

Министерство образования Республики Беларусь

Учреждение образования
«Полоцкий государственный университет»

ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА

УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС
для студентов 3 курса специальностей
1-02 03 06-01, 1-02 03 06-03, 1-02 03 07-1

Составление и общая редакция
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Новополоцк 2006

УДК 811.111(075.8)
ББК 81.2Англ-2
П 69

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Рекомендован к изданию методической комиссией
историко-филологического факультета

П 69 Практическая грамматика английского языка : учеб.-метод. комплекс для студ. 3 курса спец. 1-02 03 06-01, 1-02 03 06-03, 1-02 03 07-01 / сост. и общ. ред. С. Е. Зайковской. – Новополюцк : ПГУ, 2006. – 124 с.
ISBN 985-418-455-2

Предназначен для студентов третьего курса языковых вузов и направлен как на углубление понимания структуры английского языка, так и на расширение круга синтаксических конструкций и оборотов, активно используемых в речи. Подробно освещая заключительный раздел грамматики – синтаксис, он позволяет также осуществить интенсивное повторение изученных ранее грамматических явлений раздела «Морфология». Окажет помощь и тем, кто самостоятельно совершенствует своё знание грамматики английского языка.

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The fundamental purpose of language is to make sense – to communicate intelligibly. Of the three subsystems constituting the language (phonetics, vocabulary, grammar) – the lexicon, with its prominent aspect of the language. Yet without grammar the value of this remarkable resource becomes so limited as to be almost worthless. We might believe that “making sense” is a matter of vocabulary. But it is a superficial impression we receive when we use a dictionary and “look up the meaning of a word”. However, all the lexicon provides is a sense of a word’s meaning potential, its semantic possibilities. To draw out this potential we need grammar.

David Crystal. The Cambridge Encyclopedia of the English language

Die Grammatik rächet sich gegen ihre Verächter.

Martin Luter

INTRODUCTION

The book has been written to present most grammatical items as a system of units characterised by interdependence and variability and seeks to present grammar as a means of providing understanding of the relation of form to function and on to meaning, and meaning to communicative situation. The book covers the morphological and syntactic items which are most challenging for English language learners and includes basic revision alongside with thorough treatment of more advanced points.

The course of practical grammar during the 5th term occupies 72 academic hours and is devoted to the study of the second part of grammar – syntax.

The basic unit of syntax – the sentence – is at the same time the basic unit of communication. Communication can only start where the units of morphology – parts of speech – form subject-predicate relations. Structural and communicative types of sentences, negation, major sentence elements, compound and complex sentence, types of subordinate clauses, word order and functional sentence

perspective – these topics studied here seek to show how to communicate intelligibly and effectively.

These topics are presented as a number of interrelated and intergrated units, which are aimed at fulfilling the following tasks:

- to present basic syntactic structures, their relations and variability;
- to enable the students to differentiate between syntactic structures and to explain their use in oral and written communication;
- to teach to use grammar terms and notions correctly, logically, illustrating their use with good examples;
- to develop the ability to be communicatively efficient with the grammar learnt.

During the term you will write several achievement tests and a final test paper at the end of the 5th term.

The 6th term will be your last term of practical grammar, and will include 36 academic hours. It will be totally devoted to the revision of the whole course and will end with a written test paper and an oral exam. At your *ORAL EXAM IN PRACTICAL GRAMMAR* you'll have to show your theoretical knowledge and practical skills while fulfilling the following tasks:

- presentation of two grammatical items and demonstration of their use with your own examples (the list of the examination items is placed at the end of this manual);
- two mini-tests covering theoretical material of the two items of your examination card;
- analysis of grammar phenomena used in an authentic text;
- translation from Russian into English.

The book you will need to find a broad overview of the main issues is *An English Grammar. Morphology. Syntax.* written by Kobrina N.A., Korneeva E.A. and others. If you should need a second source of reference, some alternative or additional reading at any point of your studies, you are welcome to consult *Грамматика английского языка* by V.L. Kaushanskaya or *A Grammar of Present-day English* by I.P.Krylova.

Each of the units follows the same format and includes

- the aims of the unit;
- the list of key terms;
- the teacher's instruction and recommendation for your better understanding of topical issues;

- a number of exercises to develop an awareness of the main issues and their actual use in written speech and oral communication;
- self-assessment question (SAQs) or mini-tests.

The result of the work on “Syntax” will be a written test paper, while the whole course of Practical Grammar will end with both a written test and an oral examination (see its content in section “Introduction”).

Your written tests, both achievement and final ones, will be assessed in the following way:

95 – 100 %	–	10 points
91 – 94 %	–	9 points
87 – 90 %	–	8 points
83 – 86 %	–	7 points
79 – 82 %	–	6 points
75 – 78 %	–	5 points
70 – 74 %	–	4 points
60 – 69 %	–	3 points
50 – 59 %	–	2 points
less than 50 %	–	1 point

Good luck with your studies!

FIFTH TERM. “SYNTAX”

Unit 0	Introduction to syntax and the sentence	2 hours
Unit 1	The simple sentence, its structural types. Negation. Communicative types of sentences	3 hours
Unit 2	Major sentence elements Achievement Test 1	24 hours
Unit 3	Secondary members of the sentence	12 hours
Unit 4	Word Order	4 hours
Unit 5	Predicative Complexes. Achievement Test 2	6 hours
Unit 6	Compound Sentences Complex Sentences Terminal Test Paper	20 hours

The organisation, content and the forms of assessment of these units will be outlined further in this manual.

UNIT 0. INTRODUCTION TO SYNTAX AND THE SENTENCE

The following items will be examined:

- syntax;
- types of utterances;
- structural types of the sentence: simple, compound and complex.

To start working on this unit make sure you remember the following **grammar notions**:

- morphology, parts of speech (notional and functional);
- auxiliary, notional verbs, synthetic and analytical verb forms;
- transitive and intransitive verbs;
- parts of the sentence – principal and secondary;
- clauses – principal and subordinate.

If you are not sure of your knowledge concerning the above mentioned issues, consult your teacher or find the answers in Modules 1 and 2.

The unit consists of **Part A** – reading material to give you a little instruction and to guide your use of the text book, **Part B** – practical exercises, **Part C** – SAQs 0.

Part A. Reading

The following units are going to give a detailed study of the *simple* and *composite* sentences, the latter are further subdivided into *compound* and *complex* ones.

Utterances formed in the process of communication fall into two groups:

sentences and non-sentence utterances.

Non- sentence utterances include:

1. Vocatives (Charles! Mr. West!)
2. Yes/No utterances
3. Interjections (Hi! Dear me!)
4. Conversational formulas (Thank you. Bye-bye.)

Sentences are minimal text units which may be used in communication to express a complete message.

For further reference read your basic grammar text book (Kobrina N.A. and others), chapters **Introduction. The sentence.**

Part B. Practical Exercises

Exercise 0.1. Distinguish between notional and functional words in each sentence of the following passages.

There was deep peace in Kashima till Mrs Vansuythen arrived. She was a charming woman, everyone said so everywhere; and she charmed everyone. In spite of this, or, perhaps, because of this, since Fate is so perverse, she cared only for one man, and he was Major Vansuythen. Had she been plain or stupid, this matter would have been intelligible to Kashima. But she was a fair woman, with still gray eyes, the colour of a lake just before the light of the sun touches it. No man who had seen those eyes could, later on, explain what fashion of woman she was to look upon. The eyes dazzled him. (*R. Kipling*)

Exercise 0.2. Point out the part-of-speech and the syntactic role of the italicized words. Translate into Russian.

1. Unfortunately, I must *go*. That's no *go*. You'll find her on the *go*, as usual. Why *go* into detail? 2. *Hunger* is a nasty sensation. These young people *hunger* for knowledge. 3. Can't he *drive* a car? What are you *driving* at? *Driving* in the city at this hour is not a simple thing. Our crazy *drive* among the rocks came to an end. The *drive* was lined with tall plane-trees. 4. Your luck was waiting *round* the corner. Will the racing boats *round* the cape? He is just like a *round* peg in a square hole. A *round* of cheers followed another. Again they seemed to be arguing *round* and *round*. 5. Look *up* at that window just under the roof. Is this an *up* train? Every one of us has got his *ups* and *downs*. The noises of the city were dying *down*. Ann and Emily were walking hand in hand *down* the hill. The order was to *down* the enemy plane. 6. You may take either side in the argument provided you are acting according to your conviction. Either of the cameras will do.

Exercise 0.3. Point out the part-of-speech qualification and syntactic role of the artificial word *abcd* and its derivatives in the following sentences.

1. You are talking like an *abcd*. 2. The book was so *abcing* that I read it twice without an interval. 3. Why is *Abcid* playing the piano now? She should be reading for the exam. 4. To our satisfaction everything was done quite *abcdly* and we could go on with our task. 5. My friend *abcs* to his native town every summer. 6. She stood *abcd*, her eyes half closed. 7. From where we stood, we could *abcd* everything going on in the court. 8. About these *abcs*, you'll excuse me, but I am at a loss what to do with them. 9. She was an *abcd* girl with plump cheeks and big round eyes. 10. Jim was happy to find her so *abcd* that

day. 11. You are stupid as a child, and that is *abdicating* a great deal. 12. Oh, what's that! *Abdicating*? 13. Much *abdicating* has been wasted without any tangible results obtained.

Exercise 0.4. Point out *simple*, *compound* and *complex* sentences in the following text. Observe the means of connection between various types of clauses. Consider also the means by which separate sentences are connected with one another. Translate into Russian.

One morning the old Water rat put his head out of the hole. He had bright beady eyes and stiff grey whiskers, and his tail was like a long bit of black India-rubber. The little ducks were swimming about the pond, looking just like a lot of yellow canaries, and their mother, who was pure white with real red legs, was trying to teach them how to stand on their heads in the water.

"You will never be in the best society unless you can stand on your heads," she kept saying to them; and every now and then she showed them how it was done. But the little ducks paid no attention to her. They were so young that they didn't know what an advantage it is to be in society at all.

"What disobedient children!" cried the old Water rat; "they really deserve to be drowned."

"Nothing of the kind," answered the Duck, "every one must make a beginning, and parents cannot be too patient."

"Ah! I know nothing about the feelings of parents," said the Water rat; "I am not a family man. In fact, I have never been married, and I never intend to be. Love is all very well in its way, but friendship is much higher. Indeed, I know nothing in the world that is either nobler or rarer than a devoted friendship." (*O. Wilde*)

Part C. Self-assessment questions (SAQs) for Unit 0:

Complete the following sentences with the appropriate words:

1. Anything that is said in the act of communication is called _____ .
2. A minimal text unit that expresses a complete message is called _____ .
3. The difference between the simple sentence and the composite sentence lies only in the fact that the former contains only one _____ , while the latter – more than one.
4. "A group of words that contains a subject and a verb, but which is usually only part of a sentence" (from Longman Dictionary of Contemporary English). It's the definition of a _____ .

UNIT 1. THE SIMPLE SENTENCE – ITS STRUCTURAL AND COMMUNICATIVE TYPES NEGATION

The following items will be examined:

- one-member, two-member sentences;
- two-member complete and incomplete (elliptical) sentences;
- extended, unextended sentences.

This is the list of items you'll have to revise with the help of your grammar text-book and this manual (**self-study material**):

- communicative types of sentences;
- types of questions. The use of tag questions;
- negation in a sentence. Assertive and non-assertive words and contexts.

You must know how

- tell the difference between one-member and elliptical two-member sentences (Attention! This is one of the most problematic issues for students!)

- the correct use of question tags and the appropriate use of tag questions in spoken English;

- recognise non-assertive contexts and observe the use of the correct non-assertive items.

The unit consists of **Part A** – reading material to give you a little instruction and to guide your use of the text book, **Part B** – practical exercises, **Part C** – SAQs 1.

Part A. Reading

Two-member sentences

Chapter “The simple sentence” § 3 – 5

One-member sentences

Elliptical (incomplete) sentences

Communicative types

of sentences (self-study)

§ 6 – 22 of the same chapter

Negation (self-study)

§ 24 – 30 of the same chapter

Additional recommendations for your self-study and revision:

Note that *tag questions* are used when you expect the person you are addressing to agree with you or confirm your statement. Tags are most often in spoken English. Make sure you remember the following peculiarities of the use of the tag-questions:

- positive statement + negative tag (always contracted):
It's quite warm, isn't it?
- negative statement + positive tag:
You didn't know I was an artist, did you?
- positive question + positive tag, to show interest, surprise, anger:
You fell on your back, did you?
- the tag is positive when the statement contains semi-negatives like *hardly, few, rarely* (see "Negation")
That hardly counts, does it?
- the person you are speaking to replies according to the fact, not to the structure:
The Hague is the capital of the Netherlands, isn't it? – No, it isn't.
- note the negative tag with "I":
I'm controlling it, aren't I?
- note the use of the plural pronoun in the tag after *nobody, somebody, everyone, etc.* in the statement:
Nobody had bothered to plant new ones, had they?
- a tag can make your order sound less forceful:
Come into the kitchen, will you?
See that she gets safely back, won't you?
- after a negative imperative only a positive tag is used:
Don't tell Howard, will you?
- note the use of the tag after "Let's ...":
Let's forget it, shall we.

The exercises to practise the use of question tags are located further in this manual.

While reading about **negation** in your text books, pay attention to a number of determiners, pronouns or adverbs that occur only in negative, interrogative or conditional sentences. They are called *non-assertive forms*:

<i>Assertive</i>	<i>Non-assertive</i>
Already	Yet
Somehow	In any way
Sometimes	Ever
Somewhat	At all
Still	Any more
Too	Either
A lot	Much
A long way	Far

Examples:

She was *somehow* surprised. – She wasn't *in any way* surprised.

John was coming *too*. – John wasn't coming *either*.

I know London *to some extent*. – I hardly know London *at all*.

He's been *a long way*. – He hasn't been *far*.

To *non-assertive contexts* we refer:

1. Negative clauses: *No one said anything*.
2. Interrogative clauses : *Did you say anything?*
3. Negative-interrogative clauses: *Isn't there anyone at home?*
4. Comparative clauses: *She's singing better than she has ever done yet*.
5. Conditional clauses: *If you ever need any advice about computers, consult Julian*.
6. Clauses with emotional "should": *It's odd that you should find any evidence among the possessions of a total stranger. It's a pity you should feel so shy about asking any questions*.
7. Clauses with negative adjectives and verbs that are implicitly negative in meaning: fail, prevent, stop, deny, forget, etc., and reluctant, hard, unaware, etc.: *John has either forgotten or refused to tell anyone his address. We are unwilling to do anything about it*.
8. Infinitive phrases and constructions after *too*: *I'm too tired to walk any father*.
9. Clauses that contain indirect question (after if/whether): *Whether he has anything important to contribute remains to be seen*.
10. After semi-negatives, like hardly, scarcely, barely, few, little, rarely, seldom, and the preposition *without*: *I seldom get any sleep. Without any doubt (delay)*.

But note that *some* (not *any*) is used in interrogative sentences when their basic meaning is assertive and the speaker suggests that a certain state of affairs exists:

Why are there mistakes in some of your exercises? - The speaker suggests that there are mistakes in the exercises and is only interested in the reason why.

The same holds for negative sentences and conditional clauses with assertive orientation:

I couldn't answer some of his questions. (the idea about the existence of some unanswered questions is positive).

He hasn't been there for some years.

If you bring her some flowers, she'll be only glad.

Some is used for making invitations and offers:

Would you like to see some of my pictures?

On the other hand, *any* can be found in affirmative sentences if used with the meaning of *no matter what/who*:

Any car parked in this area will be removed by the police.

After the verbs *believe*, *suppose*, *think* the negation which in fact belongs to a that-clause is usually transferred to the main clause (*transferred negation*):

I don't believe you two have met (= I believe you haven't met) .

I don't suppose anyone will object to my absence (= I suppose no one will object to my absence).

Though it is usually incorrect to negate a clause more than once, occasionally, a *double negative* occurs in a sentence. In such a sentence the two negatives neutralize each other and the ultimate meaning of the sentence is positive:

I just couldn't do nothing (= I had to do something).

Examples like that are not uncommon (= they are common).

There are a number of words and expressions that can emphasize the negative meaning of the statement: *at all*, *whatsoever*, *a bit*, *in the least*, *in the slightest*:

She had no writing ability at all.

I knew I wasn't learning anything whatsoever.

They are not a bit interested. I wouldn't have objected in the least.

Part B. Practical Exercises

Exercise 1.1. Read the following dialogue passages. Point out incomplete (elliptical) sentences in them. Decide which parts of these sentences are deleted and why. Translate into Russian.

1. "When am I going to see you again?" he said, when she stood up to go. – "Do you want to?" – "Extraordinarily." – "But why?" – "Why not? You're the first lady I've spoken to for ten years. I'm not at all sure you're not the first lady I've ever spoken to." – "If we are going to see each other again, you mustn't laugh at me." – "Laugh at you! One couldn't. So when?" (*J. Galsworthy*)

2. "Tomorrow is Sunday. I shall be seeing you?" – "If you will." – "What about the zoo!" – "No, not the zoo. I hate cages." – "Quite right. The Dutch garden near Kensington Palace?" – "Yes." (*J. Galsworthy*)

3. "Last week he tried to commit suicide," one waiter said. – "Why?" – "He was in despair." – "What about?" – "Nothing." – "how do you know it was nothing?" – "He has plenty of money." (*E. Hemingway*)

4. "I hear you behaved intolerably at lunch-time today." – "Who told you?" – "The twins." – "Well?" – "Well nothing. Let's have a look at your Latin prose." – "Oh, Willy – I'm so wretched – sorry." – "Barbara?" – "Yes." – "And

she?” – “I just annoy her.” – “I have no comfort for you, Pierce. You will suffer. Only try to trap the sufferings yourself. Crush it down in your heart like Odysseus did.” (*I. Murdoch*)

Exercise 1.2. Reconstruct the missing parts in the elliptical sentences. Observe the stylistic effect of the change.

1. “Will you come over and hear me play the piano?” – “I will.” 2. “Are you kidding me?” – “No.” 3. “You are not a member here, I presume.” – “Why not?” 4. “I bet you completely forgot it.” – “Not completely.” 5. “I was lying the first time.” – “You sure the first?” 6. “Would you mind if I go now?” – “Certainly not.” 7. “Where is his home?” – “Chicago.” 8. “What makes you think so?” – “Facts.” 9. “I am suggesting that this is a possibility.” – “Is what?” 10. “An enemy in ranks? You really believe that?” – “Don’t you?” 11. “We have got to act, and that without delay.” – “But how?” 12. “Who else could have done it?” – “may be your brother?” 13. “I am not afraid of thinking and knowing.” – “And of acting?” 14. “We know perfectly well what happened to him.” – “What happened – yes. But why?” 15. “It seems to me that other and more convincing explanations can be found.” – “Such as?”

Exercise 1.3. Translate into English paying attention to the structure and use of elliptical sentences.

1. А ты у коменданта был? – Ну, был. 2. У нас ещё одна новость. – Какая? 3. Не верите? – Да нет, верю. 4. Я только что встретил Серёжу. – Где? – У входа в метро. 5. Вы обращались к лесничему? – Нет. Не подумал об этом. 6. Значит, наш драмкружок распускается? – Вот именно. 7. Ещё чашечку кофе? – Если позволите. Сахару больше не нужно, спасибо. 8. Кто это вам наговорил таких вещей? – Как кто? Все говорят об этом. 9. Вы там были один? – Почему один? И Фёдор Петрович был. И Аня тоже. 10. Бумаги собрали? – Ещё не все. 11. Вы меня хорошо слышите? – Не очень. – Может, мне перезвонить? – Да, пожалуйста. 12. Сколько ещё ждать? – Не больше получаса, я думаю. 13. Сколько весит эта упаковка? – Что-то около восьми килограммов. 14. Давайте поскорее встретимся снова. – Когда и где? 15. Вам ещё многому нужно поучиться. – Например? – Например, вежливости. 16. Вы согласны с предложением господина Медникова? – Не совсем. 17. Значит, она не придёт? – Да нет, придёт. Она передумала. 18. Итак, решение принято. – Наконец-то!

Exercise 1.4. Point out one-member sentences, state their structure and explain their meaning. Translate into Russian.

1. “...So you’ve come to join the forgotten men.” A pause. “I’m Doctor Hope! At least I used to think I was Hope...” 2. “Men and women, husbands and wives

quarrel horribly, Shirley.’ – “Poor things! – poor, fallen, degenerate things! God made them for another lot – for other feelings.” 3. Chris!” he exclaimed, his face shocked, pained. “Can’t you see that’s all changed? From now on I’m going to make things up to you.” – “All right, all right, my dear.” Smiling she wiped her eyes. 4. “He was arrested last Thursday, at Brisighella. He defended himself desperately and wounded the captain of the squadron and a spy.” – “Armed resistance; that’s bad!” 5. The English masses wanted the products of new industries but had no cash to buy them. Hence the seizure of colonies to provide new outlets and - hence also the search beginning for capital outlets in every part of the world, colonial or not. Hence, finally, the clash between all the different groups, each seeking outlets in the same finite world. 6. The door closed. Steps on the walk. Then car doors opening and closing. The motor throbbed, and the car went away. 7. All passengers for Flight 98 to gate four, please. No smoking till you are in the air. 8. He was coming in towards his first trap when he heard a shout from the bank near the cabin. “Roy. Roy MacNair!” 9. “I didn’t know he had any other name but Andy, “ she said. “Thank goodness he isn’t in jail.” – “Poor old Andy,” Roy said.

Exercise 1.5. Translate into English using one-member and elliptical sentences where necessary.

1. Тишина. Ни звука в спящем саду. Мы, горожане, не привыкли к этому. 2. Так вы придёте? Я буду ждать вас. – Хорошо, хорошо. Буду точно в семь часов вечера. 3. Опять Митя выполнил домашнее задание не так, как было нужно. И снова получил нагоняй. – Бедный мальчик. Ведь он проболел почти месяц, неудивительно, что он отстал от класса. 4. Кто говорит? Саша? Наконец-то. Я уже думала, что ты уехал, не позвонив нам. 5. Вот. Опять выстрелы, слышите? – Да нет, какие там выстрелы. Это кто-то заводит мотоцикл. 6. Сегодня дождь с самого утра. Ничего другого прогноз погоды не обещает. – В таком случае, надо ехать поездом: самолёт может задержаться. 7. Может сделаем перерыв? Я вижу, вы здорово устали. – Нет, нисколько. Вы ошибаетесь. Не стоит прерывать работу. 8. Боже мой! Этот жакет – он тебе не к лицу, Маша. Надень что-нибудь повеселее. – Может быть, розовое платье? – Очень хорошо. Только поторопись, мы опаздываем. 9. Звонок внизу. Наверное, почтальон. Откроешь? – Да, не беспокойся. 10. К вам снова этот человек. Говорит, по личному вопросу. – Ладно, пусть войдёт. Разберёмся.

Exercise 1.6. Point out one-member and two-member sentences. Say whether two-member sentences are complete or elliptical:

1. Working, for me, means trying to think of new design ideas. 2. The sun at zenith every day. The pleasures of open-air restaurants every evening. 3. I try to

avoid working overtime. 4. Dreadful taste, Auntie! 5. What a glorious night! 6. What is he? – A man, of course. 7. She was a terror. 8. Wolverhampton in the winter. Frost on the railway lines. It's so drab. 9. What do you think of her? – Fascinating! 10. Do you come from New York? – No. From Boston. 11. Most people of sixty look old. 12. Lord Henry Weston! A man with a hideous smile and a hideous past! 13. Only to think of it! 14. "Tyre gone," said Fleur. 15. He's a professor. 16. Light, movement and excitement in the streets. 17. Hungry? – I could do with a steak

Exercise 1.7. Add suitable question tags:

1. Everybody recognizes the importance of education, ____?
2. I'm controlling it, ____?
3. Mr. Al-Fayed is rarely photographed with his family, ____?
4. The results were scarcely encouraging, ____?
5. John hardly ever spoke to the press, ____?
6. Nothing is certain in this world, ____?
7. There is hardly any place in this house where we can talk alone, ____?
8. I'm cooking tonight, ____?
9. That's the law, ____?
10. Everybody is here, ____?
11. Nobody likes her, ____?
12. Somebody has forgotten their coat, ____?

Exercise 1.8. Put in *some*, *any* or their compounds:

1. Take a good look and tell me if you see ____ different.
2. Sometimes two or three relatives are admitted, but rarely ____ friends.
3. I couldn't answer ____ of his questions.
4. Did you see ____ of his poems published in the magazine?
5. I'm going away for a week. So I shan't be able to see ____ interesting games.
6. ____ of your answers are not correct.
7. I was interested in ____ chance of promotion.
8. Do you want to hear ____ good news?
9. It meant real hardship for my mother unless I earned ____ money at once.
10. It is unlikely that ____ of the guests will take particular notice of it.
11. They understood each other without ____ words.
12. Wasn't there ____ problem about your tax last year? I remember you telling me about it.
13. It's a cave. I'd like to find out if there is ____ left inside.
14. ____ bicycles parked in this area will be removed by the police.
15. The chemicals need to be handled with care as ____ give off poisonous fumes.

16. Can you get ____ milk when you are out shopping?
17. We don't think there is ____ wrong with your reading ability.
18. Why are there mistakes in ____ of your exercises?
19. I haven't been there for ____ years.
20. Don't you want to eat ____?
21. Now that he runs the department he seldom receives ____ visitors.
22. He went away without saying good-bye to ____ of us.
23. Shall I bring ____ to read while you wait?
24. She refuses to have ____ with her family now.
25. I doubt if ____ of the Morrisons are coming tonight.
26. Helen can ride a bike without ____ help now.
27. I agree with most of what he said but I don't agree with ____.
28. ____ idiot tried to blow up the UN building.
29. The news should be on ____ minute now.
30. If she gets ____ worse, they'll have to sack her.
31. Though I reckon few if ____ employers would look on her favourably after this.
32. He can barely walk without holding on to ____.
33. "I'm going on holiday next week." – "But haven't you got ____ important work to finish?"

Exercise 1.9. Disagree with the statements as indicated. Complete your remarks with these non-assertive words or phrases:

Any anyone any longer at all either ever far long much yet

Example: Somebody must know something about it. (I don't think...) –

I don't think *anybody knows anything about it.*

1. They'll come some time. (I don't think)
2. I've been waiting ages. (Go on! You haven't)
3. The exhibition is probably already over. (Oh, I doubt if ...)
4. We ought to wait a few more minutes. (Oh, don't let's...)
5. The weather seems a lot better. (I don't think ...)
6. Tom knows a lot about art. (I don't believe he ...)
7. And his mother does too. (No, she doesn't ...)
8. Is it a long way from here to the station? (No, it's not...)
9. This crossword puzzle is quite simple. (I don't think it ...)
10. Surely someone must know the answer (But I doubt if ...)

Exercise 1.10. Choose words to complete the sentences below and *emphasize the negative aspect of a statement*:

A bit at all the least bit in the slightest whatsoever nothing what so ever

1. He wasn't *the least bit* concerned about what you said.
2. I don't miss them
3. We could say ... to persuade him to saty.
4. He did it without any help ... from his parents.
5. He's not ... sorry for what he did.
6. It's of no use ...getting rid of it.

Exercise 1.11. Complete the following sentences:

1. I hardly
2. ...anything whatsoever.
3. My teacher rarely ...
4. ... in the least.
5. Neither ...
6. I've never ...
7. Nobody ...
8. I don't intend ...

