is excellent.*

Meaning: Only those students. Only that book. The clause identifies the referent.

3.2 Non-Restrictive Relative Clauses

Rule: **Use commas.**

Examples:

- *Students, who are often stressed before exams, need support.*
- *The book, which I bought yesterday, is excellent.*

Meaning: The referent is already identified. The clause merely adds information.

Compare:

Restrictive

- *My brother who lives in Paris is a linguist.*

(One of several brothers)

Non-restrictive

- *My brother, who lives in Paris, is a linguist.*

(Only one brother)

Punctuation changes interpretation.

4. Adverbial Clauses

Punctuation depends largely on position.

4.1 Initial Adverbial Clauses

Rule: **A comma follows the subordinate clause.**

Examples:

- *Although she disagreed, she remained silent.*
- *If you need assistance, call me.*
- *Because the evidence was weak, the claim was rejected.*

4.2 Final Adverbial Clauses

Rule: **Normally no comma.**

Examples:

- *She remained silent although she disagreed.*
- *Call me if you need assistance.*

Exception: Contrast

Examples:

- *He accepted the proposal, although reluctantly.*
- *The evidence was convincing, even though incomplete.*

The comma highlights contrast.

5. Clause Hierarchy and Multiple Embedding

Advanced syntax often involves several levels of embedding.

Examples:

- *I think that she believes that he knows what happened.*

No commas are needed because all clauses are fully integrated.

More Complex Example

- *The man who claimed that he had seen what happened refused to testify.*

The structure contains:

- relative clause
- object clause
- embedded interrogative clause

No commas because all clauses are restrictive.

6. Parenthetical Clauses

Parenthetical clauses interrupt syntactic structure.

Examples:

- *He is, I think, mistaken.*
- *The solution, as you know, is complicated.*
- *The theory, if I may say so, is outdated.*

Parenthetical clauses are marked by:

- **commas**
- **dashes**
- **parentheses**

Degrees of Parentheticality

Weak

- *He is, I think, right.*

Strong

- *He is—I think—right.*

Detached

- *He is right (I think).*

7. Concessive Clauses

Concessive clauses often receive punctuation because they introduce contrast.

Examples:

- *Although the evidence was limited, the conclusions were persuasive.*
- *The conclusions were persuasive although the evidence was limited.*

Optional Emphatic Comma

- *The conclusions were persuasive, although the evidence was limited.*

8. Comparative Clauses

Usually no comma.

Examples:

- *She knows more than I expected.*
- *He speaks as if he owned the company.*

Parenthetical Comparisons

Examples

- *The proposal was better, than many had predicted, in several respects.*

Rare in modern usage but possible in formal prose.

9. Correlative Subordination

Examples:

- *The more you read, the more you understand.*
- *The sooner we begin, the sooner we finish.*

Both clauses require commas because the structure is bipartite.

10. Semicolons with Complex Sentences

Semicolons are often used when clauses themselves contain commas.

Example:

- *Although the proposal was controversial, expensive, and difficult to implement; it was eventually approved.*

Modern editors often prefer:

- *Although the proposal was controversial, expensive, and difficult to implement, it was eventually approved.*

However, semicolons may separate large clause complexes.

11. Conjunctive Adverbs

Rule: Semicolon + conjunctive adverb + comma

Examples:

- *The evidence was weak; nevertheless, the theory gained support.*
- *The sample was small; however, the results were significant.*

12. Cleft Sentence

Rule: No comma.

Examples:

- *It was John who solved the problem.*
- *It is syntax that interests her most.*

Although structurally biclausal, they function as a single information unit.

13. Extraposition

Rule: **No comma.**

Examples:

- *It is obvious that she is right.*
- *It seems that the experiment failed.*

The extraposed clause remains syntactically integrated.

14. Appositive Clauses

Restrictive

- *The idea that language shapes thought remains controversial.*

Non-restrictive

- *His latest claim, that language is innate, generated debate.*

Punctuation reflects whether the clause identifies or comments.

15. Punctuation and Information Structure

At the advanced level, punctuation reflects discourse organization.

Compare:

Integrated Information

- *The fact that he resigned surprised everyone.*

Parenthetical Information

- *He resigned, which surprised everyone.*

Focus Construction

- *It was his resignation that surprised everyone.*

These three structures encode different information structures and therefore different punctuation patterns.

***NOTE:** Instead of memorizing isolated rules, ask three questions:

1. What is the syntactic function of the clause?

- subject?
- object?
- relative?
- adverbial?
- parenthetical?

