

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
Донецький національний університет  
економіки і торгівлі  
ім. М.І. Туган-Барановського

Кафедра іноземної філології, українознавства  
та соціально-правових дисциплін

**С. А. Остапенко**

**ПРАКТИЧНИЙ КУРС ОСНОВНОЇ ІНОЗЕМНОЇ МОВИ  
(ПРАКТИЧНА ГРАМАТИКА)**

**Методичні рекомендації з вивчення дисципліни**

Кривий Ріг  
2019

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**Методичні рекомендації з вивчення дисципліни**

Ступінь: бакалавр  
IV курс

Затверджено на засіданні  
кафедри іноземної філології,  
українознавства та соціально-  
правових дисциплін  
Протокол № 7  
від “20” червня 2019 р.

Схвалено навчально-методичною  
радою ДонНУЕТ  
Протокол № 2\_\_\_\_  
від “17” жовтня 2019 р.

Кривий Ріг  
2019

УДК 811.111 : 81'342(076)  
ББК 81.432.1-7  
О 76

**Остапенко, С. А.**

**О 76** Методичні рекомендації з вивчення дисципліни «Практичний курс основної іноземної мови (практична граматики)», ступінь бакалавр, 4 курс / М-во освіти і науки України, Донец. нац. ун-т економіки і торгівлі ім. М. Туган-Барановського, каф. іноземної філології, українознавства та соціально-правових дисциплін; С. А. Остапенко. – Кривий Ріг : [ДонНУЕТ], 2019. – 143 с.

Методична розробка містить комплекс вправ, які орієнтовані на розпізнання граматичних явищ словотворення та синтаксису англійської мови, що включають труднощі перекладу, та навички перекладати та аналізувати речення з даними труднощами.

Наповнення та структурний план методичних рекомендацій викликає велику зацікавленість, пов'язану з актуальністю запропонованих та розроблених тем та ставить метою комплексний розвиток вмінь та навичок студентів, пов'язаних з практичним використанням мови у повсякденному житті та фаховій діяльності.

Методичні рекомендації відповідають сучасним вимогам до навчальної літератури.

**ББК ББК 81.432.1-7**

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ім. М. Туган-Барановського, 2019

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## ВСТУП / INTRODUCTION

Загальновідомо, що повнота, точність і правильність перекладу значною мірою залежить від того, наскільки правильно перекладач визначає і розуміє граматичні форми, синтаксичні конструкції та структуру речення.

Головна мета дисципліни “Практичний курс основної іноземної мови: практична граматики” – навчити студентів розпізнавати граматичні явища англійської мови, що включають труднощі перекладу, та адекватно перекладати речення з даними труднощами.

В результаті вивчення дисципліни студент повинен знати:

- основні граматичні явища;
- форми вираження граматичного значення, їх еквіваленти, моделі вживання;

- функціонально-семантичні категорії;

- діапазон граматичних засобів писемного відтворення думок.

та вміти:

- знаходити форми вираження граматичного значення, їх еквіваленти, моделі вживання і вміти аналізувати граматичні явища з точки зору семантики тих категорій, що ними передаються;

- виражати за допомогою різноманітних граматичних засобів функціонально-семантичні категорії;

- оперувати діапазоном граматичних засобів писемного відтворення думок, ведення кореспонденції, переклад науково-технічної літератури, складення оглядів, тощо;

- вільно і правильно спілкуватись іноземною мовою (з дотриманням граматичних норм) в різних ситуаціях, головним чином, в ситуаціях професійного спілкування;

- робити лінгвостилістичний та перекладознавчий аналіз наукових, газетних і художніх текстів з урахуванням граматичних норм англійської та української мов;

- викладати інформацію в різних видах письмових робіт, використовуючи набуті знання з практичної граматики.

Методичні рекомендації укладено у відповідності з програмою з дисципліни «Практичний курс основної іноземної мови» та відповідають сучасним вимогам до навчальної літератури.

**ЧАСТИНА 1.  
ЗАГАЛЬНІ РЕКОМЕНДАЦІЇ ЩОДО ВИВЧЕННЯ ДИСЦИПЛІНИ**

**PART 1.  
GENERAL STUDY GUIDE**

## 1. Опис дисципліни

Найменування показників	Характеристика дисципліни
Обов'язкова (для студентів спеціальності "назва спеціальності") / вибіркова дисципліна	<b>вибіркова</b>
Семестр (осінній / весняний)	<b>осінній, весняний</b>
Кількість кредитів	<b>12</b>
Загальна кількість годин	<b>360</b>
Кількість змістових модулів	<b>4</b>
Лекції, годин	<b>-</b>
Практичні / семінарські, годин	<b>168</b>
Лабораторні, годин	<b>-</b>
Самостійна робота, годин	<b>192</b>
Тижневих годин для денної форми навчання:	
аудиторних	<b>6</b>
самостійної роботи студента	<b>7</b>
Вид контролю	<b>залік, екзамен</b>

## 2. Програма дисципліни

**Мета** – формування комунікативної лінгвістичної соціокультурної та професійної компетенції студентів шляхом їх залучення до виконання професійно-орієнтованих завдань, формування вмій і навичок усного та писемного мовлення з послідовним удосконаленням кожного окремого виду мовленнєвої діяльності.

Практична мета – оволодіння необхідним лексичним та граматичним матеріалом, передбаченим відповідною програмою з практичного курсу англійської мови з метою використання отриманих знань у подальшій професійній діяльності.

Розвиваюча мета передбачає подальший розвиток комунікативних здібностей студента, його пам'яті: слухової, зорової, оперативної та довготривалої; уваги, логічного мислення, вольових якостей, пов'язаних з досягненням прогресу в навчальній діяльності.

Загальноосвітня мета передбачає збагачення духовного світу особистості, розширенню знань про країни, мова яких вивчається, а саме географічне положення, суспільно-політичний устрій та культуру, традиції, міста тощо.

Виховна мета передбачає виховання у студентів поваги до культури інших народів, їхніх традицій і звичаїв, активності, працьовитості, здатності до прийняття самостійних рішень, колективізму тощо.



### **Завдання:**

методичні: організація процесу навчання англійської мови з урахуванням діалогу культур, інтегрованого підходу, інтерактивних методів особистісно-зорієнтованого навчання. Використання таких методів, як диспути, конференції, круглі столи, рольові ігри, мозкові штурми тощо;

пізнавальні: розвиток країнознавчих знань студентів про культуру, традиції та звичаї Великої Британії та США порівняно з національними традиціями та культурою свого народу;

практичні: удосконалення вмінь студентів сприймати іноземну мову на слух, читати та спілкуватися за змістом прочитаних текстів різної тематики, висловлення власної думки у монологічному діалогічному усному та писемному мовленні, а також розвиток їхньої мовної здогадки вміння самоконтролю

**Предмет:** іноземна (англійська) мова.

### **Зміст дисципліни розкривається в темах:**

#### Лексичний матеріал:

Тема 1. Людина та суспільство

Тема 2. Сім'я – ланка суспільства (проблеми підготовки молоді до сімейного життя)

Тема 3. Образотворче мистецтво

Тема 4. Телебачення

Тема 5. Сучасні технології

Тема 6. Здоровий спосіб життя (харчування)

Тема 7. Людина й природа

Тема 8. Духовність людини: почуття та емоції

Тема 9. Транспортні засоби

Тема 10. Роль ЗМІ в сучасному світі

Тема 11. Правила поведінки в суспільстві

Тема 12. Л. М. Монтгомері «Анна з Грін Гейзбл».

Тема 13. Домашнє читання (за вибором студента)

#### Граматичний матеріал:

Тема 1. Словотворення

Тема 2. Просте речення

Тема 3. Головні члени речення

Тема 4. Другорядні члени речення

Тема 5. Відокремленні члени речення

Тема 6. Складно-сурядні речення

Тема 7. Складно-підрядні речення

Тема 8. Непряма мова

### 3. Структура дисципліни

Назви змістових модулів і тем	Кількість годин				
	усього	У тому числі			
		л	п/с	лаб	срс
1	2	3	4	5	6
<b>Модуль 1</b>					
<b>Змістовий модуль 1: Людина та її оточення</b>					
Тема 1. Людина та суспільство	10		6		4
Тема 2. Сім'я – ланка суспільства (проблеми підготовки молоді до сімейного життя)	10		6		4
Тема 3. Образотворче мистецтво	10		6		4
Тема 4. Телебачення	10		4		6
Тема 5. Сучасні технології	14		8		6
Тема 6. Л. М. Монтомері «Анна з Грін Гейзбл»	20		10		10
Тема 7. Домашнє читання (за вибором студента)	16				16
<b>Разом за змістовим модулем 1</b>	<b>90</b>		<b>40</b>		<b>50</b>
<b>Змістовий модуль 2: Синтаксис: просте речення</b>					
Тема 8. Словотворення	18		6		12
Тема 9. Прості речення	18		6		12
Тема 10. Головні члени речення	18		10		8
Тема 11. Другорядні члени речення	18		10		8
Тема 12. Відокремлені члени речення	18		6		12
<b>Разом за змістовим модулем 2</b>	<b>90</b>		<b>38</b>		<b>52</b>
<b>Модуль 2</b>					
<b>Змістовий модуль 3: Україна серед країн світу</b>					
Тема 13. Здоровий спосіб життя (харчування)	12		8		4
Тема 14. Людина й природа	12		6		6
Тема 15. Духовність людини: почуття та емоції	12		8		4
Тема 16. Транспортні засоби	9		6		3
Тема 17. Роль ЗМІ в сучасному світі	12		8		4
Тема 18. Правила поведінки в суспільстві	12		8		4
Тема 19. Л. М. Монтомері «Анна з Грін Гейзбл»	20		16		4
Тема 20. Домашнє читання (за вибором студента)	16				16
<b>Разом за змістовим модулем 3</b>	<b>105</b>		<b>60</b>		<b>45</b>
<b>Змістовий модуль 4: Синтаксис: складне речення</b>					
Тема 21. Складно-сурядні речення	25		8		17
Тема 22. Складно-підрядні речення	30		14		16
Тема 23. Непряма мова	20		8		12
<b>Разом за змістовим модулем 4</b>	<b>75</b>		<b>30</b>		<b>45</b>
<b>Усього годин</b>	<b>360</b>		<b>168</b>		<b>192</b>

#### 4. Теми семінарських/практичних/лабораторних занять

№ з/п	Вид та тема заняття	Кількість годин
1	Практичне заняття Pleased to meet you	4
2	Практичне заняття Word formation	6
3	Практичне заняття Marriage in the UK	6
4	Практичне заняття Simple sentences	6
5	Практичне заняття Love conquers all	2
6	Практичне заняття Is it art?	6
7	Практичне заняття Principal parts of the sentence. The Subject	4
8	Практичне заняття Television	4
9	Практичне заняття Principal parts of the sentence. The Predicate	6
10	Практичне заняття Our changing world	2
11	Практичне заняття Secondary parts of the sentence. The Object	2
12	Практичне заняття Secondary parts of the sentence. The attribute	2
13	Практичне заняття Secondary parts of the sentence. The adverbial modifier	2
14	Практичне заняття Coming of age	4
15	Практичне заняття Detaches (loose) parts of the sentence	2
16	Практичне заняття Домашнє читання	2
17	Практичне заняття The Independent elements of the sentence	2
18	Практичне заняття Science and technology	2
19	Практичне заняття Sentences with homogeneous parts	2
20	Практичне заняття Домашнє читання	4
21	Практичне заняття Inversion	2
22	Практичне заняття Домашнє читання	4
23	Практичне заняття Analysis of the simple sentence	2

24	Практичне заняття Live to eat?	8
25	Практичне заняття The Compound Sentences	8
26	Практичне заняття Домашнє читання	4
27	Практичне заняття Sounds around us	6
28	Практичне заняття The Complex Sentences. Subject, Predicative and Object Clauses	4
29	Практичне заняття Calm Down!	8
30	Практичне заняття The Complex Sentences. Attributive Clauses	2
31	Практичне заняття Домашнє читання	4
32	Практичне заняття Getting around	6
33	Практичне заняття The Complex Sentences. Adverbial Clauses	2
34	Практичне заняття Media truths	4
35	Практичне заняття Parenthetical Clauses	2
36	Практичне заняття Дошашнє читання	4
37	Практичне заняття Beyond belief	4
38	Практичне заняття Analysis of Composite Sentences	4
39	Практичне заняття Right or wrong?	4
40	Практичне заняття Reported speech	4
41	Практичне заняття Different?	4
42	Практичне заняття Reported speech	4
43	Практичне заняття Дошашнє читання.	4
<b>Всього</b>		<b>168</b>

### 5. Індивідуальні завдання

1. Огляд періодичної та монографічної наукової літератури.
2. Підготовка рефератів, доповідей за обраною темою.
3. Проектна робота.
4. Підготовка тез доповідей з метою виступу на університетських, всеукраїнських та міжнародних семінарах та конференціях.
5. Аналіз і переклад текстів.

## 6. Обсяги, зміст та засоби діагностики самостійної роботи

Тема	Кількість годин самостійної роботи	Зміст самостійної роботи	Засоби діагностики
<b>Модуль 1</b>			
<b>Змістовий модуль 1. Людина та її оточення</b>			
Людина та суспільство	4	<ol style="list-style-type: none"> <li>1. Виконання завдань та вправ Unit 1.</li> <li>2. Вивчення лексичних одиниць передбачених темою.</li> <li>3. Робота зі словниками граматичними довідниками, інтернет ресурсами.</li> <li>4. Читання та переклад текстів.</li> <li>5. Самотестування.</li> </ol>	<ol style="list-style-type: none"> <li>1. Фронтальне та індивідуальне опитування.</li> <li>2. Виконання поточних тестових завдань.</li> <li>3. Написання словникового диктанту.</li> </ol>
Сім'я – ланка суспільства (проблеми підготовки молоді до сімейного життя)	4	<ol style="list-style-type: none"> <li>1. Виконання завдань та вправ Unit 2.</li> <li>2. Вивчення лексичних одиниць передбачених темою.</li> <li>3. Робота зі словниками граматичними довідниками, інтернет ресурсами.</li> <li>4. Читання та переклад текстів.</li> <li>5. Самотестування.</li> <li>6. Підготовка проєктів</li> </ol>	<ol style="list-style-type: none"> <li>1. Фронтальне та індивідуальне опитування.</li> <li>2. Виконання поточних тестових завдань.</li> <li>3. Написання словникового диктанту.</li> <li>4. Захист проєктів</li> </ol>
Образотворче мистецтво	4	<ol style="list-style-type: none"> <li>1. Виконання завдань та вправ Unit 3.</li> <li>2. Вивчення лексичних одиниць передбачених темою.</li> <li>3. Робота зі словниками граматичними довідниками, інтернет ресурсами.</li> <li>4. Читання та переклад текстів.</li> <li>5. Самотестування.</li> <li>6. Написання есе.</li> </ol>	<ol style="list-style-type: none"> <li>1. Фронтальне та індивідуальне опитування.</li> <li>2. Виконання поточних тестових завдань.</li> <li>3. Написання словникового диктанту.</li> </ol>
Телебачення	6	<ol style="list-style-type: none"> <li>1. Виконання завдань та вправ Unit 4.</li> <li>2. Вивчення лексичних одиниць передбачених темою.</li> <li>3. Робота зі словниками граматичними довідниками, інтернет ресурсами.</li> <li>4. Читання та переклад текстів.</li> <li>5. Самотестування.</li> </ol>	<ol style="list-style-type: none"> <li>1. Фронтальне та індивідуальне опитування.</li> <li>2. Виконання поточних тестових завдань.</li> <li>3. Написання словникового диктанту.</li> </ol>
Сучасні технології	6	<ol style="list-style-type: none"> <li>1. Виконання завдань та вправ Unit 5.</li> <li>2. Вивчення лексичних одиниць передбачених темою.</li> <li>3. Робота зі словниками граматичними довідниками, інтернет ресурсами.</li> <li>4. Читання та переклад текстів.</li> <li>5. Самотестування.</li> <li>6. Підготовка проєктів</li> </ol>	<ol style="list-style-type: none"> <li>1. Фронтальне та індивідуальне опитування.</li> <li>2. Виконання поточних тестових завдань.</li> <li>3. Написання словникового диктанту.</li> <li>4. Захист проєктів</li> </ol>

Л. М. Монтгомері «Анна з Грін Гейзбл»	10	1. Виконання завдань для домашнього читання. 2. Підготовка до монологічного та діалогічного мовлення. 3. Аналіз прочитаного тексту. 4. Засвоєння лексичних одиниць. 5. Написання есе.	1. Фронтальне та індивідуальне опитування. 2. Монологічне мовлення. 3. Участь у дискусії.
Домашнє читання (за вибором студента)	16	1. Читання, переклад та переказ прочитаного тексту. 2. Засвоєння лексичних одиниць.	1. Монологічне мовлення. 2. Аналіз тексту.
<b>Разом змістовий модуль 1</b>	<b>50</b>		
<b>Змістовий модуль 2. Модальні дієслова та їх еквіваленти</b>			
Словотворення	12	1. Виконання завдань та вправ Unit 1. 2. Вивчення способів словотворення, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних та тестових завдань.
Прості речення	12	1. Виконання завдань та вправ Unit 2. 2. Вивчення видів простих рчень. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних та тестових завдань.
Головні члени речення	8	1. Виконання завдань та вправ Unit 3. 2. Вивчення головних членів речення та способів їх вираження. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних та тестових завдань.
Другорядні члени речення	8	1. Виконання завдань та вправ Unit 4. 2. Вивчення другорядних членів речення та способів їх вираження. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних та тестових завдань.
Відокремлені члени речення	12	1. Виконання завдань та вправ Unit 4. 2. Вивчення відокремлених членів речення та способів їх вираження. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних та тестових завдань.
<b>Разом змістовий модуль 2</b>	<b>52</b>		
<b>Модуль 2</b>			
<b>Змістовий модуль 3. Україна серед країн світу</b>			

Здоровий спосіб життя (харчування)	4	1. Виконання завдань та вправ Unit 6. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту.
Людина й природа	6	1. Виконання завдань та вправ Unit 7. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту.
Духовність людини: почуття та емоції	4	1. Виконання завдань та вправ Unit 8. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування. 6. Написання есе.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту.
Транспортні засоби	3	1. Виконання завдань та вправ Unit 9. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту.
Роль ЗМІ в сучасному світі	4	1. Виконання завдань та вправ Unit 10. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування. 6. Підготовка проектів.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту. 4. Захист проектів
Правила поведінки в суспільстві	4	1. Виконання завдань та вправ Unit 11. 2. Вивчення лексичних одиниць передбачених темою. 3. Робота зі словниками граматичними довідниками, інтернет ресурсами. 4. Читання та переклад текстів. 5. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.
Л. М. Монтгомері «Анна з Грін Гейзбл»	4	1. Виконання завдань для домашнього читання. 2. Підготовка до монологічного та діалогічного мовлення. 3. Аналіз прочитанного тексту. 4. Засвоєння лексичних одиниць. 5. Написання есе	1. Фронтальне та індивідуальне опитування. 2. Монологічне мовлення. 3. Участь у дискусії.

Домашнє читання (за вибором студента)	16	1. Читання, переклад та переказ прочитаного тексту. 2. Засвоєння лексичних одиниць.	1. Монологічне мовлення. 2. Аналіз тексту.
<b>Разом змістовий модуль 3</b>	<b>45</b>		
<b>Змістовий модуль 4: Синтаксис: складне речення</b>			
Складно-сурядні речення	17	1. Виконання завдань та вправ Unit 5.1. 2. Вивчення видів складно-сурядних речень та способів зв'язку їх частин. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних та тестових завдань.
Складно-підрядні речення	16	1. Виконання завдань та вправ Unit 5.2. 2. Вивчення видів складно-підрядних речень та способів зв'язку їх частин. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних та тестових завдань.
Непряма мова	12	1. Виконання завдань та вправ Unit 6. 2. Вивчення способів перебудови речено з прямою мовою в непряму. 3. Робота зі словниками, граматичними довідниками, інтернет ресурсами. 4. Самотестування.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних та тестових завдань.
<b>Разом змістовий модуль 4</b>	<b>45</b>		
<b>Всього</b>	<b>192</b>		

## 7. Результати навчання

1	Знання лексичних одиниць та граматичних конструкцій тем, передбачених програмою.
2	Вміння читати та перекладати тексти на задану тему.
3	Володіння лексичним запасом, необхідним для висловлення власних думок та розуміння іншомовної мови в межах заданої теми.
4	Вміння робити презентації англійською мовою.
5	Вміння вести професійний діалог з колегами.
6	Знання найбільш відомих зразків мовленнєвої поведінки.
7	Навички писемного мовлення.

## 8. Форми навчання

Практичні заняття, самостійна робота (підготовка презентацій, рефератів, самостійне опрацювання додаткових питань за наведеним переліком літератури).



## 9. Методи оцінювання

Залік, екзамен.

## 10. Розподіл балів, які отримують студенти

Відповідно до системи оцінювання знань студентів ДонНУЕТ рівень сформованості компетентностей студента оцінюється у випадку проведення екзамену: впродовж семестру (50 балів) та при проведенні підсумкового контролю – екзамену (50 балів).

### Оцінювання протягом семестру

№ теми практичного заняття	Вид роботи/бали					
	Тестові завдання	Комунікатив- ні завдання	Виконання практичних завдань	Індиві- дуальне завдання	ПМК	Сума балів
Модуль 1						
Змістовий модуль 1						
Тема 1	1	1	2			3
Тема 2	1		1	4		6
Тема 3	1	1	2			4
Тема 4	1	1	1	2		5
Тема 6	1	1	2			4
Тема 6	1	1	1			3
Тема 7	1	1	1			3
Тема 8	1	1	2			4
Тема 9	1			4		5
Тема 10	1	1	2	2		6
Тема 11		1	1			2
Разом змістовий модуль 1	10	9	15	12	8	54
Змістовий модуль 2						
Тема 12	1		2			3
Тема 13	1		2			3
Тема 14	1		2			3
Тема 15	1		2			3
Тема 16	1		2			3
Тема 17	1		2			3
Тема 18	1		2			3
Тема 19	1		2			3
Тема 20	1		2			3
Тема 21	1		2			3
Тема 22	1		2			3
Тема 23	1		2			3
Разом змістовий модуль 2	12		24		10	46
<b>Разом</b>						<b>100</b>

Модуль 2						
Змістовий модуль 3						
Тема 24	0,5	0,5	1			2
Тема 25	0,5	0,5	1			2
Тема 26	0,5	0,5		1		2
Тема 27	0,5	0,5	1			2
Тема 28	0,5	0,5	1			2
Тема 29	0,5	0,5	1			2
Тема 30	0,5			3		3,5
Тема 31	0,5	0,5		1		2
Тема 32	0,5	0,5	1			2
Тема 33	0,5	0,5	1			2
Тема 34	0,5	0,5	1			2
Тема 35	0,5					0,5
Разом змістовий модуль 3	6	5	8	5	5	29
Змістовий модуль 4						
Тема 36	1		1			2
Тема 37	1		1			2
Тема 38	1		1			2
Тема 39	1		1			2
Тема 40	1		1			2
Тема 41	1		1			2
Тема 42	1		1			2
Тема 43	1		1			2
Разом змістовий модуль 4	8		8		5	21
<b>Разом</b>						<b>50</b>

### **Оцінювання студентів при проведенні екзамену у комп'ютерній формі**

Оцінка на підсумковому контролі складається з оцінки за тестування (0-50 балів). Тест складається із 50 тестових питань. Оцінювання тестових завдань (50 тестових завдань по 1 балу) проводиться на основі інформації, яку надає комп'ютер за результатами тестування (кількість правильних відповідей). Правильна відповідь на одне тестове завдання оцінюється в один бал. Набрані бали за правильні відповіді сумуються.

### **Загальне оцінювання результатів вивчення дисципліни**

Для виставлення підсумкової оцінки визначається сума балів, отриманих за результатами екзамену та за результатами складання змістових модулів. Оцінювання здійснюється за допомогою шкали оцінювання загальних результатів вивчення дисципліни (модулю).

Оцінка		
100-бальна шкала	Шкала ECTS	Національна шкала
90-100	A	5, «відмінно»
80-89	B	4, «добре»
75-79	C	
70-74	D	
60-69	E	3, «задовільно»
35-59	FX	2, «незадовільно»
0-34	F	

## 11. Методичне забезпечення

1. Методичні вказівки з вивчення дисципліни.
2. Тестові завдання для перевірки знань студентів.
3. Навчальна та наукова література, нормативні документи.

## 12. Рекомендована література

### Базова

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**ЧАСТИНА 2.  
ЗМІСТ ПРАКТИЧНИХ ЗАНЯТЬ**

**PART 2.  
PRACTICAL TRAINING SUBJECT MATTER**

## 1. WORD FORMATION

### 1. Make nouns from the following words.

- |               |           |            |                 |
|---------------|-----------|------------|-----------------|
| 1. employ     | employee, | employment | 16. apologise   |
| 2. post       | .....     |            | 17. examine     |
| 3. except     |           |            | 18. pollute     |
| 4. expand     |           |            | 19. judge       |
| 5. accept     |           |            | 20. use         |
| 6. publish    |           |            | 21. lonely      |
| 7. develop    |           |            | 22. reluctant   |
| 8. combine    |           |            | 23. excellent   |
| 9. drive      |           |            | 24. intelligent |
| 10. inspire   |           |            | 25. accurate    |
| 11. instruct  |           |            | 26. excited     |
| 12. portray   |           |            | 27. fragile     |
| 13. translate |           |            | 28. regular     |
| 14. injure    |           |            | 29. stupid      |
| 15. refer     |           |            | 30. isolate     |

### 2. Fill in the right form of the words in brackets.

The 1) ...length... (long) of the journey was beginning to cause a lot of 2) \_\_\_\_\_ (frustrate) for everyone involved. Unfortunately, father got the blame, as he had been responsible for the 3) \_\_\_\_\_ (organise) of the trip. 4) \_\_\_\_\_ (impatient) had begun to set in when we realised we'd been given the wrong 5) \_\_\_\_\_ (direct) by a well-meaning pedestrian. What is more, father's 6) \_\_\_\_\_ (popular) was not 7) \_\_\_\_\_ (increase) by his 8) \_\_\_\_\_ (insist) that we stop every hour or so to observe the scenery. The trip to France, he'd said, would 9) \_\_\_\_\_ (broad) our horizons and provide us with both 10) \_\_\_\_\_ (amuse) and 11) \_\_\_\_\_ (educate). However, in 12) \_\_\_\_\_ (real), it turned out to be an 13) \_\_\_\_\_ (bear) waste of time and effort. It was then that we made the 14) \_\_\_\_\_ (decide) never to listen to one of father's 15) \_\_\_\_\_ (propose) again.

### 3. Add the correct prefixes to the beginning of the words.

1. The ...anti-... **government** protesters marched to parliament.
2. John \_\_\_\_\_ **slept** and was late for work.
3. Many people who wanted tickets were disappointed because the organisers had \_\_\_\_\_ **stimated** the singer's popularity.
4. He is taking a \_\_\_\_\_ **atlantic** flight from London to New York.
5. When the ambulance came, the man was \_\_\_\_\_ **conscious** after being knocked down by a car.
6. The \_\_\_\_\_ **president** of the United States was honoured at a ceremony, five years after he resigned.

7. People who can only speak their own language are called \_\_\_\_\_ **lingual**.
8. Superman is a comic strip character who has \_\_\_\_\_ **human** strength.
9. There were violent scenes as \_\_\_\_\_ **government** and anti-government demonstrators fought outside parliament.
10. \_\_\_\_\_ **racial** fighting between the two minorities had led to civil war in the country.
11. John left his job because he was \_\_\_\_\_ **able** to deal with such a large amount of work.
12. The two countries \_\_\_\_\_ **operated** to prevent the shipment of drugs from one to the other.
13. That child looks very thin. I think he must be \_\_\_\_\_ **fed**.
14. Don't \_\_\_\_\_ **feed** the dog or it'll get fat.
15. The media gave her so much attention she became a \_\_\_\_\_ **star** overnight.
16. He never goes out or talks to people; he's so \_\_\_\_\_ **social**.
17. Tom knew the information was somewhere in his \_\_\_\_\_ **conscious**, but he couldn't remember it.
18. I always find the day after Christmas an \_\_\_\_\_ **climax**.
19. The man had to \_\_\_\_\_ **apply** the paint because the first coat wasn't sufficient.
20. Ghandi achieved a lot through \_\_\_\_\_ **violent** action.
21. The neighbouring tribes found it difficult to \_\_\_\_\_ **exist** peacefully.
22. We caught the \_\_\_\_\_ **continental** train from Paris to Istanbul.
23. As these programmes are \_\_\_\_\_ **changeable**, they can be used with any computer system.
24. We weren't allowed onto the ferry because it had been \_\_\_\_\_ **booked**.

**4. Complete the second sentence so that it is as similar in meaning as possible to the first sentence, using the word given.**

1. The economic crisis forced them to close the factory.  
**led** The economic crisis \_\_\_\_\_ of the factory.
2. I am very pleased to introduce our next speaker.  
**gives** It \_\_\_\_\_ to introduce our next speaker.
3. For the next three years they corresponded regularly.  
**continued** They \_\_\_\_\_ for the next three years.
4. We don't have any proof that life exists on other planets.  
**prove** We \_\_\_\_\_ of life in other planets.
5. Louise was very patient with me when I was ill and irritable.  
**showed** Louise \_\_\_\_\_ with me when I was ill and irritable.
6. We agreed never to refer to the matter again.  
**make** We agreed not \_\_\_\_\_ to the matter again.
7. The Curies are best known for discovering radium.  
**famous** The Curies are \_\_\_\_\_ of radium.
8. It could rain tomorrow.  
**is** There \_\_\_\_\_ rain tomorrow.
9. Peter has always been very generous with his friends.

**great** Peter has always \_\_\_\_\_ towards his friends.

10. You will be able to take the exam one more time.

**given** You will \_\_\_\_\_ to retake the exam.

5. *Complete the second sentence, using an appropriate form of the underlined words.*

1. It was an evening I will always remember. It was a \_\_\_\_\_ evening.

2. We had a marvelous time. I will never forget it. It was \_\_\_\_\_.

3. She's always forgetting things. She's very \_\_\_\_\_.

4. The water is not good enough to drink. It is \_\_\_\_\_.

5. I find her novels easy to read. Her novels are \_\_\_\_\_.

6. His ideas are practical and they make sense. His ideas are \_\_\_\_\_.

7. This injection will cause you a little pain. This injection will be a little \_\_\_\_\_.

8. We haven't give up hope of finding survivors. We are still \_\_\_\_\_ that survivors will be find.

9. I can understand her reaction. Her reaction was \_\_\_\_\_.

10. The villagers greeted us with hostility. The villagers gave us a \_\_\_\_\_ reception.

11. He doesn't easy tolerate other people's opinion. He is \_\_\_\_\_.

12. She showed such courage, didn't she? She was \_\_\_\_\_ wasn't she?

6. *Use the word given in capitals at the end of each line to form a word that fits in the gap in the same line. The first (0) is given as an example.*

### **The job interview**

It is important to make a good (0) impression when going for a job interview. Interviewers usually ask a (1) \_\_\_\_\_ of questions, many of which concern (2) \_\_\_\_\_. However, they also usually like to ask questions about previous (3) \_\_\_\_\_ as well as (4) \_\_\_\_\_ not connected to the work place. Often, the (5) \_\_\_\_\_ candidate is not the one with the most impressive (6) \_\_\_\_\_ but the one who shows that he or she has made the most (7) \_\_\_\_\_ use of their time. Few employers want employees who are (8) \_\_\_\_\_ to think of themselves. The (9) \_\_\_\_\_ of advancement in any job very rarely depends on the (10) \_\_\_\_\_ of work but more on the enthusiasm and dedication of the employee.

IMPRESSI

VARIOUS

QUALIFY

OCCUPY

ACHIEVE

SUCCESS

EDUCATION

EFFECT

ABLE

POSSIBLE

ACCURATE

7. *Use the word given in capitals at the end of each line to form a word that fits in the gap in the same line. The first (0) is given as an example.*

### **Traveller's cheques**

If you're planning a holiday, remember the (0) safest way to carry money is to take traveller's cheques. If you lose them or they are stolen, (1) \_\_\_\_\_ cheques are provided by the bank. Such

SAFE

REPLACE



cheques are (2) \_\_\_\_\_ all over the world. Take traveller's cheques and you can be (3) \_\_\_\_\_ you will not be left without funds. Sterling and dollar cheques are (4) \_\_\_\_\_ at most banks. You should be prepared for the worst: take out (5) \_\_\_\_\_ to cover any (6) \_\_\_\_\_ of luggage, travel delays and medical (7) \_\_\_\_\_. Not all insurance policies cover injuries caused by sporting (8) \_\_\_\_\_, so check your policy. Some companies have a helpline to provide (9) \_\_\_\_\_ and advice, which could be very (10) \_\_\_\_\_.

VALIDITY  
CERTAINTY  
AVAILABILITY  
INSURE  
LOSE  
EXPENSIVE  
ACTIVE  
ASSIST  
VALUE

**8. Use the word given in capitals at the end of each line to form a word that fits in the gap in the same line. The first (0) is given as an example.**

**Coffee houses**

Coffee houses are a (0) speciality of Viennese life. Each serves a huge (1) \_\_\_\_\_ of exotic coffee, so you should consult the menu. The most popular coffee is Brauner, which is 2) \_\_\_\_\_ to espresso. The waiters are (3) \_\_\_\_\_ polite and must be spoken to (4) \_\_\_\_\_. Most regulars sit for hours over one cup of coffee and do not feel obliged to order further (5) \_\_\_\_\_. Tourists often cause (6) \_\_\_\_\_ and are seen as (7) \_\_\_\_\_ who try to strike up conversations. The Viennese do not go to coffee houses to be (8) \_\_\_\_\_; they go to be seen in public. Upon leaving, it isn't (9) \_\_\_\_\_ to leave a very large tip. The (10) \_\_\_\_\_ coffee drinker usually rounds the bill up to the nearest schilling.

SPECIAL  
SELECT  
SIMILARITY  
EXTREME  
RESPECT  
REFRESH  
ANNOY  
INVADE  
SOCIAL  
NECESSITY  
KNOWLEDGE

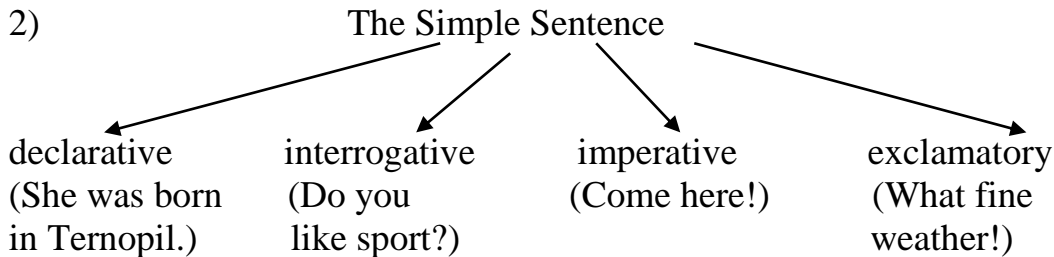
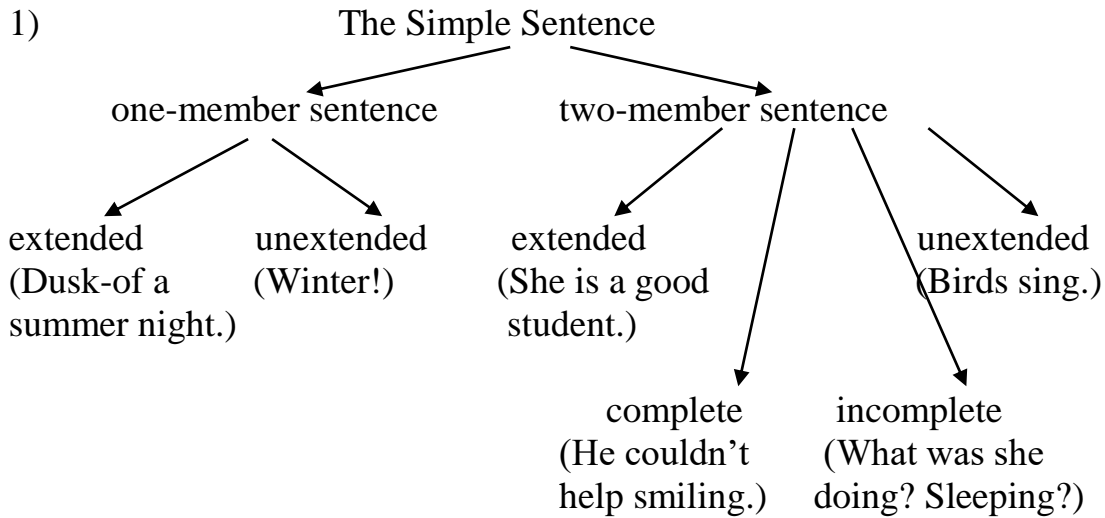
**9. Use the word given in capitals at the end of each line to form a word that fits in the gap in the same line.**

1. It is \_\_\_\_\_, when going on long trip, to plan well in advance.
2. She became a \_\_\_\_\_ singer after many years of hard work.
3. I was under the \_\_\_\_\_ that I needed qualifications for this job.
4. Reading a newspaper is an \_\_\_\_\_ way of keeping informed.
5. That shop has a \_\_\_\_\_ of sweets to choose from.
6. You must take out \_\_\_\_\_ before you can drive a car.
7. It's important to get a good \_\_\_\_\_ in order to find a job.
8. The police are always happy to give you \_\_\_\_\_.
9. This boutique has a wide \_\_\_\_\_ of clothes.
10. They were repairing the road, much to the \_\_\_\_\_ of the nearby residents.
11. Honesty is a very \_\_\_\_\_ asset.
12. If you don't have your boarding pass, you'll be \_\_\_\_\_ to board the plane.

