

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ
“ХАРКІВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ”
КАФЕДРА ІНОЗЕМНИХ МОВ

Практична грамати́ка англійської мови
Синтаксис
Practical English Grammar
Syntax

Методичні вказівки з англійської мови для здобувачів освіти 4 курсу денної
та заочної форми навчання

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ПЕРЕДМОВА

Викладання англійської мови у закладах вищої освіти здійснюється перш за все, з метою опанування здобувачами освіти основних компетенцій мовленнєвої діяльності, правильності вживання тих чи інших конструкцій, розуміння певних явищ, які є визначною рисою англійської мови.

Знання граматики англійської мови дозволяє людині правильно вживати слова, використовувати конструкції та фрази, висловлюватися правильно і зрозуміло. Граматична компетенція – фундамент, без якого мовлення неможливе.

Синтаксис є одним із розділів граматики як англійської, так і української мови, що вивчає речення, їх будову та класифікацію. Знання синтаксису необхідне для того, аби вміти правильно формулювати речення та знати, яким чином і в якому порядку потрібно вживати ті чи інші члени речення.

Методичні вказівки складаються з п'яти розділів: «Просте речення», «Складне речення», «Узгодження підмета і присудка», «Порядок слів. Інверсія» та «Пунктуація».

Кожен з розділів має теоретичне пояснення матеріалу, який супроводжується прикладами. Теорія завжди супроводжується вправами на відпрацювання та закріплення тієї чи іншої теми.

Методичні вказівки призначені для здобувачів освіти 4 курсу усіх спеціальностей, адже такі теми, як «Clauses of purpose», «Clauses of time», «Clauses of concession», «Clauses of result», «Clauses of place», «Subject-predicate agreement», «Word order. Inversion» входять в програму Єдиного вступного іспиту, який є обов'язковим для усіх, хто готується до вступу у магістратуру. Інші теми, які розглядаються у методичних вказівках, можуть бути вивчені студентами мовних спеціальностей, адже програма з курсу практичної граматики у них є поглибленою.

Розділ «Пунктуація» стане у нагоді всім здобувачам освіти, які хочуть навчитися правильно розставляти розділові знаки в писемному англійському мовленні.

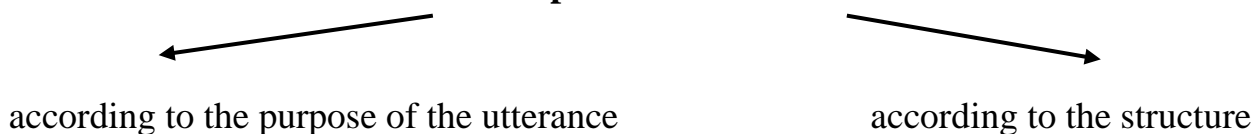
Наявність ключів до вправ дозволяє здобувачам освіти перевірити якість засвоєних знань, а також допомагає усім, хто навчається заочно.

Syntax is the arrangement of words in sentences, clauses, and phrases, and the study of the formation of sentences and the relationship of their component parts.

Unit 1. The Simple Sentence

A **sentence** is a unit of speech the main function of which is conveying a thought.

The simple sentence is classified:



According to the purpose of the utterance we single out **4** types of sentences.

1.The declarative sentence.	A declarative sentence tells a fact. Its state can be both affirmative and negative. <i>e.g. He wants to buy a kilo of apples.</i> <i>She doesn't need any help.</i>
2.The interrogative sentence.	An interrogative sentence asks a question. <i>e.g. Does he want to buy a kilo of apples?</i>
3.The imperative sentence.	An imperative sentence is aimed at making a person do sth. <i>e.g. Come here!</i> <i>Bring me that book.</i>
4. The exclamatory sentence.	An exclamatory sentence is necessary for expressing an emotion. It usually starts with how and what . <i>e.g. How wonderful!</i> <i>What an amazing day!</i> <i>Gorgeous!</i>

1. Define the types of sentences according to the purpose of the utterance.

1. How beautiful!
2. Where is Mr. Smith?
3. Come here and explain what has happened.

4. Don't you want to go with me?
5. Don't go through that park.
6. Don't want to eat junk food anymore.
7. Not everyone can enter this place.
8. What for was it done?
9. She has just turned on the recorder, hasn't she?
10. Whatever happens, I leave it all to chance.

2. Define the types of sentences according to the purpose of the utterance.

1. What a wonderful world!
2. What were you doing there?
3. Don't be afraid of this cat.
4. Time, it needs time to win back your love again.
5. Did you ever think that we could be so close, like brothers?
6. Whatever it takes and how my heart breaks, I will be right here waiting for you.
7. Nobody does homework in this group.
8. Go up and turn left.
9. I doubt if he'll manage to do this amount of work.
10. How amazing you are!

There exist **four** types of interrogative sentences.

General question	Special question	Alternative question	Disjunctive question
<i>e.g. Does he like soccer?</i>	<i>e.g. Where have you been?</i>	<i>e.g. Does she live in a city or a village?</i>	<i>e.g. He has recently arrived, hasn't he?</i>

3. Define the type of the question.

1. You live in Kharkiv, don't you?
2. How are things?
3. Where is his house?

4. He didn't know it, did he?
5. What would you like to eat: soup or porridge?
6. When does the train come?
7. Will it have been done by 6 o'clock?
8. How can it be that he hasn't come?
9. Are they going to study syntax?

4. Define the type of the question.

1. Why doesn't she want to join us?
2. I don't look ridiculous, do I?
3. Will you buy bananas or apples?
4. How long have you lived in Kyiv?
5. Who liked that film?
6. Would it be dangerous if we went there?
7. Were they walking at 5 o'clock yesterday?
8. Was he imprisoned or paroled?
9. Shall I give you a lift?
10. Hasn't Paul told you about his trip yet?

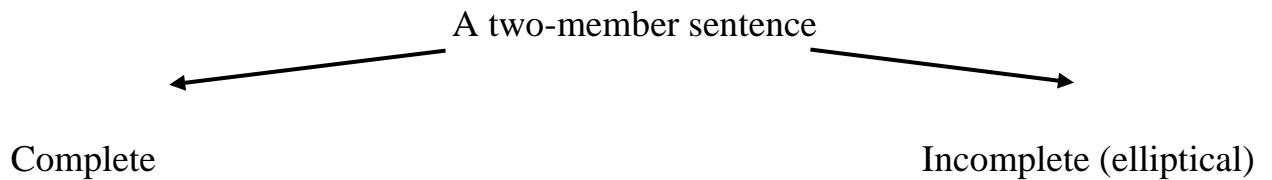
According to the structure sentences are **one-member** and **two-member**.

A one-member sentence is a sentence that has only one member which is neither the subject nor the predicate. However, such sentences have meanings anyway.

e.g. The loss and sadness slowly taking them.

A two-member sentence has two members – a subject and a predicate. If one of them is missing, it can be easily understood from the context.

*e.g. The Scorpions **had released** a lot of good songs by 2020.*



A two-member sentence is complete when it consists of both a subject and a predicate.

e.g. Tom has never caught Jerry.

A two-member sentence is incomplete (elliptical) when one of the main members or both of them are missing, but can easily be understood from the context.

e.g. What have you been doing all this time? My homework.

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

1. I was twelve years old and very happy in my convent school. (*Replier*)
2. “As I see the two men were in it together.” “In what?” “The robbery. Long ago, very valuable emeralds, so I’ve heard.” (*Christie*)
3. “I am the boy.” “You? But you’re small.” (*Rawlings*)
4. “To put a child in that position!” (*Galsworthy*)
5. Having found what he was looking for, he headed straight for Mark. (*Archer*)
6. “I want a lot of things. First off, go away and don’t whisper.” (*Porter*)
7. Another day of fog. (*London*)
8. You mustn’t mind it. (*Maugham*)
9. The sky, the flowers, the songs of birds! (*Galsworthy*)

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

1. “Bring me that cigarette case...” (*Wilde*)
2. “Did you leave the dove cage unlocked?” I asked.— “Yes.” (*Hemingway*)

3. "Do you want to go for a walk?" "Sure!"
4. "Don't you believe him." (*Maugham*)
5. "Sounds good!"
6. "Want some crisps?" – "Thank you".
7. "Do you really want to live forever?" – "No."
8. Only to think of it! (*Galsworthy*)
9. "I saw her there." "Where?" "In the hotel."

The subject is the main member of a two-member sentence on which the predicate depends. In the most of cases the predicate agrees with the subject in number and person. The subject denotes a person, an animal, a thing, a notion or an idea.

The subject can be expressed by:

1. A noun in the common case.	e.g. The frog jumped out of the water.
2. A noun in the possessive case.	e.g. Lucy's was the best pie.
3. A pronoun.	e.g. Everyone is here.
4. A substantivized adjective or participle.	e.g. The young are always naïve.
5. A numeral (cardinal or ordinal)	e.g. The three kept silent. The fifth is an unsatisfactory result.
6. An infinitive.	e.g. To be is to be conscious.
7. An infinitive phrase.	e.g. To be a kind person means being honest and merciful.
8. An infinitive construction.	e.g. For me to do it was easy.
9. A gerund.	e.g. Writing is the most difficult activity for him.
10. A gerundial phrase	e.g. Reading that book took her much time.
11. A gerundial construction.	e.g. Your being here was unpredictable.
12. Any part of speech used as a quotation.	e.g. In is a preposition.
13. A group of words as an indivisible group.	Her friend and defender has already come.

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

1. She has never been to Spain.
2. Fish and chips is my favourite dish.

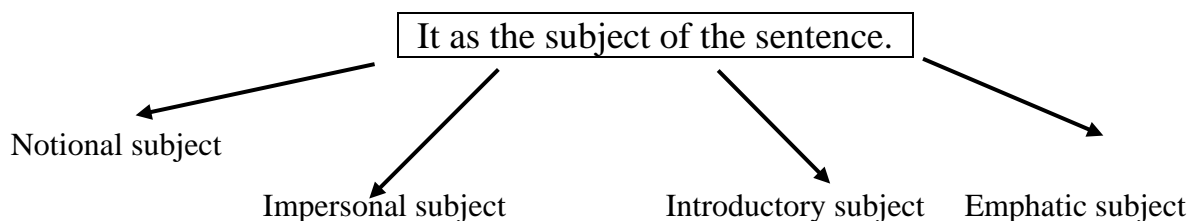
3. "Hello" was his first word at the meeting.
4. Reading is equally important as listening.
5. To be here is a great honour.
6. So do I.
7. The homeless are those who don't have money and property.
8. Neither did we.
9. It is vital that you should come to my place today.
10. Her returning to Kharkiv made me happy.
11. What is the definition of this word?
12. Dark green was his favorite colour.
13. There is a lot of space in the room.
14. It was broad daylight when he came to my place.
15. The injured were given all the necessary first aid.
16. There are 5 pots with flowers on the window sill.
17. Being a psychologist is a good way to help people.
18. Yellow doesn't suit her.
19. Thread and needle is necessary in any house.

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

1. "Don't worry." The two will not come back.
2. There were a lot of benches in the park, but he didn't find any to sit.
3. London is the city I want to visit.
4. Here we go.
5. Who has knocked?
6. Everyone is anticipating his appearance on the stage.
7. No one knows how to deal with this device.
8. Hers is the best.
9. Ann is going to the academy right now.

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

1. “Never will I go there” was her answer.
2. Vika’s is the most interesting one.
3. The sun was shining.
4. The book is on the table.
5. There is a woman in the classroom.
6. Oh is an interjection.
7. Knowing John’s phone number didn’t help him keep in touch with him.
8. To believe is not easy when we deal with the supernatural.
9. It takes me much time to get to the academy.
10. As is a conjunction.



If ‘it’ is the subject of a sentence and it denotes a living creature or a thing: then
it is a **notional subject**.

e.g. *This is a pencil. It is cheap.* (Personal pronoun)

It (=this) is my son. (Demonstrative pronoun)

The impersonal it is used:

- to indicate natural phenomena (e.g. weather, etc.);
e.g. *It is snowing now.*
- to indicate time or distance.
e.g. *It is ten minutes past four.*

The introductory it introduces the real subject.

e.g. *It’s no use resisting to study syntax.*

It is necessary to do it immediately.

It also serves as subject for impersonal verbs.

e.g. *It seems he has done it.*

It appears that she is kind.

The emphatic it is used for emphasis in cleft sentences.

e.g. It was she who was fired from the university.

10. State the nature of 'it'.

1. Sometimes it is difficult to tell the difference between them.
2. It is drizzling.
3. It is half past eight.
4. It will be uneasy to find out the truth.
5. Mike has broken the window in the classroom. It happened 4 minutes ago.
6. It is worth buying.
7. It is Claus Meine who wrote the song "Wind of Change."
8. It was in 2019, this year was amazing.
9. What an amazing camera! Is it your new one?
10. It has been raining since early morning.
11. The event is going to take place in February. It must be at the beginning of this month.
12. Usually it is very quiet here at night.
13. It is awesome to realize that you have made someone happy.

11. State the nature of 'it'.

1. It was Tania who helped Oleh to find a singer.
2. It is no use trying to persuade him.
3. It was a big village with kind people.
4. It must be he who wrote this letter.
5. It was Ann who sang the song brilliantly.
6. Vika showed him the photo. It was so funny.
7. Is London far from Liverpool? No, it is not.
8. Who discovered America? It was Columbus.
9. It was Olena who made quizlets for her groupmates.

10. It is strange to hear such things from you!
11. It is said that this product is of high quality.
12. Who was that man? It was his bodyguard.

The predicate is the second main member of the sentence which expresses an action, state, or quality of the person or a thing.

The simple predicate

The simple nominal predicate

The simple verbal predicate

The simple nominal predicates are expressed by *a noun, an adjective, an infinitive, a gerund or a participle.*

*e.g. I, a liar!
She, jealous!
They, trying to help?
Such an old man, to walk so much?*

The simple verbal predicate is expressed by a finite verb in a simple or a compound tense form.

