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ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА. СИНТАКСИС. СЛОЖНОЕ ПРЕДЛОЖЕНИЕ

Учебно-методическое пособие

Тирасполь

*Издательство
Приднестровского
Университета*

2025

УДК 811.111`36(075.8)
ББК Ш143.21-2я73
П69

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П69 Практическая грамматика английского языка. Синтаксис. Сложное предложение : учебно-методическое пособие [Электронный ресурс] / ГОУ «Приднестровский государственный университет им. Т. Г. Шевченко» ; Филологический факультет ; составитель : И. Б. Прокудина. – Тирасполь : Изд-во Приднестр. ун-та, 2025. – 84 с.

Учебно-методическое пособие предназначено для студентов 3 курса специальности «Перевод и переводоведение».

Настоящее пособие является третьей частью учебного комплекса “Practical English Grammar”, рассчитанного на студентов-переводчиков.

Учебно-методическое пособие “Практическая грамматика английского языка. Синтаксис. Сложное предложение” предназначено для студентов-переводчиков, изучающих английский язык в качестве основной или второй специальности. Пособие включает 2 раздела: теоретический и практический, состоящих из 14 уроков, и содержит комплекс упражнений, направленных на формирование навыков синтаксического анализа английского предложения.

Пособие может быть использовано как для работы в аудитории, так и для самостоятельной работы студентов.

**УДК 811.111`36(075.8)
ББК Ш143.21-2я73**

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ВВЕДЕНИЕ

Данное учебно-методическое пособие по грамматике английского языка предназначено для студентов 3 курса специальности «Перевод и переводоведение» при изучении темы «Синтаксис. Сложное предложение».

Учебно-методическое пособие представляет собой сборник упражнений, направленных на формирование навыков синтаксического анализа английского предложения.

Синтаксис английского языка далеко не самая хорошо изученная и разработанная тема в практической грамматике английского языка, особенно синтаксис сложного предложения, поэтому цель создания данного пособия – несколько восполнить этот пробел, используя не только различные издания, но и свой опыт преподавания английского языка и общения с носителями языка.

Практическое пособие излагает и объясняет в доступной форме общие сведения о синтаксических особенностях грамматического строя английского языка, которые необходимы для практического использования.

В теоретической части пособия обзорно представлена основная информация, касающаяся особенностей построения сложных (сложносочинённых и сложноподчинённых) и псевдосложных (эмфатических конструкций) предложений в английском языке. Материал построен так, чтобы студенты, особенно слабо подготовленные, могли постоянно обращаться к необходимой им информации, чтобы понять, как правильно выполнять практические упражнения, особенно если это нужно сделать самостоятельно, без помощи преподавателя. Поэтому для лучшего усвоения материала в теоретическую часть включено большое количество примеров.

В практической части порядок следования упражнений определяется порядком изложения теоретического материала в теоретическом разделе. Представленные упражнения охваты-

вают широкий спектр форматов (сопоставление, заполнение пропусков, трансформации, составление предложений, перевод предложений как с английского, так и с русского языка, творческие упражнения и т. д.), что позволяет рассматривать их как комплекс, достаточный для проведения обобщающих аудиторных занятий и самостоятельной работы студентов по указанной теме. Переводные упражнения помогают проверить усвоенную ранее студентами лексику и обогатить их речь новыми словами.

В практическом разделе упражнения расположены по мере возрастания трудностей, что даёт возможность подбирать упражнения в соответствии с языковым уровнем обучающихся. Пособие предполагает устную работу под руководством преподавателя, который даёт необходимые пояснения в аудитории. Кроме того, оно способствует формированию учебных умений и навыков, большей самостоятельности студентов, следовательно, может быть использовано и при самостоятельной работе.

THEORY

UNIT I: THE COMPOUND SENTENCE AND THE COMPLEX SENTENCE

LESSON 1. THE COMPOUND SENTENCE

The Composite Sentence (сложное предложение) is a sentence consisting of two or more clauses. A clause is a part of a sentence, which has a subject and a predicate of its own. 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.

Subordination is a way of linking grammatical elements that makes one of them dependent upon the other.

The Compound Sentence

The Compound Sentence (сложносочинённое предложение) is a sentence which consists of two or more clauses coordinated with each other, each clause has a subject and a predicate of its own. The structure of a compound sentence sends certain messages to readers. First, it tells readers that the sentence contains two ideas, each one deserving its own independent clause. Second, it tells

readers that these two ideas are approximately equal in importance, since they are balanced as a pair.

Compound sentences can be formed in three ways:

a) by using coordinating conjunctions. Except for very short sentences, coordinators are always preceded by a comma.

– *They may take our lives, **but** they will never take our freedom.*

b) by using the semicolon either with or without conjunctive adverbs.

– *The apples were not selling very well; **so** he decided to have a sale.*

c) by using the colon instead of a semicolon between two sentences when the second sentence explains or illustrates the first sentence and no coordinating conjunction is being used to connect the sentences.

– *Rabbits are good pets: they don't make too much noise and they are clean.*

We can distinguish the following types of coordination: **copulative, disjunctive, adversative and causative-consecutive.**

1. Copulative coordination (*соединительная связь*) implies that two events or ideas conveyed by coordinate clauses are merely joined in time and place. The copulative connectors are:

a) the conjunctions (*союзы*): **and, nor, neither ... nor, not only ... but, as well as**

– *She was familiar with the petty social problems, **and** they bored her.* – Она была знакома с мелкими социальными проблемами, и они наводили на неё скуку.

– *I didn't recognize the girl, **nor** did I remember her name.* – Я не узнал эту девушку, да и имя я её не помню.

– *I **not only** remembered the girl's name, **but** I knew everything about her family.* – Я не просто запомнил её имя, я к тому же знал всё о её семье.

– *I don't know **nor** do I care.* – Я не знаю, да и вообще-то мне всё равно.

– *John didn't know how to use my laptop **nor** was he able just to switch it on.* – Джон не знал, как пользоваться моим ноутбуком, и даже не смог его просто включить.

– ***Not only** did the boy break our window, **but** he also trampled on my flower bed!* – Мальчик не только разбил наше окно, он еще и потоптал мою клумбу!

Some conjunctions are used in pairs: ‘*neither.....nor*’, ‘*not only.....but*’. These conjunctions are more widely used in simple sentences but sometimes they can be used in compound sentences.

b) the conjunctive adverbs (союзное наречие): *then, moreover, besides*.

– *We went along the street, **then** we turned to the left.* – Мы шли по улице, затем повернули налево.

2. Disjunctive coordination (разделительная связь) denotes choice usually between two mutually exclusive alternatives.

a) the disjunctive conjunctions are: *or, either ... or (или..... или)*. Some conjunctions are used in pairs. These conjunctions are more widely used in simple sentences but sometimes they can be used in compound sentences:

– *He is **either** in Paris **or** in London.*

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

– ***Either** our prices must be revised **or** we fail.* – Или же мы пересматриваем свои цены, или мы обанкротимся.

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

b) The conjunctive adverbs: *else (or else – или же), otherwise (иначе)*.

– *Don’t be late **otherwise** you may not be let in.*

– *A politician has to be persuasive in his speeches **otherwise** no one would vote for him.* – Политик должен быть убедительным в своих речах, **иначе** никто не проголосует за него.

3. Adversative coordination (противительная связь) joins clauses containing opposition, contradiction or contrast. Adversative connectors are:

a) the conjunctions: *but, while (в то время, как), whereas (тогда как)*.

– *I warned you, **but** you didn’t listen to me.* – Я предупредил тебя, но ты меня не послушал.

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

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

The main adversative conjunction is – **but** – which expresses adversative connection in a very general way. The conjunctions – **while** – **whereas** – specialize in expressing contrastive relations.

b) the conjunctive adverbs: *yet* (всё же, однако), *still* (однако), *nevertheless* (тем не менее), *however*, *only* (conjunctive particle).

– *The examination was pretty complicated, nevertheless we managed to pass it.* – Экзамен был достаточно сложный, **тем не менее** мы смогли его сдать.

– *There was an electric light, only Arthur had not switched it on.* – Там был электрический свет, только Артур его не включил.

4. Causative-consecutive coordination (причинно-следственная связь) joins clauses connected in such a way that one of them contains a reason and the other – a consequence.

a) The only causative coordinating conjunction is – for.

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

– *I won't buy this device for it is very expensive and actually useless for me.* – Я не буду покупать это приспособление, так как оно очень дорогое и для меня бесполезное.

The conjunction **for** is intermediate between subordination and coordination. It is most often treated as a coordinating conjunction because the connection between the clause it introduces and the preceding clause is loose: a certain fact is stated and then another statement with a causal meaning is added.

The land seemed almost as dark as the water, for there was no moon.

b) Consecutive conjunctions: *so, so that*.

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

– *It was raining, so the guys decided to stay at home and watch some movies.* – Шел дождь, и парни решили остаться дома и посмотреть кино.

So that is intermediate between subordination and coordination. When used after a comma in writing or a pause in speaking its connection with the previous clause is looser and it performs the function of a coordinating conjunction.

John is unlikely to come soon, so that we'd better go home.

c) Consecutive adverbs: *therefore* (по этой причине), *accordingly* (соответственно), *consequently* (следовательно), *hence* (отсюда поэтому), *thus*.

– *Marco doesn't speak any English, therefore he doesn't understand you.* – Марко совершенно не говорит по-английски, **поэтому** он не понимает тебя.

In writing coordinate clauses may be marked off by a comma, a semicolon, a colon or occasionally a dash. Sometimes they are not separated graphically at all. In speaking they are separated by pauses.

LESSON 2.

THE COMPLEX SENTENCE: SUBJECT CLAUSES

1. The Complex Sentence (*сложноподчинённое предложение*) consists of independent (main) clause and one or more dependent (subordinate) clauses. The subordinate clauses may function grammatically as a subject, object, predicative, attribute or adverbial modifier. The subordinate clauses are generally introduced by **subordinating conjunctions** (подчинительные союзы) and **connectives** (союзные слова). These conjunctions and connectives are often polysemantic and multifunctional, which may cause confusion in usage and understanding. A subordinate clause may follow, precede or interrupt the main clause:

– *I asked him **why he had come**.*

– ***Since it was Saturday**, he didn't go to his office.*

A comma is generally not used between the main clause and the subordinate clause if the subordinate clause stands after the main clause. But a comma is used between them if the subordinate clause stands at the beginning of the sentence:

– *It is obligatory **that we finish before class ends**.*

– ***Because the world is getting warmer**, polar bears are in danger of becoming extinct.*

– *William Hazlitt's essays, **which were written in vigorous and informal style**, appeared between 1821 and 1822.*

There are five types of subordinate clauses: the subject clause, the predicative clause, the object clause, the attributive clause and several types of adverbial clauses.

Complex sentences can contain two or more subordinate clauses, besides the main clause.

2. Subject Clauses (*подлежащее придаточное предложение*)

a) A Subject Clause is a clause which performs within a complex sentence the same function that the subject performs within a simple sentence and answers the questions ‘who?’ or ‘what?’:

– *Whoever loves wealth is never satisfied with income.* (who?) – **Том, кто любит богатство, никогда не удовлетворён своим доходом.**

– *It’s crystal clear that if you lose weight, you will have a happier, healthier, better life* (what?) – **Несомненно, что, если ты похудеешь, твоя жизнь станет счастливее, здоровее, лучше.**

b) Complex sentences with subject clauses may be of two patterns:

– when a subject clause precedes the predicate of the main clause:

That she will never agree to marry him was absolutely clear for everybody. – **То, что она никогда не согласится выйти замуж за него, было совершенно ясно каждому.**

That Tom can’t come disappoints me. – **То, что Том не сможет приехать, меня расстраивает.** (It’s a subject clause)

c) when a subject clause is placed at the end of the sentence (then it is introduced by the formal “it”):

*It’s disappointing **that Tom can’t come.*** – **Жаль, что Том не придет.**

*It was wonderful **that we could see each other.*** – **Как хорошо, что нам удалось повидаться.**

In these cases, subordinate subject clauses can be introduced without any connectives:

*It’s a pity **you are leaving.*** – **Жаль, что вы уезжаете.**

Note! In exclamatory sentences the formal – it – may be only implied:

*How lovely **(it is)** that the sun has come out!* – **Как чудесно, что выглянуло солнце!**

d) Subordinate subject clauses are introduced in the following ways:

1) by means of the connectives: conjunctive pronouns – *what, whatever, who, whom, whoever, which, whose*):

– ***What I need*** is a piece of good advice.

– ***Whether I talked or not*** made little difference.

- *Because I ask too many questions* doesn't mean I'm curious.
- *How the book will sell* depends on its plot and the author.
- *Whoever moved in next* would need it more.

2) by means of conjunctive adverbs: *where, wherever, when, whenever, how, why.*

3) by means of the conjunctions: 'that', 'whether', 'whether.....or', *because, 'if'*, (a conjunction 'that' is used only with formal 'it'):

– *It's better that she should see everything with her own eyes.* – Будет лучше, если она увидит всё собственными глазами.

– *It's surprising how your voice hasn't changed.*

– *It's understood that modern science allows such experiments.*

Pay attention to the following connectives in Russian:

– **that** – то, что

– **what** – то, что; что....., так это.....

– **if / whether** – частица «ли» после сказуемого в предложении-подлежащем

– **who** – кто, тот, кто

– **whoever** – кто бы ни....., всякий, кто

– **which** – кто из; который из

– **whatever** – всё, что; чтобы ни

– **where** – то, где; вопрос о том, где; то, куда; вопрос о том, куда

– **when** – то, когда; вопрос о том, когда

– **why** – то, почему; вопрос о том, почему

– **how** – то, как; вопрос о том, как

– **how + adjective** – насколько + прилагательное

– *To, что он никогда не согласится с этим планом, совершенно ясно.* – *That he will never agree to this plan is absolutely clear.*

– *Ещё не совсем ясно, согласится ли он присоединиться к нам.* – *Whether he will agree to join us is not quite clear.*

– *Кто был её матерью – вот вопрос.* – *Who her mother was, was the question.*

Subject clauses are not separated from the principal clause by a comma except we have two or more subject clauses coordinated with each other:

– *Who his father was, and why he deserted his family, were the questions that often pressed on the girl's mind.* – Кем был её отец и почему он бросил свою семью, эти вопросы часто угнетали девушку.