2. Is the clause restrictive or non-restrictive?

- identifying → no commas
- additional → commas

3. How integrated is the clause?

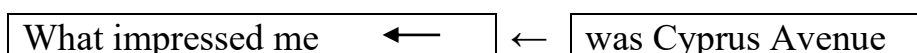
- highly integrated → usually no punctuation
- loosely integrated → commas
- parenthetical → commas, dashes, or parentheses

UNIT 12. SUGGESTED WAYS OF COMPLEX SENTENCE ANALYSIS

The complex sentence

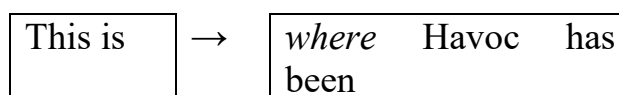
1. (a) *What impressed me was Cyprus Avenue.*

It is a complex sentence with the subject expressed by a subordinate clause introduced by the conjunctive pronoun *what*. The main clause is devoid of the subject.



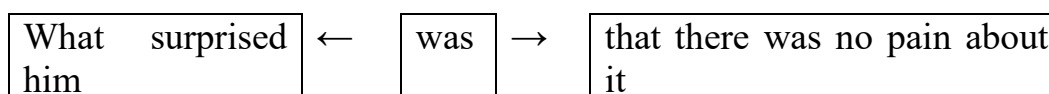
(b) *This is where Havoc Has been.*

It is a complex sentence with a predicative clause introduced by the conjunctive adverb *where*. The main clause is devoid of the predicative.



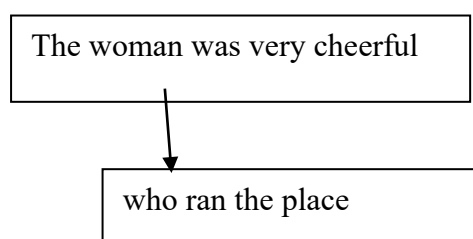
(c) *What surprised him was that there was no pain about it.*

It is a complex sentence with a subject and a predicative clause. The subject clause is introduced by the conjunctive pronoun *what* and the predicative clause by the conjunction *that*. Since these clauses occupy the positions of the main parts of the sentence, the main (principal) clause is reduced to the link verb only.



2. (a) *The woman who ran the place was very cheerful.*

It is a complex sentence comprising (or consisting of) two clauses. The main clause is *The woman was very cheerful*. The subordinate clause is *who ran the place*. It is a restrictive (limiting) relative attributive clause modifying the subject of the main clause as its antecedent.



The same graphical presentation is to be found in other complex sentences containing one subordinate clause.

(b) *The next book she wrote she sent to a magazine.*

It is a complex sentence with a contact clause dependent on the antecedent *the next book*, which is the subject of the main clause.

Or:

It is a complex sentence containing a restrictive attributive clause joined to the main clause asyndetically.

(c) *Stratford-on-Avon, -where Shakespeare was born, is visited by thousands of tourists.*

It is a complex sentence with a descriptive (or non-restrictive) attributive clause introduced by the relative adverb *where*, which refers to the antecedent *Stratford-on-Avon* in the main clause.

(d) *Look before you leap.*

It is a complex sentence with an adverbial clause of time introduced by the conjunction *before* and depending on the predicate of the main clause.

(e) *Bad as things are, we mustn't give up hope.*

It is a complex sentence with an adverbial clause of concession. The concessive clause is introduced by the conjunction *as* with inverted word order in the subordinate clause. It modifies the whole of the main clause.

3. *I did not tell Muriel on my return to London what George had said to me, or what he looked like, but contended myself with assuring her that he was well and happy.*

It is a complex sentence comprising one main clause and three subordinate object clauses. The main clause contains two homogeneous predicates (*did not tell and contended*) connected by the conjunction *but*. The first and the second subordinate clauses are homogeneous; they are joined to each other by the disjunctive conjunction *or* and introduced by the conjunctive pronoun *what*. Both modify the first of the two homogeneous predicates. The third object clause is introduced by the conjunction *that*. It depends on the object to the second homogeneous predicate *with assuring*.

(a) *He spoke as if I were a child that needed to be distracted.*

It is a complex sentence comprising three clauses. (Or: it is a complex sentence consisting of the main clause *He spoke* and two subordinate clauses of different degrees of subordination.) The first subordinate clause is of the first degree of subordination. It is an adverbial clause of comparison introduced by the conjunction *as if* and depending on the predicate of the main clause. The second subordinate clause is of the second degree of subordination. It is a restrictive attributive clause introduced by the relative pronoun *that* and depending on the predicative of the previous clause, that is, the clause of the first degree of subordination.