*e.g. She will be walking here at 6 p.m. tomorrow.
He doesn't know any information about that guy.*

Phraseological predicate is a subdivision of the simple predicate which is expressed by a phraseological unit, such as *to get rid of, to take care, to pay attention, to lose sight, to have a wash, to give a push, etc.*

Such word combinations as *to give a cry, to give a push, to give, to have a wash, to have a smoke* also form a phraseological predicate.

The compound predicate is a type of predicate that consists of two parts: a finite verb and another part of speech.

The compound nominal predicate

is a type of predicate which is used to

indicate the state or quality expressed by the subject.

e.g. She is kind. The tables are expensive.

This type of predicate contains a **link verb** and a **predicative**.

All link verbs have partially lost their concrete meanings. The verb *to be* has completely lost its meaning. It serves only grammatical purposes. Those verbs that are used as link ones can also be used as notional verbs. In that case, their meanings are completely preserved.

The predicative is a nominal part of a compound nominal predicate.

e.g. She is a funny girl.

It can be expressed by a noun, an adjective, a pronoun, an adjective, a numeral, a prepositional phrase, an infinitive, an infinitive construction, infinitive phrase, a gerund, a gerundial phrase, a gerundial construction. Also participles I,II may be used as predicatives.

These are the common **link verbs**: *to appear, to get, to grow, to continue, to feel, to keep, to look, to turn, to hold, to get, to prove, to turn out, to seem, to smell, to taste.*

12. Decide if the underlined verbs in the sentences below are link verbs or notional ones.

1. These drinks can be bought only after one comes of age.
2. The doctors did their best and the patient came alive after the clinical death.
3. The evidence proved that the accused was lying.
4. The number of people who turned to the Ukrainian language has grown since the fully-fledged invasion.
5. This video proved amazing, everyone liked it.
6. There were a number of episodes, no one knew which one to choose for watching.
7. She was a good friend.
8. That audio track may get repeated if I am not mistaken.
9. James grew tired of doing that homework.

13. Decide if the underlined verbs in the sentences below are link verbs or notional ones.

1. She looks like her mother, especially the eyes.
2. We felt a glimmer of hope that the war would finish soon.
3. He keeps all documents in that drawer.
4. You seem to be upset, has anything happened?
5. The memory of old people goes weaker every year.
6. He looked at me with a sadness that no one could imagine.
7. She remained displeased with the service.
8. The highway turns right after that bus stop.
9. Her brother was irritated after his losing another chance.

The compound modal nominal predicate is a mixed type of predicate that consists of a modal verb/modal expression / a verb with modal meaning + a link verb+ a predicative.

*e.g. The book **must be interesting** if so many people have read it.*

The compound aspect nominal predicate is a mixed type of predicate that consists of verb of repetition, duration, cessation, beginning + a link verb + a predicative.

e.g. She continued to be the chairwoman of the company.

The compound modal aspect predicate is a mixed type of predicate that consists of a modal verb/ a modal expression/ a verb with modal meaning + a verb of repetition, duration, cessation, beginning + a verbal.

e.g. We had to stop talking as the lesson wasn't still over .

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

1. Kindness is a great thing that makes the world beautiful.
2. She has to take those pills in the morning.
3. I am sure that he will do the task.
4. She grew hungry, so she went to the local store to buy something to eat.
5. One cannot know their future.
6. The room is full of toys, but you don't have to put them away.
7. Today he might be given another order.
8. This girl has a beautiful smile.
9. Liza is a kind girl and everyone notices it when they meet her.
10. There is a table in the room.

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

1. She should finish working on the project by the end of the week.
2. George, trying to escape?
3. The child gave such a loud cry that it was possible to hear from 0.5 km.
4. She, being rude? I can't believe it, she is such a polite girl.

5. They got rid of that old computer as it didn't work properly.
6. She usually has a snack at 11 a.m.
7. James wants to go out with her.
8. We will begin digging in the garden in 3 minutes.
9. The meal tastes good.
10. He ceased to be Anakin Skywalker and became Darth Vader.

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

1. Jenny looks nice in that dress, she is so pretty.
2. The plan sounds great, can I share it with her ?
3. Did you ever think that we could be so close like brothers?
4. How can he be a teacher if he is a psychologist?
5. That drink tastes bitter, I will not drink it.
6. John kept on arguing, however he knew that his opponent was right.
7. On hearing that his daughter played truant, Alex went angry.
8. She seems exhausted, I should help her with the rest of the chores.
9. I am waiting for Lucy, we are to meet at 6 p.m.
10. This place began to be a second home for him, he didn't want to leave it.

The subjective predicative is a type of predicative that refers to the subject.

*e.g. Jinny is **creative**.*

Creative is a predicative and refers to Jinny. Jinny is the subject.

The objective predicative is a type of predicative that refers to the object.

*e.g. We find Michael **talented**.*

Talented is a predicative and refers to Michael. Michael is the object.

17. Point out the subjective and objective predicative.

1. My favorite activity is singing.
2. Henceforth, call me your friend.
3. They made the coffee tasty.
4. They nicknamed John fatty as he wasn't slim.
5. She is smart, I am surprised why the teacher considered her stupid.
6. The dish smells nice, I'd even call the cook a genius.
7. Alex is a good worker, he painted my walls blue and yellow so that they will have the colours of the Ukrainian flag.
8. She feels unhappy, because she has to do not her work.

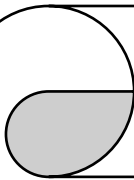
18. Point out the subjective and objective predicative.

1. The American people elected Mr. Biden the President of the US in 2020.
2. I am fine because I have already recovered from the Covid-19.
3. The chairman appointed her the senior developer.
4. It was he who recommended me this soup.
5. We should remain silent and keep this story secret.
6. This power is considered to be unnatural.
7. She accidentally got the floor dirty.
8. I find this task difficult.

The object is a secondary part of the sentence, which completes or restricts the meaning of a verb or sometimes an adjective, a word denoting state or a noun.

e.g. I wrote an essay.

She was proud of him.



The object is a secondary part of the sentence, which completes or restricts the meaning of a verb or sometimes an adjective, a word denoting state or a noun.

I have written a letter.

I am very proud of it.

There are three kinds of objects in English: the direct object, the indirect non-prepositional object and the indirect prepositional object.

The direct object is used after transitive verbs with which it is closely connected as it denotes a person or a thing directly affected by the action of the verb. It is used without any prepositions.

This plant produces tractors.

I met him yesterday.

I remember reading about it before.

There are a few English verbs which can have two direct objects.

I asked him his name.

She taught them French.

The indirect non-prepositional object denotes a living-being to whom the action of the verb is directed, thus the indirect object expresses the addressee of the action.

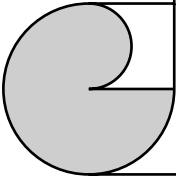
I gave the boy a book.

I showed him the letter.

Compare:

Don't forget to buy him a toy (him - indirect object expressing the addressee of the action)

«I shall buy him» - said the slave-owner (him - direct object which is affected by the action of the verb).



As a rule the indirect object comes before the direct object. In this case it is used without a preposition.

He sent his mother a telegram.

When the direct object precedes the indirect object, the latter is used chiefly with the preposition to or for.

He sent a telegram to his mother.

The prepositional indirect object may be used with transitive verbs and doesn't denote the addressee of the action. It may be expressed by a noun, a pronoun or a gerund with a preposition.

We spoke about our work.

I agree with you.

He insists on doing it himself.

If there are two or more objects in the sentence, we should use the indirect prepositional object after the direct one.

I received a letter from my sister.

I spent a lot of money on books.

The prepositional indirect object may be used with adjectives, nouns of verbal origin or words denoting state.

I am uneasy about it.

She was not aware of his being there.

It is difficult sometimes to distinguish between an attribute and a prepositional indirect object.

Her behaviour to her friends was irreproachable.

The phrase *to her friends* can be treated both as an attribute and as a prepositional indirect object.

The cognate object

There is a special kind of object in English which has the following peculiarities.

1. It is used with intransitive verbs though it has no preposition.
2. It is expressed by a noun which is either of the same root as the verb or is similar to it in meaning.
3. It is almost regularly attended by an attribute with which it forms a combination that is close in meaning to an adverbial modifier: *to live a happy life - to live happily*.

The cognate object is generally used in such combinations as: *to smile a sad smile, to laugh a bitter laugh, to die a violent death, etc.*

But she died a dreadful death, poor soul.

That night the roused forces of God and Evil fought their terrible fight for the soul.

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

He lived a simple and blameless life.

Ways of expressing the object

Morphologically the object can be expressed by:

1. A noun in the common case or a nominal phrase, a substantivized adjective or participle.

I saw the boys two hours ago.

First of all she attended to the wounded.

2. A pronoun.

I don't know anybody here.

He says he did not know that.

3. A numeral or a phrase with a numeral.

At last he found three of them high up in the hills.

4. A gerund or a gerundial phrase.

He insists on coming.

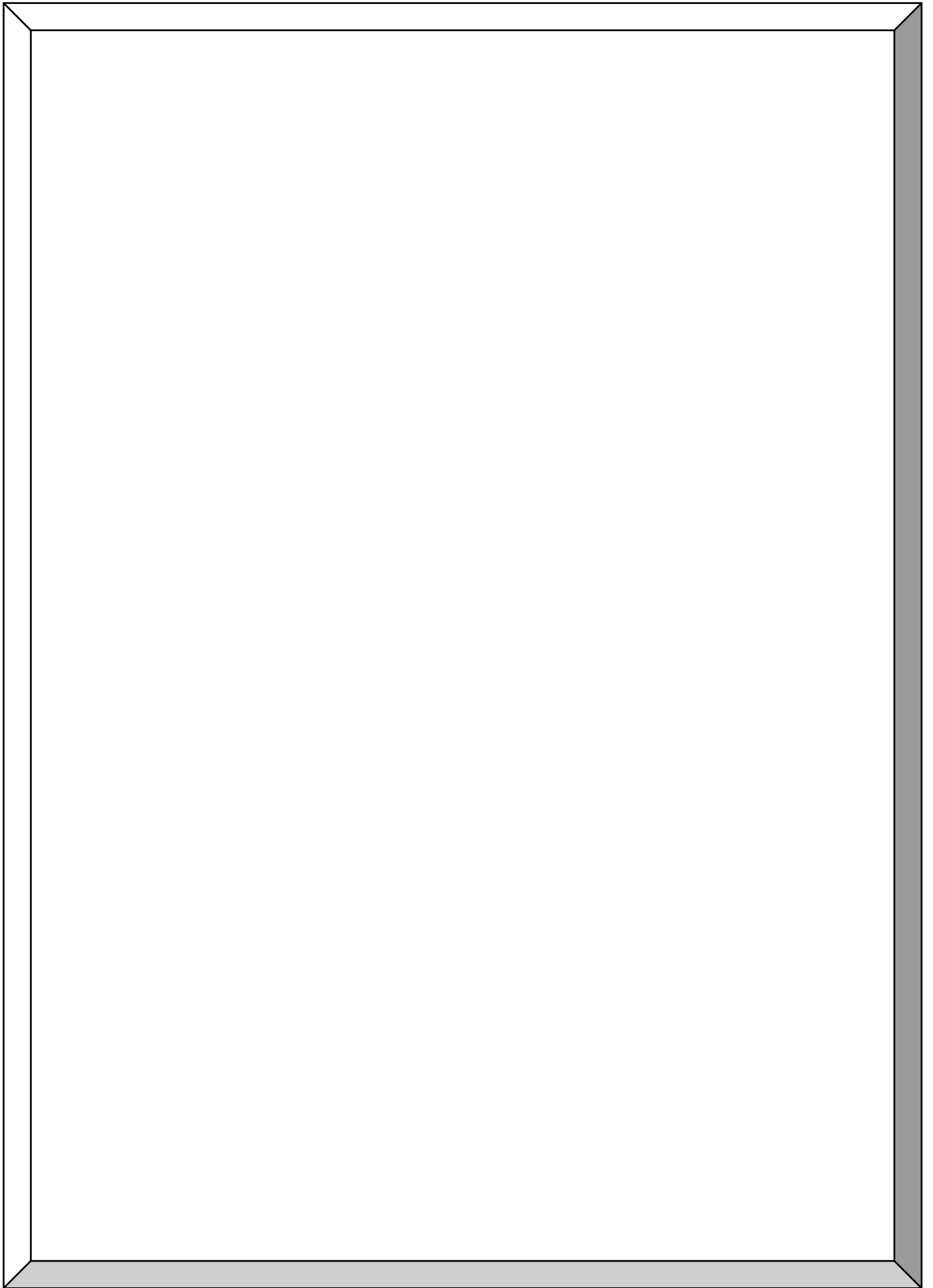
A man hates being run after.

5. An infinitive or an infinitive phrase.

She was glad to be walking with him.

Every day I had to learn how to spell pages of words.

From the point of view of its structure the object is represented by the following types:



19. Point out the object and say what type it belongs to.

1. This factory produces slippers.
2. He has lived a happy life.
3. It was he who recommended me this soup.
4. She saw him yesterday.
5. He decided to leave the house.
6. I need his advice.
7. Thank you for your work.
8. She smiled a bright smile at me and I was happy.
9. Michael gave a pen to Mary.
10. I moved my hand and looked at the teacher.

20. Point out the object and say what type it belongs to.

1. I was let in with the boarding pass.
2. She has written a letter to his boyfriend.
3. The student raised his hand.
4. She has always dreamt such dreams that no one could fulfil.
5. I have found a bunch of flowers lying on the ground.
6. The teacher asked the student his name.
7. Are you aware of the rules that you should keep to?
8. Don't leave me alone.
9. I saw him come home.
10. The professor explained the topic to us.

21. Point out the object and say what type it belongs to.

1. He wanted me to respond quickly.
2. I saw him enter the house and put the book on the shelf.
3. You must decide how you want to live your life.

4. What does she have there?
5. He painted the wall with the brush.
6. She finds the task uneasy.
7. She knew nothing about it.
8. Let him go, now!
9. He couldn't know what to do in such a situation.

The attribute is a secondary part of the sentence which qualifies a noun, a pronoun, or any other part of speech that has a nominal character. An attribute can be either in pre-position or in post-position to the word it modifies.

