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**Кафедра английской филологии**

**THE SIMPLE SENTENCE:  
COMMUNICATIVE TYPES AND SYNTACTIC  
STRUCTURES**

*Учебное пособие*

*для студентов филологического факультета специализации  
«Зарубежная филология: Английский язык и литература»*

*Составители:*

*Э.П. Васильева, Ю.В. Веденёва, А.В. Куклина*

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**Рецензент** к.ф.н., проф. А.И. Волокитина

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Учебное пособие по практической грамматике английского языка “The Simple Sentence: Communicative Types and Syntactic Structure” предназначено для студентов, профессионально специализирующихся в английском языке. Авторы учебного пособия ставят задачи 1) научить студентов корректно строить предложения различных коммуникативных типов на английском языке; 2) делать адекватные переводы предложений с русского на английский и обратно; 3) закрепить основной комплекс английских синтаксических терминов для последующего их использования в курсе «Теоретическая грамматика английского языка».

Данное пособие содержит нормативные сведения по таким разделам синтаксиса как «Коммуникативные типы и структурные разновидности простого предложения», «Система членов предложения и способы их выражения», «Нетрадиционные члены предложения» и др.

В каждый раздел включены комплексы упражнений, предназначенных как для аудиторной работы под руководством преподавателя, так и домашнего задания. Пособие завершается циклом заданий для самостоятельной работы студентов в ходе их подготовки к итоговому тесту.

При составлении учебного пособия в качестве опорных использовались работы таких известных отечественных и зарубежных специалистов в области практической грамматики английского языка как L.G. Alexander, A.J. Thompson и A.V. Martinet, M. Swan, В.Л. Каушанской, Е.М. Гордон и И.П. Крыловой, Е.Е. Израилевич и К.М. Качаловой, Ю.А. Крутикова и др.

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## Contents

<b>Section 1.</b> Communicative and Structural Types of the Simple Sentence .....	4
Classroom Practice 1 .....	9
Home Practice 1 .....	10
<b>Section 2.</b> Syntactic Parts of the Simple Sentence .....	12
2.1. The Subject .....	12
Classroom Practice 2.....	15
Home Practice 2 .....	17
2.2. The Predicate.....	19
Classroom Practice 3.....	23
Home Practice 3 .....	26
2.3. Agreement between the Subject and the Predicate.....	28
Classroom Practice 4.....	32
Home Practice 4 .....	34
2.4. The Object and Its Types .....	34
Classroom Practice 5.....	38
Home Practice 5 .....	39
2.5. The Attribute and the Apposition .....	41
Classroom Practice 6.....	43
Home Practice 6 .....	43
2.6. The Adverbial Modifier .....	44
Classroom Practice 7.....	46
Home Practice 7 .....	48
2.7. Additional Characteristics of Syntactic Parts of the Sentence....	49
Classroom Practice 8.....	51
<b>Section 3.</b> .....	53
Appendix 1. Punctuation.....	53
Appendix 2. Suggested Patterns of Sentence Analysis .....	55
<b>Section 4.</b> Test Yourself Section.....	57
Test 1 .....	57
Test 2 .....	58
Test 3 .....	59
Test 4.....	60
Reference List.....	61

## SECTION 1. COMMUNICATIVE AND STRUCTURAL TYPES OF THE SIMPLE SENTENCE

Communication is an exchange of sentences. A sentence is a unit of speech the grammatical structure of which conforms to the laws of the language and which serves as the chief means of conveying a thought. A sentence contains a subject and a predicate, followed, if necessary, by other words which make up the meaning.

- ✓ *It is raining.*
- ✓ *We shall not go to the park today.*

Sentences can be classified on the following grounds:

- I. according to the purpose of utterance
- II. according to the syntactic structure

### I. According to the purpose of utterance sentences are subdivided into:

1. declarative (statements)
2. interrogative (questions)
3. imperative (commands)
4. exclamatory (exclamations)

1. **The declarative sentence** states a fact in the affirmative or negative form and is characterized by the direct word order:

(Adverbial Modifier) + (Attribute) + Subject + Predicate + (Attribute) + Object + (Adverbial Modifier)
---

- ✓ *The shops close/don't close at 7 tonight.*

The particle *not* is the most frequently used grammatical form of negation in the English language, however, there are other grammatical and lexical means: the negative pronouns (*nobody, nothing, no one, neither of, none, no*); the conjunction *neither ... nor*; the adverbs *never and nowhere*; the preposition *without*; the negative prefixes *in-, im-, un-, dis-*; suffix *-less*.

- ✓ *John does not smoke.*
- ✓ *Nobody could answer that question.*
- ✓ *It is very impolite to interrupt a speaker.*
- ✓ *He is jobless at the moment.*

Statements usually have a falling tone; they are marked by a pause in speaking and by a full stop in writing.

Depending on their structure and lexical content, declarative sentences may be **communicatively polyfunctional**. Thus, besides their main function as information-carriers, statements may be used with the force of questions, commands and exclamations, as in:

- ✓ *I wonder why he is so late.*
- ✓ *You mustn't talk back to your parents.*

2. **The interrogative sentence** asks a question and is characterized by the indirect word order and/or the use of function words. Their communicative function consists in asking for information:

- ✓ *Are you second year students?*
- ✓ *Where are you going?*

#### *Types of Questions*

1) In **general (yes/no) questions** the speaker is interested to know whether some event or phenomenon asked about exists or does not exist; accordingly the answer may be positive or negative, thus containing or implying “yes” or “no”.

A general question opens with a verb operator, that is, an auxiliary, modal, or link verb followed by the subject. Such questions are characterized by the rising tone:

- ✓ *Do the shops close at 7 tonight?*
- ✓ *Can you speak French?*
- ✓ *Was she taken to the Zoo?*

2) **Special questions** open with a question word, the function of which is to get more detailed and exact information about some event or phenomenon known to the speaker and listener. The question words are as follows: *what, which, who, whom, whose, where, why, how* and the archaic *whence* (= where, where to), *wherefore* (=what for, why). Adverbial phrases such as *how long, how often* may also function as question words. With the help of these means the speaker can specify the information about the time, place, reason, manner, doer and other characteristics of the action:

- ✓ *Where do you live?*
- ✓ *Who lives in this room?*
- ✓ *Whose pen is on the table?*

A question word may be preceded by a preposition:

- ✓ *On what resolution do you insist?*

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

- ✓ *What are you laughing at?*
- ✓ *What resolution do you insist on?*
- ✓ *What did you argue about?*

The tone of a special question is usually the falling one.

Note 1: When the interrogative word is the subject of the special question or an attribute to the subject, the word order is direct.

3) **Alternative questions** imply a choice between two or more possible answers. Like “yes/no” questions, they open with a verb operator, but the suggestion of choice expressed by the disjunctive conjunction *or* makes the “yes/no” answer impossible. The part of the question before the conjunction *or* is characterized by a rising tone, the part after the conjunction has a falling tone:

- ✓ *Do the shops close or open at 7 tonight?*
- ✓ *Would you prefer tea or coffee?*

4) **Disjunctive (tail/tag) questions** are short “yes/no” questions added to a statement. Such questions require the answer “yes” or “no” and consist of an affirmative statement followed by a negative tail, or a negative statement followed by an affirmative tail. Generally the tail has a rising tone:

- ✓ *The shops close at 7 tonight, don't they?*
- ✓ *The shops don't close at 7, do they?*

A tail question is added to a statement for confirmation and therefore is sometimes called a *confirmative question*. It corresponds to such Russian questions as Не так ли? Не правда ли? Ведь так? The speaker expects the listener to share his view rather than to give him some new information. The most usual patterns of sentences with tag questions are as follows:

**Positive statement – negative tail – positive answer**

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

**Negative statement – positive tail – negative answer**

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

3. **The imperative sentence** expresses a command which conveys the desire of the speaker to make someone, generally the listener, perform an action. Besides commands proper, imperative sentences may express a prohibition, request, invitation, warning, persuasion, etc, depending on the situation, context, wording or intonation:

- ✓ *Shut the door.*
- ✓ *Don't shut the door.*

Formally commands are marked by the verb in the imperative mood (positive or negative), the reference to the second person, lack of subject, and the use of the auxiliary *do* in negative or emphatic sentences with the verb *to be*. An imperative sentence can be expanded by including a direct address.

Imperative sentences are generally characterized by the falling tone, although the rising tone may be used to make an inducement less abrupt. In writing they are marked by a full stop or exclamation mark.

A negative imperative sentence usually expresses prohibition, warning or persuasion:

- ✓ *Don't cross the street before the light turns to green.*
- ✓ *Don't worry.*

Inducements can be softened and made into requests with the help of the word *please*, the rising tone or a tail question:

- ✓ *Speak louder, please.*
- ✓ *Repeat the last word, will you?*

Note 2: *Commands are sometimes expressed without an imperative verb, as in:*

- ✓ *Silence!*
- ✓ *To the right!*
- ✓ *No smoking!*

4. **The exclamatory sentence (the exclamation)** expresses feelings and emotions and often begins with the pronoun *what* or the adverb *how*. *What* refers to a noun, *how* to an adjective or an adverb. Exclamatory sentences always have direct word order. An exclamation has a falling tone in speaking and an exclamation mark in writing:

- ✓ *What a slow train it is!*
- ✓ *How wonderful!*

## II. Classification of simple sentences according to the syntactic structure

From the structural viewpoint simple sentences are subdivided into the one-member and two-member sentences.

**The two-member sentences** have 2 principal parts – the subject and predicate, but most usually they are expanded by various secondary parts:

- ✓ *He could not help smiling.*
- ✓ *Russia is one of the largest countries in the world.*

If one or both of principal parts are missing, the sentence is called *an incomplete or elliptical*:

- ✓ *What are you doing tonight?*
- ✓ *Going to the theatre.*

The missing parts of the sentence can be easily understood from the context:

- ✓ *I am going to the theatre.*

**The one-member sentence** has only one principle part (expressed by either a noun, or a verb) which is neither the subject, nor the predicate and it makes the sentence complete:

1. nominal one-member sentences:

- ✓ *Dusk – of a summer night.*
- ✓ *What a nice view!*

2. verbal one-member sentences:

- ✓ *No! To have his friendship, his admiration, but not at that price.*
- ✓ *Keep clear of the road!*

**The unextended sentence** consists only of principal parts of the sentence. Both two-member and one-member sentences may be unextended:

- ✓ *She is a student.*
- ✓ *Birds fly.*
- ✓ *Winter!*

**The extended sentence** consists of the subject, the predicate and one or more secondary parts of the sentence (objects, attributes, adverbial modifiers, direct address, parenthesis):

- ✓ *Birds come back from warm countries.*



✓ *A friend in need is a friend indeed.*

## CLASSROOM PRACTICE 1

**Exercise 1.** *Classify the suggested sentences according to 1) their syntactic structure and 2) purpose of utterance:*

1. This car was made in Germany. 2. I want to write a letter. 3. Do you like these flowers? 4. The train has arrived. 5. Listen to your mother. 6. Sit down, please. 7. You can't park here. 8. Don't interrupt! 9. I understand. 10. She doesn't like me. 11. He's a doctor. 12. What happened? 13. He is tired.

**Exercise 2.** *Arrange the groups of words below in the right order so as to make up a correct sentence. Describe each sentence according to its purpose of utterance:*

Model: the coffee | don't spill. *Don't spill the coffee.* (imperative)

1. today's papers | have you seen 2. to meet you | how nice 3. my umbrella | where did you put 4. arrived | the train | fifteen minutes late 5. on time | plane | won't arrive 6. this electricity bill | I can't pay 7. for me | please | open the door 8. the nearest hotel | where's

**Exercise 3.** *Arrange these words in the right order according to the pattern "Subject + Predicate + (Object) + Adverbial Modifier (How? Where? When?)"*:

Model: till 11 o'clock this morning | slept | the children. *The children slept till 11 o'clock in the morning.*

1. the papers | into the bin | he threw 2. I don't speak | well | English 3. hides | Mrs Jones | her money | under the bed 4. carefully | this suitcase | you didn't pack 5. on this shelf | I left | this morning | some money 6. from the bank | a loan | you'll have to get 7. the phone | in the middle of the night | woke me up 8. in the park | you shouldn't walk | at night 9. your food | you should eat | slowly

**Exercise 4.** *Transform the following declarative sentences into disjunctive questions:*

1. It's cold. 2. Tom has a car. 3. You can drive. 4. He should drive slowly. 5. He plays well. 6. I was right. 7. You did it yourself. 8. You won't be long. 9. They needn't pay. 10. They aren't allowed to play cards. 11. She doesn't know you. 12. You hear me. 13. Professor Brown lectures on mathematics. 14. You

understood him easily. 15. She will talk to the teacher. 16. You have a sister. 17. She had to stay at the office after work.