(b) *When the news came that France had mobilized and that the Germans had crossed the Belgian frontier, George abandoned all hope immediately.*

It is a complex sentence consisting of one principal and three subordinate clauses. The first subordinate clause is introduced by the conjunction *when* and is a subordinate clause of time of the first degree of subordination. The other two clauses are of the second degree of subordination. They are homogeneous appositive clauses introduced by the conjunction *that* and linked with each other by the copulative conjunction *and*. They both depend on the subject of the adverbial clause of time.

C. The compound-complex sentence

Why were her own relations so rich, and Phil never knew where the money was coming from for tomorrow's tobacco?

It is a compound-complex sentence consisting of two coordinated clauses connected by contrasting relations and linked by the copulative conjunction *and*. Besides two coordinate clauses the sentence comprises one subordinate clause which depends on the second coordinate clause. It is an object clause introduced by the conjunctive adverb *where*.

Task 1. *Analyze the following composite sentence and draw its scheme.*

1. He is really a very clever man, but because he makes such an exhibition of himself at parties nobody can believe that he's serious.
2. Those who traditionally have wanted to control linguistic usage for one reason or another, and who believe that it can be controlled, are always ultimately frustrated.

3. The reasons for these extinctions vary, but what they all have in common are dramatic changes in weather patterns and sea levels.
4. The most common type of cubism is an abstract and analytical approach to a subject, in which the artist determines and paints the basic geometric solids of which the subject is composed, in particular the cube or cone, or the basic planes that reveal the underlying geometric forms.
5. The difference for men is that even those who wish to shed the straightjacket know that doing so will guarantee them no applause.
6. Few may have thought it could happen so soon and so close to home, or its causes could be so closely related to the models of "progress" and development that we take for granted.
7. Although the lecture had already begun, several students who had been delayed by traffic quietly entered the room and took their seats near the door.
8. The article that you recommended yesterday contains arguments which many contemporary linguists would strongly challenge because they consider them outdated.
9. While the researchers were analyzing the data that had been collected during the experiment, the technicians prepared the equipment that would be needed for the next stage of the study.
10. The professor, who had spent many years studying multilingual discourse, argued that language changes more rapidly when societies undergo political or technological transformations.

Task 2. *Analyze the following sentences. *State the type of the sentences and draw the schemes.*

1. Bernard and I did not tell Alice what had happened to her husband, who was supposed to take full charge of the children after she died, but she found out about it anyway.

2. I tried to think about Gatsby then for a moment, but he was already too far away, and I could only remember without resentment, that Daisy hadn't sent a message or a flower.
3. She could say the words now without tasting any of the bitterness they'd once held, but she could remember the shock, the pain she'd felt when she'd read that short letter from her father informing her of Bannon's marriage.
4. At dinner I ate very quickly and left for the villa where the British had their hospital.
5. When I got home it was too late and I did not see Miss Barkley until the next evening.
6. I remembered from my previous meeting with him that he had a foolish face, and was proud of the fact for the ten years before he left the army, he had played polo three days a week.

Task 3. *Make a syntactical analysis of the underlined sentences. Draw the schemes.*

#1 Casey and the Green Sea Turtles

Casey talks about the Green Sea Turtles, who effectively use the rhythm of the waves to move forward instead of widely paddling around and get nowhere except exhausted. You can waste your energy with a lot of things if you do not know exactly what your PFE is and you may then no longer have the strength or time to do what you are "here" for. (The Why Café)

#2 Mike and the wise Fisherman

The other story is told by the café owner Mike and is pretty well known, but still worth listening to again and again. It's about a businessman who is watching a fisherman on a beach during his vacation. The fisherman drives out every morning to catch fish for himself and his family. One morning they both get into a conversation and the fisherman says that he has breakfast every morning with his wife and children. While the kids are at school, he then drives out with his boat to get the food for the day and his wife stays home and paints. After lunch, he takes a short nap and in the evening he walks with his wife on the beach while the children swim in the sea. The businessman asks if he can bring home enough fish every day. Yes, the fisherman

answers I catch more than enough fish and those I do not need I let go back into the sea. “But why don’t you fish all day and catch as many fish as you can?”, the businessman wants to know. The businessman further explains to the fisherman that if he sells the extra fish on the market, he could eventually afford a second net to catch even more fish. Later, a second boat would be added, and the first employee, and if he continued to do so, he could soon afford an office in the city and set up a whole fish business in ten years. What he should do all this for, the fisherman asked the businessman. Of course, to make money so that one day he could retire and only do what he wanted. The fisherman asked: “Is this the time when I could have breakfast with my family, drive out with my boat to go fishing and be back on the beach with my wife and children in the evening?”. The businessman was upset that the fisherman did not jump on his ideas. “Yes”, the businessman replied angrily, “though your children may already be too tall.” The fisherman smiled, shook hands with the businessman and wished him a good day. We go to work every day to make enough money to settle down someday, to have time for the things we like to do. Every day we have the opportunity to do what we want. Every day we can answer the question why am I here. We do not have to wait until retirement. Just do it. (The Why Café)