Note! Subordinate Subject Clauses beginning with the conjunctions ‘whether / if’ shouldn’t be mixed with subordinate clauses of time and condition:

– Subject Clause: *If he will call you is hard to predict.* – **Трудно предсказать, позвонит ли он тебе.**

– Conditional Clause: *If he calls you, don’t forget to give him my regards.* – **Если он позвонит, не забудь передать ему мой привет.**

LESSON 3.

THE COMPLEX SENTENCE: PREDICATIVE CLAUSES

Predicative Clauses (сказуемое придаточное предложение)

1. A Predicative Clause is a clause which performs within a complex sentence the same function that the predicate performs within a simple sentence. A subordinate predicative clause together with the link-verb in the main clause form a compound-nominal predicate to the subject of the main clause.

2. Subordinate predicative clauses are introduced in the following ways:

a) By means of the connectives – **what – who – which** (conjunctive pronouns); – **when – where – how – why** – (conjunctive adverbs):

– *The thing is which way will lead us to the castle.* – **Вопрос в том какая дорога ведёт к замку.**

– *That was why I left.* – **Вот почему я ушёл.**

– *The main issue is how we are going to fix the situation up.* – **Главный вопрос – как мы сможем уладить сложившуюся ситуацию.**

b) by means of the conjunctions – **that – whether – if – as if – as though**:

– *She felt as if the ground was slipping from under her feet.* – **Она чувствовала будто земля уходит из-под её ног.**

– *All I wanted was that they finally stopped talking about me.* – **Всё, чего я хотела – чтобы они перестали обсуждать меня.**

If the subject denotes order, proposal, request, suggestion, arrangement, desire, etc., the conjunction – **that** – is generally used,

followed by a clause with the predicate in the subjunctive mood (should + infinitive):

– The regulation was *that the first examination should be done in writing.*

– Our proposal is *that you should join us.*

– Their suggestion was *that no one should interfere.*

Predicative clauses with comparative meaning are introduced by the comparative conjunctions: – as – as if – as though – :

– She looks *as if she were ill.*

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

3. Sometimes we need to translate the link-verb ‘to be’ into Russian. The recommended ways to do it are:

– состоит в том, что.....

– представляет собой то, что.....

– является тем, что.....

– это то, что.....

– Это решение – *как раз то, на что мы надеялись.* – This decision *is what we have been hoping for.*

– Но главная его проблема заключалась в том, что он не знал ни одного редактора или писателя. – But his chief trouble *was that he didn’t know any editor or writer.*

In general predicative clauses are not separated from the principal clause by a comma except we have two or more predicative clauses coordinated with each other:

– The fact is *that he has no alibi, and that the evidence is against him.*

– Дело в том, что у него нет алиби, а все улики указывают на него.

LESSON 4.

THE COMPLEX SENTENCE: OBJECT CLAUSES

Object Clause (дополнительное придаточное предложение)

1. An Object Clause is a clause which performs within a complex sentence the same function that the object performs within a simple sentence and answers the questions – ‘what?’ :

- I don't know **what you are talking about**.
- He told us **that he felt ill**.
- He wanted to see **how he was doing his job**.
- I don't know **whether he will come or not**.

2. Complex sentences with Object Clauses may be of three patterns:

a) when an object clause follows the predicate of the main clause:

– They heard **he was going to give away the names of the criminals to the police**. – Прошёл слух, что он собирается выдать имена преступников полиции.

b) when an object clause is introduced by a preposition:

– You should keep your mind **on what the teacher is saying**. – Тебе следует сосредоточиться на том, что говорит учитель.

c) When object clauses may be preceded by the formal 'it' usually after the verbs: **to feel, to believe, to consider, to find, to take, to like, to insist on, etc.**:

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

– I insist on **it** that you tell me all the details.

3. Subordinate Object Clauses are connected to the main clause in the following ways:

a) by means of the conjunctions – **that – if – whether**:

– Time will show **whether/if I'm right or wrong**.

b) by means of the connectives – **who – whoever, – which – whichever – what – whatever (conjunctive pronouns); – where – when – how – why (conjunctive adverbs)**:

– I'll do **what I say**.

– I found out **who had done it**.

– I don't know **when he will come**.

– Nobody noticed **where he put the case**.

c) without a conjunction:

– He said **there was nothing left in the house**. – Он сказал, что в доме ничего не осталось.

– He said **he felt tired**.

– I'm afraid **they'll be late**.

4. In general, object clauses are not separated from the principal clause by a comma. However, there are two exceptions:

a) if the object clause precedes the principal clause and contains more than three words:

– ***Where she spent last night***, I'd like to know. – Где она провела прошлую ночь, я бы хотел знать.

– ***What happened then*** I am not aware of. – Что произошло после, мне неизвестно.

b) if we have two or more object clauses coordinated with each other:

– He can't explain ***why he went to his ex-girlfriend's wedding***, or ***where he disappeared after it***. – Он не может объяснить, зачем пошёл на свадьбу бывшей подруги и куда затем исчез.

5. When the predicate-verb in the main clause is expressed by the verbs: – ***to demand*** – ***to require*** – ***to insist*** – ***to advise*** – ***to recommend*** – ***to suggest*** – ***to propose*** – ***to agree*** – ***to arrange*** – ***to order*** – ***to command*** + ***should + Infinitive*** is used in the object clause:

– They ***insisted*** (that) we ***should have dinner*** with them. – Они настаивали, чтобы мы с ними пообедали.

– She ***demanded*** (that) I ***should apologize*** to her. – Она потребовала, чтобы я извинился перед ней.

Other structures are possible, too:

– What do you ***suggest we should do?*** – What do you ***suggest we do?***

d) We use – ***should*** – in a subordinate clause after the adjectives: – ***important*** – ***strange*** – ***funny*** – ***natural*** – ***surprised*** – ***essential*** – ***unbelievable*** – ***odd*** – ***typical*** – ***interesting*** – ***surprising*** – ***desirable*** – etc.:

– ***It's strange*** that he ***should be*** late. He is usually on time.

– I was ***surprised*** that he ***should say*** such a thing.

LESSON 5.

THE COMPLEX SENTENCE: ATTRIBUTIVE CLAUSES

1. According to the meaning of Attributive Clauses (**определятельное придаточное предложение**) they are connected with

the main clause, they are divided into **attributive relative clauses** (*относительное придаточное*) and **attributive appositive clauses** (*предложение в функции приложения*) ones.

– *He knows much **who** knows how to hold his tongue.* – Умён тот, кто умеет держать язык за зубами.

– *He started his speech in the hope **that** she would listen.* – Он заговорил в надежде, что она выслушает.

2. Attributive Relative Clauses cannot be removed from a sentence without destroying its meaning. Complex sentences with attributive relative clauses qualify the nouns or pronouns. They are introduced with:

a) relative pronouns – **who** – **whom** – **which** – **whose** – **what** – **that**:

– *Believe not all **that** you see nor half what you hear.* – Не верь всему, что видишь, ни половине того, что люди говорят.

b) relative adverbs – **when** – **where** – **why**:

– *The only place **where** I feel safe is my home.* – Единственное место, где я чувствую себя в безопасности, это мой дом.

– *Once there comes the stage of life when you understand what is really important for you.* – Однажды в жизни человека настает такой момент, когда он понимает, что на самом деле имеет для него значение.

Note! Attributive Relative Clauses are never separated by commas.

c) We use – **who** – in a relative clause when we are talking about people (not things):

– *An architect is someone **who designs buildings.***

You can also use – **that** – (instead of who), but you can't use – **which** – for people:

– *The woman **that lives next door** is a doctor.*

d) When we are talking about things, you can use – **that** – or – **which** – (not who) in a relative clause:

– *Where is the cheese **that / which** was in the fridge?*

– *We went to a restaurant **which / that** Jane had recommended to us.*

– **That** – is more usual than – **which** –

e) When we use attributive relative clause, the relative pronoun can be the subject or the object of the clause:

– Rockall is an inhabited island **which / that** lies north west of mainland Scotland. (Subject relative clause)

– We have a friend **who / that** plays the piano. (Subject relative clause)

– The man **who** is ill normally works here. (Subject relative clause)

If the relative pronoun is the object, in this case, we can use a **zero relative pronoun**:

– That's the man (**who / that**) I met at Allison's party. (Object relative clause)

– The park (**which / that**) I usually go running in is across the road. (Object relative clause)

– The man **who** you saw yesterday is ill. (Object relative clause)

f) – **Whom** – is possible instead of – who – when it is the object of the verb in the relative clause:

– The woman **whom** I wanted to see was away. (I wanted to see her)

– She is an actress **whom** most people think is at the peak of her career.

You can also use – **whom** – with a preposition (**to whom / from whom / with whom etc.**):

– The people **with whom** I work are very nice.

But – **whom** – is not often used in spoken English. We usually prefer – **who – or – that – or – nothing**:

– The woman I wanted to see.....or – The woman **who / that** I wanted to see.....

g) We use – **that** – after – **something / anything** – ; words such as – **all / little / much / none** – ; after **superlatives**:

– These walls are **all that** remain of the city.

– She is one of the **kindest** people (**that**) I know.

– Is there **anything (that)** I can do to help.

h) Pay attention to the following features – **the day / the year / the time etc.** + (**that**) **something happens**:

– Do you remember **the day (that)** we went to the zoo?

– **The last time (that)** I saw her, she looked fine.

– I haven't seen them since **the year (that)** they got married.

i) – **Whose + noun** – in relative clauses is used instead of – **his / her / their** – **Whose** – is used mostly for people:

– What's the name of the man **whose car** you borrowed?

– Stevenson is an architect **whose designs** have won international praise.

Compare:

– I met a man **who** knows you.

– I met a man **whose sister** knows you.

‘**Whose**’ is sometimes used when we are talking about things, in particular when we are talking about towns or countries, and organizations:

– We need to learn from **companies whose** trading is more healthy than our own.

j) You can use – **where –when – whereby** (посредством чего, при помощи чего) – as relative pronouns. You can also use – **why** – as a relative pronoun after the word “**reason**”:

– I recently went back to the town **where** I grew up.

– The beach is the place **where** I most like to be in the summer.

– The period during which he lived in Italy was also the time **when** he began to paint.

– The new law means an end to the situation **whereby** charities have to pay tax on money given to them.

– He has been unwell, and this may be the **reason why** he lost the match.

k) In informal English we usually put the preposition later rather than at the beginning:

– The playground wasn’t used by those children **who** it was built **for**.

If the verb in the relative clause is a two- or three-word verb (**come across, go through look after, put up with, etc.**) we don’t put the preposition before the relative pronoun:

– Your essay is one of those (**which / that**) I’ll **go through** tomorrow.

3. Attributive appositive clauses (or extra information clauses) are used to add extra information about a noun, but this information is not necessary to explain which person or thing we mean.

Compare:

Type 1

Attributive relative clauses:

– The woman **who lives next door** is a doctor. (The relative clause tells you which person or thing or what kind of person or thing the speaker means)

- Barbara works for a company **that makes furniture.** (tells us what kind of company)
- We stayed at the hotel **that you recommended.** (tells us which hotel)

Type 2

Attributive appositive clauses (extra information clause):

– My brother Rob, **who lives in Australia**, is a doctor. (The attributive appositive clause doesn't tell you which person the speaker means. We already know which person is meant. The appositive clause gives us extra information about the person or thing.)

Attributive appositive clauses (or descriptive clauses) are characterized by a looser connection with the main clause.

Note! Attributive appositive clauses are separated by commas or dashes or brackets:

- At this age, **which I judged to be near fifty**, he looked extremely young.
- At this age, **(and I judged him to be near fifty)**, he looked extremely young.
- I returned to London, **where I remained for a week.**
- I consulted my father, **who promised to help me.**

Note! If relative adverbs are not in between the subject and the predicate of the principal clause, the attributive appositive clauses are not separated by commas:

– They went to discuss the matter to the kitchen **where the hostess gave them a tableful of excellent food.** – Они пошли обсудить дело на кухню, где хозяйка накрыла для них стол, ломившийся от яств.

a) In both types of attributive clauses we use – **who** – for people and – **which** – for things. **But!** In the first type of relative clause you can use – **that** – In the second type you cannot use – **that** –:

- John, **who speaks French and Italian**, works as a tourist guide.
- Colin told me about his new job, **which** (not that) he is enjoying very much.

b) When we use attributive appositive clauses to add information about a person or people, we use – **who** – as the subject of the clause:

- One of the people arrested was Mary, **who** is a member of the local council.

You cannot leave out – **who** –

c) We can use – **who** – or – **whom** – as the object of the clause, although – **whom** – is more formal and rarely used in spoken English:

– *This morning I met Chris, **who(m)** I hadn't seen for ages.*

When we use attributive appositive clauses to add information about a thing or group of things, we use – **which** – as the subject or object of the clause:

– *These drugs, **which** are used to treat stomach ulcers (язва желудка), have been withdrawn from sale. (subject)*

– *That Masters course, **which** I took in 1990, is no longer taught at the college. (object)*

We don't use **zero relative pronoun** in attributive appositive clauses.

d) You can use – **whose** – in attributive appositive clause:

– *Liz, **whose** car had broken down, was in a very bad mood.*

– *Neil Adams, **whose** parents are both teachers, won first prize in the competition.*

4. When we want to add information about the whole or a part of a particular number of things or people we can use attributive appositive clause with – **of whom** / **of which** – after words such as – **all** – **both** – **each** – **many** – **most** – **neither** – **none** – **part** – **some** – **a number** (one, two, etc. the first, etc., half) **and superlatives** (the best, the biggest, etc.):

– *Mary has three brothers, **all of whom** are married.*

– *They asked me a lot of questions, **most of which** I couldn't answer.*

– *Martin tried on three jackets, **none of which** fitted him.*

– *They've got three cars, **two of which** they rarely use.*

– *The fish, **the biggest of which** is only two cm. long, are multicoloured.*

You can also say – **the cause of which** – **the name of which** – **etc**:

– *The building was destroyed in a fire, **the cause of which** was never established.*

– *We stayed at a beautiful hotel, **the name of which** I can't remember now.*

In informal English we usually put the preposition later rather than at the beginning:

– *Jim's footballing ability, **which** he was noted **for**, had been encouraged by his parents.*

5. There also exists the continuative clause, which is a variant of the attributive appositive clause and is introduced by the relative pronoun – **which** – . The attributive appositive clause refers to a whole clause or even the whole story not only one word. It may be separated by a semicolon, a dash:

– *Kate's parents went to the country, **which** was a perfect excuse for her to mix with friends all night.* – Родители Кейт уехали в деревню, что было прекрасным поводом для ночной тусовки с друзьями.