Part C. Self-assessment questions for Unit 1 (SAQs 1):

1. Can you find both the subject and the predicate in a one-member sentence? In a two-member sentence? In a two-member incomplete sentence?
2. What members of the sentence can be omitted in an elliptical sentence?
3. Try to explain the difference in meaning between the two pairs of sentences:

He is not a teacher.

He is no teacher.

Bring some more old newspaperers and I'll make a bonfire of them.

Bring any more old newspapers and I'll make a bonfire of them.

This is the end of Unit 1. If you answered the questions and made few mistakes in the practical exercises above, go back to the beginning of Unit 1, read the list of issues that will be examined again and check whether you understand them all well, make sure you can fulfil the practical tasks that are required.

UNIT 2. MAJOR SENTENCE ELEMENTS

The following items will be examined:

- **the subject**, its structural types, notional and formal subjects;
- **the predicate**, its semantic and structural types;
- a simple predicate and its types (nominal and verbal);
- a compound predicate, its structural and notional components;
- a compound nominal predicate, link verbs, their types, and notional verbs;
- a compound double predicate;
- compound verbal phasal, modal predicates, a compound verbal predicate of double orientation;
- mixed types of predicate;
- the rules of **subject-predicate agreement**.

You should study the following items with the help of your grammar book and this manual (**self-study material**):

- ways of expressing members of the sentence (structural types of their expression): **word-forms, phrases, predicative complexes, clauses**;
- ways of sentence analysis: phrase level and sentence level.

You must know how:

- find the subject in a sentence, name its structural type, say by what means it is expressed;
- tell the difference between notional (personal and demonstrative) and formal (impersonal, introductory and emphatic) subject “it”;
- find the predicate in a sentence and define its type (the types are mentioned above);
- tell the difference between auxiliary, link and notional verbs;

- differentiate between the simple verbal and compound nominal predicate expressed by “be + Participle II”;
- use an adjective/adverb after link/notional verbs;
- observe the rules of agreement of the subject and the predicate, including the cases when several subjects are connected by various conjunctions.

The unit consists of **Part A** – reading material to give you a little instruction and to guide your use of the text book; **Part B** – practical exercises, and **Part C** – self-assessment questions (SAQs 2).

Part A. Reading:

The subject. Ways of its expression. § 40 – 45, chapter “The subject”
Notional and formal subjects.

The predicate, its structural classification. § 46 – 59, chapter “The predicate”
The simple and compound predicate.

Agreement of the predicate with the subject. § 60 – 66, chapter “The predicate”

Also the following chapters of the grammar text-book written by V.L. Kaushanskaya are recommended: § 6, p.117, § 4, p.77, where you’ll find the information about notional, link and auxiliary verbs and the types of the predicate expressed by *to be + Participle II*”.

In § 7 p. 228 of the same book you can find some additional information about “it” used as the subject of the sentence. Mind that you will have to explain the following uses of the subject expressed by the pronoun “it”:

1. **The notional subject “it”**, which denotes a living being or a thing, and may have the following meanings:

The personal “it” – when it stands for a definite thing or some abstract idea:

The door opened. It was opened by a young girl of thirteen or fourteen.

If this is liberty, it isn’t going to mean a thing.

The demonstrative “it” – when it points out some person or thing expressed by a predicative noun, or refers to the thought contained in a preceding statement, thus having a demonstrative meaning:

It is John.

It was a large room with a great window.

Dick came home late, it provoked his father.

In the last two cases, *it* is close in meaning to *this* and is usually translated into Russian by *эмо*.

2. **The formal subject “it”** – when it doesn’t represent any person or thing. Here you must distinguish:

The impersonal “it”, which is used to denote:

A) natural phenomena (such as the state of the weather, etc.) or characterize the environment:

It often rains in autumn.

It is cold in winter.

It is stuffy in here.

It is delightfully quiet in the night.

B) time and distance:

It is five minutes past six.

It is morning already.

How far is it from your office to the bank?

It is a long way to the station.

The introductory “it” – when it introduces the real or notional subject, the latter is normally expressed by an infinitive/infinitive phrase, a gerund/gerundial phrase, a predicative complex, or a clause:

It’s no use disguising facts.

It was curious to observe that child.

Sentence with introductory “it” can be transformed into sentences with notional subject in its usual position before the predicate:

It was impossible to deny this. – To deny this was impossible.

Mind the following **patterns with the impersonal subject** that should not be mixed with those containing the introductory subject “it”:

- a) sentences with the predicate expressed by the verbs *to seem*, *to appear*, *to happen*, *to turn out* followed by a clause:

It seemed that he didn’t know the place.

The clause “that he didn’t know the place” cannot fill the position of the subject (the transformation is not possible).

- b) sentences with predicative adjectives preceded by *too* and followed by an infinitive:

It was too late to start.

c) sentences with the noun *time* followed by the infinitive:

It was time to take their departure.

The emphatic “it” is used for emphasis, to give explanations or to make a contrast with a previous statement:

*All the Redgrave family are gifted actors. But it is **Vanessa** who made the greatest impact in the world of feature films.*

It was at the station where he met me at five o'clock.

Introductory *there*.

It is used to introduce new information and/or to say that something exists or happens:

*If you are looking for a café, **these's** one opposite the station.* (new information)

(Fifty-one states exist in the USA) ***There are** fifty-one states in the USA.*

(Three murders happen in the film) ***There are** three murders in the film.*

There is/are is often used to introduce or describe a character or place, or to “set the scene” when telling a story or joke:

*At the top of the hill **there's** a small café with wonderful views of the bay.*

There is/are is commonly used with the following **words and expressions**:

- there + be + problem/difficulty/trouble + -ing-form:

There won't be any trouble getting back.

- there + appear/happen/seem/tend/used + to be:

There used to be a house at the end of the common.

Researchers noticed that there tends to be a higher number of influenza cases in warm winters.

- In formal written English we can use *there* +
arise/arrive/come/emerge/enter/exist/follow/occur/remain/result/sit/
stand/take place:

Deep inside her there arose a desperate hope.

At the crime scene there remained little in the way of physical evidence.

There follows a full list of our current terms and conditions of trading.

There are a number of *common expressions* that include **It's no...** or **There's no...**
Study these examples:

<ul style="list-style-type: none"> • It's no secret that the President wants to have a second term of office. • Following the popularity of his first two films, it's no surprise that his latest production has been successful. • It's no wonder Dad felt angry. His car was a complete wreck. • It's no use telling me now. I needed to know a week ago. • It's no good getting annoyed. That won't help solve the problem. • It was no coincidence (accident) that they left the party at the same time. • It's no longer necessary to have a visa to visit the country. 	<ul style="list-style-type: none"> • I'm afraid there's no alternative (choice) but to ask her to leave. • There's no denying that he's a very good footballer. • There's no hope of getting money for the research. • There's no need to explain how it works; I'll read the instruction book. • There's no point in buying an expensive computer unless you plan to use it a lot. • There's no question of agreeing to his demands. • There was no reason to be pessimistic. • There's no chance of finding a cure if we don't fund more research. • There's no doubt about the authenticity of the painting.
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Additional reading for self-study:

Your self-study material deals with **the structural types of members of the sentence**, or ways of expressing parts of the sentence.

You can find a detailed explanation of these items in your essential grammar textbook, § 32 – 39, chapter “Parts of the sentence”. You must be able to define the terms and find the following structures in sentences:

- **a word-form**;
- **a phrase** - a group of two or more notional words functioning as a whole and containing a headword and one or two word-forms depending on it. According to the headword, phrases are divided into noun-phrases, infinitive-phrases, gerundial-phrases, etc.: *a recently built house, swimming in cold water, to see it clearly*;
- **a predicative complex**: a structure containing two major components, one of which is of nominal origin, the other is of verbal origin, and which stand in subject-predicate relation to each other. These two major words in their turn may have one or more words depending on them. The presence of the two components makes it possible to turn any predicative complex into a clause, which cannot be done to a phrase:
I saw *him run*. – I saw *that he was running*.
He still found *life interesting*. – He still found *that life was interesting*.
- **a clause**.

Speaking about **the structural types of the subject**, we can single out the following types:

1. simple – expressed by a single word form:
The fog was thinning. “*And*” is a conjunction. *Talking* mends no holes.
2. phrasal – expressed by a phrase:
Two and three is five. *A cheerful fire* was blazing on the hearth.
3. complex – expressed by a predicative complex:
It’s easy *for you to talk so*. (a for-to-infinitive complex)
Your knowing a thing is nothing unless another knows that you know it. (a gerundial complex)
4. clausal – expressed by a subject clause:
What I need is a piece of good advice.

When **analysing a sentence** we’ll have to deal with objects, attributes and adverbial modifiers included in various phrases within which they are **not** usually treated separately and the whole phrase functions as one part of the sentence (unless it is necessary for some reason to state the syntactic relations between the words within a phrases).

Example:

I hate swimming in cold water.

Swimming in cold water – is the object to the verb-predicate. If the task is to state the syntactic function of *in cold water*, you should present it as an adverbial modifier of place referring to the gerund *swimming*.

Agreement between the subject and the predicate verb refers to the way the verb has a form appropriate to the number and person of the subject. So the first step is to identify the subject of the sentence.

If a sentence has **a simple subject**, we should recall the grammatical characteristics of the word used as the subject. A singular noun-subject is followed by a singular verb, and a plural noun-subject is followed by a plural verb. Various cases of irregular and invariable nouns should be memorised and observed. Here we should mention only the basic groups of such nouns.

1. The nouns that have **the same singular and plural forms**: *deer, grouse, sheep, fish* (and some names of fish-mackerel, salmon, trout, etc), *fruit, craft/aircraft/hovercraft/spacecraft*.

This sheep *is* from Australia. - These sheep *are* from Australia.

The craft *was* sunk. – All the craft *were* sunk.

2. The following collective nouns **do not have plural forms** and must be followed by a plural verb: *cattle, the clergy, the military, people, the police, swine, vermin*:

The military *have surrounded* the building.

3. Some collective nouns can be used with **either singular or plural verbs**. They are: *audience, class, club, committee, company, congregation, council, crew, family, gang, government, group, jury, mob, staff, team, union* and many others. Plural verbs are common when the group is considered as a collection of people doing personal things like deciding, hoping, wanting:

My family *have decided* to move to Nottingham. *They think* is a better place to live.

The average British family *has* 3.6 members. *It's* smaller and richer than 50 years ago.

The same holds true for the nouns *the aristocracy, the gentry, the proletariat, the majority, the minority, the public, the youth of today, offspring*:

Give the public what *it wants/they want*.

4. Some **nouns in –s are always singular**. They are *news, billiards, cards, darts, dominoes*, some nouns in –ics: *athletics, gymnastics, linguistics, physics*:

Physics *is* a compulsory subject at school.

However, some words in –ics, such as *acoustics, economics, ethics, politics, phonetics, statistics* when denoting academic disciplines or spheres of human activity are used with the singular verb, in other meanings – **with a plural verb**. Compare:

Economics *has* only recently been recognised as a scientific study. (an academic discipline)

The economics behind their politics *are* unreasonable. (the financial system, calculations)

Acoustics *is* a branch of physics. (the scientific study of sound)

The acoustics in the Festival Hall *are* extremely good. (sound quality)

5. Some **nouns in –s have the same form for singular and plural meanings** which can be understood from the context. These nouns are *crossroads, headquarters, kennels, means, series, species, works*. Compare:

This crossroads *is* always dangerous.

The crossroads in the city centre *are* always busy.

This species of rose *is* very rare.

There *are* thousands of species of butterflies.

6. Finally, some **nouns in –s always take the plural verb**. They are *trousers, scissors, glasses, binoculars, pants, shorts* (objects consisting of two parts), *antics, belongings, brains* (=intellect), *clothes, congratulations, contents, earnings, goods, greens* (=green vegetables), *lodgings, looks* (=good looks), *outskirts, savings, scales, stairs, surroundings, premises, thanks, tropics, wages*:

All my belongings *are* in this bag.

The company's earnings *have* increased for the last five years.

A pronoun subject.

1. If the quantity is expressed by a universal pronoun (*everybody, everyone, either, everything, each*), negative pronoun (*nobody, no one, neither*), indefinite pronoun (*someone, somebody, anybody, anything*) or pronominal phrases – the verb is singular.

Everyone in the group *is* present.

No one in the group *has* made a mistake.

Somebody *is* knocking at the door.

Care should be taken if a phrasal subject has an of-phrase following the pronoun like in *any of, each of, either of, neither of*. In formal written English (such as academic writing) a singular verb is preferable. Informal English allows a plural verb in case of a plural noun.

I don't think any of them *knows* where the money is hidden.

Neither of the French athletes *has/have* won this year.

The subject of the pronoun *none* can be followed either by a singular (which is considered formal and rarely used) or a plural verb (which is considered normal, though slightly informal):

None of the group *have/has* come.

2. The pronoun *both* as well as phrases with it logically (and grammatically) plural:

Which of these are yours? – Both *are* mine. Both of the bags *are* mine.

3. The form of the verb in case of a subject containing or expressed by the universal *all* or interrogative pronouns *who, what, which* depends on what is implied or named in the previous part of the sentence and is, in fact, the notional subject for the predicate verb:

All *is* well (=everything) All *are* well (=everyone)

Who *has* come? – Who *have* come? (=if more than one person is implied)

The *girl* who *lives* next door is my sister.

The *girls* who *live* next door are my sisters.

The same holds true for sentences with the emphatic construction *It is ... that/who...*. Compare:

It is I who *am* wrong. (formal) – It is me who *is* wrong. (informal)
It is them who *are* wrong.

Phrasal Subjects

1. Subjects expressed by quotations, names or titles usually take a singular predicat verb:

“Fathers and Sons” *is* the most popular of Turgenev’s novels.
Though the titles of collections of stories may be followed either by a singular or a plural verb:

“Canterbury Tales” *was/were* published in 1852.

2. Numerical expressions of addition, subtraction, division, as a rule take a singular predicate. However, in case of multiplication or if the predicate is other than *be*, the verb can be plural:

Two and four *is* six.
Two and four *makes* six.
Twice two *is/are* four.
Six multiplied by nine *make(s)* 54.

3. If a phrasal subject contains expressions of quantity, the basic rule holds true – agreement with the head word:

Some of the ***children*** *were* bored.
Some of the ***gossip*** *was* surprisingly accurate.
The number of pages in this book *is* not large.
A number of ***people*** *were* walking around on that Sunday.

4. With the expressions of time, money, weight, distance or after *per cent* (%) the predicate verb is singular:

Ten years *is* a long period of time.
4 per cent *makes* a big inflation rate.

However, in phrases where *per cent* is used with an of-phrases the basic rule is applied – agreement with the noun head-word:

An inflation ***rate*** of 4 per cent *makes* a big difference to exports.
About 50 per cent of the ***houses*** *need* repairs.

5. When the subject contains the number *one*, a singular verb should be used:

One of the stolen cars *was* recovered.
One in every five *learns* French.

Note, that the phrase *more than one*, though logically plural, is followed by a singular noun and a singular predicate verb, while the phrase *one or two* is followed by a plural noun and always takes a plural verb:

More than one student has failed to answer the question.
Still, *one or two students* have managed to give the correct answer.

Homogeneous Subjects

Another tricky case is the agreement of the predicate with a group of homogeneous subjects, i.e. subjects naming two or more items.

1. When a subject has two or more items joined by ***and***, ***both...and***, the plural verb is used:

Jean ***and*** David *are* moving back to Australia.

If homogeneous subjects connected by ***and*** are expressed by infinitives, the predicate verb is singular.

However, ***and*** can join two attributes referring to one noun, or phrases connected by ***and*** can denote something viewed as a single item. In this case the verb is singular:

A yellow and red car *were* damaged. (two cars, one is yellow, the other is red)

A yellow and red car *was* damaged (one car which is coloured yellow and red)

Meat pie and peas *is* Tom's favourite at the moment. (kind of dish)

2. When homogeneous subjects are joined by ***or***, ***either...or***, ***neither...nor***, ***not only...but also***, the verb agrees with the last item (the one which is closer to the verb). This is known as ***a proximity rule***:

Neither you nor ***I*** *am* right.

Neither I nor ***you*** *are* right.

The proximity rule holds true for sentences with inversion, when the subject follows the predicate. The predicate verb agrees with the item that comes first (the one which is closest to the verb):

There is a table and some chairs in the room. – *There are some chairs* and a table in the room.

Here *comes Tom* and the girls. – Here *come the girls* and Tom.

3. Homogeneous subjects joined by ***as well as***, ***as much as***, ***rather than***, ***more than***, ***together with...***, ***accompanied by*** are followed by the predicate verb which agrees with the item that comes first:

My sister as well as my parents *is* a teacher.

My parents as well as my sister *are* teachers.

Part B. Practical exercises

Exercise 2.1. Point out the subject and the means of its expression:

1. The knocking still continued and grew louder. 2. Your meeting us was a mere accident. 3. Sailing is a thing that wants knowledge and practice. 4. What is the meaning of all these? 5. Politics are my only pleasure. 6. One never knows, but one hopes for the best. 7. The ignorant and the common naturally hate and fear those who are interested in the things they do not understand. 8. But to laugh at her was unpardonable. 9. For you to be so indifferent to your duties was inexcusable. 10. What I like is working outdoors. 11. On May 30, 1921, a white female elevator operator accused Dick Roland of attacking her. 12. The first parachute jump was made by a dog in a basket in 1785. 13. Reykjavik, the capital of Iceland, is heated by underground hot springs. 14. The sound of the door opening again made him start like a guilty thing. 15. Being alone in your own country is worse than being alone anywhere else. 16. Forgetting some things is a difficult matter. 17. Who were these people? What are they? 18. The brave won't lay down their arms. 19. A few more of these is all that is needed. 20. Dark blue is not your colour for a costume.

Exercise 2.2. Distinguish *definite personal*, *indefinite personal* and *impersonal* sentences as expressed by their pronominal subjects. Translate into Russian.

1. Things were going on smoothly. 2. You cannot eat your cake and have it. 3. Can you give me a lift? 4. People generally don't like being ordered about. 5. It was getting darker and darker. 6. We were too tired to enjoy the show properly. 7. They don't like cowards in the mountains. 8. What are we supposed to do in a situation like this? 9. Some don't like light music, others don't like classical music. 10. How can one account for his refusal? 11. There was no one on the stairs. 12. It was broad daylight when we started. 13. What can I do for you? 14. Could one do anything for them at all? 15. Many will support his idea, while not a few will find no appeal in it. 16. Man changes nature, but together with nature he changes himself, too. 17. Who can tell the number of scintillating stars above our heads? 18. You look at the picture of the great master, and you forget that it is painted with colours on a piece of canvas: every detail of it is life itself.

Exercise 2.3. Analyse the pronoun *it* used as the subject in the following sentences:

1. It's working outdoors that I like. 2. It seems that she (a housewife) is on call for 92 hours in a seven-day week. 3. It was too hot to go out into the town. 4. It was impossible not to invite the Butlers for both afternoon and evening. 5. It's a chance not to be missed. 6. At nine o'clock in the morning I went out. It was

cold and rainy. 7. The evening grew darker, and, the roads being blocked by gates, it was not safe to drive. 8. “Is it education that makes you behave as you do?” 9. It is impossible for reality to be concealed from people forever. 10. It happened several days before he arrived. 11. The bell rang. It was lean, pale Eddy Warren in a state of acute distress. 12. It is the moon that makes you talk to yourself in that silly way. 13. It was marvelous to be made love to like that. 14. It was damp and foggy in London that autumn. 15. It is remarkable that so few of the patients suffered side effects. 16. It is believed that the rebels are about to attack the capital. 17. It looks as if I’m going to fail the test. 18. It has been shown that most of the patients improved noticeably. 19. It seems as if we’ve known each other for years.

Exercise 2.4. Make the following sentences emphatic using the formal subject *it* according to the model:

Model: *She told me the truth (only) many years ago. –*

It was to me that she told the truth many years ago.

It was only many years later that she told me the truth.

1. Undoubtedly, he did it. 2. Mr. Nicholson himself offered me the vacancy. 3. Brian wants a new bicycle. 4. Victor met Victoria in the year two thousand. 5. I do not like meat, I like fish. 6. Susan is not studying languages, she’s studying law. 7. We need your help badly. 8. Daniel particularly likes Nabokov’s works. 9. She escaped danger by listening to intuition. 10. Andy’s quick reaction saved the mountaineers. 11. Jane remembered her childhood years with nostalgic feelings. 12. I met Christopher on my way to the publisher’s.

Exercise 2.5. Rewrite the following sentences using *there*:

Example: *Such strong reaction was not anticipated by the protestors. –*

*The protestors did not expect **there** to be such a strong reaction.*

1. More than a million species of insects exist in the world. 2. A grandfather clock was ticking in the background. 3. They are bound to react badly to the news. 4. A statement by the Prime Minister now follows. 5. Present in the compound were two forms of amino acid. 6. Does Osaka have an underground railway? 7. A massive sell-off of high-tech shares is likely in the next few days. 8. From the middle of the forest emerged a strange hooded figure. 9. Is nobody here able to help us? 10. Illustrated in our brochure are ten new holiday destinations. 11. Do you have a buffet car on the train? 12. In this bad weather a poor turnout for the election is certain. 13. Hanging over the bed was a beautiful antique tapestry. 14. At Hiroshima in 1945 an event happened which shook the whole world.

Exercise 2.6. Fill in the blanks with *it* or *there* to suit the corresponding meanings if the sentences.

1. a) ... was too windy. ... was no use going to the beach. b) ... was no wind, though ... was very cold. 2. a) ... was day already. ... was a ride to the country to look forward to. b) ... was still a day to spare. ... was lucky. 3. a) ... wasn't light enough. ... was difficult to read. b) ... was light coming through the trees. ... was hope in it. 4. a) ... was a great joy to get the news of our team's victory. ... was a celebration ahead. b) ... was joy written all over his face. ... was no sham. 5. a) ... could be anybody. ... was difficult to see through the mist. b) ... was nobody in the house. ... could be no mistake about it. 6. a) ... was not much to be added, and ... was a relief. b) ... was too much to be said about him, ... was felt by everyone present. 7. a) ... is another letter from Polly, isn't ... fine? b) ... was another of his letters, and ... was a lot of bitterness expressed there. 8. a) Is ... so serious? Is ... really much to be worried about? b) ... is nothing serious about it. ... is no cause for anxiety whatsoever. 9. a) ... is as ... should be. And from now on ... will be a steady tendency for improvement. b) ... should be another alternative still. ... is always preferable to have more than one possibility to choose from. 10. a) ... is about ten already. ... is time to start. b) ... is all the time we need. ... is no need to be in a hurry.

Exercise 2.7. Improve the following text (it's a book review) by rewriting one sentence from each paragraph with introductory *it*. The first one has already been done for you as an example.

The Beach

By Alex Garland

Now a movie starring Leonardo DiCaprio.

People say that somewhere in the tropical waters of Asia there is a perfect beach on an uninhabited island. - *It is said that somewhere in the tropical waters of Asia there is a perfect beach on an uninhabited island.* Rich in animal and plant life, surrounded by virgin jungle and watered by sweet underground springs, the beach could be the setting for an idyllic and easy life.

The Beach is the story of a young man who yearns for, seeks out and eventually finds just such a place. But to discover that far from being the source of contentment and inner fulfilment that he expects, the beach turns out to be a place of savage violence, terror and death, comes as a shock.

Alex Garland takes the reader on an exotic journey from the steaming tourist-packed dives of the Khao San Road in Bangkok to the drug-infested islands of the remote seas around Thailand. Not to be impressed by the author's skill in describing the unfamiliar oriental locations and his ability to empathise with the obsessions of today's young backpacking "new-age" travelers is difficult.

Taking in illegal drug plantations, memories of the Vietnam war, sexual jealousy, shark-infested waters, the psychological dynamics of communal living and the clash of cultures, Garland spins a tale which both seduces and shocks the reader. What gives the novel its haunting sense of unease and horror is the author's unique blend of these disparate elements.

It is a thriller with all the traditional ingredients, an exotic location, a central mystery, good versus evil, and dangers around every corner. There is a good sense of good and evil in the book, but to decide who is right and who is wrong Garland leaves to the reader. There are few moral certainties in this exotic corner of the world.

Events unfold at great speed, and be warned, to put this book down once you have started it is impossible. With an international cast of well-observed characters, Garland creates a nail-biting narrative that keeps the reader hooked until the final bloody climax.

Exercise 2.8. Complete the sentences with an appropriate **it's no ...** or **there's no ...** phrase from the list of common expressions given in the section for reading:

1. ... to make a decision today. We can do it at the meeting tomorrow.
2. ... that Clark won the race. He is clearly the best driver around at the moment.
3. ... of getting tickets for the concert. They will have sold out by now.
4. Since the cuts in the rail network, ... possible to get to Iverness by a direct train.
5. ... about her ability, but I'm not sure she has the motivation to become a great musician.
6. My mind is made up, so ... in discussing this further.
7. ... that John wants to take over as director. He has told everyone.
8. ... asking Tim. He won't know what to do.

Exercise 2.9.

A. Find the simple predicate in the following sentences:

Remember that a simple verbal predicate may be presented by

1) an analytical verb-form - *The seas **are being filled** with poison*, which is expressed by the verb *fill* in its Past Continuous passive form and consists of the auxiliary part *are being* and notional part – participle II *filled*.

It can also be an analytical form of the verb in the subjunctive mood – *The general ordered that the troops **should attack** at dawn*.

2) a verb-phrase – *She **has suddenly changed her mind**. She looked up and gave me a friendly smile*.

1. He caught sight of Mr Robinson walking in through the open gate. 2. He had never made a success of the land. 3. At a nod from her they took their seats. 4. We'll get in touch with somebody in the morning. 5. I've taken a good care of him, and he still looks young. 6. He looked from one of them to the other and gave a little laugh. 7. We have been waiting for their return too long. 8. I wish they would help us with arranging the party. 9. The preparations have been finished before noon. 10. Suddenly Doctor South shot a question at Jane. 11. A year from now I'll be earning more than a dozen men in the Kaiway Mail. 12. I didn't know about the fact, otherwise I wouldn't have given you the extra day. 13. Did she really take no notice of the signs Bob was making to her?

B. Rewrite the sentences, replacing the underlined verbs with one of the following verbs and an appropriate noun as it is shown in the example. Make any necessary changes.

Example: *I sighed with relief. – I gave a sigh of relief.*

Use the verbs: <i>do give have make take</i>
--

1. He rushes around madly photographing everywhere. 2. Some of them are very good. Look! 3. But one of these days he'll injure himself. 4. I'd like to arrange for him to see a psychiatrist. 5. He doesn't need you advising him. 6. Perhaps a holiday would be good for him. 7. He lectures me about interfering. 8. I've never harmed anyone. 9. I cried a lot but still felt miserable (use *good*) 10. He is not interested in anything else these days. 11. He looks at me in such a funny way. 12. I wish we could talk about it. 13. How can one excuse that sort of behaviour? 14. Oh well, it's time we got moving. 15. She looked up and smiled at me in a friendly way. 16. We don't have much time to decide. 17. Skiing is dangerous as it is. You shouldn't risk unnecessarily.

Exercise 2.10.

Link verbs: Choose the correct or more likely alternative.