#3_ I often walk to work. It takes about twenty minutes or so, but it's a nice walk through the park and then along the seafront into the centre of Brighton. I like it at all times of the year. Last winter there was even snow on the beach! But this morning there's no time for a pleasant walk, and luckily for me there's a bus coming down the hill. I put my hand out to stop it. (All I Want)

#4 There have been times over the years when I’ve tried to leave Hailsham behind, when I’ve told myself I shouldn’t look back so much. But then there came a point when I just stopped resisting. It had to do with this particular donor I had once, in my third year as a carer; it was his reaction when I mentioned I was from Hailsham. He’d just come through his third donation, it hadn’t gone well, and he must have known he wasn’t going to make it. He could hardly breathe, but he looked towards me and said: “Hailsham. I bet that was a beautiful place.” Then the next morning, when I was making conversation to keep his mind off it all, and I asked where *he’d* grown up, he mentioned some place in Dorset and his face beneath the blotches went into a completely new kind of grimace. And I realised then how desperately he didn’t want reminded. Instead, he wanted to hear about Hailsham. (Never Let Me Go)

REVISION FOR THE MODULE TEST

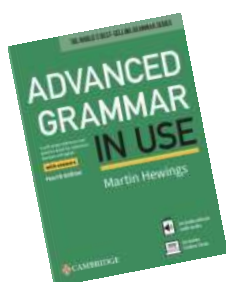
Self-studies

VERBALS
✚ The Gerund. Gerundial Constructions ✚ The Infinitive. The Infinitive Constructions ✚ The Participle. The Participial Constructions
THE NOUN. THE VERB
✚ The Noun. Grammatical Categories. Articles ✚ The Verb. Grammatical Categories. Tense Forms. Sequences of Tenses ✚ Reported Speech ✚ Subjunctive Mood ✚ Subject-Verb Agreement
THE PRONOUN
THE NUMERAL
THE ADJECTIVE
THE ADVERB
MODAL VERBS

*HIGHLY RECOMMENDED

Revise the rules:

1. Longman Advanced Learners' Grammar: **TENSES**: pp. 46-86
2. Advanced Grammar in Use: **SUBJECT-VERB AGREEMENT**: Units 40-42
3. Advanced Grammar in Use: **ARTICLES**: Units 44-47
4. Longman Advanced Learners' Grammar: **SUBJUNCTIVE MOOD**: Unit 11
5. Longman Advanced Learners' Grammar: **MODAL VERBS**: Units 16, 17, 18
6. Advanced Grammar in Use: **MODAL VERBS**: Units 15-20
7. Longman Advanced Learners' Grammar: **VERBALS**: Units 12, 13
8. Longman Advanced Learners' Grammar: **REPORTED SPEECH**: Unit 9
9. Advanced Grammar in Use: **REPORTED SPEECH**: Units 32-39



UNIT 13. PROGRESS TESTS



Progress Test 1

Task 1. *Identify the following statements as true or false.*

1. Syntax deals with the internal form of words, it analyzes the structure of words and parts of words such as stems, root words, prefixes and suffixes.
2. The term “multiple sentence” can be replaced by the synonymous term “a nonfinite clause”.
3. Elliptical sentences have no word-forms in the positions, which constitute the structural core of the sentence.
4. Morpheme is a basic syntactic language unit.
5. One-member nominal sentences consist of only one principal part, which is expressed by a non-finite form of the verb.
6. The coordinate clauses are connected with the help of relations of dependence.
7. The term “subordinate clause” can be replaced by the synonymous term “a matrix clause”.
8. The sentence which has only one unit of primary predication is a two-member complete sentence.
9. There is no subject in the imperative and one-member sentences.
10. Declarative sentences are communicatively polyfunctional.
11. The veiled statements, expressing some kind of emotions, which don’t ask for any new information are called alternative questions.

12. Tag-questions are used also to express interest, surprise, anger, invitations or orders.
13. Special question *Which cake do you want to try first?* is introduced by a relative pronoun, which is used in the function of an adverbial of manner.
14. The exclamatory sentences serve to induce a person to do something.
15. In a cleft sentence information is divided into two parts, each with its own verb, which give extra emphasis to a definite part of the sentence.