NECESSITY  
SUCCESS  
IMPRESS  
EFFECT  
VARIOUS  
INSURE  
EDUCATE  
ASSIST  
SELECT  
ANNOY  
  
VALUE  
ABLE

# SYNTAX

## 2. THE SIMPLE SENTENCE



### **1. Analyse types of syntactical relations found in the following sentences.**

1. The weather is fine today. 2. He came up and greeted me. 3. These two girls are sisters. 4. He passed all his exams. 5. He is her husband. 6. Tom, Pete and Dick are classmates. 7. They gave me an interesting book. 8. You can rely on this man. 9. The teacher explained a new rule to the class. 10. You should drive more carefully. 11. The third-year students attend lectures on grammar once a week.

### **2. Classify the sentences according to the purpose of the utterance.**

1. Shall I start from the very beginning? 2. He always comes in time. 3. He is never late. 4. What a lovely day! 5. All aboard! 6. Is he living or is he dead? 7. I'm right, aren't I? 8. Come to see me tonight. 9. You try and do it. 10. Stop talking, please. 11. Charles Dickens was born at Landport, Portsmouth. 12. She doesn't work. 13. Do you like sport? 14. What a dreadful weather it is! 15. She could not help laughing. 16. Where were you yesterday? At the theatre. 17. He is an engineer. 18. Flowers smell. 19. Spring! 20. How wonderful! 21. What a lovely day we are having! 22. Come to the blackboard! 23. You speak German, don't you? 24. Stop talking! 25. Open the window, please! 26. Beautiful! 27. Do come to see me tomorrow! 28. Do you live in a village? 29. Who lives in this room? 30. Ukrainian is my native language.

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

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

**4. Point out two-member sentences (say whether they are complete or incomplete) and one-member sentences**

1. We must go to meet the bus. Wouldn't do to miss it.  
2. Obedient little trees, fulfilling their duty.  
3. Lucretius knew very little about what was going on in the world. Lived like a mole in a burrow. Lived on his own fat like a bear in winter.  
4. "How did he look?" "Grey but otherwise much the same." "And the daughter?" "Pretty."  
5. And then the silence and the beauty of this camp at night. The stars. The mystic shadow water. The wonder and glory of all this.  
6. "I'll see nobody for half an hour, Macey," said the boss. "Understand? Nobody at all."  
7. "Mother, a man's been killed." "Not in the garden?" interrupted her mother.  
8. Garden at the Manor House. A flight of grey stone steps leads up to the house. The garden, an old-fashioned one, full of roses. Time of year, July. Basket chairs, and a table covered with books, are set under a large yew-tree.

**5. Classify the sentences according to their structure. Analyse them in detail.**

1. a) We study. b) We study English. 2. a) To err is human. b) It is human to err. 3. a) John left. b) John left for Paris. c) John left for Paris yesterday. d) My brother John left for Paris yesterday. 4. a) Mary and John went to Paris. b) They went to Paris by sea. 5. John booked tickets and they both went to Paris. 6. I learnt that they had left for Paris. 7. "Have they left?" "Yes." "When?" "A couple of days ago." "What a pity!"

**6. Point out one-word and elliptical sentences.**

1. a) Stop! b) Stop being funny. 2. Hallo! Glad to see you. 3. "In a hurry?" "Rather." 4. "How are the boys?" "Fine." 5. "I wish you a nice weekend." "Thanks. The same to you." 6. "Did you see the film?" "Yes." "Like it?" "No." 7. No smoking! 8. Arrived yesterday. Letter following. 9. Glass. Handle with care. 10. Ten Killed in Accident.

**7. Point out parenthetical parts of the sentence and say by what they are expressed. Comment on their meaning.**

1. Oh, that's you again. 2. Of course, you are right. 3. You are wrong, I'm afraid. 4. I am mistaken, I daresay. 5. Frankly speaking, I'm not sure of it myself. 6. Please, forget all

about it. 7. Don't make a joke of that, darling. 8. This, surely, was the low point in their relationship. 9. She certainly was a good teacher. 10. What on earth is that?

**8. Analyse sentences in the following conversation.**

*Dr Watson:* I've got him. (To the cabman) Come on in, Clayton. Come this way. This is John Clayton, number 2704.

*Cabman:* That's it. How do you do?

*Sherlock Holmes:* Won't you sit down? It won't keep you long. It's good of you to come. *Cabman:* Thank you, Sir.

*Holmes:* Now, Clayton, I wish you to tell us who your fare was that watched a certain house in Baker Street this evening and later followed these two gentlemen.

*Cabman:* You know as much as I do.

*Holmes:* Not quite as much, I hope.

*Cabman:* The gent said he was a detective, Sir.

*Holmes:* Oh, he did? *Cabman:* Yes, Sir.

*Holmes:* How would you describe this gentleman, Clayton?

*Cabman:* I see. I suppose he was 35 years of age, dressed like a toff, had a small black beard.

*Holmes:* And the colour of his eyes?

*Cabman:* I can't say, Sir.

*Holmes:* I see. When did he tell you he was a detective?

*Cabman:* At the station, Sir, when he gave me the two guineas that he promised me.

*Holmes:* Did he tell you his name?

*Cabman:* Yes, Sir.

*Holmes:* What did he say it was?

*Cabman:* Sherlock Holmes. *Holmes:* What?!

*Cabman:* That is the name he gave me, Sir.

*Holmes:* Sherlock Holmes! Ha, ha... Whoever he is, at least he has a sense of humour. Here, Clayton. (Giving him money). Here is something for your trouble.

*Cabman:* Thank you kindly, Sir. Is there anything else I can tell you, Sir?

*Holmes:* Nothing at all, I think.

*Cabman:* Good day, Sir.

*Holmes:* Good day.

**9. Transform these sentences into emphatic statements, questions and requests using the auxiliary do.**

1. I know it. 2. I reminded him of that. 3. Who knows the right answer? 4. Who told you this nonsense? 5. Come with me. 6. Come and help me. 7. Let us go. 8. Let's not quarrel. 9. Tell me more about it.

**10. Define the types of questions.**

1. Do you spend your free time in the open air? 2. She often visits you at home, doesn't she? 3. Is English spoken by many people in the world? 4. Are you a student or a worker? 5. Won't you sit down? 6. Is the poem "The Cloud" written by Shelley or by

Byron? 7. Do you really keep a diary? 8. There is a kitchen-garden behind this house, isn't there? 9. Who gave you this magazine? 10. Where is the copy-book?

### ***11. Add tail questions.***

1. I'm older than you, ...? 2. I'm afraid, I'm late,...? 3. There are only five students present, ...? 4. All can't speak at a time, ...? 5. Everybody can't come in first, ...? 6. Everyone cheered wildly, ...? 7. Very little progress has been made, ...? 8. A little progress has been made, ...? 9. Few people knew the answer, ...? 10. A few people knew the answer, ...? 11. You seldom see them, ...? 12. He can hardly speak English, ...? 13. We could scarcely hear what he said, ...?

### ***12. Translate into English.***

1. а) Ви знаєте цю людину? б) Хіба ви не знаєте цю людину? с) Ви ж не знаєте цю людину, чи не так? 2. Ви не впізнаєте мене, так? – Ні, впізнаю. 3. Він не склав іспит? – Так, не склав. 4. а) Який чудовий день! б) Яка чудова погода! 5. Як швидко ви ходите! 6. а) Я двічі нагадував йому про це. б) Я ж двічі нагадував йому про це. 7. А) Хто знає правильну відповідь на це питання? б) Хто ж знає правильну відповідь? 8. а) Повірте мені. б) Повірте ж мені. 9. а) Не вірте йому. б) Та не вірте ви цьому. Це брехня. 10. а) Ходімо. б) Ну, ходімо ж вже. 11. Ну, повідомте ж мені всю правду. 12. Спробуй-но дістати квитки на цю виставу! 13. Я правий, чи не так? 14. Я не винний, чи не так? 15. Я набагато старший за вас, чи не так? 16. Кожен це знає, чи не так? 17. Всі про це знають, чи не так? 18. Не може ж кожен отримувати лише відмінні оцінки, правда? 19. Лише п'ять студентів отримали відмінні оцінки, чи не так? 20. На зборах було мало студентів, чи не так? 21. На зборах було декілька студентів, чи не так? 22. Він досяг мало успіху з англійської, так? 23. Він вже зробив невеличкі успіхи, чи не так? 24. Мало хто із студентів розв'язав задачу вірно, правда? 25. Декілька студентів розв'язали задачу вірно, чи не так? 26. Ви рідко зустрічаєтесь з ними зараз, так? 27. Він навряд чи пам'ятає про це, чи не так?

### ***13. Define the type of question.***

1. What is the meaning of that? She is going to live in the house, isn't she?  
2. Is literature less human than the architecture and sculpture of Egypt?  
3. You have Mr. Eden's address, haven't you, Mr. Ends?  
4. Were you talking about the house? I haven't seen it yet, you know. Shall we all go on Sunday?  
5. How will you carry the bill into effect? Can you commit a whole country to their own prisons?  
6. "Is Mrs. Varden at home?" said Mr. Chester.  
7. "Would you permit me to whisper in your ear, one half a second?"

### 3. PRINCIPAL PARTS OF THE SENTENCE

#### 3.1. The Subject

**1. Point out the subject and say by what it is expressed.**

1. Henry brought his mother some flowers. 2. Uncle Jim considered him a fool. 3. The leading lady was excellent. 4. There are a lot of letters in the mailbox. 5. The brave deserved the reward. 6. Only five were injured in the accident. 7. That sounds too strange. 8. He is believed to be a great authority on the subject. 9. Where to get the money was a problem. 10. Reading for the examination took most of his time. 11. To see is to believe. 12. Today is Thursday. 13. "But" is not always a conjunction. 14. Somebody is knocking at the door. Who is it? 15. It is raining cats and dogs. 16. It was foolish to say so. 17. It is a matter of vital importance for me to know the truth. 18. It is no use trying to convince him. 19. It is unlikely that he will tell you the truth. 20. One would certainly think it wrong. 21. They say, the third time is always lucky. 22. We intend to discuss it in Chapter V. 23. What happened puzzled everybody.

**2. Point out the subject. State what it is expressed by. Translate the sentences into Ukrainian.**

1. You must study well. 2. There are plenty of historical places in our town. 3. Thousands of workers live in the East End of London. 4. Through the window I saw a little garden. 5. As a rule, she spends her free time in the park. 6. My daughter is glad to be taught English. 7. Everybody will be delighted to see you. 8. She is known to be a famous writer. 9. To teach pupils is a responsible task. 10. Swimming is my favourite kind of sport. 11. Nothing can be done in this situation. 12. "Five" is my favourite mark. 13. It's half past six.

**3. Point out the subject. State what it is expressed by. Translate the sentences into Ukrainian.**

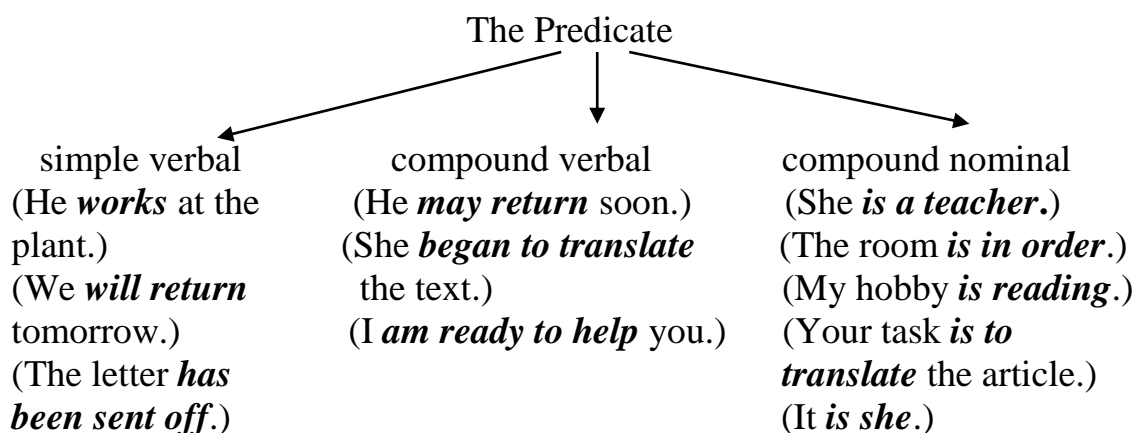
1. Two is company, three is none.  
2. The rhododendrons were upon us... Already they looked a little over-blown, a little faded... Theirs was a brief beauty.  
3. Those are your clerk's initials, aren't they?  
4. Unfortunately the innocent are always involved in any conflict.  
5. All is well, said that sleeping face... But all the same you had to cry ... .  
6. How to attain them I didn't know.  
7. My brandy-and-soda was soft, warming, curiously comforting.  
8. The clock struck eight. There was no sign of any of the other guests.  
9. Forgetting some things is a difficult matter.  
10. To cross from one end to the other was difficult because of the water.  
11. "A person doesn't have to be rich to be clean," Charles said.  
12. To live on good terms with people one must share their work and *interests*.  
13. These three deemed themselves the queens of the school.  
14. Who were these people? What are they?

15. His was the harsh world of reality. No one could walk around his drawing.
16. The firing increased in volume.
17. Your coming home has made me as foolish as a young girl of nineteen.
18. One never knows another human being.

**4. State the nature of it. Translate the sentences into Ukrainian**

1. The bell rang. It was lean, pale Eddie Warren in a state of acute distress.
2. It was impossible to see the hen-house from the window of her bedroom ... .
3. The telephone rang. I went to answer. It was Joe Bjornson.
4. How far is it from your house to the river?
5. "Who is there?" – "It's only me and my friends."
6. It was dark in the hall.
7. ... it was the steppe that seemed unreal.
8. It was the dignity that checked my tongue.
9. "You heard the news?" "Yes." – "It's a terrible thing," he said, "terrible."
10. It was now almost four-thirty in the afternoon.
11. I took a good room. It was very big and light and looked out on the lake.
12. It is the moon that makes you talk to yourself in that silly way.
13. "It is not their stodginess which disappoints me, *mon ami*."
14. "It is ingenious what you have thought of there – decidedly it is ingenious. It may even be true."
15. The wind was freshening without; it drove the snow before it ... .
16. It chanced that his way lay up the Rue Drouot ... .
17. It took about two years.
18. It was a beautiful boat ... .
19. It seemed to her sometimes as if it (journey) would never come to an end.
20. I looked at my watch. It had gone eleven.
21. It was a rare tonic to see Con again ... .

### 3.2. The Predicate



**1. Point out the predicate and state its type.**

1. All birds sang. 2. The birds were singing beautifully. 3. This bird is a good singer. 4. She grew fine roses in her garden. 5. The children grew troublesome. 6. The boy grew a fine young man. 7. The explanation sounds false. 8. They were enjoying the game. 9. I believe it the truth. 10. He seemed an interesting chap. 11. She gave a little laugh. 12. The snow fell soft on his face and hair. 13. The policeman made a careful search. 14. They made him the scapegoat. 15. It is unlikely to happen. 16. The cry resounded loud and clear. 17. The leading man acted very well. 18. He acted insane. 19. We live to learn. 20. We'll wait and see. 21. Ann may have left for Paris. 22. I'd rather go for a walk after dinner. 23. They went on arguing. 24. Nobody took notice of his remark. 25. I happened to meet him a week later. 26. The dog went running after its master. 27. a) The sun rose bright, b) The sun was shining brightly. 28. She began to feel nervous. 29. The detective had to begin reconstructing the whole scheme. 30. I cannot help feeling that you have let me down. 31. I tried to look unconcerned.

**2. Point out the predicate and say to what type it belongs.**

1. Ann writes good compositions. 2. The man is old. 3. She has done the work. 4. Petro went to the theatre yesterday. 5. The pencil is broken. 6. The letter is from my sister. 7. I must do it now. 8. He will be able to go with us. 9. The weather got worse. 10. She kept silent. 11. Our aim is mastering English. 12. I feel happy. 13. He fell ill. 14. She is tired. 15. The woman looks sad. 16. My mother works at school. 17. I have been reading this book for a week already. 18. I lost my tongue and stood speechless. 19. The weather continued fine. 20. You may take my book. 21. She stopped reading. 22. When are you to make your report? 23. It grew dark. 24. He turned pale. 25. We used to get up very early in summer. 26. You can come here in a week. 27. The lesson is over. 28. The brothers were ten. 29. The student is reading a text. 30. The leaves are falling off the trees. 31. To learn is to know.

**3. State the kind of the predicate.**

1. That night he slept like a top ... .  
 2. The little boy was silent.  
 3. "... I went on holding his cold hands."  
 4. "It seems so odd to us..."  
 5. "... I couldn't help walking with my shoulders bent."  
 6. The two guards looked at me ... .  
 7. You weren't allowed to retreat.  
 8. The signal officer made a face.  
 9. We don't have the same trouble ... when a Frenchman is killed.  
 10. Well, d'you feel any better now?  
 11. Harry was enjoying his dinner.  
 12. She became bitter and unapproachable.  
 13. Her marriage was more or less fixed for the twenty-eighth of the month. They were to sail for India on September the fifth.  
 14. To walk in this way behind him seemed to Annette already a sufficient marvel.  
 15. The grey house had ceased to be a home for family life.\



16. Kit was told to do nothing in particular.
17. There were a number of people out this afternoon. And the band sounded louder and gayer.
18. These days are finished. They are blotted out. I must begin living all over again.
19. He was a country doctor. He died young.
20. But Abramovici remained quiet.
21. On the first of October he was able to tell her to refurnish the house.

**4. Point out the simple and the compound predicate. Define the form of the finite verb. Translate the sentences into Ukrainian.**

1. They would never have found her there.
2. Within ten minutes he had been awakened by his servant.
3. "It must be nice to have a garden," said Jane Helier, the beautiful young actress.
4. "There isn't any next," said Mrs. Bantry. "That's all."
5. "I've gone late."
6. She was moaning and crying.
7. The doctor was feeling wan and nervous.
8. "I've been trying to get in touch with you all afternoon ..."
9. Everything seemed new and clear...; tobacco had never smelt so nice.
10. He seemed glad to see me.
11. She turned once more to Mr. Godfrey.
12. I gave up the attempt and went upstairs to unpack.
13. Giovanni looked crestfallen.
14. He was beginning to sound really angry.
15. And then they sat silent for a few minutes together.
16. No one was there to meet Dick. He felt a twinge of disappointment.
17. We were again reduced to waiting.
18. "You are the boy to push your fortune..."
19. When Rebecca lived in her village and needed to get water for the household, she went to the well.
20. Miss Hartnell consulted her wrist watch. "It's a little past the half-hour now."
21. He tried to be both firm and friendly. I've felt dependent on him.

**5. Point out the link-verb of the compound nominal predicate. Translate the sentences into Ukrainian.**

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

**6. Insert the appropriate link-verbs (to feel, to be, to look, to go, to stand, to break, to seem, to get, to become, to grow).**

1. She ... limp with her suppressed fear.
2. Michelangelo's knees ... weak. He sat down on his bed.
3. She ... to know the two elderly men better than any other member of Eden's family.
4. He now ... only a confused ache of memory and a growing desire to be home.
5. Then he was frightened: she ... so pale ... .
6. Repton shrugged his shoulders, but he ... happier.
7. "I ... ten years," replied the flustered boy.
8. Morning ... quiet and hushed, subdued as if holding its breath.
9. Yates ... impatient.
10. At my age I ... nervous.

**7. Mind the agreement of the predicate with the subject and use the proper form of the verb.**

1. The newspaper and the dictionary (to be) over there, on the desk.
2. There (to be) a large desk and an armchair at the window.
- On the desk (to be) a dictionary and several notebooks.
3. There (to be) a dictionary and a few books on the shelf.
4. Bread and butter (to be) good for breakfast.
5. Here (to be) bread and butter for breakfast.
6. Our only guide (to be) stars.
7. Stars (to be) our only guide.
8. A number of new books (to be) displayed at the book show in the library.
9. The number of new books in our library (to be) ever growing.
10. There (to be) a number of accidents on this road last year.
11. The number of road accidents (to have) decreased this year.
12. There (to be) one or two things I'd like to talk over with you.
13. You don't have to say much; a word or two (to be) sufficient.
14. "Five Little Pigs" (to be) written by A. Christie.
15. Five pounds (to be) a small sum.
16. Five miles (to be) a long distance to walk.
17. Two pounds of coffee (to cost) about eight shillings.
18. Twenty years (to be) not a long period of time in human history.
19. Two plus two (to be) four.
20. Twice two (make) four.
21. Three-fifths of the population (to be) employed in industry.
22. Two-thirds of the members (to be) present.
23. Three-fifths of the roof (to be) fresh painted.
24. Two-thirds of the work (to have) been done.
25. The news published (to be) very brief.
26. The headquarters (to be) across the road.
27. Economics (to be) not in my line.
28. Tactics (to be) the science of war.
29. Your tactics (to be) wrong.
30. The audience (to be) carried away by the play.
31. The audience (to be) applauding noisily and shouting loudly for an encore.
32. The family (to have) been helping me all along.
33. The family (to have) been quarrelling since my return.
34. The police (to be) still looking for him.
35. The cattle (to be) being driven home.
36. Pete and I (to have) been friends since our schooldays.
37. It is I who (to be) leaving, not you.
38. It (to be) her lies that (to irritate) me so much.
39. Neither the boy nor the girl (to be) a good singer.
40. Neither my brother nor I (to be) to blame.
41. Either of the alternatives (to be) acceptable.
42. Neither of the problems (to be) soluble.
43. None of the problems (to have) been solved yet.
44. None of the tourists (to be) able to explain what they wanted.
45. No one (to be) eager to be examined the first.
46. Neither the old man nor his dog (to be) to be found anywhere.
47. Either my parents or one of my relations (to be) likely to meet me at the station.
48. The ship with

its load of timber (to be) leaving the port tonight. 49. The President, together with his wife and children, (to be) going on holiday. 50. Professor Smith, as well as his assistants, (to be) sure of the experiment being successful. 51. I as well as you, Sir Henry, (to be) greatly worried about the situation.

**8. Point out the predicative and state what it is expressed by. Translate the sentences into Ukrainian.**

1. The morning was warm. 2. He is against it. 3. She is a student. 4. They seemed tired. 5. The little child looks ill. 5. He became a doctor. 6. It's me. 7. It's getting cold. 8. My favourite occupation is travelling. 9. She turned red. 10. Your duty is to help your friend immediately. 11. They are engineers. 12. This pen is mine. 13. The vase is broken. 14. My favourite number is seven. 15. The weather became better.

**9. Point out the predicative and state what it is expressed by. Translate the sentences into Ukrainian.**

1. My hand was hot, damp.  
2. It was all gone; and he was forty-three.  
3. Johnny looked up. "It's me," he said.  
4. He's a sticky sort of chap.  
5. The air was full of thunder.  
6. "I was asleep at first, and then I didn't want to be disturbed. But I am disturbed, so come in."  
7. "She's no child. She's tougher than you'll ever be."  
8. All morning he was in a mood of high satisfaction.  
9. "Don't be an old stay-at-home ..."  
10. "Mr. Poirot, this is Mr. Burt of the United States Secret Service."  
11. "No, indeed, sir, he was one of the last off the boat."  
12. "My name is Thomlinson and I am a friend of Mr. Raeburn's." "Indeed?" said Mr. Rolles. "The likeness is amazing."

**10. Point out the subjective and the objective predicative. State what it is expressed by. Translate the sentences into Ukrainian.**

1. My neighbour has by this time cried himself asleep.  
2. That night she lay awake far longer than usual.  
3. "I shall be back in about two seconds."  
4. We chose Mr. Dick as our leader.  
5. The boy had his head down and was beginning to cry quietly.  
6. You must not leave the old man alone.

**11. Point out the subject and the predicate.**

1. There is a telephone in that room. 2. She began to translate the article. 3. He wants to be the best pupil at his school. 4. This poem is worth learning by heart. 5. To learn English is very useful. 6. My little brother doesn't study. 7. The old woman is a pensioner. 8. There lived an old doctor in the village. 9. The telegram has been sent off.

10. There hasn't been any rain for a week. 11. She looks happy. 12. It is getting cold. 13. She may return in an hour. 14. I have to prepare the report for tomorrow. 15. It is winter. 16. Her greatest desire was to enter this Institute. 17. My father works at a plant. 18. I have finished the work. 19. The experiment was finished in time. 20. Her address was forgotten by me at once.

**12. Translate into English. Mind the agreement of the predicate with the subject.**

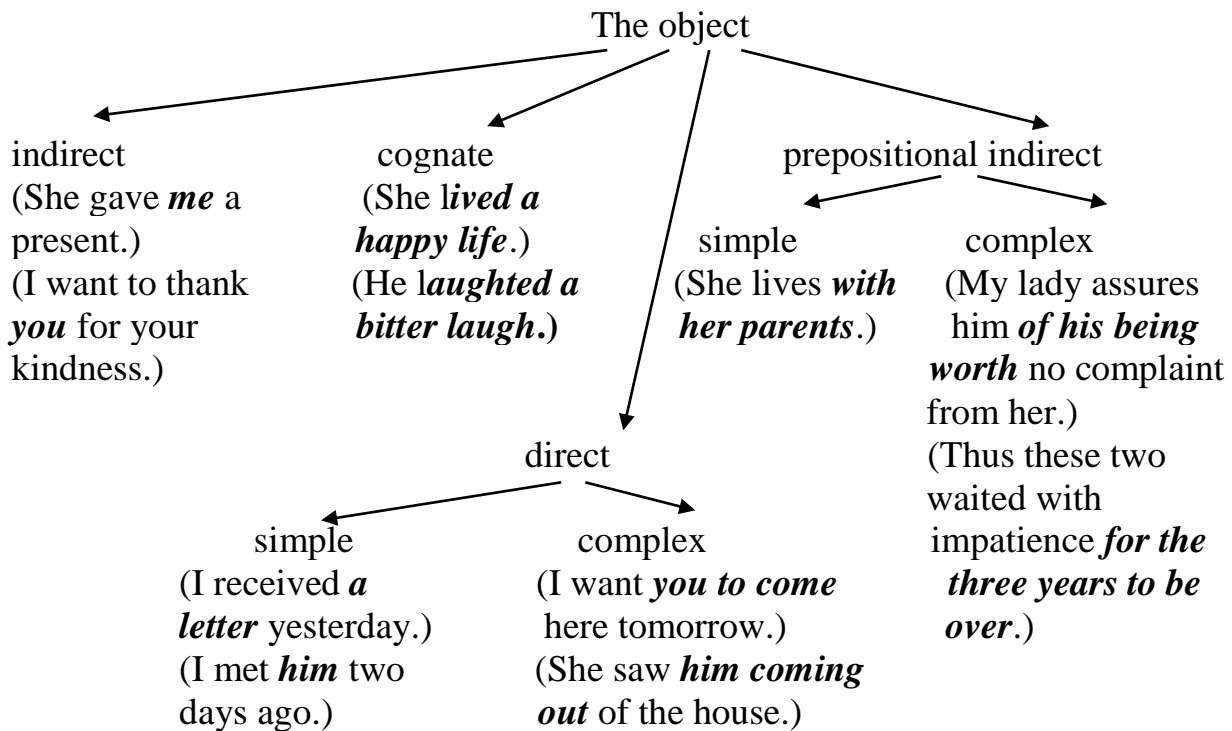
1. Стаття і словник – на письмовому столі. 2. На столі словник, журнал і кілька аркушів паперу. 3. Ячня з шинкою на столі. 4. На небі не було ні місяця, ні зірок. 5. Це я винен, чи не так? 6. Адже ні ти, ні я не винні, правда? 7. Коли були опубліковані «Великі сподівання»? 8. На конференції присутній ряд відомих вчених. 9. Число вищих навчальних закладів в нашій країні зростає з року в рік. 10. Опубліковані відомості недостатні для доповіді. 11. Сім'я все ще сперечається про те, як провести літо. 12. Де знаходиться штаб батальйону? 13. Поліція розшукує його вже другий тиждень. 14. Генерал сказав, що політика – не по його частині. 15. а) Два плюс два – чотири. б) П'ятьма п'ять - двадцять п'ять. 16. Три чверті населення цієї країни зайняті в сільському господарстві. 17. Дві третини паркану вже пофарбовано. 18. 30 років – не дуже великий період часу. 19. Десять миль – надто далека відстань, щоб йти пішки. 20. І та, і інша відповідь правильні. 21. Жоден з цих двох планів є неприйнятним. 22. Жодна з проблем ще не вирішена. 23. Ніхто з туристів не збирається залишатися тут на ніч. 24. Ні Джон, ні його старший брат не одружені. 25. Мій брат, так само як і я, готовий допомогти вам. 26. Професор Браун, так само як і його асистенти, продовжують експеримент. 27. Я, так само як і ви, дуже стурбований цим. 28. Прем'єр-міністр з дружиною і дітьми відїжджають дзавтра до Парижу.

**13. Translate into English using inversion where necessary.**

1. Така історія цієї знаменитої подорожі. 2. Так закінчилося ця мядивовижна пригода. 3. Ніколи я не бачив дурнішого фільму. 4. Минуло п'ятнадцять секунд. І ось ракета злетіла вгору! 5. У будинку пролунав вибух. Вибіг чоловік, за ним інший ... 6. Стіни були заставлені книжковими полицями. На полицях стояли книжки в яскравих палітурках. 7. Настільки важливі були відомості, що розвідника негайно доставили в штаб. 8. На дорогу в аеропорт пішло півгодини. Поки їхали, він не промовив жодного слова. 9. У суботу в студентському гуртожитку відбудеться вечір англійської мови. Запрошуються всі студенти і викладачі.

## 4. SECONDARY PARTS OF THE SENTENCE

### 4.1. The Object



#### 1. Point out the object, state its type and say by what it is expressed.

1. What have you got there to ask? 2. Who told you that? 3. I know all about it. 4. We watched the cab drive away. 5. You must forgive me coming at such a late hour. 6. She didn't know how to talk with him about it. 7. She smiled an encouraging smile and said: "I wish you good luck." 8. He wanted not to arrest a criminal red-handed, but to prevent a crime being committed. 9. Hang sorrow, care'll kill a cat. 10. You must look into people as well as at them. 11. When you have nothing to say, say nothing. 12. Never take anything for granted. 13. Ask me no questions, and I'll tell you no lies. 14. If you do not think about the future, you cannot have one. 15. Modern poets mix too much water with their ink. 16. We drink one another's healths and spoil our own. 17. It is impossible to enjoy idling thoroughly unless one has plenty of work to do. 18. The best way to make the children good, is to make them happy. 19. People ask you for criticism, but they only want praise. 20. When people agree with me I always feel that I must be wrong. 21. Everybody talks about the weather but nobody does anything about it. 22. Every quotation contributes something to the stability or enlargement of the language.

#### 2. Comment on the kind of the object and say what it is expressed by.

1. She received a letter from him yesterday. 2. We have bought a vase for her. 3. The teacher gave the pupil a book. 4. She showed me the magazine. 5. The children played ball. 6. He is fond of swimming. 7. I live with my parents. 8. She asked me to do it. 9. How many pages have you read? 10. We spoke about our teachers. 11. She followed

me. 12. I want you to tell me the truth. 13. They painted the door brown. 14. She insisted on my leaving. 15. The hall was full of children.

**3. Comment on the kind of the object and say what it is expressed by.**

1. You can leave your homework in the meantime.
2. What have you got there?
3. She pretended not to hear.
4. I know all about it, my son.
5. I have to show Dr. French his room.
6. I never heard you express that opinion before, sir.
7. But she died a dreadful death, poor soul . . . .
8. His new duties had kept him occupied.
9. He hated her to work in the boarding house.
10. He found it impossible to utter the next word.
11. He's going to live his own life and stop letting his mother boss him around like a baby.
12. I will suffer no priest to interfere in my business.
13. His part in the conversation consisted chiefly of yesses and noes.
14. Papa will never consent to my being absolutely dependent on you.
15. Mr. Heng sent a polite verbal reply.
16. I was attempting to discuss with him the sensational news of that day . . . .
17. Poirot made a gesture of anger.
18. After some time, they came and unlocked the door , and called to him to come out.

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

Model: Give me this book.- Give the book to me.

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

**5. Point the object; define the kind of the object.**

1. Read it! Read it to everybody! She used to read to me while I was working.
2. Write this word! Write a few words to them! Write to him, he will be so glad to hear from you.
3. Sing a song! She sang some old Irish songs to the grateful listeners. Won't you to sing to us?

**6. Make up sentences using the following words.**

1. you, his, he, to, owes, success.
2. valuable, whom, this, does, to, belong, thing?
3. these, show, us, post-cards, to.
4. boy, explain, difficult, to, sum, the, this.
5. dictionary, her, give, my.
6. to, write, people, a, his, letter.

7. work, suggest, them, method, to, the, of, right.

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

Model: The old man sighed ... (deep)

The old man sighed a deep sigh

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

**8. Point out the complex object (direct or prepositional indirect). State what components the complex object consist of. Translate the sentences into Ukrainian.**

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

**9. Point out the complex object and say by what it is expressed. Translate the sentences into Ukrainian.**

1. Sammy watched Mr. Cheviot slowly take the receiver from the girl.  
2. The consul felt his legs give way.  
3. He could see the man and Great Beaver talking together.  
4. Each woman thought herself triumphant and the other altogether vanquished.  
5. ...You know that she took offence at the poor dear boy's ever being born ... .  
6. I shan't even wait for it to be emptied.  
7. Sun didn't mind people not noticing him much ... .

**10. Complete the sentences giving the second element of the complex object.**

Model: I must have my hair ... .

I must have my hair cut.

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

**11. Point out the formal object (the "introductory it"). Translate the sentences into Ukrainian**

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

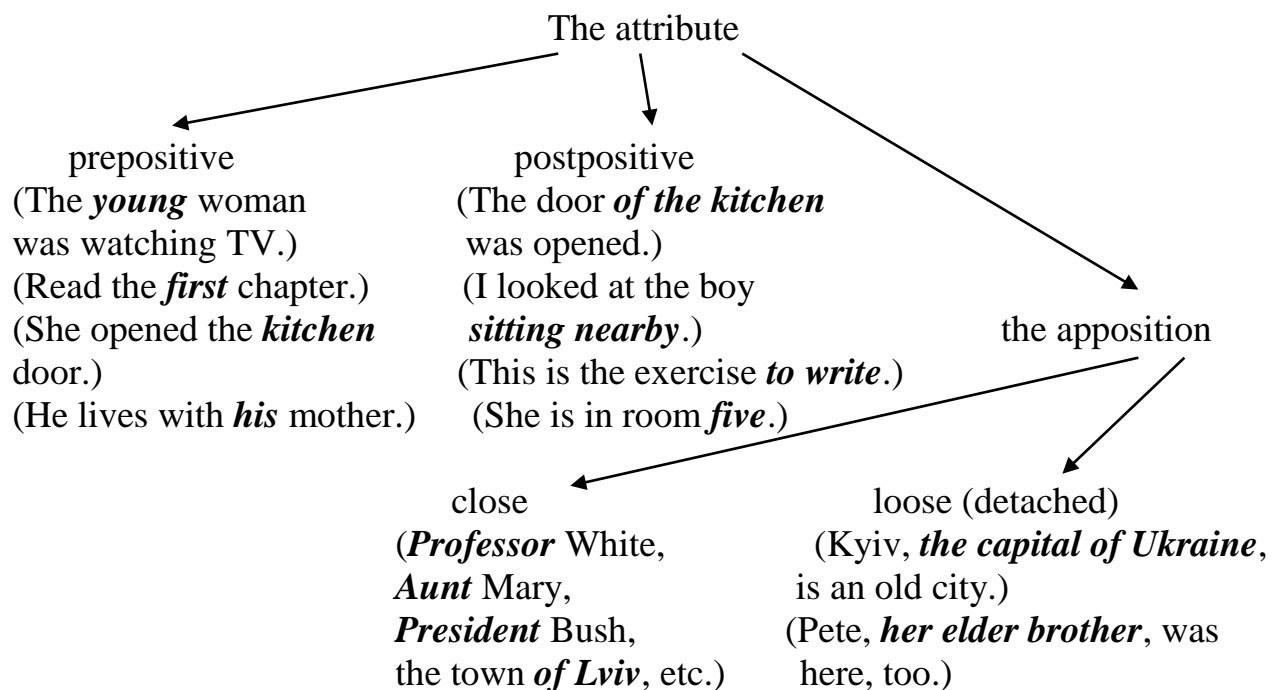
**12. Complete the following sentences. (Use an infinitive phrase, gerundial phrase, or a subordinate clause introduced by that) Point out the introductory object "it"**

Model: We considered it difficult ... .

We considered it difficult to finish the work in time.

1. I found it unreasonable ...
2. They made it easier ...
3. She had it in her power ...
4. The teacher made it clear ...
5. I find it quite absurd ...
6. They made it a point ...
7. I take it ...
8. I thought it rather awkward ...
9. He thought it wrong ...
10. She made it her practice ...
11. See to it ...