**Exercise 5.** *Classify the following sentences into two-member and one-member sentences (say whether they are complete or elliptical):*

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. Brown 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 of water. The wonder and the 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 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.

## HOME PRACTICE 1

**Exercise 6.** *Some of the sentences below are senseless. Rewrite them in order to produce meaningful sentences. Indicate the subject, predicate and object groups:*

Model: Has set John Bailey a new high-jump record. (S) John Bailey (P) has set (O) a new high-jump record.

1. The passport examined the passport officer. 2. These biscuits don't like the dogs. 3. The shop assistant is wrapping the parcel. 4. Have seen the visitors the new buildings. 5. My father didn't wash the dishes. 6. The pipe is going to fix the plumber. 7. Will the goalkeeper catch the ball? 8. Has the meal enjoyed the guest? 9. Can't play John the game.

**Exercise 7.** *Ask questions to the words in bold type:*

1. I've known **him** for many years. 2. He works **at the library** every Saturday. 3. **Our teacher** always speaks English in class. 4. Our lessons usually last **two**

**hours.** 5. His sister works for “**Philips**”. 6. They **are discussing** this question now. 7. My friend is **a teacher**. 8. He was in London **last week**. 9. Doctor Smith spoke **to me** about my son’s health. 10. I go to bed **at eleven o’clock**. 11. Her eyes are **blue**. 12. Mary Smith is a young woman of **35**. 13. There are **three rooms** in my flat. 14. I have got **a nice dress**. 15. I spent **one thousand roubles** yesterday.

**Exercise 8.** *Read the following story and arrange the words in each sentence in the right order. Add capital letters and the appropriate punctuation marks in the right places:*

Model: my car | I parked | in the centre of the village. *I parked my car in the centre of the village.*

#### A QUIET SORT OF PLACE!

1. near a bus stop | an old man | I saw 2. “beautiful village | what a” | I exclaimed  
3. “live here | how many people” 4. “seventeen people | there are” | the old man  
said 5. “here | have you lived | how long” 6. “all my life | I have lived here”  
7. “isn’t it | it’s a quiet sort of place” 8. “here | a quiet life | we live 9. a cinema |  
we don’t have | or a theatre 10. our school | five years ago | was closed 11. only  
one shop | we have 12. calls | a bus | once a day 13. here | in 55 B.C. | came | the  
Romans 14. since then | has happened | nothing

## SECTION 2. SYNTACTIC PARTS OF THE SIMPLE SENTENCE

As it was mentioned in Section 1, the syntactic structure of a sentence is composed of the principal and secondary parts. The principal parts are represented by the Subject and Predicate; the secondary ones are the Object, Attribute and Adverbial Modifier. Besides, there may be some optional, usually detached (or loose) parts of the sentence, such as Parenthesis, Direct Address, Apposition, Interjection.

### *Syntactic Parts of the Sentence*

#### the principle parts

- the subject
- the predicate

#### the secondary parts

- the object
- the adverbial modifier
- the attribute

#### the detached parts

- the interjection
- the direct address
- the parenthesis

### 2.1. The Subject

**The Subject** is the principal part of the sentence, expressed by a word or a group of words, which is grammatically independent of the other parts of the sentence and with which the second principal part, the predicate, agrees in number and person. The subject denotes a person, a thing or a phenomenon.

The Subject of a simple sentence can be expressed by:

1) A noun in the common case:

✓ *The meeting is over.*

Occasionally a noun in the genitive case is used as a subject:

✓ *Ada's is a noble heart.*

2) A pronoun (personal, demonstrative, defining, indefinite, negative, interrogative and the absolute form of possessive pronouns):

✓ *You are not a bad fellow.*

✓ *Nothing was said for a minute or two.*

✓ *Theirs is not a very comfortable lodging.*

Note 1: The subject is often expressed by the indefinite personal pronoun *one* or the personal pronouns *they, you, we* which refer not to a particular person but to people in

general. Note that *they* is used when the speaker is excluded, *one* when the speaker is included:

- ✓ *They say the situation is going to change.*
- ✓ *One can hardly live without friends.*

3) A substantivized adjective or participle:

- ✓ *The wounded were taken good care of.*

4) A numeral (cardinal or ordinal):

- ✓ *Two of the letters were from my uncle.*

5) An infinitive, infinitive phrase or construction:

- ✓ *To understand is to forgive.*
- ✓ *To be a rich man is not a bed of roses.*

6) A gerund, gerundial phrase or construction:

- ✓ *Seeing is believing*
- ✓ *Her being French might upset him a lot.*
- ✓ *My coming here was a mistake.*

7) Any part of speech used as a quotation:

- ✓ *His "How do you do" never sounds cordial enough.*
- ✓ *On is a preposition.*

8) A group of words which is one part of the sentence, i.e. *a syntactically indivisible group*:

- ✓ *Their friend and defender was darkly groping toward the solution.*

9) A subject clause, which makes the whole sentence a complex one:

- ✓ *What I need is a piece of good advice.*
- ✓ *What girls of her sort want is a wedding ring.*

Note 2: There are sentences in English, beginning with the introductory **there**:

- ✓ *There is nothing on the table.*

*Their syntactic analysis is disputable. Some scholars believe "**there**" to be the introductory subject; others think that "nothing" is the subject and "**there**" is part of the predicate.*

*An obligatory part of such sentences is the adverbial modifier of place in the final position.*

## ***It as the Subject***

The pronoun “it” is very frequent in the function of a subject, which is subdivided into the following kinds:

### **1. “It” as the Notional Subject** is subdivided into:

1) the **personal it** which stands for a definite thing or some abstract idea:

✓ *The door opened. It was opened by a young girl.*

2) the **demonstrative it** which points out a person or thing expressed by a predicative noun or it refers to the thought contained in a preceding statement:

✓ *It is John.*

✓ *Dick came home late, it provoked his father.*

### **2. “It” as the Formal Subject** is subdivided into:

1) the **impersonal it** which is used to denote natural phenomena, the state of environment, time and distance:

✓ *It often rains in autumn.*

✓ *It is stuffy in here.*

✓ *It is morning already.*

✓ *It is a long way to the station.*

2) the **introductory** or **anticipatory it** which introduces the real, meaningful subject expressed mainly by an infinitive, gerund or a clause. The sentence thus contains two subjects: the formal (introductory) subject and the notional subject expressed as stated above:

✓ *It's no use doing that.*

✓ *It would be wonderful for you to stay with us.*

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

✓ *It would be wonderful for you to stay with us. → For you to stay with us would be wonderful.*

3) the **emphatic it** which is used to stress any part of the sentence, making it thus the focus of the whole statement:

✓ *It was he who told Helen the truth.*

## CLASSROOM PRACTICE 2

**Exercise 9.** *Find the subject of each sentence and state what it is expressed by. Translate the sentences into Russian:*

1. Between him and the four other brothers who were present there was much difference, much similarity. 2. There was no difference between them. 3. When so much had been written about Charles Strickland, it may seem unnecessary that I should write more. 4. Today, somehow, seemed different. 5. The stronger among the girls ran about and engaged in active games. 6. Thirty is a good age to begin all anew yet. 7. His was a lucky lot. 8. What I want is sea air. 9. Sitting in the presidium has the advantage of allowing one to study the audience. 10. To have had the privilege of taking part in such an event is a real pleasure. 11. The clock struck eight. There was no sign of any of the other guests. 12. Together we walked through the mud and slush. 13. Something impersonal and humble in that action seemed to reassure the Consul. 14. Sometimes the past injects itself into the present with a peculiar force. 15. Forgetting some things is a difficult matter. 16. To cross from one end to the other was difficult because of the water. 17. She did not know. The “No” was stronger than her craving to be in Frinsco’s arms and forget this dreary existence. 18. Yes, that did sound rather far-fetched and absurd. 19. These three deemed themselves the queens of the school. 20. High and low all made fun of him. 21. Your coming home has made me as foolish as a young girl of nineteen. 22. And now his heir and nephew, Thomas Esmond, began to bid for his uncle’s favour. 23. One must keep it in mind forever. 24. There is no such thing as a time machine. 25. To complete this experiment will take much time.

**Exercise 10.** *State the kind of the subject expressed by the pronoun it:*

1. It is my room. 2. It is the moon that makes you talk to yourself in that silly way. 3. It is warmer today than it was yesterday. 4. Is it necessary to go there? 5. It is very distressing to me, Sir, to give this information. 6. It’s a fine day today. 7. It’s a pleasure to walk to the forest on such a day. 8. It is my pen. 9. I took a good room. It was very big and light and looked out on the lake. 10. It was Mendeleev who discovered the Periodic Law of Elements. 11. It is the shortest month of the year. 12. Is it hot in summer? 13. It was dusky in the dining-room and quite chilly. 14. The bell rang. It was lean, pale Eddie Warren in a state of acute distress. 15. It was a little house. It was a little pink house. 16. But in her bosom there was still that bright glowing place. It was almost

unbearable. 17. She sat up, but she felt quite dizzy, quite drunk. It must have been the spring. 18. It is important not to miss classes. 19. It was then that he made his famous discovery. 20. He took the pass through the fields: it was pleasanter than the road.

**Exercise 11.** *Insert the formal subject **it** or **there** as necessary. Give reasons for your choice:*

1. ... will be a lot of rain tomorrow, I think. 2. ... will be a fine day tomorrow. 3. ... is no accounting for his choice, I believe. 4. ... was not any use in applying to the fellow. 5. "... is nothing in the medicine that can hurt you," said the doctor. 6. ... is dangerous to play with fire, my boy. 7. ... is much danger in playing with fire. 8. ... is a lady wanting you on the phone, Mr. Brown. 9. "Who?" "... is Mr. Smith who wants to speak to you at once." 10. If ... is time to go and have a bite, let's go.

**Exercise 12.** *Insert **there** or **it** and analyse the kind of the subject expressed by it:*

1. ... were many people in the room; ... was very stuffy. 2. ... is high time to begin our work. 3. ... is no time left. 4. ... has been no rain for some day. 5. The next day ... was still raining. 6. ... was twenty degrees in the shade. 7. ... was nothing to be seen. 8. The translation was easy; ... took me very little time. 9. The text was easy; ... took me very little time to translate it. 10. ... was deep snow at the foot of the hill. 11. ... was snowing hard. 12. At the moment ... came a knock at the door. ... was a postman. 13. I'm afraid ... is nothing to prevent it. 14. ... is no use our wasting time talking about it. 15. ... is no sense in our wasting time talking about it. 16. Something clanked and rattled outside. ... was the dog's chain. 17. ... is a storm coming on! 18. ... remained only to sign the document. 19. ... was still very early and ... was nobody to be seen in the street. 20. ... were many villages on the road to town.

**Exercise 13.** *Translate the following sentences into Russian, paying attention to the function of the constructions "**there is**" and "**there are**":*

1. Since there are 92 elements in nature, there are 92 different types of atoms. 2. There was a problem of misunderstanding between them. 3. There was silence for a moment. 4. Is there anybody here? 5. There were both of them present. 6. First, there is what we might call a pattern. 7. There was no sign of him at the ball. 8. There was no talking that evening. 9. Once upon a time there lived a king. 10. There is a table in the room.



**Exercise 14.** *Transform the sentences below using it as their emphatic subject:*

Model: He came to Moscow **only yesterday**. – It was **only yesterday** that he came to Moscow.

1. I recognized him **only when he came up to me**. 2. He used to read to us **Chekhov**. 3. I could not read this book **because of the small type**. 4. This student made a very good report on the international situation **at the meeting yesterday**. 5. **Only his resourcefulness** saved us from the danger which we faced. 6. He made so much progress in English **because he worked a great deal**. 7. I could not understand what language he was speaking **until I heard quite distinctly the words “little boy”**. 8. **His broad smile** made me recognize him immediately. 9. I objected to **his taking part in this work**. 10. He improved his phonetics **by reading books aloud**. 11. I met him **on my way home**. 12. **George Forsyte** saw Bosinney at South Kensington Station on the night of the fatal accident.