Task 2. *What is the correct plural of the word?*

1. These (*person*)_____are protesting against the president.
2. The (*woman*)_____over there want to meet the manager.
3. My (*child*)_____hate eating pasta.
4. I am ill. My (*foot*)_____hurt.
5. Muslims kill (*sheep*)_____in a religious celebration.
6. I clean my (*tooth*)_____three times a day.
7. The (*student*)_____are doing the exercise right now.
8. The (*fish*)_____I bought is in the fridge.
9. They are sending some (*man*)_____to fix the roof.
10. Most (*housewife*)_____work more than ten hours a day at home.
11. Where did you put the (*knife*)_____? On the (*shelf*)_____.
12. (*Goose*)_____ -like water.
13. (*Piano*)_____are expensive
14. Some (*policeman*)_____came to arrest him.
15. Where is my (*luggage*)_____?

In the car!

Task 3. *Convert the underlined clauses into the corresponding parts of the sentence, thus making the sentence simple. You should transform the subordinate clauses into*

participial phrases, attributes, adverbial modifiers, objects, etc., thus turning composite sentences into simple ones.

1. Although she had prepared carefully for the interview, she still felt nervous.
2. The students who had completed the assignment were allowed to leave early.
3. He looked around as he entered the building.
4. The professor suggested that the discussion should be postponed.
5. Although he was exhausted after the journey, he continued working.
6. The guests who had been invited to the ceremony arrived on time.
7. She waved to us as she crossed the street.
8. The manager requested that all reports should be submitted by Friday.
9. Although she knew the answer, she remained silent.
10. The manuscript that had been discovered recently attracted public attention.
11. I felt relieved as I left the examination room.
12. The teacher demanded that the students should rewrite the essay.
13. Although they were disappointed by the results, they remained optimistic.
14. The books that were placed on the upper shelf belonged to the library.
15. He smiled as he opened the letter.
16. The doctor recommended that the patient should reduce stress.
17. Although she had little experience, she performed confidently.
18. The documents that had been signed yesterday were sent immediately.
19. We remained silent as we walked through the gallery.
20. The committee insisted that the proposal should be reconsidered.

Task 4. *Develop the following simple sentences into complex. Replace the underlined words by a subordinate clause which fulfills the same syntactic function. Mind the correct use of tense and mood forms. You should transform participial phrases, infinitive constructions, complex objects, adjectives, and nominal groups into subordinate clauses.*

1. Having completed the experiment, the researchers prepared the report.
2. We noticed a woman standing near the entrance.

3. Nobody knew his exact reason for leaving.
4. She was too upset to continue the discussion.
5. Looking at the results, the professor smiled.
6. For a moment he appeared deeply confused.
7. Being unfamiliar with the procedure, the students asked for help.
8. They watched the children playing in the garden.
9. I cannot explain his sudden refusal.
10. She spoke too quietly to be heard.
11. After reading the article, he changed his opinion.
12. We saw the guests leaving the conference hall.
13. Nobody questioned her decision to resign.
14. The room seemed completely empty.
15. Realizing the mistake, she apologized immediately.
16. He remained silent throughout the conversation.
17. Not knowing the answer, I preferred not to comment.
18. The speaker was too nervous to begin immediately.
19. We heard someone calling our names.
20. The committee approved the proposal to revise the curriculum.

Task 5. *Rewrite the sentences, placing the underlined adverbs or adverbial phrases at the beginning, and making the necessary inversion. Rewrite using fronted adverbials and appropriate inversion where required.*

1. She had scarcely finished her presentation when the audience started asking questions.
2. The students should under no circumstances use electronic translators during the examination.
3. We realized the importance of the discovery only much later.
4. The scientist tried in vain to prove the hypothesis.
5. I had barely entered the room when everyone stopped talking.
6. She had never experienced such disappointment before.

7. They understood the seriousness of the situation only after the meeting had ended.
8. The manager will on no account reveal confidential information.
9. We had rarely seen such an impressive performance.
10. The expedition reached the summit only after several unsuccessful attempts.
11. He had hardly closed the door when somebody knocked again.
12. The committee had never encountered such a complicated case.
13. The passengers were nowhere informed about the delay.
14. She realized the consequences only after she had signed the agreement.
15. The professor did not once mention the issue during the lecture.
16. They had seldom faced such strong opposition.
17. The students understood the complexity of the task only at the final stage.
18. He will under no circumstances agree to those conditions.
19. We had little expected that the results would differ so greatly.
20. The truth emerged only years afterward.

Task 6. *Put questions to underlined words or word-phrases. You should formulate full questions to the underlined elements.*

1. Without his support, we would not have completed the project.
2. The children spent the afternoon building a tree house.
3. Although exhausted, she continued working.
4. We walked several kilometers before sunset.
5. Mark, not understanding the instructions, asked for clarification.
6. But for the warm weather, the event would have been cancelled.
7. The scientist improved the model by adding new variables.
8. Though disappointed, they congratulated the winners.
9. The hikers covered twenty miles in one day.
10. Julia, not expecting the question, remained silent.
11. Without your reminder, I would have forgotten the meeting.

