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Методические рекомендации

В 2 частях

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Составитель: старший преподаватель кафедры английской филологии ВГУ имени П.М. Машерова **Г.Ш. Бочкова**

Рецензент:
доцент кафедры английской филологии ВГУ имени П.М. Машерова,
кандидат педагогических наук *Л.И. Бобылева*

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Данное учебное издание предназначено для студентов 3 курса, обучающихся по специальности «Романо-германская филология», и направлено на формирование навыков грамматически правильной устной речи по сложному с лингвистической точки зрения разделу курса практической грамматики английского языка – синтаксису.

Методические рекомендации могут быть рекомендованы и для самостоятельной работы студентов IV и V курсов для поддержания и сохранения грамматических навыков. Имеющиеся краткие указания в таблицах, языковые модели и речевые образцы могут быть использованы для самоконтроля и самокоррекции.

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РЕПОЗИТОРИЙ ВГУ

ПРЕДИСЛОВИЕ

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Исходя из практических целей данного учебного издания, мы предлагаем такую трактовку грамматических явлений, которая представляется наиболее приемлемой для достижения этих целей.

В методических рекомендациях представлена наиболее современная норма употребления, предлагаемая в английских и американских учебниках грамматики последних лет издания, с особым упором на профилактику возможных ошибок, возникающих вследствие интерференции русского языка.

Учебное издание состоит из 6 частей:

The Attribute

The Adverbial Modifier

The Word Order

The Compound Sentence

The Complex Sentence

Text Features

В рамках синтаксиса предлагаются упражнения, направленные на повторение морфологических характеристик частей речи. Каждый раздел включает не только упражнения аналитического характера, но и тренировочные (выбор нужной формы, реконструкция, трансформация, нахождение и исправление ошибок, перевод с русского языка на английский), а также творческие упражнения. Характер упражнений определяется как общими целями учебного издания, так и спецификой каждой конкретной темы. Упражнения составлены на основе современных оригинальных источников.

I. THE ATTRIBUTE

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

1. They had not the courage to ask where he had walked.
2. Some said that Chadwick's natural tendency to sleep at night had been taken amiss by his master.
3. He was afraid that France was not a country for a woman to travel about in alone.
4. George's cousin, a medical student, has a somewhat family-physicianary way of putting things.
5. It seems to me so shocking to see the precious hours of a man's life being wasted in mere brutish sleep.
6. There is a sort of Oh-what-a-wicked-world-this-is-and-how-I-wish-I-could-do-something-to-make-it-better-and-nobler expression about Montmorency.
7. Elderly ladies didn't so much like the idea of dancing with a married man when his wife was there.
8. He was not a man to resist the temptation of taunting the fallen foe. Within three months of permission being given, she had started on her journey, accompanied by Bishop and by her family.
9. Erik was the last to arrive.
10. Suddenly the painter appeared at the door of the studio and made staccato signs for them to come in.
11. Nan had no wish to speak frankly with her daughter.
12. Somehow in the quietness of the morning he apprehended that there were many things to be glad about.

Ex. 2. Complete each of the following sentences by filling in the blank with the correct form of the modifier in parenthesis.

1. My sister has attended _____ concerts than anyone else I know. (many)
2. None of my friends can agree as to the _____ group of all. (good)
3. No one group seems to be _____ than any other one. (outstanding)
4. Some groups rise to fame _____ than others. (quickly)
5. Groups that have recorded hit albums go _____ than those who make singles. (far)
6. Of all singing groups the Beatles will probably be remembered as the _____ (successful).
7. Which of the many Beatles' albums was the _____ hit? (big)
8. I wish I could learn to play the guitar _____ than the average player. (skillfully)
9. I wonder what it takes to become the _____ group around. (hot)
10. Using a light bulb is certainly a _____ way to light one's home than candlelight (safe).
11. Most agree that Edison was a _____ inventor than Henry Ford. (far good)
12. The judge pronounces the _____ sentence possible on the convicted robber (harsh).
13. I'm looking for a cereal with _____ sugar than "Candy Flakes". (little)

14. This semester, I'm making _____ money at my after-school job, but I have more free time (little).
15. Please give me the _____ of the two cakes. (small)

Ex. 3. Complete the sentences with participles as attributes, using the verbs in the box. The verbs with adverbs should be used to form compound attributes.

dry, change, *act well*, keep beautifully, break, decline fast, steal, tailor beautifully, bring up well, continue, love, brush well, *relax*, think clearly, park, write well, embarrass, build well, plan badly, boil

1. It was a very restful holiday so I feel much more *relaxed* now.
2. It was a very *well-acted* play.
3. I kept calling her by the wrong name; it was very ...
4. The ... kettle filled the kitchen with steam.
5. She's a very ... child: she always behaves herself well.
6. I think he may have died of a ... heart.
7. Her hair is always very ...
8. The increase in divorce reflects a ... attitude to marriage and relationships.
9. She's a very good person to have in meetings as she's very ...
10. Shortage of money is a ... problem for them: it probably always will be.
11. The house is old but it's very ...
12. It was a ... escape and so it inevitably failed.
13. Badgers are a ... species in this country as more of them are killed every year.
14. That's a ... suit he's wearing.
15. I need some ... fruit to put in the cake.
16. This is a ... garden: someone must spend a lot of time working on it.
17. It was a very ... article.
18. The police may charge you with receiving ... goods.
19. They're a very ... family and they give each other a lot of support.
20. Children should not play near.... cars.

Ex. 4. Say what part of speech the *-ed* forms are and practise their pronunciation:

1. After recess he sat at his desk, wretched and aching.
2. The bomb explosion wrecked the entire building.
3. The attack without warning was a case of naked aggression.
4. This sherry has been aged in oak casks.
5. It is now my responsibility to look after my aged parents.
6. They ragged him mercilessly when he was at school.
7. A horde of ragged urchins approached as we entered the town.
8. You have to be a learned professor to understand what he says.
9. What we learned at school didn't equip us for life.
10. She crooked her little finger and he came running.

11. Plastic surgery won't straighten a crooked nose.
12. This was the last letter I received from my beloved husband.

Ex. 5. Choose the correct form of the participles used as attributes in the following sentences:

1. The (interesting, interested) tennis match caused a great deal of excitement.
2. The wind made such (frightening, frightened) noises that the children ran to the parents' room.
3. They saw the (advancing, advanced) army from across town.
4. When James noticed the (burning, burnt) building, he notified the fire department immediately.
5. Mrs. Harris's (approving, approved) smile let us know that our speeches were well done.
6. Mary's (cleaning, cleaned) service comes every Wednesday.
7. As we entered the (crowding, crowded) room I noticed my cousins.
8. The police towed away the (parking, parked) cars because they were blocking the entrance.
9. The (boring, bored) students went to sleep during the (boring, bored) lecture.
10. The (sorting, sorted) mail was delivered to the office before noon.
11. People (employing, employed) in the building trade have suffered many set-backs recently.
12. Firms (employing, employed) over fifty people have many legal obligations.
13. Ronald Baines, (wanting, wanted) for questioning in connection with several robberies, has eluded the police for years.
14. A Van Gogh painting, (missing, missed) for over fifty years and (saying, said) to be worth several million pounds, has been found in a Paris loft.

Ex. 6. Point out the appositive and say whether it is close or loose:

1. The driver, a mere nobody, was, of course, at the front of the car.
2. His dear brother, the dean, would have come himself, but for the claims upon his time.
3. Prehistoric carvings were found in Dordogne, an area in southern France.
4. The dancer Agnes De Mille choreographed Oklahoma.
5. The filmmaker Orson Welles is best known for Citizen Kane.
6. The word "fiesta" came into English from Spanish.
7. My family has a problem, a tendency to overeat.
8. Austin, the capital of Texas, is one of the wealthiest towns in the United States.
9. In the book Golden Girls you will find information about women who won Olympic medals.
10. Thomas, a person not easily staggered, was nevertheless staggered to see her travelling by car.
11. When the Commons attacked the Duke of Buckingham (the favourite of both James and Charles) for his misdeeds, the King haughtily bade them mind their own business.

12. Mrs. Grage looked at the photographs and read the notices with as much interest as if she had never seen them before.

Ex. 7. Rewrite each sentence, incorporating the group of words in parenthesis into the sentence as an appositive phrase. Use commas to set off the appositive phrase from the rest of the sentences.

1. The Statue of Liberty stands near Manhattan. (a great symbol of American freedom)
2. You can ride an elevator up the inside of the Eiffel Tower. (the most familiar sight in Paris)
3. The Pyramids are located in Egypt. (an astonishing feat of construction)
4. The Parthenon is situated on the Acropolis in Athens. (a magnificent ancient Greek temple)
5. My uncle attends counseling sessions to cure his addiction. (a compulsive gambler)
6. The porch carpet felt like hundreds of little needles. (a green plastic imitation of grass)
7. I could eat chocolate fudge ice cream at every meal. (my favourite food)
8. Marie leafed through the National Enquirer. (a weekly paper filled with sensational stories)
9. Alan Thorn got lost during the hiking trip. (a former Eagle Scout)

Ex. 8. Translate into English:

1. Мальчика, продававшего газеты, уже не было видно.
2. Мой друг, посетивший Панамский канал, рассказывает много интересного о своем путешествии.
3. Девушка, продававшая неподалеку фиалки, казалось, чем-то напоминала Элизу Дулитл.
4. Шофер, медленно вылезший из машины, выглядел очень усталым.
5. Наконец, молодой человек, читавший иллюстрированный журнал, поднял голову и посмотрел на меня.
6. Старик, работавший в саду, не сразу заметил меня.
7. Полученное письмо явилось для нас разочарованием.
8. Его взгляд упал на зонтик, оставленный кем-то на крыльце.
9. Как долго хранятся вещи, оставленные в камере хранения?
10. Утопающий за соломинку хватается.
11. Мысль о том, чтобы поселиться в этом маленьком городке наполнила ее сожалением.
12. У него была привычка дремать после обеда в любимом кресле.
13. Это как раз хороший случай помириться с ним.
14. Вот свежие цветы, которые ты можешь поставить в вазу.
15. Он как раз подходящий человек, чтобы заполнить вакансию.
16. Мне не у кого попросить совета. Сомневаюсь, есть ли здесь кто-нибудь, с кем можно было бы поговорить об этом деле.
17. Вот книга, которую хорошо почитать в поезде.
18. У меня есть хорошая новость, которую я должен вам рассказать.
19. Он ушел из лаборатории последним.
20. Первый, кто встретил Анну, был ее сын.
21. Это шанс, который нельзя упускать.
22. Он не такой человек, чтобы пообещать и забыть о своем обещании.
23. Нельзя терять ни минуты.
24. Тебе не в чем себя упрекнуть.
25. Это не та победа, которой можно гордиться.