**4.2. The attribute**



**1. Point out the attribute, state its type and say by what it is expressed.**

1. Great talkers are little doers.
2. A friend in need is a friend indeed.
3. Two much of a good thing is good for nothing.
4. The third time is always lucky.
5. The next day's journey was a long one.
6. The new visitor was a fine tall man with a pleasant open face.
7. The ex-chemistry professor was a small, dreamy-looking man, gentle and kindly in manner, and usually completely absent-minded.
8. That was a very different and a very much more difficult thing.
9. He pointed to the dog looking at me hopefully.
10. The methods used proved to be very effective.
11. He asked her to give him a few books to read.
12. He never kept his promise to come back.
13. He knew there was no chance



of succeeding. 14. There was little hope of the mail being delivered in time. 15. They had no difficulty in identifying the picture stolen from the museum. 16. Why can't you give up that wild idea of yours? 17. He was engaged by the government on a matter of great importance. 18. There are plenty of dogs in the town of Oxford. 19. His only daughter Edna, a teacher of French at Franklin High School, kept house for him. 20. Many of the old houses, round about, speak very plainly of those days when Kingston was a royal borough. 21. Austin, the capital of Texas, is one of wealthiest towns in the United States. 22. There is, of course, one easy explanation for his behaviour: he is in love. 23. Three animals: a horse, a camel and a bear, were led across the stage. 24. Accustomed to rely on his instincts, he was perfectly sure in his own mind. 25. We have here an example of the "program teaching", so common in the high school these days. 26. I suggest we speak on the man- to-man level. 27. It was a rather Agatha Christie-style little English woman. 28. John was of the look-before-you-leap, the think-before-you-speak' sort. 29. L'Unita frontpages Italian Communist Party's 50th Anniversary Pledges. 30. The senator was Frederick Prentice, California Democrat, chairman of the Senate Armed Services Committee, a power in his party and a virtual overseer of the Pentagon. 31. Leaders of the 1,500,000 strong Amalgamated Union of Engineering Workers are to use all their resources to develop a mass campaign at district and national level, including strike action, to defeat the Industrial Relations Act.

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

1. I received a long letter from my pen-friend last week. 2. She bought a nice straw hat. 3. The rising sun was bright and warm. 4. I am going to tell you something interesting. 5. It was a cold rainy day. 6. Some books and newspapers were laying on the table. 7. This is his discovery. 8. I've done only the first part of the task. 9. This article is worth reading. 10. She expressed a desire to come to us again. 11. I have no intention of going there. 12. Here is the village club. 13. I followed my aunt's advice. 14. The workshop of our school is very large. 15. Ships built for the transportation of oil are called tankers. 16. I have received a letter of great importance. 17. He is a conscious student. 18. She was the first to speak. 19. The students who study at Oxford pay much money for tuition.

**3. Ask questions on the attributes in bold type. (The interrogative words for use: what, which, whose, what sort of, how much, how many)**

Model: This is **my brother's** tennis racket.

Whose tennis racket is this?

1. This is a book **on architecture**. 2. **Warm** winds blow from the South 3. Bus **number 5** will take you as far as the Opera House. 4. To play tennis we must have **four** balls. 5. Give me the magazine **on the right**. 6. She lives in **that** house **at the corner of the street**. 7. She lives in a **new** house of **modern construction**. 8. There are **fifteen** apple-trees in **our** garden. 9. You mustn't lift **heavy** things 10. I like **sweet** biscuits. 11. Her brother is a **most amusing** companion. 12. She had a **tiny brown** spaniel puppy in her arms. 13. An **old** orchard of **apple-trees** stretched down to a stream. 14. I'll go by the **3.30 train**.

**4. Make up sentences with detached attributes using the given words.**

Model: – dismal cave, dark and cold.

We found ourselves in a dismal cave, dark and cold.

1. – big man, broad-shouldered and heavy
2. – nice young girl, very graceful and elegantly dressed.
3. – unknown lane, long and narrow
4. – nice room, light and clean
5. – small kitchen, cosy and tidy
6. – modern building, built of glass and concrete

**5. Make up sentences, using the following words and phrases as detached attributes:**

rather high-flown; terrified by the accident sick and tired, satisfied with the fresh and jolly; engaged results of his work greatly surprised; quite depressed, in their work.

**6. Point out the attribute and say by what it is expressed.**

1. It was such a cruel thing to have happened to that gentle, helpless creature.
2. What do you say to a stroll through the garden, Mr. Cockane?
3. The two men faced each other silently.
4. It was an easy go-as-you-please existence.
5. I am not in the habit of reading other people's letters.
6. A middle-aged man carrying a sheaf of cards walked into the room.
7. It was just one little sheet of glass between her and the great wet world outside.
8. That night in the surgery there were three patients, two of whom paid him the three and six penny fee... He had, in his first day's practice, earned the sum of ten and six.
9. "I think I've come across the same idea in a little French review quite unknown in England."
10. She was a well-made woman of about fifty... She had the look of a woman well-fed, well-taken-care-of .....
11. They must have a roof to cover them, a house to shelter them .....
12. ... he realised suddenly ... that it wasn't fear of being caught that worried Davy but fear of being left alone.
13. "Perhaps one day you will have a reason for writing about it."
14. Horn made him a sign to come on to the verandah.
15. And Bertha smiled with that little air of proprietorship that she always med while her women friends were new and mysterious.

**7. Point out the close and loose apposition.**

1. There are plenty of dogs in the town of Oxford.
2. You look quite all right, Uncle Soames.
3. James, a slow and thorough eater, stopped the process of mastication.
4. They, the professors, were right in their literary judgement....
5. He felt lost, alone there in the room with that pale spirit of a woman.
6. But now he had seen that world, possible and real, with a flower of a woman....

7. One of our number, a round-faced, curly-haired little man of about forty, glared at him aggressively.

8. That is his father, Sir Robert, a perfectly honest old cavalier.

9. Placing the fifty-pound note upon the letter Lally carefully folded them together and put them both into the envelope.

10. The well-known personage Sam Weller was Mr. Pickwick's witty, light-hearted, shrewd and faithful servant, a kind of Cockney Sancho Panza.

### 4.3. The adverbial modifier

#### The adverbial modifier

<i>of time</i>	(I'll go to Lviv <b>next week</b> .)
<i>of frequency</i>	(She has music lessons <b>thrice a week</b> .)
<i>of place and direction</i>	(The magazine is <b>on the shelf</b> .)
<i>of manner</i>	(They walked <b>in silence</b> .)
<i>of attending circumstances</i>	(Now I can go to bed at last <b>without dreading tomorrow</b> .)
<i>of degree and measure</i>	(It is <b>rather</b> strange.)
<i>of cause</i>	( <b>Because of the rain</b> we stayed at home.)
<i>of condition</i>	( <b>But for his help</b> , I couldn't manage to do it.)
<i>of comparison</i>	(She was crying <b>like a child</b> .)
<i>of concession</i>	( <b>In spite of the nasty weather</b> we went to the forest.)
<i>of purpose</i>	(They opened the way for her <b>to come to him</b> .)
<i>of result (consequences)</i>	(She is too fond of the child <b>to leave it</b> .)

#### 1. Point out the adverbial modifier, state its type and say by what it is expressed.

1. We've never met before, have we? 2. It's bitterly cold outside. 3. They booked tickets well in advance. 4. The bus went on at full speed without stopping. 5. I arrived at three o'clock in the afternoon. 6. We were to meet at Victoria Station the next day. 7. That very evening I came across her at a party in my friend's house. 8. I stepped aside so as to let her pass. 9. By half past nine I was at home again. 10. Some time ago Mr Sherlock Holmes and I spent a few weeks in one of our great university towns. 11. New stations were set up at the pole to study meteorological conditions. 12. She stopped to look at the shop window. 13. I asked the question out of curiosity. 14. With all her faults, she was quite charming. 15. He can't have left without saying good-bye. 16. To win the world title the team had done a lot of training every day throughout the winter. 17. Read the text thoroughly before trying to translate it. 18. Now you can sleep quietly without worrying. 19. They parted never to meet again. 20. I was too tired even to dream. 21. Most of my readers are too young to have heard of the Reichstag fire at the time. 22. This is how I got out of the frying-pan into the fire. 23. It is easy to be brave from a safe distance. 24. My honour is dearer to me than my life. 25. People hate, as they love, unreasonably. 26. Being very tired from his trip, he soon fell asleep. 27. Though terribly tired he went on with the experiment. 28. It being a late hour, he hurried home. 29. He walked rapidly, his head bent, looking neither to the right nor left. 30. "Well, where

does that door lead to?" "To my bedroom." "Have you been in it since your adventure?" "No, I came straight away for you." "I would like to have a look at it. Perhaps you will kindly wait a minute, until I have examined the floor."

**2. Point out and state the kind of the adverbial modifier. Say what the adverbial modifier is expressed by.**

1. She has just arrived to Kyiv. 2. At 7.30 every morning the alarm-clock rings and wakes me up. 3. He visited England to see the famous Big Ben. 4. What nasty weather we are having today! 5. She couldn't come because of the rain. 6. The little child grew pale with pain. 7. It's too cold to go for a walk. 8. I'll come to you after classes. 9. I have come to talk to you. 10. "It is getting cold,," she said closing the window. 11. On coming home I learned that somebody had called me up twice. 12. I'll ring you up when I come home. 13. It happened yesterday. 14. I often visit my old granny. 15. She spent her vacation in the Crimea. 16. While reading the text I found some unknown words. 17. She sat at the window looking through a newspaper. 18. This box is very heavy. 19. I called on her to discuss this matter. 20. She spoke slowly. 21. I met her by chance at the cinema a few days ago. 22. She cleaned the flat with great care.

**3. Ask questions on the adverbial modifiers in bold type.**

1. I see my friend **thrice a week**. 2. After a good rest I can go **miles**. 3. The group of tourists was tired **having covered 40 miles that rainy day**. 4. **But for your advice** I shouldn't have acted rightly. 5. I opened the window **to air the room**. 6. We have been living here **since 1997**. 7. The sailor ran **to the front of the boat**. 8. I go to the town library **from time to time**. 9. **Though frightened** the girl didn't cry. 9. She opened the door **for him to pass**. 10. **Though very busy** they made up their minds to go to the circus by all means.

**4. Point out and state the kind of the adverbial modifier. Say by what the adverbial modifier is expressed.**

1. I'm here, I'm working, morning, noon and night.  
2. All at once the sheep-dog leapt to its feet.  
3. Sophie pulled out the dress without saying anything.  
4. They went down the stairs side by side.  
5. Sometimes it is a joy in the very heart of hell to tell the truth.  
6. Ben was too busy to hear him now...  
7. There was a road to Cairo which went west across the desert.  
8. She paused, her eyes never leaving my face.  
9. The doctor gazed at Poirot in astonishment.  
10. Gashford required no second invitation, and entered with a gracious air.  
11. At the monk's other hand, Montigny and Thevenin Pensete played a game of chance.  
12. While Harry mechanically adopted these suggestions, the gardener, getting upon his knees, hastily drew together the scattered jewels and returned them to the bandbox.  
13. She and her grandfather had driven into town to hear the returned South African missionary.

14. Then in a moment she looked up, as though seeing him for the first time.
15. Galileo slowly nodded his head.
16. He's coming Saturday at one o'clock.
17. The young schoolteacher's spirits rose to a decided height.
18. At the top of the stairs she paused to wave to him.
19. To be a complete artist it is not enough to be a painter, sculptor or architect.
20. With all her faults, she was candid herself.
21. Having knocked on his door, she firmly entered Grandpa's room.
22. She had to talk because of her desire to laugh.
23. He takes a glass and holds it to Essie to be filled.
24. I flung up my hands in despair.
25. The letter was written in an odd, upright hand, and signed "Edward Hyde..."
26. Here Nessie burst into the room like a young foal.
27. Sally was furious with herself for having fainted.

**5. Insert the adverbial modifier in the appropriate place. (Give more than one variant if possible).**

1. It rains in autumn (usually).
2. Ring me up (before leaving the town).
3. I shall sleep much and take long walks (instead of taking medicine).
4. It will be raining hard (soon).
5. The climate has been damp (always, in these parts).
6. One must have a good rest (after training).
7. We shall go on an excursion (weather permitting).
8. We returned to the camp (the sun setting behind the mountains).
9. There is no deep river, except the Tamar (on the southern coast of England).
10. We sat down to table and had a hearty meal (on returning home).

**6. Make up the sentences of your own using the following word combinations as adverbial modifier.**

- 1) *of place or direction:* in front of the house, in the distance, at a distance, behind the house, at the corner of the street, at the bottom of..., upstairs, downstairs, along the street, across the street;
- 2) *of time or frequency:* from time to time, once (twice, thrice) a week, in a day or two, from that day on, not until it was done, when a boy, from time immemorial, since then, on that unforgettable day, with the flush of dawn, when questioned;
- 3) *of manner or attending circumstances:* on purpose, by chance, without a glance, whisper, side by side, as if to stop him, never to come back, with tears streaming down her cheeks, full of indignation;
- 4) *of condition:* if possible (necessary, obligatory), if (unless discovered (asked, required, etc.), weather permitting, but for (one's help, advice, kindness, etc));

- 5) *of degree or measure* particularly, deeply, fairly well, over head and ears, rather (well, badly, etc.), greatly (astonished, surprised, disappointed, etc.);
- 6) *of cause:* because of one's carelessness, not being able to.... there being no time left, it being late, quite worn out, because of the rain;
- 7) *of purpose:* in order to..., or you to (have it, see it, etc.), lest he should forget it;
- 8) *of concession:* difficult as it was, in spite of (the nasty weather, the difficulties, etc.), although quite tired (much weaker, etc.), notwithstanding his success (promise, desire, fear, etc.);
- 9) *of comparison:* like (all young people, all her friends, a child, etc.), as if asleep (in doubt, etc.).

#### 4.4. Detaches (loose) parts of the sentence

##### 1) *The detached adverbial modifier*

***The train coming in a minute later***, the two brothers parted and entered their respective compartments.

He came in, ***with a large parcel under his arm***.

***In her excitement***, Maria jammed the bedroom-door together.

##### 2) *The detached attribute*

***Dumb with amazement***, Mr. Gradgrind crossed to the spot where his family was thus disgraced.

***Stout, middle-aged, full of energy***, she bustled backwards and forwards from the kitchen to the dining-room.

##### 3) *The detached object*

She does not change – ***except her hair***.

Huckleberry Finn was there, ***with his dead cat***.

#### 1. *Classify the detached parts of the following sentences.*

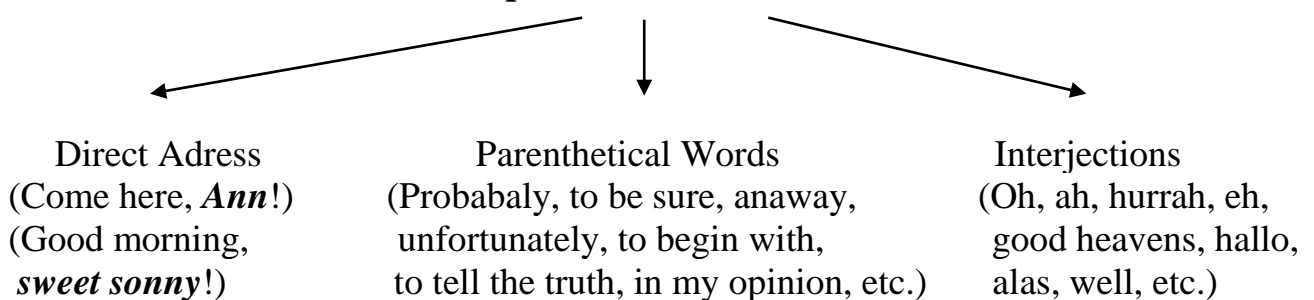
1. A jolly mess he is in! 2. The moon rose from behind, nearly full. 3. Then they went in – not too soon – to dinner. 4. Up, up they shot, out of the depths. 5. I fear you would never see me again, save to bury me. 6. To them it was the most usual thing in the world. 7. And, with a start, Jon looked at her. 8. Yet, in spite of himself, he was impressed by the man. 9. Just press this button and up we fly. 10. He was a bright boy, healthy and strong. 11. A leaf, golden, yellow, drifted to her feet. 12. It was the hour of sunset, unnoticed in cities, so beautiful and solemn in the country. 13. With the

approach of Christmas the weather turned colder-crisp, frosty days and still, starry nights. 14. Mary's affair was an open secret, more open than secret. 15. He looked again at the man opposite him, the man charged with willful murder. 16. He makes no friend who never made a foe. 17. Curious accent, that girl has! Darn few consonants and no vowels at all. 18. She began suspecting the young man. Of her suspicions she would tell nobody. 19. The reports of these facts I gave in my second article. 20. He had had courage enough, but mercy he had not known. 21. For a modern American or Englishman waiting is a psychological torture. 22. Mr Fern, ageing President of Magnum Opus, stood at a floor-to-ceiling window, looking out over the city. 23. Exhausted from nearly thirty-six hours of rowing, he fell asleep and slept all night long. 24. He had three major interests – baseball, stamps and jazz. 25. They were indeed a queer looking party that assembled on the bank – the birds with dragged feathers, the animals with fur clinging to them and all dripping wet, cross and uncomfortable.

**2. Point out what parts are detached and by what the expressed. Translate the sentences into Ukrainian.**

1. With his hands by his sides, he strolled very slowly and inconspicuously, down the border.
2. One summer, during a brief vacation at Knocke, his visit had come to the notice of Harringtone Brande.
3. We are very poor, senor, with many mouths to feed, and these fish would make a good meal for us.
4. We reached the station, with only a minute or two to spare.
5. Blind and almost senseless, like a bird caught in a snare, he still heard the sharp slam of the door.
6. The girls had met and were strolling, arm in arm, through the rose arbor.
7. But, for all that, they had a very pleasant walk.
8. Unbelievably, his eyes fixed, lips tightly compressed, Brande stared at the advancing youth.
9. He remembered her brave and hardy, with a small-boned eager face, enriched with weather and living.
10. Now their laughter joined together, seized each other and held close, harmoniously, intertwined through each other's fabric and substance.
11. She had become very drab and unattractive, with all the hard work, no doubt.

**4.5. The Independent elements of the sentence**



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

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

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

1. Nicholas, unfortunately, had passed an unquiet night.
2. To do that lady justice, Miss Spencer bore the surprising ordeal very well.
3. "Have one each, my dears," said cook in her comfortable voice.
4. "Well, Miss Spencer," she greeted the former Baroness Zerlinski.
5. "Oh, father!" cried Nella, "what a lot of mustard you have taken!"
6. At length the reply from Mr. Murdstone came...
7. He is my husband, and, of course, I do what he tells me.
8. She glanced, sideways, at the old couple. Perhaps they would go soon.
9. Needless to say, the total was more and not less than a thousand francs.
10. That was, so speak, another gift from Warley.
11. "Well, of course, there's been a great deal of talk and speculation. To begin with, there are the people who think that the husband did it. A husband or a wife is, in a way, the natural person to suspect, don't you think so?" "Maybe," said the inspector cautiously.
12. "Do you know me, feller?" "Not L," cried Hugh. Ha, ha, ha! Not I But should like to."
13. "Aha!" cried Sir John, raising his eyebrows.
14. "It is not enough, my lord," Mr. Haredale continued...
15. "O, you are here then?" said the secretary. "Dear me!" "Why, where should we be, Muster Gashford!"
16. "Mother," said Barnaby, as they heard the man approaching to close the cells for the night, "when I spoke to you just now about my father you cried, "Hush!" and turned away your head. Why did you do so? Tell me why, in a word."
17. Frankly, I am accustomed to good wine.
18. May be, after all there was something in that wild idea of Albertine's.
19. To begin with, although I have taken my degree, I do not practise medicine.
20. "But, my dear lady," remonstrated Sir Henry, "it can't be all."
21. Quite frankly, I'm almost certain she took it.
22. Yes, Romaine will tell you. My God! It's a lucky chance that.
23. "Poor fellow," said the maid, "how vilely you have been handled, to be sure!"
24. "Alas!" cried Lady Vandeleur, "all our diamonds are gone..."
25. "Thank Heaven! cried Lady Vandeleur, "here he is!"
26. "Heavens!" cried he, "where was my head?"
27. "Tush, man?" said Joe, "I'm not so young as that"



28. "You needn't cry, Miggs," said Mrs. Varden, herself in tears, ...
29. Besides, Mr. Binks is getting very impatient.
30. "I believe you, my boy," he answered...
31. "Well, Huddleston, what do you say to that?" asked Northmour, turning to the bed.

#### **4.6. Sentences with homogeneous parts**

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

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

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

1. It was a low, pleasant laugh. 2. "Vaults closing" Samuel would say and yawn. 3. She turns round and looks at her husband. 4. He has asked his questions querulously but sternly... . 5. Regret for the past and the future is the same ... 6. But again Ashurst smiled and shook his head. 7. She was walking on before him so lightly and so erect... 8. Digging went on through Tuesday and Wednesday. 9. I watched him, read his letters, saw him from at one, smile at another... 10. He felt discouraged, strangely ampty. 11. There were tangerines and apples stained with strawberry pink. 12. The light outside had chilled, and threw a chalky whiteness on the river. 13. The Captain was mostly concerned about himself, his own comfort, his own safety. 14. Her mother was speaking in herlow, pleasing, slightly metallic voice. 15. It could be smashed by violence but never forced to fulfil. 16. He sat up in his chair and adjusted an eyeglass. 17. She must have been a very stupid woman, or else very inexperienced. 18. The Dictator had not come to attack, but to observe; ... 19. Headed a brief scetch of his feelings and thoughts during the journey; ... 20. It must have been the poorest, weakest, and most watery heart that ever beat, ...

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

1. Nobody ever saw Shirac or the old sailor again. 2. The room was plainly visible as commodious, comfortably, though not agreeably furnished. 3. She was sitting in a chair idly, neither reading nor sewing... 4. That night Ashurst hardly slept at all. He was thinking, tossing and turning... Next morning he got his cheque cashed, but avoided the shop of the dove-grey dress .., and, instead, bought himself some necessaries. 5. But I was more afraid of the plain than of the partisans... 6. A moment later she pulled back the key and opened the door and stood on the landing outside. 7. "Both he who chooses heads and he who chooses tails are equally at fault..."

## 4.7. Inversion

### *1. Comment on the cases of inversion.*

1. Here is the book you are looking for. 2. Bee was in Newport, too. So was Bee's son, Chrono. 3. Constant wasn't eager to fly back to Earth, and neither was his mate Beatrice. 4. I was a victim of a series of accidents, as are we all. 5. He knew that somewhere not far away were the men who had kidnapped his child. 6. Not a penny could George find in his pockets. 7. Not a single soul did they find in the deserted town. 8. Never shall I forget the scene. 9. Never have I heard such a lie in my life! 10. Never before could they afford a thing like that. 11. Not for an instant did he believe that she spoke the truth. 12. Only in the morning could poor George fall asleep. 13. Only once did Michelangelo go to the master of the studio for help. 14. a) Only then did Harris realize that he had been mistaken, b) Only when I had the man's story did I realize that you were in danger. 15. Many a time in the course of that week did I bless the good fortune. 16. Hardly had she said it, when he turned and walked down the stairs. 17. No sooner had the house burst into flame, than the stranger rushed out of the garden. 18. Out of the garden ran somebody. 19. Off ran Montmorency, deeply disappointed. 20. Down the slope went the car, then it turned up and started rolling downhill. 21. Nowhere else had he been given such an enthusiastic welcome. 22. In front of him appeared the front door. 23. At the wall stood a gentleman, looking steadily at me. 24. At the sides of the house were the bushes of lilac entirely hiding the farm building behind. 25. Outside, waiting at the entrance, was a tall, well-proportioned youth of about 19 years old. 26. On the third finger, set in a gold ring, was the great white sapphire. 27. In vain did she want him to do that. 28. Slowly started he walking up the dark lane. 29. Timidly looked Montmorency at the black dog. 30. With fear approached they the black entrance. 31. In no other way could such perfection have been achieved. 32. By no means will it be a proper way for you to behave. 33. He was a poor thing – had always been a poor thing – no pluck! Such was his thought. 34. On the Friday morning he got drunk, so greatly was he affected. 35. At seven o'clock they started... Twice only did husband and wife exchange remarks on the way. 36. Between Cape God and the ocean is a war sinister and incessant. 37. Behind that one man were hundreds of others ready to help him. 38. Behind those 630 members of Parliament stand the voters who put them there. And heavy indeed is the responsibility that they bear! 39. Seldom has America been brought to a halt for a day of mourning. Such as was seen when the Rev. Dr Martin Luther King was buried. 40. A golden space ship landed in the untouched snow of the street. Out stepped a stocky, red-headed man with a big cigar. He wore the uniform of the Martian Assault Infantry. 41. Paul Robeson's 75th birthday will be celebrated April 15th at New York's Carnegie Hall. Participating in the event will be Harry Belafonte, Angela Davis, Sidney Poitier and many others. 42. Following is an excerpt from a speech by Judge George W. Crockett at Freedomways" tribute to Paul Robeson. The full speech will be published in the spring issue of "Freedom- ways."

## **2. Translate into English using inversion where required.**

1. Ось і автобусна зупинка! 2. Ми збираємося поїхати за місто.- Я теж. 3. У цю ранкову годину на вулиці не було ні душі. 4. У вікна стояв письмовий стіл. На столі лежала величезна купа паперу і товста книга. 5. На початку глави автор дає визначення інверсії. Потім йде опис різноманітних типів інверсії і основних випадків її вживання. 6. Ніколи в житті я не забуду цієї сцени. 7. Тільки тоді я зрозумів, що був неправий. 8. Тільки одне вікно було освітлено. З вікна долинали звуки рояля. 9. Лише одного разу вона нагадала мені про цей неприємний випадок. 10. Всю ніч я думав про те, що трапилось. Заснути я зміг тільки вранці. 11. Вони мовчали всю дорогу, тільки двічі вони обмінялися короткими репліками. 12. Даремно я намагався довести йому це. 13. Він помиляється і помилявся завжди. Такий був його висновок.

## **3. Translate into English.**

**A.** 1. Стоянка таксі, здається, в 5 хвиликах ходьби звідси. 2. Між ними відбулася коротка десятихвилинна розмова. 3. Мені не подобається цей твій жарт. 4. Як тобі подобається цей мій новий друг? 5. Ця остання книга мого батька так і залишилася незавершеною. 6. Світовий друк продовжує коментувати недавній виступ президента. 7. Він буде присутній на завтрашньому заключному засіданні Економічної Ради ООН. 8. Мій зять, спортивний журналіст, вів репортаж про матч, який щойно закінчився, між збірними нашої країни і Канади. 9. Статтю присвячено Полю Робсону, видатному співаку і громадському діячеві.

**B.** 1. а) Тут дуже жарко. Зніми піджак. б) Тобі повинно бути дуже жарко в піджаку. Зніми його. 2. а) Я цього тобі не скажу. б) Я це скажу тобі і нікому більше. 3. Дайте-но мені останній номер журналу.- А хіба я не дала його вам? а) Напишіть мені листа. б) Напишіть мені скоріше. 5. а) Кому він адресував свій лист? б) Здається, це лист адресовано мені, а не тобі. 6. а) Боюся, що не зможу відповісти на ваше запитання. б) Цікаво, що він відповів на твій лист? 7. а) Ви запитували у нього про це? б) Запитайте у нього його ім'я. с) Попросіть у неї ще чашку кави. 8. Ви не могли б знайти мені цікавішу книжку? 9. а) Я купив цю книгу для вас, а не для себе. б) Купіть мені кілька примірників останнього журналу. 10. а) Учитель пояснив нове правило. б) Чи не могли б ви пояснити нам це ще раз? 11. а) Продиктуйте лист друкаркці. б) Продиктуйте їй листа. 12. Раніше ти ніколи не згадував про цей факт. 13. Секретар голосно оголосив про це всім присутнім.

**C.** 1. Ми відїжджаємо в неділю о 7 годині ранку. 2. Він народився в Лондоні 29 червня 1924 року. 3. Вчора о 10 годині ранку в міському парку відкрилася міжнародна виставка «Пошта». 4. Ми вилетіли з Лондона о 7 годині. Опівдні наш літак приземлився в Римському аеропорту. 5. Минулого літа ми їздили в Уельс; цього літа ми збираємося в Шотландію.

## **4.8. Analysis of the simple sentence**

### **1. Analyse the following sentences according to the model.**

Model: Clarice was waiting for me in my bedroom.

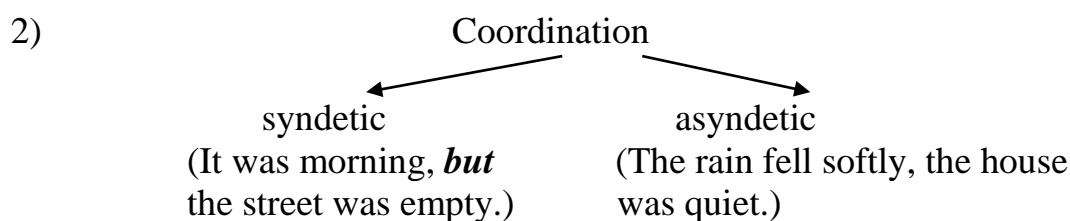
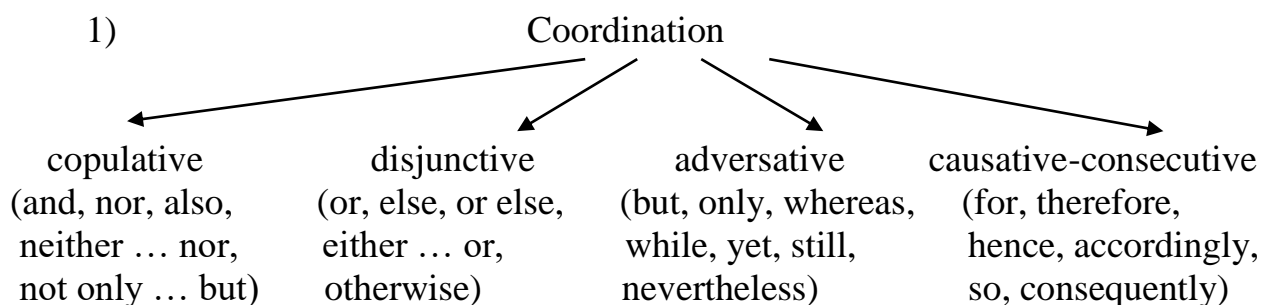
*It is a simple extended sentence.*

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

1. Mary shook off her mantle with a shrug of her shoulders. 2. I opened the knife, and cut a length of twine, and came back into the room again. 3. Most of the western rivers flow down a steep slope near the sea and are short and rapid. 4. The contrast between the south-east and the north-west of Britain depends on a fundamental distinction in rock structure. 5. His heart felt swollen in his chest. 6. The girl (Aileen) was really beautiful and much above the average intelligence and force. 7. The idleness made him cranky. 8. Suddenly all the differences between life and death became apparent. 9. Miss Fulton laid her moonbeam fingers on his cheeks and smiled her sleepy smile. 10. Sally found it difficult to visit anybody herself. 11. Next morning brought no satisfaction to the locksmith's thoughts... 12. He laughed rather bitterly. 13. It was a week later. 14. Up to that moment the banker had given no sign of life... 15. The footman came at the summons, very white and nervous. 16. The newcomer was a large, coarse, and very sordid personage, in garden- and with a watering-pot in his left hand. 17. Emma had known grief, and could bear it better. 18. It was a curious journey. 19. The opinion of Bacon on this subject diametrically opposed to that of the ancient philosophers. 21. The looked up at the clock. 22. I wanted to be invisible. 23. The nurse came back, carrying a glass of chocolate milk. 24. But for me, I don't like grievances. 25. Some weeks later, I went back to Lawrenceville with a steel tape, borrowed a stepladder, and measured the height of the basket. 26. Ron told me all this in a quiet, almost apologetic manner. 27. With the development of national industry during the eighteenth century the public opinion of Europe had lost the last remnant of shame and con- science. 28. Some city streets afford no opportunity to street barbarism. 29. Occasionally in the kitchen Catherine heard one of their raised voices. 30. Mr. Sweet was a diabetic and an alcoholic and a quitar player and lived down the road from us on a neglected cotton farm. 31. My purpose in going to Walden Pond, like yours, was not to live cheaply or to live dearly there, but to transact some private business with the fewest obstacles.

## 5. COMPOSITE SENTENCES

### 5.1. The Compound Sentences



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

1. He wanted to say something, but changed his mind and kept silent. 2. She came home early, but her brother remained to the end of the concert. 3. The sun was shining brightly, the wind was not blowing. 4. I'll tell you about this country or my elder sister will do it. 5. I never take the medicine and my friend doesn't take it either. 6. My aunt never goes to football matches while my uncle goes to the stadium every Sunday. 7. I am going to hear this concert, so is my sister. 8. Bananas don't grow in the North, neither do pine-apples. 9. You never make spelling mistakes, and my friend never does it either. 10. She spoke in a low voice otherwise the patient could be disturbed. 11. That day the sea was stormy, and the people didn't bathe. 12. You must study well, otherwise your teachers would think you are lazy. 13. The mother was sleeping, while the father was working in the yard. 14. They were close friends, so their conversation was easy and happy. 15. Either you believe me or I can't help you. 16. She became a prominent actress whereas her brother worked at the family farm. 17. I wasn't hungry, yet I asked for some food.

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

1. She has much work to do at home. She is very busy with her studies at the e. She is full of energy. She always fulfils her duties. 2. You did not seem d in this performance. I did not invite you to go to the theatre with me. 3. My friend has been ill for a long time. She will catch up with the group. She is an excellent student.

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

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

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

1. Our work being completed, we may have a good rest. 2. In spite of the snowstorm in the mountains, the geologists managed to carry out their work. 3. He blamed nobody except his younger brother. 4. Except the pianist himself all the people found the concert to be a success. 5. During the holidays I went to Kyiv to see an old friend of mine. 6. It being a nice little place, the host and the hostess were rather proud of it. 7. But for the umbrella he would have come home drenched and would have caught cold. 8. For all his experience in this branch of science, he is sometimes compelled to consult the professor

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

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

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

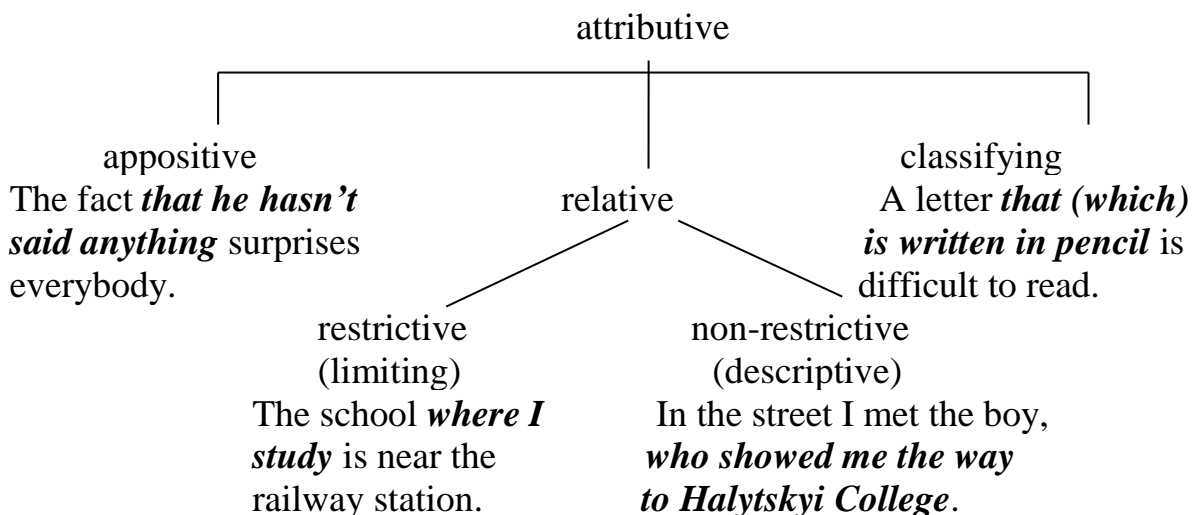
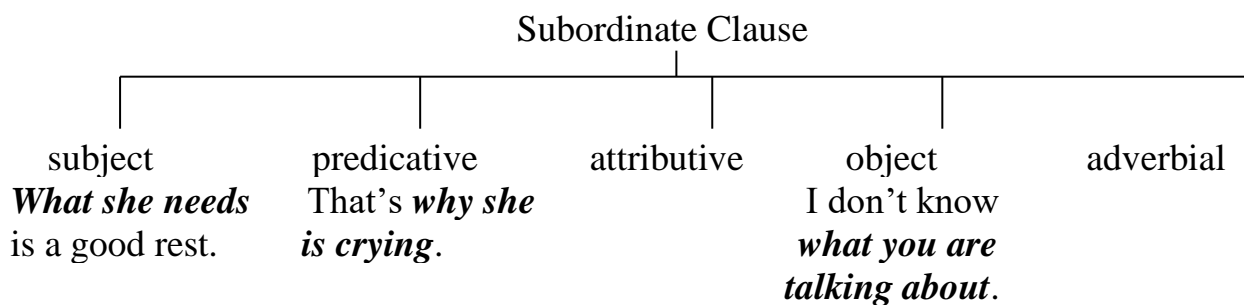
1. Both the friends were fond of music, so (they, to talk...) 2. The train started at 5 a. m., therefore (we, to get up...) 3. He was quite a young boy, nevertheless (everybody, to respect...) 4. Neither a telegram was sent, nor (a letter, to be written). 5. I met him somewhere, but (I, not to remember...) 6. She is a delicate child, while (her brother, to be...) He was not much afraid, yet (he, to ask...) 8. Either you will buy the tickets, or (I, to ask... Some people like hot weather, whereas (others, can't stand..)

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

1. I would not listen to her, I thought her hard and cruel.
2. She put her hands up to her cheeks, but her eyes seemed to look right in his.
3. He went out to his bedroom to get a book, and his heart began to beat violently for she was there making the bed.
4. It was high summer, and the hay harvest was almost over.
5. All the rooms were brightly lighted, but there seemed to be complete silence in the house.
6. His eyes were bloodshot and heavy, his face a deadly white, and his body bent as if with age.
7. Time passed, and she came to no conclusion, nor did any opportunities come her way for making a close study of Mischa.
8. She often enjoyed Annette's company, yet the child made her nervous.
9. It was early afternoon, but very dark outside, and the lamps had already been turned on.
10. A large number of expensive Christmas cards were arrayed on the piano while upon the walls dark evergreens, tied into various clever swags of red and silver ribbon, further proclaimed the season.
11. I had had no news of her in the hospital, but she wrote French with difficulty and I couldn't read Vietnamese.
12. Ashurst held out his hand; on the upturned palm he could feel the dew.
13. The rain fell softly, the house was quiet.