12. He spent the evening preparing for the conference.
13. Although injured, the athlete finished the race.
14. We drove another fifty kilometers before stopping.
15. Peter, not realizing the consequences, agreed immediately.

Progress Test 2

1. *Point out the attributes in the following sentence and state what they are expressed by.*

She felt again the strong undercurrent of things long ago said and done.

2. *Paraphrase the following using a complex object with an infinitive.*

I felt that somebody touched me lightly on the shoulder.

3. *State the type of the predicate in the following sentence.*

They both became absorbed in routine.

4. *Point out the subject and state what it is expressed by.*

Now the rich and celebrated came to play here.

5. *Paraphrase the following sentences using the complex subject with the infinitive.*

It was likely that he had hidden my journal under his mattress.

6. *State the type of the predicate in the following sentence.*

The sun was starting to go down and it was very pleasant.

7. *State the types of the objects in the following sentence.*

Give me all our particulars.

8. *State the type of the object in the following sentence.*

She turned to smile at him.

9. *State the types of the adverbial modifiers in the following sentence.*

A reporter is coming in the morning to interview me.

10. *Characterize the following simple sentence according to the purpose of the utterance and structure.*

How very dark it is!

11. *Point out the subject and state what it is expressed by.*
It was a wild land, an ageless land, harsh and beautiful.
12. *State the type of the predicate in the following sentence.*
She flashed a look from Ben to Verity.
13. *State the types of the objects in the following sentence.*
I know how to handle this.
14. *Point out the subject and state what it is expressed by.*
It's time for you to get a job.
15. *Characterize the following simple sentence according to the purpose of the utterance and structure.*
Another day of rain.
16. *State the types of the adverbial modifiers in the following sentence.*
She regarded him critically for a moment.

Progress Test 3

Task 1. *Use the correct verb form in brackets.*

1. I'd rather Steve (*to not take*) his father's car yesterday.
2. It's time they (*to be forced*) to clear up the mess.
4. He was treated as if he (*to be*) a minister.
5. Suppose he (*to ask*) you to marry him, what would you say?
6. But for what you told me I never (*to suspect*) her.
7. But for the children who must be taken to the dentist's tomorrow I (*to go*) too.
8. It is important that every delegate (*to arrive*) on time.
9. I'd rather (*to spend*) it on something frivolous.
10. You had better (*to take*) a couple of aspirins and try to sleep.
11. Ann didn't study for the test. If she (*to study*) for the test, she (*to pass*) it.
12. It is necessary that you (*to follow*) the instructions.
13. I'd sooner you (*to give*) me a cash refund.
14. But for her freckles she (*to be*) quite a pretty girl.

15. did you not go? You (*to like*) the picture.
16. I'd rather Kate (*to stay*) with us tonight.
17. I wish it (*to be*) summer.
18. But for this incident it (*to be*) a pleasant evening.
19. I have to go to class today. I wish I (*not to have to go*). If I (*not to have to go*) to class today, I (*to go*) shopping, or (*to visit*) my friends.
20. He looked at us as though he never (*to see*) us before.

Task 2. *Punctuate and analyze the following compound sentence.*

1. Either listen to me or I shall stop reading to you.
2. The crab grass was flourishing but the rest of the lawn unfortunately was dying.

Task 3. *Translate the following sentence into English.*

1. Дуже прикро, що ви не пішли на лекцію вчора. Якщо б ви пішли, то були б краще проінформовані про стан подій.
2. Ви вже давно повинні знати ці граматичні правила.

Progress Test 4

Task 1. *Translate the sentence and point out the type of subordinate clause.*

1. Їй здавалося, що вона його давно знає.
2. Час повернути їй книгу
3. Якби ж завтра не було дощу.
4. Вона виглядає так, ніби плакала.
5. Важливо, щоб усі студенти знали про збори.
6. Просять, щоб усі студенти зареєструвалися у деканаті.
7. Шкода, що ви відмовилися.
8. Він запропонував нам починати.
9. Шкода, що сьогодні так холодно.
10. Він виглядає так, ніби знає щось.

11. Шкода, що ви не пішли з нами.
12. Я б хотів, щоб ти пішов зараз.
13. Ви пожалкуєте, що не купили цей словник.
14. Вона б хотіла, щоб ти тоді залишився.
15. Необхідно, щоб ви приїхали на декілька днів раніше інших.
16. Він боявся, що хтось запитає його про це.