II. THE ADVERBIAL MODIFIER

An adverbial is often a single adverb. But adverbials can also take other forms:

Noun phrase: *every day*

Prepositional phrase: *into the lounge*

Verbless clause: *if necessary*

Non-finite clause: *Looking at him, When asked,...*

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

1. Seeing the old men on the seat he waved his stick. 2. They leaned forward to stare at it. 3. But it seemed they couldn't promise to make it so terribly early. 4. In doing this she behaved foolishly; she only succeeded in pushing the pin farther into the door and the job was not adjusted. 5. To look at Montmorancy you would imagine that he was an angel sent upon the earth. 6. After closing her bedroom door and turning out the light she crept timidly down the passage to the bathroom. 7. I had never known writers before but I do not think they ever seemed to me quite real. 8. On the following evening we again assembled to discuss and arrange our plans. 9. The two remained a full minute without speaking. 10. Twenty-four hours a day they danced, resting every hour for fifteen minutes. 11. With all her faults, she was quite charming. 12. The Indian cookery book is by far the best.

Ex. 2. Choose the right adverbial in each sentence.

1. She walked (hesitant, hesitantly) in the room. 2. I could have won the match (easy, easily) if I had concentrated more. 3. After turning the motorcycle (sharp, sharply), Marilyn tried to regain her balance. 4. The bus stopped (abrupt, abruptly), and the passengers were thrown forward. 5. The man talked (regretful, regretfully) about the chances he had missed. 6. The instructor spoke so (quick, quickly) that we gave up taking notes. 7. The students eat so (messy, messily) that the cafeteria must be cleaned twice a day. 8. The boy looked (envious, enviously) at his brother's new boots. 9. Maureen worked (hard, hardly) at her job, yet she managed to find time for her children. 10. I knew she wasn't feeling (good, well) when I saw her put her head in her hands. 11. It is (better, best) for me now to be in school than to have a full-time job. 12. He had done (good, well) on the first test, so he decided not to study for the next one. 13. I got off first in the race but managed to come (last, lastly). 14. We've been receiving a lot of junk mail (late, lately). 15. I don't think you were treated very (just, justly). 16. Please don't go too (near, nearly) the edge of the platform. 17. I'm sure the boss thinks (high, highly) of you.

Some adverbs have two forms that can be used in the same way.

The light glowed bright / brightly

However, it is not usually made clear that the two forms are not always interchangeable. We have to use the *-ly* form when it is an adverb of manner with a dynamic verb saying how something is done. We often use the same form as the adjective:

- when we can replace the verb with *be* or *become* without really changing the meaning.

The moon shone (was) bright.

- after verb+object combinations where the adjective form could be regarded as describing the state of the object:

We bought it. It was cheap. - We bought it cheap.

Ex. 3. Use the appropriate form of the word in parenthesis, where possible supply two forms.

1. On a clear moonless evening, the stars shine very (bright).
2. Teachers like students who answer questions (bright).
3. We bought our last car (dear) and sold it (cheap).
4. We had our car repaired quite (cheap).
5. The train always goes very (slow).
6. Please cut the next slice (thin).
7. I took a mouthful and chewed it (slow).
8. I wish you wouldn't play that awful music so (loud).
9. I suddenly heard someone shouting (loud) for help.
10. For weeks, two detectives watched the house (close).
11. We came very (close) to an accident that time.
12. It was cut (clean) in two.
13. The sale of the house was completed very (clean) in about four days.
14. Thank you for explaining the situation so (clear).
15. The outline of the castle could be seen (clear) against the sky.

Ex. 4. Put the adjectives in the comparative adjective or comparative adverb form.

1. I sleep much ... (heavy) than I used to.
I sleep much more heavily than I used to.
2. She's become much ... (happy) since she stopped seeing Derek.
She's become much happier since she stopped seeing Derek
3. He has to work a lot ... (hard) in this new job than he used to in his old one.
4. I always feel ... (healthy) when I'm on holiday than when I'm at work.
5. It all happened ... (sudden) than I was expecting.

6. I think the meal's going to be a lot ... (expensive) than we anticipated.
7. That child ate ... (hungry) than any child I've ever seen.
8. This curry tastes ... (hot) than you usually make it.
9. I occasionally go to the gym but I should go ... (frequent) than I do.
10. He was injured ... (serious) than any of the others.
11. He made me ... (furious) than I've ever been in my life.
12. He treats her ... (considerate) now than he used to.
13. You need to react ... (assertive) when they treat you like that.
14. The weather's turned ... (cold) recently.
15. Your hair looks much ... (nice) like that.
16. You've upset her now. I think you could have told her ... (tactful).
17. I think you were charged too much. Bill would have done the job (cheap) for you.
18. I can hardly read what she's written. I wish she would write ... (clear).
19. I hope this exam is ... (easy) than the one I did yesterday.
20. She took the news ... (calm) than I thought she would.

Ex. 5. Find the mistakes and correct them, if any.

1. Clark runs good for a person who is thirty pounds overweight. 2. The car's brakes were acting strange, so the mechanic checked the fluid. 3. The girls sang beautiful, but the faulty microphones spoiled the show. 4. That actor's inexperience is real obvious. 5. Pam tiptoed careful past the guest room, not wanting to wake the sleeping children. 6. My sister does more well on standardized tests than I do. 7. Paul gripped the handle tight and told them to let the mechanical bull loose. 8. Of the four dresses, I like the red one better. 9. If you want to succeed you should aim high. 10. "Please get a move on!" shouted Trevor impatient. 11. I didn't like his plan, which seemed unnecessary complicated to me. 12. I'm sure you could win the match if you tried hardly. 13. My mother was very ill last year, but she's good enough to go on holiday now. 14. David ran as fast as he could but he still arrived late. 15. I happen to know that Jean actually has a very well paid job.

Ex. 6. A typist confused the adverbials. Underline them and rewrite the story, as it should have been.

Richard Garner was born into a working class family at Cosford School and received an ordinary schooling on 9th September 1968. Few other children lived after the war, because many children had moved away in his village. But his lonely life changed from the nearby city, when hundreds of holidaymakers arrived every summer. They stayed every afternoon, and Richard played with their children in hotels and holiday camps.

When the sons and daughters of the holidaymakers returned through the long months of autumn, winter and spring, Richard wrote letters to their homes. One

of these pen friends replied at Buckingham Palace, inviting him to stay eventually. There Richard discovered that his pen friend actually lived then!

Adverbials of degree

Ex. 7. Put in any suitable adverbials of degree (*any, many, much, rather, fairly, quite, etc.*)

Can We Go Home Please?

It was _____ late. The restaurant clock showed 1.30 a.m. The waiters were feeling _____ tired and were beginning to yawn. There was one _____ middle-aged couple left. They had clearly had _____ a good meal. Now they were looking at each other across the table and were _____ unaware of the world around them. The waiters wanted to go home. One of them asked the couple if they wanted _____ more to eat or drink. He didn't get an answer. It clearly wasn't _____ use asking questions! One of the waiters had _____ a good idea; he began stacking chairs upside down onto the tables. The others joined in. Another waiter turned off the lights. In the end, the restaurant was _____ dim. The chairs were stacked on the tables round the couple who just sat and sat and sat!

Ex. 8. Point out the adverbials of degree which seem superfluous or incompatible from the viewpoint of the Russian language:

1. She's quite the best dancer I know.
2. Christine realized suddenly how very tired she was.
3. Think of something not quite so expensive.
4. "Are you staying here?" he asked. "Only for a few days".
5. Hans and Peter are quite the noisiest boys that I know.
6. But they had come on a very different errand.
7. I've talked with her quite a few times.
8. You've spoken a little too much tonight.
9. Isn't it rich to hear her? How very original she is!
10. I want you to give his reports your very best attention.
11. It's a bit too much.
12. She is a darling, he thought, and so very dense.
13. She was interested to see how very disagreeable and ill-dressed many of women visitors seemed.
14. But he had been a little too quick on this point.
15. In the end she found herself obliged to give quite a little lecture.

Intensifiers

Intensifiers are words like VERY and TOO which strengthen adjectives and adverbs.

We often use EXTREMELY and REALLY for special emphasis instead of VERY. In everyday speech we often use TERRIBLY and AWFULLY in place of VERY. Note that we say FAST ASLEEP and WIDE AWAKE **but not** *very asleep / very awake*.

Ex. 9. Match a word in column A with a word in column B:

A

badly
thickly
highly
utterly
painfully
gravely
richly
bitterly

B

respected
disappointed
ill
covered
stupid
embarrassed
needed
deserved

Ex. 10. Use suitable adverbs in place of VERY.

1. I was _____ hurt by her answer.
2. Your success has been _____ deserved.
3. We were all _____ embarrassed!
4. The traffic is _____ slow today.
5. What you did was _____ stupid.
6. You didn't wake me. I was _____ asleep.
7. You think you're _____ clever.
8. This computer is _____ fast.
9. Your staff have been _____ helpful.
10. Mr. Wilson is _____ respected in the community.
11. A new playground for our children is _____ needed.
12. I'm _____ confused by the new regulations.
13. It was _____ cold last night.
14. I was _____ awake all night.