She has bought an interesting book.

The library of our University is very good.

As a result of the loss of inflexions, the attribute in English does not agree with the word it modifies in number, case or gender. It may be expressed by almost any part of speech.

1. An adjective.

I received an important letter yesterday.

This big girl is very lazy.

2. A pronoun.

Some magazines are lying on the table.

This is my book.

3. A numeral (cardinal or ordinal).

Two thousand tons of sugar were loaded on the steamer.

The second lesson begins at 11 o'clock.

4. A noun in the common or possessive case.

The teacher corrected the student's mistakes.

The town library is closed on Sundays.

5. A prepositional phrase.

The leg of the table is broken.

I have lost the key to the entrance door.

6. An adverb in post-position.

A voice inside said, "Come in".

The room above is large and light.

7. Participles I and II or a participial phrase.

The rising sun was hidden by the clouds.

He bought some illustrated magazines.

The student speaking to the teacher is my brother.

8. An infinitive or an infinitive phrase.

He had a great desire to travel.

This is an English article to translate into Russian.

9. A prepositional phrase with a gerund.

They discussed different methods of teaching foreign languages.

She hated the idea of living on credit.

There is a special kind of an attribute which is expressed by a noun (with or without accompanying words). It is called an apposition. It characterizes or explains the word modified by giving to a person or a thing another name. There are two kinds of apposition, *the close apposition* and *the detached (loose) apposition*.

A close apposition is not separated by commas and stands in close connection with the word modified. It is usually the name of a person and a noun denoting relationship, or a geographical name and some common noun.

Professor Brown practised in the classroom.

Even aunt Ann was there.

I have always dreamt to visit the city of London.

A loose apposition is not so closely connected with the noun. It is always separated by commas and has a stress of its own.

Taras Shevchenko, the famous Ukrainian poet, was born in 1814.

Kyiv, the capital of Ukraine, was founded in the 5th century.

Structurally attributes are represented by the following types:

1. Simple (expressed by a word).

I've never seen a better place.

One should cultivate a habit of reading.

2. Composite (expressed by a word combination).

She showed no sign of having ever known me.

He found himself in a situation difficult from his point of view.

3. Complex (expressed by a predicative construction).

a) The gerundial construction,

There was a risk of his being too late.

b) The for-to-infinitive construction.

Here is the text for you to translate.

4. Clausal (expressed by a clause).

Some called me by the name which no one here knew.

This is the house that Jack built.

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

1. The second day's conference was really interesting.
2. His trip from Kharkiv to Poltava proved successful.
3. John was the first to answer.
4. The four women met by accident and became friends.
5. Mike is a friend of mine.
6. She has some news for us.
7. The phone call from Peter made Mary happy.
8. Johnny Depp is a great actor.
9. The neighbours above are very noisy.
10. She was amazed at the rain falling down from the sky.

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

1. I have never seen such a beautiful girl.
2. There is a possibility of being Michael not far from here.

3. This never-to-be-forgotten evening will remain in my heart.
4. Lora's dissatisfaction was connected with the mark from her college.
5. That guy seems suspicious, let's lock the door.
6. What sort of books do you prefer?
7. She was a clever girl.
8. Her excitement was visible to everyone around.
9. The city school costs more than the countryside one.
10. The chance to pass the credit enabled him not to get expelled.

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

1. I have lots of tasks to complete.
2. The broken window made the room cold and impossible for living.
3. We say goodbye in a pouring rain and I'll break down as you walk away.
4. My friends are valuable for me.
5. The idea of escaping scared Liza.
6. The memory of old people goes weaker every year.
7. Those flowers are amazing.
8. The girl outside attracts me.
9. Anna's incorrect answer made the teacher upset.
10. Henry tried to step back from the wasp flying around him.

25. Point out the apposition, identify if it is loose or close.

1. Michael, my brother, went for a walk with me.
2. Professor Chernovaty has written a number of great books.
3. We live in the city of Kharkiv and she lives in the city of Lviv.
4. That girl Mary surprised me greatly.
5. He sent a message to Peter, his best friend.
6. Lady Gaga, a famous singer, has a lot of songs in her list.

7. Uncle Henry was right, you shouldn't have done it.
8. This girl Elizabeth is so attractive.
9. Mr. Robertson, Michael and Jane's uncle, fell in love with Mary.
10. John's uncle Sam is a poor driver.

26. Point out the apposition, identify if it is loose or close.

1. Marley and Scrooge, old companions, have been working together for a long time.
2. Cousin Fred has always treated me with friendliness.
3. O. Henry, an American author, wrote "The gift of the Magi".
4. Marley, Scrooge's companion, came to him as a ghost.
5. Charles Dickens, my favorite writer, was born in Britain.
6. Her sister Larysa impressed everyone with her knowledge of Physics.
7. Scrooge, a former flint sinner, became merciful and kind after his journeys with spirits.
8. Mr. Biden, the US President, is a well-known person across the world.
9. Ms. Lane, his girlfriend, was a good student.
10. Pastor Ihor is a talented professional.

The adverbial modifier is a secondary part of the sentence which modifies a verb, an adjective or an adverb. According to the meaning we distinguish:

1. The adverbial modifier of time.

We shall try it tomorrow.

They reached the town the next morning.

2. The adverbial modifier of frequency.

He often bothered him.

3. The adverbial modifier of place and direction.

I found him in the garden.

He had spies everywhere.

4. The adverbial modifier of manner.

She spoke slowly.

He copies the letter with great care.

5. The adverbial modifier of purpose.

I have come to discuss the matter.

They cleared swamp growth for planting.

6. The adverbial modifier of cause.

I came back because of the rain.

7. The adverbial modifier of degree and measure.

I quite agree with her.

It weighs a pound.

8. The adverbial modifier of result.

She is too fond of the child to leave it.

9. The adverbial modifier of comparison.

John plays the piano better than Mary.

She is as busy as a bee.

10. The adverbial modifier of condition.

We'll come earlier if necessary.

11. Adverbial modifier of concession.

In spite of his anger he listened to me attentively.

12. The adverbial modifier of attendant circumstances.

He sat at the table reading a newspaper.

The adverbial modifier can be expressed by:

1. An adverb.

He quickly opened the door and ran out of the room.

2. A noun with or without accompanying words.

He was in the army during the war.

3. A participle or a participial phrase.

While reading the book I came across a number of interesting expressions.

4. An infinitive or an infinitive phrase.

I called on him to discuss this matter.

5. A prepositional phrase with a gerund.

On arriving at the station we went to the information bureau.

Structurally the adverb can be represented by the following types:

1. Simple (expressed by a word).

He lived to fight.

Hooper danced badly, but energetically.

2. Composite (expressed by a word combination).

Thanks to my parents I got a decent education.

The sun gives us light during the day.

3. Complex (expressed by a predicative construction).

a) The gerundial construction.

I left the room without anybody noticing it.

b) The for-to-infinitive construction.

She stepped aside for the doctor to pass.

c) The nominative absolute construction.

He stopped and turned about, his eyes brightly proud.

d) The prepositional absolute construction.

He looked at Mr. Brown, with his face breathing short and quick in every feature.

27. Point out the adverbial modifier and define its type.

1. The people in the taxi were talking till the end of the drive.

2. Despite being distracted, he managed to catch the basic idea of the lecture.

3. I live in the north of the city.

4. Did you ever think that we could be so close like brothers?

5. He was disappointed so much.

6. I was brushing my teeth at 7 a.m.

7. He was washing his car listening to music.

8. This toy costs 50 UAH.
9. They are as fast as their predecessors.
10. I placed the books on the shelf.

28. Point out the adverbial modifier and define its type.

1. Once upon a time, there lived an old man and an old woman.
2. She used to go to the cinema with her boyfriend in the evening.
3. We can't stand his singing. He does it awfully.
4. Bohdan writes a code in JavaScript better than Michael.
5. She is quite serious about it.
6. Jacob was driving a car talking to his passenger.
7. We knew that very well.
8. He wants to become a mechanic in the future.
9. Though it was difficult for her to adapt, she became a good member of the club.
10. She arrived in Prague to have an appointment with a doctor.

29. Point out the adverbial modifier and define its type.

1. We went to Kyiv to see the main square.
2. In spite of living far away from school, he has never been late.
3. She is rather polite than rude.
4. He needs to go there to calm down.
5. We used to live in America, but moved to France.
6. That watermelon weighs 10kg.
7. I will not go there if it rains outdoors.
8. I will not go there if it rains outdoors.
9. She behaves more politely than his brother.

Unit 2. The composite sentence

The composite sentence

The *composite sentence* is a sentence consisting of two or more clauses, and therefore containing two or more subject-predicate groups. In its structure a clause is similar to a simple sentence, but unlike a simple sentence it forms part of a bigger syntactical unit. Within a composite sentence clauses may be joined by means of *coordination* or *subordination*, thus forming **a compound** or **a complex sentence** respectively.

Coordination is a way of linking grammatical elements to make them equal in rank.

The Compound Sentence

The compound sentence consists of two or more clauses of equal rank which form one syntactical whole in meaning and intonation. Clauses that are parts of a compound sentence are called *coordinate*, as they are joined by coordination. Coordinate clauses may be linked together with or without a connector, in the first case they are joined *syndetically*, in the second case — *asyndetically*.

From the point of view of the relationship between coordinate clauses, we distinguish four kinds of coordinate connection: *copulative*, *adversative*, *disjunctive* and *causative-consecutive*. The type of connection is expressed not only by means of coordinating connectives, but also by the general meaning of clauses conveyed by their lexical and grammatical content.

1. *Copulative* coordination implies that two events or ideas conveyed by coordinate clauses are merely joined in time and place.

The copulative connectors are: the conjunctions *and*, *nor*, *neither ... nor*, *not only ... but also*, *as well as*, *both*, and the conjunctive adverbs *then*, *moreover*, *likewise*, *besides*, *again*, *further*, *thus* and conjunctive particles *also*, *too*, *even*.

And is the conjunction most frequently used to realize copulative coordination. It may suggest mere addition.

*Then she (Ellen) went home and wrote Brody a thank-you note for being so nice, **and** she also wrote a note to the chief of police commending young Martin Brody.*

The events described in copulative coordinate clauses may be simultaneous or successive:

*The Black Cadillac made its hunting sound through the night **and** the tyres sang on the slab **and** the black fields stretched with mist swept by (simultaneity).*

*The front door to the house opened, **and** a man and a woman stepped out on the wooden porch (succession).*

Occasionally the second clause may contain some commentary on the previous clause:

*She was familiar with the petty social problems, **and** they bored her.*

Owing to its vague copulative meaning the conjunction *and* may also link clauses with adversative or causative-consecutive connections.

Copulative connection may also be expressed asyndetically, the clauses joined in this way may describe simultaneous or successive events:

Our Elsie was looking at her with beg imploring eyes; she was frowning; she wanted to go (simultaneity).

The bus stopped, the automatic door sprang open, a lady got in, then another lady (succession).

2. *Adversative* coordination joins clauses containing *opposition, contradiction* or *contrast*. Adversative connectors are: the conjunctions *but, while, whereas*, the conjunctive adverbs *yet, still, nevertheless, nonetheless*, and the conjunctive particle *only*. Adversative coordination may also be realized asyndetically. The main adversative conjunction is *but*, which expresses adversative connection in a very general way. The clause introduced by *but* conveys some event that is opposite to what is expected from the contents of the first clause:

*The story was amusing, **but** nobody laughed.*

The conjunctions *while* and *whereas* specialize in expressing contrastive relations:

*Peter is an engineer, **while** his brother is a musician.*

*Some people prefer going to the theatre, **whereas** others will stay at home watching TV programmes.*

3. *Disjunctive* connection denotes choice, usually between two mutually exclusive alternatives. The disjunctive conjunctions are *or, either ... or*, the conjunctive adverbs *else (or else), otherwise*:

*You can join us at the station, **or** we can wait for you at home.*

The correlative *either* emphasizes the exclusion of one of the alternatives.

***Either** listen to me, **or** I shall stop reading to you.*

4. *Causative-consecutive* coordination joins clauses connected in such a way that one of them contains *a reason* and the other — *a consequence*. The second clause may contain either the reason or the result of the event conveyed by the previous clause. The only causative coordinating conjunction is *for*.

*The days became longer, **for** it was now springtime.*

A causative clause may be also joined asyndetically.

At first I thought that they were brother and sister, they were so much alike.

A *for*-clause differs from a subordinate clause of reason in that it never precedes the clause it is joined to. If a sentence begins with *for*, it means that the sentence is linked with the previous one:

*When I saw her in the river I was frightened. **For** at that point the current was strong.*

Consecutive connectives are *so, so that, therefore, hence, then*.

*The weather was fine, **so** there were many people on the beach.*

30. Define the type of coordination.

1. He was a nice guy and Mary really liked him.
2. James was upset, while Sam was in a good mood.
3. Don't speak in a whisper, or else they will start suspecting you.
4. Little Joe liked sweets, so he always asked parents to buy some.
5. You should be tougher with him, otherwise he will disrespect you even more.

6. Not only did she recover from the cold, but she helped others to do the same.
7. Either she will join us or no one else will win the contest.
8. Paul is on vacation whereas Mary is working hard these days.
9. He managed to be in time, for he has his own car.
10. James hasn't done the task, nor has he cleaned his room.

31. Define the type of coordination.

1. It is early morning in Ukraine, whereas it is late evening in Canada.
2. I have the Internet, so I can keep pace with the events in the world.
3. There is a beautiful view and we always marvel at it.
4. Mike has to work hard, otherwise he will not manage to feed his family.
5. Not only will he print the report, but he will deliver it orally.
6. Fred goes to school, while his little sister is still in the kindergarten.
7. She knew everything, for she had someone to inquire.
8. He kept everything in secret, but his friend couldn't keep his tongue behind his teeth.
9. Either we will save her life, or no one will trust our clinic.
10. His wife cooks well and he is happy about her skills.

