

Ю.С. Старостина

THE COMPOSITE SENTENCE

Самара
2005

Федеральное агентство по образованию
Государственное образовательное учреждение
высшего профессионального образования
«САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

Кафедра английской филологии

THE COMPOSITE SENTENCE

*Учебное пособие
по практической грамматике
для студентов 3 курса
специальности «Английский язык и литература»*

Издательство «Самарский университет»
2005

*Печатается по решению Редакционно-издательского совета
Самарского государственного университета*

УДК 43
ББК 81.2 Англ.
С 773

Старостина Ю.С. The Composite Sentence: Учебное пособие. Самара:
Изд-во "Самарский университет", 2005. – 56 с.

Пособие состоит из 6 разделов, каждый из которых сочетает в себе теоретический материал, необходимый для усвоения структуры и значения сложных синтаксических конструкций, и упражнения для аудиторной и внеаудиторной работы. В теоретических разделах кратко рассматриваются структурные модели сложных предложений, иллюстрируются стилистические и смысловые различия между их вариантами, уточняются особенности их функционирования в устной и письменной речи. Приведенный теоретический материал поясняется примерами, заимствованными из оригинальных источников. Предлагаемая для изучения информация закрепляется серией упражнений, ориентированных на формирование навыков и умений использования сложных синтаксических конструкций. Количество, характер и последовательность упражнений определяется спецификой отдельной синтаксической конструкции, степенью сложности предлагаемого для изучения нового материала.

Предназначено для студентов третьего курса специальности «Английский язык и литература», продолжающих изучать курс практической грамматики.

УДК 43
ББК 81.2 Англ.

Рецензент ст. преп. О.Ю. Максимов
Отв. редактор канд. филол. наук, проф. А.А.Харьковская

© Старостина Ю.С., 2005
© Издательство «Самарский
университет», 2005

Печатается в авторской редакции
Компьютерная верстка, макет Л.Н. Замамыкиной

Подписано в печать 05.05.05. Формат 60x84/16. Бумага офсетная. Печать офсетная.
Усл.-печ. л. 3,25; уч.-изд. л. 3,5. Гарнитура Times.

Тираж 250 экз. Заказ № 280

Издательство «Самарский университет», 443011, г. Самара, ул. Акад. Павлова, 1.

Отпечатано ООО «Универс-групп»

INTRODUCTION

Although a sentence is a fundamental unit of syntax, there is no universal definition for it. Many Russian grammarians (V.L.Kaushanskaya, R.L.Kovner, O.N.Kozhevnikova and some others) describe a sentence as *a unit of speech whose grammatical structure conforms to the laws of the language and which serves as the chief means of conveying a thought*. K.N.Kachalova and E.E.Israilevich define a sentence as *a group of words conveying a complete thought*. Finally, L.G.Alexander states that a sentence is *a complete unit of meaning which contains a subject and a verb, followed, if necessary, by other words which make up the meaning*. However, all these are definitions of a simple sentence; what about a composite one?

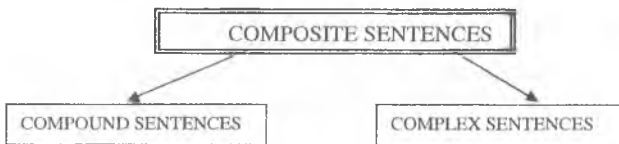
A composite sentence can be most generally defined as a sentence consisting of two or more clauses; while a clause is traditionally defined as a part of a composite sentence that has a subject and predicate of its own. The following sentence, for instance, consists of three clauses:

- (1) *Youth looks forward*; (2) *old age looks back*; (3) *middle age looks worried*.

The structure of a clause is usually similar to that of a simple sentence: in other words, a clause may have the structure of a declarative, interrogative, imperative or exclamatory syntactic unit:

- *What is written without effort is in general read without pleasure.*
- *What was she doing when I called?*
- *Do as you are told!*
- *What a pretty child she was when I first saw her!*

The composite sentences are traditionally subdivided into two types:



THE COMPOUND SENTENCE

A compound sentence is a composite sentence that consists of two or more clauses coordinated with each other. Clauses combined by means of coordination are regarded as independent: they are linked in such a way that there is no hierarchy in the syntactic relationship; they have the same syntactic status.

- *I'm tired of love; I'm still more tired of rhyme, but money gives me pleasure all the time.*

Coordination can be asyndetic or syndetic.

In syndetic compound sentences, the type of coordination is expressed explicitly, by means of coordinating conjunctions:

- *Everything has an end, **and** a pudding has two.*

In asyndetic compound sentences, coordinators are absent; the meaning relationship, therefore, remains implicit:

- *It's only a tentative suggestion, don't count on it.*

ASYNDETIK COMPOUND SENTENCES

Two or more clauses can be made into one sentence without a coordinator being used. The resulting structure is referred to by linguist E.S.Petrova as asyndetic compound sentence. In writing, asyndetically joined coordinate clauses are separated by a comma (,), a semicolon (;), a colon (:) or a dash (-):

- *Don't worry, I'll take care of it.*
- *Philosophy class meets on Tuesday; Spanish class meets three times a week.*
- *Please help me – I'm stuck in the lift.*

The semicolon is most frequently used in formal writing:

- *Most British hospitals offer only Western methods of treatment; hospitals in China provide both Western and traditional Chinese medicine.*

Using a comma instead of a semicolon is not recommended and is often regarded as an error. However, a comma can be used in asyndetic sentences if the clauses are very short, or the ideas expressed are closely related:

- *I came, I saw, I conquered.*
- *Life is not hard, it just needs some positive thinking.*

The colon is mainly used to set off a clause that explains, elaborates or summarizes the statement expressed in the first clause:

- *Minds are like parachutes: they function only when open.*
- *My life had changed radically: I had a regular income and an apartment of my own.*

The dash is especially common in informal writing; it can be used in the same way as the colon:

- *We had a lovely time in Bermuda – the kids really enjoyed themselves.*

NB! If both asyndetic clauses are negative in meaning and the second clause opens with *still less*, *much less* or *even less*, this second clause has inverted word order, similar to interrogative sentence inversion:

- *She doesn't even like him; **much less** does she want to marry him.*
- *I didn't accuse anyone in your family; **still less** did I blame your cousin.*

Note that the negative meaning in the second clause is conveyed by the comparative adverb *less*, without the negative particle.

SYNDETTIC COMPOUND SENTENCES

In syndetic compound sentences the type of coordination is expressed explicitly by means of coordinators, i.e. coordinating conjunctions (*and*, *or*, *but*, *for*, etc) and conjunctive adverbs (*however*, *yet*, *therefore*, *thus*, *then*, *so*, etc.). A conjunction only connects parts of a sentence but is not part of the sentence. Conjunctive adverbs, besides connecting a sentence with some previous utterance, enter it as an adverbial modifier:

- *The garage lock was broken, **but** nobody seemed to care.*
- *These phenomena are treated in greater detail in Chapter three; **therefore** they will not be dwelt upon here.*

Coordination and Its Meaning

<i>conjunction</i>	<i>meaning</i>	<i>example</i>
and, not only... but also, neither...nor	to express two or more related facts	<i>She is not only an excellent housewife, but she is also an efficient secretary for her husband.</i>
or, or else, either...or, otherwise	to express alternative	<i>It's perfectly legitimate; otherwise I wouldn't have done it</i>
but, while, whereas, whilst [formal], only [informal], however, nevertheless, nonetheless, still, yet	to express contrast	<i>I would have asked you to my party, only my dad told me not to. At first she refused to join us; however, she soon changed her mind.</i>
for, hence [formal], consequently, then, therefore, thus [formal], accordingly, so [informal]	to express the idea of cause and consequence	<i>They parted sadly, for there was so much left to say. I'm off holiday, so I won't see you for a while.</i>

NOTE: *for* is sometimes interchangeable with *because*. *For* sounds less direct than *because*; the clauses joined with *for* is normally punctuated:

➤ *Marie did not answer his letters, **for** how else could she have shown her contempt.*

Some of the coordinators can provide multiple coordination, occurring as they do in the compound sentence more than once and thus linking more than two clauses:

➤ *The horses did not come back, **nor** did the members of the expedition, **nor** did the local bearers.*

➤ *Perhaps the pump was broken, **or** there was a blockage in one of the pipes, **or** the drainage hole was clogged.*

➤ *A friend of mine was shopping, **and** she came back to this multi-storey car-park, **and** it was kind of deserted. [informal]*

Clauses linked by means of coordinating conjunctions can be separated by a comma for the sake of clarity, as the examples above show.

Clauses linked by means of conjunctive adverbs are normally separated by a semicolon, with a comma after the adverb;

- *The editor didn't approve of the arrangement of paragraphs; **furthermore**, she insisted on eliminating a number of illustrations.*
- *It's pitch dark; **besides**, the road is nearly impassable.*
- *He was quite well off; **also**, his whole family was rich.*

NB! Clauses containing the item *not only* (they come first in a compound sentence) have direct word order when this element is found in mid-position, and inverted word order when *not only* is found in the initial position. The structure of the second clause, containing the correlative *but also...*, remains unchanged in either case:

- *Harry **not only** lost his pocket-book, **but** he was **also** robbed of his Swiss watch.*
- ***Not only** did Harry lose his pocket-book, **but** he was **also** robbed of his Swiss watch.*
- ***Not only** is she stupid, **but** she **also** dresses badly.*

The structure with the inverted word order sounds more dramatic and is chiefly found in a formal literary style.

Clauses opening with *neither, nor, and neither, and nor* (they come second in a compound sentence) always have inverted word:

- *I don't blame you, **and neither** do I doubt your honesty.*
- *The Smiths could **neither** describe the stranger to the police, **nor** could they recollect the exact time of the encounter.*

The same structure occurs when *and* is followed by the word *so*:

- *Harry was late **and so** were his friends.*
- *I take a cold shower every morning, **and so** does my brother.*

PRACTICE 1 (THE COMPOUND SENTENCE)

Exercise 1. *Analyse these compound sentences, paying attention to the way the clauses are linked, explain the usage of punctuation marks:*

A. It's going to rain – we'd better go indoors. 2. All happy families resemble one another; each unhappy family is unhappy in its own way. 3. I'd gladly do it, only I won't be here tomorrow. 4. She didn't buy a novel; she received it from the author as a gift. 5. He is a statesman and an essayist, plus he is a charming person. 6. Absence sharpens love; presence strengthens it. 7. The Art of Biography is different from Geography: Geography is about maps, but Biography is about chaps.

B. 8. He didn't want to get involved; indeed, he only agreed on one condition. 9. The universities and colleges have been asked to reduce their spendings to the least possible; therefore, they are employing no new teachers. 10. The sentences in Exercise 3 are relatively easy, while those in Exercise 4 seem to be more difficult. 11. Are we allowed to take the magazines home or do we have to read them in the library? 12. Why is the clear sky of the daytime blue, whereas the sunlight itself is yellow?

Exercise 2. *Combine each pair of sentences into a compound sentence using the coordinators **Not only ... but also**. Practice using both the direct and the inverted word order:*

1. Franklin organized the first public library. He formed the first volunteer fire department.
2. Laura ignored Pete after their quarrel. She avoided his friends.
3. The new manufacturing company mailed thousands of leaflets. It sent free samples of its products.
4. Claire worries about homeless children. She frets about abandoned or abused dogs.
5. They cancelled all previous arrangements. They closed down the office.
6. We longed for a change. We worked hard to bring it about.
7. The new production line is environment-friendly. It is more profitable than the old one.
8. She replied promptly. She gave us the benefit of her expert advice.
9. My cousin has written a number of books on modern art. He has accumulated one of the finest ... collections in this town.
10. The soup looked suspicious. It gave off an offensive smell.

Exercise 3. *Paraphrase these compound sentences so that one of the clauses has inverted word order. Use the clues suggested:*

1. We consider this act illegal, and several MPs are of the same opinion. (AND SO).
2. I didn't feel like looking around the house; I didn't want to haggle with the owner (MUCH LESS).
3. He never takes advantages of other people's ignorance; he never jokes at the expense of others (AND NEITHER).
4. The museum was reconstructed; a few valuable items were added to the collection (NOT ONLY).
5. They never boast about their title; they do not show off their wealth either (STILL LESS).
6. I never criticize my colleagues' ideas and I don't interfere in their projects (NOR).
7. This translation deviates from the original; besides, it is twice as long (NOT ONLY).
8. I've laid aside \$100, and my brother has laid aside just as much (AND SO).