## HOME PRACTICE 2

**Exercise 15.** *Define the kinds of the subject expressed by the pronoun it in the following sentences:*

1. At nine o'clock the next morning I went out. It was cold and rainy. At the first corner I came upon a man who seemed strangely familiar. It was Uncle Caesar, and old Negro, who wore the most remarkable coat that I had ever seen or expected to see. It was very long and had been grey. But rain, and sun, and age had so changed it that it was impossible to name the colour. Once it must have been the military coat of an officer. But now all its buttons were gone except one. The second button from the top only remained. 2. The evening grew darker, and, the roads being crossed by gates, it was not safe to drive. 3. “Is it education that makes you behave as you do?” Sarah asked. 4. It is impossible for reality to be concealed from the people for ever. 5. It was quite unexpected her putting the mother that question. 6. It had happened several days before he arrived.

**Exercise 16.** *Complete the sentences below, inserting it is or there is/are:*

1. ... stove in the kitchen. 2. ... a gas-stove. 3. ... fine today. 4. ... an underground station near my house. 5. ... nearly 11 o'clock. 6. ... a light in the window. Somebody must be at home. 7. ... no place like home. 8. ... time to go to bed. 9. ... not much furniture in your flat. 10. ... not true to say that she is a close friend of mine. 11. ... no central heating in my house. 12. ... only one

cigarette in the box. 13. ... important to know the details. 14. ... fifteen students in our group. 15. ... pity you can't go with us. 16. ... too early to leave. 17. ... any news in the letter? 18. ... easy to understand why she is absent. 19. ... much milk in the jug. 20. ... a pity you can't join us. 21. ... some interesting articles in the newspaper. 22. ... not very cold today.

**Exercise 17.** *Using the subject it, change these sentences to emphasize each part in turn:*

Model: The secretary sent Jake the photos yesterday.

→ It was the secretary who sent Jake the photos yesterday.

→ It was Jake that the secretary sent the photos to yesterday.

→ It was the photos that the secretary sent Jake yesterday.

→ It was yesterday that the secretary sent Jake the photos.

1. The baby put marmalade on Dad's trousers this morning. 2. Maria gave her old bicycle to Pat last week. 3. Carl broke the kitchen window with a ladder today. 4. Mark met Cathy in Germany in 1992.

**Exercise 18.** *Translate the sentences from Russian into English:*

1. В этой комнате холодно. 2. Еще совсем светло. 3. Тепло сегодня? 4. Сейчас половина шестого. 5. Шел дождь вчера? – Да. 6. Уже поздно и совсем темно. 7. Трудно говорить на иностранном языке без ошибок. 8. Отсюда очень далеко до вокзала? 9. Очень приятно купаться в море. 10. Очень трудно переводить такие тексты без словаря. 11. Ему было больно ходить. 12. Оказалось, что она глухая. 13. Еще слишком жарко, чтобы отправляться в путь. 14. Казалось, это место ему совершенно не знакомо. 15. Весна.

**Exercise 19.** *Translate the following sentences from Russian into English using the construction with the emphatic it:*

1. Вот здесь мы в прошлом году разбили лагерь. 2. Так это ваш друг написал такую интересную статью? 3. Они-то и посоветовали мне обратиться к вам. 4. Как раз этот вопрос меня тревожит. 5. Важно не количество, а качество. 6. Именно из-за вашей небрежности произошел несчастный случай. 7. И вот в таком радостном настроении мы возвращались домой. 8. Это вы ввели меня в краску. 9. Не иначе как мои двоюродные братья сыграли со мной эту шутку. 10. Первыми заметили пожар дети. 11. С большим трудом мы добрались туда. 12. Не столько его слова,

сколько его тон показался мне странным. 13. Именно в 30-е годы прошлого столетия появилось телевидение. 14. Как раз в том году они поженились. 15. Первым полетел в космос Юрий Гагарин.

## 2.2. The Predicate

**The Predicate** is the second principal part of the sentence which expresses an action, state, or quality of the person, thing or phenomenon denoted by the subject. It agrees with the subject in number and person.

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

1. **The simple predicate** can be subdivided into two types:

1) **the simple verbal predicate** is expressed by a finite verb in a simple or complex tense, aspect and voice form:

- ✓ *His words frightened me.*
- ✓ *The heavy luggage had been put in a dry place.*

2) **the simple phraseological predicate** is a special kind of predicate expressed by a combination of a verb and a noun forming one indivisible unit both lexically and grammatically. There are two types of phraseological predicates:

1. the predicate denoting a momentary action (*to have a smoke/swim/run; to give a laugh/push; to take a look; to make a move, etc.*).

2. the predicate having a strong phraseological meaning (*to get rid/hold; to make use/fun; to take care; to lose sight; to pay attention; to make up (change) one's mind; ; to take part, etc.*):

- ✓ *He gave the girl a long glance.*
- ✓ *The ship has been lost sight of.*

2. **The compound predicate** consists of two parts: a finite verb and some other part of speech (a noun, a pronoun, an adjective, a verbal). The compound predicates can be *nominal* and *verbal*.

1) **the compound nominal predicate** denotes the state or quality of the person, thing or phenomenon expressed by the subject; or a class of persons, things and phenomena to which they belong. It consists of a link verb and a predicative (the nominal part).

✓ *The leaves turn yellow in autumn.*

✓ *He is a mining engineer.*

A compound nominal predicate either describes a static feature of the subject or shows its transition from one state to another:

✓ *She remained silent.*

✓ *Mary grew old.*

**Link verbs** retain their lexical meanings to a different degree: the verb “to be” can be called a “pure” link verb, others retain their meanings in a stronger (*to die, to sit, to stand, to smell, to taste, etc.*) or weaker (*to grow, to get, to remain, to look, etc.*) form. In this case the combinatoric ability of a finite verb helps to distinguish between a simple and compound nominal predicate:

✓ *She looked at me attentively* (simple predicate).

✓ *She looked pale* (compound nominal predicate).

Here is a list of most frequently used **English link verbs**:

a. the pure link verbs (*to be*):

✓ *The sun was full of promise.*

b. the link verbs partially preserving their meanings (*to appear, to continue, to fall, to feel, to get, to grow, to go, to hold, to keep, to loom, to look, to make, to prove, to rank, to remain, to run, to seem, to smell, to shine, to stand, to taste, to turn, to turn out, to work*):

✓ *Dave looked surprised.*

✓ *The cucumber tastes bitter.*

c. the link verbs fully preserving their meaning (*to become, to come, to die, to leave, to lie, to marry, to return, to sit, to stand, etc.*):

✓ *The poor woman sat amazed.*

✓ *The poor boy died young.*

**The predicative** can be expressed by:

a. a noun in the common or genitive case:

✓ *John became a student last year.*

b. an adjective:

✓ *It was getting dark.*

c. a pronoun:

- ✓ *This suit-case is mine.*
- d. a stative:
  - ✓ *I'm afraid.*
- e. a numeral (cardinal or ordinal):
  - ✓ *He was the first to get the prize.*
- f. a prepositional phrase:
  - ✓ *It was outside her experience.*
- g. an infinitive (phrase/construction):
  - ✓ *My first thought was to ask him for support.*
- h. a gerund (phrase or construction):
  - ✓ *The child continued sobbing.*
- i. participle I or II:
  - ✓ *The moment was soothing to her.*
  - ✓ *She felt terrified.*
- j. an adverb:
  - ✓ *What I have heard is enough for me.*

Note 1: There are special types of predicatives in English:

1. The objective predicative is the predicative referring to the object that does not form part of the predicate. It expresses the state or quality of a person or thing denoted by the object and is generally expressed by a noun, an adjective, a stative or a prepositional phrase:

- ✓ *We found the game dull.*
- ✓ *They elected him president.*

2. The subjective predicative refers to the subject and is generally expressed by a noun, an adjective or some other part of speech:

- ✓ *He was appointed secretary of the committee.*

**2) the compound verbal predicate** can be of two types: *the compound verbal modal predicate* and *the compound verbal aspect predicate*. **The compound verbal modal predicate** shows whether the action expressed by a non-finite form of the verb is considered as possible, impossible, obligatory, desirable, etc. and consists of the following components:

1. A modal verb (*can, may, must, should, would, ought, dare, need*) and the Simple or Perfect Infinitive:

- ✓ *The child cannot read.*

✓ *You shouldn't have gone to the concert.*

2. Modal expressions to be + Inf., to have + Inf.:

✓ *I have to work for my living.*

✓ *She is to come here tonight.*

3. A verb of a modal meaning (*to hope, to expect, to intend, to attempt, to try, to endeavour, to long, to wish, to want, to desire*) and an infinitive or a gerund:

✓ *I tried to open a bottle but I didn't manage.*

4. Expressions having modal meanings (*to be able, to be sure, to be certain, to be obliged, to be bound, to be willing, to be anxious, to be capable, to be going, to be allowed, to be likely*) and an infinitive or gerund:

✓ *I am going to leave Paris.*

✓ *The boy was not allowed to go out so late.*

✓ *He is capable of doing it himself.*

5. Verbs and expressions used as the predicate of sentences containing the Subjective Infinitive Construction (*to chance, to happen, to seem, to prove, to appear, to turn out*):

✓ *They happened to meet at the bus-stop.*

✓ *The play turned out to be very dull.*

**3) the compound verbal aspect predicate** expresses the beginning, repetition, duration or cessation of the action. It consists of such verbs as *to begin, to cease, to come, to commence, to continue, to fall, to finish, to give up, to go on, to keep on, to proceed, to set about, to start, to stop* followed by an infinitive or gerund; also *would* and *used to* + Inf., which denote a repeated action in the past, form this kind of Predicate.

✓ *I kept looking for the keys.*

✓ *It stopped raining an hour ago.*

✓ *The baby began crying startled by the noise.*

4) the combinations of the compound predicates described above can produce their *mixed variants*:

a) *the compound modal nominal predicate*:

✓ *She couldn't be happy.*

b) *the compound aspect nominal predicate*:

- ✓ *I continued to be glad for that.*
- ✓ *He was beginning to look desperate*

c) ***the compound modal aspect predicate:***

- ✓ *He ought to stop doing nothing.*
- ✓ *She can't continue training.*

The system of English predicates can be represented in the following table:

### *The Predicate*

<u>the simple predicate</u>	<u>the compound predicate</u>	<u>the mixed predicate</u>
<ul style="list-style-type: none"> <li>• a notional verb in any tense and aspect, mood or voice form</li> <li>• the phraseological predicate</li> </ul>	<ul style="list-style-type: none"> <li>• the compound nominal predicate</li> <li>• the compound verbal predicate</li> <li>• the compound verbal modal predicate</li> <li>• the compound verbal aspect predicate</li> </ul>	<ul style="list-style-type: none"> <li>• the compound modal nominal predicate</li> <li>• the compound aspect nominal predicate</li> <li>• the compound modal aspect predicate</li> </ul>

### **CLASSROOM PRACTICE 3**

**Exercise 20.** *State whether the predicate in the following sentences is simple or compound (nominal or verbal):*

1. Two young girls in red came by.
2. I am coming to feel the mill a part of myself.
3. He tried to be both firm and friendly. I've felt dependent on him.
4. He now felt only a confused ache of memory and a growing desire to be home.
5. No one was there to meet Dick.
6. There was a silence but not an uncomfortable one.
7. The day of our wedding came. He was to call for me to choose the furniture.
8. A good reliable husband he'd make.
9. That made all the difference. The room came alive at once.
10. My lady keeps the list of the names in a little red book.
11. Charlie kept quiet.
12. Cedric Thompson stood a good three inches above me.
13. For a moment I stood aghast, peering after her shadowy figure, and wondering what had taken her.
14. And then they sat silent for a moment together.
15. I sat writing letters on a piece of paper with a pencil.
16. He seemed glad to see me.
17. Yates grew impatient.
18. She turned once more to Mr. Godfrey.
18. Mr. Bruff remained to dinner and stayed through the

evening. 19. Tom's knees went weak. He sat down on his bed. 20. He was beginning to sound really angry.