Focus adverbials

Adverbials such as EVEN, ONLY, JUST and SIMPLY precede the word they modify and focus attention on it. They are sometimes called focus adverbials

Ex. 11. Explain the difference between each pair of sentences.

1. Only I understood his lecture. I understood his lecture only.
2. Simply set the table. Set the table simply.
3. Even she came to see him off. She even came to see him off.
4. Only I gave her flowers. I only gave her flowers.
5. He invited her even to the party. He invited even her to the party.

Ex. 12. Point out all the adverbials expressed by non-finite clauses and define their types:

1. The climate not agreeing with her, she was returning to England.
2. This duty done, we refilled our glasses, lit our pipes, and resumed the discussion.
3. Sauntering along the grassy roads among the coconut trees he would stop every now and then to admire the loveliness of the scene.
4. Robert stared at him seriously for a moment, the smile gone.
5. She seemed to be waiting for it to finish before making up her mind.
6. While waiting for her to fetch it, he happened to glance in through the door to the living-room.
7. When pursued by swagmen or rams Joe ran with great resolution, his half-mast pants flapping just below the knees, the chewed tie of his sailor jacket pressed flat against his chest.
8. Her father, hearing of the disaster, had immediately gone down, only to be met by a rush of black damp.
9. The lady was speaking too fast for me to catch what she said.
10. Though terribly exhausted he went on with the experiment.

Ex. 13. Translate into English using non-finite clauses as adverbials:

1. Мы сократили путь, переплыв реку.
2. Он отправил письмо, вместо того, чтобы послать телеграмму.
3. Она выглядит бодрой и веселой, как всегда, несмотря на то, что провела бессонную ночь в поезде.
4. Увидев вдали автобус, я бросилась бежать к остановке.
5. Он пришел без приглашения.
6. После того, как он провел месяц в Лондоне, он уехал в Брайтон.
7. Я встал в 6, чтобы не опоздать на утренний поезд.
8. Было уже слишком поздно, чтобы мы могли изменить что-нибудь.
9. Было недостаточно тепло, чтобы купаться.
10. Она провела все утро за уборкой квартиры.
11. Не зная как пройти к вокзалу, я обратился к прохожему.
12. Будучи очень рассеянным, он сделал несколько ошибок, печатая текст.
13. Оставшись один, он начал распаковывать вещи.
14. Свет был недостаточно сильным, чтобы я мог видеть выражение его лица.
15. Через секунду Льюис выскочил из машины, его глаза горели от возбуждения.
16. Так как задание было выполнено, им дали недельный отпуск.
17. Если этот метод будет применен, он поможет закончить эксперимент.
18. Так как лекция читалась известным профессором, студенты слушали ее с большим интересом.
19. Когда билеты были куплены, мы пошли осматривать город.
20. Если ветер стихнет, мы сможем отправиться в море.

III. THE WORD ORDER

Order of adjectives

When there is more than one adjective preceding a noun, they are generally placed in the following order:

<i>What is it like?</i>	<i>How big?</i>	<i>How old?</i>	<i>What shape?</i>	<i>What colour?</i>	<i>Where was it made?</i>	<i>What is it made from?/What type is it?</i>	<i>Noun</i>
				red	Chinese	silk	sweater
beautiful		old					house
old-fashioned						handmade	doll
	small		square	brown			envelope
	heavy		oval			antique	table

Ex. 1. You are looking for items you want to buy. Begin each sentence with *I'm looking for...*

1. clock radio – white – Taiwanese – cheap – for my bedside table
2. sports car – well-maintained – second-hand – with a low mileage
3. polished – beautiful – antique – dining-table – mahogany – English
4. cottage – stone-build – small – old – country
5. cotton – dress – summer – pink and white – for my holiday
6. brown – teak cupboard – handmade – valuable – Victorian
7. ordinary – light brown – table cloth – straight – linen
8. wallpaper – grey – foreign-made – expensive
9. black – simple – dress – velvet
10. Italian – car – racing – best
11. glass – vase – Venetian – huge
12. blue – new – suit – jersey – two-piece
13. shoes – leather – high-heeled – black

Ex. 2. Put in the right word order or choose the right forms.

Not a Dog's Dinner!!

(shoes leather Italian expensive handmade) _____: these are my pride and joy. I own (a pair beautiful old) _____ - or I did until yesterday, when I discovered that one of the shoes was missing. I had left the shoes on my

(doorstep back) _____ to do some gardening. When I saw that one of my shoes had disappeared, I knew that Sam had taken it. I can't say he behaves (bad/badly) _____. He just behaves like a dog. Leather looks (good/well) _____ and tastes (good/well) _____ too. I unwillingly gave Sam the (Italian shoe remaining) _____ and then followed him. I not only found one (unchewed Italian shoe) _____ but, also a pile of things Sam had been borrowing, including my wife's (slippers fur-lined red) _____ which Sam had tried to have for dinner!

Order of adverbials

Ex. 3. Show where the adverbials in parenthesis can go in the sentences that follow them:

Where Did I Put My Teeth?

ever	Have you forgotten something on a train or bus?
never	Don't say you have!
always	We can't be careful with our things and most of us must
occasionally	have left something behind when getting off a bus or train.
never	There can't be anyone who forgets anything.
regularly	Over 150,000 items a year are dealt with by London Transport's Lost Property Office.
normally	People don't carry stuffed gorillas, but someone recently left one on a train.
most often	The things people lose are umbrellas and keys.
sometimes	But there are items that are not very common.
ever	Can you imagine losing a bed and not claiming it?
often	Prams and pushchairs are lost.
frequently	But it is unbelievable that people forget false teeth and even glass eyes when they get off a train!
often	Yet they do!

Ex. 4. Two adverbials are given after each sentence below. Only one of them is suitable in the position where the gap occurs.

1. The postman _____ came at eight o'clock (yesterday/generally).
2. You may regret it if you buy a second-hand car _____ (hastily/usually).
3. I wouldn't _____ have guessed your name was Satako (ever/here).
4. _____ I saw the doctor and she gave me some medicine, (carefully/yesterday).
5. Some plants flower only once and then die, so we have to plant new ones _____ (annually/scarcely).
6. My grandmother always fell asleep in her chair and fell to the ground _____ (usually/heavily).
7. He turned the pages of his book (idly/very).
8. She sat _____ on a high chair,

offering everyone chocolates (monthly/royally). 9. I _____ saw Antony at the football ground (everywhere/definitely). 10. I'll _____ rent my empty spare room to you (gladly/weekly). 11. They saw each other _____ at a conference (yearly/nearly). 12. In today's world, many men and women share the housework _____ (equally/usually). 13. We _____ watch television on Friday nights (at home/always). 14. If you do the work as slowly as that, you will _____ finish it (never/by ten).

Inversion

Inversion can be caused by three factors:

1. Grammatical

a) in questions

'Is Mrs. Oliver at home?' asked Rhoda.

b) in conditional clauses introduced asyndetically.

'Had he gone to her, he would only have got himself caught.

2. Communicative

a) in sentences with the introductory *there*

There was a curious expression on her face.

b) in sentences beginning with adverbial modifiers, often protracted:

At the wall stood a gentleman, looking steadily at me.

c) in sentences beginning with *so* or *neither*

Bee was in Newport, too. So was Bee's son.

3. Emphatic

a) in sentences beginning with the words having a negative or restrictive meaning.

Never have I heard such a lie in my life!

b) in sentences beginning with a predicative, adverbial modifier of manner or a postposition.

So immersed was the little boy that he didn't hear the car.

Down flew the swallow.

Ex. 1. Comment upon the kind of inversion.

1. Constant wasn't eager to fly back to Earth, and neither was his mate Beatrice. 2. I was a victim of a series of accidents, as are we all. 3. He knew that somewhere not far away were the men who had kidnapped his child. 4. Not a penny could George find in his pockets. 5. Never shall I forget the scene. 6. Not for an instant did he believe that she spoke the truth. 7. Only once did Michelangelo go to the master of the studio for help. 8. Only when I had the man's story did I realize that he had been mistaken. 9. Many a time in the course

of that week did I bless the good fortune. 10. No sooner had the house burst into flame, than the stranger rushed out of the garden, 11. Off ran Montmorancy, deeply disappointed. 12. Rarely does one find such a splendid example of his work. 13. Down the slope went the car, then it turned up and started rolling downhill. 14. At the sides of the house were the bushes of lilac entirely hiding the farm building behind. 15. By no means will it be a proper way for you to behave. 16. In vain did she want him to do that. 17. With fear approached they the black entrance. 18. Here's the book you're looking for. 19. Should you find cause for complaint, return the goods immediately. 20. Had Holmes not explained, Watson would never have understood the case.

Ex. 2. Report the following questions using indirect speech. Remember, there's no inversion in indirect questions.

1. "Shall we wait lunch for Felicity?" asked Mor. 2. "Aren't you going to eat that?" said Nan. 3. "Oh, dear! Where is she staying, by the way?" asked Nan. 4. "Did you say Don had come back?" said Mor. 5. "Hello, said Mor. "How's his Lordship?" 6. "Well, what am I to do about the dinner?" said Miss Handforth. 7. "Nan, may I introduce Miss Carter?" said Mor, since Demoyte said nothing. 8. "What did you make of Miss Carter?" Nan asked Bill. 9. "But won't we meet Mr. Bledyard?" said Miss Carter. 10. "What do you want that box for?" said he sharply. "Whatever will you use it for?" 11. "Ah, but you were by the sea, were you not?" said Evvy. 12. "Did your father teach you to paint?" asked Bledyard. 13. "Do you mean that we ought not to paint other human beings?" Miss Carter asked Bledyard. 14. "Do you mind if we talk for a minute or two?" she asked Bill. 15. "Are you sure I'm not keeping you from anything?" Rain asked Mor. 16. "Do you want all that stuff left here, or am I to clear it up every night?" asked Miss Handforth, indicating the white sheet, the easel, and the other paraphernalia. 17. "What have you two been up to there, may I ask?" Miss Handforth said to the children. 18. "When did this happen?" he said, "that they found the pair of them?"