Exercise 4. *Supply the beginnings so as to make up compound sentences:*

1. _____, and our neighbours didn't either.
2. _____; still less did I suspect him of forging my signature.
3. _____, but they also restored the frescoes.
4. _____, or else you will be asked to leave the classroom.
5. _____; nevertheless, they elected her chairperson.
6. _____, hence he was nicknamed Brutus.
7. _____, and equally objectionable was his concluding remark.
8. _____, and neither is his sister.
9. _____, only it was a size too small for me.
10. _____, and just as readily did they agree to our proposal that the abstracts should be published in two languages.
11. _____, otherwise the department store wouldn't have agreed to exchange them.
12. _____, or at least the ads say so.
13. _____, and nor could any of my friends.
14. _____, for some of the well-known sources were not quoted in his article.

Exercise 5. *Join the following parts of sentences using either...or; neither...nor; both and. Make any other small changes necessary:*

1. We must protect the world's wildlife. If we don't, some species of animals will die out.
2. The panda is in danger of extinction. The black rhino is in the danger of extinction, too.
3. Some species have been nearly wiped out by man for food. Other species have been nearly wiped out for sport.
4. I personally do not like snakes. I personally do not like bats. But I don't want to see them disappear.
5. People admire tigers as beautiful animals. People fear tigers as man-eaters.
6. Some species spend most of their time eating. When they are not eating, they are sleeping.
7. The African elephant is not the largest mammal in the world. It is not the heaviest animal in the world.
8. Rhinoceroses are not the most valuable animals in the world – in cash terms. Tigers are not the most valuable animals in the world – in cash terms! (Racehorses are!)

Exercise 6. Put the circle round the correct words in brackets:

(NOT SO) MERRY-GO-ROUND!

The customers at the funfair were leaving (and/but) the lights were going out. The last two people on the dodgem cars paid (and/so) left. The big wheel stopped (for/and) the merry-go-round stopped (as well/not only). The stalls closed down (so/and) the stall-owners went home. At 2 a.m. four nightwatchmen walked round the funfair, (but/so) there was no one to be seen. "I'm fed up walking round", one of them said, "(yet/and) what can we do?" "We can (or/either) play cards (either/or) sit and talk." They were bored, (so/for) there was nothing to do on this quiet warm night. "We can have a ride on the merry-go-round!" one of them cried. "That'll be fun!" Three of them jumped on merry-go-round horses (yet/and) the fourth started the motor. Then he jumped on too (and/but) round they went. They were having the time of their lives, (but/so) suddenly realized there was no one to stop the machine. They weren't rescued till morning (and/but) by then they felt very sick indeed!

Exercise 7. Translate into English using compound sentences. Use inversion where necessary and do not forget the rules of punctuation:

1. Роман Булгакова «Мастер и Маргарита» необычайно популярен, ведь он переведен на все европейские языки. 2. Грегори не вернул мне деньги; он даже не попытался связаться со мной по телефону. 3. Я не доверяю этим статистическим данным, и уж тем более не могу рекомендовать этот источник нашим клиентам. 4. Не делай цены слишком высокими, а то ты отпугнешь потенциальных клиентов. 5. Я не знаю этих людей, да и не хочу с ними встречаться. 6. Этот учебник не только содержит много ценной информации, он вдобавок и очень увлекателен. 7. Я не знаю ваших секретов, да и не хочу знать. 8. Старик не мог назвать свой адрес, как не мог сказать полицейским, кто он такой. 9. Я предпочитаю классическую литературу, тогда как моя сестра читает только детективы. 10. Анна промолчала. Она не могла солгать отцу, равно как не могла сказать правду. 11. Я не добивалась продвижения и уж тем более не хотела становиться руководителем проекта. 12. Мало того, что она хороша собой, – она еще и талантлива.

THE COMPLEX SENTENCE

A complex sentence is a composite sentence, which consists of an independent clause (also called a main or principal clause) and at least one dependent (or subordinate) clause:

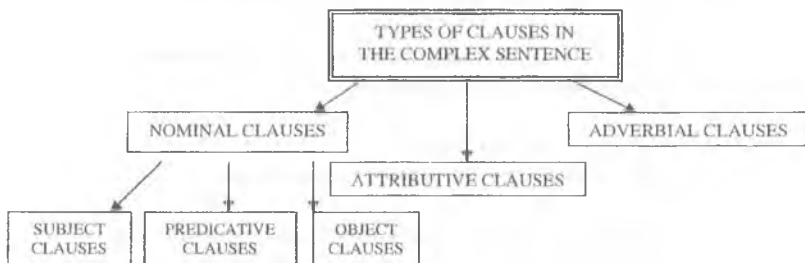
➤ (1) *All good things come to those* (2) *that wait.*

Dependent clauses can be joined to the main clause *asyndetically*, i.e. without any linking elements (*She says she loves me*), or *syndetically*, i.e. by means of subordinators. The class of subordinators includes subordinating conjunctions (*as if, because, although, unless, whether, since, etc.*) and connectives, i.e. conjunctive pronouns (*who, whom, whose, which, what, whoever, whatever*) and conjunctive adverbs (*how, when, where, why*). Subordinating conjunctions have the sole function of joining clauses together, whereas connectives not only join clauses together, but also have a syntactic function of their own within the clauses they introduce:

- *I didn't know **whether** they had rented that house.* [a conjunction]
- *I didn't know **who** had rented that house* [a connective, serving as a subject to *had rented*]

The components of some conjunctions are spaced apart, with one component found in the main clause and the other, in the subordinate clause: *no sooner ... than, barely ... when, the ... the.*

Dependent clauses are classified according to their syntactic function in relation to the main clause. We primarily distinguish **subject, predicative, object (the three of them are often united under the notion nominal clauses), attributive, adverbial** clauses.



I. NOMINAL CLAUSES

SUBJECT CLAUSES

A subject clause is the type of dependent clause that serves as subject of the main clause:

- *That she was still sitting there was a surprise to me.*
- *What can't be cured must be endured.*

It is obvious that the marked clauses function as subjects in the sentences because they could be replaced by the pronoun *this* or *that* to produce a complete simple sentence (*That was a surprise to me*). Besides, they answer the question asked about the subject (*What was a surprise to me?*). Finally, they occupy the syntactic position before the predicate, which is normally occupied by the subject.

Alternatively, a subject clause can be found at the end of the sentence, in which case the introductory *it* serves as a formal subject:

- *It was a surprise to me that she was still sitting there.*

Subject clauses are introduced by various subordinators:

- *Who(m) you invite is your business.*
- *How the hostages managed to survive was a mystery.*
- *Where we stay doesn't matter.*
- *It is perfectly clear when the payment is due.*
- *It seems to me absurd that he calls himself Caesar.*

In an informal style, the conjunction *that* can be omitted from the subject clauses correlating with the introductory *it*:

- *It's a pity you weren't there.*
- *It is obvious the driver couldn't control the car.*

Thus, a subject clause may precede or follow the main clause.

Here is the list of adjectives often found in the main clause after the formal *it* and followed by a subject clause:

<i>amazing</i>	<i>fascinating</i>	<i>clear</i>	<i>possible</i>
<i>appropriate</i>	<i>fortunate</i>	<i>evident</i>	<i>sad</i>
<i>awful</i>	<i>important</i>	<i>incredible</i>	<i>shameful, etc.</i>

- *It is simply extraordinary that so young an author has been short-listed for the Booker Prize.*
- *It was appropriate that the guests wore evening dresses.*

Subject clauses may be also introduced by the formal *it* followed by a verb in the passive voice, such as one of these:

<i>assume</i>	<i>consider</i>	<i>report</i>
<i>believe</i>	<i>know</i>	<i>think</i>
<i>hope</i>	<i>happen</i>	<i>say, etc.</i>

- *It is thought that there are about 3,000 different languages in the world.*
- *It just happened that one of the customers wasn't satisfied with the service.*

Subject clauses joined by means of the connective *what* can be used for emphasis:

- *What I enjoy is a good laugh.*
- *What I need is a good rest.*

NB! Subject clauses (and, in fact, other nominal clauses) with a future reference joined by means of “-ever”-compounds normally use the simple present or *may* + infinitive:

- **Whoever comes/ may come here will be given a warm welcome.**

PREDICATIVE CLAUSES

A predicative clause is the type of dependent clause that serves as predicative, complementing a link verb in the main clause.

A predicative clause always follows the main clause; it stands after the link verb, chiefly *be, feel, look, seem, taste, sound, become* and *remain*:

- *The point is that my visa is no longer valid.*

Predicative clauses are introduced by means of various subordinators (*that, lest, as, much as, etc.*)

- *The parcels remained as we had left them.*

- *His fear was **that his family might be evicted**.*
- *The mountainous landscape was then **much as it is today**.*

In an informal style, especially in short sentences, a predicative clause can be joined asyndetically when the main clause consists of an abstract noun with the definite article and the verb *be*. In this case, it may be set off by a comma:

- *The fact is, **he ignored all criticism**.*
- *The truth is, she **was awfully embarrassed**.*

NB! If the subject of the main clause contains an expression of fear, worry and the like, the predicative clause can be introduced by the conjunction *lest* (+ *should*):

- *Her only worry is **lest her parents should find out**.*

Note that the corresponding Russian sentence is likely to employ a negative structure *чтобы не, как бы не*.

OBJECT CLAUSES

An object clause is a dependent clause that serves as object to a finite or non-finite verb form in the main clause:

- *We knew **that they were tired**.*
- *Knowing **that they were tired**, we left early.*

Object clauses can be joined asyndetically or syndetically, with the help of the same subordinators that introduce subject and predicative clauses (*that, lest, whether, lest, when, why, how, where, etc.*):

- *I wonder **whether he will leave or stay**.*
- *Her parents were anxious **lest she should marry the wrong man**.*
- *I hate it **when you criticize my eating habits**.*
- *To think **that we all trusted him!***

If the object clause precedes the main clause (a pattern sometimes used for emphasis), it is always joined syndetically:

- ***That he was really confused**, I can't believe.*

NB! A main clause followed by an object clause can have inverted word order in a formal style. The main clause in this type of pattern opens with *Little ...* (= 'not at all') and contains a verb of mental activity like *know, think, imagine, suspect, guess, realize*:

- *Little did he suspect that he was being followed.*
- *Little does he know that the police are about to arrest him.*

A similar kind of sentence structure is found when the main clause opens with *Only too well ..., Well may ..., With every justification ...*:

- *Only too well did they know that their days were numbered.*
- *With every justification may you say that the journey was well worth money.*

PRACTICE 2 (NOMINAL CLAUSES)

Exercise 8. *Point out nominal clauses, define their types and comment on the way they are introduced:*

1. What soberness conceals, drunkenness reveals. 2. How you manage on your income is a puzzle for me. 3. Last Monday was when they moved in. 4. Where we could find an apartment was our problem. 5. We didn't know whether the visitors would stay or leave. 6. Whoever wanted to take pictures of the exhibition had to pay a fee. 7. My first impression was that I had seen the man before. 8. It is terrible, the way people are herded together in rush hour buses. 9. The point is, the electricity bills are long overdue. 10. That their house is for sale is a well-known fact. 11. Whatever will be, will be. 12. But that's just what I said! 13. What's done cannot be undone. 14. I know that Mary and Paula are friends, but I cannot tell which is which. 15. Andrew knows which side his bread is buttered. 16. It is interesting how these small animals find their food under the snow, digging it out with their paws. 17. I flatter myself that my IQ is well above average. 18. Give the message to whoever is in the office. 19. It remains to be seen whether a better opportunity will present itself in the near future. 20. Children aren't happy with nothing to ignore, and that's what parents were created for. 21. What followed showed that Mrs. Strickland was a woman of character. 22. I'm afraid that whoever runs across you will be shocked by your appearance.