Exam questions

1.	The noun: morphological and syntactic characteristics. The category of number. The category of case.
2.	Classification of nouns.
3.	The article: its use.
4.	The pronoun: its classification.
5.	The numeral: cardinal and ordinal numerals. The functions of the numeral in the sentence.
6.	The adjective: degrees of comparison. Substantivized adjectives.
7.	Indefinite tenses: their use.
8.	Continuous tenses: their use.
9.	Perfect tenses: their use.
10.	Perfect continuous tenses: their use.
11.	The sequence of tenses: use in indirect speech.
12.	The passive voice: function and use. The passive voice. Its formation and use.
13.	The homonymy of the construction <i>to be</i> + participle II.
14.	Modal verbs: general characteristics.
15.	Modal verbs: <i>shall, will (would), need</i> : meaning and use.
16.	The modal verb <i>can (could)</i> : meaning and use. <i>Can (could)</i> + perfect infinitive.
17.	The modal verb <i>may (might)</i> : meaning and use. <i>May (might)</i> + perfect infinitive.
18.	The modal verb <i>must</i> : meaning and use. <i>Must</i> + perfect infinitive.
19.	Modal verbs <i>should</i> and <i>ought to</i> : meaning and use. <i>Should</i> and <i>ought to</i> + perfect infinitive.
20.	Modal expressions <i>have</i> + infinitive (<i>have to</i>); <i>be</i> + infinitive (<i>be to</i>) in comparison with other modal verbs which express obligation.
21.	Mood as a grammatical category: general characteristics.
22.	The indicative mood and the imperative mood.
23.	The subjunctive mood. The synthetic forms of the subjunctive mood: use in the simple sentence.
24.	The analytical forms of the subjunctive mood: use in the simple sentence.
25.	The subjunctive mood in:
	- sentences of unreal condition;
	- subject and object clauses;
	- predicative clauses;
	- adverbial clauses of comparison after <i>as if, as though</i> ;

	- adverbial clauses of concession.
26.	The infinitive: nominal and verbal characteristics.
27.	The functions of the infinitive in the sentence.
28.	The objective-with-the infinitive construction: use and function in the sentence.
29.	The subjective infinitive construction: use and function in the sentence.
30.	The <i>for-to</i> -infinitive construction: use and functions in the sentence.
31.	The gerund: nominal and verbal characteristics.
32.	The use of the gerund.
33.	The gerund and the verbal noun in <i>-ing</i> .
34.	The functions of the gerund in the sentence.
35.	Predicative constructions: general characteristics.
36.	Predicative constructions with the gerund.
37.	The participle: general characteristics. The tense and voice distinctions.
38.	Participle I: functions in the sentence.
39.	Participle II: functions in the sentence.
40.	Predicative constructions with the participle.
41.	The adverb: classification according to meaning.
42.	Formal words: prepositions, conjunctions, modal words.
43.	The simple sentence: classification according to the purpose of utterance and structure.
44.	The principal parts of the sentence.
45.	Two-member and one-member sentences.
46.	Two-member and one-member sentences.
47.	The subject: ways of expressing the subject.
48.	The formal and the notional <i>it</i> .
49.	The complex subject: means of expressing and use.
50.	The predicate: classification according to meaning and structure.
51.	The compound nominal predicate: the nature of its components.
52.	The compound verbal predicate: the nature of its components.
53.	The compound verbal aspect predicate: the nature of its components.
54.	Mixed types of predicates.
55.	Agreement of the predicate with the subject.
56.	The principal and the secondary parts of the sentence.
57.	The object: ways of expressing the object.
58.	Kinds of objects.
59.	Direct and indirect objects.
60.	The complex object: means of expressing and use.
61.	The attribute: ways of expressing.

62.	The apposition.
63.	The adverbial modifier: classification according to meaning.
64.	Inversion.
65.	Ways of expressing adverbial modifiers.
66.	Types of composite sentences.
67.	The compound sentence: syndetic and asyndetic connection.
68.	The complex sentence: means of connection.
69.	Types of subordinate clauses.
70.	Nominal clauses. Their classification
71.	Subject subordinate clauses: means of connection.
72.	Predicative subordinate clauses: means of connection.
73.	Object subordinate clauses: means of connection.
74.	Attributive clauses: classification.
75.	The use of relative pronouns in attributive clauses. The use of relative pronouns in attributive clauses.
76.	Adverbial subordinate clauses: general classification.
77.	Adverbial clauses of: Adverbial clauses of:
	- <i>manner and comparison</i> : means of connection;
	- <i>manner and comparison</i> : means of connection;
	- <i>manner and comparison</i> : means of connection; - <i>manner and comparison</i> : means of connection;
	- <i>manner and comparison</i> : means of connection;
	- <i>condition and concession</i> : means of connection;
	- <i>cause, purpose, result</i> : means of connection.
84.	Parenthetical clauses.
85.	Mixed types of composite sentences.
86.	Punctuation in simple and composite sentences