The Complex Sentence

Within a *complex sentence* clauses are joined by means of subordination, thus forming a complex sentence. *Subordination* is a way of linking grammatical elements that makes one of them dependent upon the other. Subordination is usually defined as a non-symmetrical relation, that is, in a complex sentence with a minimal composition of two clauses, one is the basic element, whereas the other is a constituent or part of the first. The first one is called *the main (or principal) clause*, the second is *the subordinate clause*.

Complex sentences can be formed by joining subordinate clauses to the main clause with conjunctions or conjunctive words (syndetically) or without them (asyndetically):

You can call yourself an extreme sports enthusiast (main clause) *if* (conjunction) *you ski off cliffs* (subordinate clause).

Sometimes I wish (main clause) *life had subtitles* (subordinate clause).

Conjunctions are the formal signals of subordination the only function of which is to link clauses and express the relation between them (*that, because, through, in order that, as far as, if only, etc.*):

*Everybody knows **that** money doesn't grow on trees.*

Conjunctive words which are used to join nominal clauses combine two functions: to link clauses and to be a part in the subordinate clause (*who, what, when, why, where, etc.*):

*Do you realize **how** far it is to Hawaii?*

Subordinate clauses function as different parts of the sentence (subject, predicative, object, apposition, attribute, adverbial modifier). Subordinate clauses can be classified under three headings: a) *nominal (or noun) clauses* (clauses functioning as nouns in various syntactical positions); b) *attributive (or relative) clauses*; c) *adverbial clauses*.

Nominal Clauses

1. A *subject clause* may be introduced by the conjunctions *that, if, whether, because, either...or, etc.* or the conjunctive words *who, what, which, where, how, why, wherever, etc.*.. Complex sentences with subject clauses may be of two patterns:

a) When a subject clause precedes the predicate of the main clause:

***What was making him sad** was the fact that his ladylove wasn't with him.*

***What I want** is for you to build me a house.*

***Whatever you say** is wrong!*

***Because I ask too many questions** doesn't mean I am curious.*

b) When a subject clause is in final position, the usual place of the subject being occupied by the formal introductory *it*:

*It is understood **that modern science allows such experiments.***

*It was lucky **that she agreed to undertake the job.***

2. A predicative clause may be introduced by the conjunctions *that, whether, as, as if, as though, because, lest*, etc. or the conjunctive words *who, whoever, which, where, when, how, why*, etc.:

*The question is **whether he has signed the contract.***

*It was **as though our last meeting was forgotten.***

A predicative clause has a fixed position in the sentence — it always follows a link verb: *to be, to seem, to appear, to feel, to look, to sound*, etc., with which it forms a compound nominal predicate:

*It appears **he hasn't been there.***

Note 1. Predicative clauses introduced by the conjunctions *as, as if, as though* should not be confused with adverbial clauses of comparison introduced by the same conjunctions. A predicative clause immediately follows the link verb. Compare the following sentences:

*It seems **that there is no cure** (a predicative clause).*

*It seems evident **that there is no cure** (a subject clause).*

Note 2. If both the subject and the predicative are expressed by clauses the principal clause consists only of a link verb:

*What he says **is that he goes away.***

3. An object clause may be introduced by the conjunctions *that, if, whether, lest*, etc. or the conjunctive words *who, whoever, what, where, when, why, how*, etc..

*Everybody knows **(that) money doesn't grow on trees.***

*He asked me **if I wanted to stay.***

An object clause may either follow or precede the main clause:

***What she thinks** it would be impossible to say.*

*Swithin said **he would go back to lunch at Timothy's.***

Object clauses may be used after adjectives expressing feeling, perception, desire, assurance: *afraid, glad, happy, certain, sure, sorry, pleased, desirous, anxious, aware*, etc.:

*I'm very sorry **I disturbed you.***

*He was glad **that no one was at home.***

Note: Like subject clauses, object clauses may be preceded by the formal *it*:

*I like it **when people are nice to me.***

*You must see to it **that there should be no quarrel.***

An object clause may be joined to the main clause by the prepositions *after, about, before, for, of, beyond*, etc.:

*I want to be paid for **what I do.***

Attributive Clauses

Attributive clauses serve as an attribute to a noun (pronoun) in the main clause. This noun or pronoun is called the *antecedent* of the clause:

*Holiday **resorts which are crowded** are not very pleasant.*

According to their meaning attributive clauses may be divided into *appositive* and *relative* ones.

1. An *appositive clause* may be introduced by the conjunctions *that, if, whether, as if*, etc. and the conjunctive words *what, how*, etc..

An appositive clause discloses the meaning of a noun (the antecedent) with a general meaning, such as: *idea, fact, reason, desire, question, remark, comment*, etc.:

*The fact **that his letter did not require an immediate answer** would give me time to consider.*

*The original question, **why he did it at all**, has not been answered.*

*She had a strange sensation **as if something had happened.***

2. A *relative clause* may be introduced by the relative pronouns and adverbs *who, whose, whom, what, which, when, where*, etc.:

*He went to the next house, **which stood in a small garden.***

The clause is called a relative clause because it “relates” to the noun, in this case, by means of the word *which*. Relative clauses (like adjectives) describe persons, things and events.

Relative clauses can be *defining* (limiting/restrictive) and *non-defining* (descriptive/non-restrictive/commenting).

Defining relative clauses are very closely connected with the antecedent, provide essential information about it and therefore they cannot be removed without destroying the meaning of the sentence. Defining relative clauses are used without commas:

*What kind of government would be popular? — The government **which promises to cut taxes**.*

*A library is a place **where they keep books**.*

Non-defining relative clauses contain additional information about the antecedent which can be omitted without serious change in the meaning of the main clause. Non-defining relative clauses are usually used with commas:

*The government, **which promises to cut taxes**, will be popular.*

*I consulted my father, **who promised to help me**.*

Note: There are only two conjunctions that can introduce non-defining relative clauses. They are *who* and *which*.

The following sentences have exactly the same words. The only difference in form between them is that the first sentence has a clause separated from the rest of the sentence by commas. There is, on the other hand, a big difference in meaning:

(A) *Children, **who are untidy**, do not take care of their things.*

(B) *Children **who are untidy** do not take care of their things.*

Sentence (A) is a statement about all children, and contains two facts: 1) all children are untidy and 2) all children fail to take care of their things. In other words, the clause ..., *who are untidy*, ... is a non-defining clause.

Sentence (B) is a statement about some children, i.e. untidy children, and it states one fact about them: they fail to take care of their things. In other words, the clause ... *who are untidy* ... is a defining clause.

Adverbial Clauses

An adverbial clause performs the function of an adverbial modifier. It can modify a verb, an adjective or an adverb in the principal clause. According to their meaning we distinguish the following kinds of adverbial clauses: adverbial clauses of time, place, cause (reason), purpose, condition, concession, result, manner and comparison. Adverbial clauses can be identified by asking and answering the questions When? Where? How? Why? etc.

Time : *Tell him as soon as he arrives* : (When?)

Place : *You can sit where you like* : (Where?)

Manner: *He spoke as if he meant business* : (How?)

Reason : *He went to bed because he felt ill* : (Why?)

32. Define the type of subordinate clauses.

1. What we need to discuss is environmental protection.
2. Jane was nervous that he wouldn't come.
3. I like that book which is lying on the sofa.
4. It's good when he works in co-operation.
5. He knew her preference that the walls must be painted in yellow.
6. Mike felt as if he had been deceived.
7. He is unaware that everything has been done instead of him.
8. Who she is wasn't interesting at all.
9. It is the best film I have ever watched.
10. She has a fear that everything might go wrong.
11. The main thing is that she likes tomatoes.
12. I am interested in what you think of buying a motorcycle.
13. Joe will go to a place where he will be able to buy the toy for Christmas tree.
14. Jacob brushed his teeth as fast as it was possible.
15. My outlook is that everything depends on God's will.
16. She dislikes the schedule when she has to get up early.

17. Their question is how to cope with that situation.
18. He wants to point out that the problems are not serious.
19. Since you don't know the way, we will use google maps.
20. Whatever she does will not compensate those expenses
21. She remembered what he had told her.
22. I stopped my car as soon as I noticed a child crossing the road.
23. She has a belief that whistling at home influences financial situation.
24. Open the window so that we can breathe some fresh air.
25. Although he was tired, he washed his car.

Clauses of time

A *time clause* is a dependent clause that begins with a “time word” (when, after, as soon as, etc.). Time clauses follow their own special rules for tense combinations. Therefore, the correct verb tense in a time clause may be different from what you expect.

Future Time Clauses

A future time clause uses the *simple present* or *present perfect*, with the *simple present* generally being preferred:

*The meeting will begin as soon as everyone **arrives**.* (simple present, preferred)

*The meeting will begin as soon as everyone **has arrived**.* (present perfect)

Do not use *will* or *be going to* in future time clauses:

*We will go out for dinner after the meeting **will be** over.* (INCORRECT)

*We will go out for dinner after the meeting **is** over.* (CORRECT)

*I am going to review the file before I **am going to meet** with the client.* (INCORRECT)

*I am going to review the file before I **meet** with the new client.* (CORRECT)

Past Time Clauses with “Before” or “After”

When *before* or *after* is the time word, you can use two *simple past* verbs in a sentence that would normally require one *past perfect* verb and one *simple past* verb. The past perfect is not required because the inclusion of *before* or *after* makes the difference in times clear:

Rick’s daughter locked herself in her room after he had grounded her. (past perfect)

Rick’s daughter locked herself in her room after he grounded her. (simple past)

She had stayed in her room for two days before she finally emerged. (past perfect)

She stayed in her room for two days before she finally emerged. (simple past)

Time Clauses with “Since”

When a time clause begins with *since*, the verb can be in either the *present perfect* or the *simple past* tense.

When the time clause action ended in the past, use *simple tense*:

Rick hasn’t spoken to Emily since he grounded her last week.

When the time action began in the past but continues into the future, use *present perfect*:

Emily hasn’t spoken to her friends since she’s been grounded.

33. Choose the correct item.

1. As soon as she _____ the small print, she knew that there was a certain trick.

a) has noticed	c) would notice
b) noticed	d) notices

2. When Alfred _____, tell him I need to have a talk with him.

a) is coming	c) comes
b) came	d) had come

3. Whenever I _____ Tania, she salutes me.

a) am seeing	c) have seen
b) saw	d) see

4. The moment he _____ Jane, he fell in love with her.

a) saw	c) had seen
b) sees	d) seen

5. I really can't go on vacation until I _____ my project.

a) complete	c) have completed
b) competing	d) completed

6. While she _____ the clothes on the washing line, his husband arrived.

a) was hanging	c) had been hanging
b) hung	d) had hung

7. _____ had he turned up at the party when everyone hugged him.

a) No sooner	c) Hardly
b) The minute	d) So

Clauses of purpose

We use certain clauses to show why somebody does something. These are called clauses of purpose. They are introduced with the following words or expressions:

to + infinitive; *David went out to buy a bottle of wine.*

in order to/so as to + infinitive (formal); *We were asked to say over in order to finish the project.*

so that + can/will – used for a present or future reference; *Here's my number so that you can call me if you have a problem.*

so that + could/would – used for a past reference; *We left early so that we would be able to park close to the stadium.*

in case + present tense – present or future reference – *Take your hat in case it gets too hot.*

in case + past tense – used for past reference – *We took an umbrella in case it rained.*

for + noun – used to express purpose – *We went out for a pizza.*

for + -ing – used to express purpose and/or function of something – *This function on the air conditioner is for reducing humidity.*

for fear (that) + might/ should/would – *They asked their neighbors to keep an eye on the house for fear (that) burglars might break in.*

for fear of sth/doing sth - *She didn't make a noise for fear of waking her parents*

Negatives

For negative purpose we use:

in order not to/so as not to + infinitive – *We walked in quietly so as not to wake up the children.*

prevent + noun/pronoun + from + ing – *I parked the car under a tree to prevent it from getting too hot.*

34. Choose the correct item.

1. He is doing the homework in case the teacher_____ him.

a) asked	c) has asked
b) asks	d) asking

2. Amy wanted to avoid_____ Sam.

a) hurting	c) to hurt
b) hurt	d) having hurt

3. It is an appliance _____ cracking nuts.

a) of	c) so that
b) so as to	d) for

4. He put on a mask to a mask for fear he _____ with Covid-19.

a) can infect	c) might infect
b) might be infected	d) can be infected

5. They went for a walk because they _____ to stay at home at such a lovely day.

a) wouldn't want	c) didn't want
b) haven't wanted	d) won't want

6. She went out earlier so that she _____ in time.

a) would arrive	c) may arrive
b) arrived	d) arriving

7. He keeps extra money _____ emergent expenses are needed.

a) lest	c) nevertheless
b) in case	d) regarding

Clauses of result

We use clauses of result to talk about the result of an action or situation.

So

We can use **so** + subject + verb at the end of a sentence to mean 'this is why'.

We didn't have anything to do, so we decided to rent a film.

I worked very hard today, so I'm exhausted.

For this reason

We normally use **for this reason** at the beginning of a sentence. We use a comma after it.

*Rent is very expensive in Boston. **For this reason**, we decided to move to Ohio.*

*He threatened to commit suicide. **For this reason**, we kept him under surveillance.*

As a result/consequently/therefore

As a result, consequently and **therefore** are more formal and more common in written language. They are normally used at the beginning of a sentence, followed by a comma.

*The flight was delayed due to the storm. **As a result**, many passengers complained.*

*Animals were his only true passion. **Therefore/Consequently**, he decided to study biology.*

We can also use **consequently** and **therefore** in mid position (before the verb, after **be** as the main verb, or after the first auxiliary verb).

*You have been a real asset to the company. We have **therefore/consequently** decided to promote you.*

35. Choose the correct option.

1. The sneakers were _____ that I couldn't wear them.

a) so dirty	c) dirty enough
b) such dirty	d) the dirtiest

2. The cake was _____ sweet for me to eat it.

a) enough	c) too
b) so	d) such

3. It was _____ interesting film that I kept watching it over and over again.

a) so	c) such an
b) too	d) such

4. _____ deep was the snow that they couldn't leave their workplace.

a) Such	c) Such a
b) Too	d) So

5. There were _____ many people that we made a decision to leave.

a) such	c) a lot
b) so	d) enough

6. It was _____ expensive suit that he couldn't afford it.

a) such an	c) such
b) so	d) so an

7. The boss was _____ angry to convince him.

a) so	c) two
b) too	d) enough

Clauses of concession

1. Although, though, even though + clause

Although you don't like her, you can be nice to her.