**Exercise 21.** *Point out the predicative and say by what it is expressed:*

1. Ann was completely dazed. 2. Their highest concept of right conduct, in this case, was to get a job. 3. I'm five foot eleven in my socks. 4. I am cold. And I always was such a one for being warm. 5. Your resemblance to your mother is very striking. 6. He did not answer. He was aware again of this feeling of discomfort. 7. I hated myself. My question had been degrading, shameful. 8. Their interests were hers, as well as the interests of everybody. 9. He's a good chap. He makes you feel it's worth while being alive. 10. Arrived here, his first act was to kneel down on a large stone beside the row of vessels. 11. The nightmare of my life has come true. We are in danger of our lives. We are white people in a Chinese city. 12. But she was herself again, brushing her tears away. 13. The rest of the time was yours. 14. The Irish are as philosophic as well as a practical race. Their first and strongest impulse is to make the best of a bad situation. 15. Beauty is alive and everlasting. 16. He was off at once. 17. His first impulse was to cross to the other side to avoid the oncoming figure. 18. I was seventeen, so was she. 19. If Harris's eyes fill with tears, you can bet it is because Harris has been eating raw onions. 20. He was only twenty-one and he had never been in love before.

**Exercise 22.** *Fill in the blanks with one of the following link-verbs in order to make up a compound nominal predicate:*

become	fall	get	go	grow	keep	remain	run	turn
--------	------	-----	----	------	------	--------	-----	------

1. The cloud lengthened out until it ... a narrow line. 2. And how are you? – We (not) ... younger. 3. I have known the family, father and son, so long that I ... confused sometimes. 4. James ... more and more alarmed. 5. His hands, slack behind him, ... fists. 6. I can stand the strain no longer, I ... mad if it goes on like this. 7. At my cry he ... pale as death. 8. The ship ... smaller and smaller in the distance. 9. He ... yellow, then blue; suppressed anger showed on his face. 10. When I entered they all ... silent. 11. The boy ... silent for some time. 12. A gale from the west ... stronger. 13. Carrie ... rapidly famous. 14. Something must ... wrong. 15. We ... awake all night. 16. (Not) ... excited! 17. They came back before it ... dark. 18. This small river ... dry every summer. 19. The weather ... cold and windy. 20. Hurry up! It ... late.



**Exercise 23.** Choose between the adjective or adverb given in the brackets:

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 girl. It breaks my heart. (sad, sadly) 10. He was looking at me \_\_\_\_\_ and \_\_\_\_\_. (grave, gravely; intent, intently) 11. 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)

**Exercise 24.** Point out the subjective or objective predicative and name the part of speech it is expressed by:

1. The half hour he had with her... left him supremely happy and supremely satisfied with life. 2. How to be shown things and make appropriate comment seems to be an art in itself. 3. She had her arms about him, murmuring his name in a pleading question, but he held her arm away from him. 4. From behind the verandah she heard these words, "I don't Annette." Did father know that he called her mother Annette? 5. John felt a different man now. 6. We should remain perfectly quiet and keep these matters secret even from Oliver himself. 7. Guilt held him immobile for only an instant.

**Exercise 25.** Find the predicate in each sentence and describe its type:

1. Presently she grew tired of that and looked across at her sister. 2. You shall have as many dances as you like. 3. Well, d'you feel any better now? 4. Harry was enjoying his dinner. 5. Alice went on, he ought to stop doing nothing and criticizing everybody. Everything is being taken down and used against you. 7. The story will only get repeated and exaggerated. 8. But I've got to have a word with him. We got to do something about it. 9. She became bitter and unapproachable. 10. Her marriage was more or less fixed for the twenty-eighth of the month. They were to sail for India on September the fifth. 11. Leila's partner gave a little grasping laugh. 12. You are to go straight to your room. You are to say nothing of this to anyone. 13. I began to stammer my apologies. He would not listen to me. 14. A ship is reported to be arriving at Bordeaux. 15. Even now he was able to find a thin excuse for that young idiot. 16. Do not

delay, there is no time. Teacher Williams lies dead already. 17. The grey house had ceased to be a home for family life. 18. The sky shone pale. 19. These days are finished. They are blotted out. I must begin living all over again. 20. Next day, by noon, I was up and dressed, and sat wrapped in a shawl by the nursery hearth.

### HOME PRACTICE 3

**Exercise 26.** *State the type of the Predicate in the following sentences:*

1. I thought that all I was doing was trying to keep a roof over our heads. 2. I couldn't feel my heart. I had stopped beating. 3. This morning, as it fell out, Christine was not looking her best. 4. Time may come when the money might be of some use to you. 5. When he began going less regularly to her home he began also to feel ashamed of himself. 6. She couldn't stop being angry. 7. Nothing is going to happen to you; and I suppose it wouldn't be the end of the world if anything did. 8. He went on eating a while in silence. 9. And then Uncle Roger would lift up the picture, and drop it, and it would come out of the frame and he would try to save the glass and cut himself. 10. This young man used sometimes to take tea with Miss Pinkerton. 11. Gradually, Andrew came to see that it was not a social but really a business occasion. 12. Mrs. Thornton has not been able to drink her coffee today.

**Exercise 27.** *State the type of the Predicate in the following sentences and translate them into Russian:*

1. It's no use. I'm bound to Morris. 2. Her feet were never bound as the Chinese then bound the feet of their girls. 3. I don't want to tell you, but you are bound to have it. 4. You are not bound to answer that question. 5. One of them was later sent to board in a missionary school and she was compelled to lose the foot bandages. 6. When she was sixteen she was a beauty. As the result she was compelled to go to the Emperor's palace. 7. I was compelled to idleness. I had to listen to her long monologues on the Japanese. 8. My mother was plainly fading. I was increasingly anxious about her. 9. We were anxious to cooperate. 10. My father gave it to my mother. It is the only possession I was able to save. 11. Please let me help. You look so awfully young. 12. I'm sixteen. I always look after Pappy. Please don't bother about me. 13. Life is loving and marrying and having children. 14. I was getting tired of this interest in my work. 15. Soon we shall have to begin to think about her future.

**Exercise 28.** *Say where the reflexive pronoun is part of the predicate and whether it is an object or a predicative:*

1. On my estate, we pride ourselves on other things besides hay. 2. She paused, her eyes never leaving my face. "I shall always blame myself for the accident." 3. She raised herself suddenly in the tall chair, and looked straight at him. 4. Dick found himself walking in the direction of his friend Mike's place. 5. It was a Tuesday. My lady wasn't quite herself that afternoon. 6. He felt himself unusually on edge, unable to maintain the impersonally smug tone of Stephenson. 7. Mrs. Danvers showed herself at last.

**Exercise 29.** *Translate the sentences into English using a compound nominal predicate:*

1. Музыка звучала чудесно. 2. Этот цветок хорошо пахнет. 3. Ваши слова звучат странно. 4. Этот огурец горький на вкус. 5. Бифштекс хорошо пахнет. 6. Эта материя груба на ощупь. 7. Вода в этой местности плоха на вкус. 8. Эта нота звучит резко. 9. Я чувствую себя плохо. 10. Она выглядит хорошо. 11. Она чувствует себя хорошо. 12. Она только кажется хорошей. 13. Пирожное хорошее на вид. 14. Свисток прозвучал пронзительно. 15. Эти розы пахнут упоительно.

**Exercise 30.** *Translate the following sentences into English paying attention to the ways rendering of the Predicate:*

1. Больной начинает чувствовать себя лучше. 2. Не пора ли нам начать повторение правил? 3. Новости были ободряющими. 4. Некоторые правила могут оказаться трудными для запоминания. 5. Фильм оказался совсем не скучным. 6. Консультация должна была начаться в 9 часов вечера. 7. Кажется, молодая пара не замечала, что происходит вокруг. 8. Дети продолжали играть несмотря на дождь. 9. Вы должны перестать разговаривать, когда учитель начинает урок. 10. Студент покинул аудиторию взволнованный и расстроенный. 11. Она начала нервничать. 12. Похоже, что он придет только вечером. 13. Дети пришли промокшие до нитки. 14. Он вернулся из армии взрослым мужчиной. 15. Роман непременно будет иметь успех.

### 2.3. Agreement between the Subject and the Predicate

In the English language the predicate agrees with the subject in person and number. For example, if the subject of the sentence is in the singular, the verb must also be in the singular. If the subject is plural, the verb must also be plural:

- ✓ *He knows the correct answer.*
- ✓ *They were of the same size.*

But in Modern English there is often a conflict between form and meaning; in these cases the predicate does not agree with the subject. The following rules of agreement of the predicate with the subject should be observed:

1. The predicate is used in the plural when there are two or more homogeneous subjects connected by the conjunction **and** or *asyndetically*:

- ✓ *Mary and Jane are talking Spanish.*
- ✓ *The President, the vice-president, the minister speak at every meeting.*

If two or more homogeneous subjects are expressed by infinitives the predicate is in the singular:

- ✓ *To labour in peace, and devote her labour and her life to her poor son, was all the widow sought. (Dickens)*

Sometimes the two subjects connected by **and** form a unit. In this case, the subject is regarded as singular and takes a singular verb:

- ✓ *Bacon and eggs is a popular combination.*

When two subjects connected by **and** refer to the same person or thing, the subject is singular:

- ✓ *His companion and friend is very devoted to him.*

2. When the predicate-verb precedes a number of subjects, it is often in the singular, especially if the sentence begins with **here** and **there**:

- ✓ *There was a vase and a book on the table.*

If the subjects are of different number the predicate agrees with the subject that stands first:

- ✓ *There was a table and four chairs in the dining-room.*
- ✓ *There were four chairs and a table in the dining-room.*

3. When two homogeneous subjects in the singular are connected by the conjunctions *not only...but (also)*, *neither...nor*, *either...or*, *or*, *nor*, the predicate is usually in the singular:

- ✓ *Neither the man nor the boy **was** responsible.*
- ✓ *Mary or Jane **is going** to the fashion show.*

If the subjects are of different person or number, the predicate agrees with the one next to it:

- ✓ *Not only your sister but also you **are** to blame.*

4. If a subject expressed by a noun is modified by two or more attributes connected by *and*, the predicate is in the singular when one person, thing, or idea is meant:

- ✓ *The interesting and captivating plot **is keeping** the readers in suspense.*

If two or more persons, things, or ideas are meant the predicate is in the plural:

- ✓ *Classical and light music **have** both their admirers.*

The above examples show that, in this case, the subject expressed by an abstract noun stands in the singular; with class nouns we either repeat the article and put the noun in the singular or use the article once and put the noun in the plural.

5. If the subject is expressed by a definite, indefinite, or negative pronoun (*each*, *either*, *everybody*, *everyone*, *everything*, *somebody*, *someone*, *something*, *nobody*, *nothing*, *neither*, etc.), the predicate is in the singular:

- ✓ *Each of these bags **has been examined**.*
- ✓ *Somebody **is** responsible for the accident.*

6. The following common words are always plural: *several*, *few*, *both* and *many*

- ✓ *Several **were called** to the platform.*
- ✓ *Both **were anxious** to receive the award.*

7. When *many a*, *each*, and *every* are used to introduce a sentence and function as adjectives, the subject is singular:

- ✓ *Many a man **wishes** that he had gone to college.*

✓ *Every man, woman, and child is **expected** to report.*

8. **Some, none, any,** and **all** are singular or plural according to the meaning of the sentence. When these words refer to *a quantity or a mass* taken as a whole, they are generally considered as singular. When they refer to *a number*, they are regarded as plural in meaning:

✓ *Some **are going** by plane.*

✓ *Some of the ice-cream **is left**.*

✓ *None of these apples **are** ripe.*

✓ *We needed a ball but none **was** available.*

9. If the subject is expressed by an interrogative pronoun (**who, what**) the predicate is usually in the singular:

✓ *Who **is** to apply to her for permission?*

If the question refers to more than one person the predicate may be used in the plural:

✓ *Who **are** these people in the street? What do they want?*

10. If the subject is expressed by the emphatic **it** the predicate is in the singular no matter what follows:

✓ *Neither of the books has a clean cover. It **is** the readers who spoil them.*

11. If the subject is expressed by a noun in the plural which is the title of a book, or the name of a newspaper or magazine, the predicate is usually in the singular:

✓ *“Sons and Lovers” **was** Lawrence’s favourite novel.*

12. If the subject is expressed by a noun in the plural denoting time, measure, or distance, the predicate is in the singular when the noun represents the amount or mass as a whole:

✓ *Three dollars **is** the sum you’ll need.*

✓ *Ten miles **is** a long distance to walk.*

13. If the subject is expressed by a group of words denoting *arithmetic calculations* the predicate is usually singular: multiplication presents an exception as the verb may be in the singular or in the plural:

✓ *Two and two **is** four.*

✓ *Twice two is (are) four.*

14. If the subject is expressed by a word-group the first element of which is *a number of...*, *a variety of...*, *the majority of...*, *a lot of...*, *plenty of...*, *a mass of...* etc the form of the predicate depends on the form and meaning of the second element:

✓ *A lot of books were placed on the table.*

✓ *There is a lot of truth in your words.*

The nouns *number* and *variety* may retain their concrete meaning (количество, разнообразие). In this case they are used with the definite article and agree with a singular predicate:

✓ *The number of people outside was enormous.*

✓ *The variety of goods in this market is impressive.*

15. Some nouns, though they have the plural ending *-s*, are nevertheless treated as singulars, taking singular verbs and pronouns referring to them. Here belong:

a. Miscellaneous nouns: *news, gallows* and *summons*.

b. Names of diseases: *measles, mumps, rickets...etc.*

c. Names of games: *billiards, bowls, darts...etc.*

d. Names of some countries: *the Bahamas, the Netherlands, the Philippines, the United States*

These are treated as singulars when considered as a political unit, and as plurals when they are used as the geographical names, for example, of the groups of islands:

✓ *The Bahamas were settled by British subjects.*

16. There are a number of nouns in English that are plural in form and can be used only with a plural verb (**Pluralia tantum**). Here belong:

a. Nouns indicating articles of dress consisting of two parts: *trousers, pants, shorts, braces...etc.*

b. Tools and instruments consisting of two parts: *scissors, spectacles, glasses, scales...etc.*

c. Miscellaneous other nouns: *riches, contents, thanks, troops, savings...etc.*

✓ *The scissors are not sharp enough.*

17. If the subject is expressed by a collective noun denoting a group or collection of similar individuals taken as a whole (*mankind, humanity, etc.*) the predicate-verb is in the singular:

✓ *Mankind is **fighting** against crime and violence in the world.*

If the subject is expressed by a noun of multitude, i.e. a collective noun denoting the individuals of the group taken separately (*people, infantry, cavalry, gentry, clergy, police, cattle, poultry...etc.*) the predicate is as a rule in the plural:

✓ *The police **have** arrived and arrested the criminal.*

With collective nouns (*family, committee, crew, army, board, chorus, team, etc.*) as subject the predicate is either in the singular or in the plural. If we are thinking about the *individual items* composing the group or collection named by the collective noun, we should treat it as a plural subject. If we are thinking about the group or collection *as a whole, as an entity*, we should treat it as a singular subject:

✓ *My family **are** punctual and hard-working people.*

✓ *My family **has lived** in this village for a hundred years.*

#### CLASSROOM PRACTICE 4

**Exercise 31.** *Replace the infinitives in brackets by the correct form of the verb. Pay attention to the rules of agreement:*

1. Official news (be) brief. 2. Have some bread and butter. The bread and butter (be) on the counter. 3. A box as well as the book (be stole). 4. The wedding party (be forced) to abandon their cars and literally to fight their way into the Old Town Hall on foot. 5. The cattle (be all gone), probably driven off. 6. It utterly spoils an excursion if you have folks in the boat who (be thinking) all the time a good deal more of their dress than of the trip. 7. The yacht struck a reef and sank somewhere off the North of Scotland; and he managed to swim to an uninhabited island. All the rest (be drowned). 8. None of them (be going) to get against me. 9. The Himalayas (be) the eastern end of the great series of folded mountains. 10. The works (be) to be closed. 11. It is I who (be buying) this house. 12. The ten years he lived in the North (have changed) him greatly. 13. "The Merry Wives of Windsor" (be) one of the best comedies in English literature. 14. I don't care what your family (say). It is all their doing. I am going



to live a new life. 15. Forty guineas for a room each week (be) not an uncommon figure at that time. 16. My brother as well as I (be) ready to accompany you to the station. 17. Three metres (be) not enough for this dress. 18. It (be) his stories that amused me so much. 19. Who (be) these people? 20. There's just one or two little things that (be worrying) me, doctor.

**Exercise 32.** *Put the verb in brackets into the proper tense form. Pay attention to the rules of agreement:*

1. Somebody in this group (keep) my copy of "Hamlet" for three weeks already. 2. There (be) four bottles of milk in the refrigerator this morning. 3. She says peanut butter and jelly (be) her favourite sandwich since childhood. 4. 'I'm looking for scissors.' – 'Well, there (be) a pair of scissors in the drawer.' 5. Everyone in this class (know) him well. 6. The fireman has just told us that both the house and the garage (be destroyed) by the fire. 7. Either the manager or his assistants (be) always in the office. 8. We have no time to waste. Each of us (have) special task to perform. 9. There (be) a lot of cars parked outside. 10. Neither of these plans (satisfy) us. 11. The news he told us (be) really exciting. 12. Neither my book nor yours (be found) yet. 13. The number of students present at the lecture (be) considerable. 14. Who (see) my spectacles? 15. The committee (not be able) to agree among themselves.

**Exercise 33.** *Decide on the number of the predicate in the following sentences and supply the correct form of the infinitive in brackets. Translate the sentences:*

1. ...any of the boys...back yet? (come) 2. At that moment the crew ... in different parts of the ship. (stand) 3. Not only the earth but also the planets ... round the sun. (move) 4. Five hundred dollars ... in the robbery last night. (steal) 5. Either of the methods ... the same result. (give) 6. 'Mates!' suddenly cried one of the strikers, 'the police...!' (come) 7. In front of us on a clear part of the street a company of girls ... (dance) 8. The general director and the sales manager ... the hall. The meeting will begin in a few minutes. (enter) 9. Someone ... to sign his or her name. (forget) 10. I saw that a number of boys ... the school. (approach)

## HOME PRACTICE 4

**Exercise 34.** *Insert the necessary form of the verb to be:*

1. The bread and the butter ... put on the table. 2. Not only the flowers but even the grass ... withered. 3. I think two hours' study ... not enough to do your homework properly. 4. Neither he nor his friend ... present at the lecture yesterday. 5. We never stay in bed late. My family ... early risers. 6. Both of them ... right. 7. "The Two Gentlemen of Verona" ... a well-known play by Shakespeare. 8. The cattle ... up in the hills. 9. Bread and butter ... a good kind of food in teatime. 10. I can't wait: four weeks ... so long. 11. The grey and blue blanket ... washed yesterday. 12. A variety of questions ... put to the speaker after the report. 13. Each of us ... ready to help you. 14. Let's hurry up! The number of tickets ... limited. 15. The battle was over and the cavalry ... unhorsed.

**Exercise 35.** *Translate the following sentences into English. Pay attention to the rules of agreement:*

1. Товары, которые вы заказывали, только что прибыли. 2. Какие новости? Ты сдал все экзамены? 3. Хотя телевизор работал, в комнате никого не было. 4. Не волнуйся, большая часть работы уже сделана. 5. Каждый школьник знает, что пятью восемь – сорок. 6. Либо тебя, либо Джеймса следует винить за эту ошибку. 7. Домашняя птица – ценный пищевой продукт, но только не для вегетарианца. 8. Никто из студентов не собирается пользоваться шпаргалками на экзамене. 9. Многие из этих книг были переизданы за последнее время. 10. На полке находилось четыре книги, каждая из них была подписана хозяином библиотеки. 11. Она очень популярна среди одноклассников. Всем она нравится. 12. И Том, и Анна опоздали на несколько минут. Однако только Тому сделали замечание. 13. Одна из девочек принесла свою любимую кошку в школу. 14. Это именно те книги, которые я искала. 15. Его местонахождение неизвестно.

### 2.4. The Object and Its Types

*The Object* is a secondary part of the sentence which modifies verbs, sometimes adjectives, statives or nouns. It completes their meaning indicating the person, thing or phenomenon affected by the action of the predicate.

The Object can be expressed by:

1) A noun in the common case:

✓ *I miss the opera here.*

2) Pronouns of various classes: personal, possessive, defining, reflexive, demonstrative, indefinite, negative, interrogative:

✓ *We did not find anyone there.*

✓ *They met nobody at the station.*

Note 1: The pronoun *it* can be used as a real or formal object:

✓ *She pulled out a cigarette and let it dangle between her lips unlighted.*

As a formal introductory object “it” usually follows such verbs as *to think, to find, to consider, to make, etc.*, while the real object in these cases is expressed by an infinitive or gerundial phrase:

✓ *He made it a point to save so much every week.*

3) A substantivised adjective or a participle:

✓ *The rich can never understand the poor.*

✓ *The Government should support the unemployed.*

4) An infinitive, infinitive phrase or an infinitive construction:

✓ *He found it impossible to tell the truth.*

✓ *I want him to come to my party.*

5) A gerund, a gerundial phrase or a gerundial construction:

✓ *I remember going to the British Museum one day.*

✓ *Do you object to my leaving now?*

6) Any part of speech used as a quotation:

✓ *He said “hush” several times.*

7) A syntactically indivisible group:

✓ *She asked for a pinch of salt.*

According to their meanings, structure and ways of connection with the head-word objects are subdivided into:

**The Direct Object** denotes a person or a thing affected by the action of a transitive verb. This kind of object is non-prepositional and follows the predicate

immediately. If a transitive verb takes only one object expressed by a noun or pronoun without a preposition, it is always a direct one:

- ✓ *She bought a dictionary yesterday.*

**The Indirect Object** is a non-prepositional object, denoting the addressee of the action. This kind of object is placed between the predicate verb and direct object. It is used with transitive verbs which take two non-prepositional objects, such as *to give, to teach, to ask, to send, to pay*. The indirect object is most usually expressed by the personal pronoun in the objective case or the proper name in the common case:

verb + indirect object + direct object

- ✓ *They offered Ed a new job.*
- ✓ *I gave her my present.*

As a rule, *the indirect object* comes before the direct object. However, when the direct object precedes the indirect object the latter is used with the preposition *to* and sometimes *for*:

verb + direct object + *to/for* + indirect object

- ✓ *Give it to Mary.*
- ✓ *Richard brought some flowers for me.*

We use this structure, for example when we want to give special emphasis to the indirect object:

- ✓ *I'll give it to Mary, not Peter.*

Some common verbs used in this structure with *to*:

*bring give lend offer owe pass pay post  
promise read recommend sell send show take  
teach tell throw write*

- ✓ *They're going to offer the job to Sue.*
- ✓ *He showed the letter to a friend.*

Some common verbs used in this structure with *for*:

*bring build buy change choose cook do fetch*

*find fix get keep make order prepare save*

- ✓ *She bought some books for her brother.*
- ✓ *I'll cook a meal for you.*

Note 2: After such verbs as *to announce, to ascribe, to attribute, to communicate, to dedicate, to dictate, to disclose, to explain, to interpret, to introduce, to point out, to relate, to repeat, to submit, to suggest* the indirect object is used with the preposition *to* even when it comes before the direct object:

- ✓ *The professor explained to us some difficult rules in French.*

**The Prepositional Object** expresses various kinds of semantic relations: The instrument of an action, the doer of an action (in passive constructions), sources of certain states, the material of which the thing is made and a lot of other relations. It is governed by intransitive verbs, as well as statives or adjectives:

- ✓ *He was afraid of dogs.*
- ✓ *I am uneasy about it.*
- ✓ *He came to us with his friend.*

**The Complex Object** is expressed by the participial, infinitive or gerundial constructions, consisting of two essential parts: the noun or pronoun and a non-finite verb (an infinitive, gerund or participle):

- ✓ *I want you to come.*
- ✓ *I insist on your coming.*
- ✓ *I saw him coming here.*

Complex objects are rendered in Russian in the form of a clause (придаточное предложение):

- ✓ *Я хочу, чтобы вы пришли.*

**The Cognate Object** is a special kind of object in English which is used after intransitive verbs and is expressed by a noun of the same root as the verb. It is regularly modified by an attribute (*to smile a sad smile, to laugh a bitter laugh, to die a violent death, etc.*):

- ✓ *They lived a simple life.*

So the system of the English object can be represented in the following scheme:

## The Object

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

### CLASSROOM PRACTICE 5

**Exercise 36.** *Point out the object, state its type and say by what it is expressed:*

1. The whole country has been taking part in the restoration. 2. The USA is rapidly developing its productive forces. 3. The fascist invaders caused many countries enormous damage. 4. We have equipped the plant with powerful machines. 5. We have sent them our illustrated catalogues. 6. We have referred the matter to arbitration. 7. Tell me where to put the trunk. 8. I wish you success. 9. I have received a letter from my brother. 10. What have you got there? 11. She pretended not to hear. 12. He found the luggage packed and strapped for the journey. 13. I know all about it, my son. 14. I have to show Dr. French his room. 15. I never heard you express that opinion before, sir. 16. Halting, he waited for the Roman to speak first. 17. He was with you at the banquet. 18. They don't want anything from us – not even our respect. 19. I beg your pardon for calling you by name. 20. I found myself pitying the Baron.