Remember! We use **get** rather than **become** in informal speech and in writing, in imperatives, and in phrases such as **get broken, get dressed, get killed, get lost, get married, get washed.**

We prefer **become** when we talk about a more abstract or technical process of change: e.g. *Their bodies have become adapted to living at high altitudes.* Or *He became recognized as the leading authority on the subject.*

We use **become**, not **get**, if there's a noun after the link verb describing *a change of job.*

1. Sorry I'm late. I became/got lost.
2. Although he was young, he became/got regarded by the people as their leader.

3. He wouldn't let me get a word in and it became/got a bit irritating in the end.
4. It's time to go to school. Become/get ready quickly!
5. She became/got a minister in the government in 1981.
6. As the microscope was focused, the bacteria became/got visible.
7. The children became/got really excited on Christmas Eve.
8. As his condition worsened, his speech became/got unintelligible.

Exercise 2.11. Complete the sentences with *went* or *turned (into)* and one of the words below.

Remember! We use *go* or *turn* when we talk about colours changing:

The traffic lights turned/went green and I pulled away.

We often use *go* when we talk about changing to *an undesirable state*, when we say that somebody becomes deaf, blind, bald, or starts to behave in a mad or excited way; and also in phrases such as *go bad/off/mouldy* (food), *go dead* (a telephone), *go missing*, *go wrong*:

The children went completely crazy at the party.

My computer's gone wrong again.

We use *turn* to say that somebody reaches a particular age, and *turn into* when we say that one material or thing becomes another:

He turned sixty last year. In my dream all the sheep turned into wolves.

Now do the exercise and use the following words after the given link verbs:

Bald black dead a film forty missing white wild

1. Having now _____, he feels that his footballing career is coming to an end.
2. I was so dirty, the water in the bath _____ as soon as I stepped into it.
3. When I picked up the receiver, the line _____.
4. When we broke the news to Val, her face _____ and she collapsed.
5. The jewels _____ at exactly the same time as the child vanished.
6. Her latest novel, *The Inner Limits*, is to be _____.
7. When Germany scored for a seventh time, the crowd _____ with excitement.
8. Just like his father, he went _____ before he was thirty.

Exercise 2.12. Point out **the compound nominal predicate**. Pay attention to the way of expressing of the predicative and the link verb.

1. One million species that are alive today will have become extinct 20 years from now.
2. We were a fashionable and highly cultured party.
3. Many of Britain's bathing beaches have become health hazards through the discharge of untreated sewage into the sea.
4. I think the main point for her is whether she has

confidence in you or not. 5. People are becoming more concerned about environmental matters. 6. Living in London was becoming more and more depressing. 7. My idea was to turn this town into a health resort. 8. I feel comfortable in nearly all social situations. 9. That's why we are here. 10. In a group of people I often feel anxious, worried. 11. I am bored by mundane tasks. 12. I've never felt particularly at home with computers. 13. She looked as if she were watching a strange scene. 14. The fungi and moulds that attack wheat are continually growing stronger. 15. Why did I always appear so dumb when I am called to perform something in a crowd? 16. Father's greatest concern was our getting good education. 17. As I was about to write, my mind went blank, empty. 18. My family get very bad-tempered if there is no food. 19. It sounds as though it's all worked out very well indeed. 20. He was growing slowly comforted. 21. Wildlife organizations are becoming more militant in their fight for animal rights. 22. My leg feels as if it's broken.

Exercise 2.13. Adjective or adverb? Choose the correct answer:

1. The doctor felt the leg careful/carefully to see if there were any broken bones.
2. At the mention of the test the child turned pale/palely.
3. Tina looked steady/steadily at the singer, unable to believe she was so close to him.
4. The city appeared calm/calmly after the previous night's fighting.
5. My mother was very ill last year, but she's good/well enough to go on holiday now.
6. The police checked out the man's story and it proved false/falsely.
7. The secretary looked careful/carefully on the floor for her earring.
8. The woman got the job because the boss thought she looked careful/carefully.
9. Not wanting to burn his tongue, the chef tasted the soup cautious/cautiously.
10. The damp air feels good/well after that long dry spell.
11. The prospect of yet another week of hard work makes him feel bad/badly.
12. The man must be blind: he is feeling his way cautious/cautiously with a stick.
13. The small puppy couldn't remain quiet/quietly.
14. She coloured and looked fearful/fearfully towards her father and mother.
15. Marianne felt for her most sincere/sincerely.
16. What Frank felt more deep/deeply was the wound to his philanthropic pride.

Exercise 2.14. Find the predicates (simple verbal or compound nominal) in the following sentences, name them, and state the function of Participle II (*be* + *Participle II*):

1. When we arrived we found that the door was locked. 2. This shop will be closed at six o'clock on Saturday. 3. The suit is not cut correctly. 4. When they unpacked the parcel, they found that two of the articles were smashed. 5. The waitress dropped the tray and two of the cups were smashed. 6. We couldn't eat the buns as they were burnt. 7. Mr. Dorrit's rooms were reached. Candles were lighted. The attendants withdrew. 8. My boxes are locked, strapped and labelled; I hate being hurried. 9. I stopped at the barber's shop and was shaved and went home to the hospital. 10. My wife and daughters were charmed with her. 11. You are deceived. 12. A short bridge over the canal was blown up but we climbed across on what was left of the span. 13. Huckleberry was filled with admiration of Tom's facility in writing. 14. He was in the house when the diamond was lost.

Exercise 2.15.

A. Find the **double predicate** in the following sentences and comment on their type:

1. In the morning we discovered that the river had frozen solid during the night. 2. The pizza was served hot. 3. Caught by surprise, the boy fell hard on the concrete floor. 4. The blows came down heavy and rapid all over her head and face. 5. The clover sprang up green and luscious. 6. The day broke grey and dull. 7. The moon rose red over the silent valley.

B. Make sentences with double predicates out of the following sentences:

1. The sun shone. It was bright and warm. 2. The strawberries arrived. They were fresh and delicious. 3. She went away when she was quite a child. She returned when she was a grown up person. 4. She flushed. Her face was crimson. 5. Around the house the leaves fell. They were thick. 6. The trees showed against the sky. They were sharp. 7. The sunlight sifted through the pines. It was golden and heavy. 8. The clouds flew across the sky. They were sharp and quick. 9. The snow lay under the trees. It was thick. 10. The boy sat on the sofa. He was frozen with fear. 11. He stopped. He looked as if he were dead. 12. People gazed at the sky. They were open-mouthed. 13. He had come back. He was mere skin and bone. 14. He stood while they walked out. He was motionless and expressionless.

Exercise 2.16. Put out **the compound verbal predicate** and define its type:

To analyze compound verbal predicates you'll need to remember the names of
the Forms of the Infinitive

	Active	Passive
Indefinite	to write	to be written
Continuous	to be writing	–
Perfect	to have written	to have been written
Perfect-Continuous	To have been writing	–

1. One day soon nothing will be able to live in the seas.
2. In sea sanctuaries whales, dolphins and seals cannot be hunted.
3. Cats seemed to have come amongst us much later than dogs.
4. The Egyptians are believed to descend from cats.
5. We should make a distinction between wild and domesticated animals.
6. One weekend we happened to see a beautiful windmill for sale.
7. You are more likely to feel at home in a job involving control, commerce or management.
8. Peggy is anxious to show that she can cope with extra responsibility.
9. Advertising is most likely to suit the requirements of your individual personality.
10. The Romans used to have guide dogs for the blind.
11. The man had vanished, yet he couldn't have left the house unseen.
12. I tried frantically to collect my senses.
13. At weekends they try to spend some time outdoors.
14. She seems to like the added responsibility her new job gave her.
15. I've just begun to understand how this organization really works.
16. So our company started to cut back on the number of people it employed.
17. You must keep on practising music.
18. Mrs. Babcock had always longed to go to Ireland.
19. After the interval, Pavarotti went on to sing an aria from Tosca.

Exercise 2.17. It's a revision of the use of **the marginal modal *used to***, referring to a past habit and followed by an infinitive:

We *used to live* in London, but we don't now.

Don't confuse it with *be/get used to* (meaning *be/get accustomed to*), which is followed by an -ing-form or a noun-phrase:

Some people never *get used to living* in a big city. They *can't get used to the crowds*. They *are not used to them*.

Complete the sentences 1-10 in a grammatical and sensible way by using the endings a-j. There may be several possible answers.

1. At one time many British workers used to a) living in a cashless society
2. Now most of them have got used to.... b) having their money paid into banks.
3. This means most of the population are used to... c) using credit cards
4. In recent years most of us have got used to... d) bartering goods for their goods
5. These are a newish invention. There used to e) paying for these things by cheque
6. Perhaps one day our children will have become f) pay for this by cheque
so used to g) carry money around
8. that they will ask in amazement, h) be paid in cash at the end of the week
- “Didn’t you use to...?” i) be no such thing
9. I shall reply –not quite truthfully – “We never j) use money
used to
10. Like everyone else I was used to
A real old-fashioned society!

Exercise 2.18.

“Leonardo da Vinci designed a submarine” is a statement of *fact*.

“Leonardo da Vinci is reputed to have designed a submarine” is an expression of *opinion*.

Change these statements of fact into expressions of belief, opinion, etc. using the verbs in brackets. Take care with tenses and with the transformation of *can* in questions 8 and 9.

Pay attention to the fact you are dealing with **the compound predicate of double orientation!** What predicative complex with the infinitive is used in it?

1. Girls mature earlier than boys (say).
2. Charles Dickens had a hard childhood. (believe)
3. White rhinos are getting scarcer. (report)
4. Northerners are friendlier than southerners. (suppose)
5. Girls help their mothers at home (expect)
6. The Chinese discovered gunpowder. (know)
7. Mohammed Ali was the greatest boxer of all time. (acknowledge)
8. Women can stand pain better than men. (say)
9. Man can go for weeks without sleep. (say)

Exercise 2.19. Replace the complex sentences by simple ones combining the predicates into *a compound predicate of double orientation*:

Example: It *appears* that the summit *has left* a deep impression on the public. –
The summit *appears to have left* a deep impression on the public.

1. It seemed that this reassured him.
2. It seemed that the past has lost its reality.
3. It appeared that they had little understanding.
4. It happens that I have written to Washington already.
5. How did it happen that he was here?
6. It appeared that he had lost the thread of his remarks.
7. It appeared that they were coming down the middle of the road.
8. It seemed that Scott had lost all his confidence of the day before.
9. It seemed that she was always changing her direction.
10. It seemed that everyone had plenty of money.
11. It is hardly likely that John will listen to me on any subject.
12. It is more likely that a masterpiece will come as the culminating point of a laborious career.

Exercise 2.20. State the type of **the compound predicates of mixed types** in the following sentences:

1. Parents cannot be too patient.
2. For heaven's sake, don't try to be cynical.
3. I have to be inquisitive, but would you kindly inform me who I am?
4. I thought he might prove to be useful.
5. Defeat can be a great teacher.
6. Harris began to grow more cheerful.
7. He ought to feel happier with Mary than with us.
8. Then I began to get nervous myself.
9. You must continue to make efforts.
10. It ought to have stopped raining by now.
11. It must be very pleasant here in summer.
12. At that moment everything in her life seemed to be a source of desperate anxiety.
13. He was beginning to sound angry.
14. The grey house had ceased to be a home for family life.
15. These days are finished. I must begin living all over again.
16. He felt the presence of Pat and had to keep on resisting the impulse to turn round.

Exercise 2.21. Decide whether the indicated verbs function as:

- a) tense auxiliaries;
 - b) modal auxiliaries;
 - c) link verbs;
 - d) notional verbs;
 - e) phrasal verbs.
1. This sort of behaviour hardly becomes a person of your position.
 2. Although it was hard at first, she came to enjoy working for the airline.
 3. He didn't know at the time that she was never to see her native place again.

4. It is about 15 miles from home and it seemed to me the back of beyond.
5. If we were a minute or two late, she would be there and want to know why.
6. Sometimes, when I had been home, I used to pray the tram wouldn't come.
7. Probably, the baby will be walking and talking by the next time you come.
8. I can't tell you exactly when I'll get there, but I promise I'll be there by 6.00.
9. Many of the medicines used today are derived from plants found in the tropical rain forests.
10. My aunt keeps dogs on her farm in Wales.
11. I suddenly felt an insect crawling up my leg.
12. The stems make a cosy home for the ants.
13. The children always went naked.
14. "What are you doing?" – "I'm feeling the shirts to see if they are dry."
15. How does she stay so young?
16. The seas are being filled with poison.
17. If the WWF is to be believed, it has helped 30 mammals and birds to survive.
18. It's difficult to get through to him, he won't listen.
19. Terriers make good hunting dogs.
20. In Phoenix, Arizona, a herd of Arabian oryx has been built up.
21. She is growing into a beautiful young woman.

Exercise 2.22. Find the predicate and define its type:

1. Whales are being hunted to extinction.
2. Dogs seem to have always been easy to train.
3. Many species of wildlife could become extinct if left unprotected.
4. You must stop finding weaknesses in the manager's arguments.
5. You have to be quite creative.
6. We were just taking pot luck, really.
7. Teaching can be rewarding if you like dealing with people. I think I will be well-suited to the job.
8. I couldn't say "Thank you" because my jaw was absolutely frozen solid.
9. That child was to become a great leader.
10. The traffic pollution is becoming a cause for concern.
11. I tried to find places that were fairly hidden from the road.
12. The snow shimmered yellow in the double light of the moon and the electric lamps.
13. The refugees are being housed in temporary accommodation.
14. The library is currently housed in the British Museum.

15. Officials are to investigate how a light aircraft landed undetected on an unlit runway at Heathrow Airport.
16. My shoelaces kept coming undone.
17. I reckon she lay awake all night.
18. The baby will be probably walking and talking by the next time you come.
19. Night had come. Here and there windows glowed yellow in the misty darkness.
20. It was after office hours and the hall door was locked.
21. When I woke up, my leg had gone dead – I must have been lying on it.
22. This sort of behaviour hardly becomes a person of your position.
23. I have been trying to take care of my uncle.
24. He continued feeling angry.
25. They stopped to exchange a few words with a neighbour.
26. The trees flamed scarlet against the grass.
27. The man had vanished, yet he couldn't have left the house unseen.
28. I felt as if I was doing a really good did.
29. Herbert stays cool in such situations.
30. My school teacher will drop dead when he sees me.
31. They used to go out a lot and I would be in the place on my own.

Exercise 2.23. Choose the best answer, comment on the type of the predicate you will come across. Then make up your own dialogue by analogy:

- Why didn't you go to work yesterday?
- I (a) needn't have gone (b) didn't need to go (c) mustn't go (d) couldn't have gone
- Actually I thought you always worked on Tuesday evenings.
- I (a) might (b) must (c) would (d) used to years ago, but not now, thank goodness. In fact at one time I (a) ought to (b) had to (c) must (d) was to work two evenings a week.
- That (a) can't have been (b) couldn't be (c) mustn't be (d) shouldn't have been very pleasant.
- Oh, it wasn't so bad. I had lots of friends there. We (a) might have (b) will have had (c) would have (d) would have had lots of fun. Looking back, I find it odd that I (a) would enjoy (b) would have enjoyed (c) should have enjoyed (d) ought to have enjoyed evening work so much.
- But now, am I right? You (a) may not (b) mustn't (c) needn't (d) used not to work evenings.
- That's right.
- Of course, you didn't tell me. I (a) could remember (b) may have remembered (c) should have remembered (d) might remember.

Exercise 2.24. Subject – Predicate Agreement.

Put the verb into the singular or plural:

1. A group of teenagers in the town (have) organized a scheme to help old people with their shopping.
2. A number of people (have) complained about the noise.
3. Do you think three pounds (be) a big enough tip?
4. Hamburger and chips (be) not a very healthy lunch.
5. In the latest rail union vote, the majority (have) voted to go on strike; the rest of the members (be) expected to support the strike fairly solidly.
6. Two kilos (be) pretty small for a newborn baby.
7. Our teenage son thinks there (be) a number of good reasons for staying up late and having a good time.
8. More than one house in our street (have) been broken into recently.
9. A couple of dangerous-looking men (be) waiting for you outside.
10. One of my friends (have) just won two free plane tickets to New York.
11. Six weeks (be) a long time to wait for news of your family.
12. The majority of the children's parents (be) unemployed.
13. The Philippines (have) signed the new human rights agreement.
14. The police think that more than one person (be) in the stolen car.
15. Tom and Rosie were late, but the rest of us (be) on time.
16. (Be) bacon and eggs what you usually eat for breakfast?
17. We've just learnt that a couple of our club members (have) been chosen for the national team.
18. The island's politics (be) complex, with over twelve parties competing for power.
19. Economics (have) become an increasingly popular course at university.
20. Jim's politics (have) changed considerably since he was in his twenties.
21. Diabetes (be) an illness caused by too much sugar in the blood.
22. Recent government statistics (show) a sharp decline in crime.
23. The economics of the plan (be) worrying the investors.

Exercise 2.25. Fill the gaps in the sentences below in ways that are appropriate to the collective nouns (use the verbs *be*, *do*, *have* or the pronouns *its*, *their*):

1. In England, a state school ... to give time to religious education.
2. My daughter's school ... decided to hold their sports day next Saturday.
3. The firm ... given 5,000 pounds to charity this year.
4. The firm ... not like the new manager.
5. The staff ... not need to be increased.
6. The club ... fifty per cent more members than a year ago.
7. The orchestra ... just tuning up – let's hurry in.

8. An orchestra ... composed of string, wind and percussion instruments.
9. The board will let us know ... decision tomorrow.
10. The family ... unable to agree on a meeting place for reunion.
11. She thought that the theatre ... unlucky and that the public ... getting sick of her.
12. The police ... prosecuting ... inquiries, and the public ... asked to inform them if they had seen a suspicious-looking person, possibly an Italian.
13. But the mob ... a thing not of reason but of instinct.
14. The subject of talk was the opera company that ... then at the Theatre Royal.
15. The jury would bear in mind that it/ they ... dealing with members of advanced society.
16. It's always best on such occasions to do what the mob
17. He remembered there had been a mob in the late eighties, it/they smashed things and made speeches.
18. A little band of sparrows ... twittering noisily in the lilacs of the garden.
19. For one moment the audience ... silent and then with one throat broke into thunderous applause.

Exercise 2.26. Choose between the singular or the plural verb observing the rules of notional agreement.

1. It was/were three miles to the plantation, but his thoughts so absorbed him that he didn't notice the distance.
2. There was/were a rather embarrassing two minutes under the lights of the lobby while the clerk and a few belated guests stared at them curiously.
3. His generation, however bruised and decimated from this Victorian war, was/were the heirs of progress.
4. She proposed that we should go over and lunch with him on Monday while a number of her guests was/were going back to London.
5. There is/are half a dozen people in the front row of the dress circle.
6. There was/were a couple of old canvas chairs on deck, and in one of them the doctor sat down.
7. The number of casualties is/are not known yet.
8. Where is/are that five pounds I gave you?
9. A team which is/are full of enthusiasm is/are more likely to win.
10. The government is/are made up of senior members of the four main right-wing parties.

Exercise 2.27. Put the verb in brackets into the correct form.

1. Everybody (be) much excited when they appeared
2. All (be) not gold that glitters.

3. It was quite still in the room. Nobody (be) speaking.
4. I warned Val that neither of them (be) to speak about old matters.
5. Each of the two young mothers (be) too busy to hear anything
6. None of them (be) smiling, not even when they spoke to each other.
7. None of us here (have) any very convincing answers up our sleeves.
8. Each family (have) its/their own house.
9. Everybody (have) its/their own likes and dislikes.
10. All the milk in these bottles (be) sour.
11. A scholar and a poet (be) what they called their friend.
12. Orange juice and coffee (make) a good breakfast.
13. Classical and modern art (represent) widely different ideas.
14. A soldier, statesman and scholar (be) a combination rarely to be found in one person.
15. To write prose and verse, to hammer our little tunes on the piano, and to draw and paint, (be) instinctive with a great many young persons.
16. There (be) an eagerness and excitement in the faces of the men.
17. But river is jungle and jungle is river, for river and jungle (be) one.
18. Either my father or my brother (be) coming.
19. Neither the vicar nor Mrs. Carey (go) out of the garden much these days.
20. Either he or his friend (be) to blame.
21. His friends as well as he (be) to blame.
22. My aunt as well as most of the others (be) satisfied.
23. Neither the God nor the temple (bring) him peace.
24. The imagery, diction, and syntax of each writer (be) examined.
25. The man with his daughters (have) arrived.
26. There (be) more than one way to get rid of the dirty marks.
27. Either of the dentists (be) available. Which one do you want to see?
28. Each of Susan's colleagues (have) sent her a personal letter of support.
29. We've got two cars, but neither of them (be) particularly new.
30. Around ten per cent of the forest (be) destroyed each year.
31. I would say that about 50 per cent of the houses (need) major repairs.
32. Your birth certificate as well as your passport (be) required.

Exercise 2.28. Choose the best words in the following pieces of text.

1. The global total of homes with TV was/were estimated to be over 500 million by 1987. But in 1988 the Chinese News Agency said the number of TV viewers in China alone was/were 600 million, watching 100 sets. 600 million is/are a lot of viewers.

2. The greatest number of episodes of any TV programme ever sold was/were 1,144 episodes of Coronation Street. In 1971 the complete series at that date was/were sold to a Canadian company.

3. 1.6 billion people – or a third of the world’ population is/are said to have watched Bob Geldof’s original Live Aid concerts. This pop star and fund raiser is/are now world famous. Actually Billy Graham – as well as Bob Geldof – was/were behind these concerts.

4. Around one in ten UK households was/were without colour TV in 1988. But more than one in two households in the UK has/have two or more sets. Having two or three sets seem/seems unnecessary to me.

5. 25 hours 21 minutes is/are said to be the average UK viewer’s weekly ‘fix’. A majority of viewers world wide probably watch/watches news programmes regularly. News of disasters reach/reaches a huge audience. What you both see and hear has/have an enormous impact. So many people being killed in earthquakes and cyclones is/are tragic.

6. So-called programmes of entertainment is/are not always entertaining. But apparently the audience for ‘sit-coms’ and ‘soaps’ is/are large.

7. Too much sex and violence is/are shown in my opinion. Swearing – and bad language in general - is/are also prevalent. A number of concerned individuals protests/ protest.

Exercise 2.29. The US company Macroworth announced today that it is to move some of its operation to Camford in Britain. Here is an extract from the announcement. Make any necessary correction to the parts of the verb *to be*.

The new premises we plan to occupy in Camford are now being built. The outskirts of the city is an ideal site for a company like ours. R and D are an important part of our work, and next year fifty per cent of our budget are to be spent on our Camford center. Some of our staff in the US are being asked to relocate, and eventually around ten per cent of our US workforce are to move to Britain.

However, the majority of our new employees is to be recruited locally, and we think that the local community are going to benefit enormously from this development. A number of business leaders and the local Member of Parliament is being invited to a meeting next week. Unfortunately, neither the Company President nor the Managing Director of Macroworth is available to address that meeting, but I and senior mangers am to attend.

Part C. Self-assesment tasks for Unit 2

Exercise 1. Point out the subject and the predicate in the following sentences:

1. On her going to thank him, he happened to see her thorough the window.
2. To describe one’s character is difficult and not altogether illumunating.
3. Nothing seemed to matter.
4. To be wanted is always good.
5. Seeing you will open up a new world.
6. Elaine, this ill-advised behaviour of yours is beginning

to have results. 7. Presently all was silent. They must have gone through the service doors. 8. He seemed to read my mind. "Yes, you are right. My life might have been different." 9. The child is delicate, she ought to have a change of air. 10. What would Uncle Henry say if he were alive? 11. Sometimes Bessie would come up to me in my lonely bedroom, bringing a piece of cake; sometimes she would tell me a bedtime story. 12. I was eager to see him in the morning, but there was no sign of him. 13. The garden had run wild. 14. Her answer came quick and sharp. 15. I used to hate coming home when it was almost dark. 16. One can't help admiring the fellow. 17. To accept this offer is to radically change your life. 18. To have been hit under the belt by your closest friend must have been a shock for you, Andrew. 19. The cookies appear tempting. 20. It was beginning to be daylight. 21. I had to begin living all over again. 22. Two of the passengers were cut by the splinters of the broken glass. 23. The incident weighed heavy on her mind.

Exercise 2. Analyse the pronoun *it* used as the subject in the following sentences:

1. It doesn't matter. 2. It was very pleasant on the river's bank 3. It took Stephen some time to work out what she meant. 4. He gave her an engagement ring. It was beautiful, very expensive, too. 5. It seems that she lost her way. 6. It's no use talking like that to me. 7. It is not warm enough to organize a picnic. 8. It seemed that he forgot to buy tickets. 9. It looks as if we are going to miss the train. 10. It is hard to say no to people. 11. It is silly to get upset about small things. 12. It's like a runaway horse. 13. It is Clarence speaking, don't you recognize me? 14. It looks like rain. 15. It is someone else's pen. 16. It wasn't any use trying to make one's voice heard over the general noise. 17. It wasn't tactful, you should apologize. 18. It was too late for them to continue their walk. 19. Why, it was only yesterday that I got the confirmation of the news! 20. The happy end of this film can hardly be called its drawback; to my mind, it should be considered as its merit. 21. But it is unbelievable, he can't have left without letting us know.

If your results are not satisfactory, read part A of this manual again or consult your teacher.

This is the end of Unit 2. Go back to the beginning of Unit 2, read the list of issues that will be examined, make sure you understand them and can deal with all of them. If not, refer to your teacher for help.

UNIT 3. SECONDARY MEMBERS OF THE SENTENCE

The following items will be examined:

- the complement as an obligatory constituent of the sentence;
- the object, its types and ways of expression, the introductory object *it*;
- the attribute, its types and ways of expression, the apposition as a particular type of attribute;
- the adverbial modifier (the adverbial), its types and ways of expression;
- independent members of the sentence.

You should know how

- find objects in a sentence, define their types and ways of their expression;
- find attributes, appositions in a sentence and state their structural types;
- find adverbials in a sentence and define their semantic and structural types;
- give syntactic analysis of the simple sentence.

The unit consists of **Part A** – to provide you with additional reading and guide your use of this manual, **Part B** – practical exercises, and **Part C** – self-assessment questions (SAQ -3).

Part A. Reading

The object, ways of its expression, types of object, the formal object <i>it</i> , objects to adjectives	§ 67, p. 353 – § 83, p. 364
The attribute, ways of its expression, the apposition, close and loose attributes and apposition	§ 84, p. 365 – § 93, p. 376
The adverbial modifier, ways of expressing adverbial modifier, semantic classes of adverbial modifiers	§ 94, p. 377 – § 111, p. 390
Suggested ways of sentence analysis	Appendix III, p. 481

The object is a part of the sentence which typically refers to participants in the event different from the subject, occurs after transitive verbs and can become the subject of a passive structure.

The complement is an obligatory constituent of the sentence which completes the predicate and cannot become the subject of a passive structure.

The attribute is a part of a sentence that refers to a noun or another word of nominal nature and expresses a state, a quality, a process, evaluation, etc.

The apposition is a peculiar attribute expressed by a noun or nominal phrase that refers to another noun or nominal phrases. The apposition may give another designation to, or description of, the person or non-person.

The adverbial modifier (the adverbial) is a part of the sentence which modifies a verb, an adjective or an adverb and represents the circumstances (time, place, degree, manner, etc.) of an action.