You can be nice to her although you don't like her.

If the subordinate clause comes first, we must separate them with a comma. If the subordinate clause comes second, there is no comma.

Even though they have a car, they seldom use it.

They have a car though they seldom use it. (though is more common in spoken English and it often goes in the end position)

They have a car. They seldom use it, though. (even more conversational)

2. In spite of/despite + noun or -ing form

In spite of/despite having a car, they seldom use it.

In spite of the fact that + clause

In spite of the fact that they have a car, they seldom use it. – in spite of the fact that works as a coordinating conjunction. Therefore, it is used to connect two independent clauses.

3. While/whereas/but/ on the other hand/ yet/still/on the contrary + clause

He is very hardworking, while his wife is rather lazy.

Whereas Jane is very popular among her classmates, nobody likes her sister.

He wasn't tired, yet he was sleeping very well.

The salary is very good. Still, the job itself is really boring.

4. However/nevertheless + clause

Both are formal, nevertheless is even more formal.

She denies it; nevertheless, nobody believes her.

She doesn't like her; however, he is married to her.

The job was very demanding. However, the pay was very good.

Use a semicolon before and a comma after 'however/nevertheless' if you are writing a compound sentence. If 'however/nevertheless' is used to begin a sentence, it must be followed by a comma.

5. a) However/no matter how + adjective/adverb + clause

We use it to say that it makes no difference how much/many/good/bad/difficult/hard/well/interesting etc something is or how much there is of something, or how long something takes, etc.

However much she loves you, she'll never forgive you.

I couldn't change his mind, however hard I tried.

No matter how late he comes, she'll be waiting.

However many times the teacher explains things, he never understands.

However badly she treated her children, they loved her.

I must finish the report, however long it takes.

However much money he earns, she can spend it on clothes.

5.b) However/whoever/wherever/whatever/whenever/whichever + clause

No matter how/however (in any way)

No matter who/whoever (any person)

No matter where/wherever (any place)

No matter what/whatever (any thing)

No matter when/whenever (any time)

No matter which/whichever (anyone from a limited set)

No matter who may come/whoever may come, tell him I am out.

No matter where you may hide it/wherever you (may) hide it, I'll find it.

No matter what he did/whatever he did, she didn't like it.

No matter who/whoever breaks the law, they will be punished.

No matter what/whatever happens in the future, I won't leave you.

6. Adjective/adverb + as/though + clause

Late though it was, I had to talk to him.

Much as she likes him, she doesn't trust him.

Hard as I tried, I couldn't change his mind.

Tired though he was, he went to meet her at the bus stop.

Cold as the weather was, we enjoyed walking the dog.

36. Choose the correct option.

1. He wasn't weak; _____, he joined a gym.

a) despite	c) however
b) although	d) nevertheless

2. She had millions of dollars. She went to work,_____.

a) despite	c) though
b) although	d) nevertheless

3. _____ they were poor, they refused to work more.

a) Despite	c) However
b) Although	d) Nevertheless

4. In spite of _____ afraid of snakes, she took a risk going through the forest.

a) she was	c) she is
b) she had been	d) being

5. _____ the boy was hungry, he refused to eat what he disliked.

a) Even though	c) Nonetheless
b) Though	d) However

6. She knew English well. She joined the lessons, _____.

a) still	c) even though
b) though	d) although

7. Despite _____, he continued working.

a) he has been tired	c) he had been tired
b) he was tired	d) being

Clauses of place

Clauses of place are introduced with where, wherever, as far as, as high as, as low as, as near as, etc.			
where wherever as high as as low as as far as as near as	+present tense/may	present/future reference	<i>No matter where I go, I always bump into someone I know.</i>
	+ past tense/ might	past reference	<i>The dog went wherever I did.</i>

37. Choose the correct option.

1. Wherever you _____, whatever you _____, I will be right here waiting for you.

a) go, will do	c) will go, will do
b) will go, do	d) go, do

2. _____ I know, that guy is good at physics.

a) As near as	c) As low as
b) As far as	d) As high as

3. I need to go where he _____.

a) going	c) doing
b) does	d) did

4. No matter where she _____, everybody recognized her.

a) appears	c) appeared
b) might have appeared	d) may have appeared

5. Whatever _____, I will leave it all to chance.

a) happened	c) happening
b) happens	d) is happening

Try your hand at non-place clauses with -ever words

6. Whichever question she _____, I know all answers.

a) may ask	c) will ask
b) asked	d) has asked

7. However strange it _____, but he is not lying.

a) might seem	c) may seem
b) seemed	d) can seem

Check your knowledge of clauses

38. Choose the correct option.

1. _____ she was tired, she managed to deliver a lesson successfully.

a) Though	c) However
b) Although	d) When

2. Turn on your camera _____ we can see you.

a) in order	c) so that
b) that	d) so to

3. Whenever I _____, she was always in a bad mood.

a) come	c) comes
b) will come	d) came

4. It is a tool _____ fixing engines.

a) to	c) so that
b) for	d) in order to

5. I will go there provided you _____ with me.

a) go	c) have gone
b) will go	d) have been going

6. Whenever the police _____, it was too late.

a) arrives	c) arrived
b) had arrived	d) arrival

7. Please go home _____ be in safety.

a) so that	c) in order to
b) in order that	d) for

Unit 3. Subject-predicate agreement

The term in the title means that the verb-predicate agrees with the subject in number and person.

*Our only guide **was** the stars.*

*The stars **were** our only guide.*

The verb-predicate is used in the singular if the subject is expressed by:

1. An infinitive or infinitives:

*To labour in peace **was** all he sought.*

*To love and to be loved **was** his dream.*

2. A clause:

*How you persuaded them **is** beyond my understanding.*

*Where you found them **does** not concern us.*

Note: If by two clauses, the plural predicate is used.

*What I say and what I do **are** my own affair.*

3. A numerical expression of arithmetic calculation (addition, subtraction, division):

*Two and five **is** seven. Ten minus two **is** eight.*

*Twenty divided by five **equals** four.*

Note: Multiplication presents an exception as the verb may be in the singular or in the plural.

*Twice ten **is/are** twenty.*

4. The word-group “**many a + noun**”:

*Many a lie **has** been told.*

5. With *here-there* constructions followed by subjects of different number, the verb-predicate agrees with the first subject:

*Here **is** Tom and James.*

*There **was** a young woman and two children in the yard.*

*There **were** two children and a young woman in the yard.*

6. Plural words and phrases count as singular if they are used as names, titles, quotations, etc.:

“*Senior Citizens*” **means** people over sixty.

Note: The titles of some works which are collections of stories, etc., however, can be singular or plural:

The Canterbury Tales **exist/exists** in many manuscripts.

Pronouns as Subjects

1. Indefinite pronouns (*somebody, someone, anybody, something, anything*); universal pronouns (*everybody, everyone, everything, each*); negative pronouns (*nobody, no one, neither, etc.*) have a singular predicate:

Everyone **thinks** he has the answer.

There **was** nothing to attract our attention.

Nobody **has** come except him.

However the negative pronoun *none* may have a singular or a plural verb-predicate, it depends whether one person is meant or more than one:

None of us **understands/understand** it.

2. Interrogative pronouns *who, what* have a singular verb-predicate:

Who **is** this man? *What* **is** there?

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

Who **are** with him? *Who* **have** agreed to act?

3. If the subject is expressed by a relative pronoun (*who, which, that*) the verb-predicate agrees with its antecedent:

It is **I** *who* **am** wrong. *It is* **you** *who* **are** wrong.

You are the **one** *who* **is** wrong. *I don't know* the **boys** *who* **live** next door.

Shish Kebab is one of those **dishes**, *which* **have** to be cooked outdoors.

4. The universal pronoun *both* has a plural predicate:

Which of the books are yours? *Both* **are** mine.

5. The pronoun *all* in the sense “yce” has a singular verb, while *all* in the sense *yci* has a plural verb:

All **is** well that ends well.

All **were** ready by that time.

Agreement with Homogeneous Subjects

1. A plural verb-predicate is used with homogeneous subjects connected by the conjunction *and*:

*John and Peter **are** my friends.*

Note 1: If coordinated nouns refer to one person or thing, a singular verb-predicate is used:

*The bread and butter **was** wholesome food.*

*The secretary and typist **is** in the office.*

If the article is repeated, two persons or objects are meant, and a plural verb-predicate is used:

*The bread and the butter **are** on the table.*

*The secretary and the typist **are** in the office.*

Note 2: If a singular subject is modified by two or more attributes connected by *and*, a singular verb-predicate is used, when one person or object is meant:

*A black and white kitten **was** lying on the sofa.*

But if the attributes modify different persons or objects, the verb is in the plural and the article is repeated:

*A black and a white kitten **were** lying on the sofa.*

But uncountables have no articles:

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

*In modern hotels hot and cold water **are** supplied in every room.*

2. With homogeneous subjects connected by the conjunctions *not only ... but also*, *either ... or*, *or*, *neither ... nor* the verb predicate agrees with the nearest subject:

*Not only my brother but also my parents **were** present there.*

*Either your brakes or your eyesight **is** at fault.*

*Neither you nor I **am** ready for the trip.*

3. With homogeneous subjects connected by the conjunctions *as well as*, *rather than*, *as much as*, *more than*, *with* (or *together with*) the verb-predicate agrees with the first subject:

*The manager as well as/ rather than/ more than/ as much as/ the members of the firm **is** responsible for the present situation.*

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

*A woman with her children **was** sitting under the tree.*

*The students together with their teacher **are** in favour of the plan.*

39. Choose the correct option.

1. My favorite food _____ pasta.

a) was	c) are
b) were	d) is

2. Both Michael and John _____ first-year students.

a) is	c) has
b) are	d) was

3. His friend and his girlfriend _____ present at his performance yesterday.

a) is	c) was
b) are	d) were

4. Neither the teacher nor the students _____ surprised at that moment.

a) was	c) have
b) has	d) were

5. Either Volodymyr or Andrii _____ take part in the conference.

a) is	c) has to
b) are	d) have to

6. This worker, accompanied by his colleagues, _____ learning the rules now.

a) is	c) were
b) are	d) was

7. John, along with his girlfriend, _____ done the task yet.

a) has	c) hasn't
b) have	d) haven't

8. Jimmy, together with his friends, _____ for 4 hours.

a) had been walking	c) has been walking
b) will have been walking	d) have been walking

9. The committee _____ different viewpoints of this problem.

a) is	c) are
b) has	d) have

10. Physics _____ necessary for everyone to study.

a) was	c) is
b) were	d) are

40. Choose the correct option.

1. The United Nations _____ responsible for keeping the world in peace.

a) has	c) have
b) is	d) are

2. The Netherlands _____ a wonderful country.

a) is	c) was
b) are	d) were

3. Everyone _____ dissatisfied with the results of the match.

a) is	c) has
b) are	d) have

4. Someone _____ answer this question.

a) is	c) have to
b) are	d) has to

5. No one _____ any idea what to do.

a) is	c) has
b) are	d) have

6. Neither of them _____ the truth.

a) know	c) known
b) knows	d) knowing

7. _____ anybody _____ a spare pen?

a) Does, has	c) Does, have
b) Do, have	d) Do, has

8. Either of them _____ do the task.

a) has to	c) is having to
b) have to	d) are having to

9. The United States _____ a federation.

a) have	c) is
b) were	d) are

10. Both of them _____ correct.

a) are	c) has
b) is	d) have

41. Choose the correct option.

1. Several of her groupmates _____ present at the double period yesterday.

a) was	c) has been
b) were	d) have been

2. Few of us _____ able to lift that weight.

a) is	c) has
b) are	d) was

3. His friends, as well as he, _____ amazed at the show yesterday.

a) was	c) has been
b) were	d) have been

4. My friend and I _____ a project now.

a) are doing	c) has been doing
b) am doing	d) have been doing

5. She and he _____ a couple.

a) are	c) is being
b) is	d) being

6. Most of it _____ widely known.

a) is	c) has
b) are	d) have

7. There _____ a cake, a cup of coffee and a teaspoon on the table.

a) is	c) is being
b) are	d) is having

8. Jacob with his mate _____ outside now.

a) are	c) is
b) was	d) has been

9. The family _____ at the round table discussing the issue now.

a) is sitting	c) has sitting
b) are sitting	d) have been sitting

10. My family _____ happy when the news was announced.

a) was	c) had been
b) were	d) have been

Unit 4. Word order. Inversion.

We use inversion in several different situations in English. Inversion just means putting the verb before the subject. We usually do it in question forms:

Normal sentence: You are tired. (The subject is 'you'. It's before the verb 'are'.)

Question form: Are you tired? (The verb 'are' is before the subject 'you'. They have changed places. This is called inversion.)

In most English verb tenses, when we want to use inversion, we just move the verb to before the subject. If there's more than one verb, because a verb tense has auxiliary verbs for example, we move the first verb.

With two verb tenses where we just change the places of the verb and subject:

Present simple with 'be': am I / are you / is he

Past simple with 'be': were you / was she

With other verbs tenses, we change the place of the subject and the auxiliary verb (the first auxiliary verb if there is more than one). We don't move the other parts of the verb:

Present continuous: am I going / are you going

Past continuous: was he going / were they going

Present perfect: have we gone / has she gone

Present perfect continuous: has she been going / have they been going

Past perfect: had you gone

Past perfect continuous: had he been going

Future simple: will they go

Future continuous: will you be going

Future perfect: will they have gone

Future perfect continuous: will she have been going

Modal verbs: should I go / would you go

There are two tenses where we need to add 'do / does / did' to make the question form. We also need to change the main verb back to the infinitive. This is usually still called inversion.