14. Don't come near me with that look else I'll knock you down.
15. The room and the house were silent, only now and then the merriment of the billiard players was heard from above.
16. Hers (Lillian's) was not a soul that ever loved passionately, hence she could not suffer passionately.
17. The moon went down, the stars grew pale, the cold day broke the sun rose.
18. He must go, or they would overtake him.
19. Mrs. Septimus Small let fall no word, neither did she question June about it.
20. I reached Graden Wester before ten in the forenoon; for in those days I was an excellent pedestrian,..
21. He had suffered heavy loss by his Italian transactions; and hence the sight of an Italian was hateful to him, and the principal part of his nightmare would naturally enough be played by one of that nation.
22. The morning was grey, wild, and melancholy; the wind moderated before sunrise, and then went about, and blew in puffs from the shore; the sea began to go down, but the rain still fell without mercy.

## 5.2. The Complex Sentences



## adverbial

of time My mother died <i>when I was eight years old.</i>	of cause <i>Because it was raining hard,</i> I spent the day reading books.	of purpose The teacher explained the rule twice <i>so that (in order that) the pupils could understand him.</i>	of condition <i>If she doesn't come in time,</i> I will go to the theatre alone. I will do anything you wish, <i>provided it lies in my power.</i>	of manner You ought to speak English <i>as I do.</i>
of place I looked <i>where she pointed.</i>	of comparison I shall do <i>as I like.</i>	of result She went to the circus early <i>so that (so) she got a good seat.</i>	of concession <i>However busy he is,</i> he always visits me on Fridays.	

### 5.2.1. Subject, Predicative and Object Clauses

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

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

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

1. It's just what I wanted. 2. The trouble is that I have forgotten to send her a telegram. 3. The question is whether she will agree to help us. 4. The weather is not what it was yesterday. 5. That is how he did it. 6. That is why I have come here. 7. It seems as if she doesn't know his relatives. 8. "We are just as we were," said Adrian, "friends." 9. I had said the name... It was as though I had taken a purge and rid myself of an intolerable pain. 10. It looked as though the silence of the night were getting on her nerves. 11. That was where Mrs. Gibson's body lay. 12. And this is what he remembered. 13. "Now the question is," said Josephine, "whether we shall keep her or not." 14. "The trouble was .. he got mixed up." 15. Our attitude simply is that facts are facts. 16. That was why you were not one bit frightened. 17. The question was how was the matter to be kept quiet. 18. Dr. Macphail's first thought was that something had happened to Miss Thompson. 19.



The point now is that I found a home-ora hole in the ground, as you will. 20. That is why I fight my battle with Monopolated Light and Power.

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

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

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

1. And I saw that he was displeased. 2. The girls asked Ann if she wanted them to stay. 3. Father asked mother what she thought of fishing. 4. She began to understand why he had done it. 5. Who told your sister she could stay here so long? 6. She asked me what I thought of it. 7. He has just gone away saying that he will return soon. 8. I'm afraid that they won't come. 9. We know they have returned from Australia. 10. She laughed at what I said. 11. My teacher asked me where I had spent my summer holidays. 12. What Miss Fulton did, Bertha didn't know. 13. She found that I listened to what she said. 14. One can always tell from a woman's bonnet whether she has got a memory or not. 15. I think there must have been thunder in the air. 16. I do not blame the dog because I take it that it is his nature. 17. "I only want you to remember what you have seen," he said. 18. What is to guarantee that my orders are not changed? 19. I do not think it is necessary to insult Miss Elsa Hardt's intelligence by telling her. 20. You forget that I have not yet the pleasure of your acquaintance. 21. Mr. Rolles glanced at the clock, and saw that he also must be moving ... 22. He thought he saw the curtain move. He looked again, and he w moved.

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

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

I should like to know what kind of books you are fond of in it.

1. He told us many things about his journey. We are greatly interested in it. 2. His children should be decent and educated people .He dreams about it. 3. What was going on in the street? I wondered at it. 4. Traveling by land is more interesting than travelling by sea. I don't think so. 5. He will keep his word. You may rely on it.

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

1. He has made up his mind... 2. I didn't hear... 3. A little bit of pluck is ... 4. It was of vital importance ... 5. I'll do just... 6. His aim was ...7. He felt .. 8. See to it... 9. ... I really cannot imagine...

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

1. What I want is to be paid for what I do. 2. It was only then that I realized that she was travelling too. 3. It was noticeable to all that even his usual sullen smile had disappeared. 4. I only write down what seems to me to be the truth. 5. There are reasons for believing that she was in reality an accomplished international spy... 6. He realises how unnecessary his crime has been, ... 7. ... I foresee that we may yet involve your master in some dire catastrophe. 8. That I had no business with two women on my hands already, to go falling in love with a third troubled me comparatively little. 9. Believe me, believe me, it is what is best for you. 10. I dislike what you call his trade. 11. That was what I came to find out. 12. And what is puzzling me why they want me now. 13. Her fear was lest they should stay for tea. 14. I understand all that, but what I want to know is whether or not you have lost faith in me? 15. What you saw tonight was an ending. 16. The trouble with you, Martin, is that you are always looking for a master. 17. I assured her that I was well aware that in the struggle for house-room the baser side of human nature frequently triumphed over the higher, and that the well-known rule of dog eats dog always applied. 18. How curious it is that her friend tells her the flat is let,... 19. I did not like to ask Poirot where we were going... 20. I am a scientific man, and I believe only what science teaches. 21. I asked him what was wrong. 22. "It looks as though spring will never come," she remarked. 23. That I am hungry and you are aware of it are only ordinary phenomena and there's no disgrace. 24. And the piteous thing about them is that they are wholly unconscious of their condition.

### **5.2.2. Attributive Clauses**

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

1. There's another thing I want to ask you. 2. A letter which is written in pencil is difficult to read. 3. I have found the telephone number that I was looking for. 4. Children who read much usually are interested in many things. 5. The letter that I received yesterday is of great importance for my future. 6. That happened in the year when my brother entered the Institute. 7. I know the person you are talking about. 8. The girl who gave me this present is my best friend. 9. The fact that he hadn't done the work surprised me very much. 10. He came to see me off which was very kind of him. 11. The girl that you are speaking about is in the library now. 12. Ann, whom I visited last week, left for Canada for ever. 13. He gave me the picture he had drawn. 14. This is the house in which I spent my childhood.

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

1. The procession of cars was well ahead of us by the time we started. 2. "There is only one thing that I am afraid of, ..." said Keawe. 3. But here is the plain truth: I have met you here at the road-side and saw your eyes, which are like the stars, .. 4. The only ray of light was in the shape of a scapegrace nephew who had in by-gone days cajoled and threatened his aunt out of various sums of money. 5. It was the eve of the trial when Mr. Mayherne received the letter which was to lead his thoughts in an entirely new

direction. 6. Heedless of the fresh air that blew upon his heated brow, of the pleasant meadows from which he turned, of the piles of roofs and chimneys upon which he looked, of the smoke and rising mist he vainly sought to pierce, of the shrill cries of children at their evening sports, the distant hum and turmoil of the town, the cheerful country breath that rustled past to meet it, and to droop and die; he watched, and watched, till it was dark, - save for the specks of light that twinkled in the streets below and far away, - and, as the darkness deepened, strained his gaze and grew more eager yet. 7. "Dog! Where is the redness in the sky you promised me!" 8. There is no doubt that my wife was bitterly jealous. 9. In the distance lay the park, where the trees were weighted with snow. 10. I have admitted that there are very few women who would put their job before every earthly consideration. 11. She looked toward the river road where the willow-line was still yellow with frosted leaves ... 12. Heseemedover-sentimental for a man whose salary was six dollars a week... 13. "I know a girl," she said, "who has parents who would give her anything, a little brother who loves her dearly, who is getting a good education, who wears the best clothes, but who can never say a kind word to anyone, who never smiles, who just criticizes and complains all day long." 14. He (doctor) leaned over and put both hands for a moment on the mother's shoulders, which were shaking. 15. .. she waited in the withdrawn and rigid attitude with which she always met us. 16. Bradley was one of three players who had been picked unanimously for the twelve-man Olympic team.

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

1. Baseball is a family for those who care about it ... 2. A candle faintly burned in the window, to which the black ladder had often been raised for the sliding away of all that was most precious in this world to a striving wife and a brood of hungry babies; ... 3. The wind was blowing again, the rain was beating on the housetops, the larger spaces through which he had strayed contracted to the four walls of his room. 4. With her woful eyes, so haggard and wild, so heavy and large, she looked all round the room, and passed the corner where he slept in his chair. 5. She sat there a minute longer looking at the dead man, the third man who had threatened to cross her path and separate her from the man she loved. 6. The lady I mean is tall and fair with reddish gold hair. 7. It's a miracle we've any of us survived, it seems to me. 8. She has an opportunity which is offered to very few of us. 9. That was the knife he had had no time to use. 10. The time came when the underground tubes were ready. .. 11. Again Denny laughed. His laugh was an insult which made Andrew long to hit him. 12. Now, Gerald, your father doesn't want to hear of such things-trivialities which must give him a misleading picture of our life here. 13. "That's the sort of library the boarders need," Gerald remarked. 14. There were tables under the big chestnut tree by the bridge whose huge green canopy made the yellow umbrellas on the flagged space outside the Mill House look like trivial toadstools. 15. The tide was high, and, leaving my clothes to the care of Bob, who treated them as a handy bed, I dived into twelve feet of clear, cold water. 16. But Sophy, as he knew, not only desired a marriage with Mr. Witlow, she expected it, and expected

it soon. So did her parents, her friends, and everybody in the village, including the postman who did not live in it but wished he did and the parson who lived in it but wished he didn't. 17. In the evening sun the shadow of the walnut tree lay on the dull stone house, darkening the grey frames of the windows that had not been painted for years. 18. We sat with our noses pressed to the window, pointing and exclaiming at everything we saw. 19. Theirs is a strenuous life, but it is not so dangerous as in the old days when fishermen went to the sea in wooden sailing-vessels and not, as today, in steel clad steamships which can weather the fiercest storm.

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

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

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

1. I don't like the idea... 2. Their proposal... cannot be realized. 3. I've got rid of the horrible fear 4. The news... cheered us greatly 5. His illness was the reason. 6. The question... seemed very important 7. He expressed his doubt...

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

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

### 5.2.3. Adverbial Clauses

**1. Define the kinds of adverbial clauses. Translate the sentences into Ukrainian.**

1. As I was going to the theatre, I met a friend of mine. 2. The moment I saw him I understood that something was wrong. 3. I like to spend my summer holidays where I can meet new friends and see new places. 4. You should study as your sister does. 5. She spoke as if she knew something else. 6. The young man played the violin so well that everybody admired him. 7. She went to the sea early so that she could see how the sun rises. 8. She told me her address so that I might be able to find her place easily. 9. The man is older than he looks. 10. Don't change your mind whatever happens. 11. Though it was only seven o'clock, there were a lot of people in the street. 12. You may take my magazine so long as you don't keep it too long. 13. He ran so fast that he managed to catch the train. 14. She walked quickly for she was in a hurry. 15. I'll come to k because I have little time now. 16. Speak louder so that everybody you next week hear you well. 17. She gave me the key that I might open the door. 18. We may nere still talking when our teacher entered the hall. 19. He listened until I had Weished. 20. They crossed the river where an old mill stood. 21. The little girl to where her mother was sitting and began to tell her something. 22. Ionly wish I could speak Spanish as

well as you speak English. 23. I had good opera-glasses so that I could see everything on the stage quite well. 24. It was just a little bit cold out-of-doors, though it was lovely and sunny. 25. If you go there tomorrow, you will see much interesting.

**2. Insert the appropriate conjunctions introducing adverbial clauses of time.**

1. Send me a telegram ... you come. 2. ... he said it he felt it was wrong. 3. It had happened ... the experiment was completed 4. Make hay ... the sun is shining. 5. I'll be glad to see ... you come. 6. ... had I knocked at the door ... it swung open. 7. Stay here you can. 8. ... the sky began to clear up, the air grew cooler. 9. ... had I opened the gate ... the dogs began to bark. 10. I was standing on the shore ... the ship was lost sight of.

**3. Point out adverbial clauses of time and place; isolate the connectives by which they are introduced.**

1. My mother died when I was only four years old, ...
2. Sometimes at night when she couldn't go to sleep, Mrs. Turpin would occupy herself the question of who she would have chosen to be if she couldn't have been herself.
3. The lawyer stood awhile when Mr. Hyde had left him ...
4. He was wild when he was young ...
5. On Monday Poirot was out all day, but when he returned in the evening he flung himself into his chair with a sign of satisfaction.
6. Just as he disappeared from view a woman rushed into the room.
7. "When I was your age, young Tom," said Boudierby, "I was punctual, or I got no dinner!"
8. I was now free to live and work wherever I liked.
9. I can cut his hair while I'm talking so, as long as I live.
11. "I'll come anywhere you like," said Steerforth.
12. ... It was raining when we left London.
13. From the scullery we passed into the kitchen where we established ourselves comfortably in two chairs with the door into the hall ajar.
14. When we were in the train, speeding towards London, Poirot wrote busily for a few minutes, sealing up the result in an envelope.
15. Wherever they were together or separate, he appeared to be travelling in the intellectual direction or along one mental groove, and she another.
16. He watched until the final wisp of smoke had disappeared.
17. I came away the first moment I could.
18. I paused while she took off her coat ...
19. Pulling on the rope, we descended slowly till we reached the second floor.

**4. Point out the adverbial clauses of manner, comparison, degree and result; isolate the conjunctions by which they are introduced.**

1. ... I love her more than I have ever told you, far more. 2. There was something so honest and frank in Joe's speech, that Mr. Haredeale put his hand in his involuntarily, though their meeting was suspicious enough. 3. Here the visitor, all unconscious of Mrs. Sparsit's magnanimous words repeated his knock so loudly that the light porter hastened

down to open the door, ... 4. The weather was wet and cold for quite a week, as it often can be in the west country in early summer ... 5. Lily seldom made a mistake in the orders, so that she got on well with her three mistresses. (Joyce). 6. He always treated boys as if they were his equals. 7. He heard the thundering and surging out of doors, and it seemed to him as if his late angry mood were going about trying to get at him. 8. All at once her vision narrowed and she saw everything as if it were happening in a small room far away, or as if she were looking at it through the wrong end of a telescope. 9. She looked to him much the same child as he had met six years ago... Murdoch) 10. ... The change was so sudden that I was shocked and a little scared. 11. He went into the house by the back door ... as though he had something to hide. 12. Hilary took his brother's arm. "Old boy, it's ghastly for you. But ten to one it won't be so bad as we think." 13. The little fellow... gave such a lusty shout, that the sound of it made him bashful, and he buried his face in her skirts. 14. Once Ishivered as Pyle had done. 15. Personally, I feel as if I should never move again. 16. Mrs. Sadgrove silently removed the lid of the teapot, inspected the interior interior not with an intent glance, and then replaced the lid as if she had seen a of the blackbeetle there. 17. "Good afternoon," said Harvey Witlow, as softly as if he had entered a church.

**5. Define the kinds of the clauses introduced by where and when. Translate the sentences into Ukrainian.**

**A** 1. Let us meet where we used to walk in summer 2. I like the country place where we lived last year. 3. It is of importance where they will spend their vacation. 4. I wondered where they intended to go. 5. The question is where they are going to meet.

**B** 1. Do you know the time when she will come? 2. Everybody was glad when he came at last. 3. I have no idea when she will return. 4. It's very important when we must start. 5. The difficulty is when we shall be able to help you

**6. Complete the following sentences.**

1. Don't you know where... 2. Where... is of no importance. 3. It happened where .. 4. The problem to settle is where ... 5. She doesn't know where ... 6. No plant can grow where 7. The day when was the happiest in my life. 8. Nobody has an idea when ... 9. I'm interested to know when ... 10. When ... is not settled yet. 11. The hour when has not been changed. 12. Don't you remember when? 13. I shall never forget the moment when isn't known to a single person. 15. They are quite happy where...

**5.2.4. Parenthetical Clauses**

**1. Comment on the cases of parenthesis.**

1. He is, as I told you, their only son. 2. Spring, he thought, will never come. 3. As I was saying, he was arrested on a charge of murder. 4. Your husband will have to stand trial, I am afraid. 5. As you may have heard, he was awarded the Nobel Prize last year. 6. Of course, I told myself, he might have been detained for some reason in the office. 7. Was there anything he failed to mention, the professor wondered? The invitations, the names, the general air of encouragement... Oh, yes, one more touch. 8. Here I am, Erik

thought, talking to Professor Fox, a scientist who won the Nobel Prize. 9. The girl was murdered... And her lover wrote a song – you see, he was a poet... 10. Yes, well, I am sure, you all appreciate Bob's sincerity. 11. Well, viewers, as I said, today is Nomination Day in the Earndale by election. 12. The eyes of the country are on Earndale all right! And Earndale, I am sure, has but one thought in mind. 13. What I intend to do if I am elected, oh, I beg your pardon, I mean, when I am elected? 14. As was reported in the press, there is a strong feeling against the anti-labour legislation. 15. Kurt Vonnegut is, as Graham Greene has declared, "one of the best living American writers." 16. Among the witnesses you have heard Chief Inspector Hearne who has given his testimony in a fair impartial manner, as he always does. 17. It took us too long to realize that a purpose of human life, no matter who is controlling it, is to love whoever is around to be loved. 18. "What's she like, this Miss Stoker?" "Oh, one of those blue stockings, I gather." 19. "This flaming romance has got to be nipped in the bud." "Yes, but how?" "Turn them against each other... We could do with an old flame. The old infernal triangle, if you will pardon a cliché."

## ***2. Point out parenthetical clauses. Translate the sentences into Ukrainian.***

1. "Well ma'am, she will soon be quite comfortable, I hope," returned Mr Chillip.
2. As I say, I was fortunate to get her.
3. Truly, I thought, here is one who is startlingly beautiful.
4. My breathing, even my heartbeat must, I felt already, be audible through the house like the panting of an engine.
5. You never liked her, she says, and you have made him feel that she isn't worthy of him.
6. Would you wish me to shave my head and black my face ... or something of that sort? I dare say, you would, Peggotty. I dare say, you'd quite enjoy it.
7. You do not catch my meaning, I see.
8. You are, I am aware, a detective, but it is not only as a detective that I wish to consult you.
9. I proposed, I remember, to make loopholes; ...
10. For my part, I come late indeed; but with unfeigned humility, I trust.
11. You've seen some great nights in the Theatre, I imagine, Alfred, eh?
12. Miss Hartnell, it is true, saw no signs of life.
13. My wife, you know, kept a flower garden.
14. Yes, that could be the case, I suppose.
15. "But this, I think," she suggested, "was an old-fashioned crime."
16. I leave Mr Scrymgeour in your charge; you will, I know, be careful of my friend.
17. One evening after dinner, I will not particularize the day, ... my friend and I were sitting in his rooms.
18. Peggotty seemed to take this aspersion very much to heart, I thought.

### ***5.3. Analysis of Composite Sentences***

***1. State the type of the composite sentences in the following texts. Translate them into Ukrainian.***

## **1. What is Grammar?**

1. There are many ways of thinking about grammar, many senses in which the term is used. 2. One way is this: grammar is something that produces the sentences of a language. 3. This is what we shall mean by grammar in this book. 4. Grammar is the heart of language, and language is the foremost of the features that make human beings human. 5. We are sometimes told that grammar is dull but useful. 6. It is better to look at it differently: properly approached, grammar is an absorbingly interesting study, and it may even do us some practical good.

## **2. The System of a Language**

1. One of the most puzzling things about languages is that human beings are able to learn to speak them. 2. Listen to any English conversation and note the tremendous diversity of the structures that occur. There seems to be no end to the variety. 3. Scholars who have tried to put all of English into grammar books have sometimes found that four or seven or ten large volumes are not enough. 4. When we look at this apparently immense complexity, we wonder how anyone can be bright enough or have a powerful enough memory to learn a language and use it. 5. Yet, we all do this. Even those of us who are not very bright and those who have poor memories manage somehow or other to learn at least one language. 6. We master virtually all of its grammar (though, of course, not all of its vocabulary), and we achieve this without conscious study and at a very early age. Some children do more than this. 7. If their homes are bilingual, they learn two languages. In some parts of the world – the Middle East, for instance – it is not uncommon to find children of six or seven speaking four languages. 8. If there is any explanation at all, it must be that language structure is not really as complicated as it looks at first. There must be some kind of system to it simple enough to be grasped and held by any human mind, however ordinary. The grammarian's task is therefore to seek out this system, to be always trying to describe languages in the shortest and simplest way possible.

## **3. Basic and Transformed Sentences**

1. When we try to describe English, we find that we get the shortest and neatest description if we suppose that it consists of two fundamentally different kinds of sentences. 2. There is first of all a kernel or base – a rather small set of sentence types which we have here called basic sentences. All the rest of English is transformation. That is, all the more complicated sentences of English can be explained as deriving from the basic sentences. 3. Given the kernel, the set of basic sentences, we can describe the great variety of English by explaining the rules by which complicated sentences are made out of basic sentences.

***2. State the type of the sentence. Analyse the ways in which the clauses are connected. Translate the sentences into Ukrainian.***

1. Two is company but three is none. 2. Take care of the pence and the pounds will take care of themselves. 3. Will you be able to help me, or shall I ask someone else? 4. It was very cold outside, so they put on fur coats and high boots. 5. The more he knew, the more he desired to know. 6. The moon went down, the stars grew pale, the cold day broke. 7. To know things by name is one thing; to know them by seeing them, quite



another. 8. The triumph of the revolution is guaranteed, for the majority of the people are supporting it. 9. The party took no doctor with them to the Pole, nor did they take a cook. 10. I had no sooner arrived in London than there began a big bus drivers strike. 11. Hardly had Ashley done it, when he regretted it. 12. No sooner had the dog seen the stranger than it began to growl savagely. 13. Not only an almost breathtaking face did April Morrison have, but it was very clever too. 14. He made an offer, which I did not accept. 15. He wanted me to accept the offer, which I did not do. 16. Here is what is going to happen. 17. That's all I need. 18. It was surprising how little she had changed. 19. All I did was to perform a common act of courtesy. 20. What I want is to be paid for what I do. 21. What he had been waiting for happened. 22. The question is why she told me a lie. 23. It looks as if spring will never come. 24. I turned out all the lights to make it look no one was in. 25. It was hard to imagine that this small man had any importance. 26. I wrote him a letter expressing my gratitude for the impression his book had made on me. 27. I love everything that's old: old friends, old times, old manners, old books, old wines. 28. Mrs Skinner liked to say aloud all the thoughts that passed through her head. 29. The next day (which was Friday) we met in the evening to pack. 30. He had no enemies; none, that is, whom he knew. 31. He looked like a respectable family solicitor, which indeed he was. 32. It was a gloomy day which made us all depressed. 33. We shall see what we shall see. 34. What did you say your name was? 35. Only after her departure did he realize that nothing could be changed. 36. He knew on which side his bread was buttered. 37. Who and what he was, Martin never learned. 38. What I have gone through you can't imagine. 39. I don't like it when you make fuss about nothing. 40. "Do as I tell you," he said. 41. You look at me as if I were talking absolute nonsense. 42. You'd better look for the umbrella where you may have left it. 43. I will remember you as long as I live. 44. Don't trouble trouble until trouble troubles you. 45. Do not count your chickens before they are hatched. 46. If youth knew; if age could. 47. If you want to succeed, you must plan your time carefully. 48. Had he been more polite, he wouldn't have talked like that. 49. If you knew him better, you would like him more. 50. Since you won't take advice, there is no point in asking it. 51. It was so hot that nobody wanted to do anything. 52. There was enough fuel in the tank, so that we were able to go on without refilling. 53. It isn't so bad as it might appear at first sight. 54. I intend to go on fighting this election as if nothing had happened. 55. He didn't see anything as if he had got blind. 56. Whatever advice you give, be short. 57. No matter what he says, don't believe him. 58. I know you won't say anything until it's all over. 59. I can't blame a man if he is born a fool, but I can blame even a fool for being lazy. 60. As I was saying, we have no enemies — at least, none I know. 61. "It will make it easier for all of us if we know the truth." "I don't think you'll much like the truth if I tell you." 62. That's extraordinary how I am recognized wherever I go these days. 63. A man of his age — he was ninety-eight in August of that year—should not have been encouraged to play such games. 64. A classic is something that every body wants to have read and nobody wants to read. 65. There is nothing more tragic in life than the utter impossibility of changing what you have done. 66. In a little cottage near the river it was where we decided to stop for the night. 67. Ships carry life-boats so that the crew can escape if the ship sinks. 68. I want to see him, if I can, incase he has

anything to tell me. 69. However rich one may be, there is always something one wants. 70. Philip Bosinney was known to be a young man without fortune, but Forsyte girls had become engaged to such before, and had actually married them. 71. Now that war and the problems of war are things of the past, I think I may safely venture to reveal to the world the part which my friend Poirot played in a moment of national crisis. 72. Anybody may become a candidate in one of Britain's constituencies providing he is a British adult who is not a peer, a lunatic or in jail. 73. It is of the highest importance in the art of detection to be able to recognize out of a number of facts which are incidental and which are vital. 74. One hundred years ago today, oh November 4, 1869, there appeared the first issue of the journal "Nature", the most influential of all scientific periodicals and the pioneer of scientific journalism as we know it today. 75. It was in 1929 that an economic crisis broke out, the most violent and devastating in the history of capitalism. 76. There was, however, one country at whose borders the crisis came to an abrupt halt — the Soviet Union. 77. There is no more compelling argument for socialism as a way of organizing the economic, political and social life of a country than the fact that it was when the economic life of the capitalist world was prostrated that the Soviet Union, launching its first Five-Year Plan, made the greatest strides forward.

***3. Classify the sentences; then transform each of them into two or more simple sentences.***

Archie Sluter had one burning ambition: to cross the Atlantic in a rowboat. His friends tried to argue him out of it, describing the undertaking as foolhardy, nevertheless Sluter persisted. "I know," he would say, "that the dangers are great, but I am perfectly willing to risk my life in the interests of science." When asked what scientific interests could be served by such a stunt, Sluter would talk vaguely of phenomena he proposed to observe: ocean currents, winds, marine life. But actually, as he himself knew perfectly well, his real motivation was a simple one: a boundless craving for adventure. Sluter proposed to leave from Finley, a small seaport near Derve. Since he expected the voyage to last between a hundred and two hundred days, depending on how fast he rowed, he gave a great deal of thought to provisions. He finally decided to depend mainly on three staples: dried beef, raisin, and powdered milk. Coffee, which he liked very much, was a luxury that he couldn't manage, for he would have no way to heat it. However, since he was very fond of sweets, he did put them in such items as chocolate bars and licorice sticks. The citizens of Finley, a town which had seen many adventurers go forth, regarded Sluter's venture with interest and good humor. One oldster, in particular, a sea captain, whose career went back to the days of sailing ships, gave Sluter a great deal of advice. "You'll want to have a good compass," he remarked one day, "in order to tell which way you're going." Sluter who hadn't thought of this thanked the Captain and put it down on his list. Another time Cap'n Bob — his real name was George, but everyone called him Cap'n Bob — asked whether Sluter had remembered to leave space for water kegs. "I don't need water," Sluter replied, "because I shall be drinking powdered milk." "Yes," said Cap'n Bob, "but you'll be needing water, Mr Sluter, to put the milk into liquid form." Sluter, seeing the force of the argument, put water on the list too. At last the day of departure arrived and a large crowd estimated at five hundred people came

down to the beach to see Sluter off. Willing hands helped him get the boat through the breakers and everyone cheered when he broke out the oars and started to row. Encouraged by this send-off, Sluter rowed briskly for two hours. Then he rested for a bit and had lunch: dried beef, raisin, and powdered milk. He was well through the surf though he could still see them, but he couldn't distinguish faces. Sluter rowed much of the night and all the next day he was determined to get out of sight of the crowd which embarrassed him. When on the second evening he could still see the well-wishers on the beach he felt rather discouraged. Exhausted from nearly thirty-six hours of rowing, he fell asleep and slept all night long. Awakening he found that the sun was shining and that several people were standing around the boat which had drifted ashore. "Where you made your mistake, Mr Sluter," said Cap'n Bob, who was among those present, "was in starting from this side of the ocean. The winds and currents are all against you whereas they'd be helping you if you were coming the other way." Sluter, feeling a little piqued that the Captain had not told him this before, nevertheless thanked him courteously. However, he proposed to rest a little before deciding whether to cross the ocean and try again.

#### ***4. Translate into English.***

1. Ось що вона мені сказала.
2. Все, що вона вам сказала - брехня.
3. Те, що вона вам сказала – брехня.
4. Вона не збрехала нам, але і не сказала правди.
5. Покваптесь, інакше не встигнете на поїзд.
6. Він вирішив прийняти їх пропозицію, бо це був єдиний вихід при тих обставинах.
7. Він не тільки вільно говорив, але і не робив граматичних помилок.
8. Не встиг я дістатися до станції, як поїзд рушив.
9. Ледве собака побачив незнайомця, як почав голосно гавкати.
10. Чим більше він подорожував, тим більше дізнавався цікавого.
11. Або ви приймаєте нашу пропозицію, або ми відмовляємося вести подальші переговори.
12. Мені довелося лагодити машину на дорозі, що і затримало мене.
13. Вони зробили пропозицію, яку я не міг прийняти.
14. Вони хотіли, щоб я прийняв їх пропозицію, чого я не міг зробити.
15. Що вам потрібно, так це зайнятися спортом.
16. Дуже сумнівно, що вони знають про все.
17. Як добре, що вам вдалося дістати квитки за годину до відходу поїзда.
18. Це все, що я хочу запитати.
19. Біда в тому, що тепер уже нічого не можна змінити.
20. Те, що я говорю, це те, що я думаю.
21. Я прийшов запитати, чи потрібна вам моя допомога.
22. Я не був задоволений тим, як вони виконали роботу.
23. Мені не подобається, коли ти здійсмаєш гвалт через дрібниці.
24. Що вони будуть робити далі, він не знав.
25. Я дам вам знати, як тільки дістануся місця.
26. Після того як він закінчив всі приготування в дорогу, він ще раз ретельно оглянув машину.
27. Вас не будуть екзаменувати, поки ви не складете письмовий залік.
28. Собака чекала господаря там, де він її залишив.
29. Де б не з'являвся знаменитий актор, його негайно ж впізнавали.
30. Так як була присутня більшість членів комісії, голова запропонував розпочати засідання.
31. Оскільки сторони не дійшли згоди, переговори були перервані.
32. Всі так втомилися, що нікому не хотілося говорити.
33. У нас було достатньо провізії, так що ми могли продовжити рух, не заїжджаючи в місто.
34. Говоріть голосніше, щоб усім було чути.
35. Іноземець

говорив повільно, так щоб ми могли зрозуміти його. 36. Шерлок Холмс замаскувався під жебрака, так щоб ніхто не впізнав його. 37. Якщо ви будете в нашому місті, будь ласка, заходьте до мене. 38. Що сказати йому в разі, якщо він подзвонить вам на роботу? 39. Він погодився продовжувати дослід за умови, що ніхто не буде йому заважати. 40. Якби він був ввічливим людиною, він не відповів би мені так грубо. 41. Якби ви знали його краще, ви б думали про нього по-іншому. 42. Якби я не бачив цього на власні очі, я б ніколи цьому не повірив. 43. Якби вам довелося переробити все заново, ви б зробили так само? 44. Що б вони вам не говорили, не вірте їм. 45. Як він не намагався перегнати лідера, йому це не вдалося. 46. Навіть якщо ти дуже поквапишся, ти все одно не встигнеш. 47. Я зробив все так, як ви сказали. 48. Текст виявився набагато важчим, ніж мені здалося з першого погляду. 49. Людина, яка заходила сюди вранці, залишила вам записку. 50. Машина, яка тобі сподобалася, вже продана. 51. 1989 рік, коли вибухнула криза, виявився згубним для фірми. 52. Ми ще не вирішили питання про те, хто буде головою делегації. 53. Боюся, що я забрав у вас занадто багато часу. 54. Джон, як я дізнався напередодні, прибуває сьогодні ввечері. 55. Весна, здавалося, ніколи не настане. 56. Не хто інший, як Шерлок Холмс, зіграв з ними цей жарт. 57. Саме там і саме тоді ми і зустрілися.

## 6. REPORTED SPEECH

### ***1. Compare the sentences in direct and indirect speech. Comment on the use of tenses in reported speech.***

1. He said, "I lived in London." He said he had lived in London. 2. He said, "Ann arrived on Monday." He said Ann arrived (had arrived) on Monday. 3. She said, "When I was walking down the road the other day, I saw a ring in the gutter." She told me that when she was walking down the road the other day, she saw a ring in the gutter. 4. Harry said, "My wife is ill." Harry told me this morning that his wife is ill. 5. George to Mary: "I'll come and see you tonight." Mary to Ann: "Georgesaid he'll come and see me tonight." 6. George to Harry: "I'm leaving tomorrow." (on Saturday) Harry to another: "George told me he's leaving today." (on Sunday) Harry to another: "George told me he was leaving yesterday." (on Monday) Harry to another: "George told me on Saturday that he was leaving the next day." (much later) 7. Joan to Mary: "We've made many changes in the house." Mary to another: "Joan told me last month that she and her husband had made many changes in the house." 8. Mr Morgan to Mr Hurst: "Our company made a lot of money during the war." Mr Hust to his son: "Mr Morgan said that their company made a lot of money during the war." 9. He said, "I might be there." He said that he might be there. 10. She said, "I would come if I could." She said that she would come if she could. 11. He said, "If my children were older I would leave this country." He said that if his children were older he would leave the country. 12. She said, "I wish he were here." She said that she wished he were here. 13. He said, "People must obey their country's law." He said that people must obey their country's law. 14. She said, "I'm always running into him; he must live quite near here." She said that she was always running into him and that he must live quite near. 15. He said, "I must be there by nine tomorrow." He said that he had to be there by nine the next day. 16. "I have just received a telegram," he said; "I must go home at once." He said that he had just received a telegram and would have to go home at once. 17. He said, "You must start at once." He said that she must/had to start at once. 18. The tutor said, "If you want to stay on here you must work harder." The tutor told Ann that if she wanted to stay on in college she must/ would have to work harder. 19. He said, "You mustn't tell anyone." He said that she mustn't tell anyone/that she wasn't to tell anyone. He told her not to tell anyone. 20. I said, "If you can lend me the money, I needn't go to the bank." I said that if he could lend me the money I needn't/wouldn't have to go to the bank. 21. He said, "I needn't be in the office till ten tomorrow morning." He said that he needn't/didn't have to be in the office till ten the next morning. 22. "Need I rewrite my composition?" asked the boy. The boy asked if he had to rewrite his composition.

### ***2. Comment on the change of pronouns and adverbial modifiers of place and time in reported speech.***

1. Tom said, "He came in through the window." Tom said that the burglar/the cat had come in through the window. 2. He said, "She is coming this week." He said that she was coming that week. 3. He said, "I bought this pearl/these pearls for my mother." He said that he had bought the pearl(s) for his mother. 4. He said, "We will discuss this

tomorrow." He said that they would discuss it (the matter) the next day. 5. The detective came back with two bullets and said, "I found these in the yard." The detective said he had found them in the yard. 6. "I saw her the day before yesterday," he said. He said he'd seen her two days before. 7. "I'll do it tomorrow!" he promised. He promised to do it the next day. 8. "I'm starting the day after tomorrow, mother," he said. He told his mother that he was starting in two days' time. 9. She said, "My father died a year ago." She said that her father had died a year before/the previous year. 10. At breakfast this morning he said, "I'll be very busy today." At breakfast this morning he said that he would be very busy today. 11. Jack to Tom: "I'm leaving the day after tomorrow." (on Monday) Tom to Ann: "Jack said he was leaving tomorrow." (on Tuesday) 12. We met at the bridge and he said, "I'll be here again tomorrow." We met at the bridge and he said that he'd be there again the next day. 13. She said, "You can sit here, Tom." She told Tom that he could sit beside her/on the rug, etc. 14. She said, "Put it here, please." She asked me to put it on the table near the window.

**3. Comment on the sequence of tenses in the sentences taken from a) fiction and b) newspapers. Translate these extracts into Ukrainian.**

**A.** 1. Anyway, I never said I was a gentleman. 2. I told you one can't trust her. 3. I have remarked a little while back that I have invented nothing. 4. I was saying that all of us here have heard of your husband but no one yet has seen him. 5. You said just now you suspected what he's been after all these years. What did you mean? 6. Auntie, he — he told me that father has been married before. 7. "Who is she?" he asked one day. "I was told she is beautiful." 8. You said just now that you owe no man anything, and that you are rolling in money. 9. He asked me if I had seen you in town yet. I said Roy isn't my father and he isn't in town and you'll never catch him when he does come in. 10. The story she related was as follows: her husband and child had left the hotel about 10.30 in the morning for a trip to Mount Vernon. She had remained in her room because of a headache. Half an hour later, feeling somewhat better, she dressed and went out, intending to get some fresh air.

**B.** 1. He said that "Daily Worker" was an indispensable paper for all trade unionists from the shop floor to the general secretary. 2. Newcastle manager Jor Harvey yesterday said his club will be watching Bennett play for Rotherham in their Cup-tie against Lincoln on Saturday. 3. The Soviet Union has announced that it will boycott the conference unless the German Democratic Republic is allowed to participate on an equal footing with the F. R. G. 4. The speaker said that direct aggression having failed, the imperialists were trying to manoeuvre "donning the deceptive toga of peace-makers". 5. The statement said there are only 50 wiretaps in America. 6. He said his "peace proposal , is on the table and it is going to stay there until we get a reply from them." 7. Deputy Premier P. said Greek people are tired of elections. "They want to rest up a bit." 8. The editorial said the giant I.T.T. multinational conglomerate is a "perfect example of imperialism". 9. Swedish officials said on Thursday that US Army LT John Vequist is expected to make formal application for political asylum in Sweden within the next few days. 10. Tass said the most favourable times for launches towards Mars occur only every 25 months or so. 11. The Prime Minister was told last night in no

uncertain terms what the British people want him to do with the Common Market. The message informed him that the British public has consistently declared its opposition to Britain joining the Common Market, by majorities of three to one. 12. Scientist Konstantin Feoktyistov, who flew on the Voskod orbital mission in October 1964, told Soviet television viewers yesterday that Salyut-type stations will also be able to help solve many of the earth's problems — forecasting harvests or finding mineral deposits. In the near future, he said, it will be possible to change the scientific equipment and scientists aboard Salyut, according to the type of the problem to be studied. 13. Scientist Victor Alimov suggested yesterday that weightlessness may prove useful in treating certain diseases. 14. Tass scientific commentator Vladimir Denisov said last night the link up had shown that Soviet space scientists had solved the difficult problem of servicing space stations.