Structurally the secondary members of the sentence may be *simple, phasal, complex or clausal*:

*I've never seen **him**.* (a simple word-form)

*She was looking **at the distant hills**.* (noun phrase)

*John sat **with his elbows on the table**.* (predicative complex)

***When the cat is away**, the mice will play.* (clause)

Objects and other complements

As you know, the predicate may consist simply of a verb as in *Tom disappeared* or of a verb followed by one or more **complements**, that is words or phrases added to a verb to complete the predicate, without which sentences would be incomplete as in *All the men wore [dark suits]*, or have a different meaning as in *They **found** the test [difficult]*.

Every verb or class of verbs can be followed by the particular number and type of objects and complements.

Remember that the main types of complementation are:

Type of verb	Object/Complement	Example
Intransitive	no object one complement	<i>Tom disappeared.</i> <i>He doesn't fit in.</i>
Monotransitive	one object	<i>Tom bought a car.</i> <i>Terry turned the radio on.</i> <i>You can rely on Bill.</i>
Ditransitive	two objects one object + one complement	<i>Tom gave her a ring.</i> <i>Ask someone the way.</i>
Link (copular)	one complement	<i>Susan is upset.</i>

Intransitive verbs denote actions and events which involve only one person or thing, the performer of the action. They may be used **without any object** at all. The two main classes of intransitive verbs are:

1) **Pure intransitive verbs**, which are almost exclusively intransitive, such as *appear, fade, rise, rain: It is raining. The sun rose*. Many pure intransitive verbs express behaviour which is typically involuntary, as *blush, cough, faint, smile, scream*.

Verbs of position such as *be, belong, hang, lie, live, remain, sit, stand, stay* and verbs of movement such as *come, crawl, creep, drift, flow, gallop, glide, go, run, spring, stroll, travel, walk* require a complement (an obligatory adverbial) denoting place, direction or time.

I used to live there.

He strolled towards the bar.

2) **Verbs used both transitively and intransitively.**

Some transitive verbs in very restricted contexts can be used intransitively. For example, when you are contrasting two actions:

We gave, he took.

if you use a list of different verbs for emphasis or contrast:

They set out to be rude: to defy, to threaten, to tease.

She had ceased to love as he once she once loved.

Some verbs can be used transitively, followed by the object, or intransitively, without the original performer being mentioned.

I opened the door and saw Laura.

Suddenly the door opened.

These verbs are called **ergative verbs**. There are several hundred ergative verbs in regular use in current English. A number of them relate to food and cooking: *bake, boil, cook, fry, roast, simmer*.

The porridge is boiling.

The rice is cooking.

There are a small number of ergative verbs that usually have an obligatory adverbial of manner. These verbs are: *clean, freeze, handle, polish, sell, stain, wash*.

Wool washes well.

Monotransitive verbs describe events that in addition to the subject involve someone or something else. These verbs take one object (**a direct object or prepositional object**).

Children seek independence.

*How can you **account for** the mistake?*

Here is a list of some verbs that are monotransitive:

achieve address afford believe create damage defy enjoy favour get hate heat maintain mind name plant rent shock test waste.

There are a small number of verbs which are usually intransitive, but which can be transitive when used with one particular object, **a cognate object**. The object is usually directly related to the verb.

dance (a dance)	laugh (a laugh)
die (a death)	live (a life)
dream (a dream)	sigh (a sigh)

Ditransitive verbs take two objects, **a direct object and an indirect one**. These verbs denote actions which involve someone in addition to the people or things that are the subject and object of the sentence. This third participant is someone who benefits from the action or receives something as a result. They become indirect beneficiary and indirect recipient objects. The direct object is usually a thing that something is done to. For example, *I gave John a book*, where *John* is the indirect recipient object and *the book* is the direct one. Each of these objects can become subject in a passive construction: *John was given a book. A book was given to John*. Ditransitive verbs can also take one object followed by a predicate complement: *It reminds me of Italy*, both of which are obligatory, but the latter cannot become subject in the passive (for more examples of predicate complements see further pages of this chapter).

Order of objects.

The indirect object is put immediately after the verb group, in front of the direct object.

He had lent Tim the money.

Instead of putting the indirect objects in front of the direct object, it is possible to put it after the direct one, preceded by a preposition.

Ralph passed a message to Jack.

If you put the indirect object after the direct one, you use the preposition *to* with some verbs, especially ones where the direct object is something that is transferred from one person to another. Here is **a list of verbs which can have an indirect object introduced by to**:

Award, bring, feed, forward, give, grant, hand, leave, lend, loan, mail, offer, owe, pass, pay, play, post, quote, read, rent, repay, sell, send, serve, show, sing, take, teach, tell write.

I had lent my apartment to a friend for the weekend.

If the action you are describing involves one person doing something which will benefit another person, you can use the preposition *for* to introduce the indirect object. Here is **a list of verbs which can have an indirect object introduced by *for*:**

Book, bring, build, buy, cash, cook, cut, design, fetch, find, fix, get, guarantee, keep, leave, make, mix, order, play, pour, prepare, reserve, save, set, sing, spare, take, write.

I left a note for him on the table.

Note that with some other verbs we can use either **to** or **for**, including **bring, leave, pay, play, post, read, send, take, write**. Sometimes there is very little difference in meaning:

*He **played** the piece of music **to** (or **for**) me.*

*Can you **sing** that song again **to** (or **for**) us.*

Often, however, there is a difference in meaning. Compare:

*I **took** some apples **to** my sister. And Ann didn't have time to take her library books back, so I **took** them **for** her.*

A few other verbs that are followed by two objects **cannot have their order reversed**:

*We all **envied** him his lifestyle. (but not We all envied his lifestyle **to**/for him.)*

Other verbs like this include **allow, ask, cost, deny, forgive, guarantee, permit, refuse**.

Some verbs can *only* have the indirect object if this is a prepositional object with **to**:

*They **explained** the procedure.*

~~They explained me the procedure.~~

*They **explained** the procedure **to** me.*

Other verbs like this include **admit, announce, demonstrate, describe, introduce, mention, point out, prove, report, say, suggest**.

Now we are going to summarise what has already been said about the object and its types, and give examples of other types of complements.

There are **three types of object**: direct, indirect, prepositional, and three types of complement: subject, object, predicate.

Types of objects: direct: *He wrote the article.*

indirect: *I'll show you the garden.*

prepositional: *You can rely on Tom.*

Types of the complement: subject complement: *Bill is a policeman.*
object complement: *I found the map helpful*
predicate complement: *I wish you success.*

How to distinguish between objects and complements

1. Objects refer to participants in the event different from the subject: <i>I wrote <u>a letter</u>.</i>	1. Subject and object complements predicate something about the subject or the object.
2. Singular or plural, the object is independent of the subject: <i>I wrote <u>a letter/two letters</u>.</i>	2. There is number agreement between the subject or object and its complement: <i>He is a policeman. – They are policemen.</i>
3. Objects can become subjects of a passive construction: <i>I wrote a letter. – The letter was written by me.</i>	3. Complements do not become subjects in passive construction: <i>I wish you success. – You are wished success.</i>
4. Objects can be expressed by pronouns: <i>I wrote <u>it/them</u>.</i>	4. Many complements cannot be replaced by a personal pronoun: <i>He is a student. – He is he.</i>

You should remember and be able to tell the difference between the following **types of the object**:

The direct object is the single non-prepositional object of a monotransitive verb:

I wrote a poem.

or one of the two objects of a ditransitive verb:

They sent me a telegram.

It can become subject in a passive clause:

The poem was written by me.

A telegram was sent to me.

The indirect object is one of the two objects of a ditransitive verb:

They sent me a telegram.

They sent a telegram to me.

It can become subject in a passive construction:

I was sent a telegram.

If indirect objects are placed after direct ones, the prepositions *to* or *for* are needed. The correct use of the prepositions was indicated on the previous pages of the manual.

The prepositional object is an object which is always introduced by a preposition (which should be memorized) and used after intransitive verbs. It can also become subject of a passive construction.

We agreed on the plan.

The plan was agreed on.

The cognate object is a non-prepositional object of an intransitive verb which is always expressed by nouns derived from, or semantically related to, the root of the verb:

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

Pay attention to **the structural types of the object**:

simple	phrasal	complex	clausal
Tom waved <i>the flag</i> . I'll get you some coffee.	He snatched <i>the bread and butter</i> from the table. A man hates <i>being run after</i> .	I want <i>it done</i> at once. She felt <i>the child trembling all over</i> .	I don't know <i>what it was</i> .

The subject complement (the predicative) is the obligatory constituent which follows a link verb (*be, seem, feel, get, become, go, grow, turn, sound, etc.*) and cannot be made subject in a passive clause.

The subject complement denotes:

- the attribute of the subject: *She is 22 years old.*
- its identity: *The Robinsons are our neighbours.*
- or a circumstance: *The exam is next Tuesday. He is in a good mood.*

The object complement refers to the direct object and denotes:

- its identity: *They appointed him manager. Can you imagine yourself the owner of a yacht?*
- attribute: *We found the secretary helpful.*
- or circumstance: *I like them on toast. Do you take me for a genius?*

The object complement cannot become subject of the passive construction.

The predicate complement is the obligatory constituent of the clause which refers to the predicate and cannot become the subject of the passive construction.

Predicate complements can follow:

- a) relational verbs (*have, possess, lack, suit, take, weigh*): *Will 5 o'clock suit you?*
- b) verbs of measure (*measure, cost, take, weigh*): *Each ticket costs 2 dollars.*

c) verbs of equal reciprocity (*marry, resemble*): *Sam married Susan last May.*

Predicate complements can be both prepositional and non-prepositional:

Joe resembles his father.

This kind of landscape reminds me of Zimbabwe.

Revision: -ing-forms and infinitives as objects

Certain verbs can be followed by an -ing-form only: *I avoid **traveling** in the rush hour wherever possible.*

With some verbs of these verbs (marked * in the list) we can also put an object before the -ing-form, thus forming a predicative complex. Compare:

*Can you imagine **wearing** that dress!*

*Can you imagine **Jemima wearing** that dress!*

Verb + -ing-form: *admit, appreciate*, avoid*, burst out, can't help*, consider, contemplate, defer, delay, detest*, dislike*, endure*, enjoy*, escape, excuse*, face*, fancy*, feel like, finish, give up, imagine*, involve*, justify*, keep (on), leave off, mention*, mind*, miss*, postpone, practise, prevent*, putt off, recall*, recommend, resent*, resist*, risk*, save, suggest, tolerate*, understand.*

The verbs *advise, allow, forbid, permit* are followed by an -ing-form when they have no object, but by an infinitive when they have an object:

*The doctor **advised taking** a course of antibiotics.*

*The doctor **advised him to take** a course of antibiotics.*

Certain verbs can be followed by an infinitive, but not by an -ing-form:

She ~~decided applying~~ for the job.

*She **decided to apply** for the job.*

Some of these verbs can also have an object before the infinitive (marked* in the list), thus forming an Objective-with-the Infinitive construction:

*He doesn't really **expect her to pass** the exam.*

Verb + infinitive: *afford, agree, aim, appear, arrange, ask*, attempt, beg*, campaign, care, choose*, consent, dare*, decide, demand, deserve, expect*, fail, fight, forget, guarantee, happen, help*, hesitate, hope, intend*, long, manage, need*, neglect, offer, pause, plan, prepare, pretend, promise, prove, refuse, seem, swear, tend, threaten, trouble*, try, undertake, want*, wish*, yearn.*

The verbs from the next list are followed by an infinitive only when they have an object:

They ~~forced to open~~ our suitcases.

*They **forced us to open** our suitcases.*

Some verbs can be followed by an *-ing*-form or by *to*-infinitive, but there is a difference in meaning:

verb	+ <i>-ing</i> -form	+ <i>to</i> + infinitive
<i>forget/remember</i>	=forget/remember an earlier action: <i>Do you remember going to the school for the first time?</i> <i>I'll never forget meeting you.</i>	=forget/remember to do a future action: <i>I must remember to set my alarm clock tonight.</i> <i>Don't forget to lock the back door.</i>
<i>go on</i>	=continue: <i>They went on playing despite the bad weather.</i>	=change to another action: <i>After opening the hospital the Prince went on to meet the staff.</i>
<i>mean</i>	=involves or will result in: <i>This new job means living abroad.</i>	=intend to do something: <i>The builders mean to finish by Friday.</i>
<i>regret</i>	=feel sorry about the past: <i>I really regret getting that tattoo when I was eighteen.</i>	=announce bad news: <i>We regret to inform you of delays in today's service.</i>
<i>stop</i>	=finish an action: <i>They stopped making fax machines ten years ago.</i>	=finish one action in order to do another one: <i>We stopped to get petrol.</i>
<i>try</i>	=do something to see what will happen: <i>Try using a screwdriver to get the lid off.</i>	=make an effort to do something difficult: <i>We tried to get tickets but the show was sold out.</i>

Pay attention to the structural types of **the attribute**:

simple	phrasal	complex	clausal
Here is <i>some</i> money for you. Her <i>walking</i> shoes were elegant. You are the one <i>to blame</i> .	I've seen <i>a good many</i> places on my way. He was a man <i>of very regular</i> habits. He wouldn't run the risk <i>of being too late</i> . She looked at me with a kind of <i>don't-touch-me</i> air.	There's no chance <i>of our seeing him again</i> . This is a problem <i>for you to solve</i> .	Some called me by name <i>which no one here knew</i> . We must face the fact <i>that we have spent all our money</i> .

Mind that from the point of view of their relation to the headword, **appositions** are subdivided into *non-detached (close)* and *detached (loose)*.

The word groups which contain **close appositions** usually consist of either the name of a person and a noun denoting relationship, or geographical name and some common noun:

Professor Brown, captain Marryat, aunt Polly, president Roosevelt, mount Everest, etc. The first components here are nouns in apposition.

Sometimes the apposition consists of the preposition *of*+*noun*: *the town of Daventry, the city of London*.

References to words, books, etc., are often expressed in appositive form: *the word geese, the good ship Venus, the play "Romeo and Juliet"*.

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

Cooper was three inches taller than Mr. Warburton, a strong, muscular young man.

Make sure you remember the following **semantic types of the adverbial modifier**:

semantic type	prepositions	examples
adverbial of place		He lives <i>far from his parents</i> .
adverbial of time		He owned an Alsatian dog <i>once</i> .
adverbial of manner	with, without, by, by means of, with the help of	Hooper danced <i>badly</i> , but <i>energetically</i> .
adverbial of cause (reason)	because of, due to, owing to, on account of, for the reason of, thanks to, etc.	<i>Thanks to my parents</i> I got a decent education.
adverbial of purpose	in order, so as, for	Jan came <i>to help us</i> .
adverbial of result	with adjectives modified by <i>too</i> or <i>enough</i> , expressed by an infinitive (phrase)	It is too cold <i>to go out</i> .
adverbial of condition	but for, except for, without, if, unless	<i>Without faith</i> there can be no cure.
adverbial of concession	in spite of, despite, for all, though, if	<i>With all his faults</i> , I like him. your remark is witty, <i>if rather cruel</i> .
adverbial of attendant circumstances and subsequent events		We walked three miles <i>without meeting anyone</i> . He woke up <i>to see that it was daylight</i> .
adverbial of comparison	than, as, as if, as though	A mountain is higher <i>than a hill</i> .
adverbial of degree		The story is <i>extremely</i> long.
adverbial of exception	but, except for, save for, apart from	These men were quite civil <i>save during certain weeks</i> of autumn and winter.

And here are the **structural types of the adverbial modifier**:

simple	phrasal	complex	clausal
I'll be <i>here before long</i> . Wait <i>a minute!</i> The problem is <i>too difficult to solve</i> .	They worked <i>till late at night</i> . Classes begin <i>on the 1st of September</i> . <i>Rounding the house</i> , they entered a garden.	Are you angry <i>because of my being late?</i> The problem is too difficult <i>for a child to solve</i> . <i>There having been no rain</i> , the earth was dry.	Won't you stay <i>till the rain stops?</i>

Revision: Adjectives and adverbs coinciding in form

1. There are a lot of adjectives and adverbs that utterly coincide in form: *He walked very fast. We caught a fast train.*

2. There are a few adjectives and adverbs in English which have the same form in *-ly*. They have been derived from nouns denoting a period of time: *hourly, daily, weekly, monthly, yearly.*

It was his daily duty to water the flowers. Most newspapers appear daily.

Remember that the words *friendly, silly, lovely, lonely* are not adverbs but adjectives:

She gave me a friendly smile. But: She smiled to me in a friendly way.

3. Coincidence in form is also found with the adjectives *clean, clear, close, dead, easy, fair, firm, high, large, loud, mighty, pretty, quick, right, sharp, slow, soft, sound, sure, tight, wide*, and their corresponding adverbs. From these stems adverbs with the suffix *-ly* can be formed. The use of adverbs with the suffix does not submit to certain rules and is conditioned by the tradition. For example, it is accepted to say *guess wrong*, but before Past Participle *wrongly* is always used, as in *I was wrongly informed*. Still, such phrases may fall into three groups:

- Phrases like *run deep* (referring to a river), *travel light, shut it tight, come closer* are not describing an action itself but the state in which things are, either when they are happening or have finished. It is therefore not surprising that here in fact the verbs are being used with adjectives. (Compare: *affect deeply, treat lightly, squeeze tightly, examine more closely*.) However, the adjectives come after the verb; before a verb or participle an adverb is used: *The windows have all been tightly shut. The windows have all been shut tight.*

- Adverbs which have the same form as their corresponding adjectives often have related forms in *-ly* with different meanings:

close = near, near at hand: <i>Stay close to me. He was following close behind.</i>	closely = attentively: <i>The prisoners were closely guarded.</i>
deep = a long way down: <i>He dug deep into the ground.</i>	deeply = greatly: <i>The scientist was deeply respected.</i>
direct = by the shortest way or without stopping, without intermediary: <i>I'll fly direct to Moscow. I'll fly to Moscow direct. I contacted the manager direct.</i>	directly = closely, exactly: <i>The matter concerns us directly.</i> Some more expressions to remember: <i>directly opposite, directly contrary</i>
easy is used only in some word combinations: <i>Take it easy. Stand easy. Go easy (with the butter). Easier said than done.</i>	easily : <i>You can easily imagine my surprise. He won the race easily.</i>
fair = honestly, impartially, justly, civilly, courteously, kindly, nobly: <i>play fair, fight fair</i>	fairly = impartially, without bias: <i>Treat him fairly.</i> fairly = rather: <i>fairly well, fairly soon</i>
free = without payment: <i>Children travel free on buses.</i>	freely = willingly: <i>He spoke freely about the past.</i>
full = exactly, directly: <i>John hit me full in the face.</i>	fully = completely, entirely: <i>fully dressed</i>
hard = with a lot of effort: <i>He was hard hit by the financial crisis. He works hard.</i> Remember: <i>try hard, work hard, look hard at</i>	hardly = scarcely, barely: <i>He was hardly hit by the financial crisis. I hardly see him. I hardly know her. You'd hardly believe it.</i>
high = to/at a high level/altitude: <i>The pilot flew high above the clouds. Prices have risen very high. The kite flew higher and higher.</i> Remember the word combinations: <i>aim high, hold one's head high play high.</i>	highly = very much, very favourably: <i>She is highly regarded by her employers.</i> Remember: <i>highly-paid, speak highly of someone, a highly infectious disease, highly appreciated advice.</i>
just = impartial, unprejudiced, equitable, fair: <i>be just to someone.</i> just = exactly, precisely, immediately, only: <i>I'll open it just now. I will do it just as you advise. I have just seen him.</i>	justly = rightly: <i>As you have justly observed,</i> <i>He was justly punished.</i>
last = after all others: <i>He got there last.</i>	lastly = finally: <i>Lastly, read the instructions, then do the test.</i>
late = after the arranged or proper time: <i>They arrived late. He went to bed late. Sooner or later.</i>	lately = recently: <i>I haven't seen him lately.</i>
(a)loud = not to oneself, openly; follows the verbs that don't take the object: <i>Don't talk so loud. Who laughed loudest?</i> Remember: <i>read aloud, laugh out loud.</i>	loudly = opposite of quietly, faintly; is used when there is an object: <i>He called loudly for help. She complained loudly about having to wait.</i>

near = close: <i>I live near the school.</i>	nearly = almost: <i>I have nearly finished. I was nearly drowned. It's nearly 10 o'clock. She is nearly forty.</i>
pretty = fairly: <i>I thought the film was pretty awful.</i>	prettily = in an attractive way: <i>She smiled prettily.</i>
right = correctly, completely, well (with <i>go, come, turn out</i>): <i>Things went right at last.</i> Remember: <i>do a sum right, read a book right through, turn right round.</i>	rightly = sensibly, wisely, justly, rightfully: <i>She very rightly refused. He acts rightly towards his neighbours.</i>
sharp = at right angles: <i>He turned sharp left.</i>	sharply = quickly, abruptly: <i>He spoke sharply to me.</i> Remember: <i>turn sharply, reply sharply.</i>
short = suddenly, without finishing: <i>The driver stopped short. The third arrow fell short of the target.</i>	shortly = soon, not long: <i>He will be arriving shortly.</i>
wide = far away from the right point: <i>He threw the ball wide.</i> Remember: <i>Open your mouth wide. The window was wide open. Hw was wide awake.</i>	widely = to a large extent: <i>It is widely believed that the Prime Minister will resign soon. He has traveled widely.</i> Remember: <i>widely+Past Participle: widely-known.</i>
wrong = incorrectly, badly (with <i>go</i>): <i>Things went wrong.</i> Remember: <i>do a sum wrong, get someone wrong.</i>	wrongly = mistakenly, unwisely, unjustly, wrongfully: <i>He acts wrongly towards his neighbours.</i>

As in the group above, it is only the *-ly* forms that can come before a verb: *It directly concerns us.* A common expression is *clean* meaning ‘completely’: *I clean forgot about it.* (the adverb *cleanly* meaning ‘in a clean way’ exists but is seldom used.) *Wrongly* as well as *wrong* is sometimes used for ‘incorrectly’: *You have added the figures wrong/wrongly.* In *do wrong/right* we are using a verb not with an adjective or an adverb but with a noun, as in the phrase *do harm/good.*

- There are one or two idioms such as *go slow* (=avoid strain or excess) and *going strong* (=thriving, flourishing) which do not fall into the above groups. In the pair *bad/badly*, *badly* is an adjective which may be used with a verb to describe a state: *The flood went* (=became) *bad*. The adverb *badly*, as we have seen from the uses of *right* and *wrong*, is the opposite of the adverb *well*: *Things went* (=progressed) *badly*. *Flat* is used with the verb *fall* as an adjective in both literal and figurative senses: *He fell flat on his face. His jokes fell flat* (=they were unsuccessful). The adverb *flatly* means ‘absolutely’ *They flatly reused to pay.*

Part B. Practical Exercises

Exercise 3.1. Choose the most suitable words underlined:

- a) I never imagined mountains to be/being so high!
- b) Don't forget to wake me/waking me before you leave.
- c) What do you mean to do/doing about the leaky pipes?
- d) I regret to tell/telling you that we cannot accept your offer.
- e) Did you manage to find/finding the book you were looking for?
- f) I tried taking/to take that medicine you gave me but I couldn't swallow it.
- g) We have postponed to tell/telling anyone the news until after Christmas.
- h) Have you considered to buy/buying a microwave oven?
- i) Sorry, I'm late, I had to stop to pick up/picking up the children from school.
- j) Margaret was slow at school, but she went on to be/being Prime Minister.
- k) Darling, did you remember packing/to pack some spare cassettes for the video camera yesterday?
- l) I really regret leaving/to leave school so young, it ruined my career prospects.
- m) We tried pressing/to press the 'escape' key but the program just wouldn't respond.
- n) A suspicious young man was seen entering/to enter the building shortly after the incident.
- o) As we drove over the river we noticed local women washing/to wash their clothes in the water.
- p) I once heard Karajan conducting/conduct the entire Ring cycle – it was wonderful.
- q) I stopped to eat/eating sugar years ago.
- r) Nothing will stop their enquires, they mean getting/to get to the bottom of this strange business.
- s) Don't forget recording/to record 'EastEnders' tomorrow evening.
- t) After a career in the secret service, Ian Fleming went on achieving/to achieve fame as an author.
- u) If you can't find the information in the manual, try looking/to look at our website.
- v) We were all exhausted so we stopped getting/to get some rest at a motel.

Exercise 3.2. Complete the sentences with the correct form of the verbs in brackets:

1. I'm not disappointed, I never expected ... (pass) the test.
2. Please, don't hesitate ... (call) if you have any problems.

3. The doctor recommended ... (avoid) strenuous activity for the first few weeks.
4. The sales team aims ... (exceed) its target by at least five per cent this year.
5. I don't suppose you happened ... (notice) whether there was a cash machine there?
6. How on earth do they justify ... (keep) three dogs in such a small flat?
7. We'd better hurry up; I'd hate ... (arrive) late.
8. Despite all the rejections, Dave continued ... (apply) for every vacancy he sees.
9. We discovered an old document ... (lie) under the floorboards.
10. I'll put off ... (call) them until after I've spoken to the personnel officer.
11. You can watch the film if you promise ... (go) to bed straight afterwards.
12. Being a diabetic, I like ... (avoid) anything containing sugar.
13. Thanks very much. Yes, we'd love ... (join) you for dinner on Friday.
14. You really can't help ... (feel) sorry for the poor guy.
15. Passengers are permitted ... (carry) only one piece of hand luggage onto the plane.
16. Jonathan's the one who taught Rachel ... (swim) last summer.
17. Sometimes you have to pretend ... (like) people that you detest.
18. That's strange, I don't recall ... (meet) him at all.
19. The judge will defer ... (pass) sentence until the psychiatric reports have been submitted.
20. Whenever possible, the personnel department likes ... (settle) salary reviews prior to the quarterly board meetings.

Exercise 3.3. Rewrite the sentence, beginning as shown, so that the meaning stays the same.

Example:

I was made to study hard when I was at school.

They *made me study hard when I was at school.*

1. If I take the job I'll have to move to Paris.
Taking the job
2. It's very kind of you to give me a lift.
I appreciate
3. It might be a good idea to use the honey instead of sugar.
Why don't you try
4. I'm quite happy to look after the baby for you.
I don't mind ...
5. Parking is not permitted here.
You are

6. 'Shall I carry that bag for you, John?' said Pauline.
Pauline offered
7. Brenda really hates staying at expensive hotels.
Brenda can't
8. If you work for this company, you have to travel a lot.
Working for this company involves
9. Joe doesn't like when people treat him like a child.
Joe resents... .
10. I'm sorry I didn't go to university.
I regret

Exercise 3.4. Complete the following using the correct form of the verb given.

1. Avoid (criticize)... people.
2. Don't hesitate (pay) ... compliments.
3. Aim (do) ... some kind action every day.
4. Don't postpone (do) ... something just because it's difficult.
5. Practise (listen) ... to what other people say.
6. Resolve (be) ... a good listener.
7. Don't spend time (worry) ... about thing that may never happen.
8. Carry on (try) You'll succeed sooner than you think.
9. Never agree (do) ... something you know to be wrong.
10. Never fail (speak up) ... in a good cause.
11. Never threaten (do) ... something unless you're prepared to carry out your threat.
12. Never stop (try)
13. Be prepared to admit (make) ... mistakes.
14. Don't deny (be) ... in the wrong – if you are.
15. Learn (understand) ... other people's points of view.
16. Don't offer (do) ... more than reasonable.
17. Try (realize) ... how the other person feels.
18. Don't even consider (stop)
19. Just keep on (try)
20. You will deserve (succeed)

Exercise 3.5. Put the verb in brackets in either the *to-infinitive* form or the *gerund*.