LESSON 6.

THE COMPLEX SENTENCE: ADVERBIAL CLAUSES

(обстоятельство придаточное предложение)

1. Adverbial clauses refer to a verb, an adjective or an adverb of the main clause in the function of an adverbial modifier. Adverbial clauses are connected with the main clause by means of **subordinating conjunctions** (подчинительные союзы) and **connectives** (союзные слова). According to their meaning we distinguish the following types of adverbial clauses: time clauses, purpose clauses, reason (cause) clauses, result clauses, concessive clauses, place clauses, clauses of manner clauses of comparison and condition clauses.

Adverbial Clause of Time

2. We use time clauses to say when something happens. Time clauses are introduced by conjunctions – **when** – **after** – **before** (прежде чем) – **while** (в то время как) – **till** – **until** (пока не) – **as** – **since** – **as soon as** – **as long as** (до тех пор пока). The verb in the

time clause can be in the present or past tense. We never use a future tense in a time clause, we use one of the present tenses instead:

*I'll look after the children **while** she goes to London.*

*I'll do it **when** I've finished writing the letter.*

No commas are used when the time clause follows the main clause, if it proceeds the main clause, it is separated from it by a comma:

– When he had finished reading, *he looked up.*

a) When / as / while are used to say that two events happen at the same time (**в то время как.....**):

*We arrived **when** they were leaving.*

*She wept **as** he told us the story.*

*John arrived **while** we were watching TV.*

The word – **whilst** – can also be used in this way, but today it's considered rather literary.

b) Time clauses are sometimes introduced by phrases: '**at the time**' (**в то время когда.....**); '**by the time that**' (**к тому времени когда.....**); '**the moment**' (**в тот момент когда.....**); '**the day**' (**в тот день когда.....**) '**the next time**' (**в следующий раз когда**):

***The moment** I saw him I understood that something had happened.*

*I was informed about it **the day** I arrived in Moscow.*

(«**к тому времени, когда....**» переводится на английский язык '**by the time that**' (НЕТ! '**by the time when**'). '**That**' часто опускается:

*Я уже окончу письмо к тому времени, когда вы вернётесь. – I'll have finished the letter **by the time (that)** you come back.*

(Наречие – **тогда** –, которое в русском языке иногда предшествует союзу – **когда** –, на английский язык не переводится):

Это случилось тогда, когда он был в Москве. – This happened when he was in Moscow.

c) We use – **when** – (not 'as' / 'while') to talk about

– one event happening immediately after another:

***When** the lights went out, I lit some candles.*

– to talk about periods of our lives or periods of time past:

*His mother called him Robby **when** he was a baby.*

– to mean 'every time':

*I still feel tired **when** I wake up in the morning.*

d) The conjunctions **till** and **until** introduce clauses which fix the end of the action in the principal clause if the latter contains no negation.

– *She resolved to wait **till** Clym came to look for her.*

If the time reference in the subordinate clause with **till** or **until** is to a commencement point, the main clause is always negative.

– *He did not say a word **till** he was asked.*

– *They did not marry **until** she was forty.*

– *The boy did not start to read **until** he went to school.*

e) The conjunction **since** may introduce a clause which indicates the beginning of a period of time continuing until now or until some time in the past. In the first case the *Present Perfect* is used in the principal clause, in the second – the *Past Perfect*. In the subordinate clause the *Past Indefinite* is used in both cases.

– *I have only seen him once **since** I left school.*

Adverbial clauses in sentences of the following type are also clauses of time.

– ***Scarcely** had his hands touched her head, when she sighed deeply.*

– ***Hardly** had they entered the house, when a violent thunderstorm broke out.*

– ***No sooner** had I wiped one drop from my cheek, than another followed.*

The conjunctions **when** and **than** introducing adverbial clauses of time are correlated with the adverbs *scarcely*, *hardly* and *no sooner* in the principal clause.

Adverbial Clause of Place

Adverbial clauses of place show the place or the direction of the action in the principal clause. They are introduced by the conjunctions – **where** / **wherever** / **anywhere** / **everywhere**:

– *I like to spend my leave **where** I can shoot.*

– *He went **where** the doctor sent him.*

– ***Wherever** he went, he was welcome.*

– *I looked **where** he pointed.*

– *You can go **anywhere** you like.*

Adverbial Clause of Manner

Adverbial clauses of manner characterize actions, states, qualities, circumstances. The most common conjunctions to introduce them are – **as, the way** –.

– *She cooks the turkey exactly **as** my mother did.*

– *I'm sorry I talked **the way** I did at lunch.*

a) Clauses of manner modify the predicate of the principal clause by attributing some quality to it.

– *He could do it **as** no one else could have done.*

– *You ought to write **as** he does.*

b) The manner clause always comes after the main clause. Adverbs – **just – exactly – precisely** – are often used in front of – **as** – for emphasis:

He complained about everything just as I knew he would.

c) We can also use '**the way that**' (так как); '**in a way that**' (таким образом, что/чтобы); '**in the way that**' (тем образом, который, какой) to talk how something is done:

*They did it **in a way (that)** I had never seen before.*

Adverbial Clause of Comparison

Adverbial clauses of comparison characterize the action expressed by the predicate in the main clause by comparing it with some real or hypothetical circumstance or action. Clauses of comparison may be introduced by conjunctions – **as – like – as if – as though – than**; correlative conjunctions – **as.....as, so.....as, as.....as if** –.

a) – **As if / as though** are also used to indicate that the information in the manner clause might not be true. We use past tense after – **as if / as though** to show that the idea is not real:

– *She treats him **as though** he **were** her own son. (unreal action)*

– *He spoke **as** timidly **as if** he were afraid of me. (unreal action)*

b) The difference between the use of – **as** – and – **like – is important**. – **As** implies the idea of identification, as in the example:

– *Let me speak to you **as** your father ought to. (= I'm your father and I'm speaking to you in that character).*

Whereas – **like** – implies the idea of mere comparison:

– Let me speak to you **like** a father might. (= I'm not your father, but I'm speaking in the way your father might).

c) **As if / as though** are used to say how someone or something looks / feels / sounds, etc:

– She felt **as if** she had a fever.

– He looked **as if** he hadn't slept much.

– Mary sounded **as though** she had run all the way.

Adverbial Clause of Purpose

a) We use a Purpose Clause to say what one's intention is when he / she does something. A Purpose Clause usually comes after a main clause. The predicate in the subordinate clause is in the Subjunctive mood. Adverbial clauses of purpose are introduced by conjunctions **that, so that, lest, so as, so, in order that, for fear that**:

– The teacher speaks slowly **so that** his pupils may understand him.

– I gave him the textbook **in order that** he might learn his lesson.

b) Purpose clauses are usually expressed by – **so that + will / would or can / could + infinitive**:

– I have drawn a diagram **so that / in order that** my explanation **will be clear**.

– Father lifted Philip onto his shoulder **so that / in order that** he **could see the procession**.

– I hurried **so that / in order that** I **wouldn't be late**.

'Can' and 'Will' are used when the main verb is in a present, present perfect or future tense:

I have lit the fire so that the house will be warm when they return.

I will give him a key so that he can get into the house.

'Could' and 'Would' are used when the main verb is in a past:

She **hid** the present **so that** the children **wouldn't** find it.

Did you give up your job so that you **could** take care of your mother?

c) The conjunctions **lest** and **for fear (that)** introduce clauses stating what is to be prevented, as both the conjunctions have a negative meaning. **Lest** is extremely formal and after it the Subjunctive mood usually with **should** is used:

– We wrapped the instruments in oilcloth **lest** they should be damaged by sea water.

– Take an electric torch **for fear** you get off the path.

Adverbial Clause of Result

a) Adverbial clauses of result denote some consequence or result of the action expressed in the principal clause. Very often adverbial clauses of result have an additional meaning of degree. Adverbial clauses of result with an additional meaning of degree are introduced by the conjunction – **that** –. In this case we find the adverb – **so** – or the pronoun – **such** – in the principal clause:

– He is **so** weak physically **that** he can hardly move.

– I was in **such** astonishment **that** I could hardly speak.

b) We use – **so** – before an adjective or adverb, but we use – **such** – before a noun. In speech ‘**that**’ is often left out:

– The train was **so** slow (**that**) I was almost two hours late.

– It all happened **so** quickly (**that**) I never got a good look at his face.

– It was **such** a beautiful afternoon (**that**) we decided to go for a walk.

Adverbial Clause of Reason (cause)

We use a Reason Clause when we want to explain why one does something or why it happens. It’s introduced by conjunctions – **because** – **since** (так как) – **as** (так как). – Since – is a little more formal than – As –:

– I went away **because** there was no one there

– **Since** it was Saturday, he stayed at home.

– **As** he had been up since 4 a.m., he was very tired.

a) When the reason is the most important part of the sentence – **because** – is generally used. ‘Because clauses usually come at the end of the sentence’:

*I didn’t tell you **because** I forgot, simply.*

b) Each of the conjunctions expresses a certain shade of causative meaning, and so they are not always interchangeable. ‘**Because**’ usually introduces clauses with the meaning of real cause. This can be illustrated by the ability of because clauses (but not others) to be included in questions. Thus it is correct to say:

– Did you ask him **because** he was famous?

!! But it is wrong to say: Did you ask him **since** he was famous?

c) Unlike – **because** – the conjunctions – **since** – and – **as** – introduce clauses with an explanatory meaning or that of motivation:

– **Since** you are here, we may begin our talk.

d) The other reason why causal conjunctions are not always interchangeable with – **because** –, is that some of them are polyfunctional: – **as** – and – **since** – may be conjunctions of time, as well as of cause:

– We had to carry the luggage ourselves **as** there were no porters (causal relation).

– His mood changed **as** they marched down to the clocks (temporal relation).

e) – **For** – suggests that the reason is given as an explanation for the action. ‘**For**-clauses never come at the beginning of the sentence’:

– I know what we shall have for dinner, **for** I have seen the menu.

f) We can use – **as** – **since** – to mean ‘because’ before a clause.

– **As** – and – **since** – often come at the beginning of the sentence:

– **As** it was raining, we didn’t go out.

– **Since** you haven’t got any money, I’ll lend you some.

g) We can use – **so** – **as a result** – **therefore** – to introduce the result of something. We use – **so** – (with or without ‘and’) before a clause:

– He was late (and) so he ran to the station.

h) We use – **and as a result** – **and therefore** – before a clause. ‘Therefore’ can also go before the verb:

– It was raining hard **and as a result** we didn’t go out.

– I failed my driving test the first time **and therefore** I took it again.

Adverbial Clauses of Concession (contrast)

(уступительное придаточное, называющее обстоятельства, препятствующие основному событию)

Adverbial clauses of concession denote the presence of some obstacle which nevertheless does not hinder the action expressed in the principal clause. They are introduced by the following

conjunctions and connectives: **though, although, no matter how, however, whatever, whichever, even if, even though, even when, for all that, despite that, in spite of the fact etc.:**

– **Though** it was only nine o'clock, there were few people in the street.

– He went out **in spite of the fact** that he had a bad cold.

– **Although / though** he was late, he stopped to buy a newspaper.

– She passed the exam, **although / though** she hadn't studied for it.

– **No matter** what you do, don't touch this switch.

– **However** rich people are, they always seem anxious to make more money.

– **Whatever** you do, don't tell him that I told you this.

a) **Even though** – is a stronger form of – **although**:

– **Even though** I was really tired, I couldn't sleep.

b) '**Though**' (not **although**) is also used to mean '**however**' at the end of a sentence:

Compare:

– The room is very small. It's quite comfortable **though**.

– The room is very small, **however**, it's quite comfortable.

c) We can use – **even though** – (but not '**even although**') to mean '**despite the fact that**':

– **Even though** Tom doesn't speak Spanish, I think he should visit Madrid.

d) We can use – **even if** – to mean '**whether or not**':

– **Even if** Tom doesn't speak Spanish, I think he should still visit Madrid. ('whether or not he speaks Spanish')

e) Sometimes the words – **still – nevertheless – just / all the same (всё-таки)** – are used in the main clause to add emphasis to the contrast:

– **Although** I was shocked, I **still** couldn't blame him.

– **Although** she hated them, she agreed to help them **all the same**.

f) We can also use – **despite the fact that – or – in spite of the fact that** – to form a contrast clause:

– They ignored his order, **in spite of the fact that** they would probably get into trouble.

– They didn't hurry **despite the fact that** they were late.

Adverbial Clause of Condition

Adverbial clauses of condition state the condition (either real or unreal) which is necessary for the realization of the action expressed in the principal clause. They are introduced by the conjunctions **if, unless, in case, suppose, on condition that, provided**, etc.:

- *If I see him tomorrow, I shall ask him about it*
- *If he **is** here, he is probably working in the library.*
- *If he **called** on them yesterday, they gave him your letter.*
- *In **case** the state of the patient **became** worse, he **would be taken** to hospital.*
- ***Should** he ask for reference, tell him to apply to me.*
- *If you **had worked** harder last year, you **would know** English well now.*
- *If he **knew** English well, he **would have translated** the article without difficulty yesterday.*

LESSON 7.

PSEUDO-COMPLEX SENTENCES: EMPHATIC CONSTRUCTIONS

1. In English, there are different ways of adding emphasis to a sentence or part of it. We'll deal here with those that may cause some difficulty in understanding and interpreting.

a) The Emphatic '**Do**'. The verb '**Do**' is used to emphasize the predicate of the sentence. It's placed right before the predicate in the required grammatical form while the predicate is in the form of the Infinitive without 'to':

- *We waited and waited and finally he **did come**.* – Мы всё ждали и ждали, и наконец он **всё-таки** пришёл.
- *She **did** learn to drive at the age of 65.* – Она **действительно** научилась водить машину в возрасте 65.
- *He **does** know a lot about the ocean.* – Он **на самом деле** много знает об океане.