**Exercise 37.** *Answer the following questions, using two objects:*

1. What did you give your mother for her birthday? 2. What would you say if you wanted someone to pass you the salt? 3. Do you often lend people your things? 4. Do you think a pleasure to cook someone a meal? 5. Have you ever taken your family breakfast in bed? 6. Have you ever sent someone a parcel? 7. Do you always tell people the truth? 8. What would you show the visitors in Samara?

**Exercise 38.** *Translate the sentences below into Russian:*

1. We found it difficult to refuse his request. 2. I think it unnecessary to go there. 3. The captain considered it dangerous to sail without a pilot. 4. The sellers deemed it necessary to ship the goods immediately. 5. He felt it his duty to tell her everything.

**Exercise 39.** *Point out the Complex Object in the following sentences and say by what it is expressed. Translate the sentences into Russian:*

1. He could see the man and the Great Beaver talking together. 2. Each woman thought herself triumphant and the other altogether vanquished. 3. Thus these

two waited with impatience for the three years to be over. 4. Sammy watched Mr. Cheviot slowly take the receiver from the girl. 5. He hated her to work in the boarding house. 6. The Consul felt his legs give way. 7. Mother objected to Amy's being taken away from her game with the boys. 8. They had never heard him speak with such urgency, his eyes glowing like amber coals in the fading light.

**Exercise 40.** *Insert the preposition to where necessary:*

1. I have told this ... you so that you may take precautions. 2. John gave the book ... me so that I might learn the rhyme. 3. Not finding him at the office she left ... him a note informing him of our arrival. 4. They showed ... us a list of the goods to be sold at the auction. 5. We have sent invitations ... the parties participating in the agreement. 6. No difficulties would have arisen if he had explained everything ... me in due time. 7. He mentioned ... me the title of the novel that he had read long ago. 8. Knowing the English language well, he can translate ... you this article without any dictionary. 9. I remember introducing you ... her. 10. Pass ... me the salt, please. 11. Why can't you prove ... your brother that you simply had to do so? 12. What did you suggest ... them?

## HOME PRACTICE 5

**Exercise 41.** *State the type of objects and the ways of their expression in the sentences below:*

1. Where are the papers you have brought me? 2. Is it not strange that we hear nothing from the boys? The telegram was sent them two weeks ago. 3. Smiling a broad smile, the old man watched the children playing in the garden. 4. It didn't occur to him to wonder what Bosinney had done after they had left him there alone. 5. We all felt relieved to hear of the fishermen having safely arrived home. 6. James sat with his hands behind his ear, his eyes fixed upon his son. He was proud of him! 7. I meant to have given you a sovereign this morning. I'll give it to you this afternoon. 8. The gardener gave the fence a new coat of paint. 9. When I called on him I found him busy arranging books in a new bookcase he had bought. 10. I am glad to hear you say you are well.

**Exercise 42.** *Translate the sentences from Russian into English, paying attentions to the use of prepositions:*

1. Он посвящал музыке все свободное время. 2. Объясните мне, пожалуйста, значение новых слов. 3. Мы приписываем теплomu течению мягкий климат этого острова. 4. Он открыл нам секрет своего изобретения. 5. Байрон посвятил одну из своих поэм Гете. 6. Вы видели, чтобы кто-нибудь вышел из комнаты? 7. Она объявила нам о своем желании уехать работать в другой город. 8. Не приписывайте мне того, чего я никогда не делал. 9. Он посвящает общественной работе все свое свободное время. 10. Мне вчера не починили часы. 11. Я никогда не слышал, чтобы об этом студенте плохо отзывались. 12. Я хочу перешить свое пальто. 13. Войдя в картинную галерею, я увидела мою приятельницу, стоявшую у окна. 14. Она хотела, чтобы ей сшили пальто к Новому году. 15. Спойте нам. 16. Спойте нас еще одну арию из «Евгения Онегина».

**Exercise 43.** *Translate the following sentences from Russian into English:*

**A.** 1. Как вы его узнаете? Вам хотя бы описали его внешность? 2. Я записал это правило точно так, как нам его продиктовали. 3. Его имя упоминали при мне много раз, но я его ни разу не видел. 4. Эти книги принесли ей, а не вам. 5. Нам показали коллекцию редких книг, хранящихся в библиотеке. 6. Нам продемонстрировали новую машину в действии. 7. Все места были уже заняты, и нам принесли стулья из другой комнаты. 8. На этот раз ему простили его ошибку. 9. Его памяти нередко завидовали. 10. Им предлагают французский как второй язык. 11. Мальчику следовало простить его неопытность. 12. Всем были разосланы специальные приглашения. 13. Вчера нам объяснили еще одно новое правило. 14. О результатах соревнования будет объявлено позднее. 15. Что вам предложили?

**B.** 1. Какой смысл спорить с ним и доказывать ему, что он не прав? Все равно он останется при своем мнении. 2. Он, должно быть, забыл о том, что мы виделись в прошлом году на юге. 3. Что заставило его отказаться от вашего предложения? 4. Они посоветовали поговорить с ним лично и попросить, чтобы он объяснил свое непонятное поведение. 5. Все газеты пространно комментировали это событие. 6. По мере того как он приближался к дому, его нетерпение возрастало. 7. Поскольку у меня мало времени, я не собираюсь касаться в своем выступлении всех вопросов, относящихся к этой проблеме. 8. Судейская комиссия объявит о результа-



тах соревнования несколько позднее. 9. Что напоминает вам этот мотив? 10. Ему нельзя поручать такое ответственное задание. 11. Вы уже расписались в регистрационной книге? 12. Он надеялся, что никто не станет упоминать об этом случае. 13. Никто никогда не сомневался в его честности. 14. Вы пытались повлиять на него каким-нибудь образом? 15. Неужели вы не могли догадаться об этом сами? 16. Я никак не мог припомнить его адрес. 17. Я очень удивлен, что он не ответил на ваше письмо. 18. Если увидишь его, скажи, что собрание перенесено на вторник. 19. Они должны были известить о дне приезда заранее. 20. Не скажите ли, его уже оперировали?

## 2.5. The Attribute and the Apposition

The Attribute is a secondary part of the sentence which usually modifies nouns, but it may be any other part of speech that has a nominal character and an attribute gives them some kind of characteristic. Single attributes or homogeneous ones are usually placed before the noun modified, while expanded attributes expressed by phrases usually stand in postposition to the noun:

- ✓ *Your new dress is wonderful.*
- ✓ *You behave like a schoolboy afraid of his teacher.*

Attributes can be expressed by:

1) An adjective:

- ✓ *This big girl is very lazy.*

2) A pronoun (possessive, defining, demonstrative, interrogative, relative, indefinite):

- ✓ *I saw by their faces that they had learned something new.*
- ✓ *Every student should know it.*

3) A numeral (cardinal or ordinal):

- ✓ *I borrowed two pounds from my brother.*
- ✓ *The second story was very dull.*

4) A noun in the common case or the genitive case:

- ✓ *The village painter entered the pub.*
- ✓ *Her father's nerves would never stand the disclosure.*

5) A prepositional phrase:

✓ *It was an act of despair on her part.*

6) An adverb in pre- or postposition to the noun modified:

✓ *The after events shook the whole town.*

7) A participle or a participial phrase:

✓ *She saw the lighted windows of the cottage.*

8) A gerund or a gerundial phrase joined prepositionally:

✓ *She admired his way of doing things.*

9) An infinitive, an infinitive phrase or an infinitive construction in postposition to the noun modified:

✓ *He is a man to rely on.*

✓ *Here is a book for you to read on train.*

10) A quotation group:

✓ *I hate his "don't-talk-to-me" air.*

**The Apposition** is a peculiar kind of attribute expressed by a noun which explains and specifies the meaning of a noun by giving it another name, denoting profession, title, relationship, etc.

Depending on the structure (a noun or a phrase) and the character of relations with the head-word, appositions are subdivided into close and loose ones:

1) **the close apposition** is not separated by commas and stands in close connection with the word modified. It generally consists of the name of a person and a noun denoting relationship, or a geographical name and a common noun. Sometimes the apposition consists of the preposition *of* + *noun*:

✓ *Aunt Ann was always ready to babysit for us.*

✓ *He lived in the city of London.*

2) **the loose or detached apposition** is not as closely connected with the noun and is usually placed after the noun modified; it is always separated by commas:

✓ *I asked Miss Grey, a neighbour and an old friend of mine, to dinner.*

## CLASSROOM PRACTICE 6

**Exercise 44.** *Point out the attributes and say by what they are expressed in each case:*

1. The first day's journey from Gaza to Ascalon was intolerably tedious. 2. What do you say to a stroll through the garden? 3. It was such a cruel thing to have happened to that gentle, helpless creature. 4. He was always the first to enter the dining room and the last to leave. 5. Sally hated the idea of borrowing and living on credit. 6. The two men faced each other silently. 7. It was an easy go-as-you-please existence. 8. I'm not in the habit of reading other people's letters. 9. He thrust his hands deep into his overcoat pockets. 10. It was not a matter to be discussed even with a guide, philosopher and friend so near and trusted as the Professor. 11. Ethel, the youngest, married a good-for-nothing little waiter. 12. He pointed to a house on a near-by shady knoll. 13. It was just one little sheet of glass between her and the great wet world outside. 14. She had a pair of immense bare arms to match, and a quantity of mottled hair arranged in a sort of bow. 15. Dicky heard right enough. A clear, ringing little laugh was his only reply.

**Exercise 45.** *Point out the appositions and say whether they are 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 Soams. 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 passed 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 the world, possible and real, with a flower of a woman.

## HOME PRACTICE 6

**Exercise 46.** *Point out the attributes and say by what they are expressed:*

1. Roger had a high forehead and the freshest colour of any of the Forsytes. 2. He knew him as intimately as he knew Henry Brace Bridge, of Cleveland, and George Knowles, of Cincinnati. 3. When she returned he was still standing there like a man of stone. 4. Amongst the last of the departing guests the fourth and

the fifth brother, Nicholas and Roger, walked away together, directing their steps alongside Hyde Park. 5. She thought of the night, nearly two years ago, when she came back by this train with the news of Hubert's release and found her father sitting up, grey and worn, in his study. 6. Through Aunt Ann's compressed lips a tender smile forced its way. 7. Old Jolyon has got nobody else to leave his money to. 8. It was a warm, alive face, very womanly. 9. There came a girl with a face beautiful and attractive. 10. Roger was that remarkable Forsyte who had conceived and carried out the notion of bringing up his four sons to a new profession. 11. Recalling that never-to-be-forgotten day, they always exchange understanding smiles. 12. The glimpse of her, all unaware of him, soothed Wilfrid. 13. There was something easy and sufficient about him. 14. But for the sweetness of the family gossip, it must indeed have been lonely at that family gathering.

**Exercise 47.** *Find proper place for the attributes in brackets. Put commas where necessary:*

1. ... the voice ... came back to him ... (rich and resonant). 2. He said it in a ... voice ... (full of exclamation stops). 3. ... he was a man ... (with the Calvin type of face). 4. ... the thin, dark, smallish man ... grinned (with a face rather like a bird's). 5. ... he was a handsome man ... (blond, fair-skinned, with clean, strong, chiseled features). 6. He saw a small hard man ... arguing with an old woman ... (in grey pants and short sport jacket). 7. ... to me ... it seemed as if he were a magician ... (sitting at his feet). 8. ... grey curls banded her forehead, curls that ... had extinguished in the family all sense of time (unchanged for decades). 9. There was ... something ... in her ... little ... household (very charming). 10. We saw him ... in the company of a ... girl ... (gay and elated; young and pretty).

## 2.6. The Adverbial Modifier

**The Adverbial Modifier** is a secondary part of the sentence which modifies verbs, adjectives and adverbs and specifies the circumstances of a happening (time, place, manner, reason, result, etc.).