1. I have always tried ... my best (do).
2. "My bolognese sauce always seems tasteless." "Have you ever tried ... a little sugar in it?" (add)
3. Where did you get that money from? I don't remember ... it to you. (give)
4. Did you remember ... that letter I gave you? (post)

5. Passengers are forbidden ... to the driver. (talk)
6. I'd love ... you when I'm next time in Athens. (meet)
7. There is a regulation that forbids ... in hospitals. (smoke)
8. Wouldn't you prefer ... in this evening? (stay)
9. I shall never forget ... you in Florence. (meet)
10. Don't forget ... me a ring as soon as you get back. (give)
11. I cannot help ... why she never goes out anywhere. (wonder)
12. There was a lot to do. Fortunately, Janet agreed to help ... the food.
(prepare)
13. I don't want to go if it means ... trains. (change)
14. I am sorry, I didn't mean ... you. (interrupt)
15. "Won't you stay? There's a good match on TV." "No, thanks, I hate ...
football." (watch)
16. Whenever John comes round, I like ... something special for him. (cook)
17. What do you like best about wintertime?" "Well, if it has snowed during
the night, I like ... early, and ... for a walk in the fresh snow. (get up, go)

Exercise 3.6.

A. There are *two* verbs missing from each sentence. Choose the first verb from the list and the second one according to the meaning of the sentence. Make any necessary changes to the form of the verb.

First verb: fancy, finish, keep, mind, put off, recollect, regret, suggest, try.

1. ... a man so much younger than herself!
2. If you like tongue-twisters, ... "Six Swiss wrist watches".
3. Are you a student at his school? I don't ... you here before.
4. I'm sorry to trouble you, but would you ... me this suitcase?
5. She is afraid of the dentist, so she always ... till the last possible moment.
6. I started work when I was 16. Now, I ... (not) ... at school.
7. I'll never ... these papers! There are so many of them.
8. It's very late. I ... the washing up until the morning.
9. You will have to ... her: she has a terrible memory.

B. To fill in the gaps here, combine two verbs from the two given lists. Be careful with verb forms!

First verb: avoid, consider, deny, dislike, enjoy, imagine, miss, practise, resist

Second verb: be able to, emigrate, have to, phone, say, see, talk, tell, travel.

10. Can you ... walk five miles to school every day? That is what we had to do.
11. We like living in the country, but we ... go to the theatre.
12. He didn't ... her, but he insisted that we didn't speak to her.
13. Would you ... if things got worse in this country?

14. I simply couldn't you to tell you the good news!
15. If you find the sound [h] difficult, "He hit her on her hairy head with a hard, heavy hammer".
16. You should try to in the rush hour.
17. I have to you, and I hope we meet again some time.
18. I you what to wear and what to do.

Exercise 3.7. Put in the right word order or choose the right forms.

Not a dog's dinner!!!

(*shoes leather Italian expensive handmade*): these are my pride and joy. Own a (*old beautiful pair*) – or I did until yesterday, when I discovered that one of the shoes was missing. I had left the shoes on my (*doorstep back*) to do some gardening. My neighbour has a (*dog friendly large*) called Sam. When I saw that one of my shoes had disappeared, I knew that Sam had taken it. I can't say he behaved (*bad/badly*).

He just behaved like a dog. Leather looks (*good/well*) and tastes (*good/well*) too. I unwillingly gave Sam the (*Italian remaining shoe*) and then followed him. I not only found one (*Italian eschewed shoe*), but also a pie of things Sam had been borrowing, including my wife's (*slippers fur-lined red*), which Sam had tried to have for dinner!

Exercise 3.8. Do the following questionnaire to see

How ambitious you are.

1. Do you always take games and competitions seriously, even when they are just for fun?
2. Do you work hard at things that are important for your future?
3. Do you do things better when someone is watching you?
4. Do you feel happy when someone praises you for doing something well?
5. If you had organized a trip or a party for your friends very carefully, would you get angry if something went wrong?
6. In a swimming race with a friend who is younger than you, you know that you can easily win. Do you swim your fastest?
7. If you do worse than a friend in a school test, do you tear up your test paper angrily?
8. If a friend couldn't do his/her homework, would you help willingly?
9. Do you try to do everything as correctly as you can?
10. If you were ill before an exam and had hardly done any work for it, would you try to avoid taking the exam?

It you have

1 to 3 positive answers: You are not very ambitious. People like you because of this, but you shouldn't take things too lightly. Life is sometimes competitive.

4 to 6 positive answers: You are ambitious and competitive, but your ambition doesn't rule your life.

7 to 10 positive answers: You are too ambitious. Don't take all your actions so seriously. Try to relax and have some fun.

Now write **a quiz** yourself! Choose one of the following titles and write ten possible questions.

- ❖ *How brave are you?*
- ❖ *How considerate are you?*
- ❖ *How generous are you?*

You can also choose any topic you like.

Exercise 3.9. Complete the sentences with a suitable form of the following verbs and either **to** or **for**. Put them in appropriate places. The first one has already been done for you.

Award fetch leave lend owe pour take tell write

1. Louise *wrote* a letter of complaint *to* the editor of the newspaper.
2. Ron will be coming in later, after we've eaten. Could you ____ some food him?
3. The company ____ money six different banks.
4. My grandfather ____ all his books me in his will.
5. Jane ____ some flowers her mother in hospital.
6. As soon as we got in, she ____ some coffee us and gave us a piece of cake.
7. When you go to the kitchen, can you ____ a glass of water me?
8. John explained that he hadn't actually given Paul the bike, but had only ____ it him.
9. I won't be able to visit Betty on her birthday, so could you ____ some flowers me?
10. Last year Sheila broke her arm and I had to ____ all her Christmas cards her.
11. When he was young he always felt able to ____ his problems his parents.
12. The university ____ a £10, 000 grant Dr Henderson, allowing him to continue his research.

Exercise 3.10. If necessary, correct the following sentences. The first has already been done for you.

1. She admitted me her mistake. *She admitted her mistake to me.*
2. I had to deny his request to him.
3. Bill decided not to mention his sore throat to the doctor.
4. She announced her decision the delegates.
5. The scientists demonstrated their method to their colleagues.
6. Her new coat cost a fortune for her.
7. I reported my boss the theft.
8. The surgeon demonstrated the new technique his students.
9. Because of our present financial difficulties, I'm afraid we must refuse you a pay rise.
10. I pointed out the damage to the mechanic.

Exercise 3.11. Write a possible question with two objects for each response using one of these verbs:

Collect describe explain introduce

The first one has already been done for you:

1. *Can you describe the attacker to me?*
– He was very tall with short, black hair, and he was wearing jeans and a green jumper.
2. *Can you _____?*
– Yes, of course. Jane, this is Bob, my colleague from work.
3. *Can you _____?*
– I'll try but they're actually very complicated.
4. *Can you _____?*
– Sorry, but I'm not going anywhere near the post office today.

Exercise 3.12. Rewrite the following with *an adjective + to-infinitive phrase* as the object:

Example: *Bob waited for us. That was kind.*

Answer: *Bob was kind to wait for us.*

1. Marie always pays her bills regularly. She's careful that way.
She is always
2. She always spots a mistake quickly.
She is always
3. When she finally heard that David had arrived, we were relieved.
We were relieved

4. Why have you thrown up your job? You're mad.
You are
5. What I want to do is to start my own business. I'm keen.
I am
6. It is disappointing that we haven't heard from Molly.
We are
7. Contacting her at work is usually easy.
She is usually
8. Can you sign the papers, please? They are all ready now.
The papers are ready
9. Being able to help really pleased us.
We were

Exercise 3.13. Introductory object: use combinations from the table to complete the sentences. Make any necessary changes.

find make	it	remarkable difficult clear obvious shocking
--------------	----	---

1. I wish to ... that I am not connected with the company.
2. I ... that so few people are interested in nature.
3. She has ... that she wanted to have nothing to do with us.
4. He always ... to express himself clearly.
5. Don't you ... that nobody knows anything about the incident?
6. I ... concentrate properly.
7. Can't you ... to her that it is her job, not yours?
8. I don't ... to understand why people want a change.
9. You are ... to everyone that you don't really like them.

Exercise 3.14. Consider the nouns, gerunds and infinitives used as objects to adjectives in the following sentences. Translate into Russian.

1. We were aware of strange activity going on around us. 2. The new method is worthy of the closest consideration. 3. The letter had no signature, and the handwriting was quite strange to Nellie. 4. She was invariably patient with her pupils, even with the most backward of them. 5. Why is he afraid to take responsibility upon himself? 6. The young inspector was proud of having resolved the mystery upon so little evidence. 7. A sleeping pill would very useful to her now. 8. The chief is much pleased with your report, only he doesn't

want to show it. 9. Aren't you tired of listening to his endless complaints? 10. I am so glad to be of service to you. 11. She is certainly fond of art in all its manifestations. 12. At last the river is free from ice, so we may get the motor boat ready for launching.

Exercise 3.15. Consider constructions with cognate objects. Translate into Russian. Replace the cognate-object combinations with single verbs, making other changes in the sentences if necessary.

1. The old couple have lived a long and happy life. 2. King Alfred the Great fought many battles with the invaders before giving himself up to literature and education. 3. Let's play a game of chess, we've got still time before he session. 4. The hostess smiled a welcoming smile to the entering guest. 5. What fine tales the grandmother is telling to her grandchildren! 6. You must sleep a sound sleep, and your headache will cease without taking medicine. 7. The commander fired three shots in the air. 8. See, she'll dance now some folk dances, it will be an excellent performance. 9. The writer is fond of going long walks in the fields. 10. I dreamed such a strange dream last night! It was like living it, not just a vision. 11. Micky is at his usual occupation: running a race with Jerry round the big flower-bed.

Exercise 3.16. Point out the objects and say what kind they are.

1. Tatyana gives music lessons to small children. 2. I bought a painting for my living-room. 3. Put the child to bed. 4. They gave their kids nice presents on Christmas. 5. The boy showed us his collection of stones. 6. They gave each student a copy of the test. 7. It is strange that we hear nothing from the boys. 8. Smiling a broad smile, the old man watched the children playing in the garden. 9. The gardener gave the fence a new coat of paint. 10. I am glad to hear you say you are well. 11. Police officers are not used to being interrupted. 12. My children have their teeth checked every six months. 13. Laura helped her mother with the good-byes. 14. I know all about it, my son. 15. What have you got there? 16. He found it impossible to utter the next word. 17. Why did you not want him to come back and see me today? 18. He was with you at the banquet. 19. I have to show Dr. French his room. 20. They don't want anything from us, not even our respect. 21. I am sorry to have disturbed you. 22. He had been thankful for the chance to sleep. 23. Why are you afraid of diving? 24. We must keep the telephone line open to the office. 25. He shook himself out another cigarette.

Exercise 3.17. Point out the attribute and say by what it is expressed.

1. The first day's journey from Gaza to Ascalon was intolerably tedious. 2. What do you say to a stroll through a garden, Mr. Cockane? 3. It was such a cruel thing to have happened to that gentle, helpless creature. 4. He was always the first to enter the room and the last to leave. 5. Sally hated the idea of borrowing and leaving on credit. 6. It was an easy go-as-you-please existence. 7. I am not in the habit of reading other people's letters. 8. He thrust his hands deep into his overcoat pockets. 9. It was not the matter to be discussed even with a guide, philosopher and friend so near and trusted as the Professor. 10. Ethel, the youngest, married a good-for-nothing little waiter. 11. He pointed to a house on a near-by shady knoll. 12. A clear, ringing little laugh was his only reply. 13. There was a blackbird perched on the cherry-tree, sleek and glistening. 14. A middle-aged man carrying a sheaf of cards walked into the room. 15. Daniel Quilp began to comprehend the possibility of there being somebody at the door. 16. This old woman has the power to see the past and the future. 17. The police warned the tourists that there were pickpockets operating in the area. 18. Some herbs have astonishing powers. 19. The idea of visiting Scotland was wonderful. 20. Most drugs have a five-year shelf life.

Exercise 3.18. Consider the pairs of noun-phrases with attributes. Explain the difference in meaning between the members of each pair, mind accentuation pattern (one stress against two stresses respectively). Translate into Russian. What parts of speech express these attributes?

1. A dancing girl – a dancing hall. 2. A catching tune – a catching net. 3. boiling water – a boiling kettle. 4. A flying bird – flying weather. 5. A calculating mind – a calculating machine. 6. A waiting patient – a waiting room. 7. A climbing plant – a climbing rocket. 8. Racing sportsmen – racing tracks. 9. A drinking horse – drinking water. 10. A smoking chimney – a smoking carriage. 11. A swimming dolphin – a swimming pool. 12. A walking man – a walking stick. 13. An examining look – an examining machine. 14. Skiing sportsmen – skiing sticks. 15. A working man – a working day. 16. A painting artist – painting mastery. 17. A sleeping child – sleeping powder.

Exercise 3.19. Change the prepositional and clausal attributes into the corresponding non-prepositional attributes. Translate into Russian.

Model: The region of acute earthquake – an acute earthquake region
The limit imposed on time – a time limit

1. The cutting machine tool of high precision. 2. The missile of long range. 3. The flight with no stops. 4. The motor with eight cylinders. 5. The building

having twenty-eight storeys. 6. The car with two seats. 7. The lorry carrying a load of twenty-four tons. 8. The warship with sixty cannons. 9. The plane for low flights. 10. The car capable of moving at a high speed. 11. The turbine of high power. 12. The airliner having four engines. 13. The attack made by cavalry. 14. The lipstick having a soft colour. 15. The battery of liquid crystals. 16. The games which are played out of doors. 17. The characters of the film.

Exercise 3.20. Make up your own sentences using the following phrases as loose attributes.

tired from his walk and hot bath
exhausted by her tirade
much touched
satisfied
afraid lest she disturb the admirable peace
fresh from their holiday
busy with his work
ashamed
tall, well-dressed, rather good-looking

Exercise 3.21.

A. Explain the semantic relations expressed by the appositions of various kinds in the following phrases.

1. Colonel Pollard. 2. Inspector Craddock. 3. William the Conqueror. 4. The River Mississippi. 5. The hotel “Majestic”. 6. The City of London. 7. The village Otradnoe. 8. The newspaper “Times”. 9. The ship “Queen Mary”. 10. Byron, the great English poet. 11. Mount Elbrus. 12. Miss Tilda, the Head Waitress. 13. Stewardess Jane. 14. The Anderson brothers. 15. Mr Smith, Editor-in-Chief. 16. The Moskva River.

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

1. Maria, the mother, had not taken off her shawl. 2. One of our number, a round-faced, curly-haired little man of about forty, glared at him aggressively. 3. You look all right, Uncle James. 4. James, a slow and thorough eater, stopped the process of mastication. 5. But the doctor – a family physician well past middle age – was not impressed. 6. They, the professors, were right in their literary judgment. 7. In consequence neither Oscar nor sister Martha had any too much education or decent social experience of any kind.

Exercise 3.22. Underline the correct word, adjective or adverb:

1. The arrow flew (wide/widely) of the target.
2. Students can enter the museum (free/freely) on Saturdays.
3. The death of his friend affected him (deep/deeply).
4. Mr Tibbs isn't in at the moment, but he'll be here (short/shortly).
5. She used to be a great musician, but she (hard/hardly) plays at all now.
6. Be careful! You (near/nearly) crashed into that cyclist.
7. To find water, they had to dig (deep/deeply) into the ground.
8. I think he is a (pretty/prettily) good singer.
9. He tries very (hard/hardly) to make her happy.
10. Tommy came (last/lastly) in the 100m sprint.
11. Computers are (wide/widely) used in schools nowadays.
12. The policeman stopped (short/shortly) when he saw the robber had a gun.
13. The eagle was flying (high/highly) above the mountains.
14. He (free/freely) admitted being a liar.
15. (Last/Lastly), I would like to thank the caterers for providing such delicious food.
16. My father is a (high/highly) respected surgeon.
17. The little girl laughed (pretty/prettily) at the sight of the puppy.
18. She left too (late/lately) to catch the train.
19. The soldier (near/nearly) died as a result of being hit (full/fully) in the chest by a bullet, which penetrated (deep/deeply) inside him.
20. Simon told everyone he would pass the exam (easy/easily), so he was (deep/deeply) embarrassed when he came (last/lastly) in the class, with 20%.
21. "I am (sure/surely) happy to meet you," said the reporter to the (high/highly) respected singer. "You are (pretty/prettily) famous around here, you know."
22. When he was almost (full/fully) recovered from his illness, the doctor told him to take it (easy/easily) and said he would be able to return to work (short/shortly).
23. As he was found (near/nearly) the scene of the murder with a knife in his hand, it is (hard/hardly) surprising that he was (wrong/wrongly) accused.
24. Rob was a very poor archer. His first arrow fell (short/shortly) of the target, his second flew about 10 metres (wide/widely) and the third flew (high/highly) into the air and landed behind him.

25. I remarked that it was better to approach Ken (direct/directly) and not through his secretary. His secretary laughed (loud/loudly) at the remark. I think really she was (deep/deeply) offended by what I said.
26. Old Mr Elkins is still going (strong/strongly) although he's over ninety. He says he'd like to reach a hundred, but admits he may be aiming a bit (high/higher). However, there's a (wide/widely) held belief in the village that he'll get there.
27. Georgina was about to say something but stopped (short/shortly), and her eyes opened (wide/widely) with amazement. Somewhere in the house a horse neighed (loud/loudly).
28. "He told me to turn (sharp/sharply) left just past the station." "If he told you that, he told you (wrong/wrongly). But you got there in the end even though you were (wrong/wrongly) directed."
29. (Faint/Faintly) in the distance we heard the noise of thunder. Then the radio went (faint/faintly) and we could (hard/hardly) hear the news. We shut all the windows (tight/tightly) and waited for the storm.
30. Marylyn's leaving (short/shortly) for the United States on a business trip. As she (right/rightly) says, there's nothing like personal contact for promoting one's products. Her suitcase is so (tight/tightly) packed with samples there's not even place for a toothbrush. She refuses to take two suitcases because she wants to travel (light/lightly).

Exercise 3.23. Translate what is given in brackets into English, using various means of expressing the adverbial modifier

a) of time:

1. They had to leave most of the things they had packed up (заранее).
2. It rained (в течение трех дней), but the roads dried up (через день).
3. They said they had a very nice meeting with him (на днях).
4. I shall call you (на днях).
5. I have known it (давно).
6. I knew of it (давно).
7. (Сначала) I couldn't understand what it was all about.
8. I think this should be done (сначала).
9. (Завернув за угол), he saw a crowd of people.
10. He must have been very handsome (когда был молодым).
11. Earnest (никогда) smiled (когда шутил).
12. (Во время каникул) I (часто) went to the theatre.
13. The train had (едва) stopped (как она соскочила на платформу).
14. (Сказав всё, что он хотел), he took his hat and went away.

b) of place:

1. (У входа) he found a carriage waiting for him.
2. (На пляже) I watched the people baking (на солнце).
3. A dog ran (из-за дома) and barked at me.
4. She

seated the boy (на его обычное место, слева от себя). 5. We took a short cut (через поле). 6. We passed (через лес) and came to a meadow.

c) of manner and attendant circumstances:

1. Mr. Traffy drank his wine (одним глотком). 2. He drove away (как ветер). 3. They went down (рука в руке). 4. She returned (с радостным чувством на сердце). 5. I sleep (с открытым окном). 6. "Who is knocking at the door?" he asked (громким голосом). 7. Who could ever think him to be capable of acting (таким образом). 8. Disjointed pictures flashed (одна за другой) through my bewildered mind. 9. Everyone was already asleep, and we talked (шёпотом). 10. He walked rapidly (с опущенной головой, ни на что не обращая внимания).

d) of degree:

1. I'm (бесконечно) obliged to you. 2. Mr. Bunting was (глубоко) shocked. 3. The effect of the medicine was (довольно) strong. 4. He was asleep, lying on his back, with his head turned (немного) to one side and an arm flung out. 5. The last couple of days tired him (очень). 6. You are really (совсем) ill. 7. She was (несколько) surprised at seeing me. 8. Mr. Bunting had a (достаточно) modest opinion of his brain power, and even of his courage. 9. This is how Mr. Bunting knew his (действительно) bad days.

e) of cause (reason):

1. Julie suddenly choked (от смеха). 2. Much exhausted, and suffering greatly now (из-за недостатка пищи), Jane turned aside into a lane and sat down under the hedge. 3. In the story 'Love of Life' Jack London described a man who nearly died (от голода). 4. It all happened (не по моей вине). 5. We actually were falling off our feet (от изнеможения). 6. I fell silent, (не зная, что сказать). 7. (Т.к. больше нечего было добавить), we closed the discussion.

Exercise 3.24. Complete the following using non-finite forms, predicative complexes or clauses as adverbial modifiers

a) of purpose:

1. I stepped aside so as (not)... . 2. Move aside so that 3. The man raised his hand, for 4. The man covered the upper half of his face with the brim of his hat in order that 5. Take your umbrella lest 6. People lifted their children onto their shoulders 7. He took off his hat so that (the people behind)

b) of result:

1. The day was too cold 2. The day was so cold that 3. It is so thick a book 4. It was too thick a book 5. He knows the subject sufficiently well 6. We had fuel enough 7. He was not competent enough 8. The wind was such 9. He was so intent on his work 10. You have only to say a word 11. He is too much of a gentleman

Exercise 3.25. Insert *not+participle* or *without+gerund* of the verbs in brackets and state the type of the adverbial modifier they express:

1. Dr. Wallace filled a pipe from the bowl on his desk, then put it down ... it (to light).
2. ... what he wanted, he looked slowly about the room (to find).
3. Zee drew a breath and leaned against the birch for a moment ... anything (to say).
4. I won't go abroad ... you (to see).
5. ... what to reply, I remained silent (to know).
6. We walked ... for a short while (to speak)
7. Would she have gone away ... you if she loved you? (to see)
8. Then she saw Lisa and turned away, ... to talk with her. She went hastily to cross the road ... and was almost run over by a bus (to want, to look).
9. Miss Casement stood for a moment, ... whether to be pleased or not by this unforeseen familiarity (to know).
10. He sat down, ... his mackintosh (to take off).
11. ..., the driver rudely shrugged his shoulders (to turn around).
12. ... any sale to take place I told Evan I wanted a chat with him and took him downstairs (to wish)
13. ... him greatly, she couldn't be jealous in a disturbing way (to love).

Exercise 3.26. Point out the kind of adverbial modifier and state by what it is expressed.

1. At the top of the stairs she paused to wave to him. 2. Martin accepted this information without betraying his amazement. 3. Having knocked on his door, she firmly entered Grandpa's room. 4. After waiting for a few minutes, he marched up the steps, closely followed by Demetrius. 5. Why do you always look at things with such dreadfully practical eyes? 6. David appeared in the open door, one hand clutching a sheaf of bills, under his other arm an account book. 7. That night I could scarcely sleep for thinking of it. 8. She did feel silly holding Moon's hand like that. 9. We have some exceptionally fine roses this year. 10. Jonathan shook his head slowly, without looking up, his tongue

bulging his cheek. 11. But it was of no use. Mark's melancholy was too heavy to be lifted. 12. Sally never would have been able to make a success of the dining-room but for the kindness and assistance of the men. 13. On being informed of the old man's flight, his fury was unbounded. 14. With all her faults, she was candor herself. 15. Evil report, with time and chance to help it, travels patiently, and travels fast. 16. And for all her quiet manner, and her quiet smile, she was full of trouble. 17. Of course Laura and Jose were far too grown-up to really care about such things. 18. Morris was walking too quickly for Sally to keep up with him. 19. Sally was sitting on the front seat of the buggy, dumb and unhappy at being ignored. 20. The first bar of gold raised their hopes sky high.

Exercise 3.27. State whether the phrases in italics are adverbial modifiers, objects or attributes.

1. He was a snob *without shame*. 2. He was telling lies *without shame*. 3. This court, encircled by a gallery on the upper floor, was roofed *with a glass roof*, supported by eight columns running up from the ground. 4. I've tried to plan a house *with some self-respect of its own*. 5. "That ought to come down," he said, pointing to the oak-tree. "You think so? You think that *with the tree there* you don't get enough view for your money?" 6. When her hand was refused, June put it behind her. Her eyes grew steady *with anger*. 7. The talk *in the neighbourhood* reflected the same feeling, and indignation against Martin ran high. 8. Father Einstein said he could show me places *in the neighbourhood* that he didn't think I'd be likely to discover myself. 9. This, and the solid mud *on his high boots*, made him Cromwellian. 10. Lovely weather *after the rain*, is it not? 11. Do you know the situation *today* in nuclear physics? 12. My position is a discouraging one *at present*. 13. *Before him* extended the heavy mass of the university buildings. 14. James and Irene arrived *before them*.

Exercise 3.28. Point out all **the independent elements** (parentheses, interjections, direct addresses) in the following sentences:

1. In the morning, however, there was a comforting excitement in leaving the train. 2. Maybe, after all, there was something in that wild idea of Albertine's. 3. They gave him, in fact, a pleasant feeling of vicarious fatherhood. 4. Nicholas, unfortunately, had passed an unquiet night. 5. Nevertheless, despite this reasoning there remained in his breast that strange sense of jealousy. 6. I am a human being, señor, and must take advantage of my opportunities. Frankly, I am accustomed to good wine. 7. He was surprised, evidently, to find Sally so much at home. 8. Perhaps, her colonial upbringing had something to do with it. 9. She was quite unconcerned, as a matter of fact, about being left alone in the

camp. 10. It was too early for his ride, but he didn't go back to bed, he was deeply worried, to be sure, but he knew that he wouldn't be able to sleep.

Exercise 3.29. Analyse the following simple sentences:

1. His heart felt swollen in his chest. 2. Footsore and downhearted, they were making their way back to Coolgardie doing a bit of prospecting. 3. The prior's hearty, warm-cheeked face went dark at the mention of Savanarola's name. 4. You have to sense the way of people's thinking. It's necessary for political survival. 5. Her house was more suitably designed for that. 6. More housing should be owned by the government and rented to people with low incomes. 7. Evidently George and the sheriff were getting along in a very friendly way, for all the former's bitter troubles and lack of means. 8. With all his brightness and cleverness and general good qualities, Mr. Franklin's chance of topping Mr. Godfrey in our lady's estimation was, in my opinion, a very poor chance indeed. 9. Suddenly all the differences between life and death became apparent. 10. I am a thousand times cleverer and more charming than that creature, for all her wealth. 11. Bertoldo, I feel the need to be solitary, to work beyond all eyes, even yours. 12. Sally found it difficult to visit anybody herself. 13. And surely, no man in his senses wants the disastrous consequences of this rush to go any further. 14. Amazed and amused, they watched white men scurrying about the ridge, digging and burrowing into the earth like great rats. 15. He sat down by the oak tree, in the sun, his fur coat thrown open, his hat roofing with its flat top the pale square of his face. 16. She was remaining upstairs to give Mary full pleasure of being a hostess at her own party. 17. It was pleasant to travel this way, all expenses paid by 'the Firm'. 18. I am not accustomed to having more than one drink. 19. Miss Fulton laid her moonbeam fingers on his cheeks and smiled her sleepy smile. 20. He was lying flat on his back looking up into the eternal blue of the sky. 21. He came home pale and puzzled, and called his wife into his study. 22. The letter from the Carstair Publishers lay unsealed on the desk.

Part C. Self-assessment exercises for Unit 3.

Exercise 1. Complete the following, using the verbs given in brackets in the infinitive or gerund with a preposition.