– *She **does** talk a lot, doesn't she?* – Она **и правда** много говорит.

The verb – **do** – in these cases is always said with strong stress.

b) **Double Negation**. The particle – **not** – before a negative adjective or adverb serves to emphasize the positive meaning of the adjective or adverb. Such phrases are usually rendered in Russian by means of the combinations – **довольно – весьма – вполне + прилагательное (наречие): not unusual** – вполне обычный, **not impossible** – весьма возможный, **not infrequently** – довольно часто:

– *Constructions of this type are **not unusual** in this country.* – Правила такого рода **вовсе обычные** для этой страны.

– *Such outcome is **not impossible**.* – Такой исход **весьма возможный**.

– *These machines cause trouble **not infrequently**.* – Такие механизмы ломаются **довольно часто**.

2. The Emphatic Construction “It is (was)that / which / who / whom”.

a) This construction is a grammatical means to emphasize a certain part of a sentence. The emphasized part is placed between – **it** – and – **that** – and the whole sentence is a complex one. Russian sentences corresponding in meaning to such constructions are usually simple, with emphatic words before the emphasized part of the sentence. Sometimes, in Russian sentences these emphasized parts are placed at the end.

The information we want to emphasize comes after – **be** – and is followed by a clause usually beginning with – **that** – (sometimes – which / who / when / where):

– ***Именно (это) он** открыл дискуссию.* – *It was he who had started the discussion.* (Если надо выделить подлежащее, то используется личное местоимение.)

– ***Именно (это) его** я встретила в парке.* – *It was him that (whom) I met in the park.* (Если надо выделить дополнение, то используется объектное местоимение.)

– ***Именно я** получил повышение в должности.* – *It was I who received the promotion.*

– ***Именно его сестру** я встретил в парке.* – *It was his sister that (whom) I met in the park.*

– **Именно в парке** я встретил его сестру. – *It was in the park that I met his sister.* (Если надо выделить обстоятельство места, т. е. подчеркнуть, что «в парке», а не в другом месте).

b) In the negative sentences they are: – **вовсе не – совсем не – :**

– **Вовсе не** инспектор полиции является главным героем фильма. – *But it is not the Detective Inspector who is the central figure in the film.*

c) The construction “**It is (was)that.....**” can emphasize a subordinate clause. Most frequently used Russian emphatic words are: – **как раз – только – лишь – :**

– *I told him the news after he had returned from London.* – Я рассказал ему эту новость после того, как он возвратился из Лондона.

– *It was after he had returned from London that I told him the news.* – **Только** после того, как он возвратился из Лондона, я рассказал ему эту новость.

3. The Emphatic Construction “It is not till / until.....that”

a) When an **adverbial modifier of time** is emphasized by means of this construction, it is rendered in Russian by a simple affirmative sentence with emphasizing words. ‘Until’ is a preposition in this construction:

– *It was not until noon that we were able to resume our work.*
– **Только в полдень** мы смогли возобновить работу. (simple affirmative sentence)

When an **adverbial clause of time** is emphasized, it is rendered in Russian by a complex sentence. ‘Until’ is a conjunction in this construction:

– *It was not until they reached their house that he remembered about the letter.* – **Только тогда, когда** они подошли к своему дому, он вспомнил про письмо. (complex sentence)

b) The Emphatic phrase “Not.....till / until after”

The negative construction is rendered in Russian by means of an affirmative sentence with the emphatic words before the adverbial modifier of time – **not till / until after = только после:**

– *They did not come back till late at night.* – Они **вернулись только поздно ночью.**

The first part of his novel did **not** come out **until after** his return from the trip. – Первая часть его романа была выпущена **только после** его возвращения из поездки.

Compare:

– We **didn't receive** a letter from them **until / till** May. – Мы получили от них письмо **только в мае**.

– **It was not until / till** May **that** we received a letter from them.
– **Только** в мае мы получили от них письмо.

PRACTICE

UNIT II: THE COMPOUND SENTENCE AND THE COMPLEX SENTENCE

LESSON 1. THE COMPOUND SENTENCE

Exercise 1: Analyze the means of connecting coordinate clauses in the following compound sentences. Translate into Russian paying attention to copulative coordination: the conjunctions and the conjunctive adverbs.

1. She drew the curtain back, **and** the room was flooded with gold.
2. Her face was close to the window pane, **and** he was struck by its mournful look.
3. Lily and the babies had joined her in Switzerland in the month of July, **and** they had spent a summer of fine weather in an Alpine valley.
4. One of my sisters decided to get married on the sly in Africa, **then** she threw a party for all absentees on her return to England.
5. They talked a little of Ralph, **and** in another moment Pansy came in, already dressed for dinner.
6. Kyle refused to eat the salad served with the meal, **nor** would he touch any green vegetable put on his plate.
7. Lewis had been well trained by scientists in Philadelphia, **and** he was a curious man by nature.

Exercise 2: Analyze the means of connecting coordinate clauses in the following compound sentences. Translate into Russian paying attention to disjunctive coordination: the conjunctions and the conjunctive adverbs.

1. You have to work hard to remain ahead of your competitors in business, **otherwise** you can easily lose your leading position.

2. **Either** he paid out that hundred pounds some time after dinner last night, **or else** it has been stolen.

3. Are we allowed to take the magazines home **or** do we have to read them in the library?

4. Trench, **either** you travel as a gentleman, **or** you travel alone.

5. How glad I am to have met you then, **otherwise** we might have lost sight of each other.

6. **Either** his passion was a sentimental fiction of Miss Stackpole's, **or else** he would accept the invitation.

Exercise 3: Analyze the means of connecting coordinate clauses in the following compound sentences. Translate into Russian paying attention to adversative coordination: the conjunctions and the conjunctive adverbs.

1. Why is the clear sky of the daytime blue, **whereas** the sunlight itself is yellow?

2. She is vain and foolish and **yet** people like her.

3. He has treated you badly: **still**, he is your brother and you ought to help him.

4. The little girl was not unhappy or afraid, **yet** she wept.

5. Some of the students show positive results, **whereas** others do not.

6. Philip Bosinney was known to be a young man without fortune, **but** Forsyte girls had become engaged to such before, and had actually married them.

7. The water wasn't three feet deep; **nevertheless**, Joe managed to leap out of the mud and swim across, and then back.

8. I know it, **yet** I'm always surprised at it.

9. She lived with a certain magnificence, **but** you needed to be a member of her circle to perceive it.

10. She wanted to serve some coffee to her guests; **however** she didn't have much sugar.

11. Linda wanted to see Chinatown, yet her husband chose Granville Island.

Exercise 4: Analyze the means of connecting coordinate clauses in the following compound sentences. Translate into Russian paying attention to causative-consecutive coordination: the conjunctions and the conjunctive adverbs.

1. The universities and colleges have been asked to reduce their spending to the least possible, **therefore** they are employing no new teachers.

2. Before the invention of writing there were no written records and **therefore** there was no history.

3. Instead of stopping, the rain increased, **so** we decided to set out for home right away.

4. A little nervous and depressed he turned to retrace his steps, **for** all at once he felt himself very much of a nobody.

5. During a week he and Presley had been much together, **for** the two were devoted friends.

6. Not all the necessary things were bought for the trip, **therefore** we had to postpone our departure for several days.

7. Peter is unlikely to come soon, **so that** we had better go home.

8. I am not a silly woman; **therefore** I'm determined not to get into trouble.

9. Don't wait for my next absence, **for** I shan't make another.

10. The union leaders wanted to strike, **for** the union members were not being paid a living wage.

11. Your resume looks quite promising, **so** we are anxious to hire you.

12. He didn't take the money, **for** it wasn't the right thing to do.

13. My daughter wants to be a computer programmer, so she spends all her spare time on the computer.

Exercise 5: Analyze the compound sentences without a conjunction. Translate them into Russian.

1. All happy families resemble one another, each unhappy family is unhappy in its own way.

2. She didn't buy the novel, she received it from the author as a gift.

3. He didn't want to get involved, indeed, he only agreed on one condition.

4. The moon went down, the stars grew pale, the cold day broke; the sun rose.

5. To know things by name is one thing; to know them by seeing them, quite another.

6. Stars were sparkling out there over the river; the sky was frosty clear and black.

7. Our Susan was looking at her with big imploring eyes; she was frowning; she wanted to go.

8. She grew impatient at last; she grew nervous and scared.

9. The President's recommendation called for a tax increase; very few senators will vote for it.

10. The ancient spirit is not dead, old times are still breathing, there is still strength and dignity in life.

Exercise 6. Read the given statements and select the word from the box below that best completes the sentence: – nevertheless – but – consequently – or – however – so – for – otherwise – moreover – and –

1. She must have been tired;.....she fell asleep the moment she inclined her head.

2. Rembrandt was forced to declare bankruptcy in 1656,.....his possessions were sold.

3. I want to own my own company;....., I want to pay all my workers a lot of money.

4. I have paid all of the dues;....., I expect to receive all the privileges listed in the bylaws.

5. I telephoned at least ten times yesterday;....., the line was never free.

6. Jane is a conservative;....., she voted for a liberal Democrat in the last election.

7. You should put antifreeze in your car radiator each fall;....., your radiator might freeze and ruin your engine in the car.

8. Oscar doesn't study or get enough sleep;....., he will probably do poorly in school.

9. She saw a cat run in front of her;.....she fell down while roller-skating.

10. The raging forest fires consumed much of the timberland;....., they threatened the houses of the people living near the forest.

Exercise 7. Join the following pairs of simple sentences to make them clauses of a compound sentence.

1. Derek passed all his exams well.He couldn't find a job.

2. It is getting dark and windy.We had better return home.

3. The teacher explained the question in detail.I didn't understand it.

4. Everyone had the same crib.Most of us ended up failing the exam.

5. I looked in all directions.No house was to be seen.

6. It was bitterly cold.We did not go out.

7. There are butterflies in the sunshine.From everywhere arises the drowsy hum of bees.

8. Your arguments are strong.They do not convince me.

9. He is a good scientist.He is also a good sportsman.

10. Your car is new and fast.My car is old and slow.

11. In the morning Henry cooked the breakfast.Bill was still sleeping.

12. Be careful.You may slip and injure yourself.

13. Computers came into common use in the 1970s.They are now indispensable for conducting business.

14. Take your raincoat with you.It may rain.

15. Take a lantern.We shall not be able to find our way.

16. My granddad fell off the ladder yesterday.He wasn't hurt.

17. The November morning had just begun.It looked like dusk.

18. This must be distinctly understood.Nothing wonderful can come of the story.

19. Maria failed to get a scholarship.Her parents had to pay for her education.

20. Pat is very tall.Her twin brother is rather short.

Exercise 8. Fill in conjunctions and conjunctive adverbs into the sentences below. There may be more than one variant.

1. You must be very gentle with him [the pony],you will find him troublesome.

2. The Simons usually go on holiday to Spain, the Millers go to Italy.

3. He never took more than two slices of bread-and-butter to eat in the pit,..... an apple or an orange was a treat to him.

4. You must fasten the boat to that pole,.....the current will carry it away.

5. Bilinguals.....can understand other cultures,.....can communicate with a wider range of people.

6. The tall white lilies were reeling in the moonlight,.....the air was charged with their perfume.

7. The alarm went off,.....Peter didn't wake up.

8. My parents lent me some money;I couldn't have afforded the trip.

9. Till evening the wind whistled above our heads,.....the sea about us was blue and smooth.

10. The night was black and dreamy too,.....the moon was still down behind the mountains.

11. I will answer the door,.....you can put some water on for tea.

12. You can join us in Paris,.....we can wait for you in London.

13. The front door of the house opened,.....a man and a woman stepped out on the wooden porch.

14. We thought she was arrogant,.....in fact she was just very shy.

15. Debora knew it was not true;....., it would have frightened her.

16. The days became longer,.....it was now springtime.

17. It rained heavily during the afternoon;.....,we managed to have our picnic anyway.

18. Schools in the north tend to be better equipped,.....those in the south are relatively poor.

19. Start off early,.....you won't have to rush.

20. There is much to discuss,.....we'll return to this item at our next meeting.

Exercise 9: Translate these compound sentences from Russian into English.

1. Грегори не вернул мне деньги; он даже не попытался связаться со мной по телефону.

2. Пусть он и компетентный юрист, но с ним трудно иметь дело.

3. Этот учебник не только содержит много ценной информации, он вдобавок и очень увлекателен.

4. Я не знаю ваших секретов, да и не хочу знать.

5. Старик не мог назвать свой адрес, как не мог сказать полицейским, кто он такой.

6. Я предпочитаю классическую литературу, тогда как моя сестра читает только детективы.

7. Анна не могла солгать отцу, равно как и не могла сказать правду.

8. Этот пылесос достаточно мощный, но он слишком велик для нашей квартиры.

9. Мало того, что она хороша собой, она ещё и талантлива.

10. Вы хотите повести детей в зоопарк, или , было бы разумнее пойти с ними в парк?

11. Мы не сможем навестить наших друзей этим летом, а они не смогут приехать к нам.

12. Мы готовились к этому тесту много часов, но так и не справились с ним.

13. Туристы потратили много денег на билеты, иначе они бы не попали на это шоу.

14. Давай пойдём на речку, так как в доме очень жарко.

15. Мы закончили ужинать, а потом дети убрали со стола.

16. Позвоните мне завтра, и я дам вам ответ.

17. Я люблю гулять по пляжу; кроме того, я надеюсь, что когда-нибудь буду жить рядом с океаном.

18. Мой компьютер сломался, так что я потерял все задания к семинару.

19. Изменения климата влечёт за собой резкие колебания температуры, и растения часто не выдерживают подобный стресс.

LESSON 2.

THE COMPLEX SENTENCE: SUBJECT CLAUSES

Task 1: Find the subjects in the following sentences, analyze and translate them into Russian.