Present simple with any verb except 'be' (add 'do' or 'does'): do you go / does he go

Past simple with any verb except 'be' (add 'did'): did we go / did they go

When do we use inversion? Of course, we use inversion in questions. But we also sometimes use inversion in other cases, when we are not making a question.

1. When we use a negative adverb or adverb phrase at the beginning of the sentence.

Usually, we put the expression at the beginning of the sentence to emphasise what we're saying. It makes our sentence sound surprising or striking or unusual. It also sounds quite formal. If you don't want to give this impression, you can put the negative expression later in the sentence in the normal way:

Seldom have I seen such beautiful work.

('Seldom' is at the beginning, so we use inversion. This sentence emphasizes what beautiful work it is.)

I have seldom seen such beautiful work.

('Seldom' is in the normal place, so we don't use inversion. This is a normal sentence with no special emphasis.)

Here are some negative adverbs and adverb phrases that we often use with inversion:

Hardly Hardly had I got into bed when the telephone rang.

Never Never had she seen such a beautiful sight before.

Seldom Seldom do we see such an amazing display of dance.

Rarely Rarely will you hear such beautiful music.

Only then Only then did I understand why the tragedy had happened.

Not only ... but Not only does he love chocolate and sweets but he also smokes.

No sooner No sooner had we arrived home than the police rang the doorbell.

Scarcely	Scarcely had I got off the bus when it crashed into the back of a car.
Only later	Only later did she really think about the situation.
Nowhere	Nowhere have I ever had such bad service.
Little	Little did he know!
Only in this way	Only in this way could John earn enough money to survive.
In no way	In no way do I agree with what you're saying.
On no account	On no account should you do anything without asking me first.

In the following expressions, the inversion comes in the second part of the sentence:

Not until	Not until I saw John with my own eyes did I really believe he was safe.
Not since	Not since Lucy left college had she had such a wonderful time.
Only after	Only after I'd seen her flat did I understand why she wanted to live there.
Only when	Only when we'd all arrived home did I feel calm.
Only by	Only by working extremely hard could we afford to eat.

In the following expressions, the inversion comes in the second part of the sentence:

Not until	Not until I saw John with my own eyes did I really believe he was safe.
Not since	Not since Lucy left college had she had such a wonderful time.
Only after	Only after I'd seen her flat did I understand why she wanted to live there.
Only when	Only when we'd all arrived home did I feel calm.

Only by Only by working extremely hard could we afford to eat.

We only use inversion when the adverb modifies the whole phrase and not when it modifies the noun: Hardly anyone passed the exam. (No inversion.)

2. We can use inversion instead of 'if' in conditionals with 'had' 'were' and 'should'. This is quite formal:

Normal conditional: If I had been there, this problem wouldn't have happened.

Conditional with inversion: Had I been there, this problem wouldn't have happened.

Normal conditional: If we had arrived sooner, we could have prevented this tragedy!

Conditional with inversion: Had we arrived sooner, we could have prevented this tragedy!

3. We can use inversion if we put an adverbial expression of place at the beginning on the sentence. This is also quite formal or literary:

On the table was all the money we had lost. (Normal sentence: All the money we had lost was on the table.)

Round the corner came the knights. (Normal sentence: The knights came round the corner.)

4. We can use inversion after 'so + adjective...that':

So beautiful was the girl that nobody could talk of anything else. (Normal sentence: the girl was so beautiful that nobody could talk of anything else.)

So delicious was the food that we ate every last bite. (Normal sentence: the food was so delicious that we ate every last bite.)

42. Arrange the words in the correct order.

1. Is, milk, made, cream, from.

2. Milk, by, is, cows, made.

3. The restaurant, Julia, breakfast, at, has.

4. Has, salt, taste, bitter, a.

5. The, flower, is, beautiful, chamomile, a.

6. September, we, mushrooms, gathered, last.

7. will, cinema, come, to, me, the, with, she.

8. The, was, town, today, in, tram, time.

9. and, night, is, quiet, amazing, the.

10. clever, I, student, know, Mary, is, a, very, that.

43. Arrange the words in the correct order.

1. Does, live, where , she ?

2. Best, come, yet, to, the, is.

3. am, I, if, lives, she, interested, from, in, college, far, the.

4. Never, never, say.

5. Kostenko, prominent, is, poetess, Lina, a.

6. Churai, a, is, surname, Ukrainian.

7. have, the, will, project, by, done, been, Friday,.

8. says, one, he, opera likes, that.

9. C#, programming, is, language, a.

10. would, find, I, like, doesn't, she, with, come, me, to, out, to, want.

44. Choose the correct option.

1. Under no circumstances _____ to be late on the day of diploma defense

a) you are allowed	c) allowed you are
b) are you allowed	d) are allowed you

2. Not since 2005 _____ so many awards.

a) anyone has been given	c) has anyone been given
b) given has been anyone	d) been anyone given

3. Not until mother comes home _____ having dinner.

a) we will start	c) will start we
b) start will we	d) will we start

4. Little _____ that there would be a war.

a) did he know	c) he knew
b) did he knew	d) knew he

5. At no time _____ my belongings.

a) you can take	c) you take can
b) can you take	d) can take you

6. No sooner _____ than the performance began.

a) she had come	c) did she come
b) had come she	d) had she come

7. Never before _____ such happiness.

a) has felt Oleh	c) has Oleh felt
b) has Oleh feeling	d) did Oleh felt

8. Never in his life _____ a more charming lady.

a) had he seen	c) he had seen
b) had seen he	d) seen

9. No only _____ over his workplace, but he also damaged my computer.

a) he spilt milk	c) did he milk spill
b) did he spilt milk	d) did he spill milk

10. At no time _____ that her mother would come round.

a) did he said	c) he did say
b) did he say	d) did

45. Choose the correct option.

1. Seldom _____ how repelling your rudeness is.

a) do you realize	c) does
b) does you realize	d) you realize

2. Hardly _____ out when the phone rang.

a) did I go	c) will I go
b) had I gone	d) will I have been going

3. Only when Jane arrived at the airport _____ that she had missed her flight.

a) did she notice	c) she noticed
b) did notice she	d) did

4. Under no circumstances _____ him deceive the teachers.

a) should we helped	c) should help we
b) should we help	d) we

5. Only after the boy went away _____ his name.

a) did remember the girl	c) did the girl remember
b) did the girl remembered	d) the

6. That guy is always late for classes. _____.

a) So his friend is.	c) Or is his friend.
b) So is friend his.	d) So is his friend.

7. So wonderful _____ I gave them to her.

a) the flowers were that	c) the flowers were so
b) were that the flowers	d) were the flowers that

8. Little _____ about that car.

a) have heard I	c) have I heard
b) have I hear	d) did I heard

Unit 5. Punctuation

Full stop [.]

The full stop is used:

- to indicate the end of a grammatically complete sentence.

She usually finishes work at 6 o'clock.

- in direct speech, to indicate the end of a spoken sentence.

He said "I will manage to come in time."

BUT If a reporting expression follows direct speech, we put a comma.

"I'll try again," he said.

Note

In modern British English, abbreviations tend to be written without full stops.

Mr, Ltd, kg, MA, USA.

Question Mark [?]

The question mark is used:

- at the end of a direct question – *What's the time?*
- at the end of question tags – *You have finished, haven't you?*

Note

We do not use question marks after indirect questions.

He asked what time it was.

Exclamation Mark [!]

The exclamation mark is used:

- at the end of an exclamatory sentence, to emphasize surprise, horror or delight.

I can hardly believe it.

Comma [,]

The comma is used:

- to separate items in a list of nouns, adjectives or adverbs
She answered the question carefully, thoughtfully, accurately and appropriately.
- to separate main clauses which describe consecutive actions
He stormed out of the room, slammed the door behind him and left the class speechless.
- after a subordinate clause which precedes the main clause
When we first arrived in the country, we found many things strange and intimidating.
BUT *We'll tell him what you said if we see him.* (The main clause precedes the subordinate clause)
- before and after a non-defining relative clause
This grammar book, which was published last year, is one of the best I've ever used.
- to separate an introductory word or phrase from the main part of the sentence
To be honest, we're not sure yet of the possible results.
- after Yes or No at the beginning of a sentence
No, you don't know where your glasses are.
- before and after introductory verbs in direct speech
"I've got a lot of work to do," she said, "so I'd better go home now."
The girl said, "I seem to have lost my purse".
- before question tags
You'll give me a lift, won't you?

- to keep the word order in a sentence when expressions or words interrupt its normal progression

The distance learning university, believe it or not, has issued many fake certificates.

Colon [:]

The colon is used:

- before words or phrases which refer back to the statement preceding the colon and give more information

The treatment was a complete success: all traces of the disease were eradicated.

ALSO a semi-colon or a full stop can be used here, instead of a colon.

- to introduce a list of items (which might be complete sentences in themselves)

If you go trekking in these regions, the following items are essential: a torch, a first-aid kit and a compass.

- to introduce a quotation

Whenever I go through customs at an airport I am always tempted to repeat Oscar Wilde's classic comment:

"I have nothing to declare except my genius."

- when direct speech is introduced by a name or a short phrase (as in the text of a play)

Here's a line of Shakespeare's "Othello": "one that loved not wisely, but not too well..."

- before capitals if a colon is followed by several complete sentences

This can be done if you proceed as follows: First, you plug your guitar into the amplifier. Second, you make sure that the red lamp is on while...

Capital Letters

A capital letter is used:

- for the first letter of the first word of a sentence

People tend to like foreign languages.

- for the first of the first word in direct speech, immediately after the opening quotation marks

“Where has she been?” they asked.

They asked, “Where have you been?”

- for the personal pronoun **I**

I don’t think I’ll come with you.

- for the first letter of proper nouns such as the names of people, countries, towns, days of the week, months, holidays, peoples, titles.

On Wednesday, Mary and Peter went to Oxford street in London to buy some Christmas gifts for the family and Mrs. Smith.

- for languages and adjectives of nationality

We stayed in a Swiss town while we were doing a short summer course in French.

- for the first letter of the more important words in the titles of books, films, plays, newspapers, magazines, hotels, etc

Our professor told us to read “The Rise and Fall of the Roman Empire” during the summer holidays.

- for some abbreviations

NATO (North Atlantic Treaty Organization)

BBC (British Broadcasting Corporation)

BUT Mr, Mrs, Ltd.

Dash [–]

The dash is used:

- in informal English , in the same way as colons and semi-colons , i.e to separate a word or phrase which is independent of the rest of the sentence; it may precede a comment, a definition or conclusion, emphasize the words which follow, or introduce an afterthought

Anger, fear, frustration, disappointment – a whole array of emotions appeared on his face.

Despite all his assets – and they were considerable – his business enterprise failed.

We are flying on Tuesday evening – at least, I hope so.

- to show an interruption in speech

“But Sarah, I thought you said –”, Jane began, then stopped abruptly.

Apostrophe [‘]

The apostrophe is used:

- where letters are omitted in contracted forms: isn’t, I’m, didn’t, I’ll
- to denote possession
 - a) in singular noun, before the possessive –s: *the man’s car.*
 - b) in plural nouns, after the plural –s: *the teacher’s salaries, the nurses’ demands*
 - c) in irregular plurals before –s : *men’s clothing, women’s voices, children’s interests*
- with certain words showing time duration:
 - a) in the singular: *an hour’s journey, a month’s salary*
 - b) in the plural: *five hours’ journey, two hours’ wait.*
- in special plurals:
 - a) in plural form of words which do not usually have plurals:

The new employees were given a list of the do’s and don’ts.

- in plurals of letters: *I can't make out his r's and v's*
BUT No longer acceptable to use apostrophe for plurals
CD's is WRONG

Quotation Marks/ Inverted Commas [“”]
--

Quotation marks are used:

- to indicate direct speech , at the beginning and end of the word spoken
“I can hardly understand it.”
- before and after titles of books, films, plays, newspapers and other special names
Her performance in “Taras Bulba” was amazing.
She was reading a Lina Kostenko novel called “Marusia Churai” on the train.
- to indicate irony or suggest figurative use
We walked up the “grand” staircase, which was, in fact, in a sad state of despair.
The island population has recently “exploded”.
- for quotations inside quotations, we use double quotation marks inside single (or single inside double)
She said ‘It’s a case of “he who laughs last, laughs longest” if you ask me’.

Notes

- a) A comma precedes or ends direct speech.
She said, “We’ll tell you later.”
- b) Question marks or exclamation marks referring to the direct speech are placed inside the quotation marks.
“What a tremendous achievement!” he exclaimed.
“When are you leaving” he asked.

Hyphen [-]

The hyphen is used:

- in some compound nouns: dining-room, air-conditioning; hyphens are becoming less common in modern English and it is usually acceptable to write the two words separately: *address book*, *health center* while some combinations can be written in three ways i.e. with a hyphen, a space between the words or a single lexical item: *school-bag*, *schoolbag*, *school bag*.
- in some compound adjectives (the second part is usually a participle): *broad-shouldered*, *smartly-dressed*, *home-made*.
- to link a prefix with a noun or adjective: *pre-war*, *anti-American*, *post-Victorian*.
- in numbers between tens and units: *thirty-six*, *three hundred and twenty-nine*
- when expressions of measurement, amount or quantity are used as adjectives before a noun: *a four-mile walk*, *a three-hour lecture*.

Semi-colon [;]

The semi-colon is used:

- to separate long parts of a sentence, each one of which is a complete clause on its own, but whose meanings are closely connected. It shows a pause which is longer than a comma but shorter than a full stop.
Some people considered him the best singer of his generation; others believed he never quite lived up to his early promise.

Parentheses/Brackets [()]

The brackets are used:

- to separate additional information or a comment from the rest of the sentence
The old Odeon cinema (where I saw the first Elvis Presley film) still stands on the corner of the street.

ALSO commas can be used here instead of brackets, which is preferable in formal writing.