1. I didn't mean (upset) him – I was only trying (help).
2. The informer was paid (tell) the police where the robbery had taken place but it meant (send) some of his mates to prison.
3. The boy who was always being kept at school (break) school rules went on (become) a policeman in later life.

4. She had paid a lot (attend) the course but when it didn't take place she regretted not (choose) a more reputable one.
5. Although both parents had tried (talk) to their daughter about the boy's irresponsible behaviour, she went on (see) him.
6. I know that going on a diet means (give up) all the foods I like best, and I promise that this time I'll try (do) without chocolate, though it will be difficult.
7. She meant (phone) her friend when she got there, but in all the excitement she had forgotten (take) her number.
8. Before you go on (make) such an important decision, you should stop (consider) the consequences.
9. The management regrets (inform) the staff of its decision to freeze salaries for six months, but it means (review) the situation at the end of the financial year.
10. The old lady kept a big dog in the house (protect) her against intruders, but she never stopped (worry) about thieves.

Exercise 2. Choose the most appropriate variant.

1. Ken was driving along at about eighty miles an hour when a stone went *clean/cleanly* through the windscreen and hit him in the face. Afterwards he talked *light/lightly* of the affair, but he was lucky to escape with his life.
2. There's a lot more to Willie than one would think: still waters run *deep/deeply*, as they say. I've been following his career *close/closely* and think *high/highly* of his ability as an architect. But he's inclined to work too *hard/hardly*, and the doctor has recently advised him to go *slow/slowly*.
3. When I took my driving test, the examiner said I had done everything *right/rightly* except reversing, when I turned too *sharp/sharply* and mounted the pavement. He *strong/strongly* recommended me to practise in a smaller car than the one I'd been using.
4. Denis thinks up the most ludicrous schemes, which all fall *flat/flatly*. Helen's parents are *flat/flatly* opposed to any idea of her marrying him. They say he was *direct/directly* involved in the recent financial scandal at the Town Hall.
5. The struggles my parents had in the early years of their marriage brought them *closer/more closely* together. Things often went *bad/badly* for them in those days, but look at them now! Things turned out *right/rightly* in the end.

Exercise 3. State the syntactic functions of the underlined words and phrases:

1. He proudly told the reporters that the company had produced software to prevent the recent increase in computer crime.

2. The scientists assumed that trees being undamaged by insects release a chemical in the air.

3. Seeing ants gather around the early broad beans is not a sight to gladden the amateur gardener.

4. I find it difficult to say what I mean.

5. A lot of people won't go out alone at night for the fear of being mugged.

6. For most of us, work is something we have to do to stay alive and pay our bills.

7. She lay awake all night long, just for the pleasure of catching us out in the morning.

8. Life is too short to be taken seriously.

9. The company was finally given permission to go ahead with the production of the new drug.

10. When the effect of the unaesthetic wears off, I might feel a little pain.

11. He was found guilty of stealing copies of his latest novel.

12. I tried frantically to collect my senses but I could remember nothing.

13. Then why did strange faces make me freeze?

14. Sweating makes it more difficult for us to be grabbed.

15. The fear of having an attack in public forced her to take a taxi.

16. You live a rich interior life, but however, you often suffer from irrational fears and superstitious beliefs.

17. Can you imagine a world with no wars, no hunger, no pain?

18. She was dying of pneumonia.

19. I was so tired I could hardly keep my eyes open.

20. Prison may do some good to some kinds of criminals

21. The city appeared calm after the previous night's fighting.

22. I began to picture to myself my being found dead in a day or two, under some hedge.

23. My courage began to wear thin as the hour drew near.

25. To know all is to forgive all.

26. "What are you doing?" – "I am feeling the shirts to see if they are dry."

27. This appeared to amuse the policeman.

28. He was the last man in the world to be troubled by any such consideration.

29. There were a lot of people out this afternoon. And the band sounded louder and gayer.

30. The first bar of gold raised hopes sky high.

31. But for all her quiet manner, and her quiet smile, she was full of trouble.

32. The boy had no friends to care for.

33. Maggie soon ran out of breath with running.

34. An attack of malaria can keep a man off work for three days.

35. The valley of the Tweed is remarkable for its magnificent trees.

36. Life seemed worth fighting for.

Exercise 4. State the syntactic functions of the words and phrases introduced by **with/without**:

1. You cannot explain what happened without assuming that trees release a chemical in the air.
2. They were fascinated in a country with snow.
3. Nobody can go on living without belief.
4. Without putting anything into words, they bade each other farewell.
5. He looked at me for a long time without answering.
6. Then came the loud ringing of the bell, mingled with the noise of fire-alarms.
7. The man remain standing, with his hands in his pockets.
8. Dale was near jumping with pride and satisfaction.
9. One could see down into the courtyard without having to pull oneself up by the bars.
10. A soldier with his rifle at the slope was matching the hundred paces up and down.
11. They decided to go ahead with the project.
12. It's not easy to see through a well-spoken young man in a suit with a pleasant manner.
13. Does anybody know a hot flat cool mountainous desert with no people, plenty of culture and some good restaurants?
14. Your mother's been frantic with worry wondering where you've been.
15. I sat with my ears and neck burning, hearing the pupils whisper about me, hating myself, hating them.
16. Within a very short time Jane had lost all her symptoms and had returned to a normal social life.
17. She was able to put up with these funny turns at home.
18. It's difficult to get her to listen without shouting.
19. Mrs. Gerhardt stood there, she was pale with excitement.

This is the end of Unit 3. If you answered the questions and made few mistakes in the practical exercises above, go back to the beginning of Unit 3, read the list of issues that will be examined again and check whether you understand them all well, make sure you can fulfil the practical tasks that are required.

UNIT 4. WORD ORDER

The following items will be examined:

- The two ways of arranging words – direct order and indirect order;
- The principles of end-focus and end-weight for placing the ideas in a sentence with direct word order;
- Fronting in sentences with direct word order;
- Inversion, its grammatical and emphatic functions;
- General rules of inversion.

You must know how

- arrange of the main parts of the simple sentence using the principles of end-focus and end-weight;
- give an element of the sentence prominence using fronting;
- construct sentences with inverted word order.

Traditionally, this unit consists of **Part A – Reading**, which contains the facts you should remember, **Part B – Practical Exercises** to practise the use of the general rules of inversion, and **Part C – Self-Assessment exercises**.

Part A. Reading

Read the following pages in Kobrina's book §§ 114 – 122, pp. 393 – 400

Direct Word Order

The words in an English sentence are arranged in a certain order which is fixed for every type of sentence and is, therefore, meaningful. There exist two ways of arranging words – direct order and indirect order.

The most common pattern for the arrangement of the main parts of a declarative sentence is Subject-Predicate-(Object), which is called *direct word order*.

I promise to respect your wishes.

Direct word order is also employed in special (pronominal) questions to the subject or its attribute:

Who told you where I was?

End-Focus and End-Weight

When you are deciding in which order to place the ideas in a sentence, there are two useful guiding principles to remember:

- a) end-focus: the new or most important idea in a piece of information should be placed towards the end, where in speech nuclear stress normally falls. A sentence is generally more effective (especially in writing) if the main point is saved up to the end.

Babies prefer sleeping on their back.

- b) end-weight: the more ‘weighty’ parts of the sentence should be placed towards the end. Otherwise the sentence may sound awkward and unbalanced. The ‘weight’ of an element can be defined in terms of length (e.g. number of syllables) or grammatical complexity (number of modifiers). Structures with introductory *it* and *there*, for instance, allow to avoid having a long subject, and to put what you are talking about in a more prominent position at the end of the sentence.

*It becomes hard for a child to develop a sense of identity.
There is grief in his face and reproach at the injustice of it all.*

Order and Emphasis

As you have seen from what has been said above, because of the principle of end-focus and end-weight, *the final position* in a sentence or clause is, in neutral circumstances, the most important.

But *the first position* is also important for communication, because it is the starting point for what the speaker wants to say. Therefore, the first element in a sentence or a clause is called **the Topic (or Theme)**. In most statements, the topic is the subject of the sentence.

Instead of the subject, you may make another element the topic by moving it to the front of the sentence (fronted topic). This shift, which is called **fronting**, gives the element a kind of psychological prominence, and has three different effects:

1. In informal conversation it is quite common for a speaker to front an element (particularly a complement) and give it nuclear stress:

*An utter fool I felt, too. (topic-complement)
Excellent food they serve here. (topic-object)*

2. Fronting also helps to point dramatically to a contrast between two things mentioned in the neighbouring sentences or clauses, which often have parallel structure:

Rich I may be, but it doesn't mean I am happy. (topic-complement)

His face I am not fond of, but his character I despise. (topic-object)
Willingly he'll never do it, he'll have to be forced. (topic-adverbial of manner)

Besides fronting there are other types of giving prominence to this or that part of the sentence:

1. sentences with introductory *it* (cleft sentences):

It was from France that she first heard the news.
Perhaps it's because he's a misfit that I get along with him.

2. cleft sentences with *what*:

What I like is working outdoors.

3. *wh*-clauses with demonstratives:

This is how you start the engine.

4. auxiliary *do*:

I do feel sorry for Roger.

5. the passive, which can be used

- for end-focus:

Who makes these chairs? – They are made by Ercol.

- for end-weight where the subject is a clause:

I was astonished that he was prepared to give me a job.
(Better than: *That he was prepared to give me a job astonished me.*)

- for emphasis on what comes first:

All roads to the north have been blocked by snow.

Inversion

The other common pattern of word order is the inverted one (or inversion). There are two types of inversion:

1. Subject – verb inversion (full inversion):

Brightly shone the moon that night.

2. Subject – operator/auxiliary inversion (partial inversion):

Seldom can there be such a happy meeting.

Inverted word order performs the following **functions**:

1. Inversion occurs as standard, performing a purely **grammatical function** in the following communicative types of sentence:

- a) General questions, polite requests, tag questions:

Are you interested in racing?

Won't you have a cup of tea?

- b) Pronominal (special) questions, except questions to the subject and its attribute:

What am I going to do without you?

- c) Exclamatory sentences expressing wish, despair, etc.:

Come what may!

- d) Exclamatory sentences which are negative in form but positive in meaning:

Wouldn't it be awful without Christmas!

2. Inversion is used as a grammatical means of subordination in some *complex sentences joined without connectors*:

- a) In conditional clauses:

Were it all true, it would still not excuse our actions.

Should anyone come this way, we would be caught like rats in a trap.

Had he not known it before, she would have made a fatal mistake (pay attention to the place of “not”).

- b) In concessive clauses:

Stupid as it sounds, I was so in love with her that I believed her.

In other cases the use of inversion is largely optional, its purpose being to alter emphasis within the sentence (**emphatic function**) which may result in heightened dramatic effect. Inversion can be introduced by certain **topic elements** (i.e. words that open the sentence):

- Inversion after negative adverbials: **never (before), rarely, seldom, barely/hardly/scarcely...when; no sooner...than**:

Seldom do we have goods returned to us because they are faulty. (not Seldom we do...)

Hardly had I got onto the motorway, when I saw two police cars following me.

- After **only** + a **time expression**, as in **only after**, **only once**, **only when**:

*She bought a newspaper and some sweets at the shop on the corner. **Only later** did she realize that she'd been given the wrong change.*

***Only once** did I go to the opera in the whole time I was in Italy.*

- After **only** + other prepositional phrases beginning **only by...**, **only in...**, **only with...**, etc.:

***Only by chance** had Jameson discovered where the birds were nesting.
Mary had to work at evenings and weekends. **Only in this way** was she able to complete the report by the deadline.*

- After the expressions with **preposition** + **no**, such as **at no time**, **on no account**, **under/in no circumstances**:

***At no time** did they actually break the rules of the game.*

***Under no circumstances** are passengers permitted to open the doors themselves.*

- After expressions with **not...**, such as **not only**, **not until**, and also **not** + **object**:

***Not until August** did the government order an inquiry into the accident.*

***Not a single word** had she written since the exam had started.*

- After **little** with a negative meaning:

***Little** did they know how lucky they are to live in such a wonderful house.
Little did I then realize the day would come when Michael would be famous.*

- After a clause beginning with **only after/if/when** or **not until**:

***Only when the famine gets worse** will world governments begin to act.
Not until the train pulled into Euston Station did Jim find that his coat had gone.*

- After “**so +adjective ... that**”; “**such+be...that**”; “**neither.../nor...**”

*Her business was **so successful that** Marie was able to retire at the age of 50. **or***

***So successful was her business, that** Marie was able to retire at the age of 50.*

*The weather conditions became **so dangerous that** all mountain roads were closed.*

or

***So dangerous did the weather conditions become, that** all mountain roads were closed.*

He play is so popular that the theatre is likely to be full every night. Or
Such is the popularity of the play that the theatre is likely to be full every night.

*For some time after the explosion Jack couldn't hear, and **neither could he see.***

*The council never wanted the new supermarket to be built, **nor did local residents.***

All the examples above are used in formal language, usually for rhetorical effect, such as political speeches. They are not usual in everyday spoken language.

1. Inversion **after adverbial phrases of direction and place.**

It is usual with certain verbs of movement, such as **climb, come, fly, go, hang, lie, run, sit, stand** and the verb **be**:

*Above the fireplace **was** a portrait of the Duke.*

(not ...a portrait of the Duke was)

*In an armchair **sat** his mother.* (rather than ...his mother sat)

Don't invert the subject and the predicate with other verbs and when the subject is a pronoun (don't say "In an armchair sat she"). This sort of inversion is found particularly in formal or literary styles.

2. In speech inversion often occurs after **here** and **there**, and after adverbs such as **back, down, in, off, up, round**:

***Here comes** Sandra's car. I lit the fuse and after a few seconds **up went** the rocket.*

Knowledge of the above structures may help you, as an advanced learner, to acquire additional variety and power of expression.

So, there are **three kinds of inversion**:

1. **Grammatical** (to express grammatical relations):

- in questions: *Is he at home?*
- In conditional clauses introduced without a conjunction (asyndetically): *Had he gone to her aid he would only have got himself caught.*

2. **Communicative** (to provide the final position in the sentence for the communicatively most important part, the so-called "end-focus"):

- in sentences with introductory *there*: *There weren't too many people in the Zoo.*

- in sentences beginning with adverbial modifiers, especially very long ones: *At the square table, on a stiff armchair, both of blackwood and heavily carved, sat the Manchu.*
- in sentences beginning with *so* or *neither* (showing that the remark applies equally to someone or something else): *"I'm enjoying this". "So am I".*

3. **Emphatic** (to make a part of the sentence prominent by placing it in an unusual position):

- in sentences beginning with the words having a negative or restrictive meaning: *Never had he spoken with a more fiery eloquence.*
- in sentences beginning with a predicative, adverbial of manner or direction: *Tall and graceful was Joy. Well do I remember the day.*

Part B. Practical Exercises

Exercise 4.1. Decide which sentences are inappropriate in the contexts given:

- Guest to host:* So nice was the pudding, that I would like to have some more (*inappropriate*)
- Witness to court:* "No sooner had I turned out the light, than I heard a noise outside."
- News reader:* "Such was the force of the earthquake, that whole villages were devastated."
- Parent to child:* Should you fancy a pizza, let's order one now."
- Friend to friend:* "Never before have I seen this film."
- Politician to audience:* "Seldom has the country faced a greater threat."
- Celebrity to interviewer:* "Were I to have the time, I'd go climbing more often."
- Victim to police officer:* "Scarcely had we been introduced, when he punched me for no reason."
- Printed notice:* "Under no circumstances is this control panel to be left unattended."
- Colleague to colleague:* "Should you change your mind, just let me know."

Exercise 4.2. Choose the most suitable words underlined:

- Jim promised that he would never/never would he tell anyone else.
- Not until it was too late I remembered/did I remember to call Susan.

3. Hardly had we settled down in our seats , than/when the lights went out.
4. Only after checking three times I was/was I sure of the answer.
5. At no time I was aware/was I aware of anything out of the usual.
6. Only Catherine and Sally passed/did they pass the final examination.
7. So the waves were high/So high were the waves that swimming was dangerous.
8. Only when Pete has arrived/has Pete arrived can we begin the programme.
9. No sooner had it stopped raining than/when the sun came out.
10. If should you leave early/Should you leave early could you give me a lift?

Exercise 4.3. Rewrite these sentences with the adverbial phrases of direction or place at the front of the clause. Use inversion where possible.

The first one has already been done for you.

1. The people dived for cover as the bullets flew over their heads. ...*as over their heads flew the bullets.*
2. That night, as John had predicted, a heavy snowfall came down.
3. The two men were talking in front of the station.
4. A line of police officers was behind the protesters.
5. A small stream ran at the end of the street. There was an overgrown garden across the stream.
6. She could hear the sound of the tractor and suddenly it came round the corner.
7. A white pillar was in front of them and a small marble statue stood on top of it.
8. The teacher blew a whistle and the children ran off.

Exercise 4.4. Make up sentences out of the suggested elements according to the end-focus principle (the new piece of information is underlined):

1. Margaret, almost at once, he, from his mind, in putting, succeeded.
2. didn't know, I, how, to help them.
3. very romantic, to me, was, it, all.
4. raised, with an effort, he, his head.
5. his father, on the piece of china, at the window, the marks, was still scrutinizing.
6. for the man, grew, his admiration, deep inside him.
7. looked, she, with her expressive eyes, into his, deep.
8. came out, the manager, onto the veranda, with him, shortly afterwards.

Exercise 4.5. Change the order of information in these sentences to focus a different part. Make any other necessary changes.

1. He burst in through the window.
2. She crossed the Atlantic in record time.
3. He destroyed the first letter.
4. He put the second letter into his pocket.
5. The letter was on the table.
6. It is terrible that he was punished so severely.
7. It is very difficult to imagine him failing.
8. It's perhaps not surprising that he's done so well.
9. I can't imagine how he got here so fast.
10. He's useless: that's the problem.

Exercise 4.6. Match the most likely sentence halves and then make new sentences beginning **Were..., Should..., Had...**

1. If the government were forced into another election, ...
2. If you should wish to make an appointment to see Dr Simons, ...
3. If she had become a lawyer, as her parents wished, ...
4. If the chemicals were to leak, ...
5. If you should have future problems with your printer, ...
6. If Germany were to beat Romania, ...
7. If anything had gone wrong with my plan, ...
8. If you should decide to accept the post, ...
- a. you will be expected to start work on 1st of April.
- b. a large area of the sea would be contaminated.
- c. I would have been held responsible.
- d. it would be the favourite to win.
- e. she would have earned a large salary.
- f. she is available between 9.00 and 11.00.
- g. contact your dealer for advice.
- h. they would face Italy in the final.

Exercise 4.7. Write new sentences from these situations using **as** or **than** + be or **do**. He first one has already been done for you.

1. She loved staying in the cottage. Her friends who visited her loved it, too.
She loved staying in the cottage, as did her friends who visited her there.
2. Compared to France, Germany has more company-cars on its roads.
Germany....

3. The European Union is in economic difficulties, together with the USA and Japan.

The European Union....

4. Compared with ten years ago we now know a lot more about the Universe.

We now know....

5. My sister knows something about computers, but I know a lot more.

I....

6. After forty years the hotel is still there. The man who first ran it is there too.

After forty years,....

Exercise 4.8. Write new sentences with a similar meaning beginning with one of these adverbials:

Never before not not until only by on no account scarcely

1. The door couldn't be opened without using force.
2. This was the first time the race had been won by a European athlete.
3. The plane had only just taken off when smoke started to appear in the cabin.
4. She made no sound as she crept upstairs.
5. This window mustn't be unlocked without prior permission.
6. He only thought about having a holiday abroad after he retire.

Now do the same with using these adverbials:

barely in no way little no sooner only after seldom

7. The telephone started ringing just after he had left the office.
8. It is unusual for the interior of the island to be visited by tourists.
9. Judith started asking me questions as soon as I stepped through the door.
10. They didn't get round to business until they had finished eating.
11. The existence of extraterrestrial life is not confirmed by the report.
12. She didn't realize what would happen to her next.

Exercise 4.9. Complete these sentences in the appropriate way:

1. Such *was the power of the punch* that his opponent fell to the canvas.
2. Such _____ that half the trees in the area were blown down.
3. Such _____ that shops all over the country have sold out.
4. So _____ that no one believed him.
5. So _____ , that he felt he didn't need to revise any more.
6. So _____ , that the United Nations sent food and water supplies to the area.

Exercise 4.10. Match the first (1-10) and the second parts (a-j):

1. On no account should
 2. not only should he be allowed to give his opinions
 3. Under no circumstances is he to
 4. Only by constantly nagging will he be
 5. Only after weeks o vigorous training will he
 6. Rarely will a man respond to a request the first time unless
 7. In no way should his laundry be done for him unless
 8. Only very rarely should a garment be ironed for him
 9. In exceptional circumstances
 10. But, only if he seems really desperate
- a) learn how to switch on the vacuum cleaner
 - b) should you try to solve his problems for him.
 - c) without the assurance that next time he will do it for him.
 - d) you may take what he says seriously.
 - e) it is in his own interests to do so.
 - f) he is prepared to lend a hand with the washing up.
 - g) be disturbed while watching a football match on television.
 - h) persuaded to pick his clothes off the floor.
 - i) he should also be deluded into thinking you agree with him.
 - j) you let him realize he isn't the boss.

Exercise 4.11. Finish each sentence in such a way that it is as similar in meaning as possible to the sentence printed before it:

1. The full story didn't emerge until somebody leaked information to the press.
Only when....
2. He walked through the door and was immediately met by a barrage of questions.
No sooner... .
3. He wouldn't agree to the changes until I pointed out that his job depended on them.
Not until....
4. If the driver of the train hadn't reacted so quickly, the accident would have been much worse.
Had ...
5. You don't often hear of such selfish actions.
Seldom...
6. I have never been so insulted.
Never...

7. The hospital can switch to an emergency generator if the need should arise.
Should....
8. The only way he could get in was to break a window.
Only....
9. You must never talk to the press about this, whatever happens.
Under....
10. I haven't had so much fun since I was so little.
Not since

Exercise 4.12. Complete each sentence with a suitable word or phrase:

1. Scarcely _____ the pilot had to make an emergency landing.
2. Little _____ what has been going on in her absence.
3. No sooner _____ than I realized I'd left my bag on the platform.
4. Only when _____ on the light did we notice the hole in the ceiling.
5. Not until I asked a passer-by _____ where I was.
6. Seldom does _____ below freezing at this time of the year.
7. Hardly _____ his speech, when the minister was interrupted.
8. On no account _____ while I am in a meeting.
9. Rarely has _____ this school written a better composition.
10. In no way _____ bear responsibility for injuries to passengers.
11. _____ had we arrived at the hotel, when there was a power cut.
12. _____ are members of the staff to accept gratuities from clients.
13. _____ detective Dawson realize what she was to discover!
14. _____ so many employees taken sick leave at the same time.
15. _____ to pay the full amount now, there would be a ten per cent discount.
16. I supposed, as _____ most people, that I would be retiring at 60.
17. _____ the doctors seen a more difficult case.
18. _____ Jean win the first prize, but she was offered a promotion.
19. _____ will late arrivals be admitted to the theatre before the interval.
20. _____ one missing child been found, than another three disappeared.

Exercise 4.13. Make each sentence more emphatic in the way suggested. Do not change the meaning of the sentence.

Example: I don't know who is going to pay for the damage. – *Who* is going to pay for the damage I don't know.

1. Although the ticket may seem expensive, it is good value for money.
Expensive
2. I really can't stand lukewarm food.
What
3. In the end Martha went to the office.
What
4. I think you must have seen a ghost.
It
5. Her car was the last car we expected to be stolen.
Hers
6. The parcel finally arrived on Wednesday.
It ...
7. I don't understand why you left that job in London.
Why ever ...
8. I bought it because it was a bargain.
It was because

Exercise 4.14. Choose a sentence from *a* to *j* which makes a suitable continuation for each speaker in 1 to 10.

1. All the trains were delayed by fog.
 2. It wasn't so much my qualifications that impressed them.
 3. I found that I was spending more and more time staying late at the office.
 4. I don't find that the buses are especially late, actually.
 5. Actually, my fridge is in quite good condition, considering its age.
 6. I don't find watching television particularly relaxing.
 7. I've decided to buy a new stereo after all.
 8. This book didn't teach me everything I know about cooking.
 9. The flight itself didn't really bother me at all.
 10. Actually I wasn't at the office yesterday.
- a) Where I am going to get the money from is another matter.
 - b) What I really need is a new washing machine.
 - c) It must have been someone else you spoke to.
 - d) It was after 10.00 when I finally got home.
 - e) What really gets on my nerves is people who push into the queue.
 - f) It was when I got off the plane that I fell ill.
 - g) What I did in the end was to ask for a pay-rise.
 - h) It was Sarah who taught me how to make bread.
 - i) It was because I spoke well at the University that I got the job.
 - j) What I like most is a long walk in the country.

Part C. Self-assessment exercises for Unit 4.

Exercise. Rewrite the following sentences using the prompts provided.

1. I don't think I have ever tasted such an exquisite dessert.
Never
2. There was a huge explosion just after we left the building.
Scarcely
3. If we accepted the proposal, the others might feel slighted.
Were
4. People will only become aware of the problem if you increases the publicity.
Only if .. .
5. It's not very often that a minor novelist makes such am impact.
Little
6. The opposition don't really know what we have been planning.
Little
7. A patch of water lilies grew along the edge of the stream.
Along ...
8. The resort is both cheap and unspoilt by tourism.
Not only
9. We do not often think about how dependent we are on technology to make things work.
Seldom
10. If one of our technological conveniences breaks down, the average person doesn't know how to fix it.
Rarely
11. It might be good if we had to do without our modern conveniences for a while. We would appreciate how much technology provides for us.
Only when .. .
12. We do not know how much of our lives is directed and controlled by computers.
Little
13. We could not easily give up our modern conveniences.
In no way

This is the end of Unit 4. If you answered the questions and made few mistakes in the practical exercises above, go back to the beginning of Unit 4, read the list of issues that will be examined again and check whether you understand them all well, make sure you can fulfil the practical tasks that are required.

UNIT 5. PREDICATIVE COMPLEXES

The following items will be examined:

- The subjective predicative constructions: Subjective-with-the Infinitive, Subjective Participial, subjective constructions with non-verbal (nominal) second parts.
- The objective predicative constructions: Objective-with-the-Infinitive, Objective-with-Participle I, Objective-with-Participle II, objective constructions with non-verbals;
- The absolute nominative constructions as adverbial modifiers;
- Predicative complexes functioning as any member of the sentence: the for-to-infinitive construction, the gerundial construction.

You must know how

- identify the predicative complex in a sentence, name its components;
- state its syntactic function;
- transform complex sentences into simple ones using predicative complexes.

Traditionally, this unit consists of **Part A – Reading**, which gives information about the chapters and paragraphs from your text books that you have to read to find the facts you should remember, **Part B – Practical Exercises**, which will enable you to practise the use of predicative complexes, and **Part C – Self-Assessment exercises**.

Part A. Reading

Read the following from Kobrina's book:

- Chapter “**The Predicative Complexes**” – pp. 401 – 420

In addition you may revise respective chapters from

- Kaushanskaya's text book: §§ 9 – 15, pp. 165 – 170; § 20, p.173; §§ 31 – 34, pp. 195 – 203

and, by all means, your last year's notes.

Part B . Practical Exercises

Exercise 5.1. Use the complex object with prepositions, where necessary, and translate the sentences.