Exercise 9. Combine these pairs of sentences reducing the first and expanding the second with a subject *WHAT*-clause:

example: Alec did not forget her face. He forgot her name. → *What Alec forgot was her name, not her face.*

1. Victoria does not seek leisure time. She seeks involvement.
2. Eugene does not play the flute. He plays the accordion.
3. We do not fear death. We fear the unknown.
4. Paul does not want a *maybe*. He wants a *yes*.
5. Margaret did not dream of achievement. She dreamed of glory.
6. Hilda does not need shorter hours. She needs a vacation.
7. You did not see a ghost. You saw a drifting frog.
8. Arnie did not lose his credit card. He lost his air ticket.

Exercise 10. Complete each of these sentences with a *WHAT*-clause:

1. What _____ is more important than what you say.
2. It is still unclear what _____.
3. No one could explain to me what _____.
4. He managed to sell his car for exactly what _____.
5. What _____ is why they decline such a tempting offer.
6. What _____ had the effect of a bombshell.
7. Was his mother surprised at what _____?
8. Sorry, I didn't hear what _____.
9. What _____ was a rough sketch rather than a drawing.
10. Can you imagine what _____?
11. This is just what _____.
12. What _____ came as a shock.

Exercise 11. Paraphrase these sentences so as to use nominal clauses. Use the clues suggested. Pay attention to variant forms of the predicate in some of the sentences:

1. The person or persons who planned the crime went about it very curiously (WHOEVER)
2. You may have left your gloves on the bus (IT...THAT)
3. I will accept any post that I am offered (WHATEVER)
4. The men solemnly promised never to forget that tragic day. (THAT)
5. Her courageous actions in the face of mortal danger were amazing (IT...HOW)

6. I really hate bribery. (WHAT)
7. The reason for their sudden departure is still a mystery to me (IT...WHY)
8. I hate people criticizing my habits behind my back. (IT...WHEN)
9. His letter disturbed the whole household. (WHAT)

Exercise 12. *Paraphrase these sentences with object clauses so as to use inversion in the main clause. Begin as shown:*

example: He had no idea what a shock was in store for him. *Little* _____.
Little did he know what a shock was in store for him.

1. She may say with good reason that the deal was unfair. *Well* _____.
2. They did not realize that it was their last meeting. *Little* _____.
3. You have every good reason to believe that your son has succeeded in business. *With good* _____.
4. I will remember what happened on the day of their arrival. *Well* _____.
5. He did not suspect that the landlady had inspected every corner of his room. *Little* _____.
6. We never thought that he was an artist of great talent. *Little* _____.
7. You are justified in saying that the company is faced with financial difficulties. *With every* _____.
8. They couldn't imagine that their holiday would be a disaster. *Little* _____.
9. You may be right in asserting that your suppliers are unreliable. *Well* _____.
10. He did not know that they had paid him in forged money. *Little* _____.

Exercise 13. *For each of the following sentences, write a new sentence as similar as possible in meaning to the original sentence, but using the word given:*

example: The editor wanted to know the earliest I could let him have the proofs back.

soon *The editor wanted to know how soon I could let him have the proofs back.*

1. The landlord demanded to know the extent of the damage done at the previous night's party.

much

2. The book-keeper asked for consideration to be given to the probable cost of such a venture.

how

3. The board were unable to agree on the best person for the job.

who

4. No one seems too sure as to the actual frequency of earthquakes in the area.

often

5. The police need to establish the vehicle's precise speed at the moment of impact.

fast

6. How heavy the package is obviously determines the postage required.

weight

7. I wonder how Peter and Anne are related.

relationship

8. Do you happen to know when trains leave from here to Edinburgh?

departure

9. I'd be interested to find out how badly she wants the job.

strength

Exercise 14. *Underline nine nominal clauses in this text:*

YOU DON'T KNOW YOUR OWN STRENGTH!

I suppose you know you can turn into superwoman or superman in an emergency. Mrs. Pam Weldon reported that her baby nearly slipped under the wheels of a car. Mrs. Weldon weighs only 50 kilos, but she said she lifted the car to save her baby. Dr. Murray Watson, a zoologist, wrote that he jumped nearly three meters into the air to grab the lowest branch of a tree when hyenas chased him in Kenya. Perhaps you wonder if you can perform such feats. The chances are that you can. Doctors say that we can find great reserves of strength when we are afraid. It's well-known that adrenaline can turn us into superwomen or supermen!

Exercise 15. *Make up a short dialogue to illustrate one of these set expressions containing nominal clauses:*

1. **What's done** is done.
2. It goes without saying that
3. That's **where the shoe pinches** (= that's the problem)
4. Cindy looks as if **butter wouldn't melt in her mouth** (= appears to be cold and indifferent)
5. (Sorry to hear about your problems) That's **the way the cookie crumbles** [slang, AmE]
6. I hope Bill will get **what's coming to him** (= what he deserves)
7. I don't know if **I'm coming or going** (= I am totally confused)
8. Practice **what you preach** (= Do what you advise other people to do)
9. I don't know **what makes him tick** (= what motivates him; what makes him behave the way he does)

Exercise 16. *Translate into English using nominal clauses:*

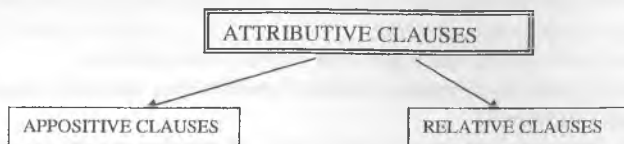
1. Что обещано, то нужно выполнять. 2. Мог ли он предположить, что его коллекция похищена! 3. Преподавание русского языка иностранным студентам – это то, что меня больше всего интересует. 4. Мы и не знали, что Гарри выиграл первый приз. 5. Совершенно естественно, что наши велосипедисты победили в гонке. 6. Мне все равно (для меня не имеет значения), актер он или режиссер; он очень талантлив. 7. То, что выставлено в этом зале, изготовлено учащимися художественной школы. 8. Боюсь, как бы его не уволили. 9. Не люблю, когда о людях судят по уровню их доходов. 10. Я готов сделать все, что бы ты ни попросила. 11. Ненавижу, когда люди проявляют жестокость к животным. 12. Они и не подозревали, что их сын бросил университет. 13. Отдай эту записку любому, кто обо мне спросит. 14. То, что произошло впоследствии, доказало, что мои предсказания оправдались. 15. Просто ужасно, что эти люди не имеют крыши над головой. 16. Жаль, что дневники поэта утрачены. 17. У меня такое чувство, что меня обманули.

II. ATTRIBUTIVE CLAUSES

An attributive clause is a dependent clause that serves as attribute to a noun or pronoun in the main clause.

- *Anyone **who goes to a psychiatrist** ought to have his/her head examined.*
- *I told them about my brother Michael, **who is married and lives in Sheffield.***

On the basis of their semantic and syntactic relationship with the antecedent, attributive clauses are divided into two major classes: **appositive** and **relative** clauses.



ATTRIBUTIVE APPOSITIVE CLAUSES

Attributive appositive clauses disclose the semantic content, or meaning of the antecedent:

- *I agree with the old saying **that fortune favours the brave.***

Attributive appositive clauses are usually joined syndetically, by means of the conjunction *that*. These clauses are translated into Russian with the help of such expressions as *что; то, что; о том, что*; etc.

The antecedent of an attributive appositive clause is most typically an abstract noun, such as one of these:

<i>Admission</i>	<i>belief</i>	<i>feeling</i>	<i>promise</i>	<i>statement</i>
<i>Advice</i>	<i>claim</i>	<i>hope</i>	<i>proposal</i>	<i>suggestion</i>
<i>Agreement</i>	<i>conclusion</i>	<i>idea</i>	<i>reply</i>	<i>thought</i>
<i>Announcement</i>	<i>decision</i>	<i>impression</i>	<i>report</i>	<i>threat</i>
<i>Answer</i>	<i>demand</i>	<i>message</i>	<i>requirement</i>	<i>view</i>
<i>Argument</i>	<i>dream</i>	<i>notion</i>	<i>rule</i>	<i>knowledge</i>
<i>Assertion</i>	<i>explanation</i>	<i>opinion</i>	<i>rumour</i>	<i>news</i>
<i>Assumption</i>	<i>fact</i>	<i>principle</i>	<i>saying</i>	<i>information</i>

- *There was little hope **that the climbers would be found alive.***
- *This candidate does not meet the requirement **that secondary school should be completed.***
- *Have you heard the news **that the border has been closed?***

ATTRIBUTIVE RELATIVE CLAUSES

Attributive relative clauses are so-called because they are joined with the help of relative pronouns (*who, whose, whom, which, that*) or relative adverbs (*when, where, why, etc.*). Their function is to qualify the antecedent.

- *The dean saw all the students **who had received poor grades.***
- *I'll never forget the day **when we first met.***
- *New York, **which has a population of over eight million,** is one of the largest cities in the Western hemisphere.*

In some complex sentences relative pronouns can be omitted (especially in informal speech) while in others they should be always present. The absence or presence of relative pronouns depends on the function they perform in this or that sentence.

Relative Pronouns Used in Attributive Clauses

Relative Pronouns Used in Attributive Clauses					
Subject in the relative clause (cannot be omitted)		Object in the relative clause (can be omitted)		Possessions (cannot be omitted)	
used for people	who / that	who / whom / that		whose	
	<i>That's the man who/that owns the place.</i>	<i>He's the man (who/ whom/ that) I met at the party.</i>		<i>This is Mr. Brown, whose son has moved to Paris</i>	
used for things/ animals	which / that	which / that		whose / of which	
	<i>Give me the book which/that is behind you.</i>	<i>Have a look at the stamps (which/that) I bought yesterday.</i>		<i>That's the palace whose interior/the interior of which was redecorated.</i>	

Thus, *who, whom, which* or *that* can be omitted when they are the object of the relative clause, i.e. when there is a noun or personal pronoun between the relative pronoun and the verb. When *who, which* are the subjects of the relative clause, they cannot be omitted.

- *She lectured on a topic (**which/that**) I know very little about. ('which/that' is the object and can be omitted)*
- *He laughs best **who** laughs last. ('who' is the subject and cannot be omitted)*

Whom, which or whose can be used in expressions of quantity with *of* (*some of, many of, most of, none of, half of, etc.*)

- *She bought a lot of dresses. Only a few of them were nice. = She bought a lot of dresses, only a few of which were nice.*
- *Tim has a lot of money. Most of it was inherited from his aunt. = He has a lot of money, most of which was inherited from his aunt.*

That can be used instead of *who, whom, which* but it is never used after commas or prepositions. *That* usually follows superlatives and words such as *something, nothing, anything, all, none, many* and *few*.

- *He is the athlete who/that came first.*
- *The black limousine, which is brand new, is my husband's. (not: that is)*
- *There's something that I don't understand.*
- *That's all that I have done.*

Relative adverbs (*when, where, why*) can be replaced by prepositional groups.

<i>when</i>	=	<i>in/on/at which</i>
<i>where</i>	=	<i>in/at/on/to which</i>
<i>why</i>	=	<i>for which</i>

- *The year when (= in which) he was born marked the turn of the century.*
- *The day when (= on which) they arrived was uncommonly hot.*
- *The hotel where (= in/at which) they were staying was by far the most expensive in town.*
- *The reason why (= for which) he refused is unclear.*

However, prepositions used *before* relative pronouns make sentences sound very formal. It is more usual to use prepositions *after* the relative pronouns:

- *The hotel which they were staying in was the most expensive in town. = The hotel they were staying in was the most expensive in town.*

For practical purposes relative clauses are usually subdivided into **defining** and **non-defining**

A defining relative clause gives necessary information and is essential to the meaning of the main sentence. It is not put in commas.

- *The teacher who teaches maths is popular in the school* (The relative clause is necessary to identify which teacher is meant).

A non-defining relative clause gives extra information not essential to the meaning of the main sentence. The relative clause is put in commas.

➤ *Mr. Jones, **who teaches science**, is very popular in the school.* (the relative clause isn't necessary because we know which teacher is meant).