**The Adverbial Modifier** can be expressed by:

1) An adverb:

✓ *He'll be here tomorrow.*

- 2) A noun with or without accompanying words:
  - ✓ *Every morning he hurries to the university.*
- 3) A preposition phrase:
  - ✓ *There is a book on the table.*
- 4) A phrase, consisting of a subordinating conjunction and a notional word:
  - ✓ *If hungry, you may have your supper in your room.*
  - ✓ *When a child, he used to swim in that river.*
- 5) A participle or a participial phrase:
  - ✓ *Turning away, she caught sight of him.*
  - ✓ *If asked about it, don't say a word.*

6) The Nominative Absolute Participial Construction:

- ✓ *He burst in, the terror written on his face.*

Occasionally an adjective can be used instead of a participle in such constructions:

- ✓ *He stood, his eyes brightly proud.*

7) The Prepositional Absolute Participial Construction:

- ✓ *He looked at him, with his whole face breathing short and quick in every feature.*

8) A gerundial phrase or a construction:

- ✓ *He left without speaking.*
- ✓ *On father's returning home we sat to dinner.*

9) An infinitive, an infinitive phrase, or an infinitive construction:

- ✓ *I was too tired to go for a walk.*

### **Semantic (Functional) Classification of Adverbial Modifiers**

Depending on their meanings and functions performed in a sentence, adverbial modifiers are subdivided into:

1) The adverbial modifier of time:

- ✓ *I'll give you a telephone call tonight.*

- 2) The adverbial modifier of frequency:
  - ✓ *He seldom spoke with such frankness.*
- 3) The adverbial modifier of place and direction:
  - ✓ *He found himself in a lonely street.*
  - ✓ *She went home.*
- 4) The adverbial modifier of manner:
  - ✓ *She was crying bitterly.*
- 5) The adverbial modifier of attendant circumstances:
  - ✓ *She left the town, never to return to it again.*
- 6) The adverbial modifier of degree and measure:
  - ✓ *The film is awfully boring.*
  - ✓ *He came back home pretty late last night.*
- 7) The adverbial modifier of cause:
  - ✓ *Our flight was delayed owing to the storm.*
- 8) The adverbial modifier of result (consequence):
  - ✓ *The room is too small for us to study in.*
- 9) The adverbial modifier of condition:
  - ✓ *He said he would do it if necessary.*
- 10) The adverbial modifier of comparison:
  - ✓ *She sat still like a statue.*
- 11) The adverbial modifier of concession:
  - ✓ *Though tired, he agreed to show us the garden.*
- 12) The adverbial modifier of purpose:
  - ✓ *I did my best to prevent her from making a mistake.*

## CLASSROOM PRACTICE 7

**Exercise 48.** Find the adverbial modifiers in the sentences below, name their functions and say what they are expressed by. Translate the sentences into Russian:

1. He slowly nodded his head. 2. He's coming Saturday at one o'clock. 3. Lucy stopped them in their tracks with a stern command. 4. Sally was sitting on the front seat of the buggy, dumb and unhappy at being ignored. 5. I feel my own deficiencies too keenly to presume so far. 6. A few miners hung on, hoping the mines would reopen. 7. The first bar of gold raised hopes sky high. 8. She had to talk because of her desire to laugh. 9. Gallio pushed back his huge chair and rose to his full height as if preparing to deliver an address. 10. He takes a glass and holds it to Essie to be filled. 11. Morris was walking too quickly for Sally to keep up with him. 12. The poor woman was annoyed with Morris for dumping his wife on her. 13. It was quite a long narrative. 14. Of course, Laura and Jose were far too grown up to really care about such things. 15. Now and then Gavin would stop to point out silently some rarity. 16. And for all her quiet manner, and her quiet smile, she was full of trouble. 17. The young schoolteacher's spirits rose to a decided height. 18. Evil report, with time and chance to help it, travels patiently, and travels far. 19. At the top of the stairs she paused to wave to him. 20. He accepted this information without betraying his amazement.

**Exercise 49.** *Point out the adverbial modifiers expressed by predicative constructions and state the kind of constructions. Translate the sentences into Russian:*

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

**Exercise 50.** *State whether the phrases in bold type are adverbial modifiers, objects or attributes:*

1. He was a snob **without shame**. 2. He was telling his lies **without shame**. 3. This court encircled by a gallery on the upper floor, was roofed **with a glass roof**, supported by eight columns. 4. I've tried to plan a house here **with some self-respect of its own**. 5. "That ought to come down", he said, pointing to the oak-tree. "You think so? You think that **with the tree there** you don't get enough view for your money?" 6. When her hand was refused, June put it behind her. Her eyes grew steady **with anger**. 7. The talk **in the neighbourhood** reflected the same feeling, and indignation against Martin ran high. 8. He said he would show me places **in the neighbourhood** that I could hardly discover for myself.

### HOME PRACTICE 7

**Exercise 51.** *Find the adverbial modifiers in the sentences below, state by what they are expressed and name their functions. Translate the sentences into Russian:*

1. We have some exceptionally fine roses this year. 2. Jonathan shook his head slowly, without looking up, his tongue bulging his cheek. 3. But it was of no use. His melancholy was too heavy to be lifted. 4. Sally never would have been able to make a success of the dining room but for the kindness and assistance of the men. 5. On being informed of the old man's flight, his fury was unbounded. 6. To be a complete artist it is not enough to be a painter, sculptor or architect. 7. Sally was furious with herself for having fainted. 8. With all her faults, she was candor herself.

**Exercise 52.** *Insert the function words as ... as, not so ... as, than, as if (though), like or as in order to form adverbial modifiers of manner, degree, comparison, or result:*

1. The wind cut ... a knife. 2. Her heart felt ... heavy ... lead. 3. My legs were trembling weak ... straw. 4. Harry's heart was beating ... a hammer. 5. Irene's answer was ... low ... to be almost inaudible among the sounds of traffic. 6. Irene looked at him ... about to refuse. 7. He stared at me bewildered ... he did not understand me. 8. When I lived in the country, time flew fast, days passed ... hours and weeks ... days. 9. Ernest knew much more ... his father. 10. He went up and down the stairs, humming ... a bee. 11. He spoke very



slowly ... picking out words with great difficulty. 12. Getting upon some big stone I looked over the wide landscape ... .. carefully ... I could. 13. He climbed the hill more steadily ... usual.

**Exercise 53.** *Name the parts of the sentence introduced by the prepositions with or without in the sentences below:*

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 was a nineteen year-old youth, a head taller than himself, with hay-coloured 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. Mr. Godfrey's fine eyes filled with tears. 7. The paths were moist and the grass was wet with dew. 8. There were villas with iron fences and big overgrown gardens and ditches with water flowing and green vegetable gardens with dust on her leaves. 9. My Anna is worth two of her, with all her beauty and talent. 10. He was standing now with the waves breaking at his feet.

## **2.7. Additional Characteristics of Syntactic Parts of the Sentence**

**1. Detached (Loose) Parts of the Sentence** are those secondary parts which assume a certain grammatical and semantic independence, indicated by punctuation marks. The principal parts of the sentence, the Subject and Predicate, which make the backbone of the whole sentence, are never detached. The direct object which is important for structural and semantic completeness of a sentence is not detached either. Expanded secondary parts of the sentence expressed by word combinations are frequently detached:

1) **the detached adverbial modifier** is expressed by any part of speech in the function of an adverbial modifier, which accounts for the comma that separates it from the rest of the sentence. Generally, absolute constructions in the function of adverbial modifier are detached, adverbial modifiers of attendant circumstances being most apt to become detached:

- ✓ *In her excitement, Maria jammed the bedroom-door together.*
- ✓ *The lesson being over, the students left the classroom.*

2) **the detached attribute** can modify not only a common noun as an ordinary attribute does but also a proper noun and a pronoun:

✓ *Stout, middle-aged, full of energy, she bustled to and fro in the kitchen.*

3) **the detached object** is often a prepositional object:

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

4) Among regularly detached parts of the sentence there are the words and word-groups which have no syntactic ties with other parts of the sentence. Here belong:

a. **Interjections** (*oh, ah, hurrah, eh, hello, goodness gracious, good heavens, etc.*):

✓ *Oh, it's terrible the way he speaks!*

b. **Direct address:**

✓ *Don't be naughty, sweet child!*

c. **Parenthesis:**

✓ *Probably, she will tell you about it herself.*

Parentheses express the speaker's attitude to what is informed in the sentence, which may be: certainty, uncertainty, probability, doubt and other modal meanings. Structurally parentheses are subdivided into:

1. parenthetical words, which are: *indeed, certainly, assuredly, decidedly, in fact, truly, naturally, surely, actually, possibly, perhaps, evidently, obviously, maybe, firstly, secondly, finally, thus, consequently, then, anyway, moreover, besides, still, yet, nevertheless, otherwise, notwithstanding, therefore, etc.:*

✓ *Luckily, we were there before the rain started.*

2. parenthetical phrases, such as: *in a word, in truth, in my opinion, in short, by the by, on the one hand, on the contrary, at least, to be sure, to tell the truth, to begin with, generally speaking, strictly speaking, etc.:*

✓ *By the way, it was a nice day.*

3. parenthetical clauses: *I am afraid, I suppose, I believe, I hope, etc.*

✓ *I believe, he is an actor.*

**2. Homogeneous Parts of the Sentence** are two or more parts of the sentence having the same function and referring to the same part of the sentence. They are linked either by means of coordinating conjunctions or asyndetically. Any part of the sentence can be represented by a homogeneous combination:

1) two or more *homogeneous subjects* to one predicate:

- ✓ *There came a ripple and a whisper.*
- ✓ *The teaching staff and the students were against the new law.*

2) two or more *homogeneous predicates* or *predicatives* to one subject:

- ✓ *Thousands of sheets must be printed, dried, cut.*
- ✓ *The sky was clear, remote, and empty.*

3) two or more *homogeneous attributes, objects, or adverbial modifiers* to one part of the sentence:

- ✓ *The unlighted, unused room seemed to absorb the mood of the house.*
- ✓ *He could imitate other people's speech, their accent, their tone.*
- ✓ *But I saw nothing moving, in earth or sky.*

### CLASSROOM PRACTICE 8

**Exercise 54.** *Find the detached parts of the sentence and name their functions:*

1. Now their laughter joined together, seized each other and held close, harmoniously, intertwined through each other's fabric and substance.
2. Huckleberry Finn was there, with his dead cat.
3. We reached the station, with only a minute or two to spare.
4. Blind and almost senseless, like a bird caught in a snare, he still heard the sharp slam of the door.
5. As he strode along he was conscious, within himself, of a deep, pervading sense of power.
6. With his hands by his sides, he strolled very slowly and inconspicuously, down the border.
7. One summer, during a brief vacation at Knocke, his visit had come to the notice of Harrington Brande.
8. We are very poor, sir, with many mouths to feed, and these fish would make a good meal for us.
9. Unbelievably, his eyes fixed, lips tightly compressed, Brande stared at the advancing youth.
10. He remembered her brave and hardy, with a small-boned eager face, enriched with weather and living.
11. The girls had met and were strolling, arm in arm, through the rose arbor.
12. Stout, middle-aged, full of energy, clad in a grease-stained dark blue print dress ... she bustled backwards and forwards from the kitchen to the dining-room.
13. She had become very drab and unattractive, with all the hard work, no doubt.
14. But, for all that, they had a very pleasant walk.
15. George, who is now twenty-six, had been an undergraduate at Cambridge.

**Exercise 55.** *Point out 1) the parenthetical words and phrases and 2) name their modal meaning:*

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 hers. 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. How fortunate to have such a reliable couple in the house. Naturally, he counted on the Burtons as an official standby. 7. I am a human being, sir, 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.

**Exercise 56.** *Find homogeneous parts in the following sentences, name their functions 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. He came in slowly, hesitated, took up a toothpick from a dish on the top of the piano, and went out again. 5. But I was exceedingly nice, a trifle diffident, appropriately reverential. 6. From the edge of the sea came a ripple and whisper. 7. They went side by side, hand in hand, silently towards the hedge. 8. The light outside had chilled, and threw a chalky whiteness on the river. 9. Thousands of sheets must be printed, dried, cut. 10. Opening the drawer he took from the satchet a handkerchief and the framed photograph of Fleur. 11. The Captain was mostly concerned about himself, his own comfort, his own safety. 12. Her mother was speaking in her low, pleasing, slightly metallic voice. 13. And suddenly she burst into tears of disappointment, shame and overstrain. 14. She extended a slender hand and smiled pleasantly and naturally. 15. Then, without a word of warning, without the shadow of a provocation, he bit that poodle's near foreleg. 16. It could be smashed by violence but never forced to fulfill.