#### ***4. Change into reported speech.***

1. Ann said, "I like my new house" 2. The manager said, "I know your father. We've been in college together." 3. "I saw them the day before yesterday," he said. 4. He said, "They were playing chess when I saw them last." 5. She said, "I'm leaving the day after tomorrow." 6. I said, "Where does the doctor live?" 7. The stranger said, "Where is the station?" 8. "Is there anyone in here?" I asked. 9. Jane said, "I've been thinking a lot about your offer, but I haven't yet made up my mind." 10. Jack said, "What will you be doing this time tomorrow?" 11. The school-master said, "You needn't copy down the text, but you must do the exercises in writing." 12. The student said, "When shall I know the result of the test?" 13. The shop assistant said, "Shall we send it to your flat, madam?" 14. "Where shall we meet?" he said. 15. "Shall we meet at the theatre?" he said. 16. "Shall I bring you some tea?" she said. 17. He said, "Will you have lunch with me tomorrow?" 18. Mary said, "Will you post the letter for me?" 19. "Would you wait a moment?" said the secretary. 20. "Can I use your phone?" he said. 21. Bob said, "Can I have a shilling, Mum?" 22. She said, "Get your raincoats, children." 23. Jean said, "Please, don't tell anyone." 24. The mother said, "Remember to thank the hostess when you are saying good-bye." 25. The doctor said, "Give up smoking." 26. We said, "Congratulations." 27. She said, "Happy Christmas." 28. The instructor said, "If your brakes are bad, don't drive so fast." 29. Mother said, "You can walk a little before supper." 30. The sergeant said to the soldier, "Stay here to guard the gate." 31. "Let the gates be left open," said the commander. 32. Sherlock Holmes said, "Let's not make any conclusions till we have more facts." 33. The strike leader said, "Let's show the bosses that we are united." 34. "It's not my business", said the postman. "Let the authorities do something about it." 35. "Let her come with us, mother, we'll take care of her," I said. 36. Mr Parker said, "I don't know the way, Nora. Do you?" 37. The nurse said, "Ugh! It's a snake. Don't go near it, children."

#### ***5. Turn the conversations into reported speech.***

1. *Mrs Parker*: Do you think it's too damp to sit on the grass?

*Mr Parker:* Oh, no! I should think it's dry enough for that after yesterday's sunshine. Well, is it warm enough for you? Who said the English climate is changeable? It hasn't rained for at least 48 hours.

*Mrs Parker:* Don't speak too soon! There's a nasty looking cloud just coming up behind you.

*Mr Parker:* Oh, that cloud isn't big enough to do any harm.

*Robert:* What have we got to eat, Mum?

*Mrs Parker:* Don't worry, Robert! I've got enough food here for a dozen people.

*Mr Parker:* Pity Peter couldn't come! It would have done him good.

*Mrs Parker:* Never mind! He gets quite enough fresh air since he joined the Scouts.

*Mr Parker:* Don't be too quick about spreading that table cloth, Nora. I felt a spot of rain.

*Mrs Parker:* Oh, dear! What did I tell you? It's coming on to pour!

*Robert:* We'd better run for it.

*Mrs Parker:* Where to? There's no shelter in sight.

*Robert:* What about that pub we came past?

*Mrs Parker:* It's much too far away. Look! There's a barn over there. We'd better head for that.

*Mr Parker:* I don't think it'll last long.

*Mrs Parker:* Long enough to soak us to the skin, if we don't hurry.

*Robert:* The English climate isn't at all changeable, is it, Dad?

2. *Dr Watson:* What are you doing, Barrimore?

*Barrimore:* Oh, nothing, Sir. It was the window.

*Dr Watson:* The window?

*Barrimore:* Yes, Sir. I was just seeing that it was fastened.

*Dr Watson:* Will it matter whether it's fastened or not, the window on the second floor?

*Barrimore:* I go round every night seeing that they are fastened. Sir Charles always insisted upon it.

*Sir Henry:* Oh, that sounds reasonable enough.

*Dr Watson:* Now, will you go back to bed?

*Barrimore:* Yes, Sir, thank you.

*Dr Watson:* Do you see anything?

*Sir Henry:* Nothing. Nothing except a pin-pointed light a long way off, over there by the rocks.

*Dr Watson:* Keep your eye on that point alert. Tell me what happens. Do you see anything now?

*Sir Henry:* It's gone now.

*Dr Watson:* There it is again. There it goes. Just as I thought. Barrimore was signalling to someone.. Come on! Get some clothes. We'll find out.

*Sir Henry:* It's still there.

*Dr Watson:* Yes, try not to lose sight of it.

**6. Translate into English.**



1. Вона сказала, що з дитинства займається спортом. 2. Він поцікавився, чи давно ми знаємо один одного. 3. Вона сказала, що дуже зайнята і жодного разу не була в театрі після канікул. 4. Мати сподівалася, що син повернеться за тиждень. 5. Я дізнався, що покійний батько нашого директора працював тут інженером до війни. 6. Мене запитали, де я купив цей словник. 7. Начальник сказав, що повинен поїхати у відрядження через тиждень. 8. Я подумав, що на вулиці має бути дуже холодно. 9. Директор сказав, що не дозволяє змінювати розклад. 10. Хіба тренер не сказав, що нам нема чого брати з собою теплі пальта? 11. Чому ж ви не сказали, що цю статтю не потрібно перекладати? 12. Я подумав про те, як шкода, що вони відмовилися від запрошення. 13. Він сказав, що на моєму місці він ні за що б не відмовився від цієї ідеї. 14. Вчителька сказала, що ми можемо провалитися на іспиті, якщо не повторимо всі правила. 15. Вона сказала, щоб ми зробили всі вправи в письмовій формі. 16. Коли, ти сказав, відходить поїзд? 17. Слідчий запитав, що вони робили, коли я бачив їх в останній раз. 18. Він сказав, що спочатку думав стати льотчиком, але потім вирішив стати інженером авіації і вступив до авіаційного інститута. 19. Вона сказала півгодини тому, що її син приїжджає рівно о третій. Значить, він буде тут за годину. 20. Джон сказав сьогодні вранці, що їх учитель захворів. Цікаво, чи буде хто-небудь замінити його? 21. Мама сказала, що гості приїдуть в суботу, а зараз тільки п'ятниця. Так що ввечері ми зможемо піти в кіно. 22. Я тільки що бачила Роберта. Він сказав, що його дружина ще в лікарні. Я збираюся відвідати її. 23. Давай почекаємо. Черговий по станції сказав, що поїзд запізнюється на півгодини. 24. По радіо повідомили, що американські космонавти все ще знаходяться на Місяці. Цікаво, коли вони повинні повернутися. 25. Я прочитав у журналі, що найбільш сприятливий час для запуску космічних кораблів на Марс буває раз у 25 місяців.

**ЧАСТИНА 3.  
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ  
СТУДЕНТІВ**

**PART 3.  
STUDENTS' SELF-DIRECTED ACTIVITY ORGANIZATION GUIDE**

## 1. WORD FORMATION

**1. Use the word given in capitals at the end of each line to form a noun that fits the space in the same line.**

1. On Saturday we had a long \_\_\_\_\_ about where to go for our summer holidays. DISCUSS
2. Whose \_\_\_\_\_ was it to make sure the bills were paid? RESPONSIBLE
3. There is a \_\_\_\_\_ of a new earthquake in the region. POSSIBLE
4. She went through a long period of \_\_\_\_\_ when she lost her job. DEPRESS
5. The \_\_\_\_\_ of the bomb was heard several kilometers away. EXPLODE
6. What made you choose law as a \_\_\_\_\_? PROFESS
7. If you don't do more \_\_\_\_\_ before the exam, you're not going to pass. REVISE
8. Scientists have made an important \_\_\_\_\_ about why we grow old. DISCOVER
9. The actor gave the finest \_\_\_\_\_ of her career. PERFORM
10. There has been an increase in the \_\_\_\_\_ of bank-robberies lately. FREQUENT
11. This insurance plan can offer your family financial \_\_\_\_\_ in case of death or accident. SECURE
12. The \_\_\_\_\_ of people in this city live in flats because it's cheaper. MAJOR

**2. Read the text below. Use the word given in capitals at the end of each line to form a word that fits the space in the same line. The first (0) is given as an example.**

### How to learn vocabulary

Students are under enormous (0) pressure to learn huge amounts of vocabulary but they are rarely given (1) \_\_\_\_\_ as to how to go about it. They have a (2) \_\_\_\_\_ to try and learn long lists by heart, but this is hardly the most (3) \_\_\_\_\_ approach to the problem. The golden rule is to do lots of (4) \_\_\_\_\_ at regular intervals. Secondly, students should concentrate on words with the highest (5) \_\_\_\_\_, particularly everyday words which also improve the students' spoken (6) \_\_\_\_\_. They should also take every (7) \_\_\_\_\_ to use the words in communication – there is considerable (8) \_\_\_\_\_ evidence that learners who like using the foreign language improve their oral (9) \_\_\_\_\_ and their overall (10) \_\_\_\_\_ of language much more rapidly than students who are (11) \_\_\_\_\_ to practise the language in real situations.

PRESS  
GUIDE  
TEND  
EFFICIENCY  
REVISE  
FREQUENT  
FLUENT  
OPPORTUNE  
PSYCHOLOGY  
PERFORM  
ACQUIRE  
RELUCTANCE

**3. Read the text below. Use the word given in capitals at the end of each line to form a word that fits the space in the same line. The first (0) is given as an example.**

**On the box**

What do you need to become a (0) successful TV personality? The people who are (1) \_\_\_\_\_ chosen to host TV quiz shows and chat shows seem to have few (2) \_\_\_\_\_ for the job apart from having an (3) \_\_\_\_\_ appearance; in the case of women, this often means being blonde and (4) \_\_\_\_\_. A certain level of intelligence and education is (5) \_\_\_\_\_ but most people who work in the media do not seem to be very (6) \_\_\_\_\_ in any other respects. The sad thing is that TV personalities have a (7) \_\_\_\_\_ influence on viewers and it is (8) \_\_\_\_\_ for younger viewers to admire these charming people, wearing the (9) \_\_\_\_\_ fashions and always smiling. However, today's youth deserve (10) \_\_\_\_\_ role models than these.

SUCCESS  
USUAL  
QUALIFY  
ATTRACT  
BEAUTY  
ESSENCE  
TALENT  
POWER  
NATURE  
LATE  
GOOD

## 2. SENTENCES

### 2.1. Simple sentences and verbs

#### 1. Complete each paragraph with one set of verbs (not necessarily in this order).

*be / do / have      consist / not have / resemble      not look / seem / sneeze*

**A** Mollie *doesn't look* well today. She (1) \_\_\_\_\_ all the time. She (2) \_\_\_\_\_ to have a very high temperature.

**B** These new stairs (3) \_\_\_\_\_ pieces of dark wood. However, they (4) \_\_\_\_\_ any wood in them. They (5) \_\_\_\_\_ mainly of recycled rubber from old tyres.

**C** The old manager (6) \_\_\_\_\_ very hard-working. He (7) \_\_\_\_\_ his job well. He always (8) \_\_\_\_\_ a positive attitude. We don't know why he was fired.

#### 2. Using a dictionary if necessary, complete the sentences with these adjectives and verbs.

*scary      silky      sleek      stiff      feel      look      not believe      not taste  
sceptical      skinny      sour      still      include      move      not bend      weigh*

1. There was a \_\_\_\_\_ new sports car outside. It \_\_\_\_\_ so smooth and shiny.

2. This material is smooth and \_\_\_\_\_. It \_\_\_\_\_ really soft.

3. There was no wind so the air was \_\_\_\_\_. Nothing \_\_\_\_\_, not even a leaf.

4. Many people are \_\_\_\_\_ about government promises. They \_\_\_\_\_ them.

5. We can't use the cardboard because it's too \_\_\_\_\_. It \_\_\_\_\_ at all.

6. The drink had a \_\_\_\_\_ flavour because of the limes. It \_\_\_\_\_ very good.

7. We found the lost dog. It was \_\_\_\_\_ and weak. It \_\_\_\_\_ almost nothing.

8. The medical information on the bottle was rather \_\_\_\_\_. It \_\_\_\_\_ warnings about side effects such as headaches, dizziness and fainting.

#### 3. Rewrite this dialogue after correcting the other twelve mistakes.

Rosa: I talked to Christina yesterday. She was ~~seem~~ to be unhappy. She seemed to be unhappy.

Lani: What was she wanting? \_\_\_\_\_

Rosa: She was appear to be a bit upset about her job. \_\_\_\_\_

Lani: I'm not knowing why. \_\_\_\_\_

Rosa: She hate the work you gave her. \_\_\_\_\_

Lani: Well, she just lazy. \_\_\_\_\_

Rosa: Maybe. But she isn't understand how she should to do the work. \_\_\_\_\_

Lani: Oh. And you're believing her? \_\_\_\_\_

Rosa: I'm think she isn't feel that she's can come to you for help. \_\_\_\_\_

Lani: Okay. But maybe she's just preferring to talk rather than work. \_\_\_\_\_

### 2.2. Subjects and verbs

#### 4. Add one of these verbs to each of the sentences.

*aren't does doesn't don't hasn't have is  
isn't was were would*

**Example:** Why people more angry with this government? Why are people more angry with this government?

1. Where all the flowers gone? \_\_\_\_\_
2. Most babies wake up and cry during the night? \_\_\_\_\_
3. Behind them and preventing their escape a large man with two dogs. \_\_\_\_\_
4. Just to get through one day without a major emergency be a big relief. \_\_\_\_\_
5. I hate that my new pair of shorts have any pockets. \_\_\_\_\_
6. Everyone in our team playing well just now. \_\_\_\_\_
7. The economic news for many Asian countries been good recently. \_\_\_\_\_
8. Because of computer games dominoes played as much now. \_\_\_\_\_
9. What two kilos of potatoes cost? \_\_\_\_\_
10. The local police unable to control the huge crowd at the football match. \_\_\_\_\_

**5. Complete each sentence with one of these nouns plus is or are.**

*crowd days inches politics staff toast*

1. I think that \_\_\_\_\_ really boring.
2. Six \_\_\_\_\_ half a fool.
3. Three or four \_\_\_\_\_ enough time to see most of Amsterdam.
4. Tea and \_\_\_\_\_ all I usually have for breakfast,
5. The full \_\_\_\_\_ of people who don't support the tax increase.
6. The school \_\_\_\_\_ allowed to bring their own children to the school.

### 2.3. Verbs and objects

**6. Complete each sentence with one set of verbs plus object pronouns where necessary.**

*buy / fix / sell call / catch / me carry / cut / heat eat / not believe / not like  
protect / rob / sleep*

**Example:** They buy and fix old cars, then sell them for a profit.

1. She \_\_\_\_\_ the pie in the oven, then \_\_\_\_\_ into six slices and \_\_\_\_\_ into the living room.
2. Ryan says he \_\_\_\_\_ pizza, but I \_\_\_\_\_ because I remember he \_\_\_\_\_ the last time we got one.
3. We thought our dog would \_\_\_\_\_, but some people broke into our house and \_\_\_\_\_ while the dog \_\_\_\_\_.
4. Luckily, the robbers \_\_\_\_\_ by one of our neighbours who \_\_\_\_\_ the police and they \_\_\_\_\_.

**7. Using a dictionary if necessary, complete each definition with one pair of verbs plus object pronouns and prepositions where necessary.**

*affect / cause fly / hang hide / find make / put pay / prevent*

*stop / travel*

**A** hang-gliding: a sport in which you (1) \_\_\_\_\_ while you (2) \_\_\_\_\_ from a frame like a kite.

**B** hay fever: an illness that (3) \_\_\_\_\_ the nose, eyes and throat and (4) \_\_\_\_\_ pollen from plants.

**C** hide and seek: a children's game in which one player covers his or her eyes while the other players (5) \_\_\_\_\_, then tries to (6) \_\_\_\_\_.

### **3. PRINCIPLE PARTS OF THE SENTENCES**

**1. Point out two-member sentences (say whether they are complete or elliptical) and one-member sentences.**

1. He stared amazed at the calmness of her answer. 2. We must go to meet the bus. Wouldn't do to miss it. 3. Obedient little trees, fulfilling their duty. 4. Lucretius knew very little about what was going on in the world". Lived like a mole in a burrow. Lived on his own fat like a bear in winter. 5. He wants to write a play for me. One act. One man. Decides to commit suicide. 6. A beautiful day, quite warm. 7. "What do you want?" "Bandages, stuff for wounded." 8. "How did he look?" "Grey but otherwise much the same." "And the daughter?" "Pretty." 9. And then the silence and the beauty of this camp at night. The stars. The mystic shadow water. The wonder and glory of all this. 10. "I'll see nobody for half an hour, Macey," said the boss. "Understand? Nobody at all." 11. "Mother, a man's been killed." "Not in the garden?" interrupted her mother. 12. Garden at the Manor House. A flight of grey stone steps leads up to the house. The garden, an old-fashioned one, full of roses. Time of year, July. Basket chairs, and a table covered with books, are set under a large yew- tree.

**2. State the nature of it. Translate into Ukrainian.**

1. It was dusky in the dining-room and quite chilly. 2. The bell rang. It was lean, pale Eddie Warren in a state of acute distress. 3. Oh! Oh! Oh! It was a little house. It was a little pink house. 4. But in her bosom there was still that bright glowing place. It was almost unbearable. 5. She sat up, but she felt quite dizzy, quite drunk. It must have been the spring. 6. It was marvellous to be made love to like that. 7. It is the moon that makes you talk to yourself in that silly way. 8. It is very distressing to me, Sir, to give this information. 9. He took the path through the fields: it was pleasanter than the road. 10. If this is liberty, it isn't going to mean a thing. 11. It was now almost four-thirty in the afternoon. 12. I took a good room. It was very big and light and looked out on the lake.

**3. Use the adjective or adverb.**

1. Catherine smiled at me very \_\_\_\_\_ (happy, happily)

2. I felt very \_\_\_\_\_ myself, (good, well)

3. I felt \_\_\_\_\_ when we started, (terrible, terribly)

4. He sounded \_\_\_\_\_ and \_\_\_\_\_ (brisk, briskly; cheerful, cheerfully)

5. It will sound \_\_\_\_\_ (strange, strangely)

6. The hay smelled \_\_\_\_\_ (good, well)

7. I write English \_\_\_\_\_ (bad, badly)
8. I looked at her \_\_\_\_\_ (attentive, attentively)
9. But don't look \_\_\_\_\_, my little girl. It breaks my heart, (sad, sadly)
10. He was looking at me \_\_\_\_\_ and \_\_\_\_\_ (grave, gravely; intent, intently)
11. It [the wine] tasted very \_\_\_\_\_ after the cheese and apple, (good, well)
12. The brandy did not taste \_\_\_\_\_ (good, well)
13. The pistol felt \_\_\_\_\_ on the belt, (heavy, heavily)
14. Silas received the message \_\_\_\_\_ (mute, mutely)
15. I thought he looked \_\_\_\_\_ (suspicious, suspiciously)

**4. Point out the predicate and say to what type it belongs. Translate into Ukrainian.**

1. "It's no use," she said quietly. "I am bound to Morris." (Prichard) 2. Her feet were never bound as the Chinese then bound the feet of their girls. (Buck) 3. "I don't want to tell you," said Galahad. "But you are bound to have it." (Erskine) 4. "You are not bound to answer that question," he said to Rachel. (Collins) 5. One of them was later sent to board in a missionary school and she was compelled to lose the foot bandages. (Buck) 6. When she was sixteen she was a beauty. As the result she was compelled to go to the Emperor's palace. (Buck) 7. I was compelled to idleness. I had to listen to her long monologues on the Japanese. (Buck) 8. My mother was plainly fading. I was increasingly anxious.

**5. Use the appropriate form of the verb. Translate into Ukrainian.**

1. May and I \_\_\_\_\_ just friends, (is, are)
2. The bread and butter \_\_\_\_\_ for Gwendolen. (is, are)
3. I am afraid it is quite clear, Cecily, that neither of us \_\_\_\_\_ engaged to be married to anyone, (is, are)
4. It \_\_\_\_\_ they that should honour you. (is, are)
5. Great Expectations by Dickens \_\_\_\_\_ published in 1860. (was, were)
6. The family party \_\_\_\_\_ seated round the table in the dark wainscoted parlour... (was, were)
7. Everybody \_\_\_\_\_ clever nowadays, (is, are) (
8. There \_\_\_\_\_ a number of things, Martin, that you don't understand, (is, are)
9. The number of scientific research institutes in our country \_\_\_\_\_ very large. (is, are)
10. Her hair, which \_\_\_\_\_ fine and of medium brown shade, \_\_\_\_\_ brushed smoothly across the top of her head and then curled a little at each side, (was, were; was, were)
11. After some apologies, which \_\_\_\_\_ perhaps too soft and sweet... the great man thus opened the case, (was, were)
12. It was as if the regiment \_\_\_\_\_ half in khaki, half in scarlet and bearskins, (was, were)
13. Youth and Age \_\_\_\_\_ a weekly, and it had published two-thirds of hjs twenty-one-thousand-word serial when it went out of business, (was, were)
14. There \_\_\_\_\_ a number of men present, (was, were)



15. ...the flowers came in such profusion and such quick succession that there \_\_\_\_\_ neither time nor space to arrange them, (was, were)

#### 4. SECONDARY PARTS OF THE SENTENCES

##### ***1. Comment upon the position of the objects.***

1. Titus fetches Judith her things from the rack. (Shaw) 2. What did you say to him? (Douglas) 3. I hope, contrary to your prediction, that we may meet again: though I shall certainly not offer you my company in the forceable future, nor of course will I expect any answer to this communication. (Murdoch) 4. Beppe told him of some sculpture and then gave it to him. (Stone) 5. He tore a leaf from his pocket-book, wrote a few words and gave it to me. (Ch. Bronte) 6. She pitied the poor young gentleman for having no one to look after him. (Mansfield) 7. The other candle I gave to Mr. Bruff... (Collins) 8. She gave him her hand. (Dickens) 9. To them it was the most enduring material in the world. (Stone) 10. Blanche, I can smell the sea air. The rest of my time I'm going to spend on the sea. (Murdoch) 11. He bought with his wife's money, a fairly large house in the new redbrick part of Beldover. (Lawrence) 12. A word about Palmer is necessary; and this I find difficult. (Murdoch) 13. With the wet

##### ***2. Point out the Complex Object and say, by what it is expressed. BTranslate into Ukrainian.***

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

##### ***3. Point out the attribute and say by what it is expressed.***

1. The first day's journey from Gaza to Ascalon was intolerably tedious. 2. What do you say to a stroll through the garden, Mr. Cockane? 3. It was such a cruel thing to have happened to that gentle, helpless creature. 4. He was always the first to enter the dining-room and the last to leave.

##### ***4. Point out the apposition and say whether it is close or loose.***

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

much education or decent social experience of any kind. 10. But now he had seen that world, possible and real, with a flower of a woman...

**5. Point out the kind of adverbial modifier, and state by what it is expressed. Translate into Ukrainian.**

1. Sally was furious with herself for having fainted. 2. With all her faults, she was candor herself. 3. The receiving overseer, Roger Kendall, though thih and clerical, was a rather capable man. 4. Marcellus strode heavily to and fro before the entrance, his impatience mounting. 5. On her applying to them, reassured by this resemblance, for a direction to Miss Dorrit, they made way for her to enter a dark hall. 6. I almost doubt whether I ought not to go a step farther, and burn the letter at once, for fear of its falling into wrong hands. 7. Michelangelo went to Jacopo's side, ran his hand carressingly over the sacrophagus, his fingers tracing out in its low relief the funeral procession of fighting men and horses. 8. Michelangelo went into the yard and sat in the baking sun with his chin resting on his chest. 9. That over, she sat back with a sigh and softly rubbed her knees. 10. He opened the door for the Senator to precede him. 11. They were returning to Fogarty's; their hands full of flowers. 12. She pressed his hand mutely, her eyes dim. 13. His being an older man, that made it all right. 14. On the second of these days Granacci burst into the studio, his usually placid eyes blinking hard. 15. He stood beside me in silence, his candle in his hand. 16. In a room within the house, Cowperwood, his coat and vest off, was listening to Aileen's account of her troubles. 17. There was room enough for me to sit between them, and no more.

**6. Say what parts of the sentence are introduced by the preposition with or without.**

1. Steger was beside himself with fear. 2. Basil, let us have something iced to drink, something with strawberries in it. 3. She continued silent, leaning back, her smile now glowing with all its insolence. 4. His friend Francesco Granacci was a nineteen year-old youth, a head taller than himself, with hay-colored hair and alert blue eyes. 5. Without beauty of feature or elegance of form, she pleased. "Without youth and its gay graces, she cheered. 6. The real bourgeois Ruth, with all the bourgeois failings and with the hopeless cramp of the bourgeois psychology in her mind, he had never loved. 7. Mr. Godfrey's fine eyes filled with tears. 8. The gravel paths were moist and the grass was wet with, dew. 9. There were villas with iron fences and big overgrown gardens and ditches with water flowing and green vegetable gardens with dust on the leaves. 10. My Anna is worth two of her, with all her beauty and talent. 11. He was standing now with the waves breaking at his feet.

**7. Point out all the independent elements and say by what they are expressed.**

1. In the morning, however, there was a comforting excitement in leaving the train. 2. May be, 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 the Consul's breast that strange sense of jealousy. 6. Naturally, he counted on the Burtons as an official standby. 7. I am a human being, senior, and must take advantage of my

opportunities. Frankly, I am accustomed to good wine. 8. He was surprised, evidently, to find Sally so much at home and bustling about like that. 9. She was quite unconcerned, as a matter of fact, about being left alone in the camp. 10. Perhaps her colonial upbringing had something to do with it. 11. It was still too early for his ride, but he did not go back to bed, he wasn't deeply worried, to be sure, but he knew that he wouldn't be able to sleep.

**8. Point out homogeneous parts, define them and say by what they are expressed.**

1. He had lived with this block for several months now, studied it in every light, from every angle, in every degree of heat and cold. 2. He felt discouraged, strangely empty. 3. There were tangerines and apples stained with strawberry pink. 4. "Is Mrs. Oliver at home?" asked Rhoda. 5. There was a curious expression on her face — a mingling of grim determination and of strange indecision. 6. Yes, here he was, without Savina, on his way to total disillusion about the biggest research development of his time. 7. Suddenly the door opened and admitted the Baron. Followed a complete and deathlike silence. 8. But never, never could he have anticipated that evening, some months after the birth of their child. 9. However, not for the world would he be different from the others. 10. Not often did he unbend to his servants, but as the butler tucked the rug round his knees he spoke to him. 11. This morning, however, he was scarcely in the mood for one of those long conversations which so often beguiled the tedious hours. Nor could he bring himself to glance at the lesson books. 12. Jose did not answer. Fretfully the Consul shifted his position. 13. So immersed was the little boy that he did not hear the car. 14. No sooner had they disappeared than Nicholas heard the sound of clattering footsteps. 15. Not for an instant did he believe that Nicholas spoke the truth. 16. On they went. Once Alvin let out a sharp exclamation. 17. He'd been one of those fair babies that everybody took for a girl. Silvery fair curls he had, blue eyes and a little freckle like a diamond on one side of his nose. 18. Outside, waiting at the back entrance, was a tall, well-proportioned youth of 19 years old. 19. Up the staircase he went, falling down, picking himself up again, feeling no hurt. 20. Yet not for the world would he have revealed the strange inexplicable bitterness which rankled within his breast. 21. So positive was his belief that he would never see his son alive that the shock almost deprived him of his reason. 22. Tall and graceful she was, in a well-made dress of dark blue silk, almost the colour of her eyes. 23. Were I less attached to you, I might pretend to gloss it over. Had I a slighter regard for your intelligence, I should perhaps withhold from you. 24. In front of the candles as at an altar stood one of my presents to her, a pair of Chinese incense holders in the form of little bronze warriors, who held aloft as spears the glowing sticks of incense. 25. So it's you that have disgraced the family. 26. At the sides of the house were bushes of lilac entirely hiding the farm buildings behind. 27. A fresh wrong did these words inflict. 28. Marble was the hero of his life and his fate. Not until this very moment with his hands tenderly, lovingly on the marble had he come fully alive. 29. Hardly had we been in our cell half an hour, when a convict sauntered down the gallery and looked in. 30. He did not speak: nor did I. 31. Happy she never seemed, but quick, sharp, absorbed, full of imagination and changeability. 32. At this period came the young Skrebensky. 33. Only once did

Michelangelo go to the master of the studio for help. 34. Many a tear did I shed at night. 35. His cap was a dainty thing, his close-buttoned blue cloth roundabout was new and natty, and so were his pantaloons. 36. Little did my poor aunt imagine what a gush of devout thankfulness thrilled through me... 37. "I hate to leave our fine house." "So do I." 38. A snowy white silk blouse, falling well open, showed off her long neck. 39. Directly in front of her window was a stone parapet... 40. Never, indeed, would he forgive her that episode.

### **9. Translate into English.**

1. Пушкін – засновник нової російської літератури, творець російської літературної мови. 2. Ще в лицейські роки проявився поетичний таланти Пушкіна. 3. Швидко розвивався поетичний геній Пушкіна. 4. Сильно схвилювало Пушкіна грецьке повстання 1821 р. З одним з головних ватажків його, Олександром Іспіланті, він зустрічався в Кишиневі. 5. Пушкін глибоко співчував ідеям декабристів. 6. У поезії Пушкіна 20-х років поєдналися дві лінії російського романтизму – політична (декабристи) і психологічна (Жуковський). 7. Невдача повстання декабристів викликала почуття розчарування і сумніви у передових людей того часу. Глибоко і гостро пережив ці почуття і Пушкін. 8. Історичне місце Пушкіна в розвитку визвольних ідей після загибелі декабристів чітко сформулював Герцен, найближчий продовжувач справи декабристів. 9. Деяких сучасних літераторів Пушкін засуджував за наслідування іноземних письменників. 10. Боротьбу Пушкіна з реакційною журналістикою 30-х років, зокрема з Булгарінім, продовжив Белінський. 11. Глибокий інтерес проявляв Пушкін до життя і культури близьких Росії слов'янських народів. 12. У «Кавказькому бранці» одну зі своїх завдань Пушкін бачив у зображенні місцевих звичаїв і природи Кавказу. 13. Вищою метою своєї поезії Пушкін вважав служіння країні і захист передових ідей свого часу. 14 Як і «Євгеній Онегін», «Лихо з розуму» було першим зразком поетичного зображення російської дійсності. 15. Після смерті Пушкіна горе і обурення Росії висловив Лермонтов своїм віршем «Смерть поета». 16. Величезним був вплив Пушкіна на творче життя народів нашої країни. 17. Високо цінував Пушкіна А. М. Горький.

### **10. Translate into English.**

«Я хотів би всіма поштовхами душі, щоб музика моя розповсюджувалась, щоб збільшилася кількість людей, які люблять її, знаходячи в ній розраду і підпору», – писав геніальний російський композитор Петро Ілліч Чайковський.

Місто Клин. Невеликий двоповерховий будинок з мезоніном під покровом квітучих лип. Тут провів останні роки життя Петро Ілліч Чайковський. Тут створив він свою неповторну, відому на весь світ Шосту симфонію.

І розчищені алеї невеликого парку, і відроджена турботливими руками людей будівля, зруйнована під час війни, – все говорило про те, з якою великою повагою, з якою любов'ю ставиться наш народ до великої культурної спадщини минулого.

Але не тільки в цьому данина любові великому композитору. Пам'ять про нього увічнена живими справами. Часто тишу музею порушують дзвінки дитячі голоси. Це приходять сюди маленькі музиканти – вихованці клинський музичної школи, що носить ім'я Чайковського.

У цій школі створилася зворушлива, повна глибокого значення традиція: кожен весну, після закінчення навчального року, маленькі музиканти збираються в Будинку-музеї. П. І. Чайковського. У священних стінах невеликого будинку вони, юні нащадки великого композитора, показують свої успіхи на важкому шляху до музичного майстерності. І ось в суворій тиші музею лунають глибокі, оксамитові звуки віолончелі, проникливі звуки скрипки.

## 5. THE COMPOUND AND THE COMPLEX SENTENCE

**1. Point out the coordinate clauses (mark the elliptical ones) and comment on the way they are joined.**

1. It was high summer, and the hay harvest was almost over. 2. All the rooms were brightly lighted, but there seemed to be complete silence in the house. 3. One small group was playing cards, another sat about a table and drank, or, tiring of that, adjourned to a large room to dance to the music of the victrola or player-piano. 4. His eyes were bloodshot and heavy, his face a deadly white, and his body bent as if with age. 5. He only smiled, however, and there was comfort in his hearty rejoinder, for there seemed to be a whole sensible world behind it. 6. You'll either sail this boat correctly or you'll never go out with me again. 7. Time passed, and she came to no conclusion, nor did any opportunities come her way for making a closer study of Mischa. 8. She often enjoyed Annette's company, yet the child made her nervous. 9. She ran through another set of rooms, breathless, her feet scarcely touching the surface of the soft carpets; then a final doorway suddenly and unexpectedly let her out into the street. 10. It was early afternoon, but very dark outside, and the lamps had already been turned on. 11. A large number of expensive Christmas cards were arrayed on the piano; while upon the walls dark evergreens, tied into various clever swags of red and silver ribbon, further proclaimed the season. 12. Brangwen never smoked cigarettes, yet he took the one offered, fumbling painfully with thick fingers, blushing to the roots of his hair.

**2. Insert** who, whom, that, which, as.

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

**3. Define the kinds of clauses Introduced by as. Translate into Ukrainian.**

1. Harmless as this speech appeared to be, it acted on the travellers' distrust, like oil on fire. 2. Even as she talked she was here and there about the room, commenting on this, that, and other episodes with which both she and Miss Redmond seemed familiar. 3. I was in real distress, as I can tell you. 4. He kissed her quickly and ran towards the wicket as fast as he could. 5. Then she looked very carefully around, nodding her head as she did so, seeming to count the objects. 6. He was, as I saw him now, too fanciful and too erratic. 7. His wife, as I have said, was small, talkative, cricketlike, and bounced here and there in a jumpy way. 8. Such trees as there were stood out ragged and lorn against a-wealth of sky. 9. She and a certain Wally, the surgeon above mentioned, as she breathlessly explained, were out for a drive to some inn up the Hudson shore. 10. As you may imagine, I am suffering from shock. 11. As I didn't reply, she sighed and turned away to pull the curtains across the darkened windows. 12. As you must know perfectly well, you could get your wife back if you wanted her even now. 13. Sally gave him a smile. It was as sweet and innocent as it had ever been. 14. Another day, at tea-time, as he sat alone at table, there came a knock at the front door. 15. "Do as I tell you," I said.

**4. Analyze the following sentences.**

1. She said that she would end us a telegram as soon as he arrived to Kyiv. 2. While we were talking, somebody knocked at the front door which was shut. 3. She wrote me that she would come the next week when she would have free time. 4. The sun was shining brightly; the wind was so warm that it seemed that summer returned. 5. I began to understand that I didn't know that man who had been my friend for 5 years. 6. She used to go for a walk there every Sunday when she didn't work and when her friends were there, too. 7. Although she didn't win the prize she was happy because her friend did. 8. We left the room, and, in spite of the fact that we had no spare time we decided to have a long walk through the village. 9. It was not raining but the air was so fresh that we had to put our coats on.

**5. Analyze the following sentences.**

1. Mischa approached, and it seemed to the two who were watching a long time before he reached her. 2. I will give you a lantern and a basket to put the bottle in, and any picture or fine thing in my house that takes your fancy and we'll go to Hookena. 3. So Lopaka went down the mountain, and Keawe stood in his front balcony and listened to the click of the horse's shoes and watched the lantern go shining down the path and along the cliff of caves, where the old dead are buried; and all the time he trembled and clasped his hands and prayed for his friend, and gave glory to God that he himself was escaped out of that trouble. 4. But the next day came very brightly, and that new house of his was so delightful to behold that he forgot his terrors. 5. Black and purple. The colours blended well with the Isses Buck, who were both dark young women, and unlike their mother who was one of those neutral tinted persons about whom Nature had not been able to make up her mind, but the dominance of Buck had settled the inheritance by giving darkness to the daughters. 6. She's the kind of woman who will

break down at once when she's taxed with the truth. 7. He felt he knew what she was going to say, and before he could speak again he began to talk quite quickly. 8. As for Keawe himself, he couldn't walk in the chambers without singing, his heart was so enlarged; and when ships sailed by upon the sea he would fly his colours on the mast. 9. Barnaby and his mother walked on, on either side of the gentleman on horseback, who surveyed each of them from time to time in a proud and coarse manner, and occasionally thundered out some question, the tone of which alarmed Barnaby so much that he could find no answer, and, as a matter of course, could make him no reply. 10. There was a girl standing in the garden, and for a moment Jack jumped to the natural conclusion that it was she who had uttered the cry for help. 11. When we got to London proper by train, we were met by a gentleman who was to see that we were properly situated. 12. The next morning Tom found that the drizzle of the day before had been warmed and transmuted into train layers of mist, which a Londoner might never notice, a haziness that turned streets and squares into watercolour sketches of themselves, a steamy thickening of the air that caught and held every smell, from the reek of deep frying oil from the doors of restaurants. 13. When the casual traveler through Sheffield by rail sees these packed workshops, knowing nothing of the beauty they have marred and judging Sheffield by them, he may perhaps be forgiven for thinking that the whole city is dull and grimy. 14. He knew there was nothing much he could say about the house and he hardly spoke as he showed her the smoke-darkened kitchen, where he did his own cooking and washing and most of his eating; the parlour, with the glaze-tiled grate and wallpaper so old and sun-faded that the pattern was now as faint as a watermark; the three bedrooms with the big high brass bedsteads, the white toilets services set out nakedly on marble washstands, the family photographs on the walls, the old-fashioned tasseled valences on the beds, and the long ivory-coloured of lace and the paintless windows. 15. Looking through the names, I discovered to my horror that she had invited a couple I knew. 16. ... when she awoke she felt so much refreshed that it irked her to stay in bed, so she made up her mind to get up and go for a walk. 17. I thought you might like to know, my lady, that there are only two verses more to come, and these contain what we may call the crux of the item. 18. I would remember the time when Julie and I went to the Tower of London to see the old castle where the guards are dressed in sixteenth-century costumes, and when we walked across London Bridge. 19. Though most of the buildings in Bridgend are modern, the town dates at least from Norman times, though at that time it was much smaller and less important than its neighbor City. 20. When boys and girls reach the age of sixteen years they may sit for the General Certificate of Education, which, as its name implies, shows that the holder has received a general education and has reached certain standards in the various subjects. 21. As she passed through a wicked-gate to where the path was narrow, and lay between two hedges garnished here and there with trees, she heard a rustling close at hand, which brought her to a sudden stop.