1. What they wanted to talk with me about was the liberal art and humanity.

2. How this can happen may be shown on a diagram.

3. What seems to us today to be a banal truth was by no means trivial six centuries ago.

4. That the environment affects humankind in a great variety of ways is a point beyond discussion.

5. When this should be done remains to be settled.

6. Why he did it has been puzzling me these two days.

7. Which of them is going to win has suddenly become a matter of primary importance for everybody.

8. Whatever they say or do becomes immediately known to the headmaster.

9. That he exceeded his authority seems practically certain.

10. It is very difficult for me to know whether to say 'yes' or 'no'.

11. It seemed unfair to him that he should suffer more than his wife.

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

13. Whether there is life on Mars has been a most intriguing problem since the exploration of space started.

14. It's essential that education should prepare people for a lifetime, not just a single career.

15. What they saw as characteristic of American higher education is imaginativeness, curiosity and creativity.

Task 2: Combine each pair of sentences into one that contains subject clause. Begin the new sentence with – *that* – *or* – *it* –

1. The weather is not going to improve. It's apparent.
2. Pollution diminishes the quality of our lives. That is hard to deny.
3. No one stopped to help Sam when he had car trouble. That is surprising.
4. People in modern cities are distrustful of each other. That is unfortunate.
5. People in my village always help each other. That is still true.
6. People today are afraid to help strangers. That is a pity.

Task 3: Read the text and select the word from the box below the best completes the sentence:

– *Whoever* – *that* – *what* – *how* – *when* – *whatever* – *why* – *if* – *because* – *who* –

1.pet ownership in the United States has reached an all time high is an issue of the day.
2.a dog was just a dog kept outside in its little dog house out in the backyard has become a past experience.
3.this puppy will be considered part of the family is still to be seen.
4.pet food manufactures may say doesn't discourage many pet owners from feeding the animals people food.
5.refuses to leave their pets home alone can bring them to "Doggie Day Camp" to come for a day or stay for the night.
6.brings his dog to the centre may be sure there are many different activities and services to choose from.
7.you will be charged depends on the size of the room and the number of services chosen.
8.the centre seeks to provide pets with same kind of care they receive at home is very essential for their owners.
9.they like the best is that pets can even have their nails done.
10.some dogs like to be tucked in at night, before they go to sleep, doesn't amaze.
11.there is also a webcam means owners can see their pets while they are separated.

Task 4: Match the parts of the given complex sentences and translate them.

A.

1. Whoever wants to know about the night sky.....
.....
2. That people should hold on to the last remaining large tracts of primary forests.....
3. It's widely recognized that Hoover Dam.....
.....
4. How to export the country's cultural traditions to new audiences abroad.....
5. Whether rending curry («кари с говядиной») is to be cooked in coconut milk with ginger or lemongrass.....
6. What they learnt from him.....
7. So all the astronauts had to do.....
8. Where hunting is the main driver of species loss.....
.....
9. It's disconcerting.....
10. Because creative industries a lot of economic potential
-

B.

- a)is one of the most difficult structures ever built in the United States.
- b)was that these measures would stop a steady flow of unauthorized arrivals into Australia's northern waters.
- c)is a matter of grave importance.
- d)ought to be concluded by the international team of researchers.
- e)that investments have gone toward extractive industries, which bring in big money, but drain the resources.
- f)can go outside, look up, and see some extraordinary sights.
- g)means we need to develop them in the first place.
- h)is at the heart of those discussions.
- i)will be a crucial part of the conservation mission of this century.
- j)was to continue working in the weightlessness of space.

Task 5: Define the type of the clause (subject / conditional / time) and choose the correct form of the verb.

1. When future generations *hear* / *will hear* these songs of pain and progress and struggle and sacrifice, I hope they won't think of them as somehow separate from the larger American story.

2. If autistic children *form* / *will form* an attachment, it predominantly will be to inanimate objects.

3. Whether projections of demographic shifts are reliable and *prove* / *will prove* to be valid in the future is still to be verified.

4. When their profit targets *are* / *will be* reached or surpassed senior executives will receive bonuses.

5. When the mining of minerals *brings* / *will bring* about the destruction of landscapes and wildlife habitats in this area is not hard to predict.

6. If the smoke from burning fuels is / will be released into the atmosphere it will cause pollution.

7. Until the cubs *have* / *will have* grown up foxes stay in closely knit family groups.

8. When too many firms *enter* / *will enter* competitive markets, their share of profits will fall.

9. If each reflex *involve* / *will involve* some stimulus that causes a respond is doubtful.

10. When consumers *don't* / *won't* have everything they want, they will have to choose what they want most.

11. Whether coaching and preparatory courses *yields* / *will yield* results is still to be examined on test scores.

12. When a criminal case *goes* / *will go* to trial, the defendant may elect to have it heard either by a jury or by a judge.

Task 6: Make complex sentences with subject clauses from the sentences below.

Model:

Today the Space Needle is the most popular place for visitors to Seattle. And it remains the internationally known symbol of the city.

– That the Space Needle has become the internationally known symbol of the city of Seattle makes it the most popular place for visitors to the city.

1. Unlike most Europeans, many Americans are used to eating bacon and eggs for breakfast every day. It's remarkable.
2. Gardeners transplant bushes and flowers by moving them from one place to another. It's a well-known fact.
3. Fruit flies don't have to leap to take off. The scientists have established the cause of it lately.
4. Eskimos migrated from Alaska to Greenland in two great movements. Historians postulate when it happened.
5. Many people go to the Olympic Games. Each of them is hoping to be entertained by world-class sport.
6. Charles Kettering patented something in 1911. It was the first successful spark-based starter for automotive vehicles.
7. Much information can be retained in short-term memory. The amount of it depends almost exclusively on how it is arranged.
8. Educational toys and games give children an opportunity to enjoy themselves. It's indisputable.
9. Water fire extinguishers must never be used for fires that involve electrical equipment. It's crucial.

Task 7: Translate these sentences into Russian.

1. Удивительно, как мало изменился этот район.
2. Встретятся ли они когда-либо ещё, загадка.
3. То, что вы сделали, непростительно.
4. Все еще неизвестно, где я найду все необходимые данные для моего доклада.
5. Неизвестно, в Москве ли он.
6. То, что Диккенс великий английский писатель, известно всем.
7. То, что водитель потерял контроль над машиной, было очевидно.
8. Что вызвало аварию – полная загадка.
9. Почему он сказал, что не женится, никто не знает.
10. Вопрос о том, почему он не пришёл, всё ещё непонятен.
11. То, что употребление наркотиков может разрушить ваше здоровье – это хорошо известный факт.
12. Удивительно, что Ирина, которая учится на «отлично», не сдала экзамен.

13. То, что английский язык является основным языком бизнес-сообщества по всему миру – это факт.

14. Очень плохо, что предрассудки влияют на большое количество людей.

15. То, что женщины в среднем живут дольше мужчин – хорошо известный факт.

16. К сожалению, Али пришлось пропустить занятия из-за болезни.

17. Нельзя отрицать, что солнце встаёт на востоке.

18. То, что алкоголь может быть причиной врождённых дефектов – правда.

LESSON 3.

THE COMPLEX SENTENCE: PREDICATIVE CLAUSES

Task 1: Translate these sentences into Russian.

1. This was what I wished for.
2. This book was what is often referred to as an autobiographical novel.
3. The trouble is that I have lost his address.
4. The problem is whether they'll be able to help us.
5. The mistake was that he had never had to earn his living.
6. The boy's only excuse was that he had had no time to study.
7. The greatest difficulty is how you are to get across the border.
8. The most important thing is whether they can deliver the parcel in time.

Task 2: Match the parts of the given complex sentences and translate them into Russian:

A.

1. The people of this country work hard to meet their responsibilities. The question tonight is.....
.....
2. The latest reports are.....

3. Current estimates are.....
4. Finally, they remember almost nothing. It is.....
-
5. No one wants a pilot to make a mistake. This is.....
-
6. The company has been privately held since 2004. That was.....
-
7. Ripken said players are behavior models whether they like it or not. He said the only question is.....
-
8. Westminster Abbey was.....
9. Red poinsettias are a traditional part of Christmas celebrations, which is.....

B.

- a) that some big Yahoo shareholders would support a deal if Microsoft raise its offer.
- b) where the funeral for William's mother took place after Diana died in a car crash in 1997.
- c) why almost all of them are sold at wintertime.
- d) whether they will be good ones or bad ones.
- e) whether we'll meet ours.
- f) that 2 000 000 women around the world live with fistulas.
- g) as if their brain dies before the other parts of the body.
- h) when Mark Zuckerberg and several classmates at Harvard University started Face book as a business.
- i) why flight crews are trained in teamwork and communication.

Task 3: Make complex sentences with predicative clauses from the extract below:

Example: *Tattoos are rather popular among men (now, big thing). – A big thing now is that tattoos are rather popular among men.*

1. A growing number of Kenyans get tattoos (not a very common situation, still).
2. The older generation thinks about this skin taint (predictable).
3. In the past the people who had tattoos were considered very bad and accused of having an unpleasant character (attitude).

4. Nowadays more and more people are getting tattoos (getting used, result, such a novelty).

5. At present the African men go to beauty salons (rumor, the press).

6. Manicures and pedicures and beauty therapy in general (some of them prefer today).

7. It seems such a development is increasing (interesting thing).

8. Why this is happening (question, such a ticklish, arising, state of affairs).

9. Today you find men in a salon and many men seem to be accepting this (experience, interesting).

Task 4: Translate the following sentences into English.

1. Вопрос в том, придут ли они вовремя, чтобы помочь нам.

2. Причина в том, что ты не хочешь понимать.

3. Самое смешное в этом то, что я не знаю ответа на ваш вопрос.

4. Вопрос не в том, как это произошло, а что нам делать дальше.

5. По подсчётам, каждый год в нашей стране похищают около 1 000 несовершеннолетних.

6. Бессонница – это когда ты не можешь заснуть или наслаждаться непрерывным сном.

7. Мыс Доброй Надежды – то место, где Наполеон провёл последние дни своей жизни.

8. Причина высокого уровня разводов в том, что среднестатистическая супружеская пара слишком молода для такого зрелого шага.

9. Дилеммой было, какую книгу следует прочитать первой: приключенческий рассказ или фантастику.

10. Возможно, то, что он задумал, это то, что одобрит совет директоров.

11. Проблема в том, сократит ли правительство уровень безработицы, чтобы предотвратить восстание.

12. Суть в том, что у каждого человека есть свои обязанности, которые он должен выполнять.

13. Хорошая новость в том, что нам предоставят 50-процентную скидку на авиабилеты.

14. Дом на берегу реки – то место, где жители деревни видели разыскиваемого преступника.
15. Тема сочинения: «Что такое счастье и как его достичь?».
16. Переезд в другой округ – вот почему я так волнуюсь.

LESSON 4.

THE COMPLEX SENTENCE: OBJECT CLAUSES

Task 1: Pay attention to the given statements and select the word from the box below that best completes the sentence. Translate them.

– Whether – that – what – how – where – who – why – whichever –

1. Gallagher says.....police and National Guard troops are sometimes deployed to convince elderly people to leave their homes and come to a shelter until conditions improved.

2. Some political experts say.....candidate wins two of those three states will win the election.

3. Researchers also believe that state and local air-quality regulations will have to be adjusted to take into consideration..... traffic patterns affect pollution.

4. If you ask the average American.....is hungry, they are thinking it is a homeless person.

5. Dominic Moncada from the Regional Transit Authority in New Orleans explains.....cities are turning to streetcars.

6. Doctor Eric Postma has spent more than three years on.....he calls 'The Authentic Project'.

7. A finding will help scientists know more about the threatening solar storms and.....our planet's magnetic field works.

8. Great movies, I believe, shape.....we are as Americans, in our own eyes and in the eyes of the world.

9. 'Portrait of my dead brother' was important for the museum to acquire because it was so pertinent to understand.....Dali was as an artist.

10. They couldn't imagine.....he had been on such a terrible night.

Task 2: Match the parts of the given complex sentences from A and B. Translate them.

A.

1. Schwartz says that many of the people who get a car from Vehicles for Change are.....

2. A survey where we looked at 155 of our recipients shows

3. He says he hopes.....

4. He says by helping low-income families gain financial independence,

5. Rad and other gym goers understand.....

6. Even if you cannot make it to the gym that often, fitness experts say.....

7. The US assistant secretary of state for environmental affairs estimates

8. Oklahoma Department of Emergency Management spokesperson says.....

9. We are continuing to worry about the people who don't have power and making sure.....

B.

a) taxpayers save millions of dollars on food stamps and cash assistance, and the entire community benefits.

b) that donors will provide higher quality cars and more cars.

c) single mothers with two to three children.

d) that by working out they are preventing the onset of serious health issues such as obesity.

e) that the wildlife trade is valued at anywhere from ten to twenty billion dollars a year.

f) conditions are starting to improve, but there is still much work to be done.

g) that shelters are open, providing generators for those shelters and keeping water treatment plants online.

h) a minimal amount of daily exercise will help maintain a long and healthy life.

i) 75% of them had found a better job with an average salary increase of over 4,800 dollars a year.

Task 3: Make complex sentences with object clauses from the sentences below. Translate them.

1. People are realizing they do work out and they eat right, it's been proven they will live longer.....

2. Ron is the busy consultant. It doesn't have to take much time out of your schedule to go to the gym.....

3. Senator Hillary Clinton, wife of former president Bill Clinton, announced her move on her website. "I am forming a presidential exploratory committee"

4. The National Retail Federation has published some statistics. Americans will spend on average about 120 dollars for the holiday

5. There is no simple solution to ending poverty in America, but Catholic Charities USA hold a considered opinion. That task is a moral obligation for everyone.....

Task 4: Insert – what – or – that – introducing object clauses. Translate the sentences.

1. There was no doubt as to he meant.

2. I wanted to satisfy myself the work I had put into this boat was sound.

3. He did not even know had happened.

4. The fact was Gordon had completely forgotten about the meeting.

5. Frank was terrified she would forget about him soon.

6. She often reproached herself for she had said.

7. I found it strange she could speak so calmly.

8. I am not certain of he did.

9. I want to be paid for I do.

Task 5: Translate into English, using – that – what – where necessary:

1. Я слышал, что он уже вернулся в Москву.

2. Я знаю, что он рассказывал вам.

3. Покажите мне, что вы купили.