APPENDIX A

Parts of Speech [Word classes]		Parts of a Sentence [Sentence structure]	
<i>Notional</i>	<i>Functional</i>	<i>Main</i>	<i>Secondary</i>
Noun	Article	Subject	Object
Verb	Particle	Verb/	(direct/indirect)
Adjective	Preposition	Predicate	Attribute/
Adverb	Conjunction	Complement/	Apposition
Pronoun	Modal words	C(s), C(o)	Adverbial /
Numeral	Interjection		<i>time</i> <i>place</i> <i>manner</i> <i>cause</i> <i>purpose</i> <i>result</i> <i>condition</i> <i>comparison</i> <i>concession</i> <i>measure/degree</i>

- ***Notional*** – nominate things/actions and have self-dependent function in the sentence
- ***Functional*** – serve as connectors/linking-words and have non -self-dependent function in the sentence
- ***Main***– constitute the core structure of the sentence
- ***Secondary*** – add details and meaning by modifying the main parts of the entire sentence

✓ Positional differentiation of parts of speech

- ❖ A broad back (N)
- ❖ To back somebody(V)
- ❖ A back district (Adj)
- ❖ To go back (Adv)

Grammatical Units		<i>word</i>	the basic nominative unit of language
		<i>phrase</i>	a group of two or more words functioning as a meaningful unit within a sentence or clause
		<i>clause</i>	a group of words that contains a subject and a verb-predicate of its own
		<i>sentence</i>	the main communicative unit of language, which conforms to the laws of the language and conveys sense or meaning

The Noun			
Form	Meaning		Function
Simple (<i>tree, house</i>) Derivative (<i>happy+ness, free+dom</i>) Compound (<i>tooth+brush, sun+flower</i>) Composite (<i>mother-in-law, work of art, room in use</i>)	Common	Proper	The Subject (<i>The <u>dog</u> was barking</i>)
	Class nouns (<i>city, animal</i>)	People's names (<i>Albert Einstein, Margaret Atwood</i>)	The Complement/ Cs (<i>She is a <u>student</u></i>)
	Nouns of material (<i>wood, cotton</i>)	Geographical locations (<i>Paris, Amazon River</i>)	The Object/ Od (<i>He laid down his <u>stick</u></i>)
	Collective nouns (<i>team, flock</i>)	Institutions/Organizations (<i>United Nations, Harvard University</i>)	The Object/ Oi (<i>Please, give it <u>to John</u></i>)
	Abstract nouns (<i>honesty, bravery</i>)	Days, Months, Holidays (<i>September, Christmas</i>)	The Attribute/NN contact group (<i>The <u>garden</u> wall was almost ruined</i>)
		Titles of Works (<i>Harry Potter and Sorcerer's stone</i>)	The Adverbial (<i>He put his hat <u>on the table</u></i>)
		Brand Names (<i>Toyota, Nike</i>)	

➤ Proper Nouns vs. Common Nouns

Common Nouns	Proper Nouns
country	<i>Japan</i>
river	<i>Nile River</i>
book	<i>The Great Gatsby</i>
city	<i>New York</i>
company	<i>Microsoft</i>

APPENDIX D

The Adjective				
Form	Meaning			Function
Simple (good, red, black) Derivative (beauty+ful, fool+ish) Compound (cold+hearted, snow+white) Composite (ready to use solution, difficult-to-manage child)	Qualitative	Relative	Substantivized	The Complement/ Cs (The argument sounded <u>strange</u>) The Complement/ Co (I found him very <u>reliable</u>) The Attribute (The <u>tall</u> man entered the room) ➤ Complement vs. Attribute (Compare: We've just seen an <u>exciting</u> film/The film was <u>exciting</u>)
	Denote qualities of a substance directly, not through its relation to another substance as size, color, physical qualities: little large soft hard beautiful important	Denote qualities of a substance through their relation to: material (silken, wooden, woolen) place (Italian, Asian) time (monthly, weekly) action (preparatory)	Have acquired some of the characteristics of the Noun; used with definite article; denote: a whole class (the rich, the poor, the unemployed) an abstract notion (the good, the evil, the plural)	

➤ Compound vs. Composite Adjectives

Feature	Compound Adjective	Composite Adjective
Structure	Usually two words, hyphenated	May be multi-word or a full phrase
Simplicity	More mixed, formulaic	More flexible, often phrasal
Hyphenation	Almost always hyphenated	May or may not be hyphenated
Examples	well-known, part-time, five-star	ready to use, hard to understand, not-so-easy

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