Ex. 3. Make the following statements emphatic by adding or placing at the beginning of the sentence adverbs and conjunctions with negative or restrictive meaning.

1. The director will never give in to public pressure. 2. As soon as the meeting started, fighting broke out in the audience. 3. Henry didn't suspect his brother of complicity in the crime for one moment. 4. I have never been so surprised in all my life. 5. You will not find craftsmanship of such quality anywhere. 6. I will never allow such practices to take place again. 7. He announced his discovery to the world only when he was certain of his results. 8. Good whisky is ready for consumption only after it has matured for ten years. 9. This door shouldn't be left open under any circumstances. 10. The values of our society are at risk and the very survival of the nation is threatened. 11. Artists are rarely appreciated while they're still alive. 12. Children little realize that their world of innocence

soon disappears. 13. I didn't intend to deceive you at any time. 14. He had scarcely had time to take his coat off when the phone rang 15. We could not talk freely until the others had left. 16. I respect her opinions and I admire her character as well. 17. If I hadn't witnessed the experiment with my own eyes, I would never have believed it could be done (2 possible inversions) 18. If you require any further information, don't hesitate to contact me. 19. If I ever told you a lie, I wouldn't be able to look you in the eye. 20. I haven't had to study so hard since I was at university. 21. There has never been such a move to protect the environment of Antarctica. 22. We were able to enjoy the glory of the night sky only during a power cut. 23. The barrister questioned the witness so furiously that she broke down. 24. We reported the fraud to the police only when we knew we had solid evidence, 25. The opposition to the new tax had been so great that it finally had to be abandoned.

Ex. 4. Translate into English using inversion where required.

1. Вот и автобусная остановка. 2. Мы собираемся поехать за город. Я тоже. 3. В этот ранний час на улице не было ни души. 4. У окна стоял письменный стол. На столе лежала огромная кипа бумаги и толстая книга. 5. В начале главы автор дает определение инверсии. Затем идет описание различных видов инверсии и основных случаев ее употребления. 6. Никогда в жизни я не забуду этой сцены. 7. Только тогда я понял, что был не прав. 8. Только одно окно было освещено. Из окна доносились звуки рояля. 9. Лишь однажды она напомнила мне об этом неприятном случае. 10. Всю ночь я думал о том, что случилось. Заснуть я смог только утром. 11. Они молчали всю дорогу. Только дважды они обменялись короткими репликами. 12. Напрасно я пытался доказать ему это. 13. Он ошибается и ошибался всегда. Таков был его вывод. 14. Не успели мы приехать, как объявили наш рейс. 15. Будь вы вчера на стадионе, вы бы увидели лучших спортсменов.

Misplaced modifiers.

Make certain that each adverbial phrase (clause) modifies the word or words you intend it to modify.

Misplaced: *The student Mr. Guthrel criticized angrily left the room.*

Correct: *The student Mr. Guthrel angrily criticized left the room.*

Or: *The student Mr. Guthrel criticized left the room angrily.*

Misplaced: *The customer returned the VCR to the store with the broken rewind.*

Correct: *The customer returned the VCR with the broken rewind to the store.*

Ex. 1. Rewrite the sentence placing the related words together and thereby making the meaning clear.

1. We noticed several dead animals driving along the wooded road. 2. Sue Ellen carried her new coat on her arm which was trimmed with fur. 3. We just heard that all major highways were flooded on the radio. 4. Betty licked the homemade pitch ice-cream making sounds of contentment. 5. The local drama group needs people to build scenery badly. 6. I opened my mouth for the dentist with a pounding heart. 7. Newspapers announced that the space shuttle pilots had landed all over the world. 8. Marilyn went to the door to let in the plumber wearing her nightgown. 9. Fred nearly spent 3 hours in the doctor's office. 10. Susie whispered a silent prayer before the exam began under her breath. 11. The ex-convict vowed to kill Terranova at least twice. 12. A man missing in Biscay Bay was presumed drowned by the Coast Guard. 13. We ate roast beef sandwiches on the patio dripping with gravy.

Dangling Modifiers

Modifiers are said to dangle when they don't logically modify a word or expression in the sentence.

Most often a dangling modifier doesn't correctly refer to the subject of the sentence.

Dangling: *Driving* to the old house the family cat got loose.

Improved: *While* the family was driving to the old house, the cat got loose.

Ex. 2. Rewrite each sentence to correct the dangling modifier.

1. Kicked carelessly under the bed, Maria finally found her slippers.
2. Burned beyond all recognition, Martha took the overdone meat loaf from the oven.
3. When sealed in plastic, a person can keep membership cards clean.
4. Yellowed with age, my grandmother could hardly read the old newspaper clipping.
5. Tired and exasperated, the fight we had was inevitable.
6. After signing the repair contract, second thought made me uneasy.
7. At the age of twelve several colleges had already accepted the boy genius.
8. Walking to class, a gorgeous white Corvette sped by me at 60 miles an hour
9. While waiting for the dentist to see her, Vicky's nervousness increased.
10. Tattered, faded and hanging in shreds, we decided to replace the dining room wallpaper.
11. Protected with slipcovers, my mother lets us put our feet on the living room furniture.

12. To succeed, a great deal of determination and luck were needed
13. While watching the performance, their jewels were stolen.

Ex. 3. Rewrite the following sentences, correcting any dangling or other misplaced modifiers.

1. Without a friend in the world, her problems seemed insoluble.
2. Lying in the hospital bed, my mind began to develop.
3. 'Eleanor Rigby' is only accompanied by string instruments.
4. Bill nearly finished the entire meal in five minutes.
5. Whether it is good or bad the audience has the right to the truth.
6. The speaker tried to get what he earnestly believed across.
7. To win at poker, a cool head is needed.
8. Looking out over the river, moss-draped trees could be seen.
9. At birth Jason only weighed five pounds.
10. Homeowners often complain about property taxes in letters to their elected representatives.
11. Working all night long, the warehouse fire was extinguished.
12. I took this photograph of a woodpecker using high-speed film.
13. Walking along the shore, a shell cut my foot.
14. Driving very slowly, a startled deer suddenly appeared in the road.
15. We ran to the door laughing loudly.
16. Alison only runs two miles in the morning.
17. In the crystal vase, I rearranged the tulips.
18. Howling at the moon, we saw a dog.
19. The secretary ignored the telephone, being busy.
20. Sleeping too late, the school bus had already left.
21. Walking out of the theatre, the glare blinded her.
22. Rising majestically from the tropical vegetation, she gazed at the mountain with awe.
23. Walking along the beach, the sea looked warm and inviting.
24. Believed to be at least 200 years old, I bought the painting and hung it in my living room.

IV. THE COMPOUND SENTENCE

Coordination Chart

PURPOSE	Coordinator	EXAMPLE
To show an alternative	or, nor, otherwise	Wear sunglasses, or you will hurt your eyes Wear sunglasses; otherwise you will hurt your eyes.
To signal an addition	and, also, furthermore, in addition, similarly	Goldfish are easy to care for, and they are restful to watch. Goldfish are easy to care for, in addition , they are restful to watch.
To show a reason	for	Many people travel on jet planes, for they are fast and safe.
To signal contrast	but, yet, instead, nevertheless, still, however	Jet planes are safer than automobiles, yet some people are afraid to fly on them. Jet planes are safer than automobiles; nevertheless , some people are afraid to fly on them.
To signal an example	for example, for instance	Some diseases have been controlled; for instance , vaccines have made people immune to polio.
To show a result	as a result, thus, so, therefore	Writing poetry is a demanding task; thus , few people choose to become poets.
To show balance	<i>semicolon</i>	Alaska is the largest state in the Union; Rhode Island is the smallest.

Ex. 1. Combine each of the following pairs of sentences. Use a coordinating word or phrase that indicates the relationship shown in parentheses. For help in choosing words and phrases and punctuating correctly, refer to the preceding coordination chart.

1. Some Presidents have served very briefly in office. William Henry Harrison was President for only one month. (example)
2. Several Presidents have served for two terms. Grover Cleveland was the only President to serve for two non-continuous terms. (contrast)
3. Upon the death of President McKinley, Theodore Roosevelt became the youngest President of the United States. John F. Kennedy was the youngest candidate to be elected President. (balance)
4. Voters should exercise their right to vote in every election. They will have no right to complain about their public officials. (alternative)
5. The symbol of the Republican Party is the elephant. The symbol of the Democratic Party is the donkey. (balance)
6. Richard M. Nixon holds a unique position in American history. He is the only President to resign from office. (reason.)
7. Franklin Roosevelt could not walk. His wife, Eleanor, often represented him in public appearances. (result)

Ex. 2. Various people have pulled pieces of paper out of a “lucky dip” to find out about their fortunes in the future. Complete the meaning of each of them by adding *and* or *but*.

1. Monday will be a difficult day for you ___ Tuesday and Wednesday will be better.
2. This year you will have a chance to learn a new language ___you will go to the country where it is spoken.
3. In a year or two from now you will marry ___ you will have several children.
4. This year you will be bored with your job ___next year you will have more interesting work to do.
5. You are about to lose one of your best friends ___you will soon make another.
6. You will start to keep a diary ____one day you will use it to write a novel about your life.
7. This winter your health won't be very good ____you will spend several weeks in bed.
8. Next weekend is a good time to visit friends ____the weekend afterwards you should stay at home.
9. You are going to enter a competition soon ____you won't win a prize.
10. The coming year will be a very expensive one ____you will need to borrow money from the bank.

Ex. 3. Combine the following pairs of simple sentences into compound sentences. Use a comma and a logical joining word (*and, but, or, for, so, yet*) to connect each pair.

1. We hung up the print. The wall still looked bare.

2. I am studying computer science. My sister is majoring in communications.
3. The children started hitting each other. I made them turn off the TV.
4. Betsy put masking tape on her forehead at night. She wanted to stop wrinkles from forming.
5. The pizza was covered with saulty anchovies and pepperoni. He picked up the salt shaker as usual.
6. Jane was a successful career woman. Her mother wanted her to be a housewife.
7. She felt faint. She grabbed the metal lampost.
8. The old lady was nervous. She wasn't used to strangers calling late at night.
9. No one was in when we called. We left a message.
10. The letter has been lost. The postman has delivered it to the wrong address.