4. Он сказал мне, что написал письмо маме.
5. Я рассказал студентам, что я видел в Лондоне.
6. Я уверен, что они вернутся очень скоро.
7. Я знаю, что она написала ему.
8. Я хотел бы знать, что вы сказали ему.
9. Я думаю, что завтра будет дождь.
10. Я могу догадаться, что ты собираешься сказать.
11. Я не понимаю, что тебя так рассердило.
12. Они были совершенно равнодушны к тому, что он делал и что он говорил.
13. Это как раз то, чего я не понимаю.
14. Я знала, что вы придёте.
15. Я вижу, что тебе не хочется идти туда.
16. Секретарь говорит, что он уже ушёл.
17. Ты ведь знаешь, что я имею в виду.

Task 6: Translate these sentences into English, paying attention to the predicate-verb in the main clause.

1. Доктор **посоветовал**, чтобы она поехала на юг осенью.
2. Они **настаивали** на том, чтобы этот вопрос был обсуждён на следующем заседании.
3. Он **приказал**, чтобы всё было готово к 5 часам.
4. Мой брат **предложил**, чтобы мы провели отпуск в деревне.
5. Покупатель **настаивал**, чтобы товар был принят обратно магазином.
6. Заказчик **потребовал**, чтобы работа была завершена в срок.

Task 7: Translate these sentences into English, paying attention to the subordinate clause after the adjectives.

1. **Желательно**, чтобы они приняли участие в этой работе.
2. **Очень важно**, чтобы все документы были подписаны ко вторнику.
3. **Невероятно**, что он знал об этом.
4. **Необходимо**, чтобы врач немедленно осмотрел его.
5. **Лучше**, чтобы вы пошли туда сами.
6. **Естественно**, что родители беспокоятся о своих детях.

7. Я была удивлена, что он сказал это.
8. Очень важно, чтобы все слушали внимательно.

Task 8: Translate these sentences into English.

1. Я не понимаю, на что ты намекаешь.
2. Мои подруги приходят ко мне по выходным, чтобы поболтать о том, что произошло за неделю.
3. Джеймс всегда знает, где лучше провести отпуск и что нужно взять с собой в поездку; он же – турагент.
4. У него есть два выхода из этой ситуации: сдать ся полиции или бежать. Интересно, какой вариант он предпочтёт.
5. Я верю, что кто бы ни был убийцей моих родителей, будет найден и наказан в ближайшем будущем.
6. Какой бы фрукт ты не взяла, я уверен, что он тебе понравится.
7. Никто из соседей не одобряет того, как ты себя ведёшь.
8. Я не знаю, кем ты станешь, но успешное окончание университета откроет перед тобой многие двери.
9. Покупатель настаивал на том, чтобы продавец вернул деньги за испорченный товар.
10. Вряд ли они согласятся на выдвинутые тобой условия.
11. Она вдруг осознала, что аудитория пристально смотрит на неё.
12. Студенты, изучающие китайский язык, интересуются, когда наступит год змеи по восточному календарю.
13. Сколько времени тебе понадобится, чтобы нарядиться в то, чего твоя душа желает.
14. Сомневаюсь, что Том знает, кто первым совершил беспосадочный перелёт через Атлантику.
15. Учёные до сих пор дискутируют по поводу того, есть ли вода на Марсе.
16. Они не были уверены, кто же из их друзей летит в Петербург.
17. В любой ситуации Марк понимал, когда ему нужно прекратить спор и как избежать конфликта.

LESSON 5.

THE COMPLEX SENTENCE: ATTRIBUTIVE CLAUSES

Task 1: Analyze the following attributive clauses and translate them. See the way they are introduced.

1. The girl wrote the address down on a card, which she gave to the servant to post.

2. This room, which served for studio, bedroom and sitting room, was bare and dusty.

3. Andrew had a warm desire that the conversation might continue.

4. At last they entered a ravine where the trees were thick.

5. A great lamp, with a green shade, hung over an easel, where the artist had been sketching in crayon.

6. At last Maggie's eyes glanced down on the books that lay on the window-shelf.

7. The wind pierced the woolen jumper she wore.

8. It was not the sort of house he was accustomed to.

9. The question how and why those people got the information still worried us.

10. He drove with her up into the mountain where the winter had not yet swept every russet leaf from the chestnuts and oaks.

11. They were sharp with each other. They said things that ordinarily would have been brutal insults.

12. She avoided meeting and speaking with him, which he could not help noticing.

13. I have led a retired life and have no friends whom I could appeal to..

14. He now resumed the book with which he had been occupied before tea.

15. I was under the impression that Alice was his best friend.

Task 2: Match the parts of the given complex sentences and translate them.

A.

1. That's a disease that.....

2. Janet Jackson is celebrating a music career that.....
 3. There are moments when.....
 4. And that just shows you the love, it shows me the love that
 5. The visit to Africa by singer-actress Madonna has helped to focus attention on the millions in the developing world who.....
 6. The Malawian government gave tentative approval for Madonna to adopt a one-year-old Malawian child, whose
 7. The president said no nation that.....
 8. Earlier fears that high energy prices and rising interest rates must push the economy into recession have given way to optimism that.....
 9. We have been in the process of difficult and elective work, five years of intense effort, which
 10. 72 % of Africans live in slums, most of which
 11. We have a divorced dad who.....
 12. We have a student who.....
- B.**
- a) they have for the artist, for the music, for me.
 - b) is trying to balance school life with work life and with her parents.
 - c) lack basic services and infrastructure.
 - d) has high illiteracy rates can attain prosperity.
 - e) causes kidney failure.
 - f) it's made me want to cry, because they don't speak the language, and yet they know every word to the songs.
 - g) is struggling to manage time between himself, his kids and his ex-wife.
 - h) has culminated today with the signing of the protocol on Moscow's accession to the World Trade Organization.
 - i) spans more than 20 years, from her album 'Control' in 1986, to her upcoming release, '20 Years Old'.
 - j) mother died after childbirth.

- k) the current economic slowdown will be mild.
- l) have been orphaned by poverty, conflict and AIDS.

Task 3: Complete the sentences with an appropriate relative pronoun in defining relative clauses (type I): *who – (to / for) whom – (at) whose – which – that*:

1. This is Dora..... house we stayed for our holiday.
2. She is the girl.....I bought a box of sweets.
3. He is the man.....I sent a letter.
4. That's the boy.....has just got a place at university.
5. The bus.....didn't have enough seats. They sent it.
6. The thought of going home to his family was all.....kept him happy while he was working abroad.
7. She was probably the hardest working student.....I've ever taught.
8. There was littlewe could do to help her.
9. The Royal Floridian is an express train.....runs between New York and Miami.
10. The diary.....Ron kept when he was in prison was sold for 50 000 dollars.
11. We were told that we would be held responsible for anything.....went wrong.
12. He took me to see the old farmhouse.....he is rebuilding.
13. There have been complaints about the noise from people.....live in the flats.
14. The path was made by walkers.....crossed the mountains each summer.
15. It's one of the most interesting books.....I've read this year.

Task 4: Fill in the right connectives (*that / who / which / why / whose*) where necessary.

1. Gerry works for a companymakes cars and buses.
2. The book is about the man.....made this wonderful discovery.
3. The accident.....had happened the day before was my fault.
4. She gave me the address.....I wrote down on a piece of paper.

5. Have you found the notebook.....you lost?
6. What was the name of the manwife was taken to hospital?
7. The reason.....I'm phoning you is to invite you to a party.

Task 5: Construct attributive relative clauses with a preposition.

1. I didn't get the job (apply for it).
2. The house (live in it) was built in the 19th century.
3. I enjoy my classes because I like the people (study with them)
4. The game (join in it) was very heated.
5. The tragedy (just learn about it) is in the news report.
6. The substances (the matter consists of them) are rather dangerous.
7. I threw away the paper (the present / wrap in it)
8. The article (the author / refer to it) was written by an American scientist.

Task 6: Complete the complex sentences with – where – when – why – :

1. We visited the school.....my father taught.
2. I met her last month,.....she came to our house.
3. We all worked at the place.....the fire had started.
4. I met him in the café.....he was working as a waiter.
5. Do you remember the timewe lived in Africa?
6. The place.....we spent our holidays was really beautiful.
7. Did he tell the reason.....they were late?
8. The cat sat on the wallit had a good view of the birds.
9. I'm talking about the time.....they didn't have cars.
10. Last year I spent my holidays in Spain,.....I met Andy.
11. I couldn't understand the reason.....they were so rude.
12. We went away in August.....the children were on holiday from school.

13. They arrived in the evening, at a time.....we were all out.

14. A cemetery is a place.....people are buried.

Task 7: Put in – that – or – what – where necessary:

1. I gave her all the money.....I had.
2. Did you hear.....they said?
3. They give their children everything.....they want.
4. Tell me.....you want and I'll try to get it for you.
5. Why do you blame me for everything.....goes wrong?
6. I won't be able to do much, but I'll do.....I can.
7. I don't agree with.....you have just said.
8. I don't trust him. I don't believe anything.....he says.

Task 8 : Translate the sentences paying attention to the using of the connectives (relative pronouns or adverbs) in the attributive relative clauses (type 1).

1. Тебе нравится подарок, который мы тебе подарили?
2. Она встретила женщину, которая работает на ТВ.
3. Это была самая смешная книга, которую я когда-либо читала.
4. Как называются духи, которыми вы пользуетесь сегодня?
5. Отель, в котором они остановились, был ужасным.
6. Кто был тот парень, с которым ты разговаривал?
7. Компания, на которую я работаю, основана в Италии.
8. Человек, который звонил вам, не назвал своего имени.
9. Как называется река, которая протекает в городе?
10. Вы видели фотографии, которые сделала Анна?
11. Вы всегда задаёте вопросы, на которые трудно ответить.
12. Вы знаете кого-нибудь, кто хочет купить машину?
13. У меня есть друг, который очень хорошо ремонтирует машины.
14. Обед, который ты приготовила, очень вкусный.
15. Где цветы, которые я тебе подарил?
16. Тебе понравился отель, где вы остановились?
17. Это книги, о которых я тебе говорил.
18. Ты знаешь человека, с которым разговаривает Джон?
19. Ты нашёл карту, которую искал?

Attributive Appositive Clauses (Extra Information Clauses)

Task 9: Complete the sentences with an appropriate relative pronoun in appositive clauses: *who* – *whom* – *whose* – *which* – *where* :

1. I met Jane's father. He works at Oxford University
.....
2. Ursula is studying Russian. She has never been to Russia
.....
3. Manchester is in the North-West. We are moving to Manchester
.....
4. Manchester is a big city. It's one of England's fastest growing towns
.....
5. You'll meet Andrew. His brother is one of my closest friends
.....
6. We stayed at the Park Hotel. A friend of ours had recommended it
.....
7. We often go to visit our friends in Bristol. It's not very far away
.....
8. John is one of my closest friends. I have known him for a very long time
.....
9. Sheila is away from home a lot. Her job involves a lot of travelling
.....
10. The new stadium will be opened next month. It can hold 90,000 people
.....
11. Glasgow is the largest city in Scotland. My brother lives there
.....
12. A friend of mine helped me to get a job. His father is the manager of a company.
.....
13. There was a strike at the car factory. It began ten days ago. It's now over
.....
14. London was once the largest city in the world, but the population is now falling
.....
15. Amy has a son. She showed me a photograph of him. He is a policeman
.....

Task 10. Use the information in the first sentence to complete the second sentence. Use – all / most / both / each / many / neither. none, etc. of + whom / which:

1. Most of the information we were given was useless. We were given a lot of information
2. Jane has received neither of the letters I sent her. I sent Jane two letters,
3. None of the ten people who applied for the job was suitable. Ten people applied for the job,
4. Kate hardly ever uses one of her computers. Kate has got two computers,
5. Mike gave half of the 50,000 dollars he won to his parents. Mike won 50,000 dollars,
6. Both of Julia's sisters are teachers. Julia has two sisters,
.....
7. I went to a party. I knew only a few of the people there. There were a lot of people at the party,
8. The sides of the road we drove along were lined with trees. We drove along the road,
9. The aim of the company's new business plan is to save money. The company has a new business plan,

Task 11. Translate the sentences paying attention to the using of the connectives (relative pronouns or adverbs) in the attributive appositive clauses (type 2).

1. Лондонский клуб шахматистов, членами которого являются более 50 человек, устраивает встречи каждую пятницу.
2. Авиакомпания, основной офис которых находится во Франции, недавно начали полёты между Парижем и Лондоном.
3. Мама Кейт, которой 69 лет, только что сдала экзамен по вождению.
4. Дому Кевина, который находится в центре города, больше 100 лет.
5. На прошлой неделе я встретила Сью, которая сказала мне, что собирается в отпуск.
6. Морис, который является одним из моих лучших друзей, решил жить во Франции.

7. Мой дядя Джон, который живёт в Ливерпуле, собирается навестить меня на следующей неделе.

8. Родители Роберта, которые ушли на пенсию вместе, живут в Испании.

9. Сидней, население которого более трёх миллионов человек, самый большой город в Австралии.

10. Мария, которая прожила в Британии несколько недель, прекрасно говорит по-английски.

11. Брайтон, который является туристическим центром на юге Англии, находится в 85 км. От Лондона.

12. Мы посетили город Christchurch, в котором позавтракали в Итальянском ресторане.

13. Сара Рос, которую вы встретили прошлым летом в Мадриде, сегодня будет у нас на вечеринке.

14. Синди, брат которой довольно знаменитый музыкант джаза, пообещала пригласить меня на его концерт.

15. Моя сестра Эми изучает химию, в которой я плохо разбираюсь.

16. Мистер Браун дал мне много советов, большая часть которых была очень полезная.

REVISION

Attributive relative clauses and Attributive appositive clauses (extra information clause)

Task 12. Find the clauses and define their types (subject, predicative, object, attributive). Support your choice with relevant arguments.

1. Professor W. James says it can be hazardous for children who live and play close the highway.

2. For these young adults, it is a great way to find love with someone who shares their heritage.

3. What makes it possible for Rock and Smith to have such confidence is a program called 'Vehicles for Change'.

4. People can get married here in shopping malls that were built a few years ago.

5. What this bill would do would be to allow states to subsidize people through small business and to improve public systems.

6. That same picturesque geography and sense of a separate world is what brings thousands of tourists to Dogon villages every year.

7. With their “never say die” attitude, you can be sure these ghost tourists will be back.

8. ‘Cos-cha’ is one of the so-called ‘maid cafes’ where waitresses dress in scanty black maid’s outfits with white aprons, black net stockings and lacy white headbands.