NB! Note how the commas change the meaning of the sentence:

➤ *The tourists, **who had valid passports**, were allowed into the country.* (all the tourists had valid passports).

➤ *The tourists **who had valid passports** were allowed into the country.* (not all the tourists, only those whose passports were valid).

Who, which or that can be omitted when used as the objects of the defining relative clause.

➤ *Here is the report (**which/that**) he bought yesterday.* (“which/that” as an object can be omitted)

➤ *She's the woman **who/that** was promoted to Sales Manager last week.* (“who” as a subject cannot be omitted)

Who, which are not omitted in non-defining relative clauses. *That* cannot replace *who* or *which*.

➤ *David, **who works really hard**, got a promotion.* (not: *David, ~~that~~ works really hard, got a promotion*)

➤ *He invited me to the party, **which** was very kind of him.*

PRACTICE 3 (ATTRIBUTIVE CLAUSES)

Exercise 17. *Combine each pair of sentences into a complex sentence with an attributive appositive clause, using THE FACT as antecedent:*

example: So many people have seen the new play. This just shows how popular it is. = *The fact that so many people have seen the new play just shows how popular it is.*

1. His academic achievements have improved. This is undeniable.
2. Every room was redecorated. The visitors were impressed.
3. Construction of the new street market went ahead. The residents of this area were opposed to it.
4. Jack did very well at college. This doesn't mean a thing.
5. Mary's proposal is quite sensible. You should recognize this.
6. The course proved too difficult. Some of the students were discouraged.
7. She has excellent computer skills. This enabled her to find a well-paid job.
8. Robert is losing his hair. It doesn't worry him.

Exercise 18. Complete relative clauses, filling in *when, where, why, who, which, that* or *whose*:

Jean Crowder, 1) *who* is 65, has a fascinating job. She works at a leisure centre, 2) _____ she teaches aerobics at classes 3) _____ attract women of all ages. Jean, 4) _____ slim figure and fashionable hairstyle make her look younger, first attended a keep-fit class 45 years ago 5) _____ she was a student. Then she heard about a class 6) _____ needed an instructor. That's 7) _____ she started this particular career. Jean's classes, 8) _____ last one hour, include dance and step exercises. Jean has some tips for those 9) _____ wish to stay young. "Eat plenty of fruit, 10) _____ is good for you. Try to spend time in places 11) _____ there is fresh air. Talk to young people, _____ ideas can open your eyes." Jean will only stop teaching aerobics 13) _____ she is too old to walk. But, she says, "I want to delay that day. That's the reason 14) _____ I look after my health."

Exercise 19. In each of the gaps in the following sentences, write in as many of the five words as possible:

example: The team *who/which/that* wins will qualify for the final.

who *whom* *that* *whose* *which*

1. Wasn't there some German or Czech author beginning with a K in _____ novels individuals got lost in bureaucratic mazes?
2. We are blessed with good health, for _____ we should all be grateful.
3. Anything _____ you want you can have.
4. Anyone _____ wants to help should leave their contributions in this box.
5. Much _____ has been said will soon be forgotten.
6. We bought six loaves of bread for the party, half of _____ weren't touched.
7. My daughter invited five of her friends to dinner, none of _____ expressed any kind of thanks.
8. We had quite an informal supper actually, _____ is what may not have pleased them.

Exercise 20. Complete each of these sentences by using an attributive relative defining clause with the antecedent given in italics:

1. That was the worst *thing*.
2. The *excuse* was unacceptable.
3. The *woman* was his cousin.
4. The *sum of money* was enormous.
5. That's the third *reminder*.
6. I refuse to support the *plan*.
7. The *sort of fiction* can not be described as good literature.
8. Is that all the *work*?
9. Would you like to see the *pictures*?

10. The *test* didn't seem to be very difficult. 11. This is the fastest *car*.
 12. Women generally disapprove of *men*. 13. *Students* should be expelled from university. 14. *Nothing* is ever a success. 15. I wonder if I could talk to *someone*.
 16. I refuse to support the *ideas*. 17. Mattie has an admiration for *those*. 18. I'd like to achieve *something*. 19. I wouldn't marry a *man*. 20. I never wear *clothes*.
 21. *Anyone* should be sent to prison. 22. *No one* ought to keep pets. 23. I've never seen a *cat*.

Exercise 21. Complete these sentences using relative defining clause:

example: _____ the music the band _____. = *We just couldn't stand the music the band was playing the whole time.*

1. _____ the check the customer _____.
2. _____ the prescription the doctor _____?
3. _____ the man my sister _____.
4. The test the students _____.
5. _____ anyone he _____.
6. The map the tourists _____.
7. _____ anything else you _____.
8. The company I _____.
9. _____ the money the local council _____.
10. _____ the clothes she _____.
11. _____ the two CDs he _____.
12. _____ the poem this quotation _____?
13. The perfume you _____.
13. _____ the draft project the committee _____.

Exercise 22. Fill in the relative pronoun and put commas where necessary. Say whether the clause is defining or non-defining and whether the relative pronoun can be omitted or not:

example: The food that I like best of all is spaghetti. [defining, can be omitted]
 Fred, whose mother lives in Edinburgh, has gone to Scotland. [non-defining, can't be omitted]

1. The building _____ was next to the school fell down.
2. Jane _____ brother is also a doctor works at the hospital.
3. The restaurant _____ we celebrated my birthday has closed.
4. Mrs. Jones is the woman _____ is in charge of this company.
5. The book _____ I'm reading is about China.
6. Mr. Smith _____ runs our company is in hospital.
7. Neville _____ family are rich has just bought a Mercedes.

8. The children _____ I baby-sit for are twins.
9. The jumper _____ I bought in Ireland is pure wool.
10. The priest _____ married us has gone to work in Africa.
11. Emma _____ sister is an actress is going on holiday to Hollywood.
12. The supermarket _____ is near our house is open on Sundays.
13. The actor _____ I admire most is Robert de Niro.
14. This vase _____ he bought at a jumble sale is antique.
15. The dog _____ Roger bought has just had six puppies.
16. The country _____ my father was born is at war.
17. Anna _____ cuts my hair has just bought her own shop.
18. There are some questions _____ I cannot answer.
19. My home town _____ is near Birmingham is very small.
20. His uncle _____ is a millionaire owns a house in the Bahamas.
21. The boy _____ bicycle was stolen is at the police station.
22. The dog _____ lives next door has had six puppies.
23. Sharon _____ works at the Cafe Rousse spilt coffee on a customer.

Exercise 23. Explain the meaning of the following as in the example:

example: The boys in my class who enjoyed the film saw it again. [*only some boys in my class*]

The boys in my class, who enjoyed the film, saw it again [*all the boys in my class*]

1. The drivers who were involved in the accident had to go to court.
The drivers, who were involved in the accident, had to go to court.
2. The famous clubs which they go to are the most expensive.
The famous clubs, which they go to, are the most expensive.
3. The German students, who I met at Jill's party, phoned me last night.
The German students who I met at Jill's party phoned me last night.
4. My new records, which he borrowed last week, were ruined.
My new records which he borrowed last week were ruined.

Exercise 24. Add commas to the following sentences where necessary:

1. My husband, who is on a business trip to Rome all this week sent me this postcard.
2. The person who told you that story didn't know what he was talking about.
3. Will the driver whose vehicle has the registration number PXB2140 please move it?
4. The author Barbara Branwell whose latest novel has already sold over a million copies will be giving a lecture at the public library tomorrow.

5. The person you got that information from is my cousin.
6. The play 'Cowards' which opens at the Globe soon had a successful season on Broadway.
7. 'Cowards' is the name of the play which ran for over two years.
8. The thing that pleases me most is that I'll never have to ask for your help again.
9. Sally West whose work for the deaf made her famous has been killed in a car accident.
10. The manager whom I complained to about the service has refunded part of our bill.

Exercise 25. *Rephrase the following sentences using the words in bold:*

1. The building where I work caught fire yesterday.
in The building *in which I work/I work in* caught fire yesterday.
2. It was very kind of Ted to lend me his car.
which Ted lent _____ very kind of him.
3. The person I met was totally ignorant of the situation.
who I met a _____ totally ignorant of the situation.
4. The teacher was very angry because none of the students had done their homework.
which None of the students had done _____ the teacher angry.
5. The woman drinking tea over there is my mother.
who The woman _____ over there is my mother.
6. The person found guilty of murder was sent to prison.
who The person _____ of murder was sent to prison.
7. Joan came first, not Sally.
who It _____, not Sally
8. The lady in the pink dress is my aunt.
wearing The _____ pink dress is my aunt.
9. The hotel in which we spent our summer holidays has been closed down.
where The hotel _____ holidays has been closed down.
10. The stolen painting is a fake.
which The painting _____ is a fake.
11. He's learning Spanish, not Portuguese.
that It's _____, not Portuguese.
12. I wonder who owns this car.
whose I wonder _____ is.

Exercise 26. Join the two parts of these sentences. Add *WHO/WHOM* when it is necessary:

- | | |
|---------------------------------|-------------------------------------|
| 1. We need someone | a) the men will listen to any more. |
| 2. I am looking for a man | b) can play as well as he can? |
| 3. They are the pop group | c) you don't hear very often. |
| 4. Have you seen the girl | d) cannot fight for themselves? |
| 5. She is the last person | e) usually sits her? |
| 6. I am talking to those of you | f) the company should employ. |
| 7. What about the ones | g) I was with the other night? |
| 8. Do you know the girl | h) know about statistics. |
| 9. These are the sort of people | i) can play as well as he can? |
| 10. He is the kind of man | j) I can do business with. |
| 11. Do you know anyone | k) really knows what's going on. |
| 12. He is the only one | l) you would tell! |

Exercise 27. Fill in each numbered blank with *ONE* suitable word. Point out attributive clauses:

Many advertisers have the belief (1)_____ headlines on a diagonal will capture attention. Actually, this is (2)_____ so. (3)_____ childhood, we have been taught to read on horizontal lines; (4)_____, tilting a line slows down the reader (5)_____ the eye orients (6)_____ to a new position. Anything (7)_____ slows down the reading is detrimental (8)_____ an advertisement in (9)_____ it allows more distractions. Also, (10)_____ that breaks the normal pace of the eye in reading – and diagonal lines definitely do that – is unpleasant for (11) _____ eye and it becomes a great task (12)_____ keep receptive attention (13)_____ the reader clear through the message.

Exercise 28. Put the right relative pronouns only where necessary:

A CHANCE IN A MILLION

Cissie, the woman (1) *who* works in our office, wanted to phone Mr Robinson, but she dialed the wrong number. The number (2)_____ she dialed turned out to be the number of a public call box in the street. A man, (3)_____ was passing at the time, heard the phone ringing and answered it. "Is that Mr Robinson?" Cissie asked. "Speaking," the man answered. It turned out that the man (4) _____ she was speaking to was actually called Robinson and had just happened to be passing the call box when she rang!

Exercise 29. *Translate into English using attributive clauses:*

- 1) Андрей набрал 20 баллов, что было лучшим результатом.
- 2) Прекрасно помню нашу встречу, которая состоялась в канун Рождества.
- 3) Те, кто много обещают, обычно мало делают.
- 4) Требование, чтобы все школьники носили форму, представляется мне смехотворным.
- 5) Мне было указано на мои ошибки, что меня огорчило.
- 6) Создается впечатление, будто некоторые картины Магритта трехмерны.
- 7) Любимый историк, который занимается проблемами Средневековья, знаком с этой монографией.
- 8) Эта монография, точное название которой я, к сожалению, сейчас не могу вспомнить, известна любому историку.
- 9) Этот ученый, чье имя известно только специалистам, внес существенный вклад в различные области биологии.
- 10) Студент, который не сдал экзамены в срок, может быть отчислен.