46. Punctuate the following sentences.

1. next saturday hes going to england to help his uncle who is an architect to make up a draft
2. dont use that pen use the one lying on the shelf
3. i visited a lot of cities in ukraine kyiv kharkiv odesa mykolaiv
4. you should use less make-up im afraid said the director to the actress you have to look more natural
5. she couldnt believe her eyes when she opened the door of the office paper books pens pencils all the things were lying on the floor
6. i see its awful said my friend but whether or not we will cope with everything
7. my mummys cookies are tasty ive always told shed become famous if she treated other people with them but she refuses
8. there were many troubles he had to face while going to his grannys place

47. Punctuate the following sentences.

1. have you read l v kostenkos well known novel marusia churai
2. whenever i pass by this shop which is unavoidable on my way the salesman always says hello to me
3. try your hand at this task said the teacher im sure it will be easy for you
4. when he asked her about how things were going she shout at him never ask me this
5. her husband who is dean at the engineering faculty is good at higher math
6. if the weather is warmer tomorrow i will go out
7. she will also go out if the weather gets warmer
8. ill not go out if it is still freezing cold said tim

KEYS TO THE EXERCISES

Ex.1

1	2	3	4	5	6	7	8	9	10
Excl.	Inter.	Imper.	Decl.	Inter.	Decl.	Decl.	Imper.	Decl.	Excl.

Ex. 2

1	2	3	4	5	6	7	8	9	10
Excl.	Inter.	Imper.	Decl.	Inter.	Decl.	Decl.	Imper.	Decl.	Excl.

Ex.3

1	2	3	4	5	6	7	8	9
Disj.	Spec.	Spec.	Disj.	Alt.	Spec.	Gen.	Spec.	Gen.

Ex.4

1	2	3	4	5	6	7	8	9	10
Spec.	Disj.	Alt.	Spec.	Spec.	Gen.	Gen.	Alt.	Gen.	Gen.

Ex.5

1	2	3	4	5	6	7	8	9
Two-m.C.	1) Two-m.C 2) Two-m.E. 3) Two-m.E 4) Two-m.E, Two-m.C.	1)Two-m.C 2) Two-m.E 3) Two-m.C	One-m.	Two-m.C	1) Two-m.C 2) One-m.	One-m.	Two-m.C	One-m

Ex.6

1	2	3	4	5	6	7	8	9
One-m.	1) Two-m.C 2) Two-m.C 3) One-m.	1) Two-m.C 2) One-m	Two-m.C.	Two-m.E.	1) Two-m.E 2) One-m.	1)Two-m.C. 2) One-m.	One-m.	1) Two-m.C. 2) Two-m.E. 3) Two-m.E.

Ex.7

1	2	3	4	5	6	7	8	9	10
Pers. pron.	A group of words	Quot.	Gerund	Inf.phrase	Pers.pron.	Subs. adj.	Pers.pron	Pron. 'it' as an introductory subject.	Gerund.phrase

11	12	13	14	15	16	17	18	19
Interog. pron.	Adj.	Dummy Subj.	Introd. it, pers.pron	Subs. participle	Dummy Subj.	Gerund. phrase	Adj.	A group of words

Ex.8

1	2	3	4	5	6	7	8	9	10
Card. num.	Dummy subj.	Noun, pers.pron.	Pers. pron.	Interog. pron.	Indef. pron.	Negative pron.	Pos.pron in the absolute form	Noun	Interog. pron.

Ex.9

1	2	3	4	5	6	7	8	9
Quot.group	Noun in the pos.case	Noun	Noun	Dummy subj.	Interj.	Gerund. phrase	Inf., pers. pron.	Imper. 'it'

Ex.10

1	2	3	4	5	6	7	8	9	10
Introd.	Impers.	Impers.	Introd.	Notional subject	Introd.	Emphatic	Impers.	Notional subject	Impers.
11				12			13		
Notional subject				Impers			Introd.		

Ex.11

1	2	3	4	5	6	7	8	9
Emphatic	Introd.	Notional subj.	Emphatic	Emphatic	Notional subj.	Notional subj.	Notional subj.	Emphatic

10	11	12
Introd.	Impers.	Notional subj

Ex.12

1	2	3	4	5	6	7	8	9
L	L	N	N	L	N	L	L	L

Ex.13

1	2	3	4	5	6	7	8	9
L	N	N	L	L	N	L	N	L

Ex.14

1. Kindness <u>is</u> a great <u>thing</u> that <i>makes</i> the world beautiful.	<u>Compound nominal predicate, simple verbal predicate.</u>
2. She <u>has to take</u> those pills in the morning.	<u>Compound verbal modal predicate</u>
3. I <u>am sure</u> that he <i>will do</i> the task.	<u>Compound nominal predicate, simple verbal predicate.</u>
4. She <u>grew hungry</u> , so she <i>went</i> to the local store to buy something to eat.	<u>Compound nominal predicate, simple verbal.</u>
5. One <u>cannot know</u> their future.	<u>Compound verbal modal predicate.</u>
6. The room <u>is full</u> of toys, but you <i>don't have to</i> put them away.	<u>Compound nominal predicate, compound verbal modal predicate.</u>
7. Today he <u>might be given</u> another order.	<u>Compound verbal modal predicate.</u>
8. This girl <u>has</u> a beautiful smile.	<u>Simple verbal predicate.</u>
9. Liza <u>is</u> a kind <u>girl</u> and everyone <i>notices</i> it when they meet her.	<u>Compound nominal predicate, simple verbal predicate, simple verbal predicate.</u>
10. There <u>is</u> a table in the room.	<u>Simple verbal predicate.</u>

Ex.15

1. She <u>should finish working</u> on the project by the end of the week.	<u>Compound modal aspect predicate.</u>
2. George, <u>trying</u> to escape?	<u>Simple nominal predicate.</u>

3. The child <u>gave</u> such a loud <u>cry</u> that it <i>was possible</i> to hear from 0.5 km.	<u>Phraseological predicate</u> , <i>compound nominal predicate.</i>
4. She, <u>being</u> rude? I <i>can't believe</i> it, she is such a polite girl .	<u>Simple nominal predicate</u> , <i>compound verbal modal predicate</i> , compound nominal predicate.
5. They <u>got rid of</u> that old computer as it <i>didn't work</i> properly.	<u>Phraseological predicate</u> , <i>simple verbal predicate.</i>
6. She usually <u>has a snack</u> at 11 a.m.	<u>Phraseological predicate.</u>
7. James <u>wants to go</u> out with her.	<u>Compound verbal modal predicate.</u>
8. We <u>will begin digging</u> in the garden in 3 minutes.	<u>Compound verbal aspect predicate.</u>
9. The meal <u>tastes good</u> .	<u>Compound nominal predicate.</u>
10. He <u>ceased to be</u> Anakin Skywalker and <i>became</i> Darth Vader.	<u>Compound verbal aspect predicate</u> , <i>simple verbal predicate.</i>

Ex.16

1. Jenny <u>looks nice</u> in that dress, she <i>is so pretty</i> .	<u>Compound nominal predicate</u> , <i>compound nominal predicate.</i>
2. The plan <u>sounds great</u> , <i>can I share</i> it with her?	<u>Compound nominal predicate</u> , <i>compound verbal modal predicate.</i>
3. <u>Did you ever think</u> that we <i>could be so close</i> like brothers?	<u>Simple verbal predicate</u> , <i>compound nominal modal predicate.</i>
4. How <u>can he be a teacher</u> if he <i>is a psychologist</i> ?	<u>Compound nominal modal predicate</u> , <i>compound nominal predicate.</i>
5. That drink <u>tastes bitter</u> , I <i>will not drink it</i> .	<u>Compound nominal predicate</u> , <i>simple verbal predicate.</i>
6. John <u>kept on arguing</u> , however he <i>knew</i> that his opponent was right .	<u>Compound verbal aspect predicate</u> , <i>simple verbal predicate</i> , compound nominal predicate.
7. On hearing that his daughter <u>played truant</u> , Alex <i>went angry</i> .	<u>Phraseological predicate</u> , <i>compound nominal predicate.</i>
8. She <u>seems exhausted</u> , I <i>should help</i> her with the rest of the chores.	<u>Compound nominal predicate</u> , <i>compound verbal modal predicate.</i>
9. I <u>am waiting</u> for Lucy, we <i>are to meet</i> at 6 p.m.	<u>Simple verbal predicate</u> , <i>compound verbal modal predicate.</i>
10. This place <u>began to be a second home</u> for him, he <i>didn't want to leave</i> it	<u>Compound aspect nominal predicate</u> , <i>compound verbal modal predicate.</i>

Ex.17

1. My favorite activity is <u>singing</u> .	<u>Subjective predicative</u> .
2. Henceforth, call me <u>your friend</u> .	<u>Objective predicative</u> .
3. They made the coffee <u>tasty</u> .	<u>Objective predicative</u> .
4. They nicknamed John <u>fatty</u> as he wasn't <i>slim</i> .	<u>Objective predicative</u> , <i>subjective predicative</i> .
5. She is <u>smart</u> , I am <i>surprised</i> why the teacher considered her stupid .	<u>Subjective predicative</u> , <i>subjective predicative</i> , objective predicative .
6. The dish smells <u>nice</u> , I'd even call the cook a <i>genius</i> .	<u>Subjective predicative</u> , <i>objective predicative</i> .
7. Alex is a good <u>worker</u> , he painted my walls <i>blue and yellow</i> so that they will have the colours of the Ukrainian flag.	<u>Subjective predicative</u> , <i>objective predicative</i> .
8. She feels <u>unhappy</u> , because she has to do not her work.	<u>Subjective predicative</u> .

Ex.18

1. The American people elected Mr. Biden <u>the President</u> of the US in 2020.	<u>Objective predicative</u> .
2. I am <u>fine</u> because I have already recovered from the Covid-19.	<u>Subjective predicative</u> .
3. The chairman appointed her the senior developer.	<u>Objective predicative</u> .
4. It was <u>he</u> who recommended me this soup.	<u>Subjective predicative</u> .
5. We should remain <u>silent</u> and keep this story <i>secret</i> .	<u>Subjective predicative</u> , <i>objective predicative</i> .
6. This power is considered to be <u>unnatural</u> .	<u>Subjective predicative</u> .
7. She accidentally got the floor <u>dirty</u> .	<u>Objective predicative</u> .
8. I find this task <u>difficult</u> .	<u>Objective predicative</u> .

Ex.19

1. This factory produces <u>slippers</u> .	<u>Direct object</u> .
2. He has lived a <u>happy life</u> .	<u>Cognate object</u> .

3. It was he who recommended <u>me this soup</u> .	<u>Indirect object</u> , <i>direct object</i> .
4. She saw <u>him</u> yesterday.	<u>Direct object</u> .
5. He decided <u>to leave the house</u> .	<u>Direct object</u> , <i>direct object</i> .
6. I need <u>his advice</u> .	<u>Direct object</u> .
7. Thank you <u>for your work</u> .	<u>Indirect object</u> .
8. She smiled <u>a bright smile at me</u> and I was happy.	<u>Cognate object</u> , <i>indirect object</i> .
9. Michael gave <u>a pen to Mary</u> .	<u>Direct object</u> , <i>indirect object</i> .
10. I moved <u>my hand</u> and looked <u>at the teacher</u> .	<u>Direct object</u> , <i>indirect object</i> .

Ex.20

1. I was let in <u>with the boarding pass</u> .	<u>Indirect object</u> .
2. She has written <u>a letter to his boyfriend</u> .	<u>Direct object</u> , <i>indirect object</i> .
3. The student raised <u>his hand</u> .	<u>Direct object</u> .
4. She has always dreamt such <u>dreams</u> that no one could fulfil.	<u>Cognate object</u> .
5. I have found <u>a bunch of flowers</u> lying on the ground.	<u>Direct object</u> .
6. The teacher asked <u>the student his name</u> .	<u>Direct object</u> , <i>direct object</i> .
7. Are you aware <u>of the rules</u> that you should keep to?	<u>Indirect object</u> .
8. Don't leave <u>me</u> alone.	<u>Direct object</u> .
9. I saw <u>him come</u> home.	<u>Complex object</u> .
10. The professor explained <u>the topic to us</u> .	<u>Direct object</u> , <i>indirect object</i> .

Ex.21

1. He wanted <u>me to respond quickly</u> .	<u>Complex object</u> .
2. I saw <u>him enter the house</u> and put <u>the book</u> on the shelf.	<u>Complex object</u> , <i>direct object</i> .
3. You must decide how you want to <u>live your life</u> .	<u>Direct object</u> , <i>cognate object</i> .
4. <u>What</u> does she have there?	<u>Direct object</u> .
5. He painted <u>the wall with the brush</u> .	<u>Direct object</u> , <i>indirect object</i> .
6. She finds <u>the task</u> uneasy.	<u>Direct object</u> .