1. I heard (he, to take) a deep breath. 2. Clyde had a lot of trouble with getting (Frenchmen, to understand) his accent. 3. She waited (he, to summon up) his resolution. 4. Jean couldn't bring (herself, to say) a definite "No". 5. After an hour I began to long (the children, to come back). 6. He woke up when he heard (the door, to open and to close) upstairs but he made (himself, to shut one's eyes and to relax) for some more minutes. 7. He had (Tom, to telephone) his wife that he had been taken ill. 8. I'll get (my secretary, to make inquiries) about it. 9. It mad me angry to see (she, to smile) ironically at that remark. 10. The boy felt (his body, to stiffen), but he warned himself not to allow (his feelings, to become) too strong. 11. I won't have (he, to talk) about Pat in such a way.

Exercise 5.2. Complete the sentences translating the Russian text. Name the predicative complexes.

- | | |
|--|---|
| 1. He had got (made) | её рассказать всё подробно.
Дика извиниться перед ней за свои слова.
Кейт образумиться и начать всё сначала.
брата отказаться от этой нелепой идеи. |
| 2. She believed
(considered, thought) | выступление журналиста убедительным.
эти меры эффективными.
эту возможность очень хорошей, чтобы её
можно было упустить.
что он слишком болезненно реагирует на
замечания. |
| 3. I couldn't bring myself | заговорить с ним первым.
поверить, что Джек виновен в преступлении.
сочувствовать этому человеку.
забыть вчерашний случай. |
| 4. He didn't wait | когда доктор предложит ему сесть.
когда ребёнок придёт в себя и объяснит, что
случилось за время его отсутствия.
Когда Бетси скажет, удалось ли ей что-
нибудь выяснить. |
| 5. The young man heard
(felt, saw) | что кто-то шёпотом заговорил за дверью.
что в нём закипает гнев.
что её лицо оживилось.
что кто-то произнёс его имя. |

Exercise 5.3. Make the sentences complete by translating the words in brackets. Name the predicative complex used in each sentence.

1. She had never known such happiness, (она едва могла заставить себя поверить в него). 2. (Я увидел, что выражение удивления промелькнуло у него на лице) at this remark. 3. (Ты можешь положиться на меня – я поговорю с ним и выясню) who is mixed up in. 4. (Филипп с нетерпением ждал, когда наступит суббота) so that he might go to the art gallery. 5. (Он приказал, чтобы в комнату принесли завтрак и газеты) and relaxed until it was time for him to go. 6. She made no reply to this but (ждала, когда он объяснит своё решение). 7. (Он не мог решиться сказать Джиму) that he was in money difficulties. 8. (Он увидел, как Морис повернул налево и пошёл) along the passage towards the lifts. 9. She was frightened out of her wit (и попыталась заставить меня повернуть обратно). 10. Distrustful of everybody, nevertheless (он считал Тома своим другом). 11. (Он устроил так, что она уехала в Уэльс) to an old friend. 12. (Я хотел бы, чтобы вы рассказали мне) what you saw there. 13. You must forgive me. (Я, кажется, надоел вам) with the story of my life. 14. The course he had chosen ten years ago (оказался правильным для него). 15. (Ты случайно не помнишь) the name of her father-in-law? 16. (Работа оказалась гораздо труднее) than we had expected. 17. (Так случилось, что в тот момент я смотрел в окно) and I saw that scene. 18. He had already decided on the retirement. But (его жену оказалось трудно убедить). 19. (Вы случайно не знаете) if they've reached the agreement?

Exercise 5.4. Paraphrase the sentences using subjective-with-the-infinitive complex. Translate the sentences.

1. It is reported that the talks were conducted in the atmosphere of friendship and deep understanding. 2. People consider the climate in the mountains to be very healthy. 3. They said that the book was remarkable for the scientist's deep exploration of the subject. 4. It seems that the problem hasn't been solved yet. 5. It turned out that Jack had been disapproving of our plan all the way though. 6. It appeared that he came to me out of loneliness. 7. It is a sure fact that Brian will succeed if he is given another chance. 8. I'm sure they have lost touch with him. 9. Probably, Mr. Grand is taking a walk in the garden at this hour. 10. It is unlikely that he will look for trouble.

Exercise 5.5. Translate into English using predicative complexes, name them.

1. Мы рассчитывали, что дождь скоро кончится. 2. Он заметил, что при упоминании этого имени Кейт побледнела. 3. Нам не о чем волноваться. Он не такой человек, который может допустить, чтобы произошёл

подобный скандал. 4. Нельзя ожидать, что ребёнок будет вести себя как взрослый. 5. Не позволяй себе терять присутствие духа. 6. Я считаю, что она слишком любопытная. 7. Несмотря на все усилия полицейских вынудить арестованного назвать другие имена, тот продолжал молчать. 8. Мы считаем, что это всего лишь дело времени. 9. Можете ли вы заставить Тома не принимать это предложение? 10. Известно, что на строительство этих заводов была израсходована большая сумма денег. 11. Полагают, что соглашение по этому вопросу будет достигнуто в ближайшем будущем. 12. Известно, что в последние два года число безработных в этой стране резко возросло. 13. Ожидается, что студенты проведут конференцию, чтобы отметить это замечательное событие. 14. Как сообщают, оба космонавта чувствуют себя хорошо. 15. Предполагается, что докладчик не будет затрагивать эту сложную проблему.

Exercise 5.6. Read the following sentences, point out *the for-to-infinitive construction* and state its function.

1. It's a hard thing for a loving mother to see her child in trouble. 2. She planned for them to go over the Channel in June. 3. The weather is too lovely for us to be in. 4. For him to be the guide of the delegation was out of the question. 5. Are you really glad for John to be with us again? 6. He admired them both so much that it seemed natural enough for them to admire one another. 7. There was nobody in Stormhock for Mary to associate with. 8. His behaviour made it difficult for me to admit my mistake. 9. On the first occasion it was necessary for him to indicate his requirements to her. 10. 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. 11. There is nothing for you to do but leave at once. 12. She spread jam for him and cut the bread and butter into convenient slices for the child to eat. 13. The lady was speaking too fast for me to catch what she said. 14. "This question of company", he said, "it's something for me to decide". 15. I told them that the plan was for them to come and have a little breakfast at my house and then drive home. 16. He was anxious for her to get settled so that she could begin work. 17. "When will you marry me?" "Are you ready for me to marry you?"

Exercise 5.7. Transform the following sentences so as to use *for-to-infinitive* complexes and state their functions.

1. Your child should spend more time outdoors. It will be better for her. 2. He speaks too fast. I cannot follow him. 3. Our little daughter can't join us on this trip. It will be too long a journey. 4. Sandy stood at the kitchen door waiting till

Miss Brodie came for a walk by the sea. 5. My children don't have anybody to play with. 6. Was it possible that she could forget him? 7. He stood aside so that I could pass. 8. He held a very guarded conversation with her on his way home, for fear that she would take additional offence. 9. The noise was loud, so I couldn't sleep. 10. John has scraped through the exams. It's unbelievable! 11. She raised her voice so that we could hear well. 12. He should consult the doctor. I arranged it.

Exercise 5.8. Translate the following sentences into English using *for-to-infinitive* complexes and state their functions.

1. В восемь часов дети вошли, чтобы сказать спокойной ночи, и подошли к матери, чтобы она могла их поцеловать. 2. Невероятно, чтобы он признал свою ошибку! Он так упрям. 3. Я считаю необходимым, чтобы ты признал свою ошибку. 4. Детям негде здесь играть. 5. Я договорилась, чтобы ребёнок провёл лето в деревне. 6. Не мне учить вас, как это делать. 7. Кофе слишком крепкий, я не могу его пить. 8. Артур медленно вёл машину, чтобы мы могли увидеть город. 9. Вполне естественно, что ты не ответил на этот вопрос. 10. Я подожду, пока ты оденешься. 11. Пора ему приняться за дело. 12. Мне сейчас некогда тебе об этом рассказывать. 13. Он не тот человек, чтобы мы с тобой могли ему доверять. 14. Ей было что рассказать своим друзьям после поездки во Францию. 15. Она страстно желает, чтобы мы провели этот отпуск вместе.

Exercise 5.9. Read and translate the sentences. Find complexes with the gerund and define their functions.

1. I wouldn't mind his running around with girls, if he were doing well at school. 2. There is no danger of my telling our secret to friends – I have no friends. 3. My having failed merely made me try again. 4. Your advertising yourself continuously is vulgar. 5. There is no doubt of his having mastered English thoroughly. 6. His friends' betraying him filled him with bitterness. 7. Her only regret was that she would miss all those years of her son's growing up, the wonderful years. 8. Apart from my putting my seat belt around my neck, the flight was uneventful. 9. The fear of their taking advantage of him never crossed his mind. 10. After his breaking our engagement I have nothing to do with him. 11. I don't want to run the risk of my house being robbed. 12. Is it worth while my calling them? 13. She turned round on his entering the room. 14. But of course someone might have gone to the table without your noticing that? 15. It was no good your doing things by halves. 16. I can't bear the idea of your deserting the post when your presence is so necessary.

Exercise 5.10. Insert a pronoun where necessary.

1. I object to ... interfering in their family life. It's none of my business. 2. I object to ... interfering into my personal life. They are just neighbours. 3. They were keen on ... winning the match. We deserved it. 4. We are keen on ... winning the game. They are a nice team. 5. Simon never mentioned ... letting him down. He just forgave them. 6. Daniel once mentioned ... letting them down. He still felt guilty. 7. Excuse me for ... calling so late. But I need you badly. 8. Excuse ... calling you in the middle of the night. They needed you badly. 9. I remember ... meeting her once. 10. I can't remember ... ever meeting each other. They live in different countries. 11. Everybody blamed the fellow for ... abusing the children. 12. We are against ... being ordered about. We are not slaves. 13. Mary and Henry are against ... children being vaccinated this year. 14. My friends forgot ... promising to call on me. I had a lonely evening. 15. She completely forgot ... promising to drop in and went for a walk. They came but there was nobody at home.

Exercise 5.11. Use a *gerundial complex* instead of the subordinate clauses. State their syntactic functions.

1. I remember that the children looked through the album last Sunday. 2. Mum suggested that we should make up. 3. Nancy insists that her father should allow her to keep a monkey as a pet. 4. My sister is very displeased that I have broken her favourite cup. 5. Helen was confused that we were watching her. 6. There is a chance that my family would move to another city. 7. Do you mind if they join us? 8. The police have no objection that the man should be set free. 9. Do you remember that they promised to call us? 10. It may upset you to know that Rite is leaving soon. 11. Fancy how Boris appeared here all of a sudden! 12. The only way is that they should travel by train. 13. My dream is that our team would win the game. 14. He makes mistakes, which I can't help. 15. We were all surprised that she accepted Jack's proposal. 16. That he was frank with me at that moment surprised me. 17. She has never dreamt that her son Lanny would become an educated man. 18. Everything depended on whether I accept the offer or refuse it. 19. There were no signs that he would support us. 20. Don't deny that you have acted indiscreetly. It's bad that the child has no confidence in himself.

Exercise 5.12. Use the participles given below as parts of complex objects.

known shampooed translated cut off finished saved seen known removed deserted sung changed covered
--

1. I'd like my hair 2. King Charles had his head 3. I've recently had my appendix 4. Have you ever had this opera ... in Italian? 5. We want the work ... by Saturday. 6. You must have your news 7. They have scarcely any money ... for their old age. 8. Can we have the programme ...? 9. Please have these letters ... into English. 10. I'll get the matter ... to. 11. You should make your views ... 12. Have you ever seen the mountains ... with snow? 13. They found the house

Exercise 5.13. Complete the following sentences using the verbs *get* or *have something done*.

1. I must get to the optician's to 2. She went to the dentist to 3. This coat is too long. I will 4. The piano is out of tune. You must 5. Teresa will have to go to the chemist's to 6. Hard work is the best way to 7. As Bill couldn't find a suit to fit him, he had to 8. This article is too long, I shall never 9. If someone touched a hot iron, he 10. The work of a lazy man never 11. Let us ... this business ... as soon as possible. 12. You will ruin your reputation if 13. I must take my dog Patrick to the vet's to 14. Peter's wife can't stand his beard. So he is going to the barber's to 15. We need a special cake for the wedding. We must go to the confectioner's to

Exercise 5.14.

A. Read the following sentences, translate them. State the function of *the nominative absolute participial constructions*.

1. That police business having been accomplished, he had come to call upon Mr. Poirot. 2. Fleur having declared it was "simply too wonderful to stay indoors", they all went out. 3. It being a hot day, and all of us thirsty, she suggested that we should have a glass of beer. 4. All being settled, he went to bed and slept soundly. 5. She counted out the money from her bulging purse, her fingers trembling, her eyes snapping at him. 6. They walked silently through the street, Tom very grave, Liza weeping bitterly. 7. The Strand, it being the hour when the theatres began to empty themselves, was roaring of humanity and vehicles. 8. My knuckles white, my hair standing on end, my stomach heaving, I gripped the wheel of the skidding car. 9. My fears laid to rest, I climbed into the plane for my first solo flight.

B. Make up sentences or situations, using the following phrases as nominative absolute constructions.

The weather being unusually hot, the situation being urgent, the experiment proving fruitless, there being no witnesses, the inspection revealing new details, the circumstances being favourable, it being rather frosty, this done,

introductions over, such being the state of things, there being no way out, the reception over, her mind turning again to business, no one in sight.

Exercise 5.15. Transform the following sentences so as to use the nominative absolute participial construction and state their functions.

Model: When the door bell rang Ann rose and left the room. –

The door bell ringing, Ann rose and left the room.

1. Denny lit a cigarette and his fingers shook so violently he could barely hold the match. 2. She listened to me; tears were rolling down her cheeks. 3. As the complications had ensued, recovery was impossible. 4. The rain showed no sign of stopping, so they set off with umbrellas and waterproofs. 5. After she had gone, he got to thinking the matter over. 6. As the river had risen in the night, the crossing was impossible. 7. It was dark, as the sun had set a hour before. 8. He woke during the still hot nights; his hand automatically reached for a cigarette. 9. The preparations were completed at last, and his eyes surveyed the scene with satisfaction. 10. It was cool and fragrant on the porch; little breezes played among the roses overhead. 11. The hour was early, and the bar into which they made their ways was free from the crowds which frequented it.

Exercise 5.16. Point out predicative construction with verbals and state the syntactic functions of all verbals and predicative constructions with them.

1. I heard you ask Mr. Husbye at dinner whether there are any nice houses to let down here. 2. When I see your father beaming at me, I sometimes feel I must tell him the truth. 3. Lanny had returned and it was right for his mother to be the first to greet him. 4. She is not at all keen on my doing the same. 5. I haven't seen the suitcases carried out. 6. Father had promised me he would wear me out if he ever heard of me fighting any more. 7. It seemed to Mrs. Easy that she heard a chair being moved behind the curtain. 8. The room was nearly empty now, most of the audience having already left. 9. They were found playing in the garden. 10. This problem once solved, there will be nothing to stop us. 11. He doesn't want this problem discussed in his presence. 12. She sailed forth in all her Sunday finery, her lipstick a little crooked, her wispy hair already slipping from under her hat. 13. I didn't mind his mentioning the subject in the least. 14. You must have your violin tuned. 15. Strange to say, nobody noticed her coming in or leaving the building. 16. I haven't got her permission for you to go.

Exercise 5.17. Paraphrase the following sentences so as to use predicative constructions with verbals. Find the complexes and name them. Translate the sentences into Russian.

1. They saw that John was sitting under the oak-tree. 2. Tom' parents didn't expect that he would display any breach of promise. 3. Sometimes when she was in this mood she dreamt of a country cottage; roses climbed over the porch and apple trees grew in the back yard. 4. The idea that she should come to Paris had never occurred to her. 5. When the rain was over, we could leave our shelter. 6. They saw how Irene got up from her log seat. 7. I'm quite sure that this acquaintance will develop into a real friendship. 8. You go to her and point out to her how necessary it is that she should get a divorce from him. 9. She expected that everything would be done quietly. 10. As it is late we must make haste. 11. It is possible that he should have scraped through exams. 12. It is expected that the experiment will be completed next month. 13. I know that he is a very indiscreet man. 14. It is said that the conference finished its work last week. 15. Lady Bracknell ordered that the carriage should be sent immediately. 16. It is unlikely that the weather will continue cold for another week. 17. He opened the door so that I might enter.

Part C. Self-assessment exercise

Translate into English using predicative complexes with verbals. Point out and name them, state their syntactic function.

1. Джейн остановилась посмотреть за тем, как заходит солнце. 2. Вдруг она услышала шум, доносившийся с дороги. 3. Она обернулась и увидела, что какой-то человек лежит на дороге. 4. Им оказался мистер Рочестер. 5. Джейн случайно встретила его по дороге домой. 6. Мистер Рочестер ждал, когда Джейн подведет к нему лошадь, но она никак не могла с ней справиться. 7. Мне отремонтировали квартиру. А у вас когда был ремонт? 8. Я не вижу смысла в том, что вы теперь поднимаете этот вопрос. 9. Говорят, что он работает над своим изобретением уже несколько лет. 10. Я слышал, что он уезжает в Мексику. 11. Так как было поздно, Джейн решила вернуться домой. 12. Я привыкла к тому, что он мне во всём помогает. 13. Он прошёл мимо нас с высоко поднятой головой. 14. Нам пора уходить. 15. Их машина сейчас на ремонте. 16. Наверное, он очень умён, раз ему предлагают такую работу. 17. Не заставляй меня долго ждать. 18. Я видела, что она не понимает смысла шутки. 19. Я видела, как она вздрогнула при упоминании её имени.

This is the end of Unit 5. If you answered the questions and made few mistakes in the practical exercises above, go back to the beginning of Unit 5, read the list of issues that will be examined again and check whether you understand them all well, make sure you can fulfil the practical tasks that are required.

UNIT 6. THE COMPOUND AND COMPLEX SENTENCES

The following items will be examined:

- The compound sentence and the complex sentence, their peculiarities (coordination and subordination);
- Types of connection between the parts of the sentence – syndetic, asyndetic; connectives and conjunctions.
- Types of coordination: copulative, disjunctive, adversative, causative-consecutive;
- Types of nominal clauses: subject, object predicative, object and appositive;
- Attributive (relative) clauses and their types (defining, non-defining, continuative), relative pronouns used in each of them;
- Types of adverbial clauses.
- The analysis of the compound, complex and compound-complex sentence.

You must know how

- tell the difference between coordination and subordination;
- identify the above mentioned clauses within a sentence and name the type of connection between them;
- tell the difference between appositive and attributive clauses, be able to explain the use of relative pronouns in attributive clauses;
- give the full analysis of the compound, complex and compound-complex sentence according to the proposed plan of analysis.

Traditionally, this unit consists of **Part A – Reading**, which contains the facts you should remember in addition to what you read in your text book, **Part B – Practical Exercises** to develop your skills in identification and analysis of the composite sentence, and **Part C – Self-Assessment exercises**.

Part A. Reading

To start with, read the following paragraphs from Kobrina's book:

- The compound sentence §§ 137 – 143, pp. 423 – 427
- The complex sentence §§ 144 – 148, pp. 428 – 423
- Nominal clauses §§ 148 – 156, pp. 432 – 439

- Attributive clauses §§ 157 – 162, pp. 439 – 444
- Adverbial clauses §§ 163 – 178, pp. 445 – 462

Don't forget! To analyse the composite sentence (a compound, complex and compound-complex one) you have to study the *Suggested Ways of Sentence Analysis* placed at the end of the book: Appendix III, pp.483 – 487.

Some useful notes:

1. Some tips on how to tell ***the difference between an attributive and appositive clause:***

Appositive clauses disclose the meaning of the antecedent and are used after abstract nouns such as *fact, idea, reason, point, remark, etc.* They are always joined to the principal clause by *that* (more rarely *if, whether*), which is a conjunction and cannot be removed:

*E.g. It was Mary's **idea** that we should hold the party outside (idea = we should hold the party outside – the clause discloses the meaning of *idea*).*

In **relative defining clauses**, which identify the antecedent, *that* is a relative pronoun, it can be either left out (if it is the object of the attributive relative clause) or replaced by *which* and it acts as the subject or object of the clause. Compare:

The news that he was resigning his job proved to be incorrect (appositive clause – it discloses the meaning of *news*, *that* cannot be either removed or changed for *which*).

The news that he was spreading in the office proved to be incorrect (attributive defining clause – it identifies the antecedent, *that* can be either left out or replaced by *which*).

2. Now revise **the types of attributive clauses** as you studied them during your first year of studies.

Attributive defining (restrictive) clauses: identify more closely what the noun refers to. If you say *I met the woman*, it might not be clear who you mean, so you might say *I met the woman who/that lives next door*. Defining relative clauses are not separated by commas. The relative pronouns used in them are: *which, who, that* or nothing.

Non-defining (non-restrictive, extra informational) relative clauses give further information which is not needed to identify the antecedent. If you say *I saw June Fowler*, it is clear who you mean. But you might want to add more information about June Fowler, so you might say, for example, *I saw June Fowler, who was staying at the hotel opposite*. Non-defining clauses are usually separated by commas, and the relative pronoun used in them is always a word beginning with **wh**: *who, which, whose, which*. *That* cannot be used!

A non-restrictive clause may refer back not to a noun but to a larger unit, a clause, a sentence or a series of sentences. It is called then **a sentence-**

relative/continuative clause. It is generally introduced by the connective *which* and separated by a comma, a semicolon or dash: *She said she'd been waiting for an hour, which was true.* In formal English relative pronouns and adverbs introducing non-defining clauses may also occur in prepositional phrases: *in stead f, in spite of, each of which, at which point, etc.*

She may have missed the train, in which case she won't arrive for another hour.

He lost his temper, at which point I decided to go home.

Part B. Practical Exercises

Exercise 6.1. Join these simple sentences to make compound sentences. Use the words in brackets. State the type or coordination. The first one has already been done for you.

1. The taxi stopped at the station. Two men got out of it (and). – *The taxi stopped at the station and two men got out of it.*
2. You can give me some advice. Your colleague can (either you... or).
3. We got ready to get on the train. It didn't stop (but).
4. No one was in when we called. WE left a message (so).
5. We didn't want to get home late after the film. We went straight back (so).
6. The old lady was nervous. She wasn't used to strangers calling back (for).
7. I've always wanted to live in the country. My parents prefer to live in town (but).
8. The letter has been lost. The postman has delivered it to the wrong address (or).
9. For a moment the top of the mountain was visible. A cloud covered it (and then).
10. Jane was s successful career woman. Her mother wanted her to be a housewife (yet).

Exercise 6.2. Combine each pair of sentences into a syndetic compound sentence without reversing their order. Don't overuse *and* and *but*.

1. The review was long drawn out. The editor decided against publishing it.
2. Mr Evans comes from Wales. Mr McLeod was born in Scotland.
3. He doesn't know much about public relations. He is eager to learn.
4. The audience must have found the lecture dull. There were quite a few people yawning.
5. Don't put your prices too high. You'll frighten the customers off.
6. David is allergic to animals. His wife insists on keeping a Siamese cat.
7. Caroline is an excellent housewife. She is an efficient secretary to her husband.

8. We could use this money to redecorate the house. We could save it for a Mediterranean cruise.
9. I only had a couple of sandwiches. My fellow travellers ordered an enormous lunch.
10. Ted stayed for tea without being asked. He was the last to take his leave.
11. Stop making that dreadful din. I'll cut off electricity.
12. The woman seemed to be in despair. There were tears running down her cheeks.
13. I couldn't park near the entrance. I didn't find a car park anywhere around.
14. It was near midnight. The debate continued.
15. A group of stars contained in the Great Bear has the shape of a ladle. It is popularly known as the Big Dipper.
16. I'll fetch you in the car. We'll take a taxi.
17. I always asked my roommate not to bang the door. He would do it just to spite me.
18. My research adviser pointed out a few misprints. She detected a serious error in the last paragraph.
19. Mark has become very short-sighted. He requires new lenses.
20. Behave yourself. You'll get into trouble.

Exercise 6.3. Join the following pairs of sentences using *either ...or*; *neither ...nor* or *both ... and*. Make any other small changes necessary.

Example: *The blue whale is the largest animal in the world. The blue whale is the heaviest mammal in the world.*

Answer: *The blue whale is both the largest and the heaviest mammal in the world.*

1. We must protect the world's wildlife. If we doesn't, some species of animals will die out.
2. The panda is in danger of extinction. The black rhino is in danger of extinction, too.
3. Some species have been nearly wiped out by man for food. Other species have been nearly wiped out for sport.
4. I personally don't like snakes. I personally don't like bats. But I don't want to see them disappear.
5. Many people don't understand what the problem is. Many people do not appreciate what the problem is.
6. People admire tigers as beautiful animals. People fear tigers as man-eaters.
7. Rhinoceroses are not the most valuable animals in the world in cash terms. Tigers are not the most valuable animals in the world in cash terms! (Racehorses are!)

8. Elephants are found in Africa. Elephants are found in Asia.
9. The African elephant is not the largest mammal in the world. The African elephant is not the heaviest animal in the world.
10. Some species spend most of their time eating. When they are not eating they are sleeping.

Exercise 6.4. Paraphrase these compound sentences so that one of the clauses has inverted word order. Use the clues suggested.

Example: *We consider this act illegal, and several MPs are of the same opinion (and so).*

Answer: *We consider the act illegal, **and so do several MPs.***

1. I didn't feel like looking around the house; I didn't want to haggle with the owner (much less).
2. He never takes advantage of other people's ignorance; he never makes jokes at the expense of other's (and neither).
3. The museum was reconstructed; a few valuable items were added to the collection (not only).
4. Her voluntary work was admirable and the way she managed the household was also praiseworthy (and just as).
5. They never boast of their title; they do not show off their wealth either (still less).
6. I never criticize my colleagues' ideas and I don't interfere in their projects either (nor).
7. This translation deviates from the original; besides, it is twice as long (not only).
8. I've laid aside \$100, and my brother has laid aside just as much (and so).
9. The company's property was found to be in sad state: its accounts were equally deplorable after the book-keeper's escape (and equally).

Exercise 6.5. Give syntactic analysis of the following **compound sentences**.

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. He had no children or near relations to be spared, so he didn't fear publicity.
5. I quite agree with you, the villain ought to be punished, but the cost has got to be reckoned.
6. Either he recovered from his panic of the night, or he pretended to have.
7. The brown upholstery won't go with the yellow stair-carpet, nor will it go with the brown woodwork.
8. A shadow of a grin showed on the man's lips, however he remained silent.
9. You don't seem to remember anybody's name, it is so irritating sometimes.
10. Either he didn't read the document carefully, or he didn't see the implication of it.
11. The dancing pairs paid no attention to

Beatrice sitting with her aunts and uncles, nor did it matter to her. 12. He tapped his forehead significantly, so we changed the topic at once. 13. I've quite forgotten how she looks; otherwise I would have known her in the crowd.

Exercise 6.6. In this conversation, complete the answers by forming **subject clauses** based on the questions. The first one has already been done for you.

1. A: What did the boss tell Charlie?
B: *What the boss told Charlie* doesn't concern me.
2. A: Who talked to the boss about Charlie?
B: ... is none of my business.
3. A: Where is Charlie now?
B: ... is not my concern.
4. A: When is Charlie going to be arrested?
B: ... doesn't interest me.
5. A: When was the money stolen?
B: ... doesn't matter at this point.
6. A: What will happen to Charlie?
B: ... is no concern of mine.
7. A: I wonder whether or not Charlie is a thief.
B: I don't. ... won't change the world.
8. A: It's amazing! We have a big-time embezzler in our company!
B: The fact that ... hasn't been established yet.
9. A: I don't understand. What do you think about this news?
B: I thought you understood by now. ... is that it's not right to gossip.