III. ADVERBIAL CLAUSES

An adverbial clause is a dependent clause that serves as adverbial modifier, directly subordinated to the predicate or another member of the main clause:

- *Andrea couldn't type any more letters as her eyes were tired.*
- *As Doris ran up the steps, she twisted her ankle.*
- *Pretty as she was, nobody liked her.*

An adverbial clause can precede, interrupt or follow the main clause. The general rule is to punctuate adverbial clauses placed in initial or medial position:

- *An Englishman, even if he is alone, forms an orderly queue of one.*

Adverbial clauses, like adverbial modifiers in a simple sentence, are classified according to their meaning. Traditionally, practical grammars distinguish adverbial clauses of **time, place, condition, reason, purpose, result, concession, manner and comparison.**

ADVERBIAL CLAUSES OF TIME

Clauses of time are introduced by: *after, as, as long as, as soon as, for, just as, once, since, before, by the time (= before, not later than), when, while, until/till (= up to the time when), the moment (that), whenever, every time, immediately, the first time, the last time, the next time, etc.*

- *George had to wait for half an hour before the doctor came.*

Clauses of time follow the rule of the sequence of tenses; that is, when the verb of the main clause is in a present or future form, the verb of the clause of time is in a present form and when the verb of the main clause is in a past form, the verb of the time is in a past form, too.

- *I'll stay in the office **until I finish** the project.*
- *She **arrived before** the clock **struck** nine.*

Thus, *will/would is* (almost) never used in the clauses of time; we use a present/past time instead.

- *I'll cook dinner **after I tidy** the house. (not: ~~after I will tidy~~)*

When the clause of time precedes the main clause, a comma is used. When the clause of time follows, no comma is used.

- ***When he was in Washington,** he met the President.*
- *He met the President **when he was in Washington.***

NB! If a clause of time preceding the main clause opens with *only after*, *only when* or *not until*, the main clause has inverted word order:

- ***Only after the money has been received** do we dispatch goods.*
- ***Not until the test was over** were the candidates allowed to leave the room.*

If this type of clause were shifted to end position, the word order would be direct:

- *We dispatch goods **only after the money has been received.***
- *The candidates were not allowed to leave the room **until the test was over.***

Clauses opening with *barely*, *hardly*, *scarcely* and *no sooner* have inverted word order. If these items occur in medial position, the word order is direct:

- ***He had no sooner drunk the coffee** than he began to feel dizzy.*
- ***No sooner had he drunk the coffee** than he began to feel dizzy.*
- ***The lecture had hardly begun** when the lights went out.*
- ***Hardly had the lecture begun** when the lights went out.*

ADVERBIAL CLAUSES OF PLACE

Adverbial clauses of place are used to say where something happened and are introduced by the subordinators *where*, *wherever*, *anywhere* and *everywhere*.

➤ *You can't camp **where / anywhere / wherever** you like these days.*

Sometimes an adverbial clause of place is preceded by a preposition.

➤ *I can see them clearly **from where** I'm sitting.*

Simple present is normally used to denote a future action after the subordinators *anywhere*, *everywhere* and *wherever*.

➤ *He is sure to feel at ease **wherever** he finds himself.*

➤ ***Everywhere** she goes, she is mistaken for a fashion model.*

PRACTICE 4 (ADVERBIAL CLAUSES OF TIME AND OF PLACE)

Exercise 30. *Underline the appropriate time phrase and put the verbs into the correct tense:*

example. I am not leaving until/by the time I finish/have finished (finish) this job.

1. He promised to phone **while/the moment** he _____ (arrive) in Orlando.
2. She had tidied the room **as soon as/by the time** her mother _____ (get) home.
3. We'll have a party **when/while** the exams _____ (be) over.
4. You can go home **whenever/before** you _____ (want) to.
5. They were talking **as soon as/while** we _____ (watch) the film.
6. Tom came home **just as/till** June _____ (leave)
7. We went to sleep **after/until** we _____ (eat) our meal.
8. **By the time/Until** I _____ (arrive) home, George had already left.
9. Tell Jane I'll call her **by the time/as soon as** I _____ (have) some news.
10. Ann didn't buy a car **until/since** she _____ (save) enough money.
11. We had been waiting for six hours **until/by the time** the train _____ (get) into the station

Exercise 31. *Fill in: after, as soon as, since, before, by the time, while, until or whenever:*

“So, Mrs. Trumpton, welcome to your first driving lesson. I’d like to say a few words 1)___ we begin. The most important thing to remember is that the pedal in the middle is the brake – 2)___ you need to stop, you press it. Never start the engine 3)___ you get in the car, because it might be in gear and never drive off 4)___ you make sure the road is clear. You must continually check your mirror 5)___ you are driving, because it is important to know what is behind you. I will only take you out on the road 6)___ we have practiced the basics in the car park for a couple of lessons. Don’t worry, Mrs. Trumpton, I’ve been teaching people how to drive 7)___ 1982, so you’re in good hands. I assure you that 8)___ you have finished this course, you will have become a safe and confident driver.”

Exercise 32. *Complete these sentences with adverbial clauses of time:*

1. The moment_____, my heart sank.
2. He hasn’t touched alcohol since_____.
3. Before_____ she had been a kindergarten teacher.
4. The last time_____ it was just a small village.
5. Whenever_____ my husband gets annoyed.
6. You may rely on us to inform you as soon as_____.
7. While the teacher_____, she was making notes in her writing pad.
8. _____since they contacted our authorized dealer in Munich.
9. Once the order is fulfilled, the company_____.
10. Each time I visit the Russian Museum_____.
11. Just as_____I began to have suspicions about his motives.
12. Her membership will be suspended until_____.

Exercise 33. *Combine each pair of sentences into a complex sentence using NO SOONER...THAN or HARDLY/SCARCELY/BARELY...WHEN. Practice both direct and inverted word order:*

1. Stephanie came home. She turned on the television.
2. The company made the announcement. Share prices began to rise.
3. He got to the camp. He collapsed, dog tired, on the bed.
4. The athletes covered the first lap. The leading runner slipped and fell.
5. I got round the corner. A traffic policeman stopped my car.
6. The operator put me through. The line was disconnected.
7. The monument was restored. It was vandalized yet again.
8. He added up the figures. The mistake became apparent.
9. Winter set in. The Joneses left for London.
10. They evacuated the building. The roof fell in.

Exercise 34. Fill in each numbered blank with ONE suitable word. Point out adverbial clauses of time:

Mr Keyworth was (1)_____ shutting his shoe shop at the end of the day (2)_____ a man in a well-cut suit walked in and asked (3)_____ an expensive pair of shoes. There was something about (4)_____ way the man walked that (5)_____ Mr Keyworth suspicious. He felt (6)_____ if he had seen him before somewhere, and then remembered that he (7)_____ – on television! The customer was (8)_____ wanted criminal. As (9)_____ as Mr Keyworth realized this, an idea began forming in his head. The man tried (10)_____ a few pair of shoes (11)_____ he bought a pair (12)_____ Mr Keyworth strongly recommended. ‘They are a bit tight,’ the man complained. ‘They’ll stretch, sir,’ Mr Keyworth (13)_____. (14)_____ Mr Keyworth expected, the man limped (15)_____ the shop the next day (16)_____ complain about the shoes. The (17)_____ he entered the shop, he was surrounded by the police. Mr Keyworth (18)_____ deliberately sold the man a pair of shoes (19)_____ were the size (20)_____ small, knowing he (21)_____ return them the next day.

Exercise 35. Translate the following sentences into English using adverbial clauses of time and place:

1. Только когда эти анкеты будут заполнены, кандидатов допустят к собеседованию.
2. Не прошли мы и полумили, как разразилась гроза.
3. Нельзя вещать объявления, где тебе заблагорассудится.
4. В тот момент, когда начнется спектакль, вы заметите нечто неожиданное.
5. К тому времени, как будет завершено строительство фабрики, многие семьи уже уедут из этого города.
6. Мне ничего не было видно с места, где я стоял.
7. Владимир Высоцкий был необычайно популярен; зрители начинали аплодировать, стоило ему появиться на сцене.
8. Я не смогу оплатить эти счета, пока не получу гонорара за перевод.
9. Дизайнеры обсуждали оформление интерьера два дня, пока не нашли приемлемое решение.
10. Мы дружим с тех пор, как наши родители начали вместе работать.
11. Только когда все замолчали, оратор начал свое выступление.
12. Мы встретились там, где играли еще детьми.
13. Не успели мы начать разговор, как нас разъединили.
14. Только когда эти кустарники зацветут, мы сможем определить их сорт.
15. В тот миг, когда прозвучал выстрел, служащие и клиенты банка легли на пол.
16. Стоило мне убрать со стола, как вернулся мой сын и попросил есть.

ADVERBIAL CLAUSES OF PURPOSE

Adverbial clauses of purpose are used to indicate the purpose of an action. They are introduced by the following conjunctions:

so that + can/may/will or could/might/would	in order that	lest [formal]	that [old- fashioned] for fear (that) + will or might
so [informal]	in case	if	

Many of them (*so that, so, lest, in order that, for fear that*) presuppose the use of some modal verb (*can, could, may, might or should*) in the subordinate clause.

A clause of purpose normally follows the main clause and is not punctuated.

- *I arrived ahead of time so that I may/can/will get a good view of the procession.*
- *Could you please slow down so I can read the sign.*
- *I've bought a chicken in case your mother stays for lunch.*
- *We sent them monthly reports in order that they may have full information about our progress.*
- *The police detained the suspect lest he should escape.*
- *We ought to redouble our efforts if the pollution of coastal waters is to be controlled.*
- *He locked all the windows for fear that he might be burgled.*

The subordinators *lest* and *for fear (that)* express a negative purpose: they show that the doer of the action does not wish a particular thing to happen. Therefore, the subordinate clauses they introduce are affirmative in form:

- *He was extra polite lest a disgruntled client should make a complaint again.*

Also note that the conjunctions *lest* and *so that* predict the use of either bare infinitive or *should + bare infinitive* in the subordinate clause.

NB! Clauses of purpose follow the rule of sequence of tenses:

- *I'll bring a ball in case they want to play a game.*
- *She ran home so that she could watch the 6 o'clock news.*

ADVERBIAL CLAUSES OF RESULT

Adverbial clauses of result describe the result entailed by an action or event named in the main clause. Clauses of result are introduced by: *that* (after *so/such...*), *(and) as a result*, *(and) as a consequence*, *consequently*, *so*.

- *There were so many people at the party that I didn't have time to talk to everyone.*
- *I had forgotten my passport and as a result / therefore I couldn't cross the border.*

Choosing between *so / such...* *that* one should mind the following rules:

1. Such a(n) + (adjective) + a singular countable noun: *It was such a bad flight that we'll never forget it.* *Such* is also used with *a lot of*: *There is such a lot of noise that I can't work.*
2. Such + (adjective) + uncountable / plural noun: *It was such nice weather that we went to the park.* *They were such cheap books that I bought them all.* In informal speech *so* and *such* can be used without *that*: *He's so rude nobody speaks to him.*
3. So + adjective / adverb: *I am so hungry that I could eat a horse.* *He ran so fast that he won the race.* *So* is also used with *much*, *many*, *few*, *little*. *He's got so little patience with children that he can't be a teacher.* *She's got so many dresses that she can't decide which one to put on.*
4. So + adjective + a(n) + noun: *It was so nice a day that we went to the beach [not usual].*

NB! When the main clause accompanied by an adverbial clause of result has a compound predicate, the word order can be inverted for greater emphases:

- *The storm was so terrible that the roofs were ripped off.*
- *So terrible was the storm that the roofs were ripped off.*

The main clause has inverted word order if it opens with one of the following expressions:

so great	to such extremes	to such length
to such an extent	to such a degree	to such a point

- *So great was her amazement that she couldn't utter a word.*
- *To such degree was he reduced by his own extravagance that he took to begging.*

ADVERBIAL CLAUSES OF REASON

Adverbial clauses of reason are used to give a cause for the event or situation named in the main clause. Clauses of reason are introduced by: *as, since, for* (= *because*), *because, as long as* (= *because*), *the reason for, the reason* (*why*), *now that, on the grounds that, due / owing to the fact that, in view of the fact that, inasmuch as* [formal]. When the clause of purpose precedes the main clause, the two clauses are separated with a comma.