## SECTION 3

### Appendix 1. Punctuation

A sentence end is indicated with one of the following punctuation marks:

1) **Full stop (.)** is placed at the end of declarative sentences:

- ✓ *It's cold today.*
- ✓ *The office was closed.*

2) **Question mark (?)** is placed at the end of interrogative sentences with direct or inverted word order:

- ✓ *Who's that?*
- ✓ *Did you see the show?*
- ✓ *Could you wait, please?*

3) **Exclamation mark (!)** is placed at the end of exclamatory or imperative sentences:

- ✓ *Oh, no! I don't believe it!*
- ✓ *Stop shouting!*

Between parts of a simple or complex sentence there are also used:

1) **Semi-colon (;)**

The **semi-colon** is used between two separate statements which are linked in meaning.

- ✓ *Melanie is a very kind person; she visits David in hospital every day.*

We could also use a full stop between the parts of this complex sentence.

2) **Colon (:)**

We use a **colon** before a list or an enumeration in a simple sentence or before an explanation in a complex sentence:

- ✓ *There wasn't much in the fridge: a couple of sausages, some butter, half a bottle of milk.*
- ✓ *Vicky felt nervous: she hated the dark.*

3) **Dash (-)**

A **dash** is rather informal, it may appear either in a simple or complex sentence. It is sometimes used instead of a colon or a semi-colon:

- ✓ *I'm having a great time – there's lot to do.*
- ✓ *Vicky felt nervous – she hated the dark.*

#### 4) Comma (,)

a) We often use a comma when we link two statements within a compound sentence with *and*, *but* or *or*:

- ✓ *Daniel was tired, and his feet were hurting.*
- ✓ *It's a really good camera, but I can't afford it.*

b) We can also use a comma in a complex sentence when a clause has subordinating conjunctions *if*, *when* and *although*, *etc.* A subordinate clause usually comes before a principal one in these cases:

- ✓ *When the office is busy, Sarah has to work late.*

c) A comma is often used to mark detached parts of the sentence:

- ✓ *Sarah, unfortunately, has to work late.*
- ✓ *On busy days, Sarah has to work late.*

d) We also use commas in a list of more than two homogeneous parts of the sentence. The last two are linked by *and*, often with a comma:

- ✓ *I went out with Rachel, Vicky, Emma **and** Matthew.*

e) A comma can detach a direct address:

- ✓ *You, Miss Brown, must leave the class at once.*

f) We also use commas when parenthetical words or phrases are included into a sentence:

- ✓ *The car was just average. Not too new. **To tell you the truth**, I didn't pay much attention to it.*

## Appendix 2. Suggested Patterns of Sentence Analysis

### Analysis Scheme

1. Define the type of the sentence according to its purpose of utterance and structure
2. Find the subject and say by what it is expressed.
3. Name the predicate and say to what type it belongs. Give its tense and aspect, mood, voice characteristics.
4. Find the object, specify its type and morphological nature.
5. Name the attribute, its position in the sentence and the morphological way of expression.
6. Name the adverbial modifier and state its type.
7. Name the homogeneous, or detached parts of the sentence, if there are any, and specify their morphological nature and syntactic function.

#### A. Dusk – of a summer night.

1. It is a simple extended one-member nominal declarative sentence.
2. *Dusk* is the main (principal) part of the sentence. It is expressed by a common noun in the common case.
3. *of a summer night* is an attribute in post-position. It is expressed by a prepositional phrase.

#### B. Stop talking!

1. It is a one-member imperative unextended sentence.
2. *Stop talking* is the main part of the sentence. It is a compound aspect verbal predicate, consisting of two parts. The first part is expressed by the verb ‘stop’ in the imperative mood. It marks the end of the action.
3. The second part is expressed by a gerund naming the action itself.

#### C. Could’ve been professional!

1. It is a simple two-member elliptical exclamatory sentence; the subject is missing.
2. *Could’ve been professional* is the predicate of a mixed type – compound modal nominal predicate.

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

1. It is a simple unextended two-member interrogative sentence, expressing a general question.
2. *the weather* is the subject expressed by a common noun in the common case.
3. *is not likely to change* is the predicate. It is a compound verbal modal predicate.
4. *is not likely* is the first part, which is a phrase with a modal meaning. *To change* is the second part, naming the action itself; it is expressed by an infinitive.

**E. I saw a young girl enter the room.**

1. It is a simple two-member extended declarative affirmative sentence.
2. *I* is the subject expressed by a personal pronoun in the first person singular.
3. *saw* is a simple verbal predicate expressed by the verb “to see” in the past simple.
4. *a girl enter* is the Objective-with-the-Infinitive construction.
5. *young* is an attribute to the noun “girl”, expressed by an adjective.
6. *room* is a direct object to the verb “enter”, expressed by a common noun in the Common Case.



## SECTION 4. TEST YOURSELF SECTION

### Test 1

**Task 1.** *Find the subjects in the following sentences and name the ways of their expression:*

1. At nine o'clock the next morning I went out. It was cold and rainy. At first corner I came upon a man who seemed strangely familiar. It was Uncle Caesar in the remarkable coat I had ever seen. It was very long and had been grey. But rain, and sun, and age had changed it thus it was impossible to name the colour. Once it must have been the military coat of an officer. 2. The evening grew darker and it was not safe to drive. 3. Is it education that makes you behave as you do? 4. It is impossible for reality to be concealed from the people forever. 5. It was quite unexpected her putting the mother that question. 6. It happened several days before he arrived.

**Task 2.** *Point out the predicates in the sentences below and state their kinds:*

1. I thought that all was doing was trying to keep a roof over our heads. 2. I couldn't feel my heart. It had stopped beating. 3. This morning Christine was not looking her best. 4. Time may come when it (the money) might be of some use for you. 5. When he began going less regularly to her home he began also to feel ashamed of himself. 6. She couldn't stop being angry. 7. Nothing is going to happen to you; and I suppose it wouldn't be the end of the world if anything did. 8. He went on eating awhile in silence. 9. This young man used sometimes to take tea with Miss Pinkerton. 10. Mrs. Thornton has not been able to drink her coffee today. 11. At this sound his heart gave a leap. 12. Jesse kept silent. 13. I kept glancing at my watch. 14. It seemed to me that something was wrong. 15. Now in sleep, he seemed to look thinner than she considered him to be.

**Task 3.** *Open the brackets using the appropriate form of the verb in each sentence:*

1. There (to be) a dictionary and a few books on the shelf. 2. Bread and butter (to be) good for breakfast. Here (to be) bread and butter for breakfast. 3. A number of new books (to be) displayed in the library. 4. The number of new books in our library (to be) ever growing. 5. The number of road accidents (to have) decreased this year. 6. Five pounds (to be) a small sum. 7. Five miles (to

be) a long distance to walk. 8. Economics (to be) not in my line. 9. Tactics (to be) the science of war. 10. The audience (to be) carried away by the play. 11. The audience (to be) applauding noisily and shouting for an encore. 12. The family (to have) been helping me all along. 13. The family (to have) been quarrelling since my return. 14. The police (to be) still looking for him. 15. The cattle (to be) being driven home. 16. It (to be) her lies that irritate me most. 17. Professor Smith, as well as his assistants (to be) at the meeting. 18. I, as well as you, Sir Henry, (to be) greatly worried about the situation.

**Task 4.** *Name the parts of sentence and the ways of their expression in the sentences below:*

1. It is no use trying to convince him. 2. To see is to believe. 3. She laughed a little laugh. 4. The dog continued running after the master. 5. She began to feel nervous. 6. The leading man acted very well. 7. The most difficult thing for you is to find the money. 8. I have one easy explanation for his behaviour. 9. In the morning they came to our place to say good-bye. 10. He asked a few books to read.

## Test 2

**Task 1.** *Following the patterns of sentence analysis given in Appendix 2, describe the following simple sentences:*

1. He smiled upon the young man a personal and friendly smile. 2. She had lied about the scullery door being open (find the Complex Object). 3. What do you say to a walk through the garden, Mr. Cockane? 4. He was always the first to enter the dining-room and the last to leave it. 5. It was dark in the dining-room and quite chilly. 6. It is very distressing to me to give this information. 7. Mr. Bruff remained to dinner and remained silent through the evening. 8. At the top of the stairs she paused to wave to him. 9. The lecture being over, the students left the lecture-room. 10. She was too tired to lift a finger.

**Task 2.** *Open the brackets using the appropriate form of the verb in each sentence:*

1. Tom's whole class (to be) of a pattern-restless, noisy and troublesome. 2. The number of English books in our library (to be not) enough for all the students. 3. Neither Marin nor her sisters (to be) tall. 4. John as well as his brothers (to be) very offensive. 5. The cattle (to be) driven off.

**Task 3.** *Translate the following sentences into English using simple sentences:*

1. Огурец горький на вкус. 2. Живопись перестала быть его любимым занятием. 3. Ему пришлось продолжить свою речь. 4. Трудно ответить на этот вопрос. 5. После болезни она выглядела ужасно. 6. Она притворилась, что не слышит. 7. Мы рады, что нас предупредили об этом. 8. Я хочу, чтобы вы сидели тихо. 9. Объявили, что поезд прибывает через 10 минут. 10. Дождь идет уже три часа.

### Test 3

**Task 1.** *Following the patterns of sentence analysis given in Appendix 2, describe the following simple sentences:*

1. He stopped short as if taken aback. 2. It seemed to me that something was wrong. 3. Now in sleep, he seemed to look thinner than usual. 4. His feet seemed unwilling to carry him. 5. And now she began to act for herself. 6. Thus the world began for these two girls. 7. It is awfully hard work doing nothing. 8. But outside it kept on raining. 9. The door of the opposite parlour being then opened, I heard some voice. 10. The idea is for us to give a special concert at the Festival Hall.

**Task 2.** *Open the brackets using the appropriate form of the verb in each sentence:*

1. The box as well as jewels (to be) stolen. 2. It is he who (to be buying) the House. 3. Who (to be) these people? 4. The police (to be expected). 5. Every man, woman and child in the city (to be) there.

**Task 3.** *Translate the following sentences into English using simple sentences:*

1. Первое, что мы должны сделать, – это заказать билеты. 2. Ему ничего не оставалось делать, как немедленно выехать в Москву. 3. Он достаточно умен, чтобы понять смысл Ваших слов. 4. Он, кажется, пишет новую статью. 5. Он, должно быть, работает над статьей уже две недели. 6. Я подчеркнула эти предложения, чтобы вы проанализировали их. 7. Мы рады, что встретили его на станции. 8. Не забудь опустить письмо. 9. Он помнил, как опустил письмо в ящик. 10. Ожидают, что артисты, приедут в мае.

## Test 4

**Task 1.** *Following the patterns of sentence analysis given in Appendix 2, describe the following simple sentences:*

1. He passed by with studied indifference, his face averted, eyes fixed straight ahead, as though to avoid seeing him. 2. It hardly does much good to have a complex mind without actually being a philosopher. 3. Kate sat in absolute dismay, waiting for the other woman to recover herself. 4. He's got sense enough to know that there's nothing to be gained by making a scandal. 5. I have the honour of knowing more distinguished men, my poor child, than you are likely to see in a lifetime. 6. And he was always exceedingly polite. 7. I was afraid of hurting Mr. Micawber's feelings, or, at all events, Mrs. Micawber's, she being very sensitive. 8. The state of the patient continued to be grave. 9. They continued their work paying no attention to the slashing rain. 10. The tone of his voice continued dry and cold.

**Task 2.** *Open the brackets using the appropriate form of the verb in each sentence:*

1. Our brother as well as we (to be) ready to accompany you to the station. 2. The majority of the people (to have) their minds made up. 3. I don't care what your family (to say), it's all their doing. 4. The cattle (to be all gone), probably driven off. 5. Forty guineas for a room each week (to be) not an uncommon figure at that time.

**Task 3.** *Translate the following sentences into English using simple sentences:*

1. Не предупредить его об этом было нечестно. 2. Я притворился, будто не заметил его смущения. 3. Он был достаточно мужчиной, чтобы не растеряться в эту трудную минуту. 4. Он был первым, кто поздравил меня. 5. Я пришел рано, чтобы встретить вас. 6. Он будет рад повидаться с вами. 7. Он рад, что повидался с вами. 8. Я не люблю, когда меня прерывают. 9. Он помнил, как встретил Николая на улице. 10. Не забудь повидать Николая.

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**Эльвирина Петровна Васильева,  
Юлия Вячеславовна Веденёва,  
Анна Владимировна Куклина**

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