## **6. REPORTED SPEECH**

### ***1. Change into Indirect speech.***

1. He said: "We'll talk about it some other time." 2. He asked: "What will you do with the money?" 3. I said: "I'll buy myself a watch." 4. He asked: "Will an hour be enough to look through the article once again?" 5. She said: "We'll be glad to see you on Sunday." 6. She asked: "Do you know how much time it will take me to get there?" 7. He asked us: "When will you be ready with your reports?" 8. He said: "I'll stay to help you with the translation of the article any time you like." 9. She said: "I'll speak to the secretary if I don't find the director." 10. He said: "I'll not say a single word if she starts asking me such questions." 11. I said: "I'll stay here until the rain is over." 12. He said: "They will be giving the weather forecast after they give the signals of exact time." 13. She said: "I'll not be wearing my new coat until the weather changes for the better." 14. She said: "We'll put the child to bed as soon as the train starts." 15. The passenger said: "I'll wake you up when we pass Tula." 16. He said: "When the TV program is over we'll have supper." 17. He said: "If you get a telegram from her tell me when she'll be back in Kyiv." 18. He said: "While you are here I'll go and see if there are any letters in the letter-box."

## **2. Change into Indirect speech.**

1. She asked me: "Will you be passing a bread shop?" 2. He asked her: "How long will you be staying at the Institute?" 3. I said: "I am changing my shoes. Wait a minute, please." 4. He asked: "Are you reading the book or only turning the pages?" 5. I said: "Put on the light, it's getting dark." 6. He said: "You are not telling me the truth." 7. She asked me: "Were you dancing at the party yesterday?" 8. He asked them: "What were you discussing when I came in?" 9. She said: "The Greggs will be having dinner with us tomorrow." 10. He said: "At two o'clock we'll be passing Baikal." 11. The policeman said: "You've crossed the street in the wrong place." 12. He asked: "Why didn't you show them the shortest way there?" 13. She said: "I've called on Mary twice this week." 14. He said: "We haven't decided anything yet." 15. I said: "You have asked me the question several times." 16. She asked me: "Why did he get so excited when he saw his name on the envelope?" 17. He asked: "Did you really get a gift for nothing?" 18. He said: "Tell me how it all happened." 19. She asked: "Have you heard of him since he left?" 20. He said: "I have always wanted to travel."

## **3. Change into Indirect speech.**

1. My friend said, "Moscow University was opened in 1755." 2. He asked his friend, "Have you written this poem yourself?" 3. He said, "I am working hard as I want to pass my exams by the first of January?" 4. Margaret asked me, "Have you brought any English books with you?" 5. The speaker said, "Conditioned reflexes were first researched in Russia." 6. The librarian said to the students, "we have just received some English books on travel." 7. The students said to their new teacher, "We read *David Copperfield* last term." 8. I asked John, "Was Mary at home when you called on her yesterday?" 9. The boy asked his little sister, "What are you writing in your notebook?" 10. The lecturer said, "Lomonosov was a great Russian scientist." 11. "How long are you going to stay here?" the aunt asked me. 12. "How many letters did you write last week?" my friend asked me. 13. "How much does this dress cost?" the customer asked.



14. "We took the test a week ago," the student said. 14. "Tom won a gold medal yesterday," John said. 15. "he started his tour last week," the secretary said. 16. He said: "We'll have decided all our problems by the time you come." 17. She wrote: "We'll have crossed the Atlantic Ocean before you get the letter." 18. I asked them: "Will you have paid for the things you've bought on credit by December?" 19. She said: "We'll have cleaned the whole place by the time of Mother's arrival." 20. She said; "We'll have just made a fire by the time they come back from the forest, but we won't have made supper yet."

#### **4. Change into Indirect speech.**

1. Father said to Jane: "Show me your exercise-book." 2. "What are you doing here, boys?" said Kate. 3. "Don't make noise", said Tom's mother to him. 4. Helen said to Pete: "Did you play chess with your father yesterday?" 5. Kate said to her grandmother: "Help me to cook the soup, please." 6. Mike said to the teacher: "My sister knows two foreign languages." 7. "What have you prepared for today, children?" said the teacher. 8. Tom said to his sister: "I saw your friend at the library yesterday." 9. The teacher said to the pupils: "Don't open your books." 10. Mother said to me: "You will go to the cinema tomorrow." 11. "Don't cross the street under the red light," said the man to Nick. 12. "I took a very good book from the library yesterday," said Mike to his father. 13. "Come to my house tomorrow, Jane," said Lena. 14. "Where are your books, Betsy?" said her mother. 15. "Do you like my pies, Ann?" asked her grandmother. 16. "Sit down at the table and do your homework," said Tom's mother to him. 17. "What did you do at school yesterday, Tom?" said his father. 18. "Will you play the piano today, Helen?" asked her aunt. 19. My uncle said: "We'll visit you next week." 20. "Are you playing valley-ball, girls?" said Ann. 21. "Don't touch these photographs," said Pete to us. "They are still wet, and you may spoil them." 22. "Does your friend often come here, boys?" said Fred. "I want to speak to him." 23. "How did you manage to solve this difficult problem in such a short time?" said my friend to me. 24. The teacher said to us: "You will write a test-paper tomorrow." 25. "I saw a new film yesterday," Kate said to Nick. "Did you like it?" asked Nick. 26. "Why are you shouting, man?" asked Prince John to Locksley.

#### **5. Translate into English.**

1. Вона каже, що її мати працює в школі. 2. Вона сказала, що її мати працює в школі. 3. Він каже, що його батько працював на фабриці. 4. Він сказав, що його батько працював на фабриці. 5. Він каже, що влітку поїде до моря. 6. Він сказав, що влітку він поїде до моря. 7. Ми знаємо, що він вдома. 8. Ми знали, що він вдома. 9. Вона думала, що ви подзвоните їй. 10. Вони думали, що я знаю французьку мову. 11. Вона сказала, що їй подобається фільм. 12. Ми знаємо, що концерт вам сподобається. 13. Ми знали, що концерт вам сподобається. 14. Я думав, що ти зайнятий. 15. Ми знаємо, що ти зайнятий. 16. Учитель запитує, де ти живеш. 17. Учитель запитав, де я живу. 18. Він запитав мене, де я купив цей підручник. 19. Ми не знали, що вона хвора. 20. Він сказав, що він був у Парижі в січні 2010 року.

**ЧАСТИНА 4.  
ТЕОРЕТИЧНІ ОСНОВИ СИНТАКСИСУ**

**PART 4.  
THEORETICAL FUNDAMENTALS OF SYNTAX**

## WORD FORMATION [12]

### Word Formation

- There are certain **prefixes** (syllables put at the beginning of words) and **suffixes** (syllables put at the end of words) which are used to form new words. However, there are no certain rules to follow to form one word from another.

#### Prefixes

<b>anti-</b> = against	eg. <b>antinuclear</b>	<b>pre-</b> = before	eg. <b>prejudge</b>
<b>bi-</b> = two	eg. <b>bilingual</b>	<b>pro-</b> = in favour of	eg. <b>pro-American</b>
<b>co-</b> = with	eg. <b>cooperation</b>	<b>re-</b> = again	eg. <b>rearrange</b>
<b>de-</b> = acting against	eg. <b>decomposition</b>	<b>semi-</b> = half	eg. <b>semicircle</b>
<b>ex-</b> = before, former	eg. <b>ex-general</b>	<b>sub-</b> = under	eg. <b>subconscious</b>
<b>inter-</b> = between	eg. <b>intermediate</b>	<b>super-</b> = above	eg. <b>supernatural</b>
<b>mono-</b> = one	eg. <b>monolingual</b>	<b>trans-</b> = across	eg. <b>transatlantic</b>
<b>non-</b> = not	eg. <b>non-stop</b>	<b>tri-</b> = three	eg. <b>tricycle</b>
<b>over-</b> = too much	eg. <b>overeat</b>	<b>under-</b> = not enough	eg. <b>underestimate</b>
<b>post-</b> = after	eg. <b>postgraduate</b>	<b>uni-</b> = one	eg. <b>unicycle</b>

- There are certain prefixes which mean not or show an opposite state or process. These are:

<b>un-</b> eg. <b>unbelievable</b>	<b>ir-</b> (before r) eg. <b>irresistible</b>	<b>in-</b> eg. <b>incompetent</b>
<b>im-</b> eg. <b>impossible</b>	<b>il-</b> (before l) eg. <b>illegal</b>	<b>dis-</b> eg. <b>disagree</b>
<b>mal-</b> eg. <b>malfunction</b>		

#### Suffixes

<b>-ee</b> (with passive meaning) eg. <b>employee</b>	<b>-ish</b> a) = with the quality of eg. <b>childish</b>
<b>-er</b> (with active meaning) eg. <b>employer</b>	b) = rather eg. <b>smallish</b>
<b>-ful</b> a) = with eg. <b>careful</b>	<b>-less</b> without eg. <b>careless</b>
b) : indicates quantity eg. <b>spoonful</b>	<b>-proof</b> safe against eg. <b>waterproof</b>

- To describe people we add **-ar, -er, -or** to the end of the verbs or **-ist, -ian** to the end of nouns or verbs making any necessary spelling changes. *lie - liar, rob - robber, create - creator, type - typist, music - musician*

#### Nouns formed from verbs

<b>-age</b> eg. <b>break - breakage</b>	<b>-ence</b> eg. <b>prefer - preference</b>	<b>-sis</b> eg. <b>analyse - analysis</b>
<b>-al</b> eg. <b>propose - proposal</b>	<b>-ion</b> eg. <b>confuse - confusion</b>	<b>-tion</b> eg. <b>direct - direction</b>
<b>-ance</b> eg. <b>annoy - annoyance</b>	<b>-ment</b> eg. <b>amuse - amusement</b>	<b>-y</b> eg. <b>perjure - perjury</b>
<b>-ation</b> eg. <b>organise - organisation</b>	<b>-sion</b> eg. <b>suspend - suspension</b>	

#### Nouns formed from adjectives

<b>-ance</b> eg. <b>tolerant - tolerance</b>	<b>-ion</b> eg. <b>desperate - desperation</b>	<b>-ment</b> eg. <b>content - contentment</b>
<b>-cy</b> eg. <b>fluent - fluency</b>	<b>-iness</b> eg. <b>happy - happiness</b>	<b>-ty</b> eg. <b>royal - royalty</b>
<b>-ence</b> eg. <b>obedient - obedience</b>	<b>-ity</b> eg. <b>popular - popularity</b>	<b>-y</b> eg. <b>honest - honesty</b>

#### Adjectives formed from verbs

<b>-able</b> eg. <b>bear - bearable</b>	<b>-ive</b> eg. <b>decide - decisive</b>
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#### Verbs formed from adjectives/nouns

<b>-en</b> eg. <b>dark - darken</b>	<b>fright - frighten</b>
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## SENTENCE-STRUCTURE [7] SIMPLE SENTENCES

### THE SENTENCE (General Notion)

The sentence is the smallest unit of speech conveying a thought and built in accordance with the laws of grammar.

It serves as a unit of communication.\* By using sentences in conversation and in writing one tells something to others, asks them about something, or makes them do something.

*I am ready. Are you ready? Get ready.*

Unlike a word or a word-group, a sentence is always characterized by a certain intonation. Compare:

*cold — Cold. , a cup of tea — A cup of tea!*

The centre of a sentence is the predication formed by the subject-predicate structure of a sentence.

The predication is a structural expression of predicativity, i. e. the relation of the thought of a sentence to the situation of speech. The latter includes:

- (1) the time correlation of the act of speech with all other events mentioned in the sentence which is grammatically expressed by the category of tense;
- (2) the speaker's relation to other persons and things mentioned in the sentence which is grammatically expressed by the categories of person and number;
- (3) the speaker's attitude to the action mentioned in the sentence from the viewpoint of reality which is grammatically expressed by the category of mood.

The subject-predicate structure of a sentence has certain morphological characteristics: the predicate is always expressed by a finite (predicative) form of the verb; it agrees with the subject in person and number.

The so-called predicative constructions\* cannot serve as units of speech as they do not have the subject-predicate structure.

The verbal element of a predicative combination is expressed by a non-finite (non-predicative) form of the verb and, for this reason, it cannot agree with its nominal element in grammatical forms; nor can it express any modality. Therefore predicative constructions cannot be used independently; they are always included in the structure of a sentence.

The subject (nominal) element of the predicative construction is different from the subject of the sentence. The substitution of the second (predicative) element of the predicative construction for the whole combination would bring about a change of semantic relations between the parts of the sentence.

He stood up *for me to sit down*.

He stood up *to sit down*.

This change of meaning is caused by the change of the structure of the sentence.

By using methods of transform grammar we can show that the sentence containing the predicative construction is made up of two sentences with two different subjects.

*He stood up.*

*I sat down. He stood up for me to sit down.*

But:

*He stood up.*

*He sat down. He stood up to sit down.*

The analysis of the so-called basic sentence patterns, from which most English sentences can be obtained, shows that every sentence consists of a centre (a predication), plus zero or more constructions.

Sentences are built in accordance with one of the patterns existing in the language. Here are the most frequently used patterns for all English sentences.

1) Subject + verb

*Babies cry.*

2) Subject + verb + object

*Girls like clothes.*

3) Subject + verb + predicative

*Dictionaries are books. Dictionaries are useful.*

4) Structural subject + verb + notional subject

*There is evidence. It is easy to learn knitting.*

5) Minor patterns

*Are you sure? Who did you invite? Brush your teeth. What a day!*

## CLASSIFICATION OF SENTENCES

Sentences can be classified either according to the purpose of the utterance or according to the structure.

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

**1) Declarative sentences (statements)** state facts in the affirmative or negative form. They are characterized by a direct word-order and are generally pronounced with a falling intonation.

*He always comes late. He does not come so early.*

*Note* that the structure of a negative statement in English has some peculiarities. The use of the full negation *not(n't)* excludes the necessity of the partial negation (*no, never, nothing, nobody, etc.*). Therefore the predicate of a sentence can have only one negation in English, while in Russian it can have more than one. Compare:

He does *not* come so early. Він *ніколи не* приходить так рано.

He *never* comes so early..

**2) Interrogative sentences (questions)** ask questions. They are formed by means of inversion (the predicate or part of it being placed before the subject). There are four types of questions: general, special, alternative and disjunctive:

(a) **General questions** (yes-or-no-questions) require the answer *yes* or *no*; they are uttered with a rising intonation.

*Are you asking me? Shall I begin? Do you know it?*

When used in the negative form, such questions emphasize astonishment or doubt.

*Don't you know it? Haven't you read this book?*

They correspond to the Russian questions with the particles разве, неужели.

General questions are sometimes rhetorical ones; they do not require any answer, but are veiled statements expressing some kind of emotion.

*Is poverty a crime?*

*Note* that in spoken English general questions may be asked without inversion, a rising intonation being the only sign of a question.

*You think so? You were in the war?*

(b) **Special questions** (wh-questions) begin with an interrogative word showing what kind of information is required. They are pronounced with a falling intonation.

*What are you doing? When will he come? Why didn't they come? How long did it take you?*

When the interrogative word is the subject of the sentence, no inversion is used.

*Who told you that? But: Who did you tell that? Which is better?*

(c) **Alternative questions** imply choice. Structurally they are compound sentences with two coordinated interrogative clauses. The first clause is spoken with a rising intonation, the second with the falling one.

*Is he living or is he dead? Are you going or (are you) staying?*

*Note* that the second clause of an alternative question is often used in elliptical form.

(d) **Disjunctive questions** (also tail- or tag-questions) require the answer *yes* or *no*. Structurally they are complex sentences, the principal clause being a statement and the subordinate clause — a short general question.

Although they nominally ask the opinion of the person to whom they are addressed, they do not really do so; they take his agreement for granted. Therefore both parts of such questions are usually spoken with a falling intonation.

Disjunctive questions are used only in conversation and in informal correspondence.

The chief points to notice are as follows:

1. A positive statement takes a negative tag, and a negative statement takes a positive tag.

*It is very cold today, isn't it? It is not very warm today, is it?*

2. Semi-negative words like *little, few, hardly, scarcely, rarely, seldom* are treated as negatives, and take a positive tag.

*Few people knew the answer, did they? Little progress has been made, has it? We could scarcely hear what he said, could we? You seldom see them now, do you?*

Though *few* and *little* are negative, *a few* and *a little* are positive, and therefore need a negative tag:

*A few* people knew the answer, *didn't* they? *A little* progress has been made, *hasn't* it?

The adverb *only* may take either a positive or a negative tag.

There were *only* six people present, *were* there? There were *only* six people present, *weren't* there?

The positive is more usual.

3. Although *everybody* and *everyone* are singular, for the purpose of the tag they are usually treated as plural, and referred to by *they*.

*Everybody* can't come in first, can *they*? *Everyone* cheered wildly, *didn't they*?

4. The interrogative form of *I am* used in a negative tag is *aren't I* (not "am I not" which is very formal).

I'm rather late, *aren't I*? I'm older than you, *aren't I*?

5. If the speaker is uncertain of his statement, the tag is presented more as a true question, with a rising intonation used.

You can drive a car, can't you? It's a long way from here, isn't it?

6. As distinct from Russian, an affirmative answer to a negative disjunctive question should always be *Yes* (like in answers to general questions). Compare:

"You don't know him, do you?" Ви його не знаєте, чи не так?

"Yes, I do." Так, знаю. "No, I don't." Так / Ні, не знаю.

(It would be wrong to answer: "No, I do", or: "Yes, I don't.")

3) **Imperative sentences** (requests or commands) serve to induce a person to do something.

The verb-predicate in such sentences is always used in the imperative mood. They are characterized by an elliptical structure; the subject implying the second person is normally omitted.

Requests are pronounced with a rising intonation.

*Come to see me tonight. Open the door, please.*

Commands have a falling intonation.

*Stop talking! Open the door.*

Occasionally non-elliptical imperative sentences, with *you* as the subject, occur in emphatic speech.

*You try* and get seats. Спробуй-но дістати місця. *Don't you believe it.* He'll come back. Та не вір ти. Він повернеться .

Requests and commands are made still more imperative by placing the emphasizing *do* before the notional verb.

*Do listen to me. Do come with me.*

In highly colloquial speech an imperative sentence may contain no verb but only a noun, an adverb, etc.

Water, please! All aboard!

4) **Exclamatory sentences** express various emotions, such as joy, anger, surprise, sorrow, etc.

Any of the above-mentioned kinds of sentences may be transformed into an exclamatory sentence; this transformation will be marked only by stress and intonation (or by a sign of exclamation in writing).

*Oh, you cannot be out of your mind! Have you ever heard such a thing! In the name of our love, forgive me!*

Sometimes exclamatory sentences have a special structure with a linking verb of the compound predicate omitted.

*You of all people! My ideas obsolete!*

Very often exclamatory sentences begin with an exclamatory word (*what, how*) preceding the word emphasized by the speaker. *What* is used with reference to a noun, *how* — to an adjective, or an adverb. There is no inversion in such sentences. These sentences are characterized by a falling intonation.

*What a lovely day! How wonderful! How fast you walk!*

**II.** According to their structure sentences may be simple and composite.

Sentences with only one predication are called simple sentences. Sentences with more than one predication are composite.

**Simple sentences** may be complete or incomplete in form.

The former is a sentence with full predication, i. e. containing both subject and predicate.

*Incomplete* sentences, with some part (or parts) omitted for the sake of conciseness of style, are traditionally called **elliptical**. The missing part (or parts) of such sentences can be easily understood from the context or the situation. Being incomplete in form, elliptical sentences are quite complete in thought when used in their proper places in speech.

Victorian and antique furniture wanted.

Admission free. Further details from Secretary.

Sam was in her blood. Had always been. Would always be.

"How were the races?" "Fine."

"What were you doing?" "Reading."

"I'm looking for the dog." "Dog?" says he. "What dog?"

"Streptococcus." "Couldn't be 'flu, could it?" "Afraid not."

Elliptical sentences are chiefly used in colloquial speech and especially in dialogue. In accurate thinking we need a large vocabulary and correct grammatical form; but speech adapts itself to the simpler needs of practical life, where action, tone, and the situation are often more expressive than words and grammatical form. Therefore elliptical sentences, though brief, are quite complete in the broader context of speech.



However, they would become incomplete and devoid of sense if isolated from the sentences with which they are combined in speech.

Here is a dialogue made up of elliptical sentences which may be easily reconstructed and made complete.

"Where to?"

"Class."

"Math?"

"No, Spanish."

"In a hurry?"

"Rather."

"What for?"

"Almost ten."

"Well, so long. Call me up."

Besides, there are sentences having only one principal part which can only conditionally be interpreted as subject or predicate. We cannot speak here about the other principal part being omitted, as this only "part" makes the thought complete.

**One-word sentences** are not speech modifications of some other types of sentence which is the case with elliptical sentences. They represent a special type existing in the language alongside of the prevailing subject-predicate structure.

Here belong, in the first place, the so-called **sentence-words**, such as:

1. words of affirmation and negation: *Yes, No.*

2. conversational formulas of greeting (*Good-morning. How do you do.*), leave-taking (*Good-bye. So long.*), thanking (*Thank you. Thanks.*), congratulating (*A Happy New Year. Many happy returns.*), apologizing (*Sorry. Excuse me.*).

Other kinds of one-word sentences include the following parts of speech as the principal (or the only) part:

a. Nouns

*Attention! Happy New Year! What a day!*

These are the so-called nominal sentences.

b. Verbs

i. in the form of the imperative

*Stop/ Come here!*

ii. in the form of the infinitive

*To think of it! Why not tell him!*

c. Adjectives

*Splendid! So kind of you! How romantic!*

d. Modal words

*Certainly. Of course! All right.*

One-word sentences are widely used in emotional speech.

Simple sentences of both types may be **extended** or **unextended**.

An **unextended** sentence contains no other parts but the subject and the predicate (or only one principal part).

*It is raining. Cold.*

An extended sentence contains some other words besides the predication.

Two young girls were talking in a lively manner. (predication)

Stop talking! (predication)

A sentence with two or more subjects to one predicate or two or more predicates to one subject is called a **contracted** sentence.

*Ann and Tom* live in London. She *rose and went* to the door.

## PARTS OF THE SENTENCE

The subject-predicate structure is characteristic of most sentences.

**The subject** and **the predicate** are **the principal parts** of the sentence. They are grammatically equal parts of the sentence and make up its centre. All the other words in the sentence depend on the principal parts and are grouped around them.

Besides the subject and the predicate the sentence may include other words, modifying or specifying the principal parts of the sentence. These words or word-groups which are grammatically dependent on the principal parts of the sentence, are called the **secondary parts** of the sentence. These are **attributes**, **objects** and **adverbial modifiers**.

The secondary parts of the sentence can be classified, according to the words they modify, as:

Verb complements: (1) objects  
(2) adverbial modifiers

Noun complements: (3) attributes

The subject and the predicate with their complements make up respectively the subject group and the predicate group.

Transitive verbs always take objects, subject group predicate group

The secondary parts of the sentence may have their own modifiers and thus form their own syntactical groups (the object group, the attributive group, the adverbial group).

Thus most sentences consist of two or more syntactical groups.

The structure of each group is built after one of the patterns existing in the language. It may be either an unextended word-group or an extended one.

Unextended word-groups cannot be divided into smaller ones: *fine weather, to tell a story, nothing of interest.*

Extended word-groups consist of two or more simple word-groups: *the foreign policy of the British government.*

There are two types of extended word-groups:

(1) Word-groups with direct extension where each component is directly related to the head-word.

the comments                      of the press  
  on the conference

(2) Word-groups with consecutive extension where components are joined together like links of a chain.

A call  
for  
a strike  
in protest against  
the sack of  
four shop-stewards of  
the Ford plant

A degree of grammatical connection between parts of syntactic groups may be different. There are the so-called close and **loose** syntactic groups.

We speak of a close group when one of the parts is syntactically the leading element of the group. We speak of a loose group when each element is comparatively independent of the other parts.

The secondary parts of the sentence are always subordinated to the principal parts. However, this subordination may be rather loose, when we deal with the so-called **detached parts** of the sentence, i. e. those secondary parts of the sentence which assume a certain degree of grammatical and semantic independence.

Their loose connection with the head-words may be due to the position of these words, their meaning and structure, or the speaker's desire to make them prominent.

In spoken English detached parts of the sentence are marked by intonation, pause, and special stress; in writing they are generally separated by commas or dashes.

That is important — *very*. We entered a forest, *dark and gloomy*.

Apart from the principal and secondary parts of the sentence, there are the so-called **parenthetical parts of the sentence**, i. e. words and word-groups which are not grammatically dependent on any other part of the sentence. They refer to the whole of the sentence, specifying the modality of the utterance or connecting the utterance with the preceding one.

*Possibly* you have heard of the tragic end of his life. This theory *certainly* seems to be well grounded. *May be, after all*, there is something in that wild idea of his.

Parenthetical parts of the sentence may be expressed by:

(1) Interjections, such as *oh, hurrah, hallo, hush, why, eh, alas*, etc.

*Oh, that's you again! What a day, eh?*

(2) Direct address

How do you do, *Mr Butt*. Hallo, *baby!*

(3) Parenthetical (modal) words and expressions: *of course, to be sure, after all, in any case, indeed, in fact, frankly speaking, to tell the truth*, etc.

Two or more parts of the sentence used in the same function and connected by coordination are called **homogeneous parts of the sentence**.

It was the room where he *slept and worked*. The sky was *clear, remote, and empty*.

*Note* that any part of the sentence can be expressed not only by a word or a word-group, but also by a clause.

I got up *late*. I had breakfast *later than usual*. *Before leaving* I called him up at the office. *Breakfast over*, I rose to go. *When finished breakfast*, I made a call to the office.

## PRINCIPAL PARTS OF THE SENTENCE

The subject and the predicate, i. e. something named and something said about it, make up the predication. They are traditionally regarded as the principal (primary) parts of the sentence.

Birds fly.

The word *birds* (subject) names something, and the word *fly* (predicate) says something about the birds.

## THE SUBJECT

The subject is the independent part of a predication, on which the second part of the predication (predicate) depends grammatically. It denotes a living being, a lifeless thing, or an idea spoken about in the sentence.

## WAYS OF EXPRESSING THE SUBJECT

Owing to the fact that the subject is the basic nominal element of the sentence it can be expressed by any word, word- group or clause of nominal meaning. Thus it can be represented by:

- 1) A noun or a noun-pronoun

*The sky* was cloudy. *It* was raining. *We* were walking in the rain.

- 2) Any other substantivized word

*The wounded* were taken care of. *The impossible* had happened. *Today* is Tuesday. *And* is a conjunction.

- 3) A numeral

*Five* are reported missing. *The first* was an old woman. *Two and two* is four.

- 4) An infinitive

*To see* is to believe. *To go on like this* was dangerous. *How to do this* is a problem.

- 5) A gerund

*Walking* is a good exercise. *Seeing and doing* are two different things.

- 6) A clause

*What you told me* is a lie. *How he managed this* is a puzzle. Then, *what he expected*, began.

## ANTICIPATORY IT

The pronoun *it* may be used as a structural subject in apposition to the real subject which" occurs later in the sentence. It often happens when the real subject is expressed by an infinitive, a gerund (both often forming complexes), or a clause.

*It* is wrong *to think so*. *It* is useless (of no use) *for you to say anything*. *It* is no use *arguing*. *It* was silly *your arguing with them*. *It* is unlikely *that he will come*. *It* is believed *that the robbery was committed during the night*.

Such sentences with anticipatory *it* are translated into Russian by means of impersonal constructions (Марно..., Глупо..., Несхоже на те, що... , Вважають, що..., etc.).

Anticipatory it may also be used as a means of emphasizing some other part of the sentence.

Thus instead of saying: "The thing that I object to is his rudeness" or "The father that knows his child is a wise father" we may say: "It is his rudeness that I object to." "It is a wise father that knows his child."

In such cases the relative clause qualifies it, not the noun by which it is preceded, but the verb of the relative clause takes its person and number from the preceding noun or pronoun, i. e. from its antecedent.

It is I who *am* to blame. It is the children who *are* most interested.

Sentences introduced by the emphatic *it* are rendered in Russian with the help of an emphatic word-order or special emphatic words or word-groups.

### **INTRODUCTORY *THERE***

In a statement the subject normally precedes the predicate. A page is missing from this book.

Sometimes, particularly before *be*, the word *there* occurs in the position of the subject. It happens when the speaker wants to call special attention to the subject by withholding it for a time and thus causing suspense. *There is* is used in such cases as a structural subject.

*There is* a page missing from this book. *There was* a dreadful thunderstorm last night. *There has been* a railway accident the other day.

Besides the verb *be*, some other verbs, such as *live*, *come*, etc., are occasionally used after the introductory *there*.

*There once lived* a very rich king. At that moment *there came* a knock at the door.

*There is / are* is also used to denote the mere existence of something.

*There is* a saying that the third time is lucky. At one time *there were* houses where that large factory now stands.

Often also it denotes an occurrence.

*There was* a loud explosion (i. e., a loud explosion occurred). *There is* to be an inquiry into the cause of the accident (i. e., an inquiry is to take place).

### **PRONOUNS USED AS INDEFINITE OR GENERAL SUBJECT**

The pronouns *one*, *we*, *you*, *they* are often used with general or indefinite force.

Thus the pronoun *they* may be used to denote an indefinite group of people; the same meaning is rendered in Russian by the so-called impersonal sentence (i. e., a sentence without the subject).

*They say*, the third time is lucky. (Говорять...)

The pronouns *one*, *we*, *you* may be used in a generic sense; *one* being more formal than *we* or *you*.

As long as *one* is young, *one* easily acquires new friends. The tragedy of old age is not that *one* is old, but that *one* is young. *We* learn to restrain ourselves as we get older. *We* don't like to be flatly contradicted. *You* ought to be very careful while driving a car. *You* don't like to be criticized.

The pronoun *we* is often used by authors and speakers instead of /; it is the so-called editorial *we*.

*We* have tried to view English as compared with some other languages.

*Note* that *we* is sometimes used with the force of *you* (*we*=*you*).

Are *we* down-hearted today?

It may be used with the same force sarcastically.

How touchy *we* are!

## THE PREDICATE

The predicate is the other principal part of the sentence. It expresses an action or a state characterizing the subject. The predicate contains the mood and tense components of the predication which are denoted by the finite form of the verb. It depends on the subject for the forms of person and number.

There are different kinds of predicates. They are classified either according to their meaning or according to their structure.

According to the meaning the predicate may be **verbal** or **nominal**. Besides, there is the so-called **double predicate** (i. e. verbal-nominal).

A verbal predicate expresses the action of the subject. A nominal predicate gives the qualitative characteristic of the subject.

*John works. He is a good worker.*

According to the structure the predicate may be **simple** or **compound**.

A simple predicate is expressed by one verb combining both lexical and grammatical meanings.

*John works.*

A compound predicate consists of two elements, structural and notional: the former expressing grammatical meanings (person, number, tense, mood, etc.), the latter expressing the lexical meaning.

*John is a worker.*

## THE SIMPLE PREDICATE

The simple predicate may be expressed by:

(1) A finite verb in a synthetical or analytical form.

*Birds sing. The birds were singing. Their singing was heard* from the distance.

(2) A phraseological equivalent of a finite verb. Here belong, for instance, such phraseological units as *have a smoke, have a look, have a talk, give a laugh, give a cry, give a push, pay a visit, make noise, make fuss, make fun, take place, take part, pay attention, take care, make use, take leave, lose sight, make up one's mind, change one's mind*, etc.

Let's *have a smoke*. You never *pay attention* to your spelling. I asked why she *had changed her mind*.

### THE COMPOUND NOMINAL PREDICATE

The compound nominal predicate consists of **a linking verb + a predicative** expressed by a nominal element. The linking verb expresses the grammatical categories of person, number, tense, aspect, mood and voice. The predicative carries the lexical meaning of the predicate (the state or quality of the subject).

*I am a student. It is (was, has been, will be) difficult.*

Linking verbs, with regard to their meaning, fall under three groups:

(1) Verbs of being: *be* (also: *look, feel, sound, smell, taste*).

(2) Verbs of becoming: *become, grow, get, turn*.

(3) Verbs of remaining: *remain, keep, stay*.

Compare:

*He was angry. — He became angry. — He remained angry.*

When used as linking verbs, they make the structural element of the predicate and partly lose their primary lexical meaning. However, in other contexts they are used as verbs of full predication, i. e. as notional verbs retaining their full lexical meaning.

*Linking verbs            Notional verbs*

*He is dead.                He is no more.*

*She turned pale.        She turned back.*

*I'll remain loyal.        I'll remain with you.*

All such verbs, when used as linking verbs, are to be followed by an adjective, not by an adverb. This is because the word is a complement used to qualify the subject, not to modify the verb.

*It sounds quite correct. (not correctly) She looks very nice. (not nicely) The apple tastes bitter. (not bitterly)*

However, when some of these verbs are used as notional verbs, they may need an adverb.

*He turned quickly. (not quick) Those trees have grown very rapidly. (not rapid)*

The predicative, making the significant part of the nominal predicate, may be expressed by:

1) A noun, or a noun group

*She is a beauty. She is a most beautiful girl.*

2) An adjective (or an adjective combination)

*The problem is difficult. The problem is difficult to solve.*

3) A pronoun

*It's me. The book is mine. Who are you? She was herself again.*

4) A numeral

*I'll be twenty-one tomorrow. Lady's first.*

5) An infinitive (or an infinitive construction)

*My plan is to start off immediately. The best thing is for you to join us.*

- 6) A gerund (or a gerundial construction)  
My hobby is *fishing*. This is not *playing the game*.
- 7) A participle  
He looked *embarrassed*. It is so *disillusioning*!
- 8) A clause  
That's *what I think*. The best thing to do is *what your adviser suggests*.

## THE COMPOUND VERBAL PREDICATE

There are three types of this kind of predicate:

- (1) the compound verbal modal predicate;
- (2) the compound verbal aspect predicate;
- (3) the group-verb predicate.

1. **The compound verbal modal predicate** consists of a finite verb with a modal meaning and an infinitive. The first component expresses a shade of modality, i. e., it shows whether the action denoted by the infinitive is considered as possible, obligatory, necessary, desirable, doubtful, etc. The second component carries the lexical meaning of the predicate.

There are the following variants of the compound verbal modal predicate:

- a. A modal verb + an infinitive

Something *must happen*. Someone must have been here. You *needn't bother*. *Can I see* the manager?

- b. A modal verb equivalent + an infinitive

*I have to pay* the debt. Who *is to do* the job? You *are unable to do* that.

- c. A modal expression + an infinitive

He *was compelled to accept* the proposal. We *are anxious to cooperate*. I'm *not going to stand* this sort of thing. *Are you willing to prove* that? You'd *better join us*. He *is sure to cope* with the task. She *is likely to accept* the invitation.

2. **The compound verbal aspect predicate** consists of a finite verb with an aspective meaning and a verbal (an infinitive or a gerund). The first component expresses the beginning, repetition, duration or end of the action denoted by the infinitive or the gerund. The most common verbs used as the first component in this kind of predicate are: *begin, start, continue, keep, go on, stop, finish*. Here also belong *would* (+infinitive) and *used* (+infinitive) denoting a repeated action in the past.

He *began to ask* questions again. They *went on talking*. He did not say a word and *kept smiling*. At last they *stopped shooting*. He *would call* on us every other day. I *used to dance* a lot when I was young.

3. **The group-verb predicate** consists of a finite verb and a verbal, making up a very close unit. The first component may be a verb of intention (*mean, try*), seeming (*seem, appear*), chancing (*chance, happen, prove, turn out*), position (*sit, stand, lie*), or motion (*come, go, run*). The second component is an infinitive (a linking verb with a predicative) or participle I.



*I didn't mean to hurt you. He seems to know. I happened to meet her at the party. He proved to be a clever man. The grandmother sat knitting in the shadow. The children came running across the road.*

### **MIXED TYPES OF COMPOUND PREDICATE**

Compound predicates may include elements of different types. Thus we observe:

1. The modal nominal predicate    *It cannot be true.*
2. The aspect nominal predicate    *I began to feel irritated.*
3. The modal aspect predicate    *I had to begin living all over again.*

### **THE DOUBLE PREDICATE**

This is the combination of a verbal and nominal predicate, or, otherwise, a **verbal-nominal predicate**.