- *The bank refused to negotiate a loan on the grounds that the papers were not valid.*
- *Now that the semester is finished, I'm going to rest a few days and then take a trip.*
- *Since she isn't at home, we'll go out without her.*

Because usually answers a why-question. The clause of reason introduced by *for* never precedes the main clause; *for* always comes after a comma in written speech or a pause in oral speech.

- *Why did you come back early? – Because there were no seats left.*
- *She didn't come on time, for she was held up in a traffic jam.*

PRACTICE 5 (CLAUSES OF PURPOSE, OF RESULT, OF REASON)

Exercise 36. *Combine each pair of sentences so as to use an adverbial clause of purpose. Use the subordinators suggested:*

1. I've been keeping a diary. I want to know the facts. **SO THAT**
2. I don't want you to suspect me of telling lies. I've arranged for a video recording to be made. **LEST**
3. I'll show you his recent photo. You may want to meet him at the airport. **IN CASE**.
4. He sent his daughter to study in Italy. He wanted her to gain firsthand experience of European culture. **IN ORDER THAT**
5. She talked in a whisper. She didn't want the children to overhear her complains. **SO**
6. I will leave a message with his secretary. He may forget about our appointment. **IN CASE**
7. I wore rather a shapeless trouser suit. I didn't want the men to start making comments about my figure. **FOR FEAR THAT**
8. The government should pursue a balanced policy. Ethnic conflicts must be eliminated. **IF**

Exercise 37. *Underline the correct word:*

It was midnight on Sunday 9th March and I was on duty. I had my walkie-talkie with me 1) **for / so that** I could contact my partner if I needed him. I noticed that door of number 14 Lime Avenue was open. I approached the house quietly 2) **in order to / for fear** investigate. I entered cautiously 3) **not to / so as not to** alert the intruder. He had a large sack 4) **for / to** carry the stolen goods. I caught him by surprise and arrested him. I took him to the station 5) **to / for** questioning. He admitted everything, but we recorded his statement 6) **for fear that / so that** he might change his story later.

Exercise 38. *Underline the correct item, and then identify the clause it introduces:*

1. **For / Since** the children are staying at their grandmother's, let's go out for the evening.
2. Ben's **so / such** a charming that it's very difficult to refuse him anything.
3. The road is closed **as a result / because** there's been an accident.
4. Carla's **such / so** busy that she hasn't got time to see anyone.
5. **For / As** it's raining outside, let's take a taxi.
6. The hotel was fully booked; **therefore / on the grounds that** we stayed at a guest house.
7. It's **so / such** a popular restaurant, you need to make a reservation.
8. **For / Since** I don't know the Becks well, I've decided not to go to their party.
9. There were **so / such** few people around, the streets were almost deserted.
10. **Because / Due to** the traffic, I arrived at the office late.

Exercise 39. *Fill in: so, such or such a(an):*

We were all 1)___ excited about going on holiday that we had talked about little else for weeks. However, it was 2)___ long since we had been abroad that I had forgotten all about the problems of travelling. Finally, our day of departure arrived. It was 3)___ long journey that we all had to get up at 2 o'clock that morning. When we arrived at the airport, our youngest son Tony was being 4)___ naughty that, I'm sorry to say, I had to smack him. He screamed 5)___ loudly that lots of people came running to see what the matter was. Fortunately, he had quieted down by the time we boarded the plane. My husband ate 6)___ a lot of food that he gave himself terrible stomach-ache. The flight attendants

thought he was having a heart attack and rushed to help him with oxygen. At that point he became 7)___ upset that he knocked his meal all over my new dress. By this stage I was in 8)___ bad mood that I burst into tears. Once my husband had recovered, he apologised 9)___ sincerely to everyone that we all forgave him.

Exercise 40. Rewrite the underlined parts of the text using *so* or *such*:

Many young musicians dream of fame without ever considering how long and painful the road to success can be. There are many things involved in being successful and if a young musician isn't aware of them all, failure is certain. Perhaps it is most important to remember the time and work needed to gain popularity. Most up-and-coming musicians spend a long time travelling, which means it is difficult for them to have a family life. In addition, new groups make very little money and musicians are often forced to live in poor conditions. Once the group is established, the next stage is to try and get a contract with a record company. However, this is difficult to obtain and only one group in thousands will actually receive a contract. Even that doesn't guarantee success and a record company will soon drop a group if it doesn't sell many records. To a great extent, sales are depended on the musicians being seen on MTV. If MTV doesn't show their video, very few records will be sold. Most successful musicians admit that fame came as a surprise to them. They were always more concerned about producing good music. They say you must have a love for music you're playing and success will automatically follow.

Exercise 41. Match the expressions in the left hand column to the expressions in the right hand column, and complete the sentences using *so much/many/little* or the construction *so + adverb*:

- | | |
|--------------------------------|---|
| 1. I have ___ work to do | a) you rarely see her in the same dress twice. |
| 2. He drove ___ fast | b) I don't know where to begin |
| 3. She has ___ intelligence | c) it will take me ages to get through them all. |
| 4. I have ___ letters to write | d) nobody could catch up with him |
| 5. She has ___ admirers | e) he arrived half an hour late. |
| 6. He drove ___ slowly | f) men are afraid of her |
| 7. I have ___ money left | g) his wife refused to ride with him. |
| 8. She has ___ clothes | h) she goes out with a different man every night. |
| 9. He drove ___ dangerously | i) I don't think I will be able to pay my bills. |

Exercise 42. *Rephrase the following sentence using the words in bold and making all other necessary change:*

example: a) The cat is so fat that it can't walk. (**such**) *It is **such** a fat cat that it can't walk.*

b) Some people make themselves run because they want to live to a ripe old age. (**so that**) *Some people make themselves run so **that** they will live to a ripe old age.*

1. He's such a lazy man that he seldom gets out of bed. (**so**)
2. The match was cancelled because it was raining. (**due to that fact**)
3. It was so smoky on the bus that we could hardly breathe. (**consequently**)
4. He was always late so he lost his job. (**because**)
5. She doesn't have many friends because she's rude and unpleasant. (**reason ... is**)
6. Convinced that exercise is good for you, doctors are urging everyone to take more exercise. (**Because**)
7. A lot of men in particular die of heart disease, so they ought to be warned. (**Such a lot**)
8. Many people eat too much fat and damage their hearts. (**because**)
9. Some doctors set such a bad example that people do not listen to them. (**so that**)
10. We are always being told to change our habits, with the result that some people don't listen (**Since**)
11. Some marathon runners experience real pain because they train very hard. (**so ... that**)
12. Some runners are obsessive, and consequently they injure themselves. (**so ... that**)
13. Other people take no exercise and become really unfit. (**As**)
14. Since such people often also overeat, they put on weight. (**so**)
15. Some people really dislike exercise, and therefore make excuses. (**Because**)
16. Some people say they lead very busy lives, and so don't have time. (**that they**)
17. Some older people take up running because they want to strengthen their bones. (**in order to**)
18. Violent exercise can damage muscles, so serious runners plan their diet carefully. (**for**)
19. You might have a 'heart condition', so have a check-up with your doctor. (**in case**)
20. Choose your running shoes carefully; otherwise, you may damage your feet. (**so as**)
21. You don't have to run if you want to keep fit -- cycling or swimming will do. (**in order to**)

Exercise 43. Complete the following letter and memo:

Hillside Cottage,
Tumbledown Row,
Old South Down

28 February 2003

Dear Sir,

I am writing to you 1)___ we have still not received a reply to a letter we wrote to you more than two weeks ago. I regret to say that I am still not satisfied with the work done by your company.

Your workmen came yesterday 2)___ you sent them to rectify their mistakes. They did, in fact, attempt to repair the roof, and 3)___ this has been done I should feel happier. However, they made no attempt to replumb the extension. I am still extremely dissatisfied.

They say they have done the plumbing, and 4)___ there are pipes under the floor boards, this is true, but these pipes do not work. My suspicion is that they have not been correctly joined and we have buckets ready 5)___ water starts dripping through the floor of the extension down into our living room! In addition we have switched the electricity off 6)___ the faulty wiring causes fire!

We look forward to hearing your comments on this.

Yours faithfully,
Mrs. B.O'Brien.

BODGER & SON

Tom – please pass this message on to Dick and Harry. Mrs. O'Brien has written again – please put your work right immediately 7)___ she stops writing to me. I've been to see the extension in question and I agree with what she's said. She's 8)___ dissatisfied that I wouldn't be surprised if she took us to court – but I don't blame her – the work is 8)___ bad 9)___ we'll be out of a job if you don't do better! It was 10)___ a straightforward job 11)___ I can't believe such a mistake has been made.

So please get things sorted out, 12)___ I'll have to see Dick and Harry myself. Please get in touch with them immediately, *A. Bodger*

Exercise 44. Translate into English using a) *adverbial clauses of purpose*, b) *adverbial clauses of reason and result*:

1. Я запишу для вас номер телефона на тот случай, если вам понадобится консультация. 2. Возьми словарь, чтобы не наделать ошибок в переводе. 3. Новые модели уже включены в каталог, чтобы заказчики ознакомились с техническими характеристиками и ценами. 4. Давай купим билеты сейчас, на случай если перед спектаклем в кассе будет очередь. 5. Они разговаривали шепотом, чтобы соседи их не слышали. 6. Мы поставили будильник на 6 часов, чтобы не проспять. 7. Каждая глава сопровождается подробным комментарием, чтобы у студентов не возникало затруднений при чтении текста.

2. Договор не был одобрен по той причине, что последняя статья требовала изменений. 2. Поскольку в справочнике были неточности, его изъяли из обращения. 3. Раз уж ты выбрал работу следователя, тебе придется часто работать по выходным. 4. Примеры латинских заимствований столь многочисленны, что их следует рассмотреть подробнее. 5. Ночь была морозной, так что все мои цветы погибли. 6. Чем усерднее он работает, тем меньше его ценят. 7. Что я такого сделала, что ты на меня кричишь? 8. Экзамен оказался таким трудным, что только двое студентов сумели его сдать. 9. Чем лучше владеешь иностранным языком, тем больше можешь о нем узнать. 10. Что я такого натворил, что они меня ненавидят?

ADVERBIAL CLAUSES OF CONCESSION

Complex sentences with adverbial clauses of concession express the admission that although something is true or accepted, another part of the problem, another view or situation (often unexpected) exists.

Adverbial clauses of concession are introduced by the following subordinators:

Although / Even though / Though [informal] + clause. ('*Though*' can also be put at the end of the sentence):

➤ *Although she spent all afternoon on the project, she didn't finish it. She spent all afternoon on the project; she didn't finish it, though.*

Despite / In spite of the fact + that + clause:

➤ *Despite / In spite of the fact that they are rich, they aren't happy.*

While / Whereas / but / on the other hand / yet + clause. *But / yet* always come between two clauses:

- *He's tall, **while** / **whereas** / **on the other hand** / **yet** she's short.*
- *Tom studied hard, **but** / **yet** he failed the exam.*

However / No matter how + adjective/adverb + subject + (may) + verb:

- ***No matter how** slowly he speaks, he can't make himself understood.*
- No matter how** slowly he speaks, he can't make himself understood.*

Whatever / No matter what + clause:

- ***Whatever** she said, he wasn't convinced. **No matter what** she said, he wasn't convinced.*

Regardless / Irrespective of + the fact that / what / where / how / who:

- *They will close the premises, **irrespective of** who is running them.*

Considering that / how:

- *He is quite agile, **considering that** he is very old / **considering how** old he is.*

Adjective / Adverb + though + subject + verb/may + bare infinitive:

- *Well-qualified **though** he is / may be, he can't find a job.*
- *Early **though** he left / may have left, he didn't arrive on time.*

Adjective / Adverb + as + subject + verb:

- *Careful **as** she is, she had an accident.*

Concessive clauses are loosely connected with the main clause; therefore, they are always punctuated. Adverbial clauses of concession are found in a number of idiomatic expressions:

- ***Come what may**, the mail will get delivered.*
- *I'll be there tomorrow, **come hell or high water**. [informal]*
- ***Be that as it may**, all this is part of modern commercial life. [formal]*

ADVERBIAL CLAUSES OF MANNER AND COMPARISON

Adverbial clauses of manner and comparison are used to say how something is done by referring to another action, real or imaginary. Clauses of manner and comparison are introduced by *as if*, *as though*, *as*, *how*, *(in) the way (that)*, *the way in which*, *(in) the same way (as)*, *much as*, *like* [informal].