7. She knew <u>nothing</u> <i>about it</i> .	<u>Direct object, indirect object.</u>
8. Let <u>him</u> go, now!	<u>Direct object.</u>
9. He couldn't know <u>what to do</u> in such a situation.	<u>Direct object.</u>

Ex.22

1. The <u>second day's</u> conference was really interesting.	<u>Ordinal numeral + noun in the possessive case.</u>
2. <u>His</u> trip <i>from Kharkiv to Poltava</i> proved successful.	<u>Demonstrative pronoun, prepositional nominal phrase.</u>
3. John was the first <u>to answer</u> .	<u>Infinitive.</u>
4. The <u>four</u> women met by accident and became friends.	<u>Cardinal numeral.</u>
5. Mike is a friend <u>of mine</u> .	<u>Construction with a possessive pronoun in the absolute form.</u>
6. She has <u>some</u> news for us.	<u>Defining pronoun.</u>
7. The phone call <u>from Peter</u> made Mary happy.	<u>Prepositional nominal phrase.</u>
8. Johnny Depp is a <u>great</u> actor.	<u>Adjective.</u>
9. The neighbours <u>above</u> are very noisy.	<u>Adverb.</u>
10. She was amazed at the rain <u>falling down from the sky</u> .	<u>Participial phrase.</u>

Ex.23

1. I have never seen such a <u>beautiful</u> girl.	<u>Adjective.</u>
2. There is a possibility <u>of being Michael not far from here</u> .	<u>Gerundial phrase.</u>
3. <u>This</u> <i>never-to-be-forgotten</i> evening will remain in my heart.	<u>Demonstrative pronoun, quote.</u>
4. <u>Lora's</u> dissatisfaction was connected with the mark <i>from her college</i> .	<u>Noun in the possessive case, prepositional nominal phrase.</u>
5. <u>That</u> guy seems suspicious, let's lock the door.	<u>Demonstrative pronoun.</u>
6. <u>What</u> sort of books do you prefer?	<u>Interrogative pronoun.</u>
7. She was a <u>clever</u> girl.	<u>Adjective.</u>
8. <u>Her</u> excitement was visible to everyone around.	<u>Possessive pronoun.</u>

9. The <u>city</u> school costs more than the <u>countryside</u> one.	<u>Noun in the common case, <i>noun in the common case.</i></u>
10. The chance <u>to pass the credit</u> enabled him not to get expelled.	<u>Infinitive phrase.</u>

Ex.24

1. I have lots of tasks <u>to complete</u> .	<u>Infinitive.</u>
2. The <u>broken</u> window made the room cold and impossible for living.	<u>Past Participle.</u>
3. We say goodbye in a <u>pouring</u> rain and I'll break down as you walk away.	<u>Present Participle.</u>
4. <u>My</u> friends are valuable for me.	<u>Demonstrative pronoun.</u>
5. The idea <u>of escaping</u> scared Liza.	<u>Gerundial phrase.</u>
6. The memory <u>of old people</u> goes weaker every year.	<u>Prepositional phrase.</u>
7. <u>Those</u> flowers are amazing.	<u>Demonstrative pronoun.</u>
8. The girl <u>outside</u> attracts me.	<u>Adverb.</u>
9. <u>Anna's incorrect</u> answer made the teacher upset.	<u>Noun in the possessive case, <i>adjective.</i></u>
10. Henry tried to step back from the wasp <u>flying around him</u> .	<u>Participial phrase.</u>

Ex.25

1. Michael, <u>my brother</u> , went for a walk with me.	<u>Loose apposition.</u>
2. <u>Professor Chernovaty</u> has written a number of great books.	<u>Close apposition.</u>
3. We live in the city <u>of Kharkiv</u> and she lives in the city <u>of Lviv</u> .	<u>Close apposition, <i>close apposition.</i></u>
4. That girl <u>Mary</u> surprised me greatly.	<u>Close apposition.</u>
5. He sent a message to Peter, <u>his best friend</u> .	<u>Loose apposition.</u>
6. Lady Gaga, <u>a famous singer</u> , has a lot of songs in her list.	<u>Loose apposition.</u>
7. <u>Uncle Henry</u> was right, you shouldn't have done it.	<u>Close apposition.</u>
8. This girl <u>Elizabeth</u> is so attractive.	<u>Close apposition.</u>

9. Mr. Robertson, <u>Michael and Jane's uncle</u> , fell in love with Mary.	<u>Loose apposition.</u>
10. John's uncle <u>Sam</u> is a poor driver.	<u>Close apposition.</u>

Ex.26

1. Marley and Scrooge, <u>old companions</u> , have been working together for a long time.	<u>Loose attribute.</u>
2. <u>Cousin Fred</u> has always treated me with friendliness.	<u>Close apposition.</u>
3. O.Henry, <u>an American author</u> , wrote "The gift of the Magi".	<u>Loose apposition.</u>
4. Marley, <u>Scrooge's companion</u> , came to him as a ghost.	<u>Loose apposition.</u>
5. Charles Dickens, <u>my favorite writer</u> , was born in Britain.	<u>Loose apposition.</u>
6. Her sister <u>Larysa</u> impressed everyone with her knowledge of Physics.	<u>Close apposition.</u>
7. Scrooge, <u>a former flint sinner</u> , became merciful and kind after his journeys with spirits.	<u>Loose apposition.</u>
8. Mr. Biden, <u>the US President</u> , is a well-known person across the world.	<u>Loose apposition.</u>
9. Ms. Lane, <u>his girlfriend</u> , was a good student.	<u>Loose apposition.</u>
10. <u>Pastor Ihor</u> is a talented professional.	<u>Close apposition.</u>

Ex.27

1. The people in the taxi were talking <u>till the end of the drive</u> .	<u>Adverbial modifier of time.</u>
2. <u>Despite being distracted</u> , he managed to catch the basic idea of the lecture.	<u>Adverbial modifier of concession.</u>
3. I live <u>in the north of the city</u> .	<u>Adverbial modifier of place.</u>
4. Did you ever think that we could be so close <u>like brothers</u> ?	<u>Adverbial modifier of comparison.</u>
5. He was disappointed <u>so much</u> .	<u>Adverbial modifier of degree.</u>
6. I was brushing my teeth <u>at 7 a.m.</u>	<u>Adverbial modifier of time.</u>

7. He was washing his car <u>listening to music</u> .	<u>Adverbial modifier of attendant circumstances.</u>
8. This toy costs <u>50 UAH</u> .	<u>Adverbial modifier of measure.</u>
9. They are <u>as fast as their predecessors</u> .	<u>Adverbial modifier of comparison.</u>
10. I placed the books <u>on the shelf</u> .	<u>Adverbial modifier of place.</u>

Ex.28

1. <u>Once upon a time</u> , there lived an old man and an old woman.	<u>Adverbial modifier of time.</u>
2. She used to go to the cinema with her boyfriend <u>in the evening</u> .	<u>Adverbial modifier of time.</u>
3. We can't stand his singing. He does it <u>awfully</u> .	<u>Adverbial modifier of manner.</u>
4. Bohdan writes a code in JavaScript <u>better than Michael</u> .	<u>Adverbial modifier of manner/comparison.</u>
5. She is <u>quite</u> serious about it.	<u>Adverbial modifier of degree.</u>
6. Jacob was driving a car <u>talking to his passenger</u> .	<u>Adverbial modifier of attendant circumstances.</u>
7. We knew that <u>very well</u> .	<u>Adverbial modifier of manner.</u>
8. He wants to become a mechanic <u>in the future</u> .	<u>Adverbial modifier of time.</u>
9. <u>Though it was difficult for her to adapt</u> , she became a good member of the club.	<u>Adverbial modifier of concession.</u>
10. She arrived in Prague <u>to have an appointment with a doctor</u> .	<u>Adverbial modifier of purpose.</u>

Ex.29

1. We went <u>to Kyiv</u> <i>to see the main square</i> .	<u>Adverbial modifier of place, adverbial modifier of purpose.</u>
2. <u>In spite of living far away from school</u> , he has <i>never</i> been late.	<u>Adverbial modifier of concession, adverbial modifier of frequency.</u>
3. She is <u>rather</u> polite than rude.	<u>Adverbial modifier of degree.</u>
4. He needs to go <u>there</u> <i>to calm down</i> .	<u>Adverbial modifier of place, adverbial modifier of purpose.</u>
5. We used to live <u>in America</u> , but moved <i>to France</i> .	<u>Adverbial modifier of place, adverbial modifier of place.</u>
6. That watermelon weighs <u>10kg</u> .	<u>Adverbial modifier of measure.</u>

7. Mike is <u>quite</u> an aggressive boy.	Adverbial modifier of degree.
8. I will not go there <u>if it rains</u> outdoors.	Adverbial modifier of condition.
9. She behaves <u>more politely</u> than his brother.	<u>Adverbial modifier of manner</u> , <i>adverbial modifier of comparison.</i>

Ex.30

1. He was a nice guy and Mary really liked him.	Copulative coordination.
2. James was upset, while Sam was in a good mood.	Adversative coordination
3. Don't speak in a whisper, or else they will start suspecting you.	Disjunctive coordination.
4. Little Joe liked sweets, so he always asked parents to buy some.	Causative-consecutive coordination.
5. You should be tougher with him, otherwise he will disrespect you even more.	Disjunctive coordination.
6. Not only did she recover from the cold, but she helped others to do the same.	Copulative coordination.
7. Either she will join us or no one else will win the contest.	Disjunctive coordination.
8. Paul is on vacation, whereas Mary is working hard these days.	Adversative coordination.
9. He managed to be in time, for he has his own car.	Causative-consecutive coordination.
10. James hasn't done the task, nor has he cleaned his room.	Copulative coordination.

Ex.31

1. It is early morning in Ukraine, whereas it is late evening in Canada.	Adversative coordination.
2. I have the Internet, so I can keep pace with the events in the world.	Causative-consecutive coordination.
3. There is a beautiful view and we always marvel at it.	Copulative coordination.
4. Mike has to work hard, otherwise he will not manage to feed his family.	Disjunctive coordination.
5. Not only will he print the report, but he will deliver it orally.	Copulative coordination.

6. Fred goes to school, while his little sister is still in the kindergarten.	Adversative coordination.
7. She knew everything, for she had someone to inquire.	Causative-consecutive coordination.
8. He kept everything in secret, but his friend couldn't keep his tongue behind his teeth.	Adversative coordination.
9. Either we will save her life or no one will trust our clinic.	Disjunctive coordination.
10. His wife cooks well and he is happy about her skills.	Copulative coordination.

Ex. 32

1. <u>What we need to discuss is environmental protection.</u>	Subject clause
2. Jane was nervous <u>that he wouldn't come.</u>	Object clause
3. I like that book <u>which is lying on the sofa.</u>	Attributive clause
4. It's good <u>when he works in co-operation.</u>	Subject clause
5. He knew her preference <u>that the walls must be painted in yellow.</u>	Attributive appositive clause
6. Mike felt <u>as if he had been deceived.</u>	Predicative clause
7. He is unaware <u>that everything has been done instead of him.</u>	Object clause
8. <u>Who she is</u> wasn't interesting at all.	Subject clause
9. It is the best film <u>I have ever watched.</u>	Attributive clause
10. She has a fear <u>that everything might go wrong.</u>	Attributive appositive clause
11. The main thing is <u>that she likes tomatoes.</u>	Predicative clause
12. I am interested in <u>what you think of buying a motorcycle.</u>	Object clause
13. Joe will go to a place <u>where he will be able to buy the toy for Christmas tree.</u>	Attributive clause
14. Jacob brushed his teeth as fast as <u>it was possible.</u>	Adverbial clause

15. My outlook is <u>that everything depends on God's will.</u>	Predicative clause
16. She dislikes the schedule <u>when she has to get up early.</u>	Attributive clause
17. Their question is <u>how to cope with that situation.</u>	Predicative clause
18. He wants to point out <u>that the problems are not serious.</u>	Object clause
19. <u>Since you don't know the way,</u> we will use google maps.	Adverbial clause
20. <u>Whatever she does</u> will not compensate those expenses.	Subject clause
21. She remembered <u>what he had told her.</u>	Object clause
22. I stopped my car as soon <u>as I noticed a child</u> crossing the road.	Adverbial clause
23. She has a belief <u>that whistling at home influences financial situation.</u>	Attributive appositive clause
24. Open the window <u>so that we can breathe some fresh air.</u>	Adverbial clause
25. <u>Although he was tired,</u> he washed his car.	Adverbial clause

Ex.33

1	2	3	4	5	6	7
b	c	d	a	c	a	c

Ex.34

1	2	3	4	5	6	7
b	a	d	b	c	a	b

Ex.35

1	2	3	4	5	6	7
a	c	c	d	b	a	b

Ex. 36

1	2	3	4	5	6	7
d	c	b	d	a	b	d

Ex. 37

1	2	3	4	5	6	7
d	b	b	c	b	a	c

Ex. 38

1	2	3	4	5	6	7
b	c	d	b	a	c	c

Ex.39

1	2	3	4	5	6	7	8	9	10
d	b	d	d	c	b	c	c	d	c

Ex.40

1	2	3	4	5	6	7	8	9	10
b	a	a	d	d	b	c	a	c	a

Ex. 41

1	2	3	4	5	6	7	8	9	10
b	b	b	a	a	a	a	c	b	a

Ex. 42

1. Cream is made from milk.
2. Milk is made by cows.
3. Julia has breakfast in the restaurant.
4. Salt has a bitter taste.
5. The chamomile is a beautiful flower.
6. We gathered mushrooms last September.
7. She will come to the cinema with me.
8. The town tram was in time today.
9. The night is amazing and quiet.
10. I know that Mary is a very clever student.

Ex. 43

1. Where does she live?
2. The best is yet to come.
3. I am interested in if she lives far from the college.

4. Never say never.
5. Lina Kostenko is a prominent poetess.
6. Churai is a Ukrainian surname.
7. The project will have been done by Friday.
8. One says that he likes opera.
9. C# is a programming language.
10. I would like to find out why she doesn't want to come with me.

Ex.44

1	2	3	4	5	6	7	8	9	10
b	c	d	a	b	d	c	a	d	b

Ex.45

1	2	3	4	5	6	7	8
a	b	a	b	c	d	d	c

Ex.46

1. Next Saturday he's going to England to help his uncle, who is an architect ,to make up a draft.
2. Don't use that pen! Use the one lying on the shelf.
3. I visited a lot of cities in Ukraine: Kyiv, Kharkiv, Odesa, Mykolaiv.
4. "You should use less make-up, I'm afraid," said the director to the actress. "You have to look more natural."
5. She couldn't believe her eyes when she opened the door of the office: paper books, pens, pencils — all the things were lying on the floor.
6. "I see it's awful," said my friend, "but whether or not we will cope with it."
7. My mummy's cookies are tasty; I've always told she'd become famous if she treated other people with them, but she refuses.
8. There were many troubles he had to face while going to his granny's place.

Ex.47

1. Have you read L. V. Kostenko's well-known novel "Marusia Churai"?
2. Whenever I pass by this shop, which is unavoidable on my way, the salesman always says "Hello" to me.
3. "Try your hand at this task," said the teacher, "I'm sure it will be easy for you."
4. When he asked her about how things were going, she shout at him, "Never ask me this!"

5. Her husband, who is dean at the engineering faculty, is good at higher math.
6. If the weather is warmer tomorrow, I will go out.
7. She will also go out if the weather gets warmer.
8. "I'll not go out if it is still freezing cold," said Tim.

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