*The sun rose bright.*

The first component is a finite verb of full lexical meaning denoting an action performed by the subject. The second component is a nominal word qualifying the subject. The first component is commonly represented by:

- (1) Verbs of motion: *come, go, run, fly, ride, rise, fall, return*, etc.
- (2) Verbs of position: *stand, sit, lie, hang*, etc.

*They came back defeated. The snow fell soft on his face and hair. She sat motionless. I was lying awake thinking. He died flat broke. I had walked in a happy healthy man. I crawled out a decrepit wreck.*

In some cases the lexical meaning of such verbs becomes so vague that they can be treated as linking verbs in a nominal predicate.

*I stand alone in the world. = I am alone in the world.*

When these verbs are followed by an adverb, not by an adjective, the predicate is treated as simple.

*The cat was sleeping peacefully at the fire-place. The sun shone brightly.*

### **SUBJECT-PREDICATE AGREEMENT**

The predicate must agree with the subject in person and number.

These are the rules to keep:

1) Normally, when the subject consists of two or more nouns, it has the force of a plural and takes a plural verb.

Radio and television *have* changed social habits. Barley, wheat and rice *are* cereals. On the mantel-piece *stand* a clock and two pictures.

2) But when two or more nouns represent a compound name of one thing, then the compound is thought of as singular and takes a singular verb.

Bread and butter *is* a wholesome food. (Bread and butter *is* a dish of food.) There *is* eggs and bacon for breakfast. Whisky and soda *is* his favourite drink.

3) Similarly when a plural number applies to distances, weights, heights or amounts of money and represents a single figure or quantity, it is treated as singular and takes a singular verb.

Ten pounds *is* as much as I can give you. Twenty miles *is* not a great distance in these days of rapid travel. Two pounds of coffee *costs* seven and sixpence.

4) If the title of a literary work, or the name of a newspaper or a magazine (or that of a house or a hotel) is plural, for purpose of agreement it is treated as a singular, since it is only one title or one name.

"Five Little Pigs" *was* written by Agatha Christie. "New Times" *is* a political journal. "The Rose and Crown" *is* situated in the High Street.

5) When the subject is the formal there, the predicate agrees with the real subject.

In case of homogeneous subjects it agrees with the one standing first. This is known as the "rule of proximity".

There *is* an easy-chair at the medicine table, and a chair at each side of the dressing table. There *was* much traffic at night and many mules on the road.

6) *A lot of* and *plenty of* take a plural verb when they denote number, and a singular verb when they denote quantity or amount.

There *were* a lot of people at the exhibition. There *are* a lot of lakes in this district. There *are* plenty of opportunities for well-qualified people. There *is* a lot of truth in that. There *is* plenty of time.

7) *Half* and *most* take either a singular or plural verb according to the construction.

Half the money/most money/half of it/most of it *comes* from donations. Half the members/most of the members/ half of them/most of them *are* willing.

8) *A number of* always takes a plural verb, since it means "several" or "many".

There *have* been a number of accidents at that spot. B u t : The number of accidents registered *is* fifty-five.

9) When two singular subjects are connected by the conjunctions *either ... or*, *neither ... nor*, *or*, *nor*, *not only ... but (also)*, the predicate is normally singular.

Either Tom or Harry

Neither Tom nor Harry | *is* coming.

Not only Tom, but (also) Harry *is*.

A motor-car or a bicycle *is* absolutely necessary. It was neither failure, nor success.

If the homogeneous subjects are of different person or number, the predicate agrees with the one next to it (the same proximity rule).

Neither my assistant nor I *am* at fault. Neither you nor your assistant *is* to blame.

Either Tom or his parents

Neither Tom nor his parents *are* coming.

Not only Tom, but also his parents

10) The pronouns *either*, *neither* and *each* are often treated as plurals in informal speech but regularly as singulars in formal writing. That is, we frequently say, "Neither of them *are* going", but we would write, "Neither of them *is* going". And similarly:

Either/neither/each of the alternatives *is* acceptable.

The pronoun *none* is now treated in both ways, even in serious writing:

None of the alternatives *is/are* acceptable.

11) Words joined to the subject by *with, together with, as well as, in addition to, and including* do not affect the predicate.

Professor Brown, together with his assistant, has written an article on this problem. Activity, as well as cell culture, *is* an essential condition of life. My whole equipment, including fishing rods, tackle, and knapsack, was lost on the trip.

However, there may be exceptions to this rule.

The headmaster with the rest of the staff *were* having a heated discussion.

12) If the subject is expressed by a collective noun (*family, company, board, committee, crew, team, band, gang, etc.*), the predicate is either a singular or a plural verb. This depends on whether the subject is thought of as a unity of people or a collection of individuals considered separately.

The committee is still in session. — The committee *disagree* on the decision.

His family is a distinguished one. — His family *are* great musicians.

It should be noted that in contexts where these nouns are used with a singular verb they will also normally take the relative *which* and will be referred to as it, whereas a plural verb goes with the relative *who* and the pronoun *they*.

His family, *which* is a very distinguished one, can trace *its* history back to the Middle Ages. — His family, *who* are great musicians, have all received *their* education in Paris.

13) Nouns plural in form but singular in meaning take a singular verb. Here belong such words as *news, mathematics, physics, phonetics, economics, politics, tactics, ethics, mumps, measles, etc.*

Here *is* the news. Measles *is* sometimes dangerous. Mathematics *is* a difficult subject. But: My mathematics *is/are* rather shaky.

Politics is not in my line. But: What *are* his politics (= political views)?

Also compare:

The new barracks/headquarters *is*... — These barracks/ headquarters *are*...

14) The nouns of multitude *clergy* and *police* nearly always take a plural verb.

The police *are* still in search of that dangerous criminal. But: The police, as well as the army, *is* a weapon of the state power.

The noun *cattle* *is* also used as plural.

The noun *people* can be used in two different ways with two different meanings:

a. As a synonym for "persons" (люди). In this sense it is always regarded as plural.

People *say* he's a lunatic.

b. As a regular class noun in the sense of "nation(s)".

a people (народ = нация) — different peoples (народы)

The former, i. e. the singular *a people*, is not much used.

15) If the subject is expressed by a word-group, denoting such arithmetic calculations as addition, subtraction, and division, the predicate is singular; with multiplication it is either singular or plural.

Two plus two *is* four. Five minus two *is* three. Twenty five divided by five *is* five. Twice two *makes* (or *make*) four.

16) Fractions require a singular verb to describe a total amount and a plural verb to consider individuals.

Three-fourths of the roof *is* painted. — Three-fourths of the members *are* here.

### POSITION OF SUBJECT AND PREDICATE

In Modern English syntactical relations between parts of the sentence are very often indicated by word-order.

The English language is characterized by a rigid word-order in accordance with which the subject of a declarative sentence normally precedes the predicate. This is the so-called **direct word-order**.

The sequence of words in which the subject is placed after the predicate is called **inversion**.

There may be either **full** inversion, when the whole predicate verb is put before the subject, or **partial** inversion, with the structural part of the predicate preceding the subject.

Down *flew* the bat. *Is it true?*

The latter type of inversion is prevailing in Modern English.

There are two-main cases of the use of inversion in English:

- a. to construct certain types of sentences (grammatical inversion);
- b. to make a certain word in the sentence prominent (stylistical inversion).

**Grammatical inversion** is used to construct:

- 1) Interrogative sentences

*Is he working? Can I help you? Did you enjoy it? Where does she live?*

- 2) Sentences introduced by *there* or *here*.

There *are* dances every Friday night at the community centre. Here *are* the tickets for the dance.

- 3) Exclamatory sentences expressing wish

*Be it so! Long live our country!*

- 4) Imperative sentences of negative meaning, with the subject expressed by a pronoun

*Don't you listen to him!*

- 5) Clauses of unreal condition, when the conjunction *if* is omitted (in formal style)

*Should anything happen, inform us. Had he tried hard, he would have succeeded.*

- 6) Sentences introduced by *so* or *neither, nor* followed by structural verbs

"I'm disappointed." "So *are* we."

"He doesn't know what to do." "Neither *do* I."

Pedro can't speak Russian, neither (nor) *can* Olaf.

**Stylistical inversion** is used to emphasize a certain part of a sentence by placing it in the front position. This part of the sentence becomes the logical centre of the communication. It may be a predicative, a predicate or one of its complements (an adverbial modifier or an object). Inversion thus caused can be full or partial. The auxiliary *do* is occasionally used if the predicate does not contain any structural verb. Here are a few examples:

1) *Such is life. So important was the news that the messenger was instantly taken to the King. Party to be held 7 p. m. Saturday. Invited are all students. Paul Robeson's 75th birthday will be celebrated April 15th at New York's Carnegie Hall. Participating in the event will be Harry Belafonte, Angela Davis, Sidney Poitier and many others.*

2) *Up flew the rocket... Up go prices, down go wages. Out came the police in full force. Now comes my great news. Never shall I forget this scene. Thus ended that risky enterprise of mine. There stood a big desk at the window. On the desk were a typewriter and a huge heap of paper.*

3) *Not a syllable did she utter.* (Here the negative particle *not* is used to emphasize the direct object, which results in inversion.)

Now he began praying... *To his black god could he bring all his sorrows.* (The inversion is caused by emphasizing the prepositional object.)

### **NOTES ON RENDERING ENGLISH WORD-ORDER IN UKRAINIAN**

The functions of word-order in English and Ukrainian are different.

In English it is one of the ways of expressing grammatical relations between words, direct word-order being typical of most sentences.

In the Ukrainian language, grammatical relations between words are mostly expressed by inflexions, and we know that word-order in Russian is not as rigid as in English. However, it would be wrong to believe that Russian word-order is absolutely free. Combined with intonation, it serves as a means of indicating the logical centre of the communication. In unemphatic speech the most significant word or word-group tends to be placed at the end of the sentence. It means that the last word or word-group contains that piece of information for which the sentence has been said or written.

The direct word-order of the English sentence is determined by the rules of grammar requiring that the subject should be placed before the predicate. Very often, however, the logical centre of the sentence does not coincide with its subject. It may be any other part of the sentence.

Before trying to render the English sentence in Ukrainian we should, first of all, find out what its logical centre is.

Thus, in the first of the following two sentences: "A life of journey began for Lane. He lectured all over the U. S. on his findings", — the logical centre is the subject which is proved by the indefinite article before the noun 'life' and the character of information communicated by the subsequent sentence.

One of the possible variants in translation will be: *І ось почалися поїздки Лейна (по країні)... Він виступав з лекціями, в яких повідомляв сообщал о результатах своїх расследований.*

In the sentence: "The only daily newspaper which working people fighting for their rights can depend on completely, and all the time, is the "Morning Star" " — the centre of the communication may be either the subject or the predicative. It depends on the kind of connection of this sentence with the one that precedes and the one that follows it.

Or another example: "A few M.P.'s demanded cuts in military expenditure to ensure the release of money to pay for trade union rights." To choose the right word-

order in translation, we should find out in what way this sentence is connected with the preceding one. If the sentence has been said to answer the question "What did they demand?", the translation will read as follows: Для того щоб вивільнити кошти, необхідні для (реального) забезпечення прав членів профспілок, ряд членів парламенту вимагали скорочення військових витрат. If the sentence is the answer to the question "For what did the M.P.'s demand cuts in military expenditure?", the translation will be: Ряд членів парламенту вимагали скорочення військових витрат для того, щоб вивільнити кошти, необхідні для (реального) забезпечення прав членів профспілок.

Inversion, which is used in English to emphasize a certain part of the sentence, is rendered in Russian lexically or by emphatic word-order, very often in combination with certain emphatic words or expressions. The stressed word in Russian emphatic speech may be placed either at the head or at the end of the sentence. Here are a few examples:

Thus ended our long journey. Так скінчилась наша довга подорож. Up flew the rocket. І ось ракета здійнялась вгору. Money he had none. Коштів у нього не було ні гроша. Never shall I forget this scene. Ніколи мені не забути цієї сцени. Not a syllable did she utter. Вона не вимовила ані слівця.

## SECONDARY PARTS OF THE SENTENCE

The secondary parts of the sentence are otherwise called **complements**. They are represented by **attributes** (noun complements), **objects** and **adverbial modifiers** (verb complements).

### THE ATTRIBUTE

The attribute is a secondary part of the sentence qualifying a noun or a noun equivalent, e. g. *fine* weather, a cup *of tea*, *every* day, nothing *particular*.

Structurally, attributes are indicated by their position in the sentence. Besides, the demonstrative pronouns (*this* — *these*, *that* — *those*) agree in number with their head-nouns.

Semantically, attributes may express various shades of relations with their head-words. They may be qualitative (the *bright* sun), quantitative (*five* days), circumstantial (his life *in France*).

### WAYS OF EXPRESSING ATTRIBUTES

An attribute can be expressed by:

1) An adjective (most frequently) or an adjective-pronoun

*Every dark* cloud has a *silver* lining. It is the only solution *possible*. He is an *old* friend *of mine*.

2) A noun or a noun with a preposition (a prepositional phrase)

He was wearing a *tweed* coat. *The manager's* office was empty. Such is the story *of my life*. They spoke about the house *on the hill*.

3) A numeral (cardinal or ordinal)

We've got *five* minutes left. Ours was the *first* boat.

4) An adverb

All *inside* was quiet.

5) A verbal or a verbal complex

She bent over the *crying* child. The sight of the *ruined* city was distressing. Paul made the mistake of *putting his idea into practice*. I have nothing to write home about. This is a difficult task *for me to do*. There was no chance of *my letter reaching them in time*.

6) An attributive group consisting of several attributes of various kinds

He was a man *of action, forced into a state of thought*. It is aimed at achieving a *higher level of administrative efficiency*.

7) A clause

I thought of yesterday's incident *which seemed to have happened years ago*. Do you remember the last time *we were out together*?

Of particular interest are **extended attributive groups** made up of different parts of speech. The interconnections between the components of such attributive groups should be thoroughly analysed so as we could see whether each component is directly related to the head-word or whether it is subordinated to some other word within the group. Before trying to translate such attributive groups we should establish the kind of relation of each component to the subsequent one, and then, if possible, divide the whole group into smaller units of closely connected components, each having its own head-word.

Now it is time to relax from *our very effective antiballistic missile system fight*. *The largest, most representative and significant world forum for peace ever* closed its session here today. *The Communist Party election campaign committee* called on all supporters to follow *the official Communist how-to-vote* exactly, by voting Communists in all states.

Such extended attributive groups are widely used in formal and literary styles, i. e., in the language of science, newspaper and fiction.

Occasionally, extended attributes of predicative structure can be used in pre-position, which is aimed at achieving a better expressiveness of style.

He had a *don't touch-me-otherwise-I'll-kill-you* look. There is a sort of *Oh-what-a-wicked-world-this-is-and-how-I-wish-I-could-do-something-to-make-it-better-and-nobler* expression about Montmorency.

## KINDS OF ATTRIBUTES

Semantically, attributes are subdivided into **restrictive** and **non-restrictive**.

As regards their position, there can be **prepositive** and **postpositive** attributes.

The position of an attribute depends both on the head-word and on the attributive word or word-group.

A noun is mostly modified by attributes in pre-position, but some attributes are regularly used in post-position. If the headword is a pronoun, the attribute is normally in post-position.

He told me an *interesting* story. I can't tell you anything *important*.

A **prepositive attribute** is generally expressed by a word having the meaning of quality or quantity, i. e. an adjective, an adjective-pronoun, a numeral, or a participle.

An attribute in pre-position forms a close unit with its head-noun. It is never separated from the head-word by a pause; the group "attribute + head-word" is treated as one intonation unit. If the head-noun is not mentioned for some reason, its place is taken by a substitute pronoun (*one* or *that*) to preserve the structural unity of an attributive word-group.

It is an *interesting* story and an *instructive one*. Это интересная история и к тому же поучительная.

If there are two or more prepositive attributes to one and the same noun, their order of sequence depends on their semantic and stylistic characteristics.

The general rule is to place closest to the head-noun the attribute to which the greatest importance is attached in the **context**: *a short killing* remark.

An attribute of a more general meaning comes before the one more special: *a nice good-natured* smile.

There is a tendency to follow a certain rhythmical pattern by placing a shorter adjective before a longer one: that **rude ignorant** man.

We may speak of certain rules of arranging homogeneous attributes in accordance with their meanings. The following table shows the rules to keep.

Predeterminer	Determiner	Attributes denoting							Headnoun
		General properties	Age	Size	Shape	Colour	Material	Nationality	

E.g. just a remarkably handsome young Englishman, an old red brick house, a big round marble table

A **postpositive** attribute is mostly expressed not by a single word, but by a group of words, such as:

1) A prepositional phrase (preposition -f- noun)

A young girl *of about seventeen* wants to see you. No clue *to his whereabouts* could be found.

2) A verbal construction

There is nowhere else *for you to go*, nothing else *for you to do*. This is a book *read and enjoyed by young and old*, a book *for you to read*. Major attention was given to factors *relating to maneuverability at high speeds*. We had to give up the idea *of making another series of experiments*.

3) An attributive clause



That's the thing *I want*. My uncle Jim, *who will be seventy-five tomorrow*, is a very entertaining person.

4) An adjective word-group

This is a stylistical device *typical of the eighteenth century novel*.

Single words are less frequently used as attributes in post-position; these are:

5) Adjectives in -able, -ible used in emphatic attributive groups

I'll be the happiest man *imaginable*. This is the only solution *possible*.

6) Adjectives with the prefix a-

I'll stand up to any man *alive*. Barbara *asleep* was a symbol.

7) Some adjectives of French origin

from time *immemorial*, the first person *singular*. They were the only people *present*.

8) Some adverbs

He could not recognize the voice *upstairs*. She looked out at the street *below*.

9) An infinitive

The Prime-Minister had no comment *to make*.

10) Participle II

The methods *used* did not prove to be very effective.

Attributes in post-position express a broader range of meanings than those in pre-position. Besides qualitative and quantitative meanings, they also express a great variety of circumstantial meanings: a man *of action*, a man *in love*, a majority *of 20 votes*, the key *to the door*, the house *on the hill*, etc.

A noun can be simultaneously modified by attributes of both kinds.

There were *only five* people *present*. She was *a nice old* woman *of about seventy-five*. He was *a tall* man, *well-dressed and good-looking*.

There is a special kind of attribute — an **apposition**. It is a noun denoting the class or group to which the modified person or thing belongs. It may be a title, rank, profession, kind of relationship, name, geographical name, etc. An apposition is placed either before or after the head-noun. Its connection with the head-noun may be very close or rather loose.

A close apposition forms one intonation unit with the headword; in most cases it precedes the head-noun: Professor *Higgins*, Captain *Gray*, President *Kennedy*, Aunt *Polly*, Uncle *Tom*, but: William the *Conqueror*, Ivan the *Terrible*.

Sometimes it is joined to its head-word by the preposition *of*: The Prince *of Wales*, the Duke *of Edinburgh*, the City *of London*, the Straits *of Dover*.

A **loose**, or **detached**, **apposition** is not so closely connected with the head noun. It is always separated by commas and has a stress of its own. As a rule, it stands in post-position.

John, *my eldest son*, is sitting for Oxford. Next morning, *Christmas day*, came fine and clear.

A detached attribute can also be expressed by:

1) A group of homogeneous adjectives or participles

We entered a forest, *dark and gloomy*. He was standing there, *proud, loved and respected by everyone*.

2) A prepositional phrase

The sky, *of a clear bright blue, with white promising clouds*, began to have the evening look.

3) An absolute construction

He saw his father, *black-coated, with knees crossed, glasses balanced between thumb and finger*.

Detached attributes are frequently used to modify proper names and pronouns.

Soames Forsyte, *flat-shouldered, clean-shaven, flat-cheeked, flat-waisted*, looked downwards at Aunt Ann. *Tall, straight-shouldered, neither lean nor stout*, he was an imposing figure.

## THE OBJECT

The object is a secondary part of the sentence completing or restricting the meaning of a verb. It may be attached to a transitive verb in its both forms (finite and non-finite).

He wrote *a letter*. The letter was written *by a child*. I hate writing *letters*.

Besides, an object may be attached to a phraseological equivalent of a verb (*give up, put on, take off, take care (of), take part (in), catch sight (of), get rid (of), be fond (of), be glad (of), be full (of), be good (at)*, etc.).

## WAYS OF EXPRESSING OBJECTS

An object can be expressed by any word or word-group having the meaning of a substance, i. e. by:

1) A noun (or a noun word-group)

I'm solving *a puzzle*. He carried out *experiments in surgery*.

2) A noun-pronoun

I don't forget *it*. I promise *nothing*. He looked *at her* in surprise.

*Note* that the pronoun *it* is sometimes used to introduce a real object expressed by a verbal construction or a clause. It is mostly used after such verbs as *think, find, consider*, etc.

I found *it* impossible *to agree to such terms*. I consider *it* risky *investing so much money in it*. I don't like *it* *when you interfere in other people's affairs*.

3) An infinitive or a gerund

Don't forget *to post* the letter. I didn't know *where to go*. Would you mind *waiting* a moment. She is very good *at cooking*.

4) An infinitive or participial complex (the so-called complex object)

The servants did not hear *the car drive up* to the house. They saw *the car riding* along the road.

5) A clause

I don't know *what you mean*.

### KINDS OF OBJECTS

In English objects are primarily divided into **prepositional** and **prepositionless**. The latter are, according to their meaning and position in the sentence, further divided into **direct** and **indirect** objects.

Besides, there is a special kind of object called a **complex** object.

A **direct object** denotes somebody or something directly affected by the action of the verb. It is used after transitive verbs *without* a preposition. As a rule, a transitive verb is followed immediately by a direct object.

She wrote *a letter*.

A verb may be, however, separated from a direct object by an indirect object (which is never used without a direct one).

She wrote *him a letter*.

(indirect) (direct)

A direct object is also frequently separated from its verb by such adverbs as *on, in, up, out, off*, etc.

He took off *his hat*. Or : He took *his hat* off.

Personal pronouns are never separated from the verb in such cases.

Take *it* off.

In English there are more verbs taking direct objects than in Russian. Thus, if a transitive verb takes only one object expressed by a noun or pronoun, without a preposition, it is always a direct object.

I helped *him (my father)* in his work.

Consequently, very often a direct object in English corresponds to an indirect object in Russian.

I helped *him*. Я допомагаю *йому*.

Verbs + direct objects often form phraseological units, such as, for instance, *have a smoke, give a smile, take place, take part, take steps, pay a visit, pay attention*, etc. They should be treated as equivalents of single verbs-

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

She wrote *him* a letter.

It always follows the verb and precedes the direct object.

I must tell *him* the truth.

The exception is when both objects are expressed by personal pronouns; in this case the indirect object follows the direct object.

I won't tell it *you*.

When the direct object precedes the indirect object the latter is often used with the preposition *to*:

I won't tell it *to you*.

In this case it may be treated as a kind of prepositional object.

There is a special kind of object in English which is called a **cognate object**. It has the following peculiarities:

1) It is used with intransitive verbs though it has no preposition.

2) It is expressed by a noun which is either of the same root as the verb or is similar to it in meaning.

3) It is regularly modified by an attribute with which it forms a word-group having a meaning close to that of an adverbial modifier: to live *a happy life* — to live *happily*, to smile *a bitter smile* = to smile *bitterly*, to fight *a hard battle* — to fight *hard*.

The construction with a cognate object is more emphatic than with an adverbial modifier.

A **prepositional object** is used after many verbs and phraseological equivalents of verbs.

He looked *at her* in surprise. I'm fond *of him* too.

The prepositional object with the preposition *to* very often occurs in constructions parallel to those with the indirect object.

I gave *John* a book. — I gave the book *to John*.

There is a certain difference between these two constructions; in the latter case the object placed at the end of the sentence has an emphatic stress. Compare:

I gave the book *to John* (in reply to: *Who did you give the book to?*) — I gave *John* a book (in reply to: *What did you give John?*)

The construction with the indirect object can have another parallel, namely the construction with the preposition *for*. Compare:

I bought *you* a present. — I bought a present *for you*.

Won't you sing *to me*? — I'm singing *for you*.

*Note* that the verbs *ask*, *envy*, and, in most cases, *answer* and *forgive*, are used with the indirect object; they have no parallel constructions with the prepositional object.

I asked *him* a question. I envy *you* your health.

It is also the case with such phraseological units as *do somebody a favour*, *do somebody justice*, *do somebody credit*, *do somebody service*, etc.

On the other hand, the verbs *announce*, *dictate*, *explain*, *introduce*, *mention*, and some others, are used only with the prepositional object (i. e. with the *to*-phrase).

She explained the whole affair *to us*.

Like any other part of the sentence, an object may be expressed by a complex; it is the so-called **complex object**.

A complex object consists of two components, of which the second stands in predicate relation to the first. The two components form a syntactical unit regarded as one part of the sentence.

A complex object can be either non-prepositional or prepositional which depends on the verb it modifies.

I heard *him shout* at her. I regard *it as a threat*. I waited *for him to finish* it.

It is frequently used after verbs of physical or mental perception (such as *see, hear, feel, watch, notice, observe, think, consider, regard, find, etc.*), causative verbs (*make, order, force, etc.*), verbs of saying and some others.

The first component of a complex object is expressed by a noun or a noun-pronoun; the second component is expressed by an infinitive, a gerund, a participle, an adjective, or a prepositional phrase.

I saw *him pass* down the street. One could hear *her sing* as she ran downstairs. I found *it rather amusing*. I consider *this picture a masterpiece*. He believed *me to be plotting* against him. I want *you both to be happy*. He ordered *his luggage to be labelled*. I made *him feel uneasy*. Let *me tell you the truth*. Have *your secretary type it*. I won't have *her insulted*. I can prove *it wrong*. She told *me to keep it secret*. I insist *on you doing your duty*.

### POSITION OF OBJECTS

Grammatically, an object is connected with its verb by means of word-order.

**A direct object** is normally placed right after the verb unless there is an indirect object preceding it.

He offered me *his help*.

A direct object is placed at the head of the sentence when:

1) It is an interrogative word introducing a special question.

*What* did you say?

2) It serves to connect two thoughts.

He's too sensitive. *His sensitivity* I can understand.

3) It is made emphatic.

*Talent* Mr Micawber has, *capital* Mr Micawber has not. *What wonderful blue eyes* you have, Earnest.

The front position of a direct object may result in partial inversion.

*Not a word* did she say.

A direct object can also be made prominent if placed at the end of the sentence, after adverbial modifiers. In this case it may be modified by an extended attribute.

He took out of his portmanteau *a picture, carefully framed up*.

**An indirect object** is regularly placed before a direct object without which it cannot be used in the sentence.

It gave *me* an idea.

The only possible exception to the rule is the use of the direct object *it* before the indirect object.

I gave *it* him.

**A prepositional object**, in most cases, follows a direct object, though sometimes it may be placed at the head of the sentence, for emphasis.

I'll do it *for you*. *Of his love* he would tell her nothing. *To Martin* the future did not seem so dim. Success trembled just before him.

The front position of the prepositional object may cause inversion.

*To this circumstance* may be attributed the fact that none of the letters reached my hand.

Occasionally, the prepositional object may be placed before the direct object (particularly if the prepositional object happens to be a to-phrase).

I recommended *to them* some effective measures.

The prepositional object is sometimes detached and thus made more prominent.

*For a modern American or Englishman*, waiting is a psychological torture.

### THE ADVERBIAL MODIFIER

The adverbial modifier is a secondary part of the sentence modifying a verb in any of its forms or functions.

Adverbial modifiers convey qualitative, quantitative or circumstantial characteristics of the actions denoted by verbs.

She woke up *early*. She was waiting *too long*. She left *without saying good-bye*.

### WAYS OF EXPRESSING ADVERBIAL MODIFIERS

An adverbial modifier can be expressed by:

1) An adverb

She did not sleep *well* that night. She *almost* fainted.

2) A phraseological equivalent of an adverb (expressions of the type *at hand*, *by chance*, *side by side*, *from time to time*, *tooth and nail*, etc.)

They walked silently *side by side*. I learnt it quite *by chance*.

3) A noun with a preposition (a prepositional phrase)

Two American girls sat *at the next table*. I wouldn't go there *at night*.

4) A noun word-group (without a preposition)

I've been waiting *three hours*. The Assembly is meeting *next week*.

5) A noun with an attribute in post-position Your grandfather died *the day you were born on*.

6) A syntactical group consisting of several modifiers

We came home *early in the evening*. She had *once before* seen it *long ago*.

(7) A verbal or its complex

I've come *to say good-bye*. Life is funny when you stop *to think of it*. *On arriving at the hotel* he found a message from his father. Analyse the sentence *before trying to translate it*. We sat on the beach *watching the sunset*. *It being late*, we went home.

8) A conjunctive phrase

He started back *as if in surprise*. I'm prepared to do that, *if necessary*.

9) A clause

*After she had left the room*, he remained standing in front of the fire. *As soon as he learnt the news*, he hurried to inform us.

### KINDS OF ADVERBIAL MODIFIERS

According to their meaning, adverbial modifiers can be classified as follows:

1) Adverbial modifier of time and frequency

I'll be with you *at latest by ten*. She had *so often* waited for me to come home *at just this place and hour*.

2) Adverbial modifier of place and direction

*Outside* it was getting dark. She followed me *upstairs*.

3) Adverbial modifier of manner or attending circumstances

She could run *like an Amazon*. She started the car and drove *at full speed*. She was doing her hair *differently, allowing it to fall back and straight over her shoulders*. Now I can go to bed at last *without dreading tomorrow*.

4) Adverbial modifier of cause or reason

She asked it *out of curiosity*. She told me we must part, and told me *why*. *Being very tired with his walk*, he soon fell asleep and forgot his troubles.

5) Adverbial modifier of purpose

He stopped *to buy an evening paper*. She strained her ears *to catch the words*. *To help him win the Olympic title* they started a nation-wide advertising campaign.

6) Adverbial modifier of result

He looked up *to see Harry coming up from behind*. Ben was too busy *to hear him*. The rest of the conversation is not important enough *to be related*. That was forty years ago; most of my readers are too young *to have heard of the Reichstag fire at the time*.

7) Adverbial modifier of condition

*If necessary*, it might be done at once. *In case of your absence* I shall leave you a message. *But for the storm*, the ship would have arrived in time.

8) Adverbial modifier of concession

The day was fine and dry, *though cold*. *Despite his youth*, he is quite an authority on the subject. *With all her faults*, there was nobody better for him. *Though terribly tired*, he went on with his experiment.

9) Adverbial modifier of degree and measure

I like him *very much*. He was now *a hundred yards* from the water. Today she weighs *three hundred pounds*.

Despite a great variety of meanings expressed by adverbial modifiers, they can all be divided into two main groups: (1) adverbial modifiers **of inner qualities**; (2) adverbial modifiers **of outer circumstances**.

The former express the inner qualitative and quantitative characteristics of the action, whereas the latter characterize circumstances under which the action is performed. The adverbial modifier of the first type (i. e. adverbial modifiers of manner, frequency, degree and measure) are more closely connected with their head-words than the adverbial modifiers of the second type (i. e. adverbial modifiers of time, place, cause, purpose, result, condition, comparison, concession and attending circumstances).

### POSITION OF ADVERBIAL MODIFIERS

Adverbial modifiers are regarded as the most mobile parts of the sentence. Though their position is more varied than that of the other parts of the sentence, it is not altogether free.

Generally speaking, adverbial modifiers of qualitative and quantitative meanings (i. e. those of manner, frequency, degree and measure) stand closer to their head-words, than adverbial modifiers of circumstantial meanings (i. e. those of time, place, cause, purpose, result, condition, concession and attending circumstances).

Adverbial modifiers of frequency (*always, never, ever, often, seldom, etc.*) are placed before a synthetical form or within an analytical form of the predicate verb.

He *always* speaks the truth. We've *never* met before, have we? I have *hardly ever* met him.

Adverbial modifiers of degree, measure and manner are mostly placed either after the verb or after the direct object if there is one.

I know him *quite well*. He weighs *about two hundred pounds*. Don't talk *so loudly*.

If there is a prepositional object in the sentence, the word-order is "verb + adv. mod. of manner + prep, object".

She looked *tenderly* at the child.

Adverbial modifiers of time and place are normally put either at the end or at the beginning of the sentence.

It happened *on Saturday*.—*On Saturday* he came again. A long procession moved *along the narrow street*. — *Along the narrow street* moved a long procession, (emphatic)

In case there are both modifiers in the sentence, the adverbial modifier of place comes nearer the verb than the adverbial modifier of time (the so-called PT-order).

They were married *in Brighton in 1876*.

*Note* that a more specific modifier precedes a more general one. Thus in case of an adverbial modifier of time the indication of hours precedes the indication of the day of the week or the part of the day.

*Meet me* at six o'clock on Friday. *We arrived there* at three o'clock in the afternoon.

If the verb has an object, adverbial modifiers of time or place are normally put after it.

Sorry to bother you on *Saturday*, old man. He was waiting for her *outside*.



In emotional speech, some adverbial modifiers, when placed at the head of the sentence, may be the cause of inverted word-order.

These modifiers are expressed by adverbs of frequency (*never, nowhere*), time (*no sooner... than, only, only now, only then*), place (*up, in, out, off, away*), manner (*so, thus*) and some others. They are pronounced with an emphatic stress.

*Never* have I heard such a silly story. *Nowhere* was he to be seen. *Only then* did I realize the danger. *Only in northwest Scotland* have I seen such scenery as that. *No sooner* had he opened the door *than* the dog ran up jumping to him. *Hardly* had we begun the climb *when* the snow began to come down. *Up* flew the swallow. *Out* came the sounds of music. *So seriously* was he injured that he was taken to hospital at once. *Thus* ended her narration.

Inversion is also caused by the initial position of such adverbial modifiers as *here, there* (ВОН, ВОН) and *now, then* (зараз, потім). When used at the head of the sentence, these modifiers acquire demonstrative force (if the subject is a noun).

*Here's* Ma. (But: Here *she is.*) *There* comes my brother. (But: There *he is.*) *Now* comes your turn. *Then* came another blow.

For the purpose of emphasis, any adverbial modifier can be used as a detached one. Adverbial modifiers of circumstantial meaning are more often placed in detached position than adverbial modifiers of inner qualities.

A detached adverbial modifier is mostly extended. It is mainly expressed by an adverb or a noun word-group, a participial or gerundial complex, or an absolute construction.

Detached adverbial modifiers may stand either at the front or at the back of the sentence, and sometimes in the middle of it; they are separated by commas.

*Slowly, silently*, she went. In the night, *as always*, things looked unfamiliar. The Reichstag fire took place very long ago, *namely in 1933*. There, *in the wonderful pine forest*, we spent a delightful fortnight. *Without saying a word*, he went hurriedly out of the room. *Scanning the horizon*, Williams sighted a ship. We can't talk like that, *with a lady in the room*. She sat for a long time at the window, *watching the moonlight*. He sat reading, *the dog at his feet*. *Our mission ended*, we may take leave.

## COMPOSITE SENTENCES

These are sentences with two or more predications. They are divided into two main types: **compound** and **complex** sentences.

Either type of the sentence consists of two or more clauses united semantically and grammatically. Each clause has a subject and a predicate of its own.

Clauses of such sentences may be connected **syndetically**, i. e. by means of conjunctions and conjunctive words (adverbs or pronouns), or **asyndetically**, i. e. without any connectors.

The difference between compound and complex sentences is in the relations of **coordination** and **subordination**.

The clauses of a compound sentence are independent; therefore a compound sentence may be treated as a sequence of simple sentences. The clauses of a complex sentence form a unit resembling a simple sentence in which some part is replaced by a clause.

Besides compound and complex sentences, there are also sentences of **intermediate** and **mixed** types.

## COMPOUND SENTENCES

A compound sentence consists of two or more clauses coordinated with each other.

Semantically the clauses of a compound sentence are connected more closely than independent sentences.

The order of clauses within a compound sentence is rigid; it reflects a logical sequence of actions, events or thoughts expressed by the sentence.

He came at six and we had dinner together.

There are the following types of coordination between the clauses of a compound sentence:

(1) Copulative coordination (*and, neither, nor*). It has the meaning of agreement.

He pressed the on-button *and* the rocket flew up.

The clauses introduced by the conjunctions *neither, nor* have partial inversion.

She did not tell me the truth, *nor* did she lie.

(2) Adversative coordination (*but, yet, still, nevertheless, however*). It has the meaning of opposition.

I cried for help, *but* nobody was there to help me. It was midsummer, *yet* it was rather chilly.

(3) Disjunctive coordination (*or, else, or else, otherwise*). It has the meaning of choice.

Take it *or* leave it. Put the key in its proper place, *else* you will lose it.

(4) Causative coordination (*for, so, therefore, etc.*). It has the meaning of cause and effect.

I didn't hear all that he said, *for* my mind was elsewhere. Everything is all right, *so* you needn't worry.

*Note.* The same kind of relations may be expressed by a complex sentence with a subordinate clause of cause or result (*because, as, so... that*). The difference is that the connection between the coordinated clauses is much looser than between the subordinate and principal clauses. The cause or result expressed in coordination is added as a kind of afterthought, both clauses being independent and separated by a comma or semicolon. Compare:

The windows were open *because* it was hot.  
The windows were *for* it was hot.      *As* it was hot, the windows were open.  
It was *so* hot *that* the windows were opened.

Coordinated clauses can also be connected asyndetically, separated by a comma, a semicolon or a colon. The relations between clauses coordinated asyndetically are similar to those • connected by conjunctions.

The moon went down, the stars grew pale, the cold day broke. To know things by name is one thing; to know them by seeing them, quite another. Thank you for reminding me; I might forget it. Take your raincoat with you; it may rain.

### **INTERMEDIATE TYPES OF COMPOSITE SENTENCES**

There are sentences which are intermediate between subordination and coordination. They have the form of complex sentences, but the relations between their clauses are similar to those between the clauses of compound sentences. Here belong sentences with **correlative** and **consecutive** clauses.