- *Type this again as I showed you a minute ago.*
- *She speaks the local dialect **much as** her parents did.*
- *He acted **as though** he were insane.*

Were can be used instead of *was* in formal English in all persons in clauses introduced with *as if / as though*. The verb usage following *as if / as though* is normally similar to that in conditionals and depends on whether the ideas are true or untrue. Note the following:

Expressing similarity / probability (how sb/sth seemed)	as if / as though + any tense form <i>She behaves as if she is rich (She may be rich, she may not be rich – she seems rich anyway.)</i> <i>She felt as if she had a high temperature. (We don't know but she seemed to have a high temperature.)</i>
Unreal in the present	as if / as though + Past Simple / Past Continuous <i>She's not from Spain, but she speaks Spanish as if she were / was from Spain. (not true – she is not from Spain.)</i>
Unreal in the past	as if / as though + Past Perfect <i>He looked as if he had seen a ghost. (not true – he didn't see a ghost.)</i>

PRACTICE 6 (CLAUSES OF CONCESSION: OF MANNER AND COMPARISON)

Exercise 45. *Underline the correct item in these clauses of concession:*

1. **However / Although** hard he studies, he doesn't get good marks.
2. My sister is dark, **whereas / despite** I am blonde.
3. Clever **whereas / as** he is, he failed the test.
4. **Even though / Despite** he had little money, he insisted on paying for the meal.
5. **In spite of / Whatever** you say, I won't believe you.
6. I invited Sue; she didn't come, **although / though**.
7. My mother is French **whereas / even though** my father is Polish.
8. Persuasive **though / but** he may be, I won't change my mind.
9. **Even though / Despite** we're good friends, we don't meet very often.

Exercise 46. Complete the missing parts of the sentences:

example: *Hard as she tried*, she couldn't open the bottle.

1. _____ you believe, I am innocent.
2. She loves animals while her younger sister _____.
3. Despite the fact that she went on a diet, _____.
4. Even though she was only 7, _____.
5. _____ you offer me, I will never sell you my car.
6. Happy though he _____, he is actually depressed.
7. I enjoy eating meat, whereas my wife _____.
8. She didn't take the job, _____.
9. _____, he was still half an hour late.

Exercise 47. Rephrase the sentences using the words in bold:

example: Although my mother is from Paris, I've never been there.

fact Despite *the fact that my mother* is from Paris, I've never been there.

1. It sounds easy but it's really rather difficult.
though Easy _____, it's really rather difficult.
2. In spite of having travelled the world, he is narrow-minded.
travelled Although _____, he is narrow-minded.
3. However loudly you shout, Granddad won't hear.
how No _____ Granddad won't hear.
4. Say what you like; I won't believe you.
say Whatever _____ I won't believe you.
5. He is a sailor but he can't swim.
being In _____ a sailor, he can't swim.
6. In spite of the restaurant being expensive, the food tasted terrible.
though Even _____ expensive, the food tasted terrible.
7. Emma spent a year in Bonn but she can't speak German.
fact In spite _____ a year in Bonn, Emma can't speak German.
8. He tried hard but he couldn't unlock the door.
as Hard _____ he couldn't unlock the door.
9. He did his best. He came last.
yet He _____ came last.
10. The building may look impressive from the outside, but it certainly needs to be overhauled.
However _____.
11. I shouted very loudly, yet I couldn't make myself heard above the roar of the engine.

No matter _____.

12. The speaker wouldn't use the accepted terminology though he was constantly interrupted.

Despite _____.

13. You may agree or disagree with this decision, but the original plan will have to be altered.

Whether _____.

14. The scheme may be ingenious, but it will never work in practice.

Ingenious _____.

15. They coped with the task brilliantly, though it had seemed much too difficult at first.

Considering _____.

16. I respect your freedom of choice, but I would act differently.

Much _____.

17. Much of the information was suppressed; nevertheless, the journalist managed to discover a few indisputable facts.

In spite _____.

18. It doesn't matter where you live – you will be notified well in advance.

Irrespective _____.

19. He could have paid his debts within a month, yet he kept on putting doing so.

Whereas _____.

20. It was probably very nice, but I didn't like it.

Nice _____.

Exercise 48. Complete the following telephone conversation:

Mr. Bodger: Hello – Mrs. O'Brien? Bodger here. I trust that the men have completed the work to your satisfaction now.

Mrs. O'Brien: Well – they've been working, 1) *though* I wouldn't say it was right. 2) _____ you've made an effort to get the work done, it's hardly adequate. And to be honest, we feel we should get our money back, 3) _____ you feel you can offer to do the work yourself.

Mr. Bodger: What's the problem now?

Mrs. O'Brien: I think you'd better come and see for yourself. What really annoys me is that 4) _____ the fact they've come back again and again, it's still far from perfect. They work just like anyone else, 5) _____ they take breaks every five minutes. You may find that 6) _____ other customers don't mind, we've had enough.

Mr. Bodger: I'll come over and inspect the work right now.

Exercise 49. Define the types of subordinate clauses introduced by means of the subordinator AS IF. Translate the sentences into Russian:

1. The furniture looked as if it had come out of somebody's attic.
2. She looked at me as if I were out of my mind.
3. It is not as if he's good-looking at all.
4. He sounds as if he were in charge here.
5. He talks as if he was rich.
6. I felt embarrassed, as if it had been my own fault.
7. It was as if the whole world was against him.
8. She looked elegant as if she had her clothes made to measure.
9. They speak English fluently, as if they were native speakers.

Exercise 50. Put the verbs in brackets into the correct tense:

example: He is very fit. He looks as if he trains (to train) every day; I wonder how he finds the time.

1. She looks as if his remark _____ (to hurt) her. He shouldn't have made it.
2. Try to live each day as if _____ (to be) your last.
3. The tea was not made with sour milk, but it tasted as if it _____ (to be made) with sour milk.
4. Tony knew nothing, but he acted as if he _____ (to know) something.
5. She isn't the Queen of England, but she talks as if she _____ (to be) the Queen of England.
6. The girl was staring at the car as if she _____ (never/to see) one before.
7. He behaves as if he _____ (to be) the boss of this company, but I'm glad to say he's not.
8. I don't think I'll bother taking a coat. It looks as if it _____ (to be) warm.
9. Do you know if Amanda is expecting a baby? She looks as if she _____ (to be) pregnant.
10. When he saw my new haircut, he looked at me as if I _____ (just/to step off) a spaceship.
11. It was so hot after the aerobics class I felt as though my face _____ (to be) on fire.
12. Bob hadn't received any news but he seemed really happy as if he _____ (just/to receive) news of his promotion.
13. My father is so strict, he acts as if he _____ (to be) a general in the army.
14. His employees are not slaves but he treats them as if they _____ (to be).

Exercise 51. *Rephrase the following sentences using the words in bold:*

1. She was tired. She felt like she had run a mile, but she hadn't actually.
as She was so tired she felt _____ a mile.
1. I think it is going to be a nice day.
as It looks _____ to be a nice day.
2. We have met before. She behaved coldly towards me.
never She behaved coldly towards me _____ met me before.
3. She is much thinner than when I last saw her.
as She looks _____ weight since I last saw her.
4. He is not a millionaire. He spends lots of money, though.
if He spends money _____ millionaire.
5. I can smell dinner. I think we're having curry.
though It smells _____ curry for dinner.
6. There were clouds in the sky. It would probably rain.
looked It _____ going to rain.

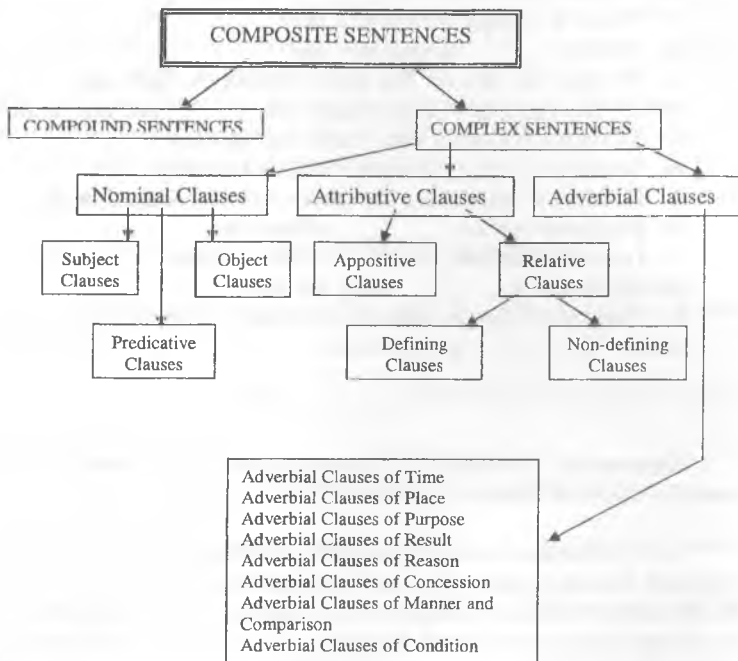
Exercise 52. *Translate into English, using a) adverbial clauses of concession; b) adverbial clauses of manner:*

A. 1. Неважно, сколько лет она проработала переводчицей – ее английский нельзя назвать беглым. 2. Какой бы из двух методов ни оказался более эффективным, у каждого есть определенные недостатки. 3. Чем бы ты ни занимался, не бросай живопись. 4. Любишь ты литературу Средних веков или нет – во втором семестре придется прочесть все книги по этому списку. 5. Учítывая, что все участники соревнования очень молоды, результаты весьма впечатляющи. 6. Хотя это и кажется невероятным, все рукописи писателя сохранились в неприкосновенности. 7. Как бы я ни старался, я так и не смог выучить финский язык. 8. Согласны мы с этими условиями или нет, нам придется пойти на уступки. 9. Сколько бы статей о «Великой депрессии» я ни читал, мне не удастся найти убедительный ответ на некоторые вопросы. 10. Когда бы ты ни пришел, буду рад тебя видеть. 11. Как бы он ни любил свою жену, они не ладили. 12. Какие бы города мы не посетили, я всегда буду вспоминать эту горную деревушку.

B. 1. Она держится так, как будто королева красоты. 2. Он прошел мимо, будто не заметил нас. 3. Он ведет себя так, будто купил этот отель. 4. Ты готовишь овощи именно так, как мне нравится. 5. Я учила своих детей читать точно таким же способом, как мои родители учили меня. 6. Он был так бледен, словно увидел нечто ужасное.

THE COMPOSITE SENTENCE

(the general scheme)



REVISION

Exercise 53. *Put the beginnings and ends together:*

- | | |
|---------------------------------------|--|
| 1. Although he was very bad-tempered, | a) after you have a meal. |
| 2. Always brush your teeth | b) and I'll hit you. |
| 3. Always wash your hands | c) before you have a meal. |
| 4. As Liz told you, | d) but everybody liked him. |
| 5. Because I knew her family, | e) he had lots of friends. |
| 6. Talk to me like that again | f) I did what I could for her. |
| 7. Don't do that again | g) her mother left for Berlin last Friday. |
| 8. He had a terrible temper, | h) or I'll hit you. |

9. Liz explained to you
 10. I was sorry for her,
 11. If you do that again,
 12. There'll be trouble

- i) so I tried to help her.
 j) that her mother went back home last week.
 k) unless you stop that.
 l) you'll be sorry.

Exercise 54. Put in: *as...as, but, in case, in order that, so... that, such...that, when, which:*

WYSIWYG [wiziwig]

We create new words all the time. We have to do this 1) *in order that* we may express new ideas. Perhaps the strangest word 2) ____ has come into the English language recently is 'wysiwyg'. I was 3) ____ puzzled by this word ____ I kept asking people what it meant, 4) ____ no one knew. Last week I found it in a dictionary. It is not 5) ____ peculiar ____ I had thought. It comes from computers. This is what it means, 6) ____ you want to know: 'What You See Is What You Get'. This means that what you see on your screen is what you get 7) ____ you print. Now I discover that everyone knows this word. The other day I was in my favourite restaurant and ordered sausages. They were 8) ____ small sausages ____ I complained to the waitress. She just smiled at me and whispered, 'Wysiwig!'