Ex. 4. Choose the correct words in brackets.

(NOT SO) MERRY-GO-ROUND!

The customers at the funfair were leaving (¹and/ but) the lights were going out. The last two people on dodgem cars paid (²and/so) left. The big wheel stopped (³for/and) the merry-go-round stopped (⁴as well/not only). The stalls closed down (⁵so/and) the stall-owners went home. At 2 a.m. four night watchmen walked round the funfair, (⁶but/so) there was no one to be seen. "I'm fed up walking round," one of them said, (⁷yet/and) what can we do? "We can (⁸or/either) play cards (⁹either/or) sit and talk." They were bored, (¹⁰so/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 (¹¹yet/and) the fourth started the motor. Then he jumped on too (¹²and/but) round they went. They were having the time of their lives, (¹³but/so) suddenly realized there was no one to stop the machine. They weren't rescued till morning (¹⁴and/but) by then they felt very sick indeed!

Ex. 5. Link the following groups of sentences of clauses correctly, either by using a coordinating conjunction or an adverb.

1. It's difficult to imagine that birds can live in the Antarctic; the following true story proves that under certain conditions they can.
2. Laura rang the bell. A grey-haired maid opened the door. She said that Mrs Hayes was not at home.
3. It is certainly convenient to have one's own car. There are some problems, such as finding a garage and buying spare parts.

4. Mike had no job. He could see no prospect of finding one in the near future.
5. The case against Coley was very strong. Some of the evidence was conflicting. It took the jury several hours to reach a verdict.
6. Richard came from a wealthy middle-class family. David was the son of a miner.
7. There are many interesting examples of applied art in the exhibition; I was particularly impressed by the jewellery.
8. The Mortons had a large house in the country. They invited Brian to spend his summer holidays with them.
9. During dinner Aunt Joan was silent, Nicholas was silent, too; he was thinking of all the treasures he had seen in the attic.
10. The USA has immense mineral wealth. Britain has comparatively little.
11. She could sympathise with his difficulties. She felt that he should make more efforts to help himself.
12. The plot of the novel is not particularly original. The characters are subtly drawn; the author shows great psychological insight.

Ex. 6. Rewrite the following paragraph, combining sentences through coordination. You may combine any number of sentences; you may also leave some sentences as they are. The paragraph now contains ten sentences. Your version should contain between five and eight.

In Britain the day before the beginning of Lent has several names. It is known as Shrove Tuesday and Pancake Day. The British people once celebrated this day by eating tall stacks of pancakes. Long ago during Lent people did not eat milk or eggs. Pancake Day may have begun as a way of using up leftover dairy products. Shrove Tuesday merriment included pancake-flipping contests. The idea was to catch your pancakes in midair. You might have to retrieve them from the fire. Today most British people do not celebrate Shrove Tuesday in this way. They still eat many pancakes.

V. THE COMPLEX SENTENCE

NOUN CLAUSES

NOUN CLAUSES DERIVED FROM STATEMENTS

1 A noun clause does the work of a noun. It answers the questions *Who?* or *What?*

*He told me about **his success**, (told me about what?): his success is a 'noun phrase'.*

*He told me **that he had succeeded**. (told me about what?): that he had succeeded is a noun clause.*

2 We introduce noun clause statements with *that* after:

- some adjectives: - *It's obvious that he's going to be late.*

- some nouns: - *It's a pity that he's going to be late.*

-some verbs: - *I know that he's going to be late.*

3 We often use noun clauses after reporting verbs like *say, tell (me), think, know, etc.*

We can often omit *that*.

Instead of: *I know **that he's going to be late***, we can say: *I know **he's going to be late***.

Ex. 1. Complete these sentences with noun clauses.

1. He feels angry. It's not surprising (*that*) *he feels angry*
2. She has resigned from her job. It's a shame.....
3. You don't trust me. It's annoying.....
4. You are feeling better. I'm glad
5. She's upset. I'm sorry
6. He didn't get the contract. He told me
7. It's a fair price. He believes.....
8. You're leaving. He has guessed
9. She's been a fool. She agrees

NOUN CLAUSES DERIVED FROM QUESTIONS

Yes/No questions

1 *Has he signed the contract?* is a direct Yes/No question.

2 We can introduce a Yes/No question as a **noun clause** after *if* or *whether*. We use 'reporting verbs' like *ask*, *tell me*, *want to know*

*Tell me **if he has signed the contract**.* (*Tell me what?*): *if he has signed the contract*

*Ask him **whether he has signed it**.* (*Ask him what?*): *whether he has signed it*.

Question-word questions

1 *When did you sign the contract?* is a question-word question.

2 We can introduce this as a **noun clause** after *Tell me*, *I want to know*, etc. The word order changes back to subject + verb and we don't use a question mark

*Tell me **when you signed the contract**.* (Not '*Tell me when did you sign*')

Ex. 2. Complete these sentences with noun clauses.

1. Has he passed his exam? I want to know ...*if/whether he has passed his exam*
2. Can you type? You didn't say.....
3. Will he arrive tomorrow? I wonder.....
4. Does he like ice-cream? Ask him.....
5. Was he at home yesterday? I'd like to know.....
6. Should I phone her? I wonder.....
7. Is she ready? Ask her.....
8. When did you meet her? I want to know.....
9. How will you manage? Tell me.....
10. Why has he left? I wonder.....
11. Where do you live? Tell me.....
12. Which one does she want? Ask her.....
13. Who is at the door? I wonder.....
14. What does he want? I'd like to know.....

Ex. 3. Underline nine noun 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 adrenalin can turn us into superwomen or supermen!

Ex. 4. The people below have all seen, heard or felt something unusual. Write about each of them using the words given. Begin each sentence with "What..."

Model: *Caroline was surprised. She said, "Just look at the height of that tree!"*

-What surprised Caroline was the height of the tree.

1. John was interested. He said, "Have you seen the size of the shark's teeth?"
2. Peter was scared. He said, "Can you see the length of the snake?"
3. Alice was horrified. She said, "Just listen to the roar of the lions!"
4. The visitor was amazed. He said, "Just look at the number of stars in the sky!"
5. The commentator was excited. He said, "Just look at the strength of Superyouth's arms!"
6. Helen was worried. She said, "Have you felt the weight of the bags?"
7. Sharon was amused. She said, "I've never seen anything so funny as the sight of Jill riding a camel!"

Ex. 5. Turn the following pairs of sentences into complex ones with noun clauses:

Model: *Who had the idea for Busch Gardens in Florida? He or she deserves our thanks.*

Whoever had the idea for Busch Gardens in Florida deserves our thanks.

1. Why was the thief given such a light sentence? This mystified us.
2. The Russian winter was causing deep suffering to his men. It made little difference to Napoleon.
3. What causes the strange happenings in the Bermuda Triangle? This remains an intriguing puzzle.
4. He was misunderstood by many Americans. That must have disheartened President Lincoln.
5. Why was Lee Harvey Oswald killed after he shot President Kennedy? This is an unanswered question of American history.
6. Where should the national capital be located? That was one of the many decisions George Washington had to make.
7. It took more than fifty years to find a great gray owl's nest. It is not really surprising.
8. People can train dogs to sniff out explosives. This makes their sense of smell of great value.
9. Scientists will learn more about this bird. It is now possible through the use of radio tags.

Relative Attributive Clauses Defining and non-defining clauses

1. When we write relative clauses with *who*, *which* or *whose*, we have to decide whether to use commas 'round the clauses' or not.

2. In sentences like:

*I've never met **anyone who** can type as fast as you can.*

*The magazine **which** arrived this morning is five days late.*

- the relative clauses tell us which person or thing we mean. They give us essential information which we can't omit. We call them **defining clauses** because they "define" the person or thing they refer to. We never use commas in such sentences.

We never use commas with *that* in relative clauses:

I've just had a phone call from the people (that) we met during our holidays.

The wallet (that) you lost has been found.

3. In sentences like:

*Our new secretary, **who** can type faster than anyone I have ever met, has completely reorganized our office.*

*Time Magazine, **which** is available in every country in the world, is published every week.*

- the relative clauses add 'extra information'. If we take them out of the sentences, we won't seriously change the meaning. We call these **non-defining** clauses (they do not 'define') and we use commas before and after them.

4. Sometimes we have to decide when the information is 'essential' or 'extra' and we may or may not use commas. We must decide this for ourselves:

*He asked lots of questions(,) **which** were none of his business(,) and annoyed everybody*

Ex. 1. Say whether the relative clauses below are defining or non-defining.

1. I met someone the other day who looks just like you. 2. Rome, which is the capital of Italy, lies on the Tiber. 3. Her name was Hellipop, which is a name I've never heard before. 4. She works for a company that organizes adventure holidays. 5. The city which he lives in is the largest in Central America. 6. That actor, like many who are in the public eye, feels the pressure of the press. 7. The boy I spoke to was very cooperative. 8. The island which is off the east coast of New York is called Long Island. 9. The island, which lies in the Pacific Ocean, has a population of only 5.000. 10. I don't want to speak to anyone who phones after 10.30 p.m.

Ex. 2. Add commas to the following sentences where required.

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 been 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. The manager whom I complained to about the service has refunded part of our bill. 10. Sally West whose work for the deaf made her famous has been killed in a car accident. 11. We found it impossible to cross the river that had flooded after the storm. 12. I have just learned that the engine part which I need is no longer made.

Ex. 3. Join the two sentences together, making the second sentence a defining relative clause. Use the relative pronoun that is most commonly used or no pronoun at all where this is possible.