#### **SENTENCES WITH CORRELATIVE CLAUSES**

These sentences consist of two clauses connected by correlative conjunctions. The second clause is more significant semantically.

The first clause has partial inversion if it is introduced by the following conjunctions: *not only .. but, hardly ... when, no sooner ... than*.

*Not only* could she play the piano, *but* she also sang beautifully. *Hardly* had I reached the station, *when* the train started. (Не встиг я дістатися станції, як потяг рушив /а потяг вже рушив. *No sooner* had the ship sailed off, *than* a terrible storm broke out.

But there is no inversion when the conjunction is not placed at the head of the sentence.

I had *hardly* been there five minutes *when* she came in with the coffee. I had *no sooner* come *than* I regretted it.

Neither is there any inversion in correlative clauses introduced by the conjunction *either ... or, the ... the*.

*Either* our union must be sealed by marriage, *or* it cannot exist. *The* more he knew, *the* more he desired to know.

#### **SENTENCES WITH CONSECUTIVE CLAUSES**

The second clause of these sentences is introduced by the conjunctive pronoun *which*. This pronoun is correlated with the whole preceding clause. The second clause is not subordinated to the first one but is a kind of afterthought, developing the idea expressed by the first clause.

I had to have my car filled, *which* held me up. It was evident that she wished me to drop the subject, *which* I did accordingly.

*Note.* Such sentences resemble complex sentences with attributive clauses introduced by *which*. The difference is that the attributive clause is subordinated to some part of the principal clause which is not the case here. Compare:

He made me an offer *which* I did not accept, (attributive clause) — He wanted me to accept the offer *which* I did not do (*and/but* I did not do it), (consecutive clause)

### COMPLEX SENTENCES

A complex sentence consists of two or more clauses joined by subordination. In most cases one of the clauses is treated as a **principal** clause and the other (others) as **subordinate** (except for sentences with subject and predicative clauses where there is no principal clause).

The clauses of a complex sentence may be connected *asyndetically*, or by means of subordinative conjunctions or conjunctive words (adverbs or pronouns).

I wish you knew that. I knew *that* he was right. He always knew *what* was the right thing.

There is some difference between a conjunction and a conjunctive word. A conjunction is only a structural element connecting two clauses; it does not have any other function in the sentence. A conjunctive word does not only serve as a connector, but it also has a syntactic function of its own in the subordinate clause it introduces. Compare:

I knew *that* something had happened, (conjunction) — He told me all *that* he knew, (relative pronoun)

The relation of a subordinate clause to some part of the principal clause may be indicated by means of the same prepositions which are used before the similar parts of a simple sentence.

It all depends *on what he might answer (on his answer)*. Didn't she say anything *about what had happened (about that)*?

A subordinate clause may follow, precede or interrupt the principal clause.

I had done it *before she came*. *As I was in a hurry*, I had to take a taxi. The letter *which she wrote* was never posted.

A subordinate clause may be subordinated to the principal clause or to another subordinate clause. Accordingly, we distinguish subordinate clauses of the **first, second, third, etc. degree of subordination**.

I hope *you'll appreciate it*. I was sure he would understand it *when the time came around*.

The functions of subordinate clauses are similar to those of the parts of a simple sentence. Accordingly, subordinate clauses are classified as **subject, predicative, object, adverbial and attributive clauses**.

Besides there are the so-called **parenthetical clauses** inserted into the structure of the sentence to make comments on the statement expressed by the sentence.

### SUBJECT CLAUSES

Subject clauses are used in the function of the subject of a complex sentence. The peculiarity of subject clauses is their integration with the principal clause.

In the sentence "*What you told me is a lie*" the subject clause is at the same time the subject of the whole sentence. If it is cut off from the rest, what remains ("is a lie") cannot be treated as a clause either in meaning or in structure; it makes sense only in combination with the subject clause. For this reason, subject clauses can hardly be treated as subordinate.

Subject clauses are introduced by: (1) conjunctions: *that, if, whether-*, (2) conjunctive pronouns: *who, what, which, whoever, whatever*, (3) conjunctive adverbs: *when, where, why, how*, (4) *asyndetically*.

Structurally, complex sentences with subject clauses are subdivided into two groups:

1) Sentences with the order "subject — predicate":

*Whether she believed me* was not clear. *What you want* is plenty of exercise. *Whoever wants to succeed* should plan his time carefully. *Why she left him* is a mystery.

2) Sentences with the order "*it* — predicate — subject":

It was evident *that he did not understand*. It was doubtful *if he knew it*. It was surprising *how little she had changed*. It was lucky *they received the telegram in time*.

Subject clauses of the latter type are much more frequent in colloquial English.

### PREDICATIVE CLAUSES

Predicative clauses are used as part of a compound nominal predicate.

In the sentence "*That's what I want*" the predicative clause makes the notional part of the predicate. The remaining part of the sentence "That is" (subject + linking verb) is not complete without it. This case is much the same as with a subject clause.

Predicative clauses are introduced by: (1) conjunctions: *that, if, whether, as if, as though-*, (2) conjunctive pronouns: *who, what, which-*, (3) conjunctive adverbs: *when, where, why, how*, (4) *asyndetically*.

The trouble is *that it is too late now*. That was *what I wanted to know*. It looks *as if spring will never come*. This is *how you should have done it*. The question is *why she told me a lie*. The fact was *he did not understand them*. What she says is not *what she means*. (The subject and the predicate of this sentence are both expressed by clauses.)

### OBJECT CLAUSES

Object clauses are used as objects in complex sentences. They may be used after verbs, finite and non-finite, or after phraseological equivalents of verbs.

I'm glad *you've come*. I've come to ask *if you need my help*. Don't pay attention to *what he says*.

Object clauses are introduced by: (1) conjunctions: *that, if, whether, lest-*, (2) conjunctive pronouns: *who, what, which-*, (3) conjunctive adverbs: *when, where, why, how*; (4) *asyndetically*.

She said *that it was too late*. I wonder *if she knows the truth*. I don't know *what you mean*. He asked *why she had refused the invitation*. I'm afraid *I've taken too much of your time*.

Object clauses may be preceded by prepositions (prepositional object clauses).

I was not satisfied *with how he had done it*. I am sorry *for what I said to you the other day*.

Object clauses are sometimes preceded by the anticipatory *it*.

I don't like *it when you make fuss about nothing*. I insist upon *it that you confess everything*.

The usual place of an object is after the verb it modifies. However, there are cases when it is placed at the head of the sentence (before the subject), then it becomes the logical centre of the communication.

*What he would do next*, he did not know. *What I have gone through*, you can't imagine. *Why he declined that offer* I can't tell.

Object clauses are frequently used after verbs of saying (*say, tell, ask, answer, etc.*) to express indirect statements, questions and requests.

She said *she did not know about it*. I asked her *if she knew about it*. He told me *that I should find it out*.

## ADVERBIAL CLAUSES

Adverbial clauses express a great variety of adverbial relations and are introduced by a great number of conjunctions and conjunctive adverbs. *Asyndetic subordination* is not typical of adverbial clauses (except clauses of condition) since it is mainly the connector that enables us to distinguish one kind of adverbial clause from another. Compare:

*When* he was young... — *Though* he was young... — *Because* he was young...

Adverbial clauses may occupy different positions in a complex sentence: before the principal clause, after it, or even within it.

*If you want to succeed*, you must plan your time carefully. We'll get along very well *if you take me as you find me*. I advise you, *if you cherish your private life*, not to take any foolish chances.

Of the three types of adverbial modifiers — qualitative, quantitative and circumstantial — adverbial clauses mostly function as the last mentioned.

According to their meaning, adverbial clauses are classified as:

(1) **Clauses of time**, introduced by the conjunctions *when, while, as, until, till, before, after, since, as soon as, as long as, whenever*.

*When we finally arrived at the station, the train had already left. I was watching him while he was filling the car. As they reached a shady spot on the road, the cars stopped.*

*We reached camp just as the sun was setting. Stay here until you hear from me. We went on till we came to another hotel. Before he started on the camping trip, he bought a new sleeping bag. After he had made all arrangements, he examined his car carefully. He had done nothing since he came back from his mission. We have gone a long way since we started a year ago. As soon as the sun rose, I rose too. I will remember you, as long as I live. I'll be glad whenever you come.*

As previously mentioned, verbs in clauses of time can never be used in a future tense. After a conjunction of time, therefore we use: (a) the Present Indefinite instead of the Future Indefinite; (b) the Past Indefinite instead of the Future in the Past; (c) the Present Perfect instead of the Future Perfect.

a) He *will arrive* at six. But: As soon as he *arrives*, he will start work.

b) We knew that he *would arrive* at six. But: We knew till he *arrived*, nothing would be done.

c) I *shall have finished* in two hours. But: When I *have finished*, I'll tell you.

(2) **Clauses of place**, introduced by the conjunctions *where* or *wherever* (де б не, куди б не).

He took over *where his father had left off*. They came out *where they had gone in*. *Wherever he went*, he saw nothing but ruins.

(3) **Clauses of cause or reason** introduced by the conjunctions *because*, *as*, *since*.

I am late *because I've been held up by the traffic*. *As you are here*, you had better help me. *Since you won't take advice*, there is no point in asking for it.

(4) **Clauses of result**, introduced by the conjunctions *so that* (так что), *so ... that*, *such ... that*.

Clauses of result introduced by *that* correlated with *so* or *such* in the principal clause express not only the meaning of result but also that of degree.

There was enough fuel in the tank *so that* we were able to go on without refilling. It was *so hot that* nobody wanted to do anything. The snow fell *so fast that* our footsteps were covered up in a few minutes. (*So* is used before adjectives and adverbs denoting degree; *that* introduces result.) They had *such* a fierce dog *that* no one dared to go near their house. (*Such* is used before an adjective + noun )

(5) **Clauses of purpose**, introduced by the conjunctions *that*, *in order that*, *so that*, *lest*, *in case*.

Ships carry lifeboats *so that* the crew can escape if the ship sinks.

In most cases purpose is expressed by an infinitive. However, clauses are necessary when the person to whom the purpose refers is stated, instead of being merely understood.

Clauses of purpose can be formed by:

a) *So that* + subject + *will/would* or *can/could* + infinitive. *Can/could* is used to express ability. *Will/would* is used in other cases. *Can* and *will* are used when the main verb is in the present tense. *Could* and *would* are used when the main verb is in the past tense.

Say it loudly *so that I can hear*. I'm buying a lot of coal *so that the house will be warm*. She left the key under a stone *so that he could get into the house* whenever he wanted.

b) *That, so that, in order that* + subject + *shall / should* or *may/might* + infinitive.

The supply is rationed *so that everyone may have a share*. He spoke slowly *so that I might understand him*. He put a statement in the newspaper *in order that everyone should know what had really happened*.

The only difference between these constructions and the one given in (a) above is that these are slightly more formal (*that* used without *so* or *in order* is very formal indeed).

c) Negative purpose is expressed by a negative verb, usually *will not* or *would not*, though *should not* is also quite common.

He often changes his address *so that the police won't find him*. He placed glass on top of his wall *so that boys wouldn't climb over it*. He wrote down the number *so that he should not forget it*. He disguised himself *so that nobody should recognize him*.

d) When an action is taken as a precaution against possible future events, we use *in case* with Present or Past Indefinite, or with *should* + infinitive, or *lest* with *should* + infinitive (*lest* is rather formal and old-fashioned).

*Note* the sequence of tenses:

I'll leave out some cold meat *in case you are hungry* when you come in. (на той випадок, якщо ..)

He takes a torch *in case it gets dark before he returns*. — He took a torch *in case it got dark before he returned*.

*Should* + infinitive, however, can be used with both present and past.

She doesn't let him leave the train *in case he gets lost*. Or : ...*in case he should* get lost, ...*lest he should* get lost. She didn't let him leave the train *in case he got lost*. Or : ...*in case he should* get lost, ...*lest he should* get lost.

*Note*. In all other cases purpose is expressed:

1. By a simple infinitive

He went to France *to learn* French.

When there is a personal object of the main verb, the infinitive will refer to this and not to the subject.

He sent his son to the town *to buy* spare parts. (The son was to buy them.)

2. By *so as* or *in order* with the infinitive

He is studying higher mathematics *in order to qualify* for a better job.

This construction can also be used:



a. When there is a personal object of the main verb, but the purpose refers to the subject.

Peter sent his son into the garden *so as to have some peace*. (Peter was to have the peace.)

Compare with:

Peter sent his son into the garden *to play*. (The son was to play.)

b. When the purpose is less immediate.

We joined the library *so as to have* plenty to read. She learnt French *in order to help* her husband with his work.

c. With a negative purpose.

He left his gun outside the house *so as not to frighten the children*. He came in quietly *so as not to wake the child*.

3. Negative purpose is also expressed by:

a) to prevent + noun/pronoun + gerund

He disguised himself *to prevent us recognizing him*.

b) to avoid + passive gerund

He disguised himself *to avoid being recognized*.

These constructions are preferred to negative purpose clauses.

(6) **Clauses of condition**, introduced by the conjunctions *if, in case, unless, provided, on condition*.

*If I were you*, I wouldn't risk it. I want to see him, *if I can, in case he has anything to tell me*. It's no fun, *unless we take them by surprise*. We shall do it *provided you support us*. He agreed to go on with the experiment *on condition we did not interfere with him*.

The conjunctions *provided* and *on condition* are rather formal.

Clauses of condition can be joined to the principal clause asyndetically; in this case there is inversion in the subordinate clause.

*Should he come*, tell him to wait for me. *Had she stayed there longer*, I could have met her.

The use of verb forms in clauses of condition depends on the type of condition, i. e. whether it is real or unreal, and whether it refers to present, future or past.

In **clauses of real condition** the predicate verb is used in the Indicative Mood (with the main verb also in the Indicative or Imperative).

a. If condition refers to the present or future, the predicate of the conditional clause is in the present.

I always *walk* in the evening if the weather is fine. *I'll walk* if the weather is fine. *Let's walk* if the weather *is* fine.

b. If condition refers to the past, the verb of the conditional clause is also in the past.

In the evening we *used to walk* if the weather *was* fine.

In **clauses of unreal condition** the predicate is used in the Subjunctive Mood while the main verb may be in the Indicative, Imperative or Subjunctive.

a. If condition refers to the present or future the predicate of the conditional clause is used in the Past Subjunctive or in the analytical form *should* + non-perfect infinitive (with *should/would* + non-perfect infinitive in the principal clause).

If you *knew* him better, you *would like* him more. If anyone *should inquire* (*Should anyone inquire*), I'll say you are out (*tell* him I'm out).

b. If condition refers to the past the predicate of the conditional clause is used in the Past Perfect Subjunctive (with *should/would* + perfect infinitive in the principal clause).

If I *hadn't seen* it myself, I *would have never believed* it.

c. If condition refers to the future, the conditional predicate can also be expressed by *were to* + infinitive.

If you *were to do* it all over again, would you do it in the same way?

d. There are mixed types of sentences, with condition referring to the past and consequence to the present, and vice versa.

If you *had followed* the doctor's advice, you *would be* much better now. If you *were not* so absent-minded, you *wouldn't have made* that mistake.

(7) **Clauses of concession**, introduced by the conjunctions *though, although, even if, even though, however, whatever, no matter how* (*what, where, etc.*).

He did not feel cold *though he was wet to the skin*. *Although he has good manners*, I do not like him. *However carefully you drive*, you will probably have an accident eventually.

*Note* that *however* must be followed immediately by an adjective or adverb.

In pure suppositions, *may/might* + infinitive can be used

*However rich one may be*, there is always something one wants.

But this type of remark is very uncommon in conversation.

*No matter what he says*, don't believe him = *Whatever he says*, don't believe him.

*No matter how hard he tried to win the first prize*, he failed.

*Note* that *no matter* is immediately followed by an adjective adverb or pronoun.

*Even if you try hard*, you won't win the first prize.

*Note* that *no future verb* is used to denote this type of concession

After *even if* we can, as in conditional sentences, replace a present tense by *should* + infinitive to indicate an unlikely supposition.

*Even if he should find out, he won't do anything about it.*

(8) **Clauses of manner or comparison**, introduced by the conjunctions *as, as ... as, not so ... as, than, as if, as though*.

These clauses characterize an action by comparing it with the action expressed in the principal clause. Thus the meaning of manner (how?) is intermingled with that of comparison.

She did exactly *as he told her*. We were going up the road *as fast as we could*. My wife worked *as hard as I did*. This is not so easy *as it looks*. It isn't *so bad as it might appear at first sight*. It is much later *than you think*. It cost more *than I had intended to spend*. He moved slowly *as if he were blind*. He didn't see anything *as if he had got blind*.

*Note* the use of the subjunctive forms in clauses of comparison after *as if, (as though)*.

## ATTRIBUTIVE CLAUSES

Attributive clauses are used as postpositive attributes of some noun or pronoun in the principal clause. This noun or pronoun is called an **antecedent**.

*The car which you wanted* has been sold. Ask me *anything that I don't make clear*. I told her *the reason why I was not coming*.

Attributive clauses are commonly divided into **relative** and **appositive clauses**. They differ both in meaning and in the way they are joined to the antecedent.

### 1. *Attributive Relative Clauses*

They serve to qualify the antecedent. According to their meaning, they are subdivided into restrictive and non-restrictive.

A **restrictive clause** restricts the meaning of *the antecedent* so that it cannot be omitted without affecting the sense of the sentence. It is not separated by a comma.

Restrictive clauses are introduced by: (1) relative pronouns: *who, whose, which, that, as*; (2) relative adverbs: *where, when*; (3) *asyndetically*.

*The man who called on you* left a message. *The man (that) I spoke to* is my professor. *The book (which) you asked for* has been taken. I think my father is the best man *I have ever known*. He came to the street *where she lived*. The time *when he was to leave* came quickly. He was such a listener *as most musicians would be glad to welcome*.

If the relative pronoun is used with a preposition, the preposition is normally placed after the verb, at the end of the relative clause.

The girls *(that) I work with* are having lunch. The book *(that) I told you about* is still on sale.

As seen from the examples, restrictive clauses may be subordinated asyndetically in most cases.

The relative clauses in which relative pronouns or adverbs are omitted are called **contact clauses**.

The antecedent of a contact clause is any part of the principal clause but the subject. In other words, the relative pronoun, if inserted, would not be the subject of the contact clause.

The money *he lost* has never been found. (*He* is the subject of the relative clause.)  
The money (*which*) *he lost* has never been found. (*Which* is the object of the relative clause.)  
But: The money *which was* here has been stolen. (*Which* is the subject of the relative clause and therefore cannot be omitted.)

In colloquial speech, however, there may be contact clauses which have the subject of the principal clause as the antecedent; usually such clauses occur after the constructions *it is*, *there is* or *here is*.

It is an ill wind *blows nobody good*, (proverb) That's a thing *might happen to any man*. There's a policeman *wants to see you*. Here's a gentleman *asks for you*.

A **non-restrictive clause** describes the antecedent by giving some additional information about it. It does not restrict its meaning and therefore can be left out of the sentence without affecting its sense. It is separated from the rest of the sentence by a comma.

Non-restrictive clauses are introduced by: (1) relative pronouns: *who*, *which*; (2) relative adverbs: *where*, *when*. Asyndetic coordination is not typical of these clauses.

My sister, *who lives in New York*, visited us. He pointed to the dog, *which was looking at me hopefully*. He just came back from Indiana, *where he spent his holiday*. The year 1929, *when the crisis broke out*, was disastrous for the firm.

## 2. *Attributive Appositive Clauses*

They are used as appositive attributes specifying the meaning of the antecedent, when it is expressed by an abstract noun (idea, thought, question, reason, etc.).

Appositive clauses are introduced by conjunctions or conjunctive words, such as *that*, *who*, *what*, *which*, *where*, *when*, *why*, *how*. They are never joined asyndetically.

An appositive clause is not separated from the principal clause by a comma.

The thought *that I might never have met her was dreadful*. We haven't yet settled the question *who will lead the delegation*. He refused to tell me the reason *why he had not accepted the invitation*.

## PARENTHETICAL CLAUSES

Parenthetical clauses express the speaker's attitude to the statement made in the sentence or they show the relation of this statement to the one previously mentioned or to the source of information.

In most cases parenthetical clauses are introduced asyndetically, though sometimes the conjunction *as* is used: *as you know, as I told you, as I see it, as you put it, etc.*

Parenthetical clauses may be placed at the end, in the middle, and, less frequently, at the beginning of the sentence. They are separated by commas or dashes.

You are not afraid, *I hope*. You won't be safe here, *I am afraid*. Her singing is quite exceptional, *I think*. *As you know*, we've been friends since childhood. He is, as I told you, their only son. He had a very agreeable face, *and I thought*, was handsome. Nursing a wounded heart, *he thought cynically*, would not lead to happiness.

The principal clauses of complex sentences with object clauses, as well as the combinations "*it + predicate*" in complex sentences with subject clauses, tend to be used as parenthetical clauses in Modern English. It happens when the predicate of the principal clause is expressed by verbs of saying (*say, tell*) and thinking (*think, believe, suppose, remember*).

You're from Kansas City, *they tell me*. You know what happened, *I suppose*. Sleep, *it seemed*, refused to come.

### EMPHATIC COMPLEX SENTENCES

Besides all types of complex sentences mentioned above, there is a special type of sentences in English which should be discussed separately. These are the so-called emphatic complex sentences. They serve to emphasize some word or group of words in the sentence.

The structure of emphatic sentences is as follows: *It is/was + emphatic word + subordinate clause (group of words)*.

Thus the subordinate clause stands in apposition to the pronoun *it*.

If the emphasized element is expressed by a noun, a noun word-group or a pronoun (without a preposition), the subordinate clause is introduced by the relative pronoun *who* or *which*, and sometimes by *that*, or asyndetically.

It was *you who* called the sheriff, not I. (*You called the sheriff*.) It is not *I that* am to blame. (*I am not to blame*.) It was *home-sickness which* made him come back. (*Homesickness made him come back*.) It's *Brown* you ought to thank. (*You ought to thank Brown*.)

In all other cases (i. e. when the emphasized element is expressed by a prepositional phrase, adverb, clause, etc.) the subordinate clause is introduced by *that* or, less frequently, asyndetically.

It was *on the beach that* I found them. (*I found them on the beach*.) It was *then* he noticed us. (*Then he noticed us*.)

Thus emphatic sentences may be regarded as transforms of unemphatic sentences. The emphasized element may correspond to any part of the unemphatic sentence, except a verb-predicate and an attribute.

It was *Ann who* said it. — *Ann* said it. (subject)

It was *a camping holiday* they chose. — They chose *a camping holiday*. (*object*)  
It was *in Italy* that they met. — They met *in Italy*. (*adverbial modifier*)

These emphatic clauses are rendered in Ukrainian by special emphasizing words or word-groups (Саме Ганна ..., Не хто інший, ніж Ганна...) or by means of emphatic word-order (and intonation in oral speech).

### MIXED TYPES

Sometimes coordination and subordination are combined within one sentence. In this case we have **compound-complex** or **complex-compound sentences**.

#### COMPOUND-COMPLEX SENTENCES

A compound-complex sentence consists of two or more coordinate clauses in which at least one coordinate clause is complex in structure.

I know that she hates me, but I'll make her love me.

#### COMPLEX-COMPOUND SENTENCES

A complex-compound sentence has two or more subordinate clauses connected by coordination.

He realized that he had a terrific responsibility and that the best thing to do was to keep his mouth shut, to speak only when spoken too, and to make his answers short.

### REPORTED SPEECH DIRECT AND INDIRECT SPEECH

There are two ways of relating what a person has said: direct and indirect. In both cases we deal with peculiar types of composite sentences.

**In direct speech** we repeat the original speaker's exact words.

She said, "I have lost my umbrella." Hamlet said, "I must be cruel, only to be kind."

Remarks thus repeated are placed between inverted commas (quotation marks), and a comma or colon is placed immediately before the remark.

Direct speech is found in conversations in books, in plays, and quotations.

**In indirect speech** we give the exact meaning of a remark or speech, without necessarily using the speaker's exact words.

She said that she had lost her umbrella. Hamlet said that he had to be cruel in order to be kind.

In other words, when using indirect speech we report in our own words what another person has said; therefore indirect speech is commonly called **reported speech**.

Indirect speech is normally used in conversation, though direct speech is sometimes employed here to give a more dramatic effect.

Direct speech can be described as a syntactical unit with two centres of predication. It consists of the introductory part and the quotation. The introductory part of direct speech may precede the quotation, follow it, or be inserted in it. The quotation may contain more than one sentence.

She said, "Oh, that's you again." "Here I am," he said.

"I've just called," he said, "to see you. I miss you so."

What is known as reported speech does not differ grammatically from the conventional types of sentences.

He said he missed her. (a complex sentence with an object clause) What he said was that he refused to stay, (a complex sentence with subject and predicative clauses) She told me to stay, (a simple sentence)

When we turn direct speech into indirect some changes are usually necessary, such as the back-shifting of tenses, the change of persons, adverbs and, sometimes, word-order.

To study all changes brought about by turning direct speech into indirect, we should consider statements, questions, commands, suggestions and greetings separately.

### INDIRECT STATEMENTS

When the introductory verb is in the past tense, which it usually is, the verbs in the subordinate clauses change according to the rules of the sequence of tenses. These rules have been previously dealt with in Tense and Aspect.

He said, "I *am* French." — He said that he *was* French.

He said, "Mother *is working* in the garden." — He said that (his) mother *was working* in the garden.

He said, "I *was* there." — He said that he *had been* there.

He said, "The dog *has eaten* it all." — He said that the dog *had eaten* it all.

He said, "She *will be* there." — He said that she *would be* there.

He said, "I *shall meet* her." — He said that he *would meet* her.

In theory the past tense changes to the Past Perfect, but in spoken English it is often left unchanged, provided this can be done without causing confusion about the relative times of the actions.

He said, 'I *loved* her' " must become: "He said he *had loved* her" as otherwise there would be a change of meaning. But: "He said, 'Ann *arrived* on Monday' " could be reported: "He said Ann *arrived* (or *had arrived*) on Monday."

In written English past tenses usually do change to Past Perfect but there are a few exceptions:

a) Past tenses used in time clauses do not normally change.

He said, "When we *were living/lived* in Paris we often *saw* Paul." — He said that when they *were living/lived* in Paris they often *saw* Paul/*had often seen* Paul.

b) A past tense used to describe a state of affairs which still exists when the speech is reported remains unchanged.

She said, "I decided not to buy the house because it *was* on a main road." — She said she had decided not to buy the house because it *was* on a main road.

c) The Past Continuous usually remains unchanged except when it refers to a completed action.

She said, "We *were thinking* of selling the house but we *have decided* not to." — She said that they *had been thinking* of selling the house but *had decided* not to. But : He said, "When I *saw* them last they *were playing* tennis." — He said that when he *saw* them last they *were playing* tennis.

It would also be possible to say:

He said that when he *had seen* them last they *had been playing* tennis.

d) No sequence of tenses is used when verbs in reported statements are in the Subjunctive.

She said, "I *would help* him if I could." — She said she *would help* him if she could.

He said, "I wish I *knew*." — He said that he wished he *knew*.

e) *Must* in direct speech normally becomes *had to* in indirect speech, when the introductory verb is in the past tense.

He said, "I *must go*." — He said that he *had to go*.

But *must* remains unchanged:

1) When it expresses a permanent general obligation.

He said, "Every man *must obey* laws." — He said that every man *must obey* laws.

2) When it expresses deduction.

He said, "It *must be* cold outside." — He said that it *must be* cold outside.

Some other changes are necessary when we turn direct statements into indirect statements:

(1) Personal and possessive pronouns normally change from first to third person.

He said, "I can't find *my* hat." — He said (that) *he* couldn't find *his* hat."

But, of course, when someone is reporting his own words, pronouns do not change.

I said, "I like *my* new house." — I said (that) *I* liked *my* new house.

(2) This change of pronouns will affect the verb also when it is in the future tense.

He says "I *shall come*." — He says (that) *he will come*.

He said, "I *shall come*." — He said (that) *he would come*.

(3) Demonstrative adjectives also change: *this* changes to *that*, *these* changes to *those*.

He said, "I want *this* one." — He said (that) he wanted *that* one.

(4) The adverb *here*, and adverbs and adverbial phrases of time change as follows:

here — there

today — that day

yesterday — the day before



tomorrow — the next day, the following day  
next week, year, etc.— the following week, year, etc.

last week, year, etc.— the previous week, year, etc., the year before

But if the place is unchanged, here can be used in the indirect speech; and if the speech is made and reported on the same day, these time changes are not necessary either.

She said, "It is very peaceful *here*." — She said that it was very peaceful. (*There* may not be necessary to the sense and would probably be omitted.)

On Monday he said, "My son is coming *today*." — On Monday he said that his son was coming *that day*.

Ten minutes ago he said, "My son is coming *today*." — Ten minutes ago he said that his son was coming *today*.

He said, "I saw her *yesterday*." — He said that he had seen her *the day before*.

I said, "I'll do it *tomorrow*" — I said that I'd do it *the next day*. (I'd = I would)

He said, "I'll be going away *next week*." — He said he'd be going away *the following week*. (he'd = he would)

She said, "My father died *last year*." — She said that her father died *the year before*.

### INDIRECT QUESTIONS

When we turn direct questions into indirect questions, the following changes are necessary:

(1) Tenses, pronouns and adverbs of time and place change as in statement.

(2) The word-order of a question changes to that of a statement: subject — predicate; no question mark is used.

He said, "Where *does she live*?" — He asked where *she lived*.

(3) If the introductory verb is say, it must be changed to a verb of inquiry, i. e., *ask, inquire, wonder, want to know*, etc.

He *said*, "Where is the station?" — He *asked* where the station was.

The verbs *ask, inquire*, etc. can also be used in direct speech. They are then usually placed at the end of the sentence.

"Where is the station?" he *inquired*.

(4) If the direct question begins with an interrogative word (*when, where, who, how, why*, etc.), the interrogative word is repeated at the beginning of the indirect question.

"Why did you come?" she asked.— She asked *why* he had come.

He said, "How will you do it?" — He asked *how* she would do it.

If there is no interrogative word, the word *whether* or *if* is placed after the main verb. *Whether* is always correct, but *if* cannot be used with all verbs.

"Are you going to the party?" he asked. — He asked me *whether* I was going to the party. Or : He asked me *if* I was going to the party.

He said, "Is anyone there?" — He asked *if* anyone was there.

(5) As indirect questions have the same subject-predicate order as statements, they use the same form of the verb. It means that the auxiliary *do* is not used in positive indirect questions, because it is not used in the corresponding positive statements.

"Do you like coffee?" she asked. — She asked whether I *liked* coffee, (not "whether I *did like* coffee")

But the auxiliary *do* is used in the corresponding negative indirect questions, because it is used in negative statements.

"Don't you like coffee?" she asked. — She asked him why he *didn't like* coffee.

(6) Questions beginning with *shall I / we?*. These can be of two kinds: speculations and requests for instructions.

a. Speculations, when put into indirect speech, follow the ordinary rule about *shall/will* and are usually introduced by the verb *wonder*.

He said, "Where *shall* I be in 1980?" — (Possible answer — "Perhaps, I'll be on Mars.) — He wondered where he *would* be in 1980.

b. Requests for instructions, however, retain *shall/should*.

He says, "Where *shall* I put it?" (Possible answer — "Put it in the safe.") — He asks where he *shall* put it. Or : He asks where he *is to* put it. (more usual)

He said, "Where *shall* I put it?" — He asked where he *should* put it. Or: He asked where he *was to* put it.

*Note* that an alternative to *shall/should* here is *is to/was to*. This is often used, especially in indirect speech. There is no difference in meaning.

"*Shall* I take the car?" he asked.— He asked if he *should* take the car/if he *was to* take the car.

(7) Indirect questions are not enclosed in inverted commas, and they do not have a question mark at the end. But a question mark is necessary if the whole complex sentence in which the indirect question is included as a clause is itself a direct question.

Did you remember to ask when the train arrived?

If the whole question were reported, so that the present main clause became a subordinate one, then the question mark would not be used.

He inquired whether I remembered to ask when the train arrived.

## INDIRECT COMMANDS

When we turn direct commands into indirect commands, the following changes are necessary:

(1) The introductory verb, *say*, etc., changes to a verb of command or request, such as *tell*, *order*, *command*, *ask*, etc.

He *said*, "Close the gate, Tom." — He *told* Tom to close the gate.

(2) The introductory verb of the indirect command must be followed immediately by the person addressed and the infinitive (i. e. the complex object).

He said, "Get your coat, Tom." — He told *Tom to get* his coat.

In direct commands the person addressed is often not mentioned.

She said, "Go away."

But in indirect commands the person addressed must be included, so that in cases such as the above it is necessary to add a noun or a pronoun.

She told *me (the children)* to go away.

3) Negative commands are expressed by placing *not* before the infinitive.

He said, "*Don't move*, boys." — He told the boys *not to move*.

4) Pronouns and adverbs of place and time change as in statements.

She said, "Shut the door after you, *children*." — She told *the children* to shut the door after them.

I said, "Stop making *this* noise." — I told him to stop making *that* noise.

He said, "Please, come with *me*." — He asked her to come with *him*. ("please" is omitted)

"*Don't go*," I said.— I told *them not to go*.

"Don't sit on *my* hat," he shouted. — He told them not to sit on *his* hat.

He said, "Don't come *tomorrow* as I won't be *here*." — He told *us* not to come *the next day* as he wouldn't be *there*.

### ***Two Other Ways of Expressing Indirect Commands***

Indirect commands can also be expressed by object clauses containing *be* + infinitive or *should* + infinitive.

(1) *is / are / were / was* + infinitive

This construction can be used instead of *tell* + noun/pronoun + infinitive, but it is less imperative.

She said, "*Open* your books." — She *told us to open* our books. Or: She *said that we were to open* our books.

It is more usual than *tell* + complex object when the introductory verb is in the present tense.

She says, "*Meet* me at the station." — She says that *we are to meet* her at the station.

It can also be used when the person who is to obey the order is mentioned but not necessarily addressed directly.

She said that he *was to leave* the house. (We don't know whether she gave the order directly to him or sent it by another person.)

(2) *order* + *should* + infinitive

He ordered that they *should leave* the country.

The conjunction *that* must be placed after the verb and cannot be omitted.

This construction can be used instead of the *be* + infinitive construction, but it is more formal and therefore less common.

He *said* that Tom *was to apologize*. = He *ordered* that Tom *should apologize*.

Like the *be* + infinitive construction, it can be used when the recipient of the order is mentioned but not necessarily addressed directly.

### ***Indirect Commands in the Passive***

Indirect commands can also be used in the passive, but in the first type (*tell* + complex object) *tell* must be replaced by *order* or *give orders (for)*.

The Captain ordered a salute *to be fired*.

The Captain ordered that a salute *should be fired*.

The Captain gave orders for a salute *to be fired*.

The Captain gave orders that a salute *should be fired*.

### **MIXED TYPES**

Direct speech may, of course, be a combination of question and statement, statement and command, etc. When we turn such sentences into indirect speech, each of the questions, commands, and statements must be introduced by its proper verb.

He said, "Mary looks terrible. Is she ill?" — He *said* that Mary looked terrible and *asked* if she was ill. He said, "I don't know the way. Ask the old man sitting on the gate." — He *said* that he didn't know the way and *told* me to ask the old man.

She said, "Did you hear that crash? Go and see what has happened." — She *asked* if he had heard the crash and *told* him to go and see what had happened.

### **THE USE OF THE VERBS SAY AND TELL**

Say can be used with both direct and indirect speech.

He *said*, "It is snowing." He *said* that it was snowing.

It can be used with or without the person addressed (in the former case — preceded by *to*).

He said, "I have no time." — "I have no time," *he* said to me. (This is the usual order when the person addressed is mentioned.)

He *said* that he had no time. — He *said to me* that he had no time. ("He *told me* that..." would be more common here.)

*Tell* can mean "say", "order", or "narrate". It is not usually used with direct speech. It is always followed by the person addressed without preposition, except when it is used as shown in (c) below.

He *told Tom* that the dog had bitten him.

a. It is used for indirect statements, as above, and for indirect commands.

He *told me* to keep the gate closed.

b. It is often used to mean "narrate".

He *told me about* his adventures.

c. When we have *tell ... how* it is possible though not very usual to omit the person addressed.

He *told how* he had crossed the desert.

*Note.* We can also use *tell* in such expressions as *tell stories / tales / lies / the truth*. Here the person addressed need not be mentioned.

### **FREE REPORTED SPEECH**

There may be reported speech without reporting verbs. Pronouns, adverbs and tenses are shifted, but otherwise the structure remains as in direct speech.

#### (1) Statements

Unfortunately, *I can't* come. *I have* an appointment with *my* solicitor *tomorrow*.  
(direct) — Unfortunately, *he couldn't* come. *He had* an appointment with *his* solicitor *the next day*.

#### (2) Questions

*Are you* coming? (direct) — *Was she* coming? (reported)

This type of reported speech is often used in story-telling making a more vivid impression.

The two types of reported speech (i. e. dependent and free) are not always kept strictly apart. Reporting clauses are sometimes added to what looks like free reported speech. It is common in everyday informal speech, especially, when reporting questions.

He asked, was she coming. I asked, were they satisfied with their apartment. My mother says, please may she borrow the key.

Sometimes the two types of indirect speech are mixed up within one sentence.  
They asked if she knew his address, and had she seen him lately.

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Навчальне видання

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ПРАКТИЧНИЙ КУРС ОСНОВНОЇ ІНОЗЕМНОЇ МОВИ (ПРАКТИЧНА  
ГРАМАТИКА)

Методичні рекомендації з вивчення дисципліни

Формат 60×84/8. Ум. др. арк. 9

Донецький національний університет економіки і торгівлі  
імені Михайла Туган-Барановського  
50005, Дніпропетровська обл.,  
м. Кривий Ріг, вул. Трамвайна, 16.  
Свідоцтво суб'єкта видавничої справи ДК № 4929 від 07.07.2015 р.