Exercise 55. Insert appropriate links:

- It is three years ago today ____ I first met my wife and so yesterday, ____ I had little to do at the office, I left early to buy something ____ I thought would please her.
 I bought ____ I wanted and hurried home, ____ who should I find but the decorators ____ I hadn't expected until the following week. ____ had those men convinced my wife ____ I had mistaken the date, ____ they also reduced the apartment to chaos.
- My grandmother, ____ was Polish by birth, was the youngest of three sisters, ____ might lead you to suppose ____ she was the last to marry. Actually, she was the one ____ got married first, ____ is hardly surprising ____ you consider her looks, ____ dazzled any man ____ came near her.
- The problem ____ scientists are faced with in trying to harness nuclear fission as a peaceful source of energy is ____ it requires for its operation the very high temperatures ____ are found in the sun but ____ so far have been produced artificially only by the nuclear fission ____ provides the 'trigger' mechanism of the hydrogen bomb.

Exercise 56. *Paraphrase these sentences without changing their meaning. Begin as shown:*

1. Jeff wants to sell the clock, but it belongs to his mother.

Although the clock _____.

2. Cities along the Mississippi were flooded, for heavy snows melted rapidly.

Because _____.

3. He didn't know how to mark a ballot, but he was old enough to vote.

Even if he was _____.

4. Easter Sunday is movable, for each year its date depends upon a changing moon.

As _____.

5. His remarks were downright clever; as a result, they amused even his enemies.

His remarks were so _____.

6. The conference will not be convened until all abstracts have been submitted.

Only when _____.

7. The lover's vision is transcendent; consequently, he sees beauty wherever he looks.

So _____.

8. Ben may not be a poet, but he writes free verse.

He writes _____.

9. The smog was thick and we could not see the sun.

The smog was so _____.

10. Gasoline is flammable; in fact, a spark from a cigarette can cause an explosion.

Gasoline is so _____.

11. Immediately after Grandma's arrival things went wrong.

No _____.

12. In spite of his being innocent, the judge passed a sentence.

Although he was not _____.

13. We must recover the stolen goods at any cost.

Whatever it _____.

14. During her journey from Edinburgh to Glasgow she had a fierce argument with her companion.

While _____.

15. The moment I drew the curtain I heard a bloodcurdling scream outside.

Hardly _____.

16. He sold his oil shares fearing some loss in their value.

He sold his oil shares lest _____.

17. Examination materials will not be designed until the Board has agreed on the new marking system.

Only after _____.

18. He was such an experienced and capable lawyer that he found the case trivial.

Such was _____.

19. In spite of her weakness, she tried to get up.

Weak _____.

20. I'll book seats well in advance because there might be a rush to buy tickets before the concert.

I'll book seats in advance in case _____.

21. I only heard the news of her engagement when I returned from my trip to Germany.

Not until _____.

22. The patient did not recover until he had received a course of recreation therapy.

Only after _____.

23. We will always pay tribute to our heroes when we get together at our meetings in the future.

Whenever _____.

24. I hate the stresses and pressures of modern life.

What _____.

25. Though he was quite young, everyone found him dependable.

Young _____.

26. Strangely enough, she feels sympathy for her worst enemy.

It is _____.

27. The moment the speaker addressed the audience, a terrible noise came from the outside.

Barely _____.

28. The excitement of their victory was so great that they felt delirious.

So _____.

29. He made an apology to his neighbours; besides, he assumed full liability for his son's debts.

Not _____.

30. As soon as the door closed on Dr. Dunn, someone knocked again.

No _____.

31. Our library needs new air-conditioning units.

What _____.

32. We didn't suspect at that time that our summer cottage had been swept away by a tidal wave.

Little _____.

Exercise 57. Complete each of the following sentences with the type of clause indicated in brackets:

1. We arranged to hire an image-maker _____ [purpose].
2. Such was his state of mind _____ [result].
3. As _____ [reason], he can be depended upon to supervise the work.
4. As _____ [time], I met my ex-husband.
5. We had a bird's eye view of the city from _____ [place].
6. _____ [concession], they can't afford the luxury of a country house.
7. The class became unruly _____ [result].
8. I was just finishing a second cup of tea when who _____ [time].
9. Why didn't you answer _____ [manner].
10. No _____ [concession], he shouldn't have accused his wife in public.
11. I haven't tried Italian food _____ [time].
12. Nowadays you are likely to find fast food restaurants _____ [place].
13. Since _____ [reason], he wasn't admitted to college.
14. Not only _____ [compound] but they also bought a dog.
15. _____ [compound], and neither is his cousin.
16. _____ [compound]; still less do I want to talk to them.
17. What _____ [subject] is extremely dangerous.
18. Little _____ [object] that their plan was a failure.
19. The fact is that _____ [predicative].
20. Was the man _____ [relative] our new editor?
21. 'Doom' is a computer game that _____ [relative].
22. Have you heard the information that _____ [appositive].

Exercise 58. Complete these composite sentences using one of the structures give:

1. During the Roman Empire superb roads were built, and when possible, _____ straight lines between main centres of commerce.
a) were they constructed in c) they were constructing in
b) were they constructed with d) they were constructed in
2. The 'Nok' culture existed in _____ northern Nigeria, and is believed to be the earliest iron-working centre south of the Sahara Desert.
a) which is known now as c) where it is now
b) what is known now as d) where it has been now

3. The great city states of South America, Tiahuanaco near Lake Titicaca and Huari in Peru, prospered until 1000 A.D., _____ suddenly abandoned.

- a) in which they were c) at the time both of them
b) when were both d) when they were both

4. Between 500 and 1100 A.D., the Chinese and Arabs made great scientific and technological advancements, _____ the magnetic compass, gunpowder, and the decimal system, but also movable type and advanced astronomical knowledge.

- a) that only includes c) which not only did they include
b) which only didn't include d) which not only included

5. The Jews, under Roman rule, were allowed to travel and trade throughout the Roman Empire, _____ Judea, though still considered it to be home.

- a) so many of them left the c) and many left
b) moreover they left d) many having left their home at

6. In this opening chapter I have explained the nature of my project, which is to investigate _____ naturally necessary that human thinking should include language.

- a) why is it c) whether or not it is
b) whether or not is it d) whatever is

7. We were talking about the talent search I had been conducting. _____ been my idea.

- a) what had in fact c) which had in fact
b) and had in fact d) the fact that whether it had

Exercise 59. *Choose the appropriate conjunction:*

1. Everybody admires this great author, _____ he is a genius.

- a) if b) but c) for

2. Charles will walk to the stadium _____ it doesn't rain.

- a) as soon as b) unless c) if

3. I am sure the match will take place _____ the rain

- a) in spite of b) but c) though

4. 'We must stay in the office _____ the manager finishes the report,' he said.

- a) until b) till c) before

5. He's got such a rich book collection _____ everybody borrows books from it.

- a) when b) that c) so that

6. ____ I was waiting, I read an interesting novel.
 a) after b) before c) while
7. 'All the documents must be filed ____ the boss has signed them,' she said.
 a) after b) by the time c) while
8. 'Have some ice-cream, ____ would you prefer lemonade?' the host asked.
 a) or else b) or c) lest
9. The teacher asked us to put down the assignment ____ we should forget it.
 a) lest b) if c) in order to
10. Everybody came in time, ____ Susan didn't come at all.
 a) but b) when c) as long as
11. Jim always drives at a high speed ____ he is a poor driver.
 a) since b) whether c) though
12. Everything happened ____ my parents had predicted.
 a) as b) because c) but
13. Nick went to London ____ he could improve his English.
 a) in order that b) in case c) so that
14. 'No matter how much the picture ____, I'll buy it,' he said.
 a) will cost b) costs c) cost
15. The cheerful company looked ____ everybody had gone mad.
 a) so that b) as if c) as though
16. ____ the employees of the company had gone on strike shocked everybody.
 a) After b) That c) When
17. They'll pass the resolution today, ____ no one objects.
 a) provided that b) providing c) whether
18. ____ she tells the truth, we won't be able to find the way out.
 a) Suppose b) Unless c) Lest
19. ____ it is getting late, I suggest we break off now.
 a) As b) As though c) As soon as
20. He arrived ____ I was leaving.
 a) just as b) as long as c) as far as
21. She cried out ____ she had been stung by a wasp.
 a) although b) as though c) as if
22. Call in and say hello ____ you are in town
 a) whenever b) however c) wherever
23. ____ I can see, he has no intention of paying the bill.
 a) As far as b) So that c) Once
24. You will never make friends ____ you go out and meet people.
 a) if b) when c) unless
25. I do not trust him ____ I do business with him.
 a) as though b) even though c) although

Exercise 60. Translate the following sentences into English:

1. Он ничего не сообщил нам насчет того, когда он снова будет здесь и будет ли вообще.
2. Этим летом мы жили в деревне, которая расположена на живописных берегах Волги, в доме, окруженном большим садом.
3. Если случится что-нибудь в этом роде, ты теперь знаешь, что делать.
4. Она не была уверена, надо ли ждать ответа или лучше самой ему позвонить.
5. Хотя я пытался казаться спокойным, во мне все кипело.
6. Мать ходила по комнате на цыпочках, чтобы ребенок не проснулся.
7. Что ни говори, в этом что-то есть.
8. Я рад, что наконец встретил человека, который может меня понять.
9. Относительно того, где находится заложник и потребовал ли за него кто-нибудь деньги, информации пока нет.
10. Лучше не опирайся на спинку, чтобы кресло не перевернулось.
11. Товары были готовы к отгрузке, после того как они были осмотрены и испытаны инспекторами покупателя.
12. Так как портовая забастовка в Соединенных Штатах все еще продолжалась, поступления американского хлопка в Ливерпуль были в то время довольно незначительными.
13. Он родился в Варшаве: поэтому он очень хорошо говорит по-польски.
14. Неудивительно, что дело приняло такой оборот.
15. Он не тот, за кого себя выдает.
15. Жара была такая угнетающая, что все двери и окна были широко открыты, чтобы свободный поток воздуха проходил через дом.

REFERENCE LIST

1. Петрова Е.С. Сложное предложение в английском языке. Варианты формы, значения и употребления. – М.: ГИС; СПб.: Филологический факультет СПбГУ, 2002.
2. Синтаксис английского языка / Сост. Н.П.Петрашкевич и др. – Мн.: Лексис, 2002.
3. Федорова Н.В. Английская грамматика в таблицах с тестами и юмором. – М.: Менеджер, 2002.
4. Alexander L.G. Longman English Grammar Practice. – Longman, 1990.
5. Evans V. Round-up 6: English Grammar Practice. – Pearson Education Press, 1995.
6. Parrot M. Grammar for English Language Teachers. – Cambridge University Press, 2000.
7. Side R., Wellman G. Grammar and Vocabulary for Cambridge Advanced and Proficiency. – Longman, 2000.
8. Swan M., Walter C. How English Works: A Grammar Practice Book. – Oxford University Press, 1997.

CONTENTS

Introduction	3
The Compound Sentence	4
<i>Asyndetic Compound Sentences</i>	4
<i>Syndetic Compound Sentences</i>	5
Practice 1	7
The Complex Sentence	11
Nominal Clauses	12
<i>Subject Clauses</i>	12
<i>Predicative Clauses</i>	13
<i>Object Clauses</i>	14
Practice 2	15
Attributive Clauses	19
<i>Attributive Appositive Clauses</i>	20
<i>Attributive Relative Clauses</i>	21
Practice 3	23
Adverbial Clauses	29
<i>Clauses of Time</i>	29
<i>Clauses of Place</i>	31
Practice 4	31
<i>Clauses of Purpose</i>	34
<i>Clauses of Result</i>	35
<i>Clauses of Reason</i>	36
Practice 5	36
<i>Clauses of Concession</i>	41
<i>Clauses of Manner</i>	42
Practice 6	43
Revision	48
Reference List	55