1. She's the one. I told you about her. – She's *the one I told you about*.
2. I don't like the people. They are staying with the Browns.
3. I like books. They make you think about things.
4. I'm looking for the person. I've just hit their car.
5. Most of the books are still popular today. I read them as a child.
6. You can buy the pasta from that Italian shop. It has just opened in the High Street.
7. The woman is coming back to work soon. I'm doing her job.
8. Is she the new television presenter? Everyone's talking about her
9. People often have very little money to spend on leisure. They have a lot of leisure time.
10. Is Technico the company? Sarah works for them.
11. This is the job. I've always wanted it.
12. The swimming pool is only open to the public in the mornings. I use it.
13. We've just bought a computer package. It teaches you how to play the piano.
14. My favourite holiday was that one. We spent it in a cottage in the mountains.
15. We haven't seen the friends for ten years. They are coming to visit us this weekend.

Ex. 4. Rewrite the sentences, making the second sentence into a nondefining relative clause and putting it into the correct place.

1. When I was in town, I met your sister. She was shopping for some clothes.
When I was in town, I met your sister, who was shopping for some clothes.

2. Their house needs a lot of work doing to it. It is near the beach.
3. Sandra's just got a new job with Capital Insurers. It's a much better company than the last one she worked for.
4. The new manager seems to be a very capable woman. I met her last week.
5. This case is full of books. I carried it all the way from the station.
6. The Games International Company has just gone bankrupt. We have done business with them for many years.
7. The hospital has handed out redundancy notices to all its staff. It is due to close down next year.
8. The prisoners are requesting more time out of their cells. Their families are campaigning on their behalf.
9. The new government is now facing major problems. It came to power with a lot of public support.
10. Her latest novel is really good. I read it on holiday.
11. The Home Affairs Minister is suspected of being involved in a financial scandal. The Opposition have accused the minister of lying.
12. The Education Department is changing its policy on single sex schools. Mrs Parkinson is in charge of the department.
13. The Lilley and Swan department store has made reductions on most of its goods. The store has a sale on at the moment.
14. The principal actor could hardly speak last night due to a sore throat. He normally has a wonderful voice.
15. The sales manager is planning a new advertising campaign. I support her ideas.

Ex. 5. A detective is investigating a theft which happened during a birthday party. For his official report, he is combining the information given by different people. Continue his report.

1. The party took place in the dining room. (= The party took place in the dining room, above which is the Welsbys' bedroom.)	The Welsbys' bedroom is above it.
2. Under their bed there is a strong box.	Mrs Welsby kept all her jewelry in it.
3. There were six guests	Mrs Welsby had received a present from each of them.
4. Mr Welsby noticed that Mr Lee smelled strongly of after-shave lotion.	He was talking to him about golf.
5. Mr Hardy asked Mr Welsby where he could wash his hands.	He had been stroking the Welsbys' dog with them.

6. Mr Welsby told Mr.Hardy to follow Mr Lee.	He had just been asked a similar question by him.
7. Suddenly all the lights went out in the dining room.	The guests were starting to eat supper in it.
8. The clock struck nine while the lights were out.	Mrs Welsby was standing close to it.
9. Mrs Welsby ran upstairs to her bedroom.	There was a strong smell of after-shave in it.
10. She opened her strong box.	All her jewelry had been taken from it.

Ex. 6. At the Wetherton Sports Club the secretary has written a notice. She decides to shorten it in the ways shown in the examples. Continue:

Members *who use* (= **using**) the swimming pool are asked to observe the following rules *which have been decided on* (= **decided on**) by your committee:

Keys which are taken from the lockers should be worn round swimmers' wrists using the bands which are provided. Towels which are borrowed from the club should be placed after use in the baskets which stand near the entrances. Children who swim in either the small or the large pool must be in the care of their parents or other adults who are qualified to look after them. Members who enter the deep end of the large pool must be strong swimmers. Swimmers who dive from the high board should always make sure no swimmers are underneath them. Food which is purchased in the snack bar must not be eaten at the poolside. Members who break any of these rules will be fined.

Ex. 7. Complete the following extract from a short story by choosing the word in the brackets which is correct. (- means that no relative pronoun is suggested.)

"People (¹who/ -) (= **who**) live in glass houses shouldn't throw stones," said Miss Fothergay, (² that/ who) was feeling rather hurt by Jocelyn's remarks. "You know (³ whom/ -) I'm talking about, don't you?" she went on.

Jocelyn himself, (⁴whose/that) remarks had not been intended to hurt anyone, simply looked puzzled by Miss Fothergay's anger, and began nervously to finger the pile of buns (⁵ which/ -) lying in the centre of the table, and didn't reply. Miss Fothergay looked accusingly at the bun (⁶that/who) Jocelyn already had on his plate, and Jocelyn, (⁷ that/who) hated to be thought greedy, quickly drew back his hand from the pile of buns, (⁸ which/ -) caused him to knock over his cup of tea. He looked round desperately for something with (⁹ that/which) to dry it up.

"Haven't you got anything (¹⁰ that/whom) I can clean up this mess with?" he asked quietly. "Isn't that a handkerchief (¹¹ who/that) I can see in your pocket?"

Miss Fothergay asked sarcastically. “Only one (¹² whose/ -) you gave me for Christmas,” Jocelyn replied.

“Why don’t you use it, then?” Miss Fothergay continued. “My feelings are surely the last thing (¹³ that/ -) to be considered in an emergency like this.”

Coordinating Relative Clauses

In a coordinating relative clause **which** refers back to a whole sentence. In the sentence ‘*He has decided to see the doctor about it, which is a good idea*’ **which** refers back to *him seeing the doctor about it*.
Coordinating relative clauses are always non-defining.

Ex. 8. Complete the sentences with a coordinating relative clause. Use the sentences in the box to make the relative clauses.

It will be an interesting new experience for him.
That’s just what she needs after all her problems.
He should have done that a long time ago.
It is very worrying.
It will be a great help to him.
It was a complete surprise.
It is a terrible accusation to make.
That will give him more time to spend with his girlfriend.
That’s why I don’t go out very much.
It’s a great shame.

1. She’s going to have to sell the business.
She’s going to have to sell the business, which is a great shame.
2. The weather's very cold at this time of year.
3. He’s decided to go and teach abroad.
4. They say he's been stealing money from the company.
5. She’s going to have a month off work.
6. He’s going to give up his evening job.
7. The editor has finally agreed to print an apology.
8. She suddenly appeared on the doorstep last night.
9. A few people have been attacked in this area recently.
10. He’s going to have an electric wheelchair soon.

Ex. 9. Fill in the relative pronouns and the commas that are missing from the following sentences. If it is possible to omit the pronoun, add nothing.

- a. The area of Britain _____ my family most likes to visit on holiday is Devon _____ is in the south- west of England, and _____ the weather is usually warm and sunny in summer.
- b. We usually stay in a hotel _____ is run by a lovely Italian lady _____ English is almost indecipherable. There are signs in the hotel _____ nobody can understand _____ doesn't seem to matter, because everything runs very smoothly. The hotel is near the beach _____ has the highest tide in England.
- c. Unfortunately, my children _____ usually eat anything _____ is put in front of them aren't terribly fond of the food _____ is served there. This is because the people _____ prepare the food most of _____ is Italian use too many herbs and spices for their liking. Everything _____ they cook is rather rich _____ suits my wife and me perfectly.
- d. Also, the meal times are rather late for the children. They are used to eating at 5.30 _____ is when they are hungry after playing all day, but the restaurant doesn't open until 7.00.
- e. That is one of the reasons _____ we decided to cater for ourselves this year. We stayed in a cottage _____ we saw advertised in the national press. The lady _____ cottage we rented is often abroad on business _____ is _____ she lets it out most of the year.
- f. It was one of the nicest cottages _____ we have ever stayed at, and, of course, Devon is lovely. It is an area of England _____ is rich in history, and _____ offers great hospitality to its visitors.

The use or omission of commas round relative clauses can sometimes affect the meaning:

My wife, who is in Paris, will be returning tomorrow.

Without commas, this could suggest that I have another wife who is (or other wives who are) somewhere else!

Ex. 10. Put in relative pronouns where necessary and commas where necessary.

THIS CHARMING PROPERTY

People ¹ _____ *who* _____ tell the truth about the properties they are selling should be given prizes for honesty. A house² _____ is described as 'spacious' will be found to be too large. Words like 'enchanted', 'delightful', 'convenient', 'attractive' ³ _____ are commonly used all mean 'small'. The words 'small' and 'picturesque'⁴ _____ are not so frequently used both mean 'too small'. A

'picturesque house' is one with a bedroom⁵ _____ is too small to put a bed in and a kitchen⁶ _____ is too small to boil an egg in. My prize for honesty goes to someone⁷ _____ recently described a house⁸ _____ he was selling in the following way: This house⁹ _____ is situated in a very rough area of London is really in need of repair. The house¹⁰ _____ has a terrible lounge and a tiny dining room also has three miserable bedrooms and a bathroom¹¹ _____ is fitted with a leaky shower. The central heating¹² _____ is expensive to run is unreliable. There is a handkerchief-sized garden¹³ _____ is overgrown with weeds. The neighbours¹⁴ _____ are generally unfriendly are not likely to welcome you. This property¹⁵ _____ is definitely not recommended is ridiculously overpriced at £85,000.'

Appositive Clauses

When two noun phrases are in apposition, they both refer to the same person or thing, so that one gives us more details about the other. Sometimes a *that* clause is in apposition to an abstract noun like *fact*, *idea*, *information*.

Ex. 11. Rewrite the information so that in each case you have a single sentence containing a noun + an appositive clause.