9. She says people are too busy with paying jobs to perform the maintenance.

Task 13. Translate the complex sentences into English.

1. Железная дорога, которая соединяет Москву и Санкт-Петербург, была построена в конце XIX века.

2. Я купил книгу, которую вы рекомендовали.

3. Дом, в котором мы живем, новый.

4. Я помню тот день, когда были открыты первые станции метро.

5. Студент, с которым я путешествовал в прошлом году, отличный пловец.

6. Я купил книгу, о которой вы мне говорили.

7. Я только что прочитал статью, которая содержит много интересных сведений о системе образования в Англии.

8. Здание, которое занимает наш институт, большое.

9. Я переведу статью, которую вы мне дали.

10. Дом, который занят нашим учреждением, большой.

11. Человек, который читает журнал, наш староста.

12. Молодой инженер, с которым я работаю, окончил Институт Стали.

13. Изобретение, о котором он говорил на прошлой лекции, очень интересное.

14. Кузен, которого мы встретили в Лондоне, приезжает в гости.

15. Человек, чья дочь выиграла турнир, работает тренером.

16. Лиза носила туфли, которые она купила в Италии.

17. Машина, которую купил Джейсон, работает на электричестве и газе.

18. На первоначальный вопрос, почему он вообще это сделал, ответа не последовало.

19. Человек, который живет на соседней улице. зависим от интернета.

20. Устройство, которое связывает ваш компьютер с интернетом, называется модемом.

21. Он встретил своего учителя, который был очень строгим.

22. Он ищет секретаря, который хорошо умеет пользоваться компьютером.

23. Ты увидишь дом, который напротив заправки.

24. Фотоаппарат, который стоит около двух сотен фунтов, был потерян.

25. Маленькая девочка, чья кукла поломана, плачет.

26. Дом, крыша которого белая, принадлежит моим бабушке и дедушке.

27. Человек, который сидит там, мой брат.

28. Картина, которая висит на стене, была написана Репиным.

29. Мужчина, который живет на тринадцатом этаже, был арестован.

30. Попугай – это животное, которое обитает в некоторых экзотических странах.

31. Ты знаешь парня, который разговаривает сейчас с Джейн?

32. Кто-нибудь видел журнал, который она читала?

33. Бумаги, которые мне были нужны, находились в кейсе.

34. Моряк – это человек, который тяжело работает на корабле.

35. Девушка, которую я встретил вчера, очень красива.

LESSON 6.

THE COMPLEX SENTENCE: ADVERBIAL CLAUSES

Task 1. Fill in the blanks with – when / – as / – while – If there is more than one possible answer, write them all.

1.he was twelve, he moved with his parents to London.

2. Tom started to cry.....Jenny left the room.
3.they were waiting for the taxi, Rod offered to give them a lift.
4. I cut myself.....I was shaving.
5. Leave the keys at the front desk.....you leave.
6.the bathroom window broke, I was having a shower.
7. Do you remember.....we went sailing in Sweden with Carol?
8. It's hard to imagine life in the days.....there were no antibiotics or anaesthetic.
9.I tried to wake him, it became obvious that he was seriously ill.
10. Sarah was still angry.....she hung up (повесить трубку) the phone.
11. Richard hurt his back.....he was running for a bus.
12. She was walking along the street.....she tripped over.
13. I was quite good at maths..... I was at school.
14. I can't remember.....we last saw Alison.
15. I get a pain in my left knee.....I walk up the stairs.
16.I start the car in the morning, the engine makes a terrible noise.

Task 2. Complete the sentences with the following conjunctions or phrases: – after – as – as long as – as soon as – before – by the time – since – the moment – till – until – when – while –

1.I got home, I found that Jill had painted her room.
2. She was an employee at the post office.....she started her own business.
3. Can you look after the children.....I am out?
4. Wait hereI come back.
5. You'll feel better.....you've had something to eat.
6. You can use my car.....I'm on holidays.
7. The building had almost burnt down.....the fire brigade arrived.
8. We realized that something had gone wrong.....we saw him run towards us.
9. You'll get a surprise.....you open the door.

10. We waited at the airport.....he arrived.
11. I watched her.....she opened the letter.
12. We've been staying in this hotel.....we arrived in London.

Task 3. Fill in the blanks with – till / until – before –

1. They remained in the garden.....they got quite cold.
2. A quarter of an hour passed.....the lessons began.
3. I waited.....the next train came.
4. Meg strained her eyes upon her work.....it was too dark to see the threads.
5. She listened patiently.....he had finished his lecture.
6.we start our experiment, I want you to read these notes.
7. He was sure that she wouldn't say anythingthe children left for school.

Task 4. Translate the sentences.

1. Я подожду дома, пока вы не позвоните.
2. Когда мы были в Лондоне, мы посетили Тауэр.
3. Я передам ему это сообщение, как только он позвонит.
4. Я не играл в футбол с 15 лет.
5. После того как я закончил работу, я пошёл домой.
6. Они закрыли ворота до того, как я вошёл в них.
7. Я позвонил в магазин, как только проверил содержимое коробки.
8. После того как я прочту книгу, ты сможешь взять её.
9. Том читал книгу, а я в это время смотрел телевизор.
10. Что ты собираешься делать, пока ты ждёшь их?
11. Давайте проведём совещание после того, как пообедаем.
12. Мы ждали в аэропорту, пока они не прибыли.
13. Сэлли рассказала мне о своей помолвке, когда была здесь.
14. Я приду, как только закончу работу.
15. Я еду в Лондон на следующей неделе. Я надеюсь увидеть Тома, пока я там.
16. Он не пойдёт домой, пока они не вернуться.
17. Они ушли, пока я разговаривал с доктором.

18. Мне сообщили об этом в тот день, когда я приехал в Москву.

19. К тому времени, как он приехал, полиция уже покинула это место.

20. Я принесу тебе эту книгу в следующий раз, когда приду.

21. Они не получали от него никаких известий с тех пор, как он покинул Россию.

22. Когда Сэм сел, стул сломался.

23. Я это сделаю тогда, когда я вернусь.

Adverbial Clauses of Place

Task 5. Complete the following sentences to say 'where'. Use the prompts: *the accident happened; you like; everyone can see it; you can find a chair; you go in the world.*

1. Let's put the TV-set in a place where

2. Please sit wherever

3. This is the exact spot where

4. You are not allowed to park anywhere

5. Some television programmes are familiar everywhere

.....

Adverbial Clauses of Manner and Comparison

**Task 6. Complete the sentences with the following words:
– as – as if – in the way – the way –**

1. I think you should write the paper.....I showed you.

2. He kept looking at the entrance.....he was waiting for somebody.

3. You never do anything.....you are asked to.

4. He stretched himself (подтянуться) on his bed.....a dog stretches himself.

5. He speaks.....he knows the subject well.

6. I think the cake is exactly.....mother makes it.

7. He described the town.....he had seen it himself.

8. Her smile was sweet and innocent just.....it had ever been.

9. He left but she went on talking.....nothing had happened.

Task 7. Put the verbs in brackets in the correct tense forms.

1. Why do you talk about her as if she (be).....old?
She is only fifty-five.

2. They ate their dinner as if they (not eat).....
for a week.

3. They spoke as though they never (part).....

4. I'm not a child but you speak to me as if (be).....
.....a child.

5. The sky is full of black clouds. It looks as if it (be)
.....going to rain.

6. I'm in love. I feel as if I (float).....on air.

7. He looked at me as if he never (see).....me.

8. They met as if they (be).....friends.

9. When I told her the news, she reacted as though she already
(hear).....it.

10. You act as though you (be).....my boss.

11. It sounds as if it (rain).....

Task 8. Translate the sentences.

1. Похоже, что Том не придёт.

2. Сюю хромала, похоже, она повредила ногу.

3. Мы незнакомы. Почему она улыбается мне, как будто мы знакомы.

4. Он говорит, как будто он – мой отец.

5. Мне никогда не разрешали вести себя так, как я хотел.

6. Они танцевали таким образом, что я никогда такого не видел прежде.

7. Она не хочет одеваться так, как её коллеги.

8. Он выглядит так, как будто увидел привидение.

Adverbial Clause of Purpose

Task 9. Join the sentences using – so that – and the words in brackets :

1. She got up early. She didn't want to be late for work. (wouldn't)

2. He switched on the light. He wanted to see what he was doing. (could)

3. I turned down the music. I didn't want to disturb the neighbours. (wouldn't)

4. She repeated everything. She wanted us to remember it. (would)

5. She is saving money. She wants to buy a new car. (can)

Task 10. Combine the two sentences in the most appropriate way using 'in order (not) ' + to-infinitive or 'so as (not)' + to-infinitive:

1. I had to borrow money from the bank.....

2. He packed his suitcase with the books at the bottom.....

3. Bus fares in the city are being cut.....

4. We crept quietly towards the deer.....

5. I walked around the outside of the field.....

6. We put up a fence.....

7. She looked down at the book in front.....

8. The roadworks were carried out at night.....

A.

a) This was done to encourage people to use public transport.

b) We wanted to prevent people walking across the grass.

c) I didn't want to damage the growing crops.

d) I did this to set up the business.

e) They didn't want to disrupt traffic too much.

f) We didn't want to frighten them away.

g) She wanted to avoid his gaze.

h) He didn't want to crush his clothes.

Adverbial Clause of Result

Task 11. Write two sentences as one with – so / such.....that:

1. The ice was thick. There was no danger of the skaters falling through.

2. She looked ill. Her parents immediately took her to the doctor.

3. He has got a very good memory. He never needs to write anything down.

4. The bath was relaxing. He went to sleep.

5. They were surprised. They could hardly speak.
6. He sounded sorry. I just had to forgive him.
7. He was very nervous. He couldn't eat anything.
8. Our neighbours' party was very noisy. We couldn't sleep.
9. The restaurant was very crowded. They couldn't find anywhere to sit down.
10. We were all having a good time. We didn't want to stop.

Task 12. Rewrite each sentence less formally in two ways: one using 'in such a way that' and the other using 'in such a way as to':

1. The factory demolition was planned such that any risk to the public was avoided.

.....

2. The meeting room is designed such that everyone's voice can be heard without the use of microphones

3. The documents are written such that they are easily comprehensible

4. If the dial is rotated such that the number 1 is at the top, the valve opens.

Task 13. Choose the correct answers:

1. I haven't got much money **as** / **so** I can't afford a new car.
2. **As** / **as a result** it was such a beautiful day, we decided to have a picnic.
3. It was his birthday **because** / **so** we decided to buy him a present.
4. **As a result** / **since** all the seats on the train were taken, we had to stand.
5. The banks were closed **and as a result** / **because** we couldn't get any money.
6. I didn't find the book very interesting and **so** / **as** I didn't finish it.
7. We couldn't drive across the bridge **as a result** / **because** it was closed.
8. She had the best qualifications and she **so** / **therefore** got the job.

Adverbial Clause of Reason (cause)

Task 14. Complete the sentences with the following conjunctions – *as* – *because* – *so that* –

1. I walk to work every morning.....I can get some exercise.
2. I went away.....there was no one there.
3. He spoke slowly.....everybody may understand him.
4.nobody met me at the station, I had to carry the luggage myself.
5. I'll call him at once.....he wouldn't wait for me.
6.it's a public holiday, you won't find many shops open.
7. I'll write the letter immediately.....they could receive it by the end of the week.
8. He walked quickly.....he was in a great hurry.
9. He drew a street plan.....she might be able to find the house easily.
10. He left the car in the road.....he wanted to keep it out of the sight.
11. Speak louder.....I may hear you.
12.the light fell on his face, he turned round.
13.it was late, we decided to stop work and go home.
14. The room was chill,.....it seldom had fire.
15. She had had to give up doing overtime at work.....there was so much to do at home.

Task 15. Translate the sentences.

1. Я записал все цифры, чтобы он не забыл их.
2. Говори громче, чтобы я мог слышать тебя.
3. Положите часы на стол, чтобы дети не сломали их.
4. Зажгите свет, чтобы они могли читать.
5. Я сказал им об этом ещё раз, чтобы они не забыли.
6. Обслуживание в гостинице должно улучшиться, так как произошли изменения в её руководстве.
7. Так как авиадиспетчеры объявили забастовку, мы отменили свой полёт.

8. Мне пришлось отдать документ в перевод, так как я не смог прочесть его по-немецки.

9. Вечер был настолько тёплый, что мы решили поужинать в саду на открытом воздухе.

10. Я не сплю так поздно, так как хочу посмотреть фильм в половине двенадцатого.

11. Том настолько был обеспокоен тем, что его друг не приехал, что позвонил в больницу.

Adverbial Clauses of Concession (contrast)

Task 16. Complete the sentences, using the conjunctions – *although – though – in spite of the fact that – despite – in spite of* –

1.it rained a lot, we enjoyed our holiday.

2. The house isn't very nice, I like the garden,.....

3.we started early, we only arrived just in time.

4. He looked very well,.....his recent illness.

5. He continued the racehis injury.

6.I worked hard, I failed.

7.I had planned everything carefully, a lot of things went on wrong.

8.I've never seen him before, I recognized him from a photograph.

9.his English was very good, he was difficult to understand.

10.his English name, he is in fact German.

Task 17. Underline the correct phrase.

1. This shirt is still dirty **even though** / **even if** I've washed it twice.

2. **Even though** / **Even if** he loses the election, the president will still control foreign policy.

3. They drank from the stream **even though** / **even if** they knew it was polluted.

4. I'll continue to sing my songs **even if** / **even though** I never sell another record.

5. We will go ahead with the project **even though** / **even if** our partners pull out.

6. I enjoy going to discos **even if** / **even though** I don't like dancing.

7. After Barlow was arrested, his wife and daughters were questioned by the police **even though** / **even if** they knew nothing about his business affairs.

8. **Even if** / **Even though** the building was in perfect condition, it would still be impossible to use it for modern offices.

9. The driver stopped to let on more passengers **even though** / **even if** the bus was already full.

10. I wouldn't tell you where Gail lives **even though** / **even if** I knew.

11. **Even though** / **Even if** I only play one match for my country, I'll be happy.

12. **Even though** / **Even if** he had just put a cigarette out, Lawrence lit another one.

13. He plays for Wales **even though** / **even if** he was born in Scotland.

14. **Even though** / **Even if** I'm quite old, I still miss my parents.