Exercise 6.7. In the following interview, complete the answers by forming **object clauses** based on the interviewer's questions. Introduce each clause with *what, where, that, whoever*.

- Crier:* Are sports important for the development of young people?
Evans: Yes, anyone involved with young people and sports can tell you (1) *that sports are important to the development of young people*.
Crier: In that case, do you think a school's curriculum should include a strong sports programme?
Evans: Definitely, I am firmly convinced (2)
Crier: What can students do to become a part of a team?
Evans: I'm often asked (3) The first step, of course, is to come and try out for the team.
Crier: I've heard that in order to be on a team students don't have to have a lot of talent. Is it true? Can anyone who is interested in a sport and tries hard be on a team?
Evans: Absolutely. There's a place on a team for (4)
Crier: Is training necessary?

- Evans:* Yes. And prospective team members should be prepared to (5)
- Crier:* Is the training difficult?
- Evans:* Some times it can be. But anyone who is really committed to a team doesn't care (6)
- Crier:* Tell me how it works for an individual student on the team. What does he or she have to do? Where does he or she belong?
- Evans:* It's hard to give a general answer to those questions. But I can assure you that before long each student on a team knows (7) ... and (8)
- Crier:* What does it feel like to be a team player?
- Evans:* The players don't usually talk about (9) ... but it's obvious that they feel good about themselves.

Exercise 6.8. Find and correct the ten mistakes in the nominal clauses.

Ten pieces of advice about telling a joke

1. Make sure is the joke you're telling funny.
2. The best jokes are broad enough so that everyone can enjoy them. Be certain that no one will be embarrassed by that you tell.
3. Also make certain that however you're saying won't embarrass anyone.
4. Ask yourself is the joke you want to tell vulgar. If it is, don't tell it.
5. Before you begin, be certain you remember what are the key details. Run through them in your mind before you start speaking.
6. Make sure what you have everybody's attention when you're ready to start.
7. Be certain that you remember what is the punch line of the joke. Nothing is worse than listening to a joke when the teller can't remember the punch line.
8. The fact can you remember a joke doesn't guarantee success. You have to make the experience a performance. Be animated and dramatic.
9. Don't panic if you get interrupted. Let whomever is talking finish what he or she is saying. Then say something like, "OK, folks, listen up. I want to finish the joke I was telling you".
10. Many comedians are criticized because they laugh at their own jokes. Don't laugh at that you're saying. Let others do the laughing.

Before doing the following exercise, read and remind yourselves about the peculiarities of the use of **mood-forms in subject clauses**.

A subject clause after an expression of a modal meaning (urgency, necessity, advice, etc.) must contain a verb in *Subjunctive I* or the analytical form *should+Infinitive*. Expressions showing these meanings include *it is essential, it is necessary, it is important, it is advisable, it is desirable, it is crucial*, and others. E.g. *It was important that the professor (should) not get into an argument with her.*

Exercise 6.9. Write the paragraphs of the following proverbs using the cues. Follow the model

It is + adjective + subject clause. Match the paragraphs with the proverbs.

- a. All work and no play makes Jack a dull boy.
- b. A stitch in time saves nine.
- c. Rome was not built in one day.
- d. The early bird gets the worm.
- e. Children should be seen and not heard.
- f. People who live in glass houses shouldn't throw stones.
- g. A bird in the hand is worth two in the bush.
- h. Don't put the cart before the horse.
- i. Don't cry over spilt milk.
- j. There's no use putting a lock on the barn after the horse has been stolen.
1. advisable/children/see/and not hear

...It is advisable that children (should) be seen and not heard. ...

2. necessary / time / take / to do a job right
3. advisable / you / not criticize / others because you have faults, too
4. essential / things / do / in the right order
5. advisable / problems / take care of / before they get worse
6. important / you / not be upset / over what already happened
7. desirable / a person / stick / with what he or she already has rather than going after other things
8. vital / a person / enjoy life / as well / work
9. essential / a person / get / an early start to beat the competition
10. necessary / precautions / take / before there is trouble

Exercise 6.10. Analyse the following sentences containing nominal clauses. Translate the sentences into Russian.

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. One advantage of being a medical practitioner is that you can usually tell when people are lying to you.
4. Work may be just what I want now.
5. That this charming young woman accepted politics with enthusiasm was a surprise for me.
6. It was our impression that things were not quite that bad.
7. The fact is there is growing suspicion of foul play on their part.
8. It annoyed the assistant managing editor that Pete hadn't reported at once.
9. That there were other problems to be weighed sounded like good advice.
10. Has it not occurred to you that there could be a better story for the first news column?
11. It is no business of mine at what time Moira and Jill might come round.
12. How we can get the document is just what we should consider the first thing.
13. The strange

things is that they are disappointed with the new model of the cross-country truck. 14. Why do you ask me what happened to the manuscript? 15. What kind of man the new director was nobody knew. 16. But whether to do it or not is just the question. 17. I felt that he could speak against our proposal. 18. The house looked as if it were deserted. 19. Nobody knew the reason why Jim had quarreled with Rosy. 20. He looked as if he were about to raise an objection.

Exercise 6.11. Relative clauses. In the following sentences, write *that* or *which* where appropriate, and insert commas where necessary. State the type of the relative clause.

1. Backgammon ... is a popular game in the Middle East is deceptively difficult to play.
2. She didn't want to buy any of the shoes ... were in the sale.
3. I'm afraid I can't come ... is a pity because I'm sure I would have enjoyed it.
4. The matter ... we were discussing at our last meeting has now been settled.
5. He was dropped when he was a baby ... made him a permanent invalid.
6. The Great Fire of London ... broke out in 1666 destroyed a large part of the city.
7. It was the most expensive vase ... had been auctioned.
8. That's the only horse ... I have ever been nervous about riding.
9. Mosquitoes ... are small flying insects can spread malaria.
10. Mosquitoes ... bite infected people and animals can spread malaria to others.

Exercise 6.12. Complete the following sentences by writing relative clauses with *quantifies* (or other expressions of quantity) + *preposition* + *relative pronoun*.

Example: *The average American diet contains quite a bit of sodium* (most / come / from processed food). – *The average American diet contains quite a bit of sodium, most of which comes from processed food.*

1. In the past 20 years in Florida, insects, spiders and alligators have caused 82 deaths (*most / could / avoid*).
2. Hospital stays in Japan, (*half / be / longer than 40 days*), are far longer than hospital stays in the United States.
3. Americans today, (*71 percent / think / people in power take advantage of others*), feel more victimized than did Americans in the past.
4. According to intelligence test results, stutterers, (*14 percent / achieve scores of over 130 on IQ test*), appear to be smarter than non stutterers.

5. The hearing impaired, (*more than half / be / under 64 years of age*), are a more diverse group than is sometimes thought.
6. Vegetables, (*all / yield / more nutrients when lightly cooked than when raw*), can be micro waved, stir-fried, or quick-steamed.
7. Americans eat an average of 21.5 pounds per year of food between meals, (*much / be / junk food*).
8. Mel Gibson and Danny Glover (*both / star / in the Lethal Weapon movies*), also acted together in Maverick.
9. Sean Connery, Roger Moore and Timothy Dalton (*all / play / the role of James Bond*) come from Great Britain, while Pierce Brosnan, the newest Bond, is Irish.
10. *Star Wars, The Empire Strikes Back* and *Return of the Jedi* (*all / earn / over \$100 million*) are the middle three films in a projected nine-part series.
11. *Saving Private Ryan* and *Schindler's List* (*both / direct / by Steven Spielberg*) have been critical as well as financial successes.
12. Walt Disney's animated productions (*most / love / by children*) are known worldwide.
13. Roberto Benigni and Wim Wenders (*neither / be / very well-known to mass American audiences*) are both highly regarded European directors.

Exercise 6.13. Decide which of the following responses are possible.

1. Who reported the accident?
 - a. The policeman who witnessed it.
 - b. A policeman who witnessed it.
 - c. The policeman who was on the corner.
 - d. A policeman what was on the corner.
 - e. A policeman, who I gave all the details to.
 - f. The policeman I gave all the details to.
2. What did you think of the candidates?
 - a. The woman was the best candidate we interviewed.
 - b. The woman was the best candidate who we interviewed.
 - c. The woman was the best candidate that we interviewed.
 - d. Everyone we interviewed was well qualified.
 - e. Everyone we interviewed, was well qualified.
 - f. Everyone which we interviewed was well qualified.

3. Who was the woman?

- a. She's the one I lent my book to.
- b. She's the one who I lent my book to.
- c. She's the one whom I lent my book to.
- d. She's the one to whom I lent my book.
- e. She's the one to who I lent my book.
- f. She owns the shop which I go to.

4. Why are you going to work in a different hospital?

- a. I'd prefer a hospital of which the administration is better.
- b. I'd prefer a hospital whose administration is better.
- c. I'd prefer a hospital whose environment is friendlier.
- d. I'd prefer a hospital with whose staff I'd be happier.
- e. I'd prefer a hospital whose staff I'd be happier with.
- f. I'd prefer a hospital with whose staff I'd be happier with.

Exercise 6.14. Read the following sentences about the Moonrise film Festival. Each of them contains a relative clause, either defining or non-defining. For each sentence, decide whether A or B describes it best. Pay special attention to punctuation!

1. Moviegoers, who appreciate fine films, were very satisfied with the Moonrise Film Festival this year.

2. Moviegoers who appreciate fine films were very satisfied with the Moonrise Film Festival this year.

A. Moviegoers in general appreciate fine films.

B. Only some moviegoers appreciate fine films.

3. The films, which were chosen for their artistry in cinematography, left vivid and lasting impressions.

4. The films that were chosen for their artistry in cinematography left vivid and lasting impressions.

A. The films in general left vivid and lasting impressions.

B. Only some films left vivid and lasting impressions.

5. Offbeat films brought critical acclaim to directors, who are normally very profit oriented.

6. Offbeat films brought critical acclaim to directors who are normally very profit oriented.

A. Directors in general are very profit oriented.

B. Only some directors are profit oriented.

7. In the animation category, the audience was surprised and satisfied by Hollywood's new style cartoons, which address serious social concerns.

8. In the animation category, the audience was surprised and satisfied by Hollywood's new style cartoons which address serious social concerns.

A. Hollywood's new style cartoons in general address social concerns.

B. Only some of the Hollywood's new style cartoons address social concerns.

9. The foreign entries, which were brilliantly directed, unfortunately may not succeed at the box office here.

A. The foreign entries in general were brilliantly directed.

B. Only some of the foreign entries were brilliantly directed.

10. Only the documentaries, which proved to be disappointing this year, represent a poor selection.

A. The documentaries in general were a poor selection.

B. Only some of the documentaries were a poor selection.

11. We hope to see further works from the new entrants from the African countries whose film industries are just emerging.

A. The film industries in African countries in general are just emerging.

B. The film industries in some African countries are just emerging.

12. If such excellence in selection and presentation continues, the Moonrise Film Festival will soon take its place among the film festivals of the world that rival Cannes.

A. Film festivals in general rival Cannes.

B. Only some festivals rival Cannes.

Exercise 6.15. Change the sentences between dashes (-) into relative clauses. Replace the dashes by commas, add a suitable pronoun and make any necessary changes.

1. Mr. John Dawes – most of you have already met him – has agreed to take on the job as treasurer.

2. Tedd Brett – most of you know his books – will be the guest speaker at our Annual Dinner.
3. The Advanced Passenger Train – you may have seen it on TV – will revolutionize public transport in this country.
4. We wish to thank Miss Dinah Harris – she wrote all the music for the festival.
5. The lead guitarist – everyone refers to him as “Jezz” – is the only trained musician in the group.
6. The Beresford Gallery – admission to it used to be free – has had to introduce an entrance fee of £3.
7. Arthur Bowyer – his latest novel is already a best seller – gave up a well-paid job to become a writer.
8. His father John – we rarely see him now – used to appear regularly on television.
9. Abu Kammash is a huge chemical complex – the salt plant is only a small part of it.
10. The need for a further increase in postage rates – and I shall say more about that in a moment – is one more example of bad planning.

Exercise 6.16. A Join these sentences by adding a suitable relative pronoun and commas where necessary. Make any other necessary changes.

Example: 1) *I'd like to buy a tie. It will match my suit. – I'd like to buy a tie **which/that** would match my suit.*
 2) *This is my sister. She lives in Birmingham. – This is my sister, **who** lives in Birmingham.*

- | | |
|--|---|
| 1. I went to see her flat. | She lived in it when she was a student. |
| 2. I went to see the flat. | She lived in it when she was a student. |
| 3. Come and meet the friends. | I told you about them. |
| 4. Come and meet my friends. | You know most of them. |
| 5. This is the Director. | He founded the company. |
| 6. There are several directors. | He founded the company. |
| This is the director. | |
| 7. What we really need is a dam. | It would be big enough to supply the whole area with power. |
| 8. I have a photo of the Kariba dam. | It supplies the whole area with power. |
| 9. I'd like to introduce Mr. Bridge. | I used to work with him. |
| 10. Can that be Mr. Bridge? | I used to work with him. |
| 11. I have to study mathematics. | I do not enjoy it. |
| 12. Statistics is the one part of maths. | I do not enjoy it. |

B. Complete each of the statements using a suitable relative pronoun, and inserting commas where they are necessary.

1. English people ... go abroad for their holidays often develop a taste for a variety of different styles of cooking.
2. Each year Britain welcomes several million visitors (many) ... never travel outside London, surprisingly.
3. Airlines pilots ... have a very stressful job must have regular health checks.
4. Young married couples ... usually have very little money find it difficult to save enough to buy their own homes.
5. Left-handed people ... are often very good at music and art make up only 10% of the population.
6. People ... put on weight easily have to be careful what they eat.
7. Olympic sportsmen (many) ... train for years to become successful athletes have to be very dedicated.
8. Old people ... bones break very easily have to be very careful when walking on snow and ice in winter.
9. Young babies .. need to be kept warm can easily become ill if the temperature is too low.

Exercise 6.17. Analyse the following sentences containing **attributive clauses**. Attention! Some of the sentences will contain nominal appositive clauses to check your attention!

1. Will you show me the new books you've bought? 2. The flat they lived in was not very imposing, but it was quite and well located. 3. There was no reason why you couldn't come round together with the others. 4. The photo showed the face that was pretty commonplace. 5. Fascinated we watched the sunset whose molten gold was slowly spreading over the silent sea. 6. I who am speaking to you have been deceived by her wonderful manners. 7. She held the pencil which was freshly sharpened and ready for use. 8. And you have assumed it from a mere fact that I called up Mr Connolly? 9. They say he's been stealing money from the company, which is a complete surprise. 10. His was such a face as would give you creeps if you chanced to meet it in a lonely place. 11. Cedric had a peculiar way of giving an appraising look at people, which annoyed me immensely. 12. I was introduced to Mr Wren, whom I found clever and sympathetic. 13. A few people have been attacked in this area recently, which is why I don't go out much. 14. The strain under which she was labouring showed

itself in the red patches on her cheeks. 15. He who needs help will be wise to find him who can give it. 16. That was the hotel where they accommodated the coming participants of the congress. 17. We who are perfect outsiders should have been duly warned about the idiosyncrasies of the old man. 18. The reason why he rejected our invitation was quite obvious. 19. She is going to sell the business, which is a great shame. 20. It was nice to see his family, most of whom I have seen before.

Exercise 6.18. Join the sentences together, using the conjunctions shown, and making all other changes necessary.

Example: *I was reading. We reached Peterborough (until).* – *I was reading **until** we reached Peterborough.*

1. I was on my way to Edinburgh by train recently. I had an add experience (*while*).
2. I reached Paddington station. My train was leaving (*just as*).
3. I had to wait half an hour. The next train left (*before*).
4. I walked all along the train. I found a seat at the front (*until*).
5. I put my case on the rack. I settled down to read my book (*once*).
6. The train stopped at Peterborough. A young man got in (*when*).
7. He sat down next to me. He began a conversation (*as soon as*).
8. I couldn't go on reading. This young man had decided to talk (*after*).
9. It was all right! I had given up trying to read (*once*).
10. He too had caught the "wrong" train. He had missed the earlier one like me (*after*).
11. He had spent two years as an engineering student in York. Then he had decided to change courses (*before*).
12. I told him I only knew one person in York. It turned out that he knew her (*when*).
13. We reached York. We were deep in conversation (*while*).
14. The train stopped. He jumped out (*the moment*).
15. Alas, he left the train. He had not told me his name (*before – careful!*).

Exercise 6.19. Rewrite the following, using the words given and making all other necessary changes.

1. Convinced that exercise is good for you, doctors are urging everyone to take more exercise.
Because _____.

2. A lot of men in particular die of heart disease, so they ought to be warned.
Such a lot _____.
3. Many people eat too much fat and damage their hearts.
_____ because _____.
4. Some doctors set such a bad example that people do not listen to them.
_____ so that _____.
5. We are always being told to change our habits, with the result that some people don't listen.
Since _____.
6. Some marathon runners experience real pain because they train very hard.
_____ so _____ that _____.
7. Some runners are obsessive, and consequently they injure themselves.
_____ so _____ that _____.
8. Other people take no exercise and become really unfit.
As _____.
9. Since such people often overeat, they put on weight.
_____ so _____.
10. Some people really dislike exercise, and therefore make excuses.
Because _____.
11. Some people say they lead busy lives, and so don't have time.
_____ that they _____.
12. Some older people take up running because they want to strengthen their bones.
_____ in order _____.
13. Violent exercise can damage muscles, so serious runners plan their diet carefully.
_____ for _____.
14. You might have a "heart condition", so have check-up with your doctor.
_____ in case _____.
15. Choose your running shoes carefully; otherwise you may damage your feet.
_____ so as _____.
16. You don't have to run if you want to keep fit – cycling or swimming will do.
_____ in order to _____.

Exercise 6.20. Choose the conjunction which fits the meaning of the sentence. In some cases more than one will fit, so study the meaning of each conjunction carefully in relation to the rest of the sentence.

1. (*As / as though / as soon as*) it is getting late, I suggest we break off now.
2. Nobody is to leave (*until / unless / since*) I say so.
3. He arrived (*just as / as long as / as far as*) I was leaving.
4. She cried out (*although / as though / as if*) she had been stung by a wasp.
5. Call in and say hello (*whenever / however / wherever*) you are in town.
6. (*Since / Seeing that / In case*) nobody else seems to want these sandwiches, I'll eat them.
7. (*As soon as / Since / Now that*) you leave school, you'll be able to get a good job.
8. (*As far as / So that / Once*) I can see, he has no intention of paying the bill.
9. Stay in your flat (*as far as / until / since*) somebody sends for you.
10. (*Once / Whenever / After*) you have driven a Porsche, you will never want to drive any other car.
11. You will never make friends (*if / when / unless*) you go out and meet people.
12. We'll invite Chris and Mary (*considering / supposing / assuming*) that they are interested.
13. (*As / When / If*) you think it is necessary, send him some more money.
14. Please, don't talk (*while / whenever / now that*) the concert has begun.
15. I don't trust him (*as though / even though / although*) I do business with him.
16. What did you do (*while / before / since*) you met me?
17. What were you doing (*while / as / after*) I was traveling around Europe?
18. What will you do (*after / once / now that*) the course is nearly over?

Exercise 6.21. Analyse the following complex sentences.

1. If you continue this way, you will break your mother's heart!
2. Since the newspapers were covering the search closely, there was no point in his reserve.
3. There was a moment of strain; it seemed as though neither of them knew what to say next.
4. He said George was too nice a kid to make a good cop, even if he had brains.
5. The stewardess hurried along the aisle to where the sick passenger lay moaning with eyes closed.
6. The door gave a little but came back as though somebody was holding it.
7. I'm doing it as I was told, so you as well spare your sarcasm.
8. As her lips smiled, her eyes didn't lose their tragic expression.
9. If it hadn't been for his courage and resource, we'd have crashed.
10. He looked a little sad, as if he had been waiting a long time and was getting discouraged.

11. No sooner had she seen me approaching from the landing, than she slammed the door in my face. 12. Now that the reader knows the essential events as they were open to public, I want to give him some explanations. 13. I have told you my story that you may judge me for what I am, not for what they want to take me. 14. Directly I began to cross the common I realized that I had the wrong umbrella, for it sprang a leak and rain ran down my mackintosh collar, and then it was I saw Harry. 15. But July arriving and his plan still indefinite, the first thing that occurred to him was that they might go off to some inexpensive resort somewhere. 16. And now Mason regretted that he hadn't telephoned before leaving Bridgeburg, for he could see that the news of his daughter's death would shock such a man as this most easily. 17. One day, however, very shortly after he had connected himself with the Green-Davidson, he had come in rather earlier than usual in the afternoon and found his mother bending over a letter which evidently had just arrived and which appeared to interest her greatly.

Exercise 6.22. Define the types of clauses introduced by *that*. Analyse the sentences.

1. The thing would be purely formal, of course, but it seemed only proper that the family should be filly represented. 2. Barney's first thought was that this was the body of some drowned man, washed ashore in the storm. 3. He knew that Mike Carney had gone down to Seaview cove about five o'clock to get the boat ready and that May had followed about twenty minutes later. 4. "I came to a conviction that I was on the true line five years ago," he said. 5. At Peter's entry he rose into towering height, and extended a shapely expressive hand that would have made an actor's fortune. 6. So badly was he smashed that it seemed doubtful whether all the king's horses and all the king's men could ever put him together again. 7. And she would advance the equally fascination suggestion that the scandalous goings-on between John Lynch and Lotta Hendricks lay somehow at the root of the affair. 8. To-yat snarled and seeing that the other meant to give battle, he cast the body of the girl aside that he might not be handicapped. 9. He kissed her again with a desperate passion that half frightened her. 10. Tugging Olivia by the hand, he led her indoors, where stood a couple of little girls so like other that no one could have mistaken them for anything but what they were twins. 11. It turned out that he had a good head for figures. 12. His smooth unhurried gait betrayed no knowledge that a pair of peering eyes followed him down the road. 13. I've done it two or three times, and the fun of it was that not even my own people knew it. 14. Your uncle Herbert's only regret about their new home is that it is so far from us. 15. They had the evidence of Mr. Pattigrew-Robinson that the Duke had gone downstairs at 10.30, and that he had been heard immediately afterwards moving about in the study, the room in

which the revolver produced in evidence was usually kept. 16. Father caught such big specimens that he felt sure that mother couldn't have landed them anyway if she had been fishing for them.

Exercise 6.23. Analyse the following sentences containing subordinate clauses introduced by **if** and **whether**.

1. The whole point is whether or not the Authorities are going to take any notice of that attack in the House. 2. It is an uncommon situation and it is not surprising if he was a trifle more pleased with himself than was altogether becoming. 3. Whether, like the heroine of Northanger Abbey, he expected to find anything gruesome inside was not apparent. 4. All he wished to find out was if he was leaving the town for good. 5. Why do you care whether he's a detective or not? 6. The first thing they did was to look up at the sky to see if it was flying weather. 7. Whether he talked or not made little difference to my mood. 8. Whether or no James had cherished hopes of an inheritance or of something rather distinguished to be found down there, he came back to town in a poor way. 9. It was doubtful if Caterham really heard him at all. 10. "I am afraid the question is much more whether she will like me," said Olivia. 11. With his former doubt whether this dry hard personage were quite in earnest, Glennam again turned his eyes attentively upon his face. 12. It came into his mind to wonder if perhaps he had been too careful of himself. 13. Whether such statements are really true is no concern of grammar which deals only with the meaning of the form itself. 14. If he was a sage in business hours, he was always a boy at heart.

Part C. Self-assessment exercises

Exercise 1. Analyse the complex sentences where the subordinate clauses are introduced by the conjunctions **if** and **whether**.

1. Upon my word I don't know why she should think that. 2. What she simply couldn't make out – what was miraculous – was how she should have guessed Miss Fulton's mood so exactly and so instantly. 3. He said he would never forgive himself if he dragged mother round the country and let her take a severe cold at a time when she might be having a beautiful rest. 4. Don't be a fool. Leave the car where it is. 5. The blue room always looks very nice when you have done it up with clean curtains and that sort of thing. 6. But how it happened, beats me. 7. That's where we go to church to Ardon. 8. Some people don't know how lucky they are. 9. Did it matter where he went, what he did, or when he did it? 10. What I want to know is when you're going to be married. 11. The reason why the two –s endings are treated differently is the same that

has led to the retaining of such irregular plurals as *men* and *wives*. 12. Although Berta Young was thirty, she still had moments like this when she wanted to run instead of walk, to take dancing steps on and off the pavement. 13. Was that where it happen? 14. How long he had been sitting in that curious state of vacancy he had no notion when he saw Joe standing a little behind him to the right. 15. There were moments when he rushed into battle where no battle was. 16. How this death would affect Fleur had begun to trouble Soams. 17. He wants to write a play for me. One act. One man. Decides to commit suicide. Gives all the reasons why he should and why he shouldn't. 18. Adrian went down to the long paneled room, where the family was waiting. 19. But the result was always the same; he paid up in the end, and though he would be ashamed to admit it to himself he knew why he paid. 20. They were shiny and new, and he had set them beside him on a chair, where he could gloat over them while he ate.

Exercise 2. Make up complex sentences using the clauses as subordinate clauses of different types.

Model: *where the man lived* (subject clause, predicative clause, object clause, attributive clause, adverbial clause of place)

1. subject clause: It was not known *where the men lived*.
(Also: *Where the man lived* was not known).
2. predicative clause: The question was *where the man lived*.
3. object clause: The officer wanted to know *where the man lived*.
4. attributive clause: Soon we found out the house *where the man lived*.
5. adverbial clause of place: They went straightway to *where the man lived* and asked him a few questions.

1. *when the girl fell ill* (subject, predicative, object, attributive, adverbial clause of time). 2. *as if nothing had happened* (predicative, adverbial clause of comparison and manner). 3. *what the young man intended to do* (subject, predicative, object clauses). 4. *if they are going to take part in the discussion* (subject, predicative, object, adverbial clause of condition). 5. *tired as he was* (adverbial clauses of reason, and concession). 6. *as he came up to the house* (adverbial clauses of reason and time). 7. *that our team had scored a victory* (subject, object, appositive clauses). 8. *whatever you do* (subject, object, adverbial clause of concession). 9. *whenever the teacher comes* (adverbial clauses of time and concession). 10. *how important the problem was* (subject, predicative, object clauses).

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Учебное издание

**ПРАКТИЧЕСКАЯ ГРАММАТИКА
АНГЛИЙСКОГО ЯЗЫКА**

**УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС
для студентов 3 курса специальностей
1-02 03 06-01, 1-02 03 06-03, 1-02 03 07-1**

Составитель

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Редактор *Т. В. Булах*

Дизайн обложки *И. С. Васильевой*

Подписано в печать 31.07.06 Формат 60х84/16 Бумага офсетная Гарнитура Таймс
Печать трафаретная Усл. печ. л. 7,19 Уч.-изд. л. 7,0 Тираж 75 экз. Заказ 1004

Издатель и полиграфическое исполнение:
Учреждение образования «Полоцкий государственный университет»

ЛИ № 02330/0133020 от 30.04.04 ЛП № 02330/0133128 от 27.05.04
211440 г. Новополоцк, ул. Блохина, 29