Example: *Some people believe that we can abolish war. This seems hopeful rather than realistic.*

Answer: *The belief that we can abolish war seems hopeful rather than realistic.*

1. People sometimes suggest that we are not all equal. This makes some people very angry. Any _____
2. Some people explain that accidents are often nobody's fault. But many people do not accept this.
Many people _____
3. I was told that there are more scientists alive today than have ever lived before. Is that a fact? Is it a _____
4. Scientists say that there are a lot of black holes in the universe. I don't understand this theory. I don't understand _____
5. The universe started with a big bang. There is also that idea.
There is also _____
6. Of course we hope to rid the world of poverty. But can we?
Is there any _____
7. Neil Armstrong remarked when he stepped on to the moon, "That's one small step for a man, one giant leap for mankind" Everyone remembers this.
Everyone remembers Neil Armstrong's _____
8. Shakespeare observed that "all the world's a stage". I'm not sure whether I agree.
I'm not sure whether I agree with _____

Adverbial Clauses

Time Clauses

Ex. 1. The police want to catch a gang of criminals. The notes below are the policemen's plan. Make them into full sentences. Put the verbs into the correct tenses (present simple, present progressive or future simple) and put *when* or *while* in the correct place in each sentence)

1. The gang buy the drugs – our agents tell us (= **When the gang buy the drugs, our agents will tell us.**)
2. we do nothing – they cross the sea in their boat (= **We will do nothing while they are crossing the sea in their boat.**)
3. we stay out of sight – they land on our coast
4. we take the number of their van – they load the drugs into it
5. the van drives off – some of us arrest the crew of the boat
6. the van drives inland – the rest of us follow it in an unmarked car
7. the gang reach their destination – they hand over the drugs to their customers
8. the gang stay and watch – the customers check the quality of the goods
9. the gang and customers are busy with each other – we move in and catch them all red-handed
10. we take our prisoners to the nearest police station – we radio news of our success to headquarters in London.

Clauses of Reason and Purpose

Ex. 2. On his Australian television show “Talking to Wayne”, Wayne Yallop interviews famous people from all over the world. Here is one of his interviews. Read it and then do the exercise.

Wayne: My guest this evening is Mary Culpepper, the famous singer. Welcome to my show, Mary. Nice of you to agree to appear on it.

Mary: I've always wanted to meet you, Wayne.

Wayne: Is that so? Now you came to Australia a year ago, Mary. Why did you come?

Mary: I couldn't stand the weather in England any longer.

Wayne: Is that right? But why Australia? Had you some special purpose in coming here?

Mary: Yes, I've always dreamed of singing at the famous Sydney Opera.

Wayne: But you have never sung there, have you? How do you explain that?

Mary: I've had a sore throat all summer.

Wayne: I hear you'll soon be going to New York. What for?

Mary: To have an operation on my throat.

Wayne: Will you be coming back here afterwards?

Mary: No, I'll be staying in the States.

Wayne: Why's that, Mary?

Mary: I want to spend more time with my husband, who's working there.

Wayne: Why doesn't he come and work here in Australia too?

Mary: He's just gone into American politics. He wants to be President!

By choosing the words from the boxes which fit together, make two different accounts of the interview above.

Mary Culpepper, the famous singer, agreed to		
appear on the "Talking to Wayne" show		because so that
she could meet she likes		Wayne Yallop.
She came to Australia a year ago		as so as to
escape the English weather. English weather is so awful.		She had hoped
to sing at the Sydney Opera ,		because so that
she could fulfil a dream, it is so famous,		but in fact she has never
done so,	as so as to	rest her voice. her voice still needs rest.
Soon Mary will be leaving for America		because so that
she can have she needs		an operation on her bad throat.
Then she plans to remain in the States		as so that
her husband is working there. she can see more of her husband.		It seems that
Mr Culpepper wants to remain in the States,		
since so that		he can try to become President. he has gone into American politics.

Reason Clauses

Ex. 3. Complete the following letter.

Hillside Cottage,
Tumbledown Row,
Old South Downe
28 February

Dear Sir,

I am writing to you.....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.....you sent them to rectify their mistakes. They did, in fact, attempt to repair the roof, and.....this has been done I should feel happier. Howeverthey made no attempt to replumb the extension I am still extremely dissatisfied.

They say they have done plumbing, and 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 water starts dripping through the floor of the extension down into our living room! In addition we have switched the electricity off the faulty wiring causes a fire!

We are looking forward to hearing your comments on this.

Yours faithfully

Mrs B. O'Brien

Result Clauses

<p>So + Adj. / Adv. + that; Such + N + that, showing result</p>

Ex. 4. There are parking problems in the city of Berry. The chairman of the Roads Committee is writing a report to the city council. Complete it from his notes.

1. Banks open for a very short time – there are always crowds of customers.
(= Banks open for such a short time that there are always crowds of customers.)
2. Our buses are very large – no cars can park along bus routes.
(= Our buses are so large that no cars park along bus routes.)

3. Car parks are very far from the town centre – shoppers won't use them.
4. Many streets are very narrow – cars can park on one side only.
5. Traffic wardens work very slowly – most drivers who break the rules aren't caught.
6. Parking meters break down very easily – parking spaces are often out of use.
7. Traffic wardens receive a very small salary – we can't find enough of them.
8. Some drivers know the wardens' habits very well – they move their cars before they're caught.
9. Some drivers have a very great deal of money – they drive larger cars than they really need.
10. Offenders have to pay very small fines – they simply laugh at them.

Ex. 5. Complete as many as possible of the following sentences, so that they are true statements about you. Where alternatives are given (e. g. quickly/carefully) use the word you prefer.

So that + clause of purpose;

So + Adj. / Adv. + that + clause of result

1. I usually do my work as quickly / carefully as possible so that
2. I usually work so fast / slowly that ...
3. I think English is so interesting / boring that ...
4. I am learning English so that
5. In everything I do I am usually so lucky / unlucky that
6. I always eat just enough / as little as possible / as much as possible so that ...
7. I eat so little / much that

Conditional Clauses

Ex. 6. Choose up to four suitable endings in the right hand column for each of the sentence openings in the left hand column.

- | | |
|--------------------------|------------------------------------|
| 1. If it hadn't rained | a the garden would need watering. |
| 2. If it didn't rain | b the plants die. |
| 3. If it doesn't rain | c the plants would have died. |
| 4. Unless it had rained | d the plants could die. |
| 5. Unless it rained | e the plants could have died. |
| 6. Unless it rains | f the garden wouldn't be so green. |
| 7. Even if it had rained | g the plants would be dead. |
| 8. Even if it rained | h the plants may die. |
| 9. Even if it rains | i the plants will die. |

Ex. 7. Complete these sentences.

- a. I'd be delighted if.....
- b. Unless the weather's bad this weekend.....
- c. Provided that my teacher helps.....
- d. I'm going out as soon as.....
- e. If I were given the chance.....

Ex. 8. A. Gloria Wells likes Alan Speedy and feels sure he is soon going to invite her to go out with him. Complete her thoughts by making correct forms of the verbs in brackets.

1. If he (come) into the canteen at lunchtime today, I hope he (sit) down at my table.
(=If he comes into the canteen at lunchtime today, I hope he'll sit down at my table.)
2. If he (not be) so shy, he (ask me out) long ago.
3. If he (see) me coming out of work last Friday, he (probably speak) to me then.
4. If I (not go) home by bus tonight, there (be) more chance of our meeting.
5. If he (invite) me to go to the cinema with him tonight, I (may say) no.
6. And if he (want) to go to a pub. I (probably make) an excuse for not going, too.
7. But I (agree) if he (ask) me to go dancing.
8. If he (pay) for everything on our first date, it (be) my turn to pay the second time.
9. If he (take me out) three or four times, I (ask) him home to meet Mother.
10. If mother (like) him, he (be able to come) and visit me any time.
11. Even if mother (not like) him, I (not stop) seeing him.
12. If only he (comb) his hair more often, he (look) very smart.
13. His fingers (not be) so brown and ugly, either, if he (not smoke).
14. I wonder how old he is. If he (be) in Julia's class at school in 1983, he (must be) at least twenty now.

B. Combine the following sentences expressing impossible condition to make up a story about Mr Spark. Make whatever changes are necessary.

Example: Mr Spark worked late. He didn't catch his bus.

If Mr Spark hadn't worked late, he would have caught his bus.

1. Mr Spark missed his bus. He walked to the station.
2. He walked to the station. He didn't catch his usual train.
3. He didn't catch his usual train. He went to the pub.
4. He went to the pub. He met an old friend.
5. He met an old friend. He didn't go straight home.
6. He didn't go straight home. He arrived late.
7. He arrived late. His wife was furious with him.

Continue the story. For ideas:

To quarrel (to make a row), to blame for, to get nervous, to have a restless sleep, to oversleep, to feel seedy, to call off, to make it up

Concessive Clauses

Ex. 9. Rewrite the following, using the conjunctions given and making any necessary changes.

Example: I don't approve of telling lies. But telling the truth can be painful. (while)

Answer: While I don't approve of telling lies, telling the truth can be painful.

1. Employers naturally want to recruit the right people but some of their methods do seem doubtful. (although)
2. They need to find out about us, yet do they have to ask such personal questions? (though)
3. I don't mind filling in a questionnaire, but I object to some types of question. (while)
4. Some personal information may be necessary. Even so, I don't want to give it. (even if)
5. I very much wanted the last job I applied for. However, I refused to complete the questionnaire. (much as)
6. The questions may have been relevant. But they struck me as unpleasant. (as)
7. The consequences could have been anything for me. I still wasn't going to reveal my private life. (whatever)
8. So my application was a waste of time. But I did get practice at dealing with awkward questions. (except that)
9. I really disliked the questionnaire. Nevertheless, I enjoyed the interview. (even though)
10. Perhaps I'll make up the answers next time. But don't tell anyone! (only)

Ex. 10. 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,*though*..... I wouldn't say it was right. 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, 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 the fact they've come back again and again, it's still far from perfect. They work just like anyone else,they take breaks every five minutes. You

may find that other customers don't mind, we've had enough.

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

REVIEW

Ex. 1. Define the kinds of clauses in the following extracts.

- a And although cast adrift while he pursued other interests, other plans, she was waiting for him, as one waits for an enemy; once they met, she would, by dint of insult and outrage, reawaken the fury that had once been between them.

From Hotel du Lac by Anita Brookner

- b They are dark caves. Even when they open towards the sun, very little light penetrates down the entrance tunnel into the circular chamber. There is little to see, and no eye to see it, until the visitor arrives for his five minutes, and strikes a match.