15. I still couldn't afford to go to Paris, **even though** / **even if** I took the cheapest route.

Task 18. Translate the sentences.

1. Мне очень понравилась его последняя книга, несмотря на то, что она была не очень хорошо написана.

2. Я никогда не могу вспомнить его имя, хотя знаю его давно.

3. Мне действительно понравилась пьеса, хотя у нас были не очень хорошие места.

4. Он умер бедным, хотя много работал всю свою жизнь.

5. Несмотря на то что я учил французский язык три года, мне трудно говорить на нём на улице.

6. Хотя я не ел несколько часов, я не голоден.

7. Хотя было уже 9 часов вечера, на улице было мало народу.

8. Хотя он очень занят, он найдёт время, чтобы помочь нам.

9. Он вышел, несмотря на то, что был очень простужен.

10. Хотя было поздно, мы решили пойти туда.

11. Несмотря на то, что он много работает, он зарабатывает мало.
12. Я люблю музыку, хотя и не играю на музыкальном инструменте.
13. Я вижу их каждый день, всё же ни разу не разговаривал с ними.
14. Она согласилась работать, несмотря на зарплату, которая была весьма низкой.
15. Лиза очень приятная, но муж мне её всё же не нравится.
16. Он говорил так долго, что люди начали засыпать.
17. Погода была такая тёплая, что я не одел куртку.
18. Несмотря на все меры предосторожности его деньги украли.

REVISION

Task 19. Find Adverbial clauses in the following sentences and define its type.

The Smithsonian's National Zoo in Washington D.C.

1. A new kind of animal-themed attraction has captivated visitors since the Smithsonian's National Zoo was opened this past November.
2. In spite of the fact that the zoo's Speedwell Foundation Conservation Carousel looks like any ordinary merry-go-round, it's special in two ways.
3. First, it's Solar powered; one of only two carousels in the world which run on sunlight.
4. Chuck Fillah, the Zoo's associate director of planning, says the idea of solar power came about because the zoo wanted to send a message about conservation.
5. She pointed at the rooftop where they had installed 162 solar panels.
6. "Each one generates so many watts of electricity," says Fillah, "that the power generated during the day by the sun runs the carousel".
7. Excess energy captured by the solar panels is routed to the zoo's grid so that it can power lights for the buildings and animal exhibits.

8. The carousel's other special feature is the 56 hand-carved and painted figures that represent creatures living in exhibits at the zoo or at its research facility.

9. Chuck Fillah says they put the animals together in grasslands, oceans, desert and forest as if they were in their usual habitats.

10. "I think that will be really cool if it brings awareness to the animals", says Fiona, another young visitor.

11. Although children are enjoying themselves, they are, nevertheless, learning what the conservation message is all about.

12. When they go away they may be thinking about something they learned here.

Task 20. Point out all the adverbial clauses and state of what kind they are.

1. He walked into the Green Park that he might cross to Victoria Station and take the Underground into the City.

2. The curtains were not yet drawn, though the lamps outside were lighted.

3. "If you can spare half an hour some afternoon this week, I shall be at the club any day between 5.30 and 6."

4. When she woke early on Sunday morning the world sparkled as though it had been newly born.

5. She sat there so long that she rose quite stiff, and so hungry that she could not help going home and stealing into the kitchen.

6. He laughed joyfully as though a weight had been lifted from him.

7. He stood against the rail, looking west where the river swept round in a wide curb under the woods.

8. It was just beginning to be daylight when they walked along the logging road back toward the lake.

9. As the dawn approached it grew a little cooler and I was able to sleep.

10. Jan waved, till the taxi disappeared round the corner.

11. Osterman, standing on a chair at the end of the room, shouted for a "few moments quiet, gentlemen," so that he might tell a certain story he knew.

Task 21. Translate the following sentences, using adverbial clauses of

a) time.

1. Доктор уговаривал больного не вставать с постели до тех пор, пока он не почувствует себя совершенно здоровым.

2. Пока он говорил, я все больше убеждался, что где-то раньше видел этого человека.

3. По мере того как мы приближались к порту, нам попада-лось все больше судов.

4. Мы не переедем в новый дом, пока дети не закончат шко-лу.

5. Стоило ему прочесть инструкцию, как он уже знал, как работать с машиной.

b) place

1. Мальчик побежал туда, куда незадолго до этого пошли его товарищи.

2. После долгих лет разлуки мы решили встретиться там, где играли в детстве.

3. Я приехал оттуда, где никогда не бывает зимы.

c) purpose

1. Открой окно, чтобы легче дышалось.

2. Эдди расчистил кружочек на замерзшем стекле, чтобы последний раз посмотреть на Чикаго.

3. Мистер Рочестер дал Джейн глоток вина, чтобы она по-чувствовала себя бодрее.

4. Джейн решила покинуть дом своих родственников, что-бы не зависеть от них.

d) result

1. Майкл молчал так долго, что Алан подумал, что тот уснул.

2. На пляже было так многолюдно, что, казалось, будто люди переселились на берег реки.

3. Рассказ был такой смешной, что в зале непрерывно разда-вались взрывы смеха.

4. Он такой приятный человек, что вы легко с ним поладите.

5. Билл был такой сильной личностью и был так строг по отношению к себе и другим, что многие из нас его боялись.

6. Преимущества знания иностранных языков настолько очевидны, что мы даже не будем их обсуждать.

e) cause

1. Раз вы так настаиваете на этом, мне придется согласиться пойти с вами.

2. Я согласилась на это только потому, что он очень просил меня.

3. Так как уже стемнело, вам лучше остаться у нас.

4. В связи с тем, что знаменитый певец чувствовал себя плохо из-за перемены климата и не мог выступить, его концерт был перенесен на несколько дней позже.

5. В связи с тем, что дорога была скользкой и видимость была ужасной из-за сильного тумана, наша машина двигалась со скоростью 20 миль в час.

f) concession

1. Хотя вопрос застал ее врасплох, она не растерялась.

2. Каковы бы ни были его другие недостатки, никак нельзя сказать, что он трус.

3. Неважно, как это случилось; ясно одно, – что сами мы во всем виноваты.

4. Как бы ни сложны были операции, профессор Рогов справлялся с ними успешно.

5. Как бы высоко вы его ни ценили, вы не должны прощать ему его ошибки.

6. Как сильно мы не старались, нам не удалось закончить проект до назначенного срока.

7. Несмотря на тот факт, что наш новый сотрудник имеет очень хорошие рекомендации, мы не можем доверить ему такую ответственную работу.

g) comparison

1. Девушка продолжала читать так, как будто в комнате больше никого не было.

2. Сомс заметил с удивлением, как тяжело дышала Ирен, будто она долго бежала.

3. Он любит похвалиться. Он всегда больше говорит, чем делает.

4. Чем ближе вы подходите к морю, тем свежей становится воздух.

h) condition

1. Я надеюсь, что, если вернусь через полчаса, вы будете уже заканчивать вашу работу.

2. Я обязательно приду, если только не случится что-нибудь непредвиденное.

3. Если бы не миссис Пейдж, Эндрю не покинул бы Бленелли так скоро.

4. Если ты не сообщишь мне, когда прилетаешь, я не смогу встретить тебя в аэропорту.

5. Если бы я не была так занята, мне было бы легче освободиться в любой удобный для тебя момент.

6. Если случится худшее, мы должны быть готовы.

Task 22. Translate the following sentences, using adverbial clauses.

1. Он выглядел бодрым, несмотря на то, что провёл бессонную ночь.

2. Она говорит о Париже так, как будто была там лично.

3. У них была такая свирепая собака, что никто не осмеливался пройти мимо их дома.

4. Он сказал нам сесть на заднее сиденье машины, чтобы мы могли поговорить.

5. После того как члены жюри выслушали свидетельские показания, они вынесли приговор.

6. Она была в шубе, хотя день был очень тёплый.

7. Мне пришлось на время остановиться, так как я уже не мог следить за дорогой.

8. Когда им сказали, сколько будет стоить поездка, они решили остаться дома.

9. Ты не знаешь, чего ты можешь достичь, пока не попытаешься сделать это.

10. У него такой голос, как будто у него ангина.

11. Студентам нравился курс профессора, потому что он практически не задавал домашнее задание.

12. Как только кальций вступает в контакт с водой, он сразу образует гидроокись.

13. Люди на вечеринке беспокоились о Джанет, потому что никто не знал, куда она ушла.

14. Ларри был так поглощён своим романом, что забыл про обед, который готовился на плите.

15. Ничто не могло стереть из памяти людей жестокость их бывшего лидера, несмотря на то, что уже прошло много лет.

16. Хотя авиакомпания увеличила стоимость билетов, многие люди всё же предпочитают летать на самолётах.

17. Мой брат сейчас в отпуске в Крыму, мне бы хотелось, чтобы он был здесь и помог мне отремонтировать машину.

18. Наш учитель химии так объяснил эксперимент, что сразу стало понятно.

19. Он не может получить эту работу, пока у него нет пятилетнего стажа вождения автомобиля.

LESSON 7.

PSEUDO-COMPLEX SENTENCES: EMPHATIC CONSTRUCTIONS

Task 1. Translate the sentences into Russian.

1. I don't have much contact with my family. I **do see** my younger sister, when I come to London.

2. I don't take much exercise now but I **did play** volleyball quite a lot when I was at school.

3. He said he would come and he **did come**.

4. Now I see that she **does know** the subject well.

5. We don't know very much of this author. But we **do know** that all the three poems were written by him.

6. I don't object to your going to the mountains but I **do object** to your going there unaccompanied.

7. He didn't come but he **did send** them the atlas as he had promised.

Task 2. Emphasize the italicized parts of the sentences using the construction 'It is / was'....that (who).

1. *The Russian Scientist Ladygin* invented the electric lamp.
2. His brother brought me a letter *an hour ago*.
3. I shall discuss the matter *with our legal adviser*.
4. The equipment was to be delivered *in April*.
5. The notification of the bank was received by the seller *after the steamer had left*.
6. *The shipowner* is responsible for the damage to the goods.

Double Negation

Task 3. Translate the sentences into Russian.

1. The total number of German words in English is **not inconsiderable**.
2. Their contribution to the common cause was **not insignificant**.
3. This second novel was savagely but **not unfairly** criticized.
4. I would say his reaction was **not unreasonable**.
5. It is **not unreasonable** to group together the painters who worked chiefly in Florence.
6. Storms and hurricanes are **not infrequent** in these parts of the world.
7. I'm afraid that was done **not irregularly**.
8. This last work of his is **not uninteresting** and will **not be unsuccessful**.
9. Our life was **not uneventful**.
10. He looked down at her **not in an unfriendly** way.
11. The differences between India and Pakistan **are not irreconcilable**.

The Emphatic Construction "It Is Not Until ... That "

Task 4. Translate the sentences into Russian.

1. **It was not until** 1846 when "Vanity Fair" began to appear **that** Thackeray attained any eminence.
2. **It was not until** the end of the 17th century **that** France began to produce the art that reflected the artificial life of Versailles.

3. **It was not till** impressionism turned its attention to the nature of light and the colour of shadow **that** painters evolved a new way of seeing.

4. **It was not until** seven years had passed since the manuscripts had come into the scientist's hands **that** they published them.

The Emphatic Phrase “Not....Till / Until After “

Task 5. Translate the sentences into Russian.

1. Cotton **was not introduced** to Japan from China **until later**.
2. The last unfinished novel by C. Bronte **was not published until** the end of the 20th century.
3. Silver and lead **were not used** in Britain **till after** 500.
4. T. More's 'Utopia' **was not translated till** 1551.

REVISION

The Emphatic “Do”

Task 6. Translate the sentences into English.

1. Я на самом деле люблю его.
2. Я всё-таки думаю, что мы должны туда поехать.
3. Он на самом деле хочет тебе помочь.
4. Ты правда выглядишь замечательно сегодня.
5. Будь же всё-таки серьёзной!
6. Он всё-таки отклонил это предложение.
7. Он все-таки любит тебя!

The Emphatic Construction “It is / wasthat / which / who / whom” (positive and negative)

Task 7. Translate the sentences into English.

1. **Только** после войны здесь появились каменные дома.
2. **Именно** она остановила машину.
3. **Лишь** на следующее утро она заметила исчезновение фотографии.
4. **Именно** тогда он вспомнил о старом архитекторе.

5. **Вовсе не** этот художник нарисовал папин пруд.
6. **Именно** он пришел первым.
7. **Не кто иной, как** голландский физик Кристиан Гюйгенс, первый предложил толкование данного явления.
8. **Именно** тогда начали перестраивать Лондонский мост.
9. Она хочет изучать **именно** греческий язык.

The Emphatic Construction “It is / was not until.....that”

Task 8. Translate the sentences into English.

1. Судно отправилось **только** в полночь.
2. **Только тогда, когда** его книга была издана во второй раз, она стала более широко известна.
3. Самолёт отправился **только** на следующий день.
4. **Только тогда** , когда он увидел их снова, он понял свою ошибку.
5. Мы получили от него первые вести **только** ранней весной.
6. Они узнали, что поезд отменён **только тогда**, когда приехали на вокзал.
7. Снег растаял **лишь** в конце апреля.
8. Она сообщила им о своём решении уехать **лишь** тогда, когда уже приехала на новое место жительства.
9. **Только** после 1911 года Резерфордом была предложена первая поистине успешная теория структуры атома.

The Emphatic Phrase “Not ... Till /Until / After “

Task 9. Translate the sentences into English.

1. Работа была закончена только в 8 часов.
2. Он начал писать стихи только после окончания университета.
3. Он позвонил только в 8 часов.
4. Они уехали только в полночь.
5. Я смог уйти только после ланча.
6. Мы сможем встретиться только после представления.
7. Мы заснули только на рассвете.

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Учебное издание

**ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА.
СИНТАКСИС. СЛОЖНОЕ ПРЕДЛОЖЕНИЕ**

Учебно-методическое пособие

Составитель:

Инна Борисовна Прокудина

Издается в авторской редакции

Компьютерная верстка: Ю. А. Запорожан

ИЛ № 06150. Сер. АЮ от 21.02.02.

Подписано в печать 22.05.25. Формат 60×90/16.

Усл. печ. л. 5,25. Электронное издание. **Заказ № ??**.