From A Passage to India by E. M. Forster

- c Only when he reached Liverpool Street was he aware of hunger. He bought himself a coffee and roll before catching the train home. It was nearly four before he put his key in the latch....Although it was still early, he felt very weary and his legs ached.

From Innocent Blood by P. D. James

Ex. 2. Here is an extract from “Just a Holiday Romance” by Rosa Lovejoy. Complete the extract, choosing from the words below. (Note that you will need to use some of them more than once.)

after although and as because but how or
since so so that until when whereas while
who whom

¹ _____ Tina came into the breakfast room she chose a seat opposite the door
² _____ she could observe the other guests ³ _____ they entered. ⁴ _____ she would never have admitted it, there was one guest ⁵ _____ particularly interested her – the tall man with dark hair ⁶ _____ she had met the previous night, ⁷ _____ they were going through the customs at Costa Dorada airport. Most of the passengers had looked tired and uncomfortable, ⁸ _____ he looked cool and relaxed. He had stood just beside her, ⁹ _____ thinking that she needed help with her suitcase he had offered to carry it to the waiting bus. She had declined his offer, ¹⁰ _____ she had never liked playing the part of the helpless female, ¹¹ _____ she knew she could manage the suitcase herself. He

had only smiled in an understanding way, as if he understood exactly ¹² _____ she felt. Yet his smile seemed to say, "You can accept my offer ¹³ _____ refuse it, ¹⁴ _____ sooner or later we'll get to know each other." Then, ¹⁵ _____ they had arrived at the hotel there was a long delay ¹⁶ _____ the clerk had filled in the wrong dates for their group. They had to wait ¹⁷ _____ the manager came to sort things out, ¹⁸ _____ by this time Tina was really tired. ¹⁹ _____ she had been unwilling to accept help from the man before, this time she did not protest ²⁰ _____, without waiting for a porter, he picked up her case and carried it to the lift.

Ex. 3. Put in the conjunctions *as, as soon as, as if, before, that, the way (that), when, which.*

Caught By the Heel!

Mr Boxell was just shutting his shoe shop at the end of the day ¹*when*.....a man in a well-cut suit walked in and asked for an expensive pair of shoes. There was something about ²the man walked that made Mr Boxell suspicious. He felt ³he had seen him before somewhere, and then remembered that he had - on TV! The man was a wanted criminal! The man tried on a few pairs of shoes ⁴he bought a pair ⁵Mr. Boxell strongly recommended. "They're a bit tight," the man complained. "They'll stretch, sir," Mr. Boxell said. ⁶ Mr. Boxell had expected, the man limped into the shop next day to complain about the shoes. ⁷he entered the shop, he was surrounded by police. Mr. Boxell had deliberately sold the man a pair of shoes ⁸were a size too small, knowing he would return them the next day!

Ex. 4. Put in the conjunctions *as, because, even though, since, though, while.*

A Sort Of Humanburger

¹ ...*Even though*...it's difficult to find work these days, Joe Dobson has just given up his job. They were surprised when he announced this at the Job Centre ², after a lot of effort, they had found Joe a job at a Hamburger Bar. ³Joe wasn't highly-qualified, this hadn't been easy. Yet Joe resigned, ⁴the job was easy and quite well-paid. "What did you have to do for your money?" the young woman at the Job Centre asked. "Strange ⁵ it sounds," Joe said, "I had to dress up as a hamburger and stand outside the restaurant." "A sort of humanburger?" she suggested. "That's right," Joe said. "I had to stand between the two round halves of a bun, ⁶I was "disguised" as the hamburger filling, covered in tomato sauce. The uniform was wonderful, ⁷I looked good enough to eat. The manager was pleased with me, ⁸I attracted a lot of customers. "So why did you give up, Joe?" the young woman asked kindly. "⁹,," Joe

said, his voice breaking slightly, “students kept turning me on my side and rolling me down hill!”

Ex. 5. Put in the conjunctions *as ... as, but, in case, in order that, so ... that, such ... that, when, which.*

WYSIWYG

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, “WYSIWYG!”

Ex. 6. In the following selection, a paragraph by a noted writer has been reduced to a series of short sentences. Combine as many of these as you think appropriate, using subordination whenever possible.

I was growing up in Newark in the forties. At that time we assumed that the books in the public library belonged to the public. My family did not own many books. Nor did they have much money for a child to buy them. So it was good to know that I had access to any book I wanted. The only reason for this privilege was my municipal citizenship. I could get books from that grandly austere building downtown on Washington Street. Or I could secure them from the branch library. I could walk to it in my own neighborhood. No less satisfying was the idea of communal ownership. I mean property held in common for the common good. I had to care for the books I borrowed. I had to return them unscarred. And I had to return them on time. The reason was that they were not mine. They were everybody's. That idea had as much to do with civilizing me as any I was ever to come upon in the books themselves.

Compare your version with the original paragraph:

I was growing up in Newark in the forties, we were taught, or perhaps just assumed, that the books in the public library belonged to the public.

Since my family did not own many books, or have very much money for a child to buy them, it was good to know that solely by virtue of my citizenship, I had the use of any of the books I wanted from that grandly austere building

downtown on Washington Street, or the branch library I could walk to in my neighborhood. But even more compelling was this idea of communal ownership, property held in common for the common good. Why I had to care for the books I borrowed, return them unscarred and on time, was because they weren't my property alone, *they were everybody's*. That idea had as much to do with civilizing me as any idea I was ever to come upon in the books themselves.

- Philip Roth

VI. TEXT FEATURES

There're many features of texts which help the reader understand how the information in the text is organized.

A coherent paragraph is a paragraph in which the sentences are clearly and logically connected to one another.

Use the following transitional devices to improve coherence:

1. Repeated words and synonyms.

By using the same word in two sentences or by using synonyms you can forge strong links between sentences.

Remember to use repetition skilfully. Use synonyms to introduce some variety while keeping the links between sentences in place.

2. Pronoun references.

Using pronouns can help you give both coherence and conciseness to a paragraph. Make sure that your readers always know to what each pronoun refers.

3. Transitions.

Transitions are words and phrases that create coherence by making the movement from one sentence to another clear, smooth, and easy to follow. Transitions show how you are progressing from one idea to the next and help readers follow your train of thought. Here are some of the most commonly used transitions:

Transitions That Show Time

after	finally	immediately	meanwhile	soon
always	first	last	now	then
eventually	following	later	sometimes	until

Transitions That Show Place and Position

above	beneath	horizontally	opposite	there
ahead	down	inside	outside	under
around	far	near	over	vertically
below	here	next to	parallel	within

Transitions That Show Cause and Effect

as a result consequently so therefore
because for that reason so that

Transitions That Show Comparison and Contrast

but in the same way on the other hand similarly
however like on the contrary unlike

Transitions That Show Examples

for example for instance namely that is

Ex. 1. Put one of the following linking devices into each gap. There are sixteen words but only twelve gaps!

first until
during still
next while
finally at last
meanwhile instead
actually afterwards
at first after
naturally fortunately

The day we moved house was one of the busiest days of my life. It was in December. (a) _____, we had been packing for a long time, but there was (b) _____ an awful lot of work to do on the actual day.

(c) _____, everything went smoothly. The removal men arrived and began loading their van. (d) _____ they were emptying room after room, my wife and I were trying to clean up. We hardly noticed the fact that it had begun to snow. Then things began to go wrong. (e) _____ a valuable table was dropped and its leg broke. (f) _____ we lost the baby, and it was not (g) _____ she started to cry that we realized she had been put into the van by mistake. We worked hard all morning, and by midday our old house was empty. (h) _____, it continued to snow. We set off on the journey to our new house, driving slowly to avoid skidding in the icy conditions. We (i) _____ arrived at four o'clock, by which time it was dark, and three feet of snow covered the ground. (j) _____, we had quite a few people to help us unload, and by six o'clock we were in. (k) _____, we wondered how we had managed to do everything. I'll never forget that day. (l) _____, I still have nightmares about it!

Ex. 2. Rewrite the following paragraph, revising for coherence by using repeated words or synonyms, pronoun references, and transitions.

For years now, people have seen, or thought they have seen, a strange huge creature swimming in Loch Ness, Scotland's deepest lake. Some of the people who have reported seeing the strange, huge creature describe the creature as a dragon or a monster. Other people who have reported seeing the strange,

huge creature refer to the creature more affectionately as “Nessy”. Scientists have used underwater cameras to discover the real identity of the strange huge creature. The cameras took one picture of what appears to be a portion of an animal with a flipper. Scientists are unwilling to draw any conclusions about their investigations. Each year, thousands of people flock to Loch Ness hoping, or perhaps fearing, that they will catch a glimpse of the strange, huge creature.

Ex. 3. Combine the following sentences to form a coherent biography of Ernest Hemingway. Reorder the information if necessary. Divide it into paragraphs.

Ernest Hemingway was born in 1899. He was born in Illinois. Illinois is a suburb of Chicago. He had a middle-class upbringing. His father was a doctor. All his life Ernest Hemingway rebelled against the morals of his parents. He rebelled against the conventions of life in Chicago. He graduated from High School in 1917. He didn't go to college. He was impatient for a less sheltered environment. He went to Kansas City. He was employed as a reporter. He was a reporter for the *Star*. The *Star* was a leading newspaper. Working for the *Star* gave him invaluable vocational training. He wanted to be a soldier. He was rejected for military service. He had poor eyesight. He became an ambulance driver for the American Red Cross. He was injured in World War I. He was decorated for heroism. He was fascinated by war. He worked as a war correspondent. He reported wars in Spain, China and Europe. Many of his books were about war. *For Whom the Bell Tolls* was written in 1940. It was his most successful book. It was about a volunteer American soldier in the Spanish Civil War. It dealt with comradeship of war. *A Farewell to Arms* is about the pointlessness of war. He won the Nobel prize for literature in 1954. He suffered from depression at the